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Acquisition de compétences

Agha, Y. B., & Vanderspelden, J. (2023). ***Acteurs et territoires d'Apprenance: Zoom sur le réseau des APP***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140491955?utm_source=phplist&utm_campaign=message_particuliers_harmattan__36295&utm_medium=email&utm_content=lienTitre
Vingt ans après le livre APP & autoformation accompagnée en actes, les auteurs proposent un regard sur ce réseau (40 ans en 2024) avec le filtre de l'Apprenance. Ils constatent une continuité sur les fondamentaux de la pédagogie et une capacité d'adaptation sociale et territoriale. Les pratiques formatives, autoformatives et collaboratives résonnent avec l'Apprenance. Le livre éclaire ce concept dans une organisation alliant l'individualisation des parcours et la personnalisation de l'accompagnement, créant une dynamique fertile et collective d'autonomisation. C'est un voyage apprenant : Apprenant Agile, Badge, Certification, CléA, Compétence, Créativité, Écoute, Facilitation, Multimodalité, Numérique, Pairagogie, Plaisir et Reconnaissance.

Auli Giraldo, M., & Herold, J.-F. (2023). **Development of a new Metacognitive Self-Regulated Model of Competency**. In M. Carmo, W. I. for A. Research, Science (WIARS), & Portugal (Éd.), *Education and New Developments2023* (Vol. 1, p. 181-185). https://doi.org/10.36315/2023v1end039
Since 2017, the University of Aix-Marseille (AMU) has engaged in a pedagogical transformation towards a Competency-Based Approach (CBA). Nevertheless, the evaluation of competencies is not yet operational. The transition to a CBA implies a pedagogical paradigm shift: what is evaluated here is not only students' performance (the result of their activity) but also their ability to achieve this result (the mental processes that lead to performance). In order to make CBA operational, it is essential to go beyond traditional evaluation systems since these systems focus almost exclusively on the productive character of competence (performance). Indeed, some conceptions of CBA are still influenced by an empiricist and behaviourist approach and tend to reduce competence to its observable manifestations, leaving aside its constructive character. The difficulty of creating new tools to assess competencies lies in the lack of socio-constructivist models that give their rights due to the learner's cognitive activity and social acceptability. The present model aims to anchor CBA in the Self-Regulated Learning (SRL) theories and, more specifically, to define competency through the metacognitive approach. Metacognitive analysis, judgments, and controls are necessary for students to plan and regulate their activity according to what is asked of them in a specific situation. To be competent, students must be performative and consciously explain the mental processes that lead them to acceptable performance. Also, for a student to be competent, a third party must validate their knowledge and abilities. Competence is certificative. Competency is a conscious mental ability that translates into socially acceptable behaviour. This model aims to present competence through a fuller scope, including its productive, constructive, and social characteristics. The practical use of this model would allow for the implementation of new and more robust competency assessment tools.

Barberet, A. (2021). ***Le transfert des recommandations internationales de l'OCDE liées au développement des compétences sociales et émotionnelles à l'école : le cas des***

pratiques pédagogiques en élémentaire dans l'académie de Strasbourg (Phdthesis, Université de Strasbourg). Consulté à l'adresse https://theses.hal.science/tel-04193639
A partir des années 2000, les organisations internationales telles que l'OCDE, ont changé leurs recommandations pour intégrer des valeurs de bien-être personnel et social à leur objectif de développement économique. Cela se traduit en classe par l'adoption d'une approche par compétences et notamment le développement des compétences sociales et émotionnelles. Si le discours de l'OCDE est largement adopté par les politiques en France, le changement de pratiques en classe n'est pas directement lié aux réformes nationales. Le but de cette recherche est d'analyser pourquoi et comment certains enseignants modifient néanmoins leurs pratiques pour aller dans le sens de l'OCDE. Notre recherche se fonde sur une étude qualitative menée auprès de 30 professeurs des écoles. Elle révèle que les idées sont diffusées à travers les liens sociaux et internet. La formation est principalement informelle et passe par des associations, des think tanks, et des acteurs de l'édusphère.

Beaulieu, J., Ruberto, N., & Labrosse Noury, N. (2023). **Objectifs évalués et contextes de développement de compétences ciblés au sein des bulletins d'élèves ayant une déficience intellectuelle profonde**. *Revue hybride de l'éducation*, *7*(1), 63-83. https://doi.org/10.1522/rhe.v7i1.1304
L'évaluation du développement de compétences de la personne ayant une déficience intellectuelle profonde (DIP) comporte plusieurs défis (Tremblay, 2001). Il existe peu de matériel évaluatif adapté à ces élèves (Wicht et Bielmann, 2012). La tâche de cibler des objectifs individualisés dans leur bulletin incombe aux enseignants. La littérature scientifique montre que les enseignants privilégient souvent l'enseignement de compétences fonctionnelles (Agran et al., 2012). L'objectif du présent article est de décrire les objectifs d'apprentissage documentés dans les bulletins d'élèves québécois ayant une DIP et de décrire les contextes de développement de ces compétences. La discussion permet d'amorcer une réflexion sur l'évaluation et l'enseignement.

Beaulieu, J., Ruberto, N., & Moreau, A. C. (2023). **Approche intégrée d'enseignement avec la littérature jeunesse des compétences en littératie auprès d'élèves ayant une déficience intellectuelle moyenne à sévère**. *Revue hybride de l'éducation*, *7*(1), 253-266. https://doi.org/10.1522/rhe.v7i1.1273
Les pratiques en littératie documentées auprès des élèves ayant une déficience intellectuelle moyenne à sévère (DIMS) sont peu ou pas décrites dans la littérature scientifique. La description de ces pratiques est pourtant nécessaire puisqu'elle soutient la formation initiale et continue du personnel scolaire et contribue au développement du plein potentiel des élèves ayant une DIMS en matière de littératie. L'objectif du présent article est de décrire l'adaptation de l'approche intégrée d'enseignement de la littératie au moyen de la littérature jeunesse de Morin et al. (2005) auprès d'élèves ayant une DIMS.

Beaulieu, J., Ruberto, N., Moreau, A. C., & Labrosse Noury, N. (2023). **Pratiques enseignantes pour soutenir la compétence à faire une demande chez des élèves ayant une déficience intellectuelle sévère à profonde**. *Revue hybride de l'éducation*, *7*(1), 244-252. https://doi.org/10.1522/rhe.v7i1.1425
Les élèves ayant une déficience intellectuelle sévère à profonde (DISP) présentent des difficultés importantes en lien avec la communication (Beaulieu et Langevin, 2014). Il semble que les enseignants et les autres intervenants scolaires, en interaction avec des

enfants qui ont de faibles compétences de communication, limitent les échanges verbaux. Puisque la compétence à faire une demande est nécessaire pour la participation sociale, des enseignantes d'une école se sont donné comme objectif de soutenir cette compétence chez ses élèves ayant une déficience intellectuelle sévère à profonde. L'objet du présent article est de décrire les pratiques des enseignantes mises en place à cette école.

Bédard-Bruyère, F., Bolduc, J., Després, J.-P., & Julien-Gauthier, F. (2023). **Participation à une activité de chorale et retombées en littératie : une étude de cas auprès de trois élèves autistes du primaire ayant une déficience intellectuelle**. *Revue hybride de l'éducation*, *7*(1), 318-334. https://doi.org/10.1522/rhe.v7i1.1310
Les interventions musicales sont de plus en plus utilisées auprès d'enfants autistes pour les soutenir dans leur développement (Geretsegger et al., 2014). Cet article présente, sous la forme d'une étude de cas, les retombées d'une activité parascolaire de chorale auprès de trois élèves autistes du primaire ayant une déficience intellectuelle. Les compétences en littératie des élèves sont documentées à partir de l'analyse des enregistrements vidéos des séances de chorale et d'un entretien semi-dirigé avec l'enseignant de musique. En évoluant dans un nouveau contexte de vie de groupe, les participants semblent avoir mobilisé leurs habiletés de communication et d'interaction sociale. Ils ont également participé activement à l'activité de chorale. Les résultats suggèrent que la chorale pourrait soutenir certaines composantes en littératie d'élèves autistes ayant une déficience intellectuelle.

Bernard, F. (2023, septembre 11). **Apprendre à lire : quels défis cela représente-t-il pour les élèves de primaire ?** Consulté 12 septembre 2023, à l'adresse The Conversation website: http://theconversation.com/apprendre-a-lire-quels-defis-cela-represente-t-il-pour-les-eleves-de-primaire-212144
Dans une société où tout s'accélère, l'apprentissage de la lecture suppose toujours un long investissement, sur plusieurs années. Explications sur ce qui est en jeu, du décodage à la compréhension.

Bisschop, H. de. (2023, août 3). ***Mixité des acteurs et hybridité du dispositif de formation : quels impacts sur les apprentissages ? L'acquisition des compétences d'encadrement en environnements industriels agro-alimentaires : une simulation en halle technologique***. Présenté à FOR PRO. Consulté à l'adresse https://institut-agro-dijon.hal.science/hal-04195005
La présente communication s'inscrit dans une table ronde qui, à partir d'une approche empirique ancrée dans trois terrains différents, se propose d'interroger en quoi la diversité, l'hétérogénéité, la mixité des acteurs de la formation professionnelle requestionnent les problématiques, méthodologies et résultats de la recherche en sciences de l'Education et la Formation. À partir de deux études conduites sur un dispositif de formation à l'encadrement par simulation en halle technologique destinée à des ingénieurs agro-alimentaires, nous y précisons successivement (i) comment les problématiques de recherche initiales prenaient en considération la diversité ou la mixité des parcours, des niveaux et trajectoires d'apprentissage, des buts, intérêts, engagement des acteurs ? (ii) Comment nos observations et/ou analyses ont mis à jours des phénomènes attendus ou inattendus en lien avec cette diversité ou cette mixité ? Et (iii) comment nos cadres conceptuels et/ou méthodologiques nous ont permis ou non

de prendre en considération ces phénomènes et/ou d'en rendre compte dans nos résultats de recherche ou notre travail collaboratif avec les partenaires des projets ?

Boisvert, M.-E., & Lavigne, A. (2023). **Les processus d'écriture du point de vue de deux adolescents autistes**. *Revue hybride de l'éducation*, *7*(1), 84-109. https://doi.org/10.1522/rhe.v7i1.1311
Plusieurs recherches soulignent des difficultés dans l'apprentissage et l'utilisation de l'écriture chez des personnes autistes. Toutefois, peu d'entre elles permettent de les comprendre. Cette étude ethnographique vise à décrire, du point de vue de deux adolescents : 1) leurs capacités et leurs difficultés dans leurs processus d'écriture et 2) les facteurs contextuels qui peuvent influencer ces processus. Les résultats mettent en lumière des capacités sur le plan du processus d'idéation des participants en lien avec l'écrit, mais une difficulté à saisir les attentes et à mettre en mots certaines idées, notamment en fonction des consignes données.

Brabant, F., & Moreau, A. C. (2023). **Le Langage SACCADE ConceptuelMC en tant que stratégie de communication novatrice avec des élèves autistes : point de vue d'intervenantes et de parents**. *Revue hybride de l'éducation*, *7*(1), 295-317. https://doi.org/10.1522/rhe.v7i1.1337
La présente étude de cas s'intéresse à une approche complémentaire et novatrice permettant aux élèves autistes de développer leur compétence à communiquer. Le cadre théorique explique les caractéristiques de communication complexe de ces élèves atypiques en lien avec le Langage SACCADE ConceptuelMC (LSC). La méthodologie et l'analyse croisée étayent les données tirées des outils de collecte, soit un journal de bord, des entrevues individuelles et un entretien collectif. Les résultats mettent en évidence les enjeux de l'implantation du LSC dans une école spécialisée.

Chatagnon, A., & Sgarzi, M. (2023). **L'évaluation et la certification des compétences numériques de base en France à destination des adultes moins qualifiés**. *Céreq Études*, (47). Consulté à l'adresse https://www.cereq.fr/levaluation-et-la-certification-des-competences-numeriques-de-base-en-france-destination-des

Chevalère, J., Yun, H. S., Henke, A., Pinkwart, N., Hafner, V. V., & Lazarides, R. (2023). **A sequence of learning processes in an intelligent tutoring system from topic-related appraisals to learning gains**. *Learning and Instruction*, *87*, 101799. https://doi.org/10.1016/j.learninstruc.2023.101799
Although intelligent tutoring systems (ITSs) are increasingly used, it is unclear which psychological processes precede students' learning gains. Using a pre- and posttest design, the present study examined a sequence of psychological processes informed by control value theory. We investigated (a) whether secondary school students' topic-related cognitive appraisals (value and control) affected their task-related affective (enjoyment and boredom) and cognitive (engagement and performance) outcomes while using the ITS and (b) whether task-related outcomes affected learning. Path analyses showed that students' topic-related interest, but not perceived utility, personal importance or self-efficacy, was associated with task-related enjoyment. In turn, enjoyment showed reciprocal effects on and of engagement and ongoing task performance, which predicted final performance and, ultimately, learning gains. The influence of boredom, in contrast, was minimal along this sequence. More generally, the findings highlight the difficulty of establishing a clear pattern of sequential causation

derived from control value theory for the current ITS context, with evidence demonstrating the systematic influence of confounders accounting for the predicted relations among components. Despite these limitations, we identified key psychological processes involving the contribution of affective and cognitive processes to learning in the ITS context.

Cortessis, S., & Deschenaux, A. (2024). **Le récit professionnel, un kaléidoscope pour articuler les diverses temporalités ?** *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.14114
Les modalités pédagogiques basées sur la formalisation et le retour sur des expériences vécues par les étudiant-e-s se multiplient actuellement dans le cadre de nombreuses formations professionnalisantes. Ces récits d'expérience ayant notamment pour but le développement de compétences réflexives, ils s'avèrent pertinents dans le cas où leur élaboration s'inscrit dans la durée, permettant à leurs auteur-e-s un temps d'arrêt sur leur parcours. Cette étude exploratoire investigue précisément le rapport qu'entretiennent des enseignant-e-s métier en formation avec le temps. Par l'analyse de récits professionnels réalisés au cours de leur formation pédagogique à l'enseignement professionnel, nos résultats préliminaires indiquent notamment que la multiplicité des rôles à endosser soit dans une même temporalité durant la formation, soit dans un même espace-temps lors de l'enseignement est perçue comme un manque de temps. La crise sanitaire de 2020, fréquemment envisagée en termes de ralentissement et privant les individus d'espaces communs, est au contraire venue renforcer cette impression de manquer de temps.

DeShano Da Silva, C., Gandara, F., & Reeves, A. (2022). ***Spotlight on basic education completion and foundational learning: Rwanda***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000383301

Després, J.-P., Julien-Gauthier, F., Mathieu, M.-C., & Bédard-Bruyère, F. (2023). **Développer la littératie des jeunes ayant une déficience intellectuelle par la participation à un programme d'apprentissage informel de la musique à distance**. *Revue hybride de l'éducation*, *7*(1), 147-183. https://doi.org/10.1522/rhe.v7i1.1308
Le présent article relate l'expérience d'une participante au Camp musical extra-ordinaire, un projet de recherche musical inclusif à l'intention des jeunes ayant une déficience intellectuelle ou physique. Une approche multiméthode a été mise en oeuvre afin de documenter l'évolution des littératies langagière, musicale et technologique de la participante. Les résultats suggèrent que Léa a amélioré ses habiletés de communication, de socialisation, ses performances musicales et ses habiletés numériques. Ces résultats laissent entrevoir une synergie entre les différentes formes de littératie qui lui a permis d'acquérir différentes formes d'expression, de mettre en valeur son potentiel et de renforcer son estime personnelle et sa confiance.

Duru-Bellat, M. (2023, septembre 8). **Education : le niveau baisse-t-il vraiment ?** Consulté 11 septembre 2023, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/education-niveau-baisse-t-vraiment/00108003
Le niveau de compétences des élèves comparé à celui de leurs aînés suscite souvent l'inquiétude, mais sur la base de données partielles, analyse la sociologue Marie Duru-Bellat.

Feraco, T., Casali, N., & Meneghetti, C. (2023). **Adaptability and Grit: Foundations for Their Joint Contribution to Students' Academic and Nonacademic Outcomes**. *Mind, Brain, and Education*, *17*(3), 175-184. https://doi.org/10.1111/mbe.12367
Adaptability (adjustment to new and uncertain situations) and grit (perseverance and passion for long-term goals) both sustain students, but their joint contribution has never been explored, and recent studies propose they could compose a single factor. In this study we aim to test whether (i) they actually belong to a single overarching factor as recently posited by the Triarchic Model of Grit and (ii) they have specific effects on different outcomes. We show that, in a sample of 602 students (11–18 years old), perseverance of effort, consistency of interests (the two facets of grit), and adaptability are distinct factors, that uniquely contribute to the outcomes considered (academic self-efficacy, achievement emotions, learning goals, self-regulated learning, achievement, and life satisfaction). Perseverance resulted as the strongest predictor, followed by adaptability and consistency. Conscientiousness was positively related to all three. We conclude that adaptability and grit are two separate but correlated factors that can promote a host of positive outcomes.

Frick, P., & Schüler, A. (2023). **Extending the theoretical foundations of multimedia learning: Activation, integration, and validation occur when processing illustrated texts**. *Learning and Instruction*, *87*, 101800. https://doi.org/10.1016/j.learninstruc.2023.101800
Background Text illustrated by pictures (i.e., multimedia material) is often used to improve learning outcomes. To support learning, it is essential to understand and specify the ongoing cognitive processes when processing illustrated texts. Aims We focus on three cognitive processes identified when processing non-illustrated texts: activation, integration, and validation. In three experiments, we investigated whether the three processes occur during the processing of illustrated texts and whether the processes differ between illustrated and non-illustrated texts. Samples Experiment 1 had 170 participants, Experiment 2 had 221 participants, and Experiment 3 had 132 participants. Method All experiments used an adapted version of the contradiction paradigm. In Experiments 1 and 2, participants read texts that contained information that was consistent vs. inconsistent with a later sentence (target sentence). It was additionally varied whether a picture illustrated the consistent vs. inconsistent information. In Experiment 3, only the pictures were consistent or inconsistent with the target sentence. We measured reading times for the target sentence and the following sentence (spillover sentence). Results In all three experiments, reading times were significantly longer in the inconsistent than in the consistent conditions. This prolongation of reading times was not affected by the picture in Experiments 1 and 2. Conclusion Our results indicate that activation, integration, and validation processes are similar when processing non-illustrated and illustrated texts (Experiments 1 and 2) and also occur when information is presented across text and picture (Experiment 3). We discuss the implications for the theoretical foundations of multimedia learning.

Ghaffari, A. (2023, septembre 6). **En reconversion professionnelle ? Oui, il est utile de vous faire aider !** Consulté 11 septembre 2023, à l'adresse The Conversation website: http://theconversation.com/en-reconversion-professionnelle-oui-il-est-utile-de-vous-faire-aider-212624
La capacité d'adaptabilité aux situations nouvelles constitue une compétence qui se travaille et se développe.

Grimault-Leprince, A. (2023). **Apprentissages hors la classe et loisirs à l'ère numérique. Les stratégies des adolescents**. *Éducation et sociétés*, *50*(2), 101-122. https://doi.org/10.3917/es.050.0101
En observant globalement une corrélation négative entre pratiques numériques intensives et réussite scolaire, la teneur des liens entre loisirs numériques et scolarité reste largement méconnue. Cet article propose de contribuer à la compréhension de ces liens à partir de l'analyse de données par questionnaire portant sur une cohorte de plus de 1300 collégiens bretons, interrogés en 5e puis en 3e sur leurs activités numériques et leur travail scolaire. La recherche montre la complexité des liens entre pratiques numériques et travail scolaire, loin des discours qui les réduisent à une concurrence temporelle. Elle interroge par ailleurs les pratiques enseignantes d'accompagnement des démarches de savoirs hors l'école des adolescents.

Grolleau, A.-C., Pagniez, F., & Magdelaine, A. (2022). **La conception d'une formation comme environnement capacitant**. *Questions de Pédagogie en Enseignement Supérieur 2022*. Présenté à En ligne, France. Consulté à l'adresse https://hal.science/hal-04195839
In France, the decree 2020-553 of 11 May 2020 and the order of 25 June 2020 imply a movement of « universitarisation » of health studies. In September 2019, the Ministry of Higher Education, Research and Innovation (MESRI) launched a call for experimentation to transform the professional diploma of Pharmacy Technician into a vocational undergraduate degree within universities. The University of Nantes has applied to take part in the experimentation in autumn 2019. This article presents the work carried out by the UFR of Pharmaceutical and Biological Sciences by highlighting the conditions implemented to potentiate the development of an enabling environment.

Guyomard, C., Schneider, L., Derigny, T., & Schnitzler, C. (2022, juin). ***Une EPS de qualité peut-elle améliorer le niveau de résilience des élèves ?*** Consulté à l'adresse https://hal.science/hal-04194309

Honoré, L. (2023, septembre 11). **Talent, compétence, « soft skills »… une mode managériale de plus ?** Consulté 12 septembre 2023, à l'adresse The Conversation website: http://theconversation.com/talent-competence-soft-skills-une-mode-manageriale-de-plus-213117
Dans le domaine des ressources humaines, les notions qui se sont imposées ces dernières années éclipsent notamment l'importance du parcours des candidats et de leur sens du collectif.

Jolicoeur, E., Moreau, A. C., Tremblay, K. N., & Beaulieu, J. (2023). **Croyances à propos de l'enseignement des compétences en littératie auprès d'élèves ayant une déficience intellectuelle : recension des écrits scientifiques**. *Revue hybride de l'éducation*, *7*(1), 1-30. https://doi.org/10.1522/rhe.v7i1.1416
Dans les dernières années, des efforts ont été mis en place afin de favoriser l'accès à la littératie pour les élèves ayant une déficience intellectuelle (DI) (Allor et al., 2014; Sermier-Dessemontet, 2020). Cet article présente une recension d'articles abordant les croyances de futurs enseignants, d'enseignants et d'autres acteurs scolaires au sujet de l'enseignement des compétences en littératie auprès d'élèves ayant une DI. Considérant les variations des études documentées (n=7), la discussion porte sur les résultats différenciés des articles analysés. Les différents acteurs scolaires ne croient pas

être suffisamment formés pour développer les compétences en littératie des élèves ayant une DI.

Kranz, J., Baur, A., & Möller, A. (2023). **Learners' challenges in understanding and performing experiments: a systematic review of the literature**. *Studies in Science Education*, *59*(2), 321-367. https://doi.org/10.1080/03057267.2022.2138151
In today's world shaped by technology and the natural sciences, knowledge and skills related to experimentation are crucial, especially given growing public debates about science-related topics. Despite a strong emphasis on experimentation in science curricula worldwide, learners still encounter diverse challenges when experimenting. This paper provides a systematic review of empirical research on learners' challenges during the following inquiry phases: stating research questions, generating hypotheses, planning and conducting an experiment, analysing data and drawing conclusions. A database search and an analysis of two prior narrative literature reviews identified 368 studies, of which 66 were used for further analyses after screening for eligibility using specific inclusion criteria. The analyses revealed 43 challenges at the conceptual, procedural and epistemic level that not only elementary but even university students face during experimentation. Additionally, cognitive biases and preconceptions are identified as a source of such challenges. Overall, the findings demonstrate a lack of in-depth research on stating research questions despite its importance for experimentation, whilst learners' abilities in the other inquiry phases have been intensively investigated. The results offer valuable information for science education research and provide a basis for tailored scaffolding in the science classroom or the design of effective instructional interventions.

Kroesbergen, E. H., Huijsmans, M. D. E., & Friso-van den Bos, I. (2023). **A Meta-Analysis on the Differences in Mathematical and Cognitive Skills Between Individuals With and Without Mathematical Learning Disabilities**. *Review of Educational Research*, *93*(5), 718-755. https://doi.org/10.3102/00346543221132773
Types of mathematical learning disability (MLD) are very heterogeneous. Lower scores on mathematics and several cognitive skills have been revealed in samples with MLD compared with those with typical development (TD), but these studies vary in sample selection, making it difficult to generalize conclusions. Furthermore, many studies have investigated only one or few cognitive skills, making it difficult to compare their relative discrepancies. The current meta-analysis (k = 145) was conducted to (a) give a state-of-the-art overview of the mathematical and cognitive skills associated with MLD and (b) investigate how selection criteria influence conclusions regarding this topic. Results indicated that people with MLD display lower scores not only on mathematics but also on number sense, working memory, and rapid automatized naming compared with those with TD, in general independently of the criteria used to define MLD. A profile that distinguishes people with more serious, persistent, or specific MLD from those with less severe MLD was not detected.

Lalonde, M., Blanchette, K., Wuyckens, G., Huebner, E. J., & Meilleur, B. (2023). **La création de récits d'anticipation en réalité virtuelle pour le développement de la compétence numérique et de la compétence en littératie médiatique multimodale des élèves au secondaire**. *Médiations et médiatisations*, (15), 123-140. https://doi.org/10.52358/mm.vi15.346
The ma.réalité project examined the potential of VR and augmented reality technology devices for fostering the development of digital, multimodal, and media literacy skills in

secondary school students and art educators. Based on the methodological principles of design-based research (McKenney & Reeves, 2014), this study seeks to yield new theoretical and practical knowledge about integrating VR technologies in art education. This article presents preliminary findings that focus on digital competencies and multimodal media literacy skills (Acerra & Lacelle, 2022) that students harnessed during the first two iterations of the research. These findings suggest that creating immersive virtual reality environments challenges students to develop skills related to the interaction of various semiotic modes, thus uniquely engaging the technical, semiotic, and multimodal components of the multimodal media literacy competency framework.

Lambert, M., & Marion-Vernoux, I. (2023). **Le développement des compétences des salariés peu qualifiés**. *Céreq Études*, (46), 1-44. Consulté à l'adresse https://www.cereq.fr/le-developpement-des-competences-des-salaries-peu-qualifies

Lavín, C. E., & Goodman, J. (2023). **Reflective journaling: A path toward cultural competence for teacher candidates in special education**. *Teaching and Teacher Education*, *133*, 104300. https://doi.org/10.1016/j.tate.2023.104300
In this manuscript we use Thematic Network Analysis to explore reflective journals of special education pre-service teachers and examine the relationship between culturally relevant pedagogy and teacher disposition toward culturally and linguistically diverse students. We present background information relating to the stark racial, ethnic, and cultural contrast between the teaching body and the student body in the U.S public schools; then we address how teacher candidates used journals to engage with their own perceptions and biases to become more culturally relevant, including actions to take. The manuscript concludes with limitations and implications for future research.

Lefresne, F. (2023). **L'entreprise face à l'enjeu compétences : ce que nous enseignent les travaux du Céreq**. *Céreq Études*, (48), 1-17. Consulté à l'adresse https://www.cereq.fr/lentreprise-face-lenjeu-competences-ce-que-nous-enseignent-les-travaux-du-cereq

Lemoine-Bresson, V., & Bailly, S. (2024). **Un prérequis à l'écriture de recherche en master : le facteur temps**. *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.14291
L'article présente les résultats d'une recherche exploratoire qui étudie comment les étudiants font référence au temps quand ils sont sollicités pour exprimer leur rapport à l'écriture scientifique. Basée sur l'étude de réponses à des questionnaires dans le département Sciences du Langage (SDL) de l'UFR SHS, l'étude montre des points de convergences mais aussi de fortes variations dont certaines liées aux compétences de scripteur autonome et à l'engagement du sujet, en tant qu'indices d'un entrer en recherche. Les résultats de l'étude devraient nous permettre de penser un cadre plus général pour nos dispositifs d'enseignement.

Lessard, A., & Garneau-Gaudreault, L.-A. (2023). **Répondre aux besoins en littératie des élèves qui présentent un trouble développemental du langage par l'enseignement de routines musique-littératie au primaire : actions à poser et défis**. *Revue hybride de l'éducation*, *7*(1), 110-146. https://doi.org/10.1522/rhe.v7i1.1318
Le présent article présente une recherche menée auprès de trois enseignantes en adaptation scolaire de première année, dont les élèves présentaient tous un trouble développemental du langage (TDL). Pendant six semaines, elles ont enseigné des

routines « musique-littératie ». Un devis qualitatif exploratoire a permis d'identifier les caractéristiques de l'environnement liées à l'enseignement des routines qui constituaient : 1) des actions facilitantes ou 2) des défis pour l'apprentissage en littératie et la participation des élèves présentant un TDL. L'analyse a permis de dégager des pistes d'adaptation à apporter aux routines pour mieux répondre aux besoins des élèves.

McLaughlin, J. A., & Bailey, J. M. (2023). **Students need more practice with spatial thinking in geoscience education: a systematic review of the literature**. *Studies in Science Education*, *59*(2), 147-204. https://doi.org/10.1080/03057267.2022.2029305
Myriad research in a variety of contexts shows spatial skills benefit students; however, they are not given enough attention in classroom instruction. In this review we systematically explore geoscience education literature focusing on spatial interventions to answer research questions on trends in spatial skills and other characteristics. We narrow our attention to studies published since numerous calls to action to teach more spatial skills in STEM education, resulting in 28 articles for review. To analyse and compare these studies, we organise the literature into a framework of geoscience-relevant spatial skills. We reviewed interventions and assessments to determine the aligning spatial typology skills. Themes of coursework, mapping, and modelling emerged; sub-themes include sketching, gestures, physical models, computer models, and curricular interventions. In the articles reviewed, just over half of the skills identified were intrinsic skills. Future geospatial research should explore how best to incorporate spatial skills into the classroom over long time periods and should focus on the process of spatial reasoning and the strategies students use when problem-solving about spatial phenomena, especially at the elementary and secondary school level. Educators can use the resources outlined in this review to engage in spatialising their curricula.

Moreau, A. C., & Tremblay, K. N. (2023). **Grille d'observation des premières compétences en littératie d'élèves en situation de handicap : recherche-développement et première étape de validation**. *Revue hybride de l'éducation*, *7*(1), 31-62. https://doi.org/10.1522/rhe.v7i1.1336
L'apprentissage des compétences en littératie, volet langage oral et écrit, représente un vecteur de réussite scolaire et sociale pour tous les apprenants, dont les élèves en situation de handicap découlant d'une déficience intellectuelle ou d'un déficit du langage. Pour le personnel, l'observation des acquis et de la progression des apprentissages des compétences essentielles à lire et à écrire pour planifier et réguler les interventions représentent un défi. L'objectif est de présenter une recherche-développement d'une grille d'observation aux fins de l'évaluation formative-régulative en enseignement des premières compétences en littératie auprès de ces élèves. La discussion ouvre sur les retombées pratiques, les limites et aussi les pistes de recherche.

Reyes-Giordano, K., & Fienup, D. M. (2023). **Brief and Extended Experimental Analyses of Spelling Deficits**. *Journal of Behavioral Education*, *32*(3), 405-429. https://doi.org/10.1007/s10864-021-09459-w
Brief experimental analyses (BEA) have been primarily used to evaluate the effects of interventional variables on reading fluency deficits. This study expanded this area of research by examining spelling interventions for students with below grade level spelling achievement. Researchers analyzed interventions addressing motivation, practice opportunities, and two instructional interventions. Researchers tested each intervention 3–6 times during the BEA. The two best interventions were applied in an extended

treatment analysis and compared to a treatment-as-usual (TAU) condition. During the extended analysis, BEA-identified effective interventions produced the largest number of words spelled correctly as compared to TAU. The current study suggests that (a) a BEA of spelling deficits can be used to identify why a child experiences spelling deficits and corresponding effective interventions, (b) interventions identified in this BEA predict long-term intervention success, and (c) long-term intervention success can be predicted after just one BEA session.

Ruel, J., Duplessis, A., Mihalache, I., Gendron, D., & Normand, C. L. (2023). **L'évaluation de l'accès aux sites web des institutions financières**. *Revue hybride de l'éducation*, *7*(1), 218-243. https://doi.org/10.1522/rhe.v7i1.1323
Les institutions financières procèdent à un virage numérique. Or, les personnes en situation de handicap vivent des défis à l'égard de la littératie numérique, car ils sont confrontés à une inégalité d'accès. Une recherche a permis d'évaluer l'accès aux sites web de quatre institutions financières exerçant des activités au Québec. La conceptualisation de l'accès inclusif a servi de cadre d'analyse des résultats de cette évaluation. Les résultats illustrent que le virage numérique actuel crée des obstacles à l'accès inclusif laissant pour compte les personnes en situation de handicap (PSH), dont les personnes présentant une déficience intellectuelle. Des recommandations exposent entre autres la nécessité pour les institutions financières d'outiller et de former davantage leur personnel afin de mieux instruire et de soutenir davantage les personnes utilisatrices des services numériques.

Schubertová, K., Lukavský, J., Drobná, A., Volná, K., & Brom, C. (2023). **Contextual animation in multimedia learning materials for pre-adolescents: The saga of null results continues**. *Learning and Instruction*, *87*, 101803. https://doi.org/10.1016/j.learninstruc.2023.101803
Background Emotional design approaches tend to be instructionally effective in the case of higher education learners. However, empirical evidence on the effectiveness of emotional design for children is limited. Contextual animation is one way that emotional design can be realized. Contextual animation refers to the non-expository animation of context-providing representational pictures. Aim This study examines the effects of contextual animation on learning outcomes and situational interest in the case of pre-adolescents. Sample Participants included 50 children 9–11 year of age recruited from all parts of the Czech Republic. Method Participants studied exponential growth and public opinion polls from two, 3-min-long, narrated videos; one included contextual animation and the other did not (counterbalanced within-subject design with randomization). Each child participated separately in one online session with a research administrator. Results Although animated videos triggered interest (d = 0.18, 0.36), null results were found both as regards learning outcomes and maintained situational interest. Conclusions This study adds to a small body of literature pointing at limited effects of emotional design approaches on pre-adolescents. Additional studies with young audiences and using other forms of emotional design would be a welcome addition to the literature.

Shirah, J. F., & Sidney, P. G. (2023). **Computer-based feedback matters when relevant prior knowledge is not activated**. *Learning and Instruction*, *87*, 101796. https://doi.org/10.1016/j.learninstruc.2023.101796

Background How feedback is given may influence its utility. Aim We examined the effect of activated prior knowledge on learning from feedback by manipulating whether knowledge of a foundational concept was activated before solving fraction division problems. Sample and methods Undergraduates (N = 171) were randomly assigned in a 3 (feedback timing: delayed, immediate, or no feedback) x 2 (knowledge activation: relevant or not) between-subjects design. Results If irrelevant knowledge was activated, immediate feedback enhanced learning as compared to no feedback during the learning task, whereas if relevant knowledge was activated, then there was no impact of immediate feedback. On the posttest, any feedback (immediate or delayed) resulted in greater performance, but feedback timing did not matter. Thus, activating prior knowledge moderates the effect of feedback on learning. Conclusion When researchers or practitioners are investigating or giving feedback, they must also consider individual differences of the learner such as the prior knowledge they bring to the task.

Tavant, M. (2023). ***Compétences citoyennes développées par les élèves du second degré : analyse de leurs relations avec le contexte de l'établissement scolaire*** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://theses.hal.science/tel-04197572

Dans un contexte sociétal troublé et porté sur les « éducations à … », l'éducation à la citoyenneté permettrait de favoriser le développement de compétences citoyennes chez les élèves. Les travaux de recherche ont montré que l'apprentissage de la citoyenneté s'avère différent selon les conceptions de la citoyenneté : une conception républicaine portée sur la formation de l'esprit par le savoir et une conception démocratique visant à l'expérimentation du monde par l'élève (Meuret, 2007). À l'aune de ces travaux, nous avons souhaité nous intéresser à l'analyse, encore peu développée, du rôle des contextes des établissements scolaires dans le développement de compétences citoyennes des élèves du second degré. Ce travail de thèse s'est intéressé à des caractéristiques contextuelles exogènes (taille de l'établissement, géolocalisation, type, …) et à des caractéristiques endogènes qui se rapportent à la conception de la citoyenneté de l'établissement (modèle éducatif). Nous avons formulé plusieurs hypothèses, supposant que (1) les établissements scolaires se répartissent soit dans un modèle éducatif « démocratique », soit dans un modèle « républicain ». Nous avons également analysé (2) l'effet des caractéristiques exogènes, (3) l'effet des caractéristiques endogènes et (4) l'effet conjoint de ces deux types de caractéristiques contextuelles sur le niveau de compétences citoyennes des élèves. Cette thèse repose sur des données du Cnesco, recueillies auprès de 15 000 élèves de 3ème et de terminale, scolarisés dans 468 établissements scolaires. L'utilisation de modèles de mesure avec le logiciel Lisrel a permis de montrer l'existence d'un modèle éducatif « démocratique », d'un modèle « républicain » et d'un modèle « mixte », ce dernier empruntant à la fois aux pratiques citoyennes démocratiques et républicaines. Puis, les résultats, obtenus à partir de modèles multiniveaux, ont globalement révélé de très faibles effets des deux types de caractéristiques contextuelles sur le niveau de compétences citoyennes. Si les caractéristiques contextuelles exogènes expliquent faiblement, mais de façon significative, l'effet de l'établissement sur les compétences citoyennes des élèves, le rôle du modèle éducatif s'avère quant à lui très faible et peu significatif dans le développement de ces compétences.

Tremblay, K. N., Moreau, A. C., Jolicoeur, E., & Beaulieu, J. (2023). **Littératie et situations de handicap : obstacles, défis et actions**. *Revue hybride de l'éducation*, *7*(1), i-viii. https://doi.org/10.1522/rhe.v7i1.1592

Verchier, Y., Lison, C., & Duvivier, C. (2023). **Technologies immersives et acquisition de compétences : une discussion**. *Médiations et médiatisations*, (15), 221-229. https://doi.org/10.52358/mm.vi15.347
In recent years, digital tools have made designing and facilitating trainings in a different time space possible. However, traditional video conferencing interfaces show their limitations in face-to-face screen settings. The rise of immersive technologies (e.g. augmented reality, virtual reality, immersive visits, telepresence systems) allows us to envisage new training dynamics and new interaction possibilities, supporting the acquisition of essential skills for the world of work. Considering the diversity of the fields of use of these technologies, their uses, and the audiences they address, this article questions the pedagogical intentions when using these tools as well as their possible limits.

Wang, G. (2023). **Upskilling the workforce? A critical analysis of national skills policies in China's Reform Era**. *British Journal of Sociology of Education*, *44*(6), 978-995. https://doi.org/10.1080/01425692.2023.2219405
Government reports and documents claim that building a high skill society is critical for national success in China. In this paper, eight policies in relation to the government's espoused priorities of upskilling are examined. Applying the principles of critical policy analysis, the paper aims to expose the ideological presuppositions made in these policies. The findings in this paper reveal that the Chinese government may have focused on upgrading the credentials, rather than the actual skills that these credentials signal, thus reinforced forms of consciousness that maintain the academic-focus, credential-driven hegemony. The new policies have vigorously invested in the 'model schools', yet further excluding non-model schools and the marginalised learners. This investment, emphasising the 'supply-side' of skills provision, has also led to a more fragmented connection between the training system and industry. The promotion of 'entrepreneurial talent training', with an intention of enhancing young people's employability and building a knowledge-based economy, may act as a technique for 'self-government' under the influence of a neoliberal ideology. The responsibility of skill acquisition may have shifted to individual students, who will encounter increased precarity on their routes into work. Drawing on Gramsci's concept of hegemonic power, the paper highlights China's national skills policies may further facilitate the reproduction of current forms of inequality in training as well as contribute to construct and manage the neoliberal subjects required by the Reform Era.

Aspects économiques de l'éducation

Bütikofer, A., Dalla-Zuanna, A., & Salvanes, K. G. (2023a). ***Natural Resources, Demand for Skills, and Schooling Choices*** (CESifo Working Paper Series N° 10543). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10543.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.

Bütikofer, A., Dalla-Zuanna, A., & Salvanes, K. G. (2023b). ***Natural Resources, Demand for Skills, and Schooling Choices*** (IZA Discussion Paper N° 16286). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16286.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.

Carneiro, P., Cruz-Aguayo, Y., Schady, N., & Salvati, F. (2023). ***The effect of classroom rank on learning throughout elementary school: experimental evidence from Ecuador*** (CeMMAP Working Paper N° 19/23). Consulté à l'adresse Institute for Fiscal Studies website: https://econpapers.repec.org/paper/aztcemmap/19_2f23.htm
We study the impact of classroom rank on children's learning using a unique experiment from Ecuador. Within each school, students were randomly assigned to classrooms in every grade between kindergarten and 6th grade. Students with the same ability can have different classroom ranks because of the (random) peer composition of their classroom. Children with higher beginning-of-grade classroom rank have significantly higher test scores at the end of that grade. The impact of classroom rank is larger for younger children and grows over time. Higher classroom rank also improves executive function, child happiness, and teacher perceptions of student ability.

Cheng, Z., Guo, L., Tani, M., & Cook, S. (2023). ***Air Pollution and Education Investment*** (IZA Discussion Paper N° 16322). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16322.htm
Our study focuses on exploring the impact of air pollution on household investment in children's education in China. Air pollution poses a significant risk to some cities in northern China. We have used panel data from secondary schools in Shandong Province in 2017 and 2020 and discovered that a rise of one standard deviation of PM2.5 leads to a 9.6-44.6 percentage point decrease in the likelihood of parents spending on their children's education. The impact of air pollution on household education investment is mediated by parents' and children's educational expectations and household incomes. Our findings also indicate that high school students are more likely to receive higher

education investment than middle school students, even at the same level of air pollution. The results of our study suggest that air pollution can lead to a decrease in human capital accumulation due to changes in parental behaviors induced by air pollution.

Chetty, R., Deming, D., & Friedman, J. N. (2023). ***Diversifying Society's Leaders? The Causal Effects of Admission to Highly Selective Private Colleges*** (NBER Working Paper N° 31492). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31492.htm
Leadership positions in the U.S. are disproportionately held by graduates of a few highly selective private colleges. Could such colleges — which currently have many more students from high-income families than low-income families — increase the socioeconomic diversity of America's leaders by changing their admissions policies? We use anonymized admissions data from several private and public colleges linked to income tax records and SAT and ACT test scores to study this question. Children from families in the top 1% are more than twice as likely to attend an Ivy-Plus college (Ivy League, Stanford, MIT, Duke, and Chicago) as those from middle-class families with comparable SAT/ACT scores. Two-thirds of this gap is due to higher admissions rates for students with comparable test scores from high-income families; the remaining third is due to differences in rates of application and matriculation. In contrast, children from high-income families have no admissions advantage at flagship public colleges. The high-income admissions advantage at private colleges is driven by three factors: (1) preferences for children of alumni, (2) weight placed on non-academic credentials, which tend to be stronger for students applying from private high schools that have affluent student bodies, and (3) recruitment of athletes, who tend to come from higher-income families. Using a new research design that isolates idiosyncratic variation in admissions decisions for waitlisted applicants, we show that attending an Ivy-Plus college instead of the average highly selective public flagship institution increases students' chances of reaching the top 1% of the earnings distribution by 60%, nearly doubles their chances of attending an elite graduate school, and triples their chances of working at a prestigious firm. Ivy-Plus colleges have much smaller causal effects on average earnings, reconciling our findings with prior work that found smaller causal effects using variation in matriculation decisions conditional on admission. Adjusting for the value-added of the colleges that students attend, the three key factors that give children from high-income families an admissions advantage are uncorrelated or negatively correlated with post-college outcomes, whereas SAT/ACT scores and academic credentials are highly predictive of post-college success. We conclude that highly selective private colleges currently amplify the persistence of privilege across generations, but could diversify the socioeconomic backgrounds of America's leaders by changing their admissions practices.

Commission de l'enseignement et de la recherche universitaires. (2023). ***Mémoire sur la révision de la Politique québécoise de financement des universités***. Consulté à l'adresse Commission de l'enseignement et de la recherche universitaires website: https://www.cse.gouv.qc.ca/publications/memoire-financement-universites-50-0560/
De plus en plus d'étudiants s'enfoncent dans la précarité. (2023, septembre 12). *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2023/09/12/une-part-grandissante-des-etudiants-s-enfonce-dans-la-precarite_6189021_3224.html

Par manque d'argent, 36 % des étudiants sautent régulièrement un repas, révèle l'association d'entraide Cop1. Pour les syndicats, la perspective d'une réforme des bourses en 2025 ne saurait répondre à l'urgence.

Garganta, S., Pinto, M. F., & Zentner, J. (2023). ***Extended School Day and Teenage Fertility in Dominican Republic*** [CEDLAS, Working Paper]. Consulté à l'adresse CEDLAS, Universidad Nacional de La Plata website: https://econpapers.repec.org/paper/dlswpaper/0317.htm
This paper investigates the potential impact of extended school days in reducing teenage fertility. We study the Jornada Escolar Extendida program, which doubled the school-day length from 4 to 8 hours in the Dominican Republic, and exploit the geographic and time variation induced by its gradual implementation. We find evidence that a higher exposure to JEE in the municipality, measured as the percentage of secondary students covered by the program, reduces the incidence of teenage pregnancies, and that the effect is stronger after the program has reached at least half of secondary students in the municipality. The estimates are robust to various specifications and alternative checks. These results suggest that extended school-day policies can have spillover effects regarding teenagers' fertility choices.

Gasman, M., Samayoa, A. C., Benyehudah, K., & Fowlkes, A. (2023). **Hispanic Serving Institutions and Philanthropic Support: A Retrospective Overview, 2006–2018**. *Journal of Hispanic Higher Education*, *22*(4), 395-431. https://doi.org/10.1177/15381927221126616
In this paper, we focused on the decade of philanthropic funding before the current increase in philanthropy to HSIs (2006/2018). We offered a descriptive overview detailing which philanthropic foundations have provided the largest share of support, the HSIs receiving these gifts, and the areas of focus targeted by these donations. We contributed to the scholarship on philanthropic giving to HSIs using an original dataset.

Grashof, N., & Graf, H. (2023). ***Universities that matter for regional knowledge base renewal - the role of multilevel embeddedness*** (Jena Economics Research Paper N° 2023-009). Consulté à l'adresse Friedrich-Schiller-University Jena website: https://econpapers.repec.org/paper/jrpjrpwrp/2023-009.htm
We analyze the role of universities or, more generally higher education institutions (HEIs), in terms of their regional and international embeddedness for regional knowledge base renewal. We assume that the introduction of radical patents in the sense of novel technological combinations contributes to the renewal of the knowledge base. For our empirical study, we combine information from patent applications, scientific publications and higher education statistics. We find that HEIs contribute most to knowledge base renewal if they have a strong research output and are locally embedded. International research embeddedness of HEIs benefits regional development only if combined with a central position in the regional network.

Hamouda, L. B. (2023, septembre 13). **Regards sur l'éducation : Les enseignants français toujours mal payés**. Consulté 13 septembre 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/09/13/regards-sur-leducation-les-enseignants-francais-toujours-mal-payes-2/
Alors que les rémunérations des enseignantes et enseignants français restent toujours à la traîne, l'OCDE, dans sa publication 2023 de « Regards sur l'éducation », montre que ce

retard est loin de se résorber avec les années d'ancienneté. Elle contrecarre aussi les propos tenus par certains sur un soi-disant coût salarial élevé par élève en…

Landaud, F., & Maurin, E. (2023). ***Tracking when Ranking Matters*** (THEMA Working Paper N° 2023-12). Consulté à l'adresse THEMA (THéorie Economique, Modélisation et Applications), Université de Cergy-Pontoise website: https://econpapers.repec.org/paper/emaworpap/2023-12.htm
This paper investigates the effect of grouping students by prior achievement into different classes in a context where students are preparing for the entrance exams to elite graduate programs offering a limited number of seats. We show that this policy has, on average, pos- itive effects on students' performance and rankings. However, these improvements mainly concern students who were the strongest at the start of the preparation period, among whom children from privileged backgrounds are largely over-represented. Ultimately, the practice of grouping students by prior achievement into different classes increases inequalities in access to elite programs between children from different backgrounds.

Masuda, K., & Shigeoka, H. (2023a). ***Education and Later-life Mortality: Evidence from a School Reform in Japan*** (NBER Working Paper N° 31472). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31472.htm
We examine the mortality effects of a 1947 school reform in Japan, which extended compulsory schooling from primary to secondary school by as much as 3 years. The abolition of secondary school fees also indicates that those affected by the reform likely came from disadvantaged families who could have benefited the most from schooling. Even in this relatively favorable setting, we fail to find that the reform improved later-life mortality up to the age of 87 years, although it significantly increased years of schooling. This finding suggests limited health returns to schooling at the lower level of educational attainment.

Masuda, K., & Shigeoka, H. (2023b). ***Education and Later-Life Mortality: Evidence from a School Reform in Japan*** (IZA Discussion Paper N° 16310). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16310.htm
We examine the mortality effects of a 1947 school reform in Japan, which extended compulsory schooling from primary to secondary school by as much as 3 years. The abolition of secondary school fees also indicates that those affected by the reform likely came from disadvantaged families who could have benefited the most from schooling. Even in this relatively favorable setting, we fail to find that the reform improved later-life mortality up to the age of 87 years, although it significantly increased years of schooling. This finding suggests limited health returns to schooling at the lower level of educational attainment.

Nishihata, M., Tahara, H., & Kobayashi, Y. (2023). ***Does Sending Teachers Abroad Enhance Their Quality and Ability?*** [Discussion paper]. Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: https://econpapers.repec.org/paper/etidpaper/23055.htm
It is widely acknowledged that teacher quality is one of the crucial factors in improving student achievement. However, empirically validated strategies for improving the quality

of existing teachers are not necessarily apparent. We investigate the effect of the Japanese education policy which sends teachers abroad to overseas educational institutions on teacher quality and ability. We find that, on average, dispatched teachers report 0.2 and 0.4â€“0.6 standard deviation improvements in their self-assessed curriculum management skills and cross-cultural understanding, respectively, over a decade, compared to their non-dispatched counterparts. Notably, less experienced teachers are more likely to improve self-assessed curriculum management skills, whereas more experienced teachers tend to become confident in their school administration skills. Interestingly, dispatched teachers feel more confident about their cross-cultural understanding regardless of their years of experience. Overall, sending teachers abroad is an effective strategy to develop their skills, which are increasingly important as globalization progresses.

Oklobdzija, S. N. (2023). ***Single Family Schoolyards: Residential Zoning and School Segregation*** (OSF Preprints N° gf4tb). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfosfxxx/gf4tb.htm
Though the Supreme Court's 1955 decision in Brown v. Board of Education outlawed explicit segregation of public schools, segregation has remained stubbornly persistent in the intervening decades. What explains continuous racial segregation in the absence of explicit policy? One possible driver is America's built environment–designed with similar segregationist impulses but not subject to corrective legal action. Zoning and land use policy may inhibit residential mobility which in turns leads to segregated schools. I investigate this drawing on data from over 150 million residential parcels provided by Zillow. I find that school districts whose boundaries include a higher proportion of single-family parcels have a higher proportion of White students and more racial concentration than districts whose boundaries include more mixed types of housing. However, I do not find that districts with more single-family parcels have more racially segregated student populations compared to the larger metro area. These findings help illuminate how land use policy influences educational segregation and contributes to literature on how policies that regulate the built environment affect racial sorting.

Poursuite d'études et parcours des bacheliers précaires dans l'enseignement supérieur. (2023, juillet 17). Consulté 13 septembre 2023, à l'adresse enseignementsup-recherche.gouv.fr website: 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.

Yim, A. L. (2023). ***How Early Morning Classes Change Academic Trajectories: Evidence from a Natural Experiment*** [Purdue University Economics Working Paper]. Consulté à l'adresse Purdue University, Department of Economics website: https://econpapers.repec.org/paper/purprukra/1334.htm
I examine how early morning classes affect students' educational trajectories by exploiting a natural experiment which randomized class time to students. I find that enrolling in early morning classes lowers students' course grades and the likelihood of future STEM course enrollment. Early morning classes also cause a 79% reduction that a

student study in the corresponding major. To understand the mechanism, I conducted a survey of undergraduate students enrolled in an introductory course, some of whom were assigned to a 7:30 AM section. I find evidence of a decrease in human capital accumulation and learning quality for early morning sections.

Aspects psychologiques de l'éducation

Alva, E., Urcia, M., & Vivas, V. (2023). **Civic Engagement of Future Citizens: An Insight from Peruvian Students' Attitudes towards Relevant Societal Issues as Predictors of Expected Conventional Political Participation**. *Child Indicators Research*, *16*(5), 2187-2221. https://doi.org/10.1007/s12187-023-10049-7
Studies that cover civic engagement in adolescents approach its understanding from the cognitive domain of civics and citizenship. However, it is crucial to also pay special attention to the adolescents' affective-behavioural domain regarding political and social issues and how they could affect their civic engagement in adulthood, particularly in complex contexts with emerging and challenging fragile democracies such as Peru. Concerning this, we propose a model about adolescents' attitudes toward relevant societal issues as predictors of their expected conventional political participation, an approach to future civic engagement. We applied a multilevel path analysis based on data from 5,166 Peruvian 8th-grade students (Mage = 14.03; SD = .88) participating in the 2016 International Civic and Citizenship Education Study. Our results showed that agreed attitudes toward equal rights of men and women, ethnic/racial groups, homosexuals, and trust in civic institutions positively predict expected electoral participation, but agreed attitudes toward corrupt practices in government turn out to be a negative predictor. Likewise, agreed with attitudes toward equal rights of ethnic/racial groups, disobedience to law, authoritarianism and corruption in government, and trust in civic institutions positively predict expected active political participation; however, agreed attitudes toward equal rights of men and women are a negative predictor. Promoting the exercise of civic attitudes would help to follow fewer passive roles and thus tend towards active political participation, which, in addition, would be seen not only as a space to obtain benefits but also to develop citizenship genuinely committed to democracy.

Chevalère, J., Yun, H. S., Henke, A., Pinkwart, N., Hafner, V. V., & Lazarides, R. (2023). **A sequence of learning processes in an intelligent tutoring system from topic-related appraisals to learning gains**. *Learning and Instruction*, *87*, 101799. https://doi.org/10.1016/j.learninstruc.2023.101799
Although intelligent tutoring systems (ITSs) are increasingly used, it is unclear which psychological processes precede students' learning gains. Using a pre- and posttest design, the present study examined a sequence of psychological processes informed by control value theory. We investigated (a) whether secondary school students' topic-related cognitive appraisals (value and control) affected their task-related affective (enjoyment and boredom) and cognitive (engagement and performance) outcomes while using the ITS and (b) whether task-related outcomes affected learning. Path analyses showed that students' topic-related interest, but not perceived utility, personal importance or self-efficacy, was associated with task-related enjoyment. In turn, enjoyment showed reciprocal effects on and of engagement and ongoing task performance, which predicted final performance and, ultimately, learning gains. The

influence of boredom, in contrast, was minimal along this sequence. More generally, the findings highlight the difficulty of establishing a clear pattern of sequential causation derived from control value theory for the current ITS context, with evidence demonstrating the systematic influence of confounders accounting for the predicted relations among components. Despite these limitations, we identified key psychological processes involving the contribution of affective and cognitive processes to learning in the ITS context.

Chung, W.-L., Kyriaki, L., & Arciuli, J. (2023). **Associations between sleep, reading, and mathematics in Taiwanese children**. *British Journal of Educational Psychology*, *93*(3), 694-711. https://doi.org/10.1111/bjep.12586
Background: Some research shows a link between sleep behaviours and school achievement in English-speaking children and adolescents. Aims: The current study aimed to examine the relationship between children's sleep behaviours and aspects of their school achievement in Mandarin-speaking children who are living in Taiwan. Sample: The present study reports on 69 second-grade children (age range = 6.84–8.4 years) recruited in Taipei City, Taiwan. Methods: Children's sleep behaviours were assessed through two standardized parent self-report questionnaires: the Children's Sleep Habits Questionnaire (CSHQ) and the Sleep Disturbance Scale for Children (SDSC). Children undertook three standardized tests of word reading, reading comprehension and math. Results: Key findings include: (i) sleep disturbances are more prevalent when using the CSHQ scale than the SDSC scale, (ii) around half of second graders struggle with general sleep disturbances as observed by the CSHQ scale, (iii) children who go to bed before 22:00 and have at least 9-h sleep tend to exhibit fewer sleep disturbances, (iv) parasomnias as measured by the CSHQ are negatively correlated with reading comprehension after controlling age and nonverbal IQ, and (v) the amount of sleep (naps) during daytime is negatively correlated with Chinese character recognition, reading comprehension and math after controlling age and nonverbal IQ. Conclusions: There is growing awareness of the value of research that spans culturally and linguistically diverse populations. Our study contributes to ongoing discussions about the relationship between sleep, and skills in reading and math in school-aged children in Taiwan.

Collie, R. J. (2023). **Teacher well-being and turnover intentions: Investigating the roles of job resources and job demands**. *British Journal of Educational Psychology*, *93*(3), 712-726. https://doi.org/10.1111/bjep.12587
Background Identifying factors implicated in teachers' well-being and turnover intentions is important for driving research, policy, and practice to better support teachers in their work. Aims This study examined the role of three job resources (autonomy-supportive leadership, relatedness with colleagues and students) and three job demands (autonomy-thwarting leadership, time pressure, disruptive student behaviour) in relation to teacher well-being (subjective vitality, behavioural engagement, professional growth) and turnover intentions. Sample Participants were 426 Australian school teachers. Methods Structural equation modelling was used to examine main associations and interactions among factors. Teachers' characteristics (gender, teaching experience and educational qualification) and personality factors served as controls in all analyses. Results The job resources were generally positively associated with the well-being factors, whereas time pressure was negatively associated with vitality, but positively associated with behavioural engagement. In addition, relatedness with colleagues and subjective vitality were negatively associated with turnover intentions, whereas the reverse was true

for autonomy-thwarting leadership and time pressure. There were no interaction terms retained in the final model. Conclusion Taken together, findings yield understanding about the salient resources and demands in relation to teachers' well-being and turnover intentions (beyond the role of background characteristics and personality factors).

Conesa, P. J., Duñabeitia, J. A., Onandia-Hinchado, I., & González-Cutre, D. (2023). **Satisfying students' psychological needs in the classroom: Benefits of an online intervention to help primary school teachers during a pandemic academic year**. *Teaching and Teacher Education*, *133*, 104281. https://doi.org/10.1016/j.tate.2023.104281
Using a self-determination theory framework, this quasi-experimental study focused on designing and implementing online training for primary school teachers to help them develop a motivating style, reduce their burnout and support their students' psychological needs, autonomous motivation, agentic engagement, and academic achievement during the COVID-19 pandemic. Forty-two teachers and their students (N = 682) were randomly assigned to an experimental or a control group. Teachers who participated in the intervention increased their motivating style and reduced their controlling style compared to the control group. The intervention for teachers increased students' autonomy and competence satisfaction, autonomous motivation, and agentic engagement.

Conley, C. S., Huguenel, B. M., Shapiro, J. B., & Kirsch, A. C. (2023). **Developmental Trajectories and Predictors of Psychological Well-Being and Distress Across the College Years**. *The Journal of Higher Education*, *94*(6), 792-821. https://doi.org/10.1080/00221546.2023.2171213
Psychological well-being and distress are critical components of college adjustment that are intricately entwined with student retention and success during and after college. This 5-wave longitudinal study used growth mixture modeling to explore heterogeneous trajectories of psychological well-being (self-esteem) and distress (depression, anxiety, stress) spanning just before college to the end of the fourth year. Students (N = 5,537) most commonly were best characterized by trajectories of stable positive or moderate adjustment, though some were better characterized by trajectories of low or variable adjustment. These latter subgroups may represent the highest-need students, for whom identifying pre-college risk and protective factors is crucial. Some notable differences emerged in trajectories for women versus men. Further, several individual characteristics at the cusp of college predicted these four-year trajectories. The strongest psychological functioning predictors were self-esteem, distress, and stress (less consistently, resilience and self-efficacy). The most predictive cognitive-affective strategy was avoidant emotional coping, followed by cognitive reappraisal and expressive suppression (less consistently, problem-focused and active emotional coping). Social well-being factors that best differentiated adjustment trajectories were general social support, followed by support from family and then from friends. These findings have implications for targeting at-risk students upon university arrival to promote optimal long-term adjustment.

Dor-Haim, P. (2023). **Expressions of loneliness: Different perspectives of loneliness among school deputy principals**. *Educational Management Administration & Leadership*, *51*(5), 1181-1199. https://doi.org/10.1177/17411432211021425
The study of loneliness in the workplace has received extensive attention recently. However, there is a lack of research concerning loneliness within educational organizations and no study to date has examined loneliness among deputy principals.

The current study examined deputy principals' interpretation of loneliness in the workplace and posed two questions: (a) How do deputy principals interpret their experience of loneliness at work, specifically in regard to how it manifests across different contexts? (b) What do deputy principals note as the reasons for their feelings of loneliness at work across different contexts? Based on 19 semi-structured interviews with Israeli school deputy principals, four distinctive themes of loneliness expressions were found: (a) loneliness perceived as separateness, (b) loneliness perceived as abandonment, (c) aloneness in carrying the burden of responsibility, and (d) aloneness in commitment to the school. From an analysis of the deputy principals' accounts, several insights are provided and practical implications are suggested.

Feraco, T., Casali, N., & Meneghetti, C. (2023). **Adaptability and Grit: Foundations for Their Joint Contribution to Students' Academic and Nonacademic Outcomes**. *Mind, Brain, and Education*, *17*(3), 175-184. https://doi.org/10.1111/mbe.12367
Adaptability (adjustment to new and uncertain situations) and grit (perseverance and passion for long-term goals) both sustain students, but their joint contribution has never been explored, and recent studies propose they could compose a single factor. In this study we aim to test whether (i) they actually belong to a single overarching factor as recently posited by the Triarchic Model of Grit and (ii) they have specific effects on different outcomes. We show that, in a sample of 602 students (11–18 years old), perseverance of effort, consistency of interests (the two facets of grit), and adaptability are distinct factors, that uniquely contribute to the outcomes considered (academic self-efficacy, achievement emotions, learning goals, self-regulated learning, achievement, and life satisfaction). Perseverance resulted as the strongest predictor, followed by adaptability and consistency. Conscientiousness was positively related to all three. We conclude that adaptability and grit are two separate but correlated factors that can promote a host of positive outcomes.

Gadsby, J., & Smith, R. (2023). **Further education and mental health during the pandemic: the moral impasse of meritocracy**. *Research Papers in Education*, *38*(5), 783-803. https://doi.org/10.1080/02671522.2023.2212011
Since 2010, government policy in England has positioned further education almost exclusively as employment-orientated training for school leavers whilst also imposing severe budget cuts. During this period, values-based pedagogies that foreground social justice for students, many of whom come from low-income households, have been undermined. Following the COVID-19 pandemic, there is evidence that the mental health and well-being of further education students has suffered but little is known about the pandemic's effects on teachers.This paper presents analysis of primary research data drawn from interviews with a small sample of further education teachers and managers in the English West Midlands about their mental health and well-being during the pandemic. The paper frames the research data by acknowledging that both mental health nursing and further education teaching are currently riven by contradictions with an epistemological basis anchored in meritocratic and neoliberal policy. Using Lefebvrian theory, our analysis suggests that for further education staff, the pandemic has sharpened the tensions experienced in an already precarious professional role. Key findings were that the further education funding regime drove a 'business as usual' management attitude during the pandemic, and an intensification of work and the erosion of pedagogical practice negatively affected staff's mental health.

Gleyze, S., & Jehiel, P. (2023). ***Expectation Formation, Local Sampling and Belief Traps: A new Perspective on Education Choices*** [Working Paper]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/halwpaper/halshs-04154324.htm
Lack of diversity in higher education is partly driven by long-run belief distortions about admission chances at elite colleges. We depart from the rational expectation framework and propose a simple model of expectation formation in which students estimate their admission chances by sampling a pool of given size τ of peers who previously applied to elite colleges. Assuming students consider peers with abil-ity as close as possible to their own, two types of inefficiencies arise in steady state: high-achieving disadvantaged students self-select out of elite colleges, and average students from advantaged families apply to elite colleges even though their true admission chances are null. We then explore the working of the model when students from several possibly dissimilar neighborhoods compete for the same positions, thereby highlighting externalities related to the comparative neighborhood com-positions. Several policy instruments such as quotas or the mixing of neighborhoods are considered.

Hausman, M., Detroz, P., Pétré, B., Guillaume, M., & Dancot, J. (2023). **Feedback processing and emotion regulation in nursing students during internship**. *Learning and Instruction*, *87*, 101804. https://doi.org/10.1016/j.learninstruc.2023.101804
Introduction As feedback that nursing students receive during internships triggers emotional episodes, it results in changes in self-esteem, motivation, and learning behaviors. The adaptive or maladaptive nature of emotions is modulated via emotion regulation strategies. Method To understand how the students experienced and acted upon these emotional episodes, we applied an existential phenomenological approach. Results Students experience a wide range of emotions in feedback situations. These emotions regularly require the use of emotion regulation strategies. We have described three kinds of such strategies. Based on the results of this and previous studies, we have developed a comprehensive model of feedback processing by students in the context of nursing internships, in which emotions and their regulation are central. Discussion Emotion regulation strategies are often unconscious and should be developed by students during their training, especially in consciously designed feedback conditions of teachers and instructors, in which students should feel understood, respected, and invited to actively involve themselves in the processing of feedback. Finally, we make a few recommendations to education professionals. Conclusions Feedback processing by future nurses during internships involves a complex emotional process that affects their behavior, either conducive to learning or not. Emotion regulation strategies may be required in these situations. Moreover, students' emotions are influenced by various determinants, which evolve in a circular dynamic as feedback occurs over time.

Högberg, B. (2023). **Is There a trade-off Between Achievement and Wellbeing in Education Systems? New cross-country Evidence**. *Child Indicators Research*, *16*(5), 2165-2186. https://doi.org/10.1007/s12187-023-10047-9
Wellbeing has recently been given a more prominent place in education policy and discourse, with critics arguing that an overemphasis on achievement comes at the cost of well-being. This raises questions concerning possible trade-offs between the traditionally dominant focus on learning and achievement in education and the growing emphasis on well-being. Can education systems promote high achievements and wellbeing simultaneously, or is reduced wellbeing an inevitable price to pay for high academic achievements? In this study, I investigate possible trade-offs between country-

level achievement and individual wellbeing using five waves of the Programme for International Student Assessment (PISA) and the Health Behaviour in School-aged Children (HBSC) data, spanning over 18 years and including more than one million pupils in 45 countries. I find weak and inconsistent empirical support for a trade-off. While there is a modest negative relationship between country-level achievement and some indicators of well-being, this does not hold when adjusting for possible confounders or country-fixed effects. I also find no or weak evidence for heterogeneous effects depending on individual achievement. I conclude that concerns regarding possible trade-offs between achievement and wellbeing are not supported by cross-country comparative data. However, the predominantly null findings also imply that policymakers should not expect miracles in terms of wellbeing from high-achieving education systems. High achievements may be good from an academic perspective, but do not seem to make much of a difference from the perspective of wellbeing.

Hu, Q., Liang, Z., Zhou, Y., Feng, S., & Zhang, Q. (2023). **The role of working memory updating and capacity in children's mathematical abilities: A developmental cascade model**. *British Journal of Educational Psychology*, *93*(3), 676-693. https://doi.org/10.1111/bjep.12585
Background Previous studies indicated that working memory (WM) updating and WM capacity play essential roles in mathematical ability. However, it is unclear whether WM capacity mediates the effect of WM updating on mathematics, and whether the cascading effects vary with different mathematical domains. Aims The current study aims to explore the longitudinal mediating role of WM capacity between WM updating and mathematical performance, and how the relations change with the age and domains. Sample A total of 131 Chinese first-graders participated the study. Methods Participants were required to complete tasks on WM updating and WM capacity in Grade 1 and Grade 2, as well as paper-and-pencil tests on mathematics achievement in Grade 3. The role of WM updating and capacity in the development of pupil's mathematical achievement was examined. Results Results revealed that verbal WM updating in Grade 1 predicted basic arithmetic and logical-visuospatial ability in Grade 3 via its cascading effect on verbal WM capacity in Grade 2. Moreover, visuospatial WM updating in Grade 1 predicted visuospatial WM capacity in Grade 2. Visuospatial WM capacity in Grade 1 predicted logical-visuospatial ability in Grade 3 instead of basic arithmetic ability in Grade 3. Conclusions The findings suggested that WM updating exerts effect on pupil's mathematical performance via WM capacity, meanwhile, this effect depends on children's mathematics domain.

Huang, X., Lam, S. M., Wang, C., & Xu, P. (2023). **Striving for personal growth matters: The relationship between personal growth initiative, teacher engagement and instructional quality**. *British Journal of Educational Psychology*, *93*(3), 658-675. https://doi.org/10.1111/bjep.12583
Background Teachers' instructional quality is critical to student learning and development. However, the affordance of different aspects of instructional quality remains underexplored. Aims This study explores the relationship between teachers' personal growth initiative (PGI) and teacher engagement and instructional quality. Sample The data were collected from 998 teachers (82.9% female, average years of teaching experience = 15.25, SD = 10.29) from China. Methods The participants completed an anonymous online survey questionnaire that examined their PGI, work engagement and self-reported instructional quality. Structural equation modelling and

bootstrapping were performed to determine the differentiated associations between PGI and each aspect of the teachers' self-reported instructional quality. Results The results confirmed the critical role of PGI in teacher engagement and self-reported instructional quality. To varying degrees, the dimensions of teacher engagement, except for cognitive engagement, mediated the association between PGI and self-reported instructional quality. Conclusions The teachers' self-reported data showed that their motivation for personal growth played an important role in improving their instructional quality. The teachers' emotional engagement and social engagement with colleagues were positively related to classroom management, and their social engagement with students was associated with a supportive climate.

Jopling, M., & Zimmermann, D. (2023). **Exploring vulnerability from teachers' and young people's perspectives in school contexts in England and Germany**. *Research Papers in Education*, *38*(5), 828-845. https://doi.org/10.1080/02671522.2023.2179656
The broad, contested notion of vulnerability is one of the areas of education in which concerns with the mental health and wellbeing of young people come together. This paper examines the theoretical and socio-political development of the 'vulnerability Zeitgeist' in recent years and the extent to which it has been applied to both young people and teachers in schools. We outline how the instrumental and negative views of vulnerability, which dominate policy discourse, run counter to the more expansive and ambivalent understandings familiar from sociological and psychoanalytic theory and use two cases drawn from studies undertaken in England and Germany to highlight their deleterious effects. Our analysis suggests that a more relational and collaborative approach, which explores vulnerability from the perspectives of both teachers and students, is necessary to improve support for the most vulnerable young people. We suggest that there are benefits to focusing on the vulnerability of young people and teachers, which research has until now examined separately, together conceptually and in practice to help to build trust and change attitudes to mental health and wellbeing in schools.

Jowett, S., Warburton, V. E., Beaumont, L. C., & Felton, L. (2023). **Teacher–Student relationship quality as a barometer of teaching and learning effectiveness: Conceptualization and measurement**. *British Journal of Educational Psychology*, *93*(3), 842-861. https://doi.org/10.1111/bjep.12600
Background The Teacher–Student relationship (TSR) is instrumental for young children and adolescents' socio-emotional development and wellbeing as well as academic engagement and progress. Aims The primary aim of this study was to test the psychometric properties, including reliability and factorial, convergent, and predictive validity, of the Teacher–Student Relationship Quality Questionnaire (TSRQ-Q) with two samples of students. Sample(s) Participants were 294 students from secondary schools in the East Midlands and the East of England. Participants were separated into two samples; those who completed the TSRQ-Q with their physical education teacher in mind (n = 150 students) and those who completed it with their mathematics teacher in mind (n = 144 students). Method A multi-section questionnaire comprised of the TSRQ-Q and other validated measures was completed on one occasion by students in both samples to assess their perceptions of the quality of the TSR, positive and negative affect, intrinsic motivation, physical self-concept, enjoyment, and perceived competence. Results In both samples, the TSRQ-Q demonstrated good internal consistency, factorial, convergent, and predictive validity. The quality of the TSR had both direct and indirect

effects through positive affect on student outcomes in mathematics and physical education. Conclusions The TSRQ-Q is a valid measure for assessing students' perceptions of the quality of the relationship with their teacher. The conceptual and practical significance of this unique relationship was reflected by its dual pathway effect on a range of student outcomes and via influencing students' positive affect in the classroom.

Kang, T., Tang, T., Zhang, P., Luo, S., & Qi, H. (2023). **Metacognitive prompts and numerical ordinality in solving word problems: An eye-tracking study**. *British Journal of Educational Psychology*, *93*(3), 862-877. https://doi.org/10.1111/bjep.12601
Background The ability to translate concrete manipulatives into abstract mathematical formulas can aid in the solving of mathematical word problems among students, and metacognitive prompts play a significant role in enhancing this process. Aims Based on the concept of semantic congruence, we explored the effects of metacognitive prompts and numerical ordinality on information searching and cognitive processing, throughout the process of solving mathematical word problems among primary school students in China. Sample Participants included 73 primary school students (38 boys and 35 girls) with normal or corrected visual acuity. Methods This study was based on a 2 (prompt information: no-prompt, metacognitive-prompt) × 2 (number attribute: cardinal number, ordinal number) mixed experimental design. We analysed multiple eye-movement indices, such as fixation duration, saccadic amplitude, and pupil size, since they pertained to the areas of interest. Results When solving both types of problems, pupil sizes were significantly smaller under the metacognitive-prompt condition compared with the no-prompt condition, and shorter dwell time for specific sentences, conditional on metacognitive prompts, indicated the optimization of the presented algorithm. Additionally, the levels of fixation durations and saccadic amplitudes were significantly higher when solving ordinal number word problems compared with solving ordinal number problems, indicating that primary school students were less efficient in reading and faced increased levels of difficulty when solving ordinal number problems. Conclusions The results indicate that for Chinese upper-grade primary school students, cognitive load was lower in the metacognitive prompting condition and when solving cardinal problems, and higher when solving ordinal problems.

Kennedy, L. M. (2023). **Here ghost nothing: A novice teacher's letter to the ghosts that haunt them**. *Teaching and Teacher Education*, *133*, 104259. https://doi.org/10.1016/j.tate.2023.104259
This ethnographic case study examines the interplay of emotions and teacher identity negotiations for a novice English as a foreign language teacher who personified their insecurities as specters lurking in the shadows of their classroom. Interview and focus group data were analyzed using a deductive coding scheme based on Derrida's theories of hauntology and hospitality coupled with close reading analysis. The participating teacher's willingness to converse with and learn from their specters suggests a critical addition to the emerging framework for novice teacher identity negotiation based on Derridarian notions of (g)hosts and a creative writing approach to data generation.

Kis, A. B., Boxho, C., Gaddis, I., & Rouanet, L. (2023). ***The gendered impacts of COVID-19 on adolescents' school attendance in Sub-Saharan Africa***. Consulté à l'adresse https://openknowledge.worldbank.org/entities/publication/56a317ee-4351-4001-9699-82078e10e425

Cette étude analyse les effets de la pandémie de Covid-19 sur la fréquentation scolaire des adolescents de six pays d'Afrique subsaharienne (Burkina Faso, Éthiopie, Kenya, Malawi, Nigeria, Ouganda). Elle révèle qu'il n'y existe pas de preuve sur l'augmentation des écarts entre sexes et même, qu'au contraire, ils semblent s'être réduits dans certains pays. Ces résultats suggèrent que certaines forces traditionnellement protectrices ont été érodées au cours de la crise.

Klik, K. A., Cárdenas, D., & Reynolds, K. J. (2023). **School climate, school identification and student outcomes: A longitudinal investigation of student well-being**. *British Journal of Educational Psychology*, *93*(3), 806-824. https://doi.org/10.1111/bjep.12597
Background Schools are increasingly recognized as key facilitators of child and youth well-being. Much attention has been directed to the school social environment and the areas of school climate or school connectedness/identification. Drawing on the social identity approach and related work, it has been argued that school social identification may be the mechanism or process through which school climate comes to impact individual student functioning (Applied Psychology, 28, 2009, 171). Much of the previous research on social identity and well-being, though, is limited because it is cross-sectional. Aims, Sample & Methods This current study aims to advance understanding of the relationships between school climate, school identification and positive and negative well-being. It adopts a three-wave longitudinal sample of Australian students (N = 6537 wave 3, grades 7–10) and incorporates a range of control variables. Multilevel modelling (MLM) is used to test relationships of interest. Results and Conclusions In line with predictions, school identification was a significant mediator of the relationship between school climate and the well-being dimensions of positive affect and depression (but not anxiety). The substantial theoretical and practical implications of this research are discussed, including the role of the school social environment in helping young people successfully transition to adulthood.

Landry, D. (2023). **Mad student organizing and the growth of Mad Studies in Canada**. *Research Papers in Education*, *38*(5), 763-782. https://doi.org/10.1080/02671522.2023.2219677
How might those of us located within post-secondary institutions support students who have experience of the mental health system in a meaningful way? Drawing on scholarship in social movement studies and a case study in Ontario, Canada, I distinguish between the prevailing mental health and wellness offerings of educational institutions and distinct forms of grassroots organising led by and for mad-identified students. This paper reflects on my past engagement with mad student intra-university organising in Ontario. Sifting through archival materials, personal writing and correspondence, I contemplate how my involvement as a past organiser in a radical student-run peer support and advocacy group has shaped and informed my scholarship within the field of Mad Studies. Connections are made between the activist knowledge-practices fostered within mad student groups and the growth of Mad Studies in Canada. Building from social movement studies, I argue for supporting and engaging in activism alongside politicised students who are organising on campuses to confront inequitable social relations, on their own terms. Doing so requires critically unpacking white dominant hegemonic ways of thinking about what constitutes 'mental health and wellness' from a student perspective.

Lehtinen, A., Kostiainen, E., & Näykki, P. (2023). **Co-construction of knowledge and socioemotional interaction in pre-service teachers' video-based online collaborative learning**. *Teaching and Teacher Education*, *133*, 104299. https://doi.org/10.1016/j.tate.2023.104299
Building on social constructivist theory, this case study analyzed how pre-service secondary teachers co-constructed knowledge and expressed socioemotional interaction in online breakout rooms during a collaborative task. Video data was analyzed by content and interaction analysis. There was more higher-level knowledge construction than in most studies from asynchronous settings. Active listening and humor were thoroughly present. Talk about personal experiences occurred at both lower and higher levels of thinking. The teacher educator's visits to the breakout rooms and purposeful dissonance affected knowledge co-construction and socioemotional interaction. The findings will help in designing high-quality online and blended teacher education.

Lewis, L. (2023). **Interpreting the mental health and wellbeing agenda in adult community learning**. *Research Papers in Education*, *38*(5), 804-827. https://doi.org/10.1080/02671522.2023.2222389
The purpose of this paper is to engage critically with debates surrounding the mental health and wellbeing agenda for adult community learning (ACL), with particular consideration of creative arts provision. It draws on a qualitative research project involving five creative arts ACL groups in the English West Midlands and two mental health participatory arts organisations based in London. Of the ACL groups, one was targeted for mental health recovery, two were targeted for wellbeing, and two were mainstream. Fieldwork involved participant observation, interviews and group discussions with attendees, and interviews with volunteers, ACL and art therapy practitioners, ACL project organisers, and managers working in the organisations taking part in the research and other adult learning settings. The article outlines key critical debates. It then interrogates three related themes, drawing on a range of evidence from the study: (1.) the discourse of confidence and self-esteem; (2.) interactions between educational and mental health and wellbeing-related goals and outcomes; and (3) the role of creative arts subjects in the mental health and wellbeing agenda for ACL. Implications for policy and practice are set out in conclusion, including consideration of ACL curricula and pedagogical approaches in the area of mental health and wellbeing.

Lewis, L., & Smith, R. (2023). **Sociological perspectives on the mental health and wellbeing agenda in education**. *Research Papers in Education*, *38*(5), 715-726. https://doi.org/10.1080/02671522.2023.2238360

Li, X., Xiao, W., Sun, C., Li, W., & Sun, B. (2023). **Does Burnout Decrease With Teacher Professional Identity Among Teachers in China?** *Journal of Career Development*, *50*(5), 983-996. https://doi.org/10.1177/08948453221138937
In China, burnout is common among kindergarten, primary, and secondary school teachers. Previous studies have demonstrated that professional identity positively affects the prevention of burnout among teachers. However, studies on the mediating mechanisms behind and the moderating factors affecting this relationship remain scarce. In this study, the mediating role of work engagement as well as the moderating roles of self-efficacy and perceived organizational support in these relationships was examined. A total of 3,147 kindergarten, primary, and secondary school teachers

completed self-reported questionnaires. SPSS 21.0 was used to conduct data analyses, and ordinary least square (OLS) regression was used to conduct mediation and moderation analyses. Results found that the relationship between teacher professional identity and burnout was partially mediated by work engagement. Through work engagement, teacher professional identity had the biggest predictive effects on burnout when the scores for self-efficacy and perceived organizational support were high. Implications for preventing burnout among teachers in the future were provided.

Lischka-Schmidt, R. (2023). **Talcott Parsons's sociology of education: cognitive rationality and normative functionalism**. *British Journal of Sociology of Education*, *44*(6), 1108-1124. https://doi.org/10.1080/01425692.2023.2238907
Talcott Parsons did not leave us with a global and consistent sociology of education. Instead, different aspects can be found in Parsons's oeuvre in different theoretical contexts. This paper summarises these different parts of Parsons's sociology of education – his writings on the concepts of education and socialisation, the university, the school, the professions, and modernisation – and discusses central criticisms and perspectives for further theoretical development. The paper goes on to argue that the value of cognitive rationality serves as a common basis of Parsons's sociology of education and that Parsons's sociology of education should be characterised as normative functionalist. Since the current sociology of education does not deal very intensely with Parsons's theoretical approach, the paper also considers references to other authors and the relevance for current questions and research in the sociology of education.

M, N. P., & Jakubik, M. (2023). **Achieving Workplace Wellbeing Among Indian IT Engineers**. *Journal of Career Development*, *50*(5), 1097-1115. https://doi.org/10.1177/08948453231154890
The predictors of millennials' wellbeing at work keep on changing in lieu with their changing career and work orientation. This quantitative research paper focuses on Indian Information Technology employees and aims to identify how their changing career orientation impacts work wellbeing, psychological capital and perceived employability. The proposed conceptual model of protean career orientation is empirically tested among 411 Information Technology engineers working at private companies in India. Findings indicate that the changing career orientation has a positive impact on work wellbeing, psychological capital and perceived employability. The study contributes to vocational psychology literature on enhancing our knowledge on the importance of protean attitude among millennials. The paper indicates further research areas and implications for employers.

McDonnell, M. (2022). **Who am I, really? Reflections on developing professional identity as a Cégep teacher**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/10045
In this MJE Forum, the author invites conversation on what it means to be a teacher in Quebec's unique Cegep system. Cegep, positioned between the more structured secondary program and the more autonomous university experience, requires that its teachers grapple with what it means to be a Cegep teacher. Her own piece focuses on exploring her development as a teacher and how teacher identity is shaped by personal and professional relationships. Beyond professional development in workshops and continuing education, Cegep teachers engage in discussions, debates, and

collaborations with our peers; ultimately, this community of practice is an essential element in the development of our teaching practice and our identity.

McKirahan, J., Lease, A. M., Neuharth-Pritchett, S., & Kwon, K. (2023). **Role of the Match Between Individual Levels of Anxious-Withdrawal and Affiliation Group Characteristics in Predicting Distress: Implications for Choice of Peer Partners**. *The Elementary School Journal*, *124*(1), 31-55. https://doi.org/10.1086/725729
To inform teaching practices, we examined elementary learners who were anxious-withdrawn within their naturally occurring affiliation groups at school. Hypotheses addressed the degree to which affiliation group characteristics moderate the relation between individual levels of anxious-withdrawal and internalizing distress. Data from 447 fourth and fifth graders who belonged in peer-reported affiliation groups at school were used. Peer reports assessed the degree to which participants' affiliation groups were characterized as anxious-withdrawn, fun, and agreeable along with individual levels of anxious-withdrawal. Students also self-reported social dissatisfaction, and teachers reported students' internalizing problems. Results indicate the impact of poor person-group fit on distress. For children with higher levels of anxious-withdrawal, affiliating with peers who have perceived socially desirable characteristics is associated with more internalizing distress and social dissatisfaction. In contrast, affiliating with anxious-withdrawn peers predicts increased distress only for those with low to average levels of anxious-withdrawal. Implications for peer-partnering in classrooms are discussed.

Mekki, S., & Tricot, A. (2022). **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*(4), 249-268. https://doi.org/10.3917/nresi.096.0249
La surdité d'un enfant est un événement qui entraîne des bouleversements au sein des familles entendantes. Comment communiquer avec l'enfant sourd ? Est-il un enfant avec une autre langue et si c'est le cas, comment se définit cette nouvelle langue au sein de la société et/ou de la famille, quelles sont les représentations liées à cette langue des signes ? L'enfant sourd est-il un enfant « handicapé », avec quel type de prise en charge, quel accompagnement pour les parents et leur enfant ? Pour les parents entendants d'un enfant sourd, la surdité affecte particulièrement les sphères familiale et éducative. Ils ont souvent besoin d'être accompagnés afin de mieux cerner ce qu'implique la surdité, ce qu'elle sous-tend ainsi que les choix auxquels ils peuvent être confrontés. Cet accompagnement se manifeste par de multiples informations et services disponibles, parfois contradictoires entre eux ou encore avec les choix des parents. Ces derniers vont alors chercher par eux-mêmes les informations et les voies qui leur sont accessibles. Les divers professionnels impliqués dans les mesures d'inclusion des enfants vivant avec une surdité sont ainsi sollicités de multiples façons par des parents qui sont très souvent dans une quête sans fin : celle de tout donner à leur enfant pour qu'il se développe et soit inclus comme les autres enfants. Or, l'espace d'engagement que les parents investissent ou qu'ils se forgent est souvent marqué par des tensions concernant les savoirs et les savoir-faire. Méfiants et sceptiques, souvent désinformés ou seulement non informés, les parents peuvent se tourner vers des stratégies uniquement centrées sur la réadaptation et l'apprentissage de la parole. Dans ce dossier, nous proposons de réunir les réflexions et les résultats d'études scientifiques dont la question de départ porte sur l'accompagnement des parents entendants et de leur enfant sourd, cet accompagnement pouvant être psychologique, médical et/ou linguistique. A partir

d'études qualitatives, le dossier souhaite explorer différents aspects de ces accompagnements ainsi que l'implication des parents dans le choix des structures et les options que ces dernières peuvent leur proposer.

Pavlov, A., Duhon, G., & Dawes, J. (2023). **Examining the Impact of Task Difficulty on Student Engagement and Learning Rates**. *Journal of Behavioral Education*, *32*(3), 527-542. https://doi.org/10.1007/s10864-021-09465-y
Interventions that match demands to ability can enhance both academic performance and behavioral performance. However, it is unknown whether the instructional match or subsequent increases in engagement with the instructional material differentially impacts learning. The current study evaluated the effect of task difficulty on on-task behavior and responding rate across two studies. In Study 1, participants were assigned easy and difficult math probes following results of curriculum-based assessment. Data were collected on digits correct per min (DCPM) and percentage of on-task behavior during a 5-min observation period. Results from Study 1 indicated that participants responded, on average, 1.16 DCPM more per session in the easy probe condition, responded more over time at faster rate than in the difficult probe condition, and were engaged significantly more in the easy probe condition. In Study 2, the same data were collected for participants completing easy probes during a truncated observation period and compared across results from in Study 1. Rate of responding in Study 2 was substantially less than in Study 1. The interaction between task difficulty and DCPM was not significant which suggests that engagement was a substantial contributor to the growth differences in Study 1.

Pirsoul, T., Parmentier, M., & Nils, F. (2023). **Emotional Intelligence Profiles and Job Search Correlates in the Context of the School-to-Work Transition**. *Journal of Career Development*, *50*(5), 1038-1057. https://doi.org/10.1177/08948453221141445
The current study adopted a person-centered approach to explore emotional intelligence profiles among 1582 university students and investigated whether different combinations of self-focused (i.e., intrapersonal) and other-focused (i.e., interpersonal) emotion appraisal and regulation emerged between women and men. We also examined the relations of these profiles with job search self-efficacy and job search clarity. Four distinct profiles emerged for the women and men that differed in terms of level and shape. Furthermore, these profiles predicted job search self-efficacy significantly for the women and men, but they predicted only job search clarity among the men. These results provide evidence about the importance of differentiating profiles of emotional intelligence between women and men and to be particularly attentive to gender stereotypes. Second, these results open new avenues for tailor-made career counseling interventions for university students facing the school-to-work transition.

Poulsen, S. M., & Rowlands, J. (2023). **Research assessment, emotional practices, and the social hierarchy: what can you afford to feel?** *British Journal of Sociology of Education*, *44*(6), 1035-1050. https://doi.org/10.1080/01425692.2023.2229032
This paper investigates how the emotional responses towards research assessment reflect both social position and strategy in the struggle for scientific authority. This is examined through interviews with humanities researchers conducted as a part of a study on the implications for research practice of the Danish Bibliometric Research Indicator (BFI). Drawing on Bourdieu's theory of practice and Scheer and Matthäus' conceptualisation of the affective habitus and emotional practices, our research suggests that emotions

can be conceptualized as strategic practices closely tied to the hierarchical position of the researchers. Established researchers deployed emotional practices as a form of resistance against compliance-based research assessment to retain their scientific authority and autonomy, while early-career researchers generally wanted to resist but their precarious positions did not afford them the possibility to do so. The study thus highlights the potential of studying emotions in relation to resistance and reproduction of dominance in higher education.

Schmidt, E. M., Rothenberg, W. A., Davidson, B. C., Barnett, M., Jent, J., Cadenas, H., … Davis, E. (2023). **Psychometric Properties of the Behavior Assessment System for Children Student Observation System (BASC-3 SOS) with Young Children in Special Education**. *Journal of Behavioral Education*, *32*(3), 543-564. https://doi.org/10.1007/s10864-021-09458-x

Measuring classroom behavior among young children is important to guide assessment and intervention decisions, yet there is limited literature on appropriate direct observation tools for this purpose. This article describes the psychometric properties of the Behavior Assessment System for Children, Student Observation System (BASC-3 SOS) with 135 children ages 20 to 67 months (M = 35 months, 64% Latinx, 78% with an established developmental disability) and their teachers (N = 36) as part of a larger randomized control trial of a teacher training intervention. Inter-rater reliability on individual BASC-3 SOS behaviors ranged from poor to good. Correlations between BASC-3 SOS scores across time indicated low to moderate developmental test–retest reliability. Significant correlations between BASC-3 SOS scores and teacher ratings provided evidence for convergent, divergent, and predictive validity. Differences between BASC-3 SOS scores for children with versus without disabilities supported the tool's discriminant validity. There were no significant pre- to post-treatment changes in BASC-3 SOS scores. Overall, results provide mixed evidence for the psychometric properties of the BASC-3 SOS when used with young, diverse children with and without disabilities. Implications for clinical and research purposes are discussed.

Serour, N., Jury, M., Pironom, J., & Toczek-Capelle, M.-C. (2022). **Les élèves de Segpa et les collégiens en grande difficulté scolaire sont-ils perçus différemment ? Étude du contenu du stéréotype**. *La nouvelle revue - Éducation et société inclusives*, 96(4), 205-231. https://doi.org/10.3917/nresi.096.0205

La surdité d'un enfant est un événement qui entraîne des bouleversements au sein des familles entendantes. Comment communiquer avec l'enfant sourd ? Est-il un enfant avec une autre langue et si c'est le cas, comment se définit cette nouvelle langue au sein de la société et/ou de la famille, quelles sont les représentations liées à cette langue des signes ? L'enfant sourd est-il un enfant « handicapé », avec quel type de prise en charge, quel accompagnement pour les parents et leur enfant ? Pour les parents entendants d'un enfant sourd, la surdité affecte particulièrement les sphères familiale et éducative. Ils ont souvent besoin d'être accompagnés afin de mieux cerner ce qu'implique la surdité, ce qu'elle sous-tend ainsi que les choix auxquels ils peuvent être confrontés. Cet accompagnement se manifeste par de multiples informations et services disponibles, parfois contradictoires entre eux ou encore avec les choix des parents. Ces derniers vont alors chercher par eux-mêmes les informations et les voies qui leur sont accessibles. Les divers professionnels impliqués dans les mesures d'inclusion des enfants vivant avec une surdité sont ainsi sollicités de multiples façons par des parents qui sont très souvent dans une quête sans fin : celle de tout donner à leur enfant pour qu'il se

développe et soit inclus comme les autres enfants. Or, l'espace d'engagement que les parents investissent ou qu'ils se forgent est souvent marqué par des tensions concernant les savoirs et les savoir-faire. Méfiants et sceptiques, souvent désinformés ou seulement non informés, les parents peuvent se tourner vers des stratégies uniquement centrées sur la réadaptation et l'apprentissage de la parole. Dans ce dossier, nous proposons de réunir les réflexions et les résultats d'études scientifiques dont la question de départ porte sur l'accompagnement des parents entendants et de leur enfant sourd, cet accompagnement pouvant être psychologique, médical et/ou linguistique. A partir d'études qualitatives, le dossier souhaite explorer différents aspects de ces accompagnements ainsi que l'implication des parents dans le choix des structures et les options que ces dernières peuvent leur proposer.

Short, D. S., & McLean, J. F. (2023). **The relationship between numerical mapping abilities, maths achievement and socioeconomic status in 4- and 5-year-old children**. *British Journal of Educational Psychology*, *93*(3), 641-657. https://doi.org/10.1111/bjep.12582
Background Early numeracy skills are associated with academic and life-long outcomes. Children from low-income backgrounds typically have poorer maths outcomes, and their learning can already be disadvantaged before they begin formal schooling. Understanding the relationship between the skills that support the acquisition of early maths skills could scaffold maths learning and improve life chances. Aims The present study aimed to examine how the ability of children from different SES backgrounds to map between symbolic (Arabic numerals) and non-symbolic (dot arrays) at two difficulty ratios related to their math performance. Sample Participants were 398 children in their first year of formal schooling (Mean age = 60 months), and 75% were from low SES backgrounds. Method The children completed symbolic to non-symbolic and non-symbolic to symbolic mapping tasks at two difficulty ratios (1:2; 2:3) plus standardized maths tasks. Results The results showed that all the children performed better for symbolic to non-symbolic mapping and when the ratio was 1:2. Mapping task performance was significantly related to maths task achievement, but low-SES children showed significantly lower performance on all tasks. Conclusion The results suggest that mapping tasks could be a useful way to identify children at risk of low maths attainment.

Simard, È. (2023). ***Les forces de caractère et la résilience des étudiants en situation de handicap à l'université*** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse https://constellation.uqac.ca/id/eprint/9296/
Cette recherche s'intéresse aux étudiants en situation de handicap (ÉSH) dans les universités francophones du Québec, une population en croissance constante depuis les dernières années (Association québécoise interuniversitaire des conseillers aux étudiants en situation de handicap [AQICESH], 2021). Elle cherche à documenter quelles sont les caractéristiques personnelles et les forces qui sont susceptibles de favoriser la résilience de ces étudiants, surtout considérant les embuches supplémentaires engendrées par les effets de leur condition sur leur participation sociale (Kurth & Mellard, 2006; Mamboleo et al., 2020). Pour ce faire, un devis méthodologique quantitatif a été privilégié, ce dernier reposant sur quatre objectifs précis : 1) décrire les caractéristiques sociodémographiques des ÉSH ; 2) déterminer les forces de caractère dominantes chez les ÉSH ; 3) décrire le degré de résilience des ÉSH, et 4) explorer les liens existants entre les caractéristiques sociodémographiques, les forces de caractère et le degré de résilience des ÉSH. Afin de répondre à ces objectifs, un questionnaire utilisant deux outils de mesures validés en français ont été employés : le CD-RISC-10 de Connor et Davidson (2003) pour

mesurer le degré de résilience et le VIA-IS-120 de Peterson et Seligman (2004) portant sur les forces de caractère. La collecte de données s'est effectuée à l'automne 2020, période pendant laquelle 115 participants ont complété la totalité du questionnaire. Des analyses descriptives et corrélationnelles ont été retenues pour procéder au traitement statistique des données. Ces analyses visaient à vérifier trois hypothèses : a) les ÉSH présenteront un profil de force de caractère et de valeurs qui est distinctif en fonction de la condition avec laquelle ils vivent ; b) les ÉSH démontreront un degré de résilience qui est différent en fonction de la condition avec laquelle ils vivent, et c) le courage, la justice et l'humanité seront les valeurs les plus susceptibles de favoriser la résilience chez les ÉSH. Les résultats démontrent que ni le degré de résilience ni le profil des forces de caractère présentent des différences significatives en fonction de la condition, réfutant ainsi les deux premières hypothèses préalablement énoncées. Concernant la troisième hypothèse, les résultats ont permis de révéler que ce sont la bienveillance, le courage et la sagesse qui sont davantage associés au degré de résilience des ÉSH. Considérant le contexte souvent défavorable dans lequel les ÉSH évoluent tout au long de leur cheminement scolaire, il y a lieu d'avancer qu'une attention particulière devrait être portée afin de promouvoir ces forces et ces valeurs, puisqu'elles sont susceptibles de favoriser leur résilience et ainsi, rehausser leur bien-être au quotidien.

Skulmowski, A. (2023). **Learners Emphasize Their Intrinsic Load if Asked About It First: Communicative Aspects of Cognitive Load Measurement**. *Mind, Brain, and Education*, *17*(3), 165-169. https://doi.org/10.1111/mbe.12369
Cognitive load measurement is an important aspect of educational research. Current cognitive load surveys differentiate between intrinsic cognitive load (resulting from the complexity of learning materials) and their extraneous cognitive load (which is increased by a demanding design). In two studies, order effects of cognitive load subscales are demonstrated. Asking learners regarding their intrinsic load first increases their responses concerning this type of load, with little effect on extraneous load ratings. This effect can be replicated even when extraneous load is intentionally induced. This finding has important implications for cognitive load research, as the order of surveys appears to bias cognitive load ratings. As most cognitive load research is conducted to find ways of reducing extraneous load, it may be reasonable to carefully consider whether and when intrinsic load items are included in studies. Generally, the results show that study participants seem to emphasize certain demands, similar to a dialogue.

Smith, A. C., Ralph, B. C. W., Smilek, D., & Wammes, J. D. (2023). **The relation between trait flow and engagement, understanding, and grades in undergraduate lectures**. *British Journal of Educational Psychology*, *93*(3), 742-757. https://doi.org/10.1111/bjep.12589
Background Much work has focused on inattention in the classroom, examining how episodes of task-unrelated thought (i.e., mind wandering) and engagement with various forms of media (e.g., media multitasking, smartphone use) influence retention of lecture material. However, considerably less work has examined factors that may positively influence attentiveness in lectures. Aims We aimed to explore whether the trait-level tendency to experience 'flow'—defined here as the subjective experience of deep and effortless concentration—is related to in-class reports of engagement and understanding during undergraduate lectures, as well as academic performance. Sample Participants were undergraduate students in Psychology at a University in Ontario, Canada. Methods We measured trait flow (i.e., deep, effortless concentration) at the beginning of each semester, and assessed engagement and understanding during lectures via experience

sampling probes throughout two semesters in several university courses. Experience sampling probes were presented intermittently using a laptop application. We also measured students' trait mind wandering and grit, and collected students' course grades. Results The general tendency to experience deep, effortless concentration predicted engagement and understanding in lectures throughout the term, as well as final course grades, over and above students' grittiness and tendency to mind wander. Conclusions These findings suggest that the everyday tendency to experience flow extends to a classroom environment and has implications for academic success.

Sokal, L., & Trudel, L. E. (2022). **Demoralization as a form of teacher burnout**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/9990
Over fifty years of research investigating teacher burnout has resulted in a well-accepted model of burnout that involves three dimensions: exhaustion, depersonalization, and loss of accomplishment. Recently, a new cause of teacher attrition has been proposed called "demoralization," on the argument that demoralization is a distinct phenomenon from burnout. In light of new research methodologies that allow for examination of unique pathways or "profiles" of teacher burnout, we explore the question, providing an analysis that suggests instead that depersonalization can be fairly represented as one profile of burnout.

Sousa, V., Silva, P. R., Romão, A. M., & Coelho, V. A. (2023). **Can an Universal School-Based Social Emotional Learning Program Reduce Adolescents' Social Withdrawal and Social Anxiety?** *Journal of Youth and Adolescence*, *52*(11), 2404-2416. https://doi.org/10.1007/s10964-023-01840-4
There is a lack of studies analyzing if universal school-based Social and Emotional Learning programs can reduce social withdrawal and social anxiety. This study analyzed the effectiveness of one such program on those variables, and the role of individual school climate perceptions. In this nationwide study, 704 seventh to eighth-grade Portuguese students (Mage = 12.96, SD = 1.09, 48% girls), of which 215 (30.6%) in the comparison group, were assessed at pretest, post-test, and follow-up seven months later. Analyses showed positive intervention results in self- and teacher-reported social withdrawal and social anxiety. Regarding school climate, intervention group students with more positive teacher-student relationships benefitted more from program participation in social anxiety. These results support the program's effectiveness for addressing social withdrawal and social anxiety.

Sugimura, K., Hihara, S., Hatano, K., & Crocetti, E. (2023). **Adolescents' Identity Development Predicts the Transition and the Adjustment to Tertiary Education or Work**. *Journal of Youth and Adolescence*, *52*(11), 2344-2356. https://doi.org/10.1007/s10964-023-01838-y
Although identity development is crucial in individuals' psychological adjustment from adolescence to adulthood, little is known about its impact in the transition to tertiary education or work. This study examined whether identity development during high school predicts career choices and adjustment (i.e., engagement) and maladjustment (i.e., burnout) after graduation. A total of 357 Japanese adolescents participated throughout the 3-year period of vocational high school (Mage = 15.75; 62.75% girls). A follow-up assessment, at 18 months after the school-to-tertiary education or school-to-work transitions, was conducted. Higher identity synthesis during high school years predicted

entry into tertiary education, while higher identity confusion predicted transition to work. Furthermore, higher identity synthesis during the high school years predicted higher post-graduation academic engagement, and higher levels of identity confusion predicted higher levels of post-graduation academic or work burnout. Overall, this study contributes to the understanding of the role of identity development in adolescence as a valuable asset for predicting the transition and the adjustment to tertiary education or work.

Thevenot, C., Tazouti, Y., Billard, C., Dewi, J., & Fayol, M. (2023). **Acquisition of new arithmetic skills based on prior arithmetic skills: A cross-sectional study in primary school from grade 2 to grade 5**. *British Journal of Educational Psychology*, *93*(3), 727-741. https://doi.org/10.1111/bjep.12588
Background In several countries, children's math skills have been declining at an alarming rate in recent years and decades, and one of the explanations for this alarming situation is that children have difficulties in establishing the relations between arithmetical operations. Aim In order to address this question, our goal was to determine the predictive power of previously taught operations on newly taught ones above general cognitive skills and basic numerical skills. Samples More than one hundred children in each school level from Grades 2 to 5 from various socio-cultural environments (N = 435, 229 girls) were tested. Methods Children were assessed on their abilities to solve the four basic arithmetic operations. They were also tested on their general cognitive abilities, including working memory, executive functions (i.e., inhibition and flexibility), visual attention and language. Finally, their basic numerical skills were measured through a matching task between symbolic and nonsymbolic numerosity representations. Additions and subtractions were presented to children from Grade 2, multiplications from Grade 3 and divisions from Grade 4. Results and Conclusions We show that addition predicts subtraction and multiplication performance in all grades. Moreover, multiplication predicts division performance in both Grades 4 and 5. Finally, addition predicts division in Grade 4 but not in Grade 5 and subtraction and division are not related whatever the school grade. These results are examined considering the existing literature, and their implications in terms of instruction are discussed.

Thornhill, C. W., Milian, P. M., & Castillo, L. G. (2023). **Educational Persistence in Latinx STEM Students: Examining Positive Mental Health at HSI and PWI**. *Journal of Hispanic Higher Education*, *22*(4), 477-489. https://doi.org/10.1177/15381927221139921
This study examines the relationship between positive mental health and educational persistence for 493 Latinx STEM students at Predominantly White Institutions (PWI) and Hispanic Serving Institutions (HSI). Results from the hierarchical multiple regression model for the HSI students found a significant relationship between educational persistence and psychological well-being while PWI students demonstrated a significant relationship between educational persistence and psychological well-being and depressive symptomatology. Implications for practice with Latinx STEM students will be discussed.

Tokuhama-Espinosa, T., & Nouri, A. (2023). **Teachers' Mind, Brain, and Education Literacy: A Survey of Scientists' Views**. *Mind, Brain, and Education*, *17*(3), 170-174. https://doi.org/10.1111/mbe.12377
While there is a growing interest among teachers to embed Mind, Brain, and Education (MBE) knowledge in their practice, most are still not clear about the key concepts in the field that have the potential to improve their pedagogical knowledge. The present study was conducted to identify the domains of current MBE knowledge that are important for

teachers to know. Using a deductive qualitative survey design, data were collected by an online questionnaire from 112 experts of the global MBE community. Findings indicated that there are at least 18 conceptual areas of MBE literacy that need to be included in teacher professional development programs.

Träff, U., Skagerlund, K., Östergren, R., & Skagenholt, M. (2023). **The importance of domain-specific number abilities and domain-general cognitive abilities for early arithmetic achievement and development**. *British Journal of Educational Psychology*, *93*(3), 825-841. https://doi.org/10.1111/bjep.12599
Background Children's numerical and arithmetic skills differ greatly already at an early age. Although research focusing on accounting for these large individual differences clearly demonstrates that mathematical performance draws upon several cognitive abilities, our knowledge concerning key abilities underlying mathematical skill development is still limited. Aims First, to identify key cognitive abilities contributing to children's development of early arithmetic skills. Second, to examine the extent to which early arithmetic performance and early arithmetic development rely on different or similar constellations of domain-specific number abilities and domain-general cognitive abilities. Sample In all, 134 Swedish children (Mage = 6 years and 4 months, SD = 3 months, 74 boys) participated in this study. Method Verbal and non-verbal logical reasoning, non-symbolic number comparison, counting knowledge, spatial processing, verbal working memory and arithmetic were assessed. Twelve months later, arithmetic skills were reassessed. A latent change score model was computed to determine whether any of the abilities accounted for variations in arithmetic development. Results Arithmetic performance was supported by counting knowledge, verbal and non-verbal logical reasoning and spatial processing. Arithmetic skill development was only supported by spatial processing. Conclusions Results show that young children's early arithmetic performance and arithmetic development are supported by different cognitive processes. The findings regarding performance supported Fuchs et al.'s model (Dev Psychol, 46, 2010b, 1731) but the developmental findings did not. The developmental findings align partially to Geary et al.'s (J Educ Psychol, 109, 2017, 680) hypothesis stating that young children's early arithmetic development is more dependent on general cognitive abilities than number abilities.

Tsai, C.-L., Estrada, S., Flores, L. Y., & Brown, C. (2023). **Motivation, College Integration, and Intentions to Persist Among First-Generation College Students: A Latent Class Approach**. *Journal of Career Development*, *50*(5), 1116-1136. https://doi.org/10.1177/08948453231157757
The current study investigated the relationship between motivation to attend college, college integration, and persistence intentions among first-generation college students (FGCS). Participants consisted of 414 FGCS from two 4-year institutions in the mountain and southwestern regions of the United States. Through latent class analysis, this study 1) examined first-generation college students' motivation profiles as characterized by intrinsic and extrinsic motivation, 2) described the characteristics of individuals in each motivation profile by examining the differences in personal characteristics across latent classes, and 3) examined the association between the outcome variables (i.e., college integration, commitment, and persistence intentions) and latent class membership. Three distinct profiles of college motivation among FGCS were observed, suggesting heterogeneous motivation orientations exist among the FGCS population. Students in the

High Motivation group showed the most desirable outcomes among the three groups. Implications for career development theory, practice, and research are discussed.

Turinas, E., Mosley, K. C., & McCarthy, C. J. (2023). **Understanding the impact of receiving gratitude on teachers: Assessing the effect of risk-for-stress on perception of gratitude**. *Teaching and Teacher Education*, *133*, 104267. https://doi.org/10.1016/j.tate.2023.104267
Research has documented the high levels of stress U.S. teachers face. Although multiple interventions for teacher stress exist, there is a lack of low-barrier interventions that allow for accessibility for all schools. The current mixed-methods study analyzed teacher stress risk using the Classroom Appraisal of Resources and Demands (CARD) and conducted semi-structure focus groups of teachers based on their classified risk-for-stress. Qualitative data was analyzed via Consensual Qualitative Research (CQR) and identified differences between Resourced and Demanded teachers. Results demonstrated differences between Demanded and Resourced teachers' perspectives on workplace gratitude, signaling important implications for schools' implementation of effective gratitude interventions.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2023). ***Teaching to prevent atrocity crimes: a guide for teachers in Africa***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000386136/PDF/386136eng.pdf.multi

Wang, Z., Xie, R., Wu, X., Xia, Y., Yu, Y., Nguyen, T. P., & Cheng, Z. (2023). **Unpacking the relation between morphological awareness and reading comprehension in Chinese children**. *British Journal of Educational Psychology*, *93*(3), 773-789. https://doi.org/10.1111/bjep.12591
Background and Aims Morphological awareness is an essential ability for successful reading. This study aimed to explore the contribution of morphological awareness to reading comprehension (RC) in Chinese. Particularly, this study sought to determine whether the relation between morphological awareness and RC differs across various facets of morphological awareness (homophone awareness, homonym awareness, and compounding awareness), grades, or ability levels. Samples and Methods A total of 148 Chinese students were evaluated on a battery of tests from third to sixth grade. Multiple regression analyses were used to examine the unique roles of homophone, homonym, and compounding awareness on RC in different grades. Quantile regression analyses were conducted to investigate the more or less influences of facets of morphological awareness on RC across the ability range. Results A series of multiple and quantile regressions revealed that (1) compounding awareness rather than homophone awareness and homonym awareness, directly and uniquely explained the development of RC, (2) the effect of compounding awareness on RC increased with grade level, and (3) the contribution of compounding awareness to RC decreased as children move from poor to better readers. Conclusions The findings reveal a developmental shift in the relation between morphological awareness and RC, as well as clarify when and for whom to enhance which facet of morphological awareness is particularly important.

Wild, S., & Grassinger, R. (2023). **The importance of perceived quality of instruction, achievement motivation and difficulties in self-regulation for students who drop out of university**. *British Journal of Educational Psychology*, *93*(3), 758-772. https://doi.org/10.1111/bjep.12590

Background: Starting a study programme at an university, students are confronted with rising requirements regulating their learning processes and motivation. Both difficulties due to this regulation and the quality of instruction are associated with students dropping out from a study programme in the research. Aims: The purpose of this research is to analyse the interplay and effect of difficulties in self-regulated learning, achievement motivation (i.e. academic self-concept, subject interest), and perceived quality of instruction in dropping out from an university study programme. Sample: We sampled 2301 cooperative students in their first academic year. The average age was M = 22.12 (SD = 3.02), and 1167 were male (50.7%). Method: This cross-sectional study used structural equation models for hypothesis analysis. Three years after the survey, dropout information from the university administration was matched to the survey data. Results: The results indicate associations between academic self-concept, subject interest and difficulties in regulating one's motivation with dropout. An indirect effect was found between perceived quality of instruction and dropout via academic self-concept, subject interest and difficulties in regulating one's motivation. Conclusions: The relevance of perceived quality of instruction, self-concept, subject interest and difficulties in motivational regulation and consequences for dropout is illustrated.

Wiliam, D. (2023). **Putting learners at the heart of the feedback process: Reflections on the special issue**. *Learning and Instruction*, *87*, 101785. https://doi.org/10.1016/j.learninstruc.2023.101785

Yeh, Y., & Ting, Y.-S. (2023). **Comparisons of creativity performance and learning effects through digital game-based creativity learning between elementary school children in rural and urban areas**. *British Journal of Educational Psychology*, *93*(3), 790-805. https://doi.org/10.1111/bjep.12594
Background Creativity is an important ability for problem-solving in both personal life and academic learning. Few creativity studies have investigated the development of children's creativity in disadvantaged rural areas or compared the rural–urban differences through digital game-based creativity learning. Understanding such differences can help provide resources for promoting learning equality in creativity. Aims This study aimed to compare the rural–urban difference in elementary school children's creativity performance and their learning effect through digital game-based creativity learning. Sample Participants were 261 3rd and 4th graders and 194 5th and 6th graders from 6 elementary schools. Method Two digital game-based creativity learning systems were employed to conduct a five-class experimental instruction. A creativity test and a questionnaire were also used. Results and Conclusions The results indicate that the urban middle graders, but not the upper graders, outperformed their rural counterparts in the creativity test before game-based learning. Nevertheless, all children got a higher score on the creativity test after the game-based learning, suggesting the employed creativity learning systems could be vehicles for improving elementary school children's creativity. However, the rural children gained less from the learning than the urban children, which may be due to weaker competencies in self-regulated learning. Further studies can employ an inventory to verify this and also consider providing more scaffolding of self-regulated learning to more disadvantaged students during digital game-based creativity learning. Additionally, the results of this study reflect the importance of self-determination and rewards in learning motivation. Appropriate rewards may encourage persistence in taking on challenges.

Yıldırım, M., Yıldırım-Kurtuluş, H., Batmaz, H., & Kurtuluş, E. (2023). **School Belongingness and Internalizing and Externalizing Problems in Adolescents: Exploring the Influence of Meaningful School**. *Child Indicators Research*, *16*(5), 2125-2140. https://doi.org/10.1007/s12187-023-10043-z
The current study investigates the mediating effects of meaningful school on the association between school belongingness and internalizing and externalizing problems. A sample of Turkish adolescents (N = 460) completed the School Belongingness Scale, Meaningful School Questionnaire, Youth Externalizing Behavior Screener, and Youth Internalizing Behavior Screener. Findings revealed that school belongingness and meaningful school were negatively significantly related to internalizing and externalizing problems. More importantly, mediation analysis showed that meaningful school partially mediated the association between school belongingness with symptoms of internalizing and externalizing difficulties. These results have significant implications for practice and research by presenting further evidence that supports the impact of school belongingness in reducing internalizing and externalizing problems through increased meaningful school. This will contribute to positive school functioning and mental health.

Zurbriggen, C. L. A., Nusser, L., Krischler, M., & Schmitt, M. (2023). **Teachers' judgment accuracy of students' subjective well-being in school: In search of explanatory factors**. *Teaching and Teacher Education*, *133*, 104304. https://doi.org/10.1016/j.tate.2023.104304
This study investigated teachers' judgment accuracy of students' subjective well-being and characteristics explaining the specificity in teacher reports (i.e., non-agreement with student self-reports). We drew from the self-reports of 2592 grade six students and the ratings of 432 teachers. Findings show that teachers' judgement accuracy of students' subjective well-being is low to moderate, indicating considerable specificity in teacher reports. Students' gender, special educational needs and achievement predicted the specificity. Teaching experience was negatively associated with the specificity for academic self-concept, while teachers' self-efficacy, attitudes towards inclusion and responsibility were positively related to the specificity for emotional well-being and social inclusion.

Aspects sociaux de l'éducation

Ager, P., Goñi, M., & Salvanes, K. G. (2023). ***Gender-Biased Technological Change: Milking Machines and the Exodus of Women from Farming*** (IZA Discussion Paper N° 16347). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16347.htm
This paper studies the link between gender-biased technological change in the agricultural sector and structural transformation in Norway. After WWII, Norwegian farms began widely adopting milking machines to replace the hand milking of cows, a task typically performed by women. Combining population-wide panel data from the Norwegian registry with municipality-level data from the Census of Agriculture, we show that the adoption of milking machines triggered a process of structural transformation by displacing young rural women from their traditional jobs on farms in dairy-intensive municipalities. The displaced women moved to urban areas where they acquired a higher level of education and found better-paid employment. These findings are consistent with the predictions of a Roy model of comparative advantage, extended to account for task automation and the gender division of labor in the agricultural sector. We also quantify significant inter-generational effects of this gender-biased technology

adoption. Our results imply that the mechanization of farming has broken deeply rooted gender norms, transformed women's work, and improved their long-term educational and earning opportunities, relative to men.

Alvarez, A., & Tulino, D. (2023). **Racial conflict, violence and trauma: why race dialogues are critical to healing**. *International Journal of Qualitative Studies in Education*, *36*(8), 1487-1495. https://doi.org/10.1080/09518398.2022.2025480
In this essay, we aim to enrich the racial discourses we engage in with people across various fields and political spheres by focusing on the intersection of institutional violence and trauma. Whereas others view race-based scholarship and discourses as unnecessarily political, divisive and threatening, we contend that centering race in our work can facilitate a shift in our collective consciousness and work to reduce human suffering across multiple geographies and identity spaces. We begin by discussing trauma and racial conflict. By starting here, we hope to attend to the contentious nature of race and whiteness. Then, we share three discursive sites regarding violence, which, for us, are important points of political discourse. Finally, we spur (y)our imaginations by discussing three ways to address sources of human suffering through healing acts of collective, critical resistance.

Alvarez, H. S. (2022). **Itutor group: A case study of covert native-speakerism underneath a social justice facade**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/9949
This article examines the covert native-speakerist strategies iTutorGroup utilizes to discriminate against teachers of nationalities the company appears to deem as undesired. Through content analysis of numerous job application submissions to iTutorGroup's website, results show iTutorGroup's automatic hiring process offers teachers of these nationalities a much lower potential wage and only a video-recorded asynchronous interview, if not complete refusal to an interview. In contrast, British, Australasian, and North American nationals are afforded a much higher potential wage as well as a one-on-one live interview. The company conceals these nuanced discriminatory strategies with a façade of equality since they are one of TESOL International Association's Global Partners. As a Global Partner, iTutorGroup follows suit in pretending to uphold TESOL's nondiscrimination policies.

Amos, Y. T. (2023). **Playing with shadows: white academics' rituals of goodness**. *International Journal of Qualitative Studies in Education*, *36*(8), 1459-1465. https://doi.org/10.1080/09518398.2022.2025479
This essay explores how good intentioned white academics can hijack the important essence of anti-racism work and allows whiteness to invade the site. During the process of participating in anti-racist meetings and events many white academics are more occupied with advancing their positive white identity than liberating people of color through anti-racism work. By doing so, they allow whiteness to creep in and make anti-racism work benefit them, not people of color. In the end, the work whose goal is to disrupt whiteness gets controlled by whiteness itself. Anti-racism work must be collaborative work between the dominant and subordinate groups, but academics of color must take a more proactive stance in providing white academics with knowledge that can be transformed into praxis.

Avilova, T., & Goldin, C. (2023). ***What Did UWE Do for Economics?*** (NBER Working Paper N° 31432). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31432.htm
Economics is among the most popular undergraduate majors. However, even at the best research universities and liberal arts colleges men outnumber women by two to one, and overall there are about 2.5 males to every female economics major. The Undergraduate Women in Economics (UWE) Challenge was begun in 2015 for one year as a randomized controlled trial with 20 treatment and 68 control schools to evaluate the impact of light-touch interventions to recruit and retain female economics majors. Treatment schools received funding, guidance, and access to networking with other treatment schools to implement programs such as providing better information about the application of economics, exposing students to role models, and updating course content and pedagogy. Using 2001-2021 data from the Integrated Postsecondary Education Data System (IPEDS) on graduating BAs, we find that UWE was effective in increasing the fraction of female BAs who majored in economics relative to men in liberal arts colleges. Large universities did not show an impact of the treatment, although those that implemented their own RCTs showed moderate success in encouraging more women to major in economics. We speculate on the reasons for differential treatment impact.

Badenhorst, P., Jupp, J. C., & Shim, J. M. (2023). **A conflicted question**. *International Journal of Qualitative Studies in Education*, *36*(8), 1404-1410. https://doi.org/10.1080/09518398.2022.2127031
The following chapter offers an introduction and overview to the special issue, Why antiracism and critical whiteness now? It highlights how racial concerns are—at their core—fundamentally relational, emblematizing not only antiracism's greatest hope but also its most tenacious, enduring challenge.

Barasz, J., & Furic, P. (2023a). **La force du destin : poids des héritages et parcours scolaires**. *La note d'analyse de France stratégie*, (125), 1-16. Consulté à l'adresse https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2023-na125-force-du-destin.pdf

Barasz, J., & Furic, P. (2023b). ***Le poids des héritages*** (p. 1-212). Consulté à l'adresse France stratégie website: https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2023-rapport-poids_des_heritages-septembre_1.pdf

Barrance, R., & Muddiman, E. (2023). **Beyond bad behaviour? Towards a broader understanding of school student activism**. *British Journal of Sociology of Education*, *44*(6), 1087-1107. https://doi.org/10.1080/01425692.2023.2238906
This paper explores UK school students' protest activism relating to their schools' policies and practices, drawing on two datasets: 1) a newspaper analysis of media reports relating to school protests between 2000 and 2021; 2) a survey of 800 secondary school pupils in Wales. Drawing on social movements literature and adapting concepts for the school environment, we present a framework for exploring children's protest repertoires that distinguishes between institutionalised, legitimated and disruptive forms of activism. Our analysis outlines trends in pupil protest activities and explores stated motivations for protesting. We find that pupils are using a broad range of protest actions, often in combination, to voice concerns about school-based issues. Our data also suggest that

pupils link their grievances to wider themes of social justice, rights, fairness and solidarity. Using principles of critical pedagogy, our study challenges hegemonic and deficit-laden ideas about children's (mis)behaviour as potential mis-readings of activism.

Bates, G., & Connolly, S. (2023). **'Different people, different backgrounds, different identities': Filling the vacuum created by policy views of 'cultural capital'**. *The Curriculum Journal*, *34*(3), 505-520. https://doi.org/10.1002/curj.198
The notion of cultural capital, defined in its Arnoldian sense, of "the best that has been thought and said", has been at the centre of the Conservative government's education policy for the last few years in England. While it is clear that this version of cultural capital – different from the sense in which it was used by Pierre Bourdieu, who popularised the term – has been deployed to valorise certain types of social, educational and cultural knowledge, it is not clear at all what use teachers make of the term or indeed, how they view it. This article presents data from an evaluation of a programme for disadvantaged students in English primary and secondary schools that sought to make a focus on cultural capital, and tries to assess how teachers perceive and use the term. The article posits that teachers see exhortations to accumulate cultural capital as part of their role, but in much broader terms than the government does, and that they seek to fill the "vacuum" created by the current policy perspective on cultural capital.

Blaisdell, B. (2023). **Counternarrative as strategy: embedding critical race theory to develop an antiracist school identity**. *International Journal of Qualitative Studies in Education*, *36*(8), 1558-1578. https://doi.org/10.1080/09518398.2021.1942299
This article examines the purposeful use of counternarrative to develop an antiracist school identity. Based on a seven-year ethnographic project at an elementary school in the southeast U.S., it illustrates how counternarrative can be employed as strategy to embed Critical Race Theory (CRT) into school equity discourse and, in doing so, help public schools disrupt majoritarian narratives that deny the salience of race. It argues that by developing counternarratives rooted in the perspectives and knowledge of teachers of color, and then using those counternarratives specifically for the purposes of strategizing, schools and researchers can help CRT achieve its activist function in K-12 school contexts.

Blaisdell, B., & Taylor Bullock, R. (2023). **White imagination, Black reality: recentering critical race theory in critical whiteness studies**. *International Journal of Qualitative Studies in Education*, *36*(8), 1450-1458. https://doi.org/10.1080/09518398.2022.2025484
This essay uses the concept of the white imaginary to reflect on Critical Whiteness Studies (CWS) in education. It examines the field's value but also its limitations, specifically its preoccupation with converting white people as the solution to systemic racism. The conversion approach ignores the fuller structural nature of whiteness and often privileges the needs and wants of white people over people of color. The essay argues that to better serve Black students and educators, CWS must stay connected to the central tenets of Critical Race Theory and aligned with approaches rooted in the racial knowledge of people of color, such as work on Black genius.

Bonnard, C. (2023). **Pupils' school mobility during elementary school: what motives and results?** *British Journal of Sociology of Education*, *44*(6), 1018-1034. https://doi.org/10.1080/01425692.2023.2225212

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

Bukodi, E., Goldthorpe, J. H., & Steinberg, I. (2023). **Continuing complexity: The university careers of a scientific elite in relation to their class origins and schooling**. *The British Journal of Sociology*, *74*(4), 547-565. https://doi.org/10.1111/1468-4446.13046
We report on continuing research on the UK scientific elite, intended to illustrate a proposed new approach to elite studies and based on a prosopography of Fellows of the Royal Society born from 1900. We extend analyses previously reported of Fellows' social origins and secondary schooling to take in their university careers as under- and postgraduates. The composite term 'Oxbridge', as often applied in elite studies, is called into question, as members of the scientific elite prove to have been recruited more from Cambridge than from Oxford. Particular interest then attaches to the relation between Fellows' social origins and schooling and their attendance at Cambridge. Among Fellows whose university careers were made at Cambridge, those of more advantaged class origins and those with private schooling are over-represented, although in this, as in various other respects, including Fellows' field of study, family influences persist independently of schooling. One suggestive interaction effect exists in that being privately educated increases the probability of having been at Cambridge more for Fellows from managerial than from professional families. Private schooling leading on to both undergraduate and postgraduate study at Cambridge can be identified as the educational 'royal road' into the scientific elite; and Fellows coming from higher professional and managerial families alike have the highest probability of having entered the elite in this way. But the most common route turns out in fact to be via state schooling and attendance at universities outside of 'the golden triangle' of Cambridge, Oxford and London; and this route is far more likely to have been followed by Fellows of all other class origins than higher professional. The relation between the degree of social skew in the recruitment of an elite and the degree of social homogeneity among its members can be more complex than has often been supposed.

Cabrera, N. L., Downey, R. J., Guida, T. F., & Smith, L. L. (2023). **W.A.A.C.K. C.S.P.: the tensions and overlaps between Whiteness and culturally sustaining pedagogies**. *International Journal of Qualitative Studies in Education*, *36*(8), 1476-1486. https://doi.org/10.1080/09518398.2022.2025486
This article takes up the questions: How does Whiteness affect conceptions of Culturally Sustaining Pedagogies (CSP)? Specifically, when it comes to Whiteness, is there a culture worth sustaining? To begin this examination, we first outline what CSP and Whiteness are. Second, we review the literature within Critical Whiteness Studies (CWS) that takes up pedagogical questions. Third, we theorize the tensions and places of overlap across CSP and CWS—specifically that when it comes to Whiteness there is not a culture worth

sustaining, but there is space for White people within CSP as long as they take account of Whiteness. Fourth, we propose a framework for merging CSP and CWS, W.A.A.C.K. C.S.P. (White folks Applying Anti-Racist Cultural Knowledge for Culturally Sustaining Pedagogies). We conclude with implications of this framework for future educational research and practical implications for White teachers and White students.

Casey, Z. A. (2023). **Whiteness has never left the center**. *International Journal of Qualitative Studies in Education*, *36*(8), 1442-1449. https://doi.org/10.1080/09518398.2022.2025477
Recentering whiteness is a misnomer –it seeks to address a tension that is real but locates it inaccurately and thus the critique becomes absurd. If we can't find a moment when whiteness was ever notcentral to the social organization of the modern world, why would we be concerned about notions of "re-centering" what has never left the center? This paper mobilizes a Foucauldian and feminist approach to understanding white privilege and the problem of "re-centering" whiteness to call for additional studies of whiteness and white supremacy on the side of humanization. The author ultimately provides an alternative to critiques of "re-centering" that can offer new ways of understanding the risks and challenges of critical whiteness work in educational research.

Chesnel, S. (2023, septembre 4). **L'orientation scolaire : essentielle, bâclée, inégale**. Consulté 7 septembre 2023, à l'adresse Pour l'éco website: https://www.pourleco.com/politique-economique/lorientation-scolaire-essentielle-baclee-inegale
La mécanique de l'orientation au collège, puis au lycée, permet aux meilleurs élèves de tirer leur épingle du jeu. Elle est beaucoup plus cruelle pour…

Chetty, R., Deming, D., & Friedman, J. N. (2023). ***Diversifying Society's Leaders? The Causal Effects of Admission to Highly Selective Private Colleges*** (NBER Working Paper N° 31492). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31492.htm
Leadership positions in the U.S. are disproportionately held by graduates of a few highly selective private colleges. Could such colleges — which currently have many more students from high-income families than low-income families — increase the socioeconomic diversity of America's leaders by changing their admissions policies? We use anonymized admissions data from several private and public colleges linked to income tax records and SAT and ACT test scores to study this question. Children from families in the top 1% are more than twice as likely to attend an Ivy-Plus college (Ivy League, Stanford, MIT, Duke, and Chicago) as those from middle-class families with comparable SAT/ACT scores. Two-thirds of this gap is due to higher admissions rates for students with comparable test scores from high-income families; the remaining third is due to differences in rates of application and matriculation. In contrast, children from high-income families have no admissions advantage at flagship public colleges. The high-income admissions advantage at private colleges is driven by three factors: (1) preferences for children of alumni, (2) weight placed on non-academic credentials, which tend to be stronger for students applying from private high schools that have affluent student bodies, and (3) recruitment of athletes, who tend to come from higher-income families. Using a new research design that isolates idiosyncratic variation in admissions decisions for waitlisted applicants, we show that attending an Ivy-Plus college instead of the average highly selective public flagship institution increases students'

chances of reaching the top 1% of the earnings distribution by 60%, nearly doubles their chances of attending an elite graduate school, and triples their chances of working at a prestigious firm. Ivy-Plus colleges have much smaller causal effects on average earnings, reconciling our findings with prior work that found smaller causal effects using variation in matriculation decisions conditional on admission. Adjusting for the value-added of the colleges that students attend, the three key factors that give children from high-income families an admissions advantage are uncorrelated or negatively correlated with post-college outcomes, whereas SAT/ACT scores and academic credentials are highly predictive of post-college success. We conclude that highly selective private colleges currently amplify the persistence of privilege across generations, but could diversify the socioeconomic backgrounds of America's leaders by changing their admissions practices.

Cooc, N., & Kim, G. M. (2023). **Racial and Ethnic Disparities in Adolescent Teaching Career Expectations**. *American Educational Research Journal*, *60*(5), 882-915. https://doi.org/10.3102/00028312231184839
Research on the dearth of teachers of color has focused on disparities in college enrollment, completion, and academic major. The present study examines whether disparities may begin earlier. Analyses of nationally representative longitudinal data show that students of color are 2 to 4 percentage points less likely to hold teaching career expectations than White students in Grade 9—a pattern that remains stable during high school and 7 years later. Controlling for academic and socioeconomic backgrounds reduces the gap between Latinx and White students, but the gap persists for students of other racial and ethnic minority groups. Additional findings show early teaching career expectations relate to racial and ethnic disparities among college students who major in education. The study has implications for improving teacher diversity and rethinking pipeline challenges.

Dakowska, D. (2023). ***Highlighting Systemic Inequalities: The Impact of the COVID-19 Pandemic on French Higher Education***. https://doi.org/10.1007/978-3-031-26393-4_4
This chapter tackles the impact of the COVID-19 pandemic on French higher education (HE), focusing on the growing differentiation between higher education institutions (HEIs). The first part reflects on the current system and investigates how the central political level (Ministry of HE), alongside the president, framed policy during the crisis. France has a highly centralised yet dynamic decision-making process: no fewer than five consecutive adaptations to the teaching system took place during 2020–2021. In the second part, responses at the meso level are analysed, considering variables such as size and funding levels to ascertain the level of (pro)reactivity and room for manoeuvre of different HEIs, including public, private, and 'elite' sub-systems. The chapter applies the lens of public policy analysis centred on process tracing combined with classic organisational analysis. Data is drawn from both survey and qualitative datasets as well as a desktop analysis of official documents related to the frameworks in which HEI have had to operate. Finally, the chapter reflects on how contextual parameters (historical trajectories, systemic funding inequalities, the division between selective and less selective undergraduate programmes) have made some HEIs more vulnerable in the face of the crisis. It concludes by suggesting potentially lasting effects of the pandemic on the future HE landscape, critically reflecting on equity-related dimensions such as accessibility in the context of growing inequality.

De plus en plus d'étudiants s'enfoncent dans la précarité. (2023, septembre 12). *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2023/09/12/une-part-grandissante-des-etudiants-s-enfonce-dans-la-precarite_6189021_3224.html
Par manque d'argent, 36 % des étudiants sautent régulièrement un repas, révèle l'association d'entraide Cop1. Pour les syndicats, la perspective d'une réforme des bourses en 2025 ne saurait répondre à l'urgence.

di Paola, V., & Epiphane, D. (2023). **Inégalités de genre en début de vie active, un bilan décourageant**. *Céreq Bref*, *442*(10), 1-4. https://doi.org/10.57706/cereqbref-0442
Alors que les jeunes femmes sont toujours plus diplômées que les hommes, les inégalités entre les sexes sur le marché du travail ne se réduisent pas. De l'accès à l'emploi aux niveaux de salaires, ce Céreq Bref dresse un état des lieux de la situation des jeunes de la Génération 2017 après trois ans de vie active, comparée à celle de la Génération 2010. Si les conjonctures sont différentes, plafond de verre et plancher collant ne semblent pas prêts de vaciller.

Donlevy, V., van Barry, D., Komers, S., & Melstveit Roseme, M. (2023). **Tackling different forms of discrimination in and through education and training**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3828* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3828
This Issue Paper on 'Tackling different forms of discrimination in and through education and training' has been produced within the framework of the European Commission's Working Group on Equality and Values in Education and Training. The Working Group (WG) operates within the context of the Commission's Communication of 30 September 2020 on Achieving the European Education Area by 2025 and the Council Resolution of 26 February 2021 on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030). Participants of the WG comprise of representatives from Member States and Candidate countries, as well as from relevant EU agencies, stakeholder associations, social partners and international organisations. The WG is coordinated by DG EAC of the European Commission, supported by consultants from Ecorys1. The Issue Paper is a key output related to two WG meetings held on 9 June (online) and 22-23 September (in-person) 2022, and one Peer Learning Activity (PLA) held in Paris on 12-13 December 2022. The WG meetings focused on the EU non-discrimination policy instruments, tackling prejudice and discrimination in education and training relating to religion and beliefs, ethnic and racial origin, disability, sexual orientation, as well as addressing multiple discrimination and intersectionality. The PLA hosted by the French Ministry of National Education in Paris focused on social and territorial inequalities in and through education. This Paper presents some of the major insights, findings, discussions, and inspirational practices that arose from the two WG meetings and the PLA. As an outcome of those discussions, the main aim of this Paper is to frame and give depth to the various presentations and discussions that took place during these events. The Paper addresses six main themes relating to tackling different forms of discrimination and disadvantage in and through education: - Tackling discrimination based on ethnic or racial origin, including discrimination against Roma; - Tackling discrimination relating to religion and beliefs; - Tackling discrimination based on disability; - Tackling discrimination relating to sexual orientation, gender identity or expression and sex characteristics; - Tackling social and territorial inequalities; - Tackling multiple discrimination: an intersectional approach.

Dubet, F. (2023). **Le séparatisme scolaire et la place du privé**. *Études*, *Septembre*(10), 33-42. https://doi.org/10.3917/etu.4307.0033
Durant ces dernières années, le choix de l'école privée s'est déplacé de la question religieuse à celle du « marché » scolaire. Désormais, les établissements privés accueillent la plupart des élèves les plus favorisés, tandis que les moins privilégiés d'entre eux sont regroupés dans des établissements publics de plus en plus soumis à ségrégation.

Elsayed, W. (2023). **The impact of campus housing problems faced by female expatriate students on the level of their academic achievement**. *International Social Science Journal*, *73*(249), 827-843. https://doi.org/10.1111/issj.12426
This study aimed to identify the impact of campus housing problems faced by female expatriate students on their academic achievement. The study sample included 140 female students living in campus housing. The results showed that the value of the impact of campus housing problems on academic achievement reached a total weight of 7663 and a weighted relative weight of 60.82%, indicating a moderate level of impact. Psychological problems were ranked first at 35.01%, followed by social problems at 32.63%, and organizational problems at 32.3%. The study concludes several key problems faced by female expatriate students, including a lack of social support, difficult procedures for family visits and a lack of study resources within campus housing such as offices, stationery, ink, paper and printing. These problems have led to a poor level of academic achievement for female expatriate students.

Facca, D., & Kinsella, E. A. (2023). **Emergence, multiplicity and connection: rethinking ethical discernment in qualitative research through a rhizo-ethics approach**. *International Journal of Qualitative Studies in Education*, *36*(8), 1526-1540. https://doi.org/10.1080/09518398.2021.1930248
Numerous qualitative researchers employ the Deleuzoguattarian construct of rhizome in their work. In this paper, we consider the ethical affordances made possible by the rhizome's theoretical features to propose rhizo-ethics: an approach to ethical discernment in qualitative inquiry which engages with the Deleuzoguattarian construct of rhizome. Across an exploration of Deleuze & Guattari's writing, educational scholarship, and further qualitative work that employs rhizomatic thought, we examine how engaging with a rhizomatic approach affords researchers the means to reconfigure research ethics hierarchies by decentralizing their position in the research context. Such a perspective generates possibilities to: acknowledge fluctuating power relations, enrich representations, embrace a relational onto-epistemology, and consider the interactions between human and nonhuman matter as ethically significant.

Figlio, D. N., Karbownik, K., & Özek, U. (2023). ***Sibling Spillovers May Enhance the Efficacy of Targeted School Policies*** (NBER Working Paper No 31406). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31406.htm
Public policies often target individuals but within-family externalities of such interventions are understudied. Using a regression discontinuity design, we document how a third grade retention policy affects both the target children and their younger siblings. The policy improves test scores of both children while the spillover is up to 30% of the target child effect size. The effects are particularly pronounced in families where one of the

children is disabled, for boys, and in immigrant families. Candidate mechanisms include improved classroom inputs and parental school choice.

France stratégie. (2023). ***Scolarités : le poids des héritages : synthèse***. Consulté à l'adresse France stratégie website: https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2023-synthese_du_rapport-poids_des_heritages-septembre_0.pdf

Gadsby, J., & Smith, R. (2023). **Further education and mental health during the pandemic: the moral impasse of meritocracy**. *Research Papers in Education*, *38*(5), 783-803. https://doi.org/10.1080/02671522.2023.2212011
Since 2010, government policy in England has positioned further education almost exclusively as employment-orientated training for school leavers whilst also imposing severe budget cuts. During this period, values-based pedagogies that foreground social justice for students, many of whom come from low-income households, have been undermined. Following the COVID-19 pandemic, there is evidence that the mental health and well-being of further education students has suffered but little is known about the pandemic's effects on teachers.This paper presents analysis of primary research data drawn from interviews with a small sample of further education teachers and managers in the English West Midlands about their mental health and well-being during the pandemic. The paper frames the research data by acknowledging that both mental health nursing and further education teaching are currently riven by contradictions with an epistemological basis anchored in meritocratic and neoliberal policy. Using Lefebvrian theory, our analysis suggests that for further education staff, the pandemic has sharpened the tensions experienced in an already precarious professional role. Key findings were that the further education funding regime drove a 'business as usual' management attitude during the pandemic, and an intensification of work and the erosion of pedagogical practice negatively affected staff's mental health.

Gaughan, M. (2023). **Intersectional Dynamics and Academic Advancement in the United States**. *The Journal of Higher Education*, *94*(6), 720-744. https://doi.org/10.1080/00221546.2023.2192162
I use the intersectionality framework to understand how processes of tenure and promotion operate as a system that systematically advantages members of some groups while systematically disadvantaging members of other groups. Empirically, I examine how gender, race, ethnicity, and nativity combine to structure the institution of tenure and promotion in US universities. Consistent with original conceptualizations of intersectionality as a lens that illuminates social structure, this empirical work demonstrates that foreign-born White men are the most advantaged members in the institution of tenure and promotion. Only by accounting for all bases simultaneously does the latent function of the promotion and tenure institution come to light: One that especially advantages White men while disadvantaging women and people of color, both foreign and domestic.

Gimeno, G. (2022). **Les rapports sociaux de sexe à l'école maternelle – une enquête exploratoire**. *Genre Éducation Formation*, (6). Consulté à l'adresse https://journals.openedition.org/gef/816
Au sein de l'institution scolaire, la maternelle semble être l'école dans laquelle élèves comme adultes sont les plus libres. Cette idée commune est doublée d'un discours sur la

mixité scolaire comme productrice évidente d'égalité qui vient renforcer la représentation d'une école maternelle accueillant chacun·e dans ses particularités sans jugement ni différenciation. Cet article porte sur la manière dont les représentations des enseignantes et enseignants pourraient contribuer à la (re)production des inégalités de genre. Je présente ici quelques axes d'analyse d'entretiens menés en 2019 auprès d'une population enseignante exerçant en maternelle dans le cadre d'un travail exploratoire à une recherche doctorale.

Hamouda, L. B. (2023, septembre 12). **Ségrégation intra-établissement : la faute aux répartitions de classe et non aux options**. Consulté 12 septembre 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/09/12/segregation-intra-etablissement-la-faute-aux-repartitions-de-classe-et-non-aux-options/
L'Institut des Politiques Publiques sort aujourd'hui la note « Options attractives et ségrégation entre classes : quels effets de la suppression des sections bilangues et européennes à la rentrée 2016 ? ». Youssef Souidi, chercheur au CNRS et auteur de cette note, revient sur les résultats de son étude en exclusivité pour le Café pédagogique. Vous avez étudié…

Harðardóttir, E., Lay, E., & Magnúsdóttir, B. R. (2023). **Performing the norm in the Global North: migrant parents' positions and participation within Icelandic schools**. *British Journal of Sociology of Education*, *44*(6), 1051-1066. https://doi.org/10.1080/01425692.2023.2237198
Parental involvement, presented as a normative construct, is widely considered a key strategy important to educational inclusion and democratic citizenship. Yet, migrant parents continue to experience exclusion within national educational settings. This study focused on the positions and participation of fourteen immigrant and refugee parents within Icelandic schools. Findings suggest that, regardless of the kind or level of involvement practised, all the parents were affected by positional boundaries in relation to their parenting practices, whereby many struggled to become involved only to find their knowledge and experiences invalidated. Such internal exclusion occurs in sharp contrast to the inclusive and democratic citizenship ideals presented as part of Icelandic educational policy and works against parents' hopes for inclusive futures. We suggest applying Arendt's metaphor of visiting as a way to disrupt binary power dynamics and normative understandings of parent practices and to rethink the process of parental involvement and inclusion within education.

Hardin, K. (2022). **A review of Teaching adult immigrants with limited formal education: Theory, research and practice**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/10101

Hayes, C. (2023). **To be woke, you must be awake: a critical response to white liberals**. *International Journal of Qualitative Studies in Education*, *36*(8), 1521-1525. https://doi.org/10.1080/09518398.2022.2061741

Henshall, C., Prosser, H., & Sanjakdar, F. (2023). **Empty Britain? Hegemony and ambiguity in British education policy**. *British Journal of Sociology of Education*, *44*(6), 996-1017. https://doi.org/10.1080/01425692.2023.2220928

The role of schools in developing a sense of common British identity has taken centre stage in the face of 'racialised' accounts of violence during the twenty first century. In this paper, we argue that certain British education policy documents can be understood as hegemonic interventions seeking to resolve ambiguities surrounding constructions of British identity. We do so by examining the Department for Education (DfE) 'Fundamental British Values' (FBV) guidance within the context of its relationship to the Prevent Duty anti-terrorism programme as well as the 'Political impartiality in schools' guidance released by the DfE in 2022. Utilising Critical Discourse Analysis (CDA) and applying Laclau and Mouffe (2014/1985) conception of hegemony with Hall's (2021/2000) claim that 'Britishness' is an empty signifier, this paper argues that the ambiguities of 'Britishness' present a number of opportunities for power to be exercised and consolidated. Finally, we explore the possible implications for demands to 'decolonise the curriculum' within schools' existing duties and propose possible structural limits placed upon these demands by said duties.

Hernandez, C. (2022). ***Etre une femme dans le Handball : étude de la face cachée de la féminisation du sport*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-03901489

Le sport comme « fief de la masculinité » (Elias et Dunning, 1994) semble avoir été conquis par les femmes. Les sports se sont progressivement ouverts aux femmes, les règlements sportifs ont évolués dans une perspective d'égalité de principe et de droit entre les femmes et les hommes, néanmoins de nombreuses enquêtes montrent la résistance des différences sexuées dans le sport. L'augmentation du nombre de femmes dans un espace ne serait donc pas synonyme de réduction des inégalités entre femmes et hommes. « L'égalité réelle entre les femmes et les hommes dans le sport » est la volonté affichée sur le site internet du Ministère chargé des sports dans sa section « sport au féminin ». Dans la perspective d'étudier cette notion « d'égalité réelle » notre travail se propose d'étudier la place des femmes dans le sport à travers le cas du handball en Nouvelle-Aquitaine. Pour ce faire nous nous basons sur un recueil des effectifs des licencié.e.s des 267 clubs de la région ALPC (Aquitaine-Limousin-Poitou Charente), sur des observations d'entraînements ainsi que sur des entretiens réalisés auprès de dirigeant.e.s, entraîneurs, bénévoles et joueuses. L'utilisation de méthodologies quantitatives et qualitatives permet de dessiner le contour du paysage du handball ainsi que d'approcher au plus près des acteurs qui composent et diffusent le handball. À travers l'étude de la structuration du handball nous mettons à jour les dynamiques d'évolutions et de stagnations dans les rapports sociaux de sexe, les enjeux de ces dynamiques ainsi que l'impact de la féminisation de ce sport sur la.les culture.s du handball. La féminisation du sport est-elle synonyme de féminisation des pratiques ? La féminisation du sport fait-elle évoluer la culture des acteurs de ce sport ? Les résultats de notre thèse orientent la réflexion dans un sens moins « mécanique » de la transformation d'un espace. La transformation des cultures et pratiques devraient passer par la formation des acteurs et non par l'augmentation quantitative d'une population dans l'espace. Le rôle de l'entraîneur est primordial en tant que médiateur de connaissances et de culture sportive. La médiation sportive, telle qu'elle est pensée et pratiquée actuellement produit et reproduit la construction sociale des rapports de sexes, participe de la construction des identités sexuées des jeunes joueur.se.s, qui ne sont pas uniquement des pratiquant.e.s de ce sport mais bien des pratiquant.e.s sexué.e.s du handball. Les filles sont entrainées comme des filles et les garçons comme des garçons selon les représentations de leurs entraîneurs. L'éducation différenciée portée et

pratiquée par des acteurs convaincus de l'intérêt du sport féminin est l'un des leviers principaux de la reproduction des inégalités entre femmes et hommes dans le sport. L'analyse sous l'angle des rapports sociaux de sexe permet d'étudier les inégalités comme des relations conjoncturelles sur lesquelles il devient alors possible d'agir dans une volonté de déconstruire la naturalisation des différences sexuées lorsqu'il s'agit de pratiques sportives. Nous envisageons les dynamiques sociales comme des processus s'enracinant dans la différenciation des sexes et non comme des états qui figeraient les acteurs dans ce système producteur et reproducteur d'inégalités et de violences de genre.

Hernández, M. M., Safa, M. D., Kornienko, O., Rogers, A. A., & Ha, T. (2023). **A Person-Centered Analysis of Adolescent Multicultural Socialization Niches and Academic Functioning**. *Journal of Youth and Adolescence*, *52*(11), 2261-2284. https://doi.org/10.1007/s10964-023-01828-0

Despite the growing cultural diversity worldwide, there is scarce research on how socialization processes prepare youth to respond to increasing multicultural demands and the degree to which these socialization opportunities inform youth academic functioning. This study used a person-centered approach to identify profiles or niches based on the degree and consistency of multicultural socialization experiences across school, peer, and family settings and to examine the associations between identified niches and markers of academic functioning (i.e., emotional and behavioral academic engagement, academic aspirations and expectations) in a sample of adolescents (N = 717; Mage = 13.73 years). Participants (49.9% girls) were from the U.S. Southwest and represented multiple ethno-racial backgrounds (31.8% Hispanic/Latinx, 31.5% Multiethnic, 25.7% White, 7.3% Black or African American, 1.4% Asian American or Pacific Islander, 1.4% American Indian or Alaska Native, and 1% Arab, Middle Eastern, or North African). Six distinct multicultural socialization niches were identified. Three niches had similar patterns across school-peer-family but ranged in the degree of socialization. The cross-setting similar higher socialization niche (Niche 6) demonstrated greater socialization than the cross-setting similar moderate (Niche 5) and lower socialization (Niche 4) niches, which had moderate and lower socialization, respectively. Three niches demonstrated cross-setting dissimilarity which ranged in the type of cross-setting contrast and the degree of socialization. The cross-setting dissimilar school contrast socialization niche (Niche 3) had greater dissimilarities between socialization opportunities in the school setting compared to the peer and family settings and demonstrated the lowest levels of socialization of all niches. The other two niches, the cross-setting dissimilar peer contrast (Niche 1) and greater peer contrast socialization (Niche 2) niches had larger dissimilarities between socialization opportunities in the peer setting than the school and family settings. In the former, however, the contrast was lower, and socialization ranged between very low to low. In the latter, the contrast was higher and socialization ranged from very low to moderate. Most adolescents were in the cross-setting similar lower socialization niche or in the cross-setting dissimilar niches. Adolescents in the cross-setting similar higher multicultural socialization demonstrated greater emotional and behavioral academic engagement than adolescents in most of the other niches. Adolescents in the cross-setting dissimilar school contrast niches demonstrated lower emotional and behavioral academic engagement and lower academic expectations than adolescents in some of the other niches. The results emphasize the collective role of school, peer, and family multicultural socialization on emotional and behavioral academic engagement.

Hobson, C. J., Griffin, A., Novak, J. M., Mitchell, M. B., Szostek, J., Burosh, J., & Hobson, A. (2023). **Comparing National Trends in Hispanic and White College Student Six-Year Graduation Rates Using IPEDS Data**. *Journal of Hispanic Higher Education*, *22*(4), 383-394. https://doi.org/10.1177/15381927221117229
Six-year college graduation rates for Hispanic and White students from 17 cohorts were analyzed using data from the U.S. Department of Education's IPED System. Results from regression analyses confirmed statistically significant positive linear trends for Hispanic and White students and statistically significant differences between the two regression lines, with the Hispanic rate of increase almost double that for White students. Adverse impact was found in 9/17 cohorts.

Holmqvist, M. (2023). **Consecration and meritocracy in elite business schools: The case of a Swedish student union**. *The British Journal of Sociology*, *74*(4), 531-546. https://doi.org/10.1111/1468-4446.13026
Sociologists are paying increasing attention to the business and financial elites that control today's global economy; indeed, there's a great need to understand who these elites are, what they do, and what makes them tick, as individuals, and as a class. But we also need to understand how the economic elites aremade in the current social and economic system, and one significant way of doing this, is by examining elite business schools, that is, the institutions that aim to train and prepare people to assume important leadership and decision-making positions in business, finance and related sectors of critical importance to the management of modern capitalism. Based on the notion of consecration, I empirically examine how the student union of Sweden's premier business school, The Stockholm School of Economics, offers its members a learning environment partly separated from the school, and how this semi-independent organization contributes to making undergraduate students socially, morally and esthetically meritorious for elite jobs in primarily management consulting and finance; a process that is largely shaped by corporate actors that participate formally and informally in the student union activities. The paper contributes to the sociological literature on business schools and higher education and elites, both theoretically through the twin notions of meritocracy and consecration, and empirically through its unique focus on student union activities in an elite business school setting.

INEE : réseau inter-agences pour l'éducation en situations d'urgence. (2022). ***Soutenir les programmes intégrés de protection de l'enfance et d'éducation dans l'action humanitaire***. Consulté à l'adresse https://inee.org/sites/default/files/resources/CPHAEiE%20Guidance%20Note%20FR%20v1.0%20LowRes.pdf

Jupp, J., Badenhorst, P., & Shim, J. M. (2023). **Why anti-racism and critical whiteness now? A (tentative, subjunctive) conceptual geography of the empire of whiteness**. *International Journal of Qualitative Studies in Education*, *36*(8), 1417-1430. https://doi.org/10.1080/09518398.2022.2127027
Our essay provides a provocation supporting the special issue of the International Journal of Qualitative Studies in Education's titled "Why antiracism and critical whiteness now?" As editors, we circulated its call knowing that the conditions of our work in race and whiteness studies had changed. In our essay, we work through the special issue's central question via the critical psychoanalytic notion of identification ruptures.

Autobiographically and then historically-socially un-suturing ourselves and work, we subjunctively sketch a conceptual geography of the empire of whiteness on-the-rise.

Kolluri, S., & Tichavakunda, A. A. (2023). **The Counter-Deficit Lens in Educational Research: Interrogating Conceptions of Structural Oppression**. *Review of Educational Research*, *93*(5), 641-678. https://doi.org/10.3102/00346543221125225
Deficit framings of marginalized students, though maintaining widespread social influence, are thoroughly condemned in recent educational scholarship. The goal of this "counter-deficit" scholarship is to challenge racism in schools and improve opportunities for marginalized youth. To meet the lofty ambition of racial equity in education, how scholarship understands racial oppression is a central concern. Sociologists of race have emphasized the duality of racial oppression. Racism is ideological and structural. Ideologically, racism shapes how communities of color are perceived and how they are treated in educational settings. Structurally, racism is embedded in histories and policies that systematically disadvantage racially minoritized people. Both processes matter to educational inequality. However, in this review of counter-deficit literature, we find that racism is primarily understood by way of ideology and seldom by way of structures. This framing has important implications for how schools can support racially minoritized students to overcome racism in schools and communities.

Lavín, C. E., & Goodman, J. (2023). **Reflective journaling: A path toward cultural competence for teacher candidates in special education**. *Teaching and Teacher Education*, *133*, 104300. https://doi.org/10.1016/j.tate.2023.104300
In this manuscript we use Thematic Network Analysis to explore reflective journals of special education pre-service teachers and examine the relationship between culturally relevant pedagogy and teacher disposition toward culturally and linguistically diverse students. We present background information relating to the stark racial, ethnic, and cultural contrast between the teaching body and the student body in the U.S public schools; then we address how teacher candidates used journals to engage with their own perceptions and biases to become more culturally relevant, including actions to take. The manuscript concludes with limitations and implications for future research.

Lehtinen, A., Kostiainen, E., & Näykki, P. (2023). **Co-construction of knowledge and socioemotional interaction in pre-service teachers' video-based online collaborative learning**. *Teaching and Teacher Education*, *133*, 104299. https://doi.org/10.1016/j.tate.2023.104299
Building on social constructivist theory, this case study analyzed how pre-service secondary teachers co-constructed knowledge and expressed socioemotional interaction in online breakout rooms during a collaborative task. Video data was analyzed by content and interaction analysis. There was more higher-level knowledge construction than in most studies from asynchronous settings. Active listening and humor were thoroughly present. Talk about personal experiences occurred at both lower and higher levels of thinking. The teacher educator's visits to the breakout rooms and purposeful dissonance affected knowledge co-construction and socioemotional interaction. The findings will help in designing high-quality online and blended teacher education.

L'emploi par genre et discipline au sein des organismes de recherche et des universités entre 2015 et 2020. (2023, juillet 12). Consulté 13 septembre 2023, à l'adresse

enseignementsup-recherche.gouv.fr website: https://www.enseignementsup-recherche.gouv.fr/fr/l-emploi-par-genre-et-discipline-au-sein-des-organismes-de-recherche-et-des-universites-entre-2015-91736
Dans la recherche publique, le niveau de qualification s'améliore pour les femmes de 2015 à 2020, mais les stéréotypes de métiers perdurent.

Lensmire, T. J. (2023). **How white supremacy is reproduced in the relations of white people to other white people, with some notes on what this means for antiracist education**. *International Journal of Qualitative Studies in Education*, *36*(8), 1496-1502. https://doi.org/10.1080/09518398.2022.2025485
In this essay, I draw on two black theorists of whiteness—W.E.B. Du Bois and the Reverend Thandeka—to examine how white supremacy and white racial identities emerge from and are fortified in the relations of white people to other white people. I use stories told by two white people from a rural, white farming community in Wisconsin—William and Delores—to flesh out and complicate Du Bois's and Thandeka's ideas. Unfortunately, antiracist efforts in education and teacher education have mostly ignored the significance of white people's relations to each other for the production and reproduction of white supremacy. What if our antiracist efforts have been so ineffective, in part, because we have ignored what is going on among white people?

« L'éviction des lycéennes des parcours scientifiques renvoie la situation des femmes à une période antérieure à leur émancipation économique ». (2023, septembre 10). *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/idees/article/2023/09/10/l-eviction-des-lyceennes-des-parcours-scientifiques-renvoie-la-situation-des-femmes-a-une-periode-anterieure-a-leur-emancipation-economique_6188665_3232.html
TRIBUNE. Depuis l'introduction de la réforme du lycée en 2019, le nombre de bachelières préparées pour des études de sciences a été réduit de 60 %. Ces chiffres inquiètent le Collectif maths & sciences, qui demande, dans une tribune au « Monde », une action rapide afin de permettre à tous d'accéder à une formation scientifique.

Lewis, L., & Smith, R. (2023). **Sociological perspectives on the mental health and wellbeing agenda in education**. *Research Papers in Education*, *38*(5), 715-726. https://doi.org/10.1080/02671522.2023.2238360

Liera, R. (2023). **Expanding Faculty Members' Zone of Proximal Development to Enact Collective Agency for Racial Equity in Faculty Hiring**. *The Journal of Higher Education*, *94*(6), 766-791. https://doi.org/10.1080/00221546.2023.2195769
This study examined how a professional development initiative on racial equity facilitated the expansion of faculty members' agency to use a critical race-consciousness lens to disrupt White supremacy in faculty hiring policy and practice. I analyzed interview data from faculty members who participated in a 10-month professional development training. Findings reveal how language, tools, and peer-to-peer interactions mediated learning through agency to disrupt White supremacy in faculty hiring. The findings illustrated the significance of professional development focusing on structural and institutional racism within the context of White supremacy.

Lischka-Schmidt, R. (2023). **Talcott Parsons's sociology of education: cognitive rationality and normative functionalism**. *British Journal of Sociology of Education*, *44*(6), 1108-1124. https://doi.org/10.1080/01425692.2023.2238907

Talcott Parsons did not leave us with a global and consistent sociology of education. Instead, different aspects can be found in Parsons's oeuvre in different theoretical contexts. This paper summarises these different parts of Parsons's sociology of education – his writings on the concepts of education and socialisation, the university, the school, the professions, and modernisation – and discusses central criticisms and perspectives for further theoretical development. The paper goes on to argue that the value of cognitive rationality serves as a common basis of Parsons's sociology of education and that Parsons's sociology of education should be characterised as normative functionalist. Since the current sociology of education does not deal very intensely with Parsons's theoretical approach, the paper also considers references to other authors and the relevance for current questions and research in the sociology of education.

Ma, G., Zhang, J., & Hong, L. (2023). **Learning From Home: Widening Rural-Urban Educational Inequality and High School Students' Self-Control in China During the COVID-19 Pandemic and School Closure**. *Youth & Society*, *55*(7), 1348-1366. https://doi.org/10.1177/0044118X221138607
Worldwide school closures and remote learning have been implemented during the COVID-19 pandemic. These measures' impact on young populations' academic achievements is unclear. This study (N = 1,736, ages 14–20 years, 53% female, and Chinese) analyzed academic examination scores for students at a high school in Eastern China between January and July 2020. Results showed that overall, students' academic achievements appeared to be negatively affected amid a school closure. More importantly, students' self-control was introduced as a moderating factor that partially accounted for this difference in the context of remote learning at home. These findings extended our understanding of school closures' unequal impact on young populations. Education and social policies should respond to these challenges during times of crisis.

Maheshwari, G. (2023). **A review of literature on women's leadership in higher education in developed countries and in Vietnam: Barriers and enablers**. *Educational Management Administration & Leadership*, *51*(5), 1067-1086. https://doi.org/10.1177/17411432211021418
The purpose of this paper is to provide a review of the literature on women's leadership in higher education in the last 20 years. This literature review employed a systematic review of 64 articles published worldwide with 28 articles specifically published in Australia, Canada, New Zealand, the United Kingdom, the United States and Vietnam. The aim of the study is to determine if there are any differences in barriers and enablers of women leaders between the developed countries chosen for this study and Vietnam in higher education and how the countries are progressing towards gender equality. The study concluded that most of the research in women's leadership in higher education had been done in the US and Canada, with a dearth of literature on women's leadership in higher education in Asia, and only six studies have been done in Vietnam till 2019, with only two studies done before 2017. The findings suggested that women leaders in developed countries and Vietnam still face almost the same challenges as in the past but, with family support, these challenges are becoming less in Vietnam. Mentor support was found to be an enabler in other developed countries which was missing in Vietnam. Vietnam is gaining importance in research in women's leadership in higher education, which may be due to an increased female labour participation rate and higher growth in gross domestic product rates. The future of women leaders seems to be bright, especially in Vietnam, due to higher female educational attainment. There is a small

number of literature review studies on barriers and enablers in the field of women leaders in higher education comparing developed nations and a developing country. Hence, the current study aims to fill this gap to provide an overview of the difference between the enablers and barriers faced by women leaders between developed countries and Vietnam.

Manço, A. (2023). ***Exil Scolarité Pandémie***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-exil_scolarite_pandemie_altay_manco-9782140342257-77394.html
Cet ouvrage aborde le triangle « École-Exil-Pandémie » sous deux parties : les effets de la crise sanitaire sur les populations scolaires exilées, au sein de l'enseignement obligatoire et, à l'autre extrémité de l'éventail scolaire, ses impacts au niveau de l'enseignement supérieur. Dans les deux cas, les textes proposés concernent des faits relevant de la pandémie, intégrés à des contextes sociohistoriques globaux qui occasionnent des inégalités importantes entre familles, enfants, élèves, étudiants et enseignants, des iniquités qui n'ont pas attendu la crise sanitaire pour sévir, mais que le Covid-19 semble, dans de nombreux cas, avoir amplifié les conséquences. Les textes montrent néanmoins, dans plusieurs situations, la force de résilience des parents et des jeunes, ainsi que des acteurs de l'éducation qui, par leurs réactions, ont pu réduire les effets de la pandémie sur l'éducation, voire ont pu, dans une certaine mesure, tirer avantage de la crise.

Matias, C. E. (2023). **Towards a Black Whiteness studies: a response to the growing field**. *International Journal of Qualitative Studies in Education*, *36*(8), 1431-1441. https://doi.org/10.1080/09518398.2022.2025482
This reflective essay documents my experiences, critiques, and application of critical whiteness studies in my own research, though, as proven below, they cannot be understood without my forever commitment to strengthen, expand, and re-imagine the field. To be clear, I do not critique for critique's sake, rather, I present my approach for the sake of forever expanding how CWS is operationalized in future research. CWS is a much-needed theory, framing, and field because its application to educational research drives the revealing of how whiteness operates in educational contexts; a condition, which left intact, will leave any attempts of racial justice fruitless. Therefore, I tread cautiously because as I may or may not subscribe to particular approaches within CWS, I do not by any means claim that there is one justifiable approach over another, especially when the entire field and theoretical application of CWS is dealing with widespread discreditation.

McManimon, S. K. (2023). **'It's too boring now': restor(y)ing research while rereading resistance with Da'uud**. *International Journal of Qualitative Studies in Education*, *36*(8), 1612-1626. https://doi.org/10.1080/09518398.2021.1942293
Thinking with the stories of a student who won't let me go, this article rereads "Da'uud's" participation in an elementary classroom theatre performance alongside my own resistance to conventional qualitative research methods. It is thus about resisting, restorying, and restoring research. In one thread, I trace stories of Da'uud resisting school, school resisting Da'uud, and the brilliance of Da'uud's word play in resisting oppression locally (how he was positioned in the classroom and theatre performance) and globally (e.g. school norms based in white supremacy). In another, I work through (re-read) my fears about research that is too boring, appropriating, or damage-centered, exploring how contexts, time, and my reading of scholarship and theory (especially that which considers axiology) reframe this narrative, restoring joy in research. With Da'uud as the

theorist in this exploration, I argue for relational research ethics lived in contingent collaboration.

Mein, E., Esquinca, A., Herrera-Rocha, L., & Muciño Guerra, H. (2023). **Identity and Persistence Among Latinx Engineering Students at a: Research-Intensive Hispanic-Serving Institution**. *Journal of Hispanic Higher Education*, *22*(4), 432-445. https://doi.org/10.1177/15381927221132918
Drawing on ethnographic methods, this study employed a community cultural wealth framework to analyze the successful trajectories of 27 Latinx engineering/computer science students at a research-intensive HSI. Our findings uncovered four types of community cultural wealth leveraged by participants—aspirational, linguistic, social, and navigational—as well as one additional form of capital: positional. The study has implications for institutions and individuals who serve Latinx students in engineering and STEM more broadly.

Mekki, S., & Tricot, A. (2022). **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*(4), 249-268. https://doi.org/10.3917/nresi.096.0249
La surdité d'un enfant est un événement qui entraîne des bouleversements au sein des familles entendantes. Comment communiquer avec l'enfant sourd ? Est-il un enfant avec une autre langue et si c'est le cas, comment se définit cette nouvelle langue au sein de la société et/ou de la famille, quelles sont les représentations liées à cette langue des signes ? L'enfant sourd est-il un enfant « handicapé », avec quel type de prise en charge, quel accompagnement pour les parents et leur enfant ? Pour les parents entendants d'un enfant sourd, la surdité affecte particulièrement les sphères familiale et éducative. Ils ont souvent besoin d'être accompagnés afin de mieux cerner ce qu'implique la surdité, ce qu'elle sous-tend ainsi que les choix auxquels ils peuvent être confrontés. Cet accompagnement se manifeste par de multiples informations et services disponibles, parfois contradictoires entre eux ou encore avec les choix des parents. Ces derniers vont alors chercher par eux-mêmes les informations et les voies qui leur sont accessibles. Les divers professionnels impliqués dans les mesures d'inclusion des enfants vivant avec une surdité sont ainsi sollicités de multiples façons par des parents qui sont très souvent dans une quête sans fin : celle de tout donner à leur enfant pour qu'il se développe et soit inclus comme les autres enfants. Or, l'espace d'engagement que les parents investissent ou qu'ils se forgent est souvent marqué par des tensions concernant les savoirs et les savoir-faire. Méfiants et sceptiques, souvent désinformés ou seulement non informés, les parents peuvent se tourner vers des stratégies uniquement centrées sur la réadaptation et l'apprentissage de la parole. Dans ce dossier, nous proposons de réunir les réflexions et les résultats d'études scientifiques dont la question de départ porte sur l'accompagnement des parents entendants et de leur enfant sourd, cet accompagnement pouvant être psychologique, médical et/ou linguistique. A partir d'études qualitatives, le dossier souhaite explorer différents aspects de ces accompagnements ainsi que l'implication des parents dans le choix des structures et les options que ces dernières peuvent leur proposer.

Memon, N. A., & Chown, D. (2023). **Being responsive to Muslim learners: Australian educator perspectives**. *Teaching and Teacher Education*, *133*, 104279. https://doi.org/10.1016/j.tate.2023.104279

Research is emerging on Muslim learners in Australia. However, less is known about the preparedness of educators to be 'responsive' to Muslim learners. Inspired by the Australian Professional Standards for Teachers that states teachers should be 'responsive' to the diverse identities of learners, this article examines educator perspectives of being responsive to the religious identities of Muslim learners in one public high school in Sydney. Data reveals that despite challenging arrangements of the school community, the school leaders and educators exemplified a strong commitment to being responsive but dismissed opportunities to avail from religious ways of knowing.

Miller, E. T. (2023). **In search of Becky and the others: the internal turmoil of the hardened, white antiracist woman**. *International Journal of Qualitative Studies in Education*, *36*(8), 1503-1512. https://doi.org/10.1080/09518398.2022.2025481
In this essay, told from my perspective as a white woman, I spend time critically analyzing the caricatures of racist white women as I hold them up against stories of actual white women. My goal is illuminate how stereotypes of white racist women serve as a normative yardstick for the construction of another kind of white woman: the antiracist one. Aspiring antiracist white women spend much time in search of white racist women embodied in such stereotypes. They search for them to learn how to be and how not to be. Ultimately, this is a distraction from the actual work of antiracism, which relies on relationality and intimacy. I argue white antiracist women would be better served to banish these stereotypes so our time can be spent – not in search of them to measure ourselves – but with our own complexity, inner conflicts and distorted psyches. Until we do that work, antiracist white women will be little help to racial justice movements.

Milner, H. R. (2023). **Whiteness at work when students call their white and black teachers racist**. *International Journal of Qualitative Studies in Education*, *36*(8), 1466-1475. https://doi.org/10.1080/09518398.2022.2025483
The author analyzes two episodic moments when a white teacher, Mr. Drake, teaching in a racially diverse school and a Black teacher, Dr. Selise, teaching in a mostly white school context are called racist by their students. This research demonstrated that the contexts of these teachers' work was grounded in and shaped by whiteness. What happens when two teachers from different racial backgrounds are called racist in different sociopolitical contexts? What precipitates students' accusation and the teachers responses to the accusation? What roles do contexts play in reifying whiteness and racism in, during, and after these discursive moments? A whiteness frame can shed light on the ways in which two different teachers experience and rationalize an accusation of being racist. Implications for theory, research and practice are considered.

Morel, S. (2023). **« L'inquiétante étrangeté ». Les rapports des assistantes sociales aux programmes de réussite éducative vus au prisme de la sociologie des professions d'Andrew Abbott**. *Sociologie*, *14*(3), 333-349. Consulté à l'adresse https://www.cairn.info/revue-sociologie-2023-3-page-333.htm
La coordination des différents acteurs intervenant dans une même politique sociale est un enjeu consubstantiel à l'action publique et les cloisonnements professionnels sont une des principales cibles de cette recherche de coordination. S'inspirant de la sociologie des professions d'Andrew Abbott, cet article étudie le sentiment d'« inquiétante étrangeté » que les assistantes sociales, revendiquant elle-même des compétences de coordination, éprouvent lors de leur confrontation avec les programmes de réussite éducative (PRE), principal dispositif du volet éducatif de la politique de la ville, fondés sur

une approche « partenariale » de situations individuelles d'enfants de 2 ans à 16 ans. Preuve de cette proximité, certains postes dans les PRE, comme ceux de « référents de parcours », sont désormais majoritairement occupés par des assistantes sociales ou d'autres travailleurs sociaux. Néanmoins, preuve d'une distance persistante, la participation des assistantes sociales à ce dispositif demeure vivement controversée au sein même de leur groupe professionnel. L'article analyse les divisions internes au groupe comme la conséquence des incertitudes liées à l'extension de son territoire professionnel et au renouvellement partiel de son travail dans le cadre de ce dispositif.

Mustafaa, F. N. (2023). **Black Educators' Racial Identity Attitudes and Culturally Relevant Pedagogy: A Psychological Framework and Survey of Within-Race Diversity**. *American Educational Research Journal*, *60*(5), 847-881. https://doi.org/10.3102/00028312231189238
Historically, Black educators have played a critical role in Black youth's well-being. Consequently, they are often assumed to "naturally" engage culturally relevant pedagogy (CRP), obscuring the diverse ways Black individuals identify, think, and behave regarding race and culture. This psychological survey study examines in-service Black educators' (N = 238) multidimensional racial identity attitudes, background sociodemographics, and education contexts (postsecondary and current/teaching) in relation to their varied enactments of three CRP domains (African American Curriculum, Culturally Relevant Teaching, Sociopolitical Commitment). Results show CRP variation across individuals according to their racial identity attitudes, backgrounds, and contexts. The resulting conceptual framework advances research and discourse on teacher race by challenging homogenizing, detrimental narratives. Findings have important implications for teacher workforce diversification, training, and retention.

Nartey, H., & James, C. E. (2022). **"Breaking the mould": Resisting the stereotypes of being a Black Canadian student-athlete**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/9970
This article examines how stereotypes operate in the social construction of Black Canadian male student-athletes and how those stereotypes frame these students' lived experiences in relation to race, athletic ability, and academic performance. From qualitative interviews with twenty current and former Black Canadian student-athletes, we found that they largely resisted and challenged the stereotypes of being primarily athletes and less students. In various ways, they sought to demonstrate that they possessed the skills needed to be academically successful students with the ability to balance their athletic and academic responsibilities and commitments. This was evident in their having obtained the required grades to enter university, receiving athletic scholarships, maintaining playing eligibility, graduating from university, and going on to pursue graduate studies.

Netter, J. (2023). **Ouverture de l'école et inégalités. Constats et perspectives**. *Éducation et sociétés*, *50*(2), 17-31. https://doi.org/10.3917/es.050.0017
Dans L'évolution pédagogique en France, Durkheim estime que l'instabilité chronique que l'enseignement secondaire connaît au début du XXe siècle depuis plusieurs décennies traduit la difficulté à trouver le "changement d'esprit et d'orientation qui se trouve nécessaire". Un constat étonnamment similaire peut être dressé pour l'école primaire française du début du XXIe siècle, en proie à des réformes parfois contradictoires qui se succèdent rapidement. Cette réflexion interroge la difficulté de

l'école, dans cette situation, à définir un horizon collectif permettant de se saisir de la question persistante des inégalités scolaires. L'article revient d'abord sur l'évolution générale de l'école vers une plus grande fragmentation, liée à l'accumulation de dispositifs permettant la juxtaposition d'acteurs non coordonnés et de conceptions de l'apprentissage peu discutées. Il cherche ensuite à montrer que le fait de penser l'école en termes de dispositifs amène à négliger la question des pratiques pédagogiques, particulièrement délaissées en France.

Oklobdzija, S. N. (2023). ***Single Family Schoolyards: Residential Zoning and School Segregation*** (OSF Preprints N° gf4tb). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfosfxxx/gf4tb.htm
Though the Supreme Court's 1955 decision in Brown v. Board of Education outlawed explicit segregation of public schools, segregation has remained stubbornly persistent in the intervening decades. What explains continuous racial segregation in the absence of explicit policy? One possible driver is America's built environment–designed with similar segregationist impulses but not subject to corrective legal action. Zoning and land use policy may inhibit residential mobility which in turns leads to segregated schools. I investigate this drawing on data from over 150 million residential parcels provided by Zillow. I find that school districts whose boundaries include a higher proportion of single-family parcels have a higher proportion of White students and more racial concentration than districts whose boundaries include more mixed types of housing. However, I do not find that districts with more single-family parcels have more racially segregated student populations compared to the larger metro area. These findings help illuminate how land use policy influences educational segregation and contributes to literature on how policies that regulate the built environment affect racial sorting.

Ouedraogo, M. G. R. (2022). **Les politiques publiques en faveur de la scolarisation des filles : le cas de l'enseignement primaire au Burkina Faso depuis 1960**. *Genre Éducation Formation*, (6). https://doi.org/10.4000/gef.799
Au Burkina Faso, les filles sont restées longtemps sous-scolarisées. Depuis l'accession du pays à l'indépendance en 1960, des réformes du système éducatif et des actions ont été mises en place pour accroître leur accès et leur maintien à l'école. La présentation des politiques et actions sera suivie des données chiffrées pour voir quels résultats ces politiques publiques ont pu produire pour les filles. Si les politiques adoptées et les actions déployées ont permis d'accroître leur scolarisation au niveau du primaire, des disparités entre zones urbaines et zones rurales subsistent. Comment l'expliquer ?

Périer, P., & Riban, C. (2023). **L'ethnicisation des parents à l'école : assignations identitaires et logiques d'action de mères immigrées de milieux populaires**. *Sociologie*, *14*(3), 297-313. Consulté à l'adresse https://www.cairn.info/revue-sociologie-2023-3-page-297.htm
Les politiques scolaires de rapprochement entre les familles et l'école ont donné lieu à de multiples actions et dispositifs, visant notamment les parents perçus par les institutions comme « les plus éloignés ». Les mères migrantes ou immigrées habitant les quartiers populaires sont ainsi identifiées et catégorisées par les équipes pédagogiques. En effet, le regard porté sur elles, comme les sollicitations culturalistes visant à les associer, participent d'une ethnicisation des rapports sociaux doublée d'une assignation identitaire des parents ainsi renvoyés à leur supposée origine. Après avoir analysé ce processus, l'article s'intéresse à montrer que les parents apprennent à composer avec la

domination symbolique de l'école en se rapproprianT les lieux dédiés à leur accueil, tel le Café des parents, ou en se conformant a minima au rôle de « parent d'élève » attendu par l'institution scolaire. L'article s'appuie sur une enquête par observation longue dans plusieurs écoles au sein d'un quartier en éducation prioritaire, complétée par une série de 34 entretiens approfondis avec des parents.

Poulsen, S. M., & Rowlands, J. (2023). **Research assessment, emotional practices, and the social hierarchy: what can you afford to feel?** *British Journal of Sociology of Education*, *44*(6), 1035-1050. https://doi.org/10.1080/01425692.2023.2229032
This paper investigates how the emotional responses towards research assessment reflect both social position and strategy in the struggle for scientific authority. This is examined through interviews with humanities researchers conducted as a part of a study on the implications for research practice of the Danish Bibliometric Research Indicator (BFI). Drawing on Bourdieu's theory of practice and Scheer and Matthäus' conceptualisation of the affective habitus and emotional practices, our research suggests that emotions can be conceptualized as strategic practices closely tied to the hierarchical position of the researchers. Established researchers deployed emotional practices as a form of resistance against compliance-based research assessment to retain their scientific authority and autonomy, while early-career researchers generally wanted to resist but their precarious positions did not afford them the possibility to do so. The study thus highlights the potential of studying emotions in relation to resistance and reproduction of dominance in higher education.

Ready, D. D., & Reid, J. L. (2023). **Segregating Gotham's Youngest: Racial/Ethnic Sorting and the Choice Architecture of New York City's Pre-K for All**. *American Educational Research Journal*, *60*(5), 1023-1052. https://doi.org/10.3102/00028312231190071
New York City's Pre-K for All (PKA) is the nation's largest universal early childhood initiative, serving over 64,000 four-year-olds annually. Stemming from the program's choice architecture as well as the city's stark residential segregation, PKA programs are extremely segregated by child race/ethnicity. Our current study explores the complex forces that influence this segregation, including the interplay between family choices, seat availability, site-level enrollment priorities, and the PKA algorithm that weighs these and other considerations. We find that a majority of PKA segregation lies within local communities, and that areas with increased options and greater racial/ethnic diversity exhibit the most extreme segregation. We also conduct a simulation that leverages family PKA choices to maximize site-level racial/ethnic diversity and reduce between-site segregation.

Ribaric, T. (2022). **A review of It's not free speech: Race, democracy, and the future of academic freedom**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/10222

Richard-Bossez, A. (2023). ***L'entrée dans les apprentissages scolaires et ses inégalités: Lecture sociologique de la construction des savoirs à l'école maternelle***. Consulté à l'adresse https://pur-editions.fr/product/9286/l-entree-dans-les-apprentissages-scolaires-et-ses-inegalites
Depuis la rentrée 2019, l'âge de l'instruction obligatoire est passé de 6 à 3 ans afin de favoriser la réussite scolaire de tous les enfants et de lutter contre les inégalités d'apprentissage. Pourtant, depuis les années 1990, les 3-6 ans fréquentent déjà l'école

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

Rogne, A. F., Knutsen, T. K., & Modalsli, J. (2023). ***A college on every cape: Gender equality, gender segregation and higher educational expansion*** (SocArXiv N° xej64). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfsocarx/xej64.htm
The great expansion of higher educational systems in Western countries in the latter half of the 20th century had a profound impact on educational opportunities and is central to understanding the reversal of the gender gap in higher education. In Norway, major educational reforms starting in the late 1960s aimed at making higher education more accessible for large segments of the population, particularly young women who were graduating from high school at an increasing rate. This occurred through the upgrading, establishment, and gradual expansion of local and regional colleges across the country, especially in female-dominated fields associated with work in expanding public welfare sectors. Theories and previous research have suggested that the gendered profile of educational expansions contributed to the cementing of horizontal gender segregation patterns in education and the labor market. We shed light on these processes using new and detailed data on the establishment and upgrading of higher educational institutions between 1969 and 1993. Linking these data to individual-level register data allows us to study how regional variation in educational opportunities affected the educational attainment and field of study choices of young women and men, using a difference-in-differences (DiD)/event study approach. While increased access to college education was a prerequisite for the reversal of the gender gap, our findings suggest that the location of colleges mattered very little. Colleges had, at most, a very modest impact on local educational attainment and gendered field of study choices. We discuss the implications of these findings for policy and sociological theory.

Romero, A. R. (2023). ***Héritage colonial et construction de l'école nationale : Discours, normes et pratiques de socialisations à une nation plurielle. Le cas du Belize*** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse https://theses.hal.science/tel-04196180
Dans ce travail, « nation » et « diversité » sont pensées et questionnées ensemble, depuis le champ de l'éducation. Cette thèse apporte des éléments qui expliquent comment se construisent et se naturalisent les formes d'identification à une catégorie nationale. Les réflexions visent à décentrer l'idée qu'une nation est « une et homogène » et à

questionner la place que les différences culturelles occupent, en termes d'inclusion et d'exclusion, dans les discours sur la nation. Ici, le concept de « nation », composant du modèle politique de l'État-nation, est compris comme une construction politique et sociale. Il est question du Belize (historiquement colonisé par la Grande-Bretagne et indépendant depuis 1981) qui, comme de nombreuses « nouvelles » nations après les décolonisations, a été légitimée par un pouvoir mondial et a été définie, délimitée et « manufacturée » depuis « le haut » par un État. L'éducation est un outil largement investi par les États pour diffuser des représentations et des symboles qui contribuent à la construction d'identifications nationales. Les écoles sont aussi des espaces de socialisations multiples où les individus se socialisent et construisent des identifications selon des catégories sociales. Cette recherche examine les manières dans lesquelles les acteurs du système éducatif (institutions et espaces scolaires) mobilisent et transforment, dans les récits historiques (textes, paroles, images, etc.), des catégories raciales et ethniques qui participent, dans les écoles, aux processus d'incorporation et d'identification à la nation. Pour appréhender la complexité des processus de « nationalisations » des écoliers, cette recherche combine trois axes d'analyses : l'histoire sociale de l'institutionnalisation de l'école coloniale ; une sociologie des acteurs d'institutions éducatives chargés d'écrire l'histoire nationale ; une ethnographie des pratiques éducatives dans des écoles primaires. Ainsi, ce travail considère les dimensions historiques, institutionnelles, idéologiques et sociales qui participent à la socialisation des acteurs qui font l'école. Depuis des perspectives locales et globales, les analyses montrent que le développement de l'éducation coloniale a contribué à façonner des identités raciales et ethniques propres au Belize, qui se réarticulent, aujourd'hui, à l'école nationale. La thèse met en lumière les liens entre les institutions de l'État (ministère de l'Éducation, université) avec une organisation ethnique et avec les écoles primaires, dans l'élaboration et l'implantation de programmes éducatifs. Elle rend compte de reproductions, de transformations et d'appropriations ethnopolitiques de l'histoire coloniale qui font évoluer, non seulement, les discours historiques sur la nation, mais qui éclairent aussi la diversité des significations que les acteurs construisent sur les différences. Enfin, les voix des écoliers nuancent et questionnent les discours schématiques et stéréotypés des institutions. Le poids de l'histoire est conséquent, néanmoins, les expressions des enfants recueillies dans le cadre de cette étude montrent à quel point les imaginaires nationaux sont fluides et pluriels, les élèves s'approprient et réinterprètent les discours, en faisant preuve qu'il n'existe pas « une nation », mais bien une multiplicité de perceptions et de vécus qui donnent du sens à des identifications qualifiées de nationales.

Roy, R. N., Brown, T. L., Roy, D. R., Rockett, I., & Hailey, A. (2023). **The Experiences of Hispanic and African American Student-Fathers on College Campuses**. *Journal of Hispanic Higher Education*, *22*(4), 460-476. https://doi.org/10.1177/15381927221137690
Hispanic and African American student-fathers are an invisible population in the student support literature on college campuses. In this qualitative study, we examined the lived experiences of 17 student-fathers attending Hispanic Serving Institutions and Historically Black Colleges and Universities. Six themes emerged from our data: family support, uncertainty in parenting practices, co-parenting relationships, responsibility as a father, negative stereotypes, and fatherhood as motivation. Our findings have implications for institutions of higher education.

Sallenave, L. (2022). ***« Quitte un peu le quartier ! » : gravir les sommets avec l'éducation populaire : ethno-géographie d'une jeunesse minorisée en montagne*** (Phdthesis, Université Grenoble Alpes [2020-....] ; Université de Genève). Consulté à l'adresse https://theses.hal.science/tel-03955545
Cette thèse explore l'instrumentation de la nature, ici la nature montagnarde, par l'éducation populaire, courant éducatif et social, mettant au centre de son projet des finalités émancipatrices. Elle prend pour cadre d'étude principal un dispositif municipal grenoblois appelé « Jeunes en montagne ». Destiné prioritairement aux jeunes de quartiers populaires, il vise à les sensibiliser à la montagne faiblement aménagée par le biais d'activités physiques de pleine nature. Milieu à faible distance kilométrique du quartier, il est estimé à grande distance sociale et symbolique. Au cours d'excursions sur l'année, ces jeunes négocient leur place dans un espace où ils ne sont pas attendus. La thèse confronte un questionnement sur l'investissement de la montagne par l'éducation populaire et une analyse en termes de places et de distance à cet espace. Cette recherche croise des méthodes classiques de la recherche qualitative, à savoir des entretiens, des observations de terrain et une analyse de corpus d'images. Cette démarche vise à saisir quelles sont les places légitimes et autorisées, et à saisir les éventuels décalages par rapport aux normes spatiales et culturelles en vigueur en montagne, ainsi que les processus de minorisation. Cette thèse montre que la montagne s'est en grande partie construite sur la relégation symbolique et concrète de groupes sociaux minorisés. Elle souligne que l'éducation populaire aide à franchir des frontières symboliques et participe à légitimer les places en montagne de personnes invisibilisées dans les imaginaires dominants. Elle souligne que, paradoxalement, la construction d'une nature spectaculaire de la haute montagne tend à alimenter un environnementalisme qui masquerait les rapports de domination et donc les possibilités de conflictualiser le lien à la nature. Cette thèse permet de comprendre l'impact des rapports de domination, des processus de minorisation, souvent de basse intensité, peu explicités, dans des contextes perçus en général comme neutres ou a-politiques (activités ludiques de plein air).

SANCHEZ, A., GREGORY, L., CRAWFORD, M. F., BUITRAGO, M. E. O., HERMAN, R. S., & AHLGREN, E. (2023). ***Learning recovery to acceleration : A global update on country efforts to improve earning and reduce inequalities***. Consulté à l'adresse https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099071223174514721/p179960038bed500a08dfc0489b6fa2254a

Sayac, N. (2023, septembre 14). **En maths, les évaluations de primaire favorisent-elles les inégalités de genre ?** Consulté 19 septembre 2023, à l'adresse The Conversation website: http://theconversation.com/en-maths-les-evaluations-de-primaire-favorisent-elles-les-inegalites-de-genre-211939
Alors que se déroulent les évaluations nationales de primaire, regard sur les écarts de performances qui apparaissent très tôt entre filles et garçons. Quelles sont leurs causes et conséquences ?

Schwartz, S., Parnes, M., Browne, R., Austin, L., Carreiro, M., Rhodes, J., … Kanchewa, S. (2023). **Teaching to Fish: Impacts of a Social Capital Intervention for College Students**. *American Educational Research Journal*, *60*(5), 986-1022. https://doi.org/10.3102/00028312231181096

Social capital plays a key role in college students' academic and career success. Using a random assignment design, the current study evaluated the impacts of a one-credit college course designed to increase student help-seeking and social capital within a racially diverse sample of college students. Compared to the control group, students in the treatment group reported improved attitudes towards help-seeking, increased help-seeking behavior, and higher levels of social capital and mentoring support. Academic benefits were mixed, however, with an increase in academic self-efficacy, no impact on college GPA, and a decrease in academic cognitive engagement. Additionally, differential impacts based on year in college, race, and first-generation college student status were observed. Implications for research and practice are discussed.

Serour, N., Jury, M., Pironom, J., & Toczek-Capelle, M.-C. (2022). **Les élèves de Segpa et les collégiens en grande difficulté scolaire sont-ils perçus différemment ? Étude du contenu du stéréotype**. *La nouvelle revue - Éducation et société inclusives*, 96(4), 205-231. https://doi.org/10.3917/nresi.096.0205
La surdité d'un enfant est un événement qui entraîne des bouleversements au sein des familles entendantes. Comment communiquer avec l'enfant sourd ? Est-il un enfant avec une autre langue et si c'est le cas, comment se définit cette nouvelle langue au sein de la société et/ou de la famille, quelles sont les représentations liées à cette langue des signes ? L'enfant sourd est-il un enfant « handicapé », avec quel type de prise en charge, quel accompagnement pour les parents et leur enfant ? Pour les parents entendants d'un enfant sourd, la surdité affecte particulièrement les sphères familiale et éducative. Ils ont souvent besoin d'être accompagnés afin de mieux cerner ce qu'implique la surdité, ce qu'elle sous-tend ainsi que les choix auxquels ils peuvent être confrontés. Cet accompagnement se manifeste par de multiples informations et services disponibles, parfois contradictoires entre eux ou encore avec les choix des parents. Ces derniers vont alors chercher par eux-mêmes les informations et les voies qui leur sont accessibles. Les divers professionnels impliqués dans les mesures d'inclusion des enfants vivant avec une surdité sont ainsi sollicités de multiples façons par des parents qui sont très souvent dans une quête sans fin : celle de tout donner à leur enfant pour qu'il se développe et soit inclus comme les autres enfants. Or, l'espace d'engagement que les parents investissent ou qu'ils se forgent est souvent marqué par des tensions concernant les savoirs et les savoir-faire. Méfiants et sceptiques, souvent désinformés ou seulement non informés, les parents peuvent se tourner vers des stratégies uniquement centrées sur la réadaptation et l'apprentissage de la parole. Dans ce dossier, nous proposons de réunir les réflexions et les résultats d'études scientifiques dont la question de départ porte sur l'accompagnement des parents entendants et de leur enfant sourd, cet accompagnement pouvant être psychologique, médical et/ou linguistique. A partir d'études qualitatives, le dossier souhaite explorer différents aspects de ces accompagnements ainsi que l'implication des parents dans le choix des structures et les options que ces dernières peuvent leur proposer.

Souidi, Y. (2023). **Options attractives et ségrégation entre classes : quels effets de la suppression des sections bilangues et européennes à la rentrée 2016 ?** *Note IPP*, (94), 1-7. Consulté à l'adresse https://www.ipp.eu/publication/options-attractives-et-segregation-entre-classes-quels-effets-de-la-suppression-des-sections-bilangues-et-europeennes-a-la-rentree-2016/
La mise en place de cours optionnels, tels que les sections bilangues ou européennes, a-t-elle des conséquences sur la ségrégation sociale qui prévaut entre les classes d'un

même établissement scolaire ? La question se pose alors que l'implantation d'options dans certains collèges défavorisés constitue l'un des leviers mobilisés par le

Stentiford, L., Koutsouris, G., & Allan, A. (2023). **'They think it's trendy to have a disability/mental-illness': disability, capital and desire in elite education**. *British Journal of Sociology of Education*, *44*(6), 1067-1086. https://doi.org/10.1080/01425692.2023.2237199
Research has long demonstrated the exclusion and Othering experienced by young people with disabilities in education. This paper presents findings from an ethnographic study conducted in an 'elite' sixth-form college in England, set against the backdrop of a shifting social, political, and cultural landscape, where neo-liberal discourses of dis/ability and healthism—centring on mental health and wellbeing—are becoming further embedded in educational policy. Drawing on theoretical work by Bourdieu and Foucault, we demonstrate how the students in this study appeared able to re-make disability as a liberal intellectual identity marker and use it as a form of capital within the bounded college sub-field. However, we argue that these empowered disabled subjectivities were strongly middle-classed and precarious. The findings have implications through advancing current understandings of young people's complexifying relationships with disability in education, of enduring inequalities around disability, and how social class is implicated in this.

Stokke, C. (2023). **Unlearning racism through transformative interracial dialogue**. *International Journal of Qualitative Studies in Education*, *36*(8), 1541-1557. https://doi.org/10.1080/09518398.2021.1930245
Presenting an empirical study of critical public pedagogy, this paper analyzes interracial dialogues on an internet forum run by conscious Black people who set the terms and challenge White participants who reflect a colorblind ideology. Drawing on Freire's education for critical consciousness and bell hooks' work on unlearning racism – understood as structural and interpersonal dominance relations – the paper shows how transformative interracial dialogues are possible despite difficulties. It proposes that epistemological change is required from White participants to cross the perception gap. Analysis of empirical examples shows how Blacks; who follow Patricia Hill Collins' Black feminist epistemology, and show emotions, speak from experience, and demand rhetoric to be translated into action; challenge White people's detached, Eurocentric perspectives, and dominating communicative behavior. Honest confrontation and critical dialogue lead several White participants to acknowledge their subjectivity, become aware of White privilege, and examine and change dominating communicative behavior towards Blacks.

Tanner, S. J. (2023). **More work is needed: wrestling with Whiteness in education**. *International Journal of Qualitative Studies in Education*, *36*(8), 1513-1520. https://doi.org/10.1080/09518398.2022.2025476
I use racial storytelling to tell and interpret two stories that offer insight about why I feel the need to continue studying whiteness. I frame this writing through a second-wave of critical whiteness studies, and return to my experiences as a white person to consider my ongoing work to teach, study, and write about whiteness and white supremacy in education.

Tapia, C., Singh, P., Whatman, S., & Bargallie, D. (2023). **Teacher activism: struggles over public education in Chile**. *British Journal of Sociology of Education*, *44*(6), 963-977. https://doi.org/10.1080/01425692.2023.2219404
While much has been written about student movements against the neoliberal privatisation of education in Chile, less attention has been given to teacher activism around similar educational matters. In this article, we contribute to the field of teacher activism as a social movement to resist the global education reforms of neoliberal education policies/practices. Data for the study were generated through yarning, photo-yarning and testimonios, methods often deployed in Indigenous and mestiza feminist research. Basil Bernstein's theoretical work on pedagogic rights and democratic formations, initially developed in Chile, was used to analyse the data. Teacher activists argued that their collective struggles over what constitutes the public of public education, has interrupted the neoliberal agenda. However, battles over public education, its purposes, who should it serve, remain ongoing. New ways of privatising education are being enacted in Chile that are harder to resist, challenge and change.

Thornhill, C. W., Milian, P. M., & Castillo, L. G. (2023). **Educational Persistence in Latinx STEM Students: Examining Positive Mental Health at HSI and PWI**. *Journal of Hispanic Higher Education*, *22*(4), 477-489. https://doi.org/10.1177/15381927221139921
This study examines the relationship between positive mental health and educational persistence for 493 Latinx STEM students at Predominantly White Institutions (PWI) and Hispanic Serving Institutions (HSI). Results from the hierarchical multiple regression model for the HSI students found a significant relationship between educational persistence and psychological well-being while PWI students demonstrated a significant relationship between educational persistence and psychological well-being and depressive symptomatology. Implications for practice with Latinx STEM students will be discussed.

van der Westhuizen, L., Niepel, C., Greiff, S., Fischbach, A., & Arens, A. K. (2023). **The big-fish-little-pond effect on academic self-concept and interest in first- and third-grade students**. *Learning and Instruction*, *87*, 101802. https://doi.org/10.1016/j.learninstruc.2023.101802
Background The big-fish-little-pond effect (BFLPE) postulates that class-average achievement has a negative effect on students' academic self-concept. Research examining the BFLPE with elementary school students is scarce, especially with first graders. Aims This study examined the BFLPE of class-average achievement on academic self-concept and interest in the math domain with first and third graders. Sample Participants were Luxembourgish first graders (N = 5057) and third graders (N = 4925). Methods A multilevel, doubly latent approach was used to assess a BFLPE model containing achievement (as the predictor) and ASC and interest (as outcomes) in the math domain. Results The BFLPE on math self-concept was supported in both grades, whereas the BFLPE on math interest was supported only for third graders. In both grades, larger effect sizes were observed for the BFLPE on math self-concept than on math interest. Conclusion Our results suggest that the social comparisons underlying the BFLPE play an important role in the formation of math self-concept in both grades, but they play a less substantial—and probably later—role in the formation of math interest in elementary school.

van Helden, D. L., den Dulk, L., Steijn, B., & Vernooij, M. W. (2023). **Gender, networks and academic leadership: A systematic review**. *Educational Management Administration & Leadership*, *51*(5), 1049-1066. https://doi.org/10.1177/17411432211034172
This article systematically reviews 35 empirical articles on the topic of networks and career advancement into academic leadership positions. Our objectives in this systematic review are to clarify (a) the functions that networks fulfil, (b) the outcomes of these functions in terms of career advancement and (c) whether networks are likely to result in more or less career advancement for women compared to men. Four databases were searched using the PRISMA (preferred reporting items for systematic reviews and meta-analyses) approach to select eligible studies published between 1990 and 2019. We distinguish three different functions that networks may fulfil: operational, developmental and strategic. Mixed results are found for the operational and developmental network functions, while the results suggest that the strategic function contributes to career advancement, particularly for men. The reason for this can be found in the masculine academic context. Our findings implicate that a solution involving equal network opportunities needs to be taken up by the academic community as a whole. To further develop the research field, we call for (a) more consistent conceptualisation, (b) more attention to the multiple functions of networks and networking behaviour and (c) more advanced study designs.

Wang, G. (2023). **Upskilling the workforce? A critical analysis of national skills policies in China's Reform Era**. *British Journal of Sociology of Education*, *44*(6), 978-995. https://doi.org/10.1080/01425692.2023.2219405
Government reports and documents claim that building a high skill society is critical for national success in China. In this paper, eight policies in relation to the government's espoused priorities of upskilling are examined. Applying the principles of critical policy analysis, the paper aims to expose the ideological presuppositions made in these policies. The findings in this paper reveal that the Chinese government may have focused on upgrading the credentials, rather than the actual skills that these credentials signal, thus reinforced forms of consciousness that maintain the academic-focus, credential-driven hegemony. The new policies have vigorously invested in the 'model schools', yet further excluding non-model schools and the marginalised learners. This investment, emphasising the 'supply-side' of skills provision, has also led to a more fragmented connection between the training system and industry. The promotion of 'entrepreneurial talent training', with an intention of enhancing young people's employability and building a knowledge-based economy, may act as a technique for 'self-government' under the influence of a neoliberal ideology. The responsibility of skill acquisition may have shifted to individual students, who will encounter increased precarity on their routes into work. Drawing on Gramsci's concept of hegemonic power, the paper highlights China's national skills policies may further facilitate the reproduction of current forms of inequality in training as well as contribute to construct and manage the neoliberal subjects required by the Reform Era.

Weinstein, J., Sembler, M., Weinstein, M., Marfán, J., Valenzuela, P., & Muñoz, G. (2023). **A female advantage? Gender and educational leadership practices in urban primary schools in Chile**. *Educational Management Administration & Leadership*, *51*(5), 1105-1122. https://doi.org/10.1177/17411432211019407
What differences are there, according to teachers' opinions, in school leadership practices between male principals (MPs) and female principals (FPs) in urban primary

schools in Chile? A national survey has been done to address this topic, which was answered by the principal and five teachers in 381 urban primary schools. Following Leithwood's school leadership four-category model, 14 practices were considered and measured. Data were analysed by statistical procedures, including the decision tree technique, chi-squared automatic interaction detection (CHAID). Findings showed that in 9 out of 14 practices, FPs have a significantly more favourable evaluation from teachers. Data confirmed that, when compared to other personal traits of principals or school features, gender is the strongest independent variable related with leadership practices. Nonetheless, this advantage occurs in an overall scenario in which both FPs and MPs engage unevenly with the leadership practices across the dimensions of the model. This study does not aim to explain the female advantage, but to show the shape of leadership differences by gender regarding theoretically relevant practices. Nevertheless, its data allow ruling out some possible hypotheses for interpreting those differences. The article suggests that further research is needed to theoretically explain the reasons behind differences in leadership practice by FPs and MPs.

Wu, W., Ho, E. S., & Zhang, Y. (2023). **Hukou-based Discrimination and Migrant Adolescents' Adaptation: Migrant Pattern Differences among the Buffering Role of School Engagement**. *Journal of Youth and Adolescence*, *52*(11), 2430-2447. https://doi.org/10.1007/s10964-023-01844-0
While the detrimental consequences of racial/ethnic discrimination for adolescent adaptation are well established, little is known about the long-term impact of hukou-based discrimination from the hukou (household registration) system and the potential protective benefits of adolescents' internal capabilities; furthermore, there have been even fewer studies examining potential migrant pattern differences in the association. The current study addressed these gaps by investigating the longitudinal associations between hukou-based discrimination and migrant adolescents' adaptation outcomes (cognitive ability, depressive symptoms, and behavioral problems), as well as whether school engagement moderated these pathways, and whether this function varied by adolescents' migrant patterns. The data were obtained from 1226 migrant adolescents (51.31% male; 51.47% urban migrants, 48.53% rural migrants) aged 12 to 16 years (Mage = 13.56, SD = 0.69 at Wave 1) from the China Education Panel Survey in two waves separated by twelve months. Multilevel modeling revealed that hukou-based discrimination from peers and teachers was negatively related to cognitive abilities, but positively related to depressive symptoms and behavioral problems. School engagement served not only as a facilitator of adaptation but also as a protective factor against hukou-based discrimination. The moderating effect of school engagement was more pronounced in urban migrants than in rural migrants. The current study's findings highlight the role of hukou-based discrimination in adaptation disparities and shed light on the importance of internal capabilities in protecting migrant adolescents with different migration patterns from the detrimental impacts of discrimination on the adaptation process.

Yancy, G. (2023). **Waiting for whiteness to un-suture: the prolonged mourning of black bodies**. *International Journal of Qualitative Studies in Education*, *36*(8), 1411-1416. https://doi.org/10.1080/09518398.2022.2098412
Yeh, Y., & Ting, Y.-S. (2023). **Comparisons of creativity performance and learning effects through digital game-based creativity learning between elementary school children in**

rural and urban areas. *British Journal of Educational Psychology*, 93(3), 790-805. https://doi.org/10.1111/bjep.12594
Background Creativity is an important ability for problem-solving in both personal life and academic learning. Few creativity studies have investigated the development of children's creativity in disadvantaged rural areas or compared the rural–urban differences through digital game-based creativity learning. Understanding such differences can help provide resources for promoting learning equality in creativity. Aims This study aimed to compare the rural–urban difference in elementary school children's creativity performance and their learning effect through digital game-based creativity learning. Sample Participants were 261 3rd and 4th graders and 194 5th and 6th graders from 6 elementary schools. Method Two digital game-based creativity learning systems were employed to conduct a five-class experimental instruction. A creativity test and a questionnaire were also used. Results and Conclusions The results indicate that the urban middle graders, but not the upper graders, outperformed their rural counterparts in the creativity test before game-based learning. Nevertheless, all children got a higher score on the creativity test after the game-based learning, suggesting the employed creativity learning systems could be vehicles for improving elementary school children's creativity. However, the rural children gained less from the learning than the urban children, which may be due to weaker competencies in self-regulated learning. Further studies can employ an inventory to verify this and also consider providing more scaffolding of self-regulated learning to more disadvantaged students during digital game-based creativity learning. Additionally, the results of this study reflect the importance of self-determination and rewards in learning motivation. Appropriate rewards may encourage persistence in taking on challenges.

Zuccotti, C. V., & Platt, L. (2023). **The paradoxical role of social class background in the educational and labour market outcomes of the children of immigrants in the UK**. *The British Journal of Sociology*, *74*(4), 733-754. https://doi.org/10.1111/1468-4446.13047
Despite predominantly lower social class origins, the second generation of established immigrant groups in the UK are now attaining high levels of education. However, they continue to experience poorer labour market outcomes than the majority population. These worse outcomes are often attributed in part to their disadvantaged origins, which do not, by contrast, appear to constrain their educational success. This paper engages with this paradox. We discuss potential mechanisms for second-generation educational success and how far we might expect these to be replicated in labour market outcomes. We substantiate our discussion with new empirical analysis. Drawing on a unique longitudinal study of England and Wales spanning 40 years and encompassing one per cent of the population, we present evidence on the educational and labour market outcomes of the second generation of four groups of immigrants and the white British majority, controlling for multiple measures of social origins. We demonstrate that second-generation men and women's educational advantage is only partially reflected in the labour market. We reflect on the implications of our findings for future research.

Climat de l'école

Becchetti-Bizot, C. (2023). ***« Apprendre à vivre ensemble » : rapport 2022 de la médiatrice de l'Éducation nationale et de l'Enseignement supérieur*** (p. 176). Consulté à l'adresse Ministère de l'éducation nationale et de l'enseignement supérieur website:

https://www.education.gouv.fr/rapport-2022-de-la-mediatrice-de-l-education-nationale-et-de-l-enseignement-superieur-378820

Collie, R. J. (2023). **Teacher well-being and turnover intentions: Investigating the roles of job resources and job demands**. *British Journal of Educational Psychology*, *93*(3), 712-726. https://doi.org/10.1111/bjep.12587
Background Identifying factors implicated in teachers' well-being and turnover intentions is important for driving research, policy, and practice to better support teachers in their work. Aims This study examined the role of three job resources (autonomy-supportive leadership, relatedness with colleagues and students) and three job demands (autonomy-thwarting leadership, time pressure, disruptive student behaviour) in relation to teacher well-being (subjective vitality, behavioural engagement, professional growth) and turnover intentions. Sample Participants were 426 Australian school teachers. Methods Structural equation modelling was used to examine main associations and interactions among factors. Teachers' characteristics (gender, teaching experience and educational qualification) and personality factors served as controls in all analyses. Results The job resources were generally positively associated with the well-being factors, whereas time pressure was negatively associated with vitality, but positively associated with behavioural engagement. In addition, relatedness with colleagues and subjective vitality were negatively associated with turnover intentions, whereas the reverse was true for autonomy-thwarting leadership and time pressure. There were no interaction terms retained in the final model. Conclusion Taken together, findings yield understanding about the salient resources and demands in relation to teachers' well-being and turnover intentions (beyond the role of background characteristics and personality factors).

Conley, C. S., Huguenel, B. M., Shapiro, J. B., & Kirsch, A. C. (2023). **Developmental Trajectories and Predictors of Psychological Well-Being and Distress Across the College Years**. *The Journal of Higher Education*, *94*(6), 792-821. https://doi.org/10.1080/00221546.2023.2171213
Psychological well-being and distress are critical components of college adjustment that are intricately entwined with student retention and success during and after college. This 5-wave longitudinal study used growth mixture modeling to explore heterogeneous trajectories of psychological well-being (self-esteem) and distress (depression, anxiety, stress) spanning just before college to the end of the fourth year. Students (N = 5,537) most commonly were best characterized by trajectories of stable positive or moderate adjustment, though some were better characterized by trajectories of low or variable adjustment. These latter subgroups may represent the highest-need students, for whom identifying pre-college risk and protective factors is crucial. Some notable differences emerged in trajectories for women versus men. Further, several individual characteristics at the cusp of college predicted these four-year trajectories. The strongest psychological functioning predictors were self-esteem, distress, and stress (less consistently, resilience and self-efficacy). The most predictive cognitive-affective strategy was avoidant emotional coping, followed by cognitive reappraisal and expressive suppression (less consistently, problem-focused and active emotional coping). Social well-being factors that best differentiated adjustment trajectories were general social support, followed by support from family and then from friends. These findings have implications for targeting at-risk students upon university arrival to promote optimal long-term adjustment.

Drew, C. M., Machalicek, W., Crowe, B., Glugatch, L., Wei, Q., & Erturk, B. (2023). **Parent-Implemented Behavior Interventions via Telehealth for Older Children and Adolescents**. *Journal of Behavioral Education*, *32*(3), 585-604. https://doi.org/10.1007/s10864-021-09464-z
Children and adolescents with intellectual and developmental disabilities (IDD) are more likely to engage in challenging and interfering behavior than their typically developing peers, which has been linked to many negative outcomes. The most effective interventions to address challenging and interfering behavior incorporate function-based assessments, which are used to develop individualized behavior interventions. Functional communication training (FCT) is an evidence-based practice to decrease challenging and interfering behavior that can be taught to parents using behavioral parent training (BPT); however, there are limited skilled professionals who can develop interventions and train parents. Telehealth can enable greater access to these professionals. This study used withdrawal designs to determine whether high parent treatment fidelity resulted in decreased challenging and interfering behavior and increased appropriate replacement behavior. Three participants (8–17 years) were included in the study, and their parents served as interventionists during mealtime, toothbrushing, and room cleaning. Data were analyzed using visual analysis. Each parent achieved high treatment fidelity with one session of BPT and bug-in-ear coaching. All participants had a decrease in challenging and interfering behavior and an increase in functional communication responses (FCRs) upon the introduction of the intervention with reliable reversals. All parents reported high social validity. Results and implications for practice and future research are discussed.

Duval-Valachs, N. (2023, septembre 5). **Comment aider les élèves à régler leurs conflits**. Consulté 11 septembre 2023, à l'adresse The Conversation website: http://theconversation.com/comment-aider-les-eleves-a-regler-leurs-conflits-206216
Dans quelle mesure les enfants peuvent-ils gérer par eux-mêmes les petits conflits qui émaillent le quotidien scolaire ? Regard sur les conseils d'élèves mis en place dans certains établissements.

Harry, S. W., Tingstrom, D. H., Dufrene, B. A., Dart, E. H., Radley, K. C., Lum, J. D. K., & Bates-Brantley, K. E. (2023). **The Effects of Tootling Combined with Public Posting in High School Classrooms**. *Journal of Behavioral Education*, *32*(3), 565-584. https://doi.org/10.1007/s10864-021-09462-1
A traditional tootling procedure was implemented along with a public posting component to determine the effects on academically engaged, disruptive, and passive off-task behaviors in four general education high school classrooms. Students in the traditional tootling phase were instructed to report on their peers' positive, prosocial behaviors. At the end of the class period, the teacher read through the tootles and added the total toward the group goal. When the class achieved their goal, they were rewarded, and the goal was reset. During the tooting with public posting phase, the teacher or primary researcher posted the tootles on a designated bulletin board. The results indicated that increases in academically engaged behaviors were maintained in both phases, whereas disruptive and passive off-task behaviors decreased. The differences between phases were minimal, suggesting little additive effect. Social validity measures indicated that intervention was acceptable in terms of effectiveness and utility. This study suggests the benefits of implementing tootling in a high school setting, demonstrating increases in classwide academically engaged behaviors.

Klik, K. A., Cárdenas, D., & Reynolds, K. J. (2023). **School climate, school identification and student outcomes: A longitudinal investigation of student well-being**. *British Journal of Educational Psychology*, *93*(3), 806-824. https://doi.org/10.1111/bjep.12597
Background Schools are increasingly recognized as key facilitators of child and youth well-being. Much attention has been directed to the school social environment and the areas of school climate or school connectedness/identification. Drawing on the social identity approach and related work, it has been argued that school social identification may be the mechanism or process through which school climate comes to impact individual student functioning (Applied Psychology, 28, 2009, 171). Much of the previous research on social identity and well-being, though, is limited because it is cross-sectional. Aims, Sample & Methods This current study aims to advance understanding of the relationships between school climate, school identification and positive and negative well-being. It adopts a three-wave longitudinal sample of Australian students (N = 6537 wave 3, grades 7–10) and incorporates a range of control variables. Multilevel modelling (MLM) is used to test relationships of interest. Results and Conclusions In line with predictions, school identification was a significant mediator of the relationship between school climate and the well-being dimensions of positive affect and depression (but not anxiety). The substantial theoretical and practical implications of this research are discussed, including the role of the school social environment in helping young people successfully transition to adulthood.

Maxfield, T., Park, E.-Y., & Blair, K.-S. C. (2023). **Synthesis of Bullying Interventions for Individuals with Disabilities: A Meta-Analysis**. *Journal of Behavioral Education*, *32*(3), 474-499. https://doi.org/10.1007/s10864-021-09466-x
This study synthesized 14 published and unpublished group design and single-case design studies on bullying interventions for individuals with disabilities. The specific objectives were to examine the general characteristics and design qualities of the studies, quantify the magnitude of the intervention effects, and identify potential moderating variables. Four studies were excluded from the meta-analysis due to being outliers or having insufficient data. The design qualities of the 14 studies were assessed before conducting the meta-analysis. Analysis of the study characteristics revealed that approximately one-third of the studies included participants with a singular diagnosis, many of the participants were elementary or secondary high school age, researcher was the most common implementer, schools were the most common setting, and interventions targeted bully victims more than bullies themselves. The results indicated that six studies (43%) met the What Works Clearinghouse Design Standards, with or without reservations. The overall effect size for bullying intervention with individuals with disabilities was small, and effect size of individual studies was small to large. Interventions implemented by teachers had the largest effect size; however, no statistical significance was found across implementers. Implications for practice and future research are discussed in the following areas: implementer, dose of intervention, and implementation supports.

Segovia-González, M. M., Ramírez-Hurtado, J. M., & Contreras, I. (2023). **Analyzing the Risk of Being a Victim of School Bullying. The Relevance of Students' Self-Perceptions**. *Child Indicators Research*, *16*(5), 2141-2163. https://doi.org/10.1007/s12187-023-10045-x
School bullying is a growing concern in almost all developed economies, bringing negative and serious consequences for those students involved in the role of victims. In this paper, we propose to analyze this topic for the case of Spain, considering the data

compiled in the Programme for International Student Assessment (PISA) report in 2018. The sample size consists of 12,549 15-old-year students (51.84% females and 48.16% males). With the help of structural equation models (SEM), we aim to detect the relationship between the risk of being a victim of bullying and several self-appreciations expressed by the students. We have considered variables that try to measure individual perceptions in several aspects, such as the self-image, the help provided by parents and teachers and how the school environment's safety is perceived. A multigroup analysis was also performed to see the impact of the socioeconomic level of the families and the students' academic performances on the proposed model. We conclude that several of those aspects are directly related with the risk of being bullied and this risk is higher in those students who present school failure and have a lower socioeconomic status. In this regard, the results would permit pointing out some aspects in which the decision-makers can focus their proposals to establish prevention measures.

Zurbriggen, C. L. A., Nusser, L., Krischler, M., & Schmitt, M. (2023). **Teachers' judgment accuracy of students' subjective well-being in school: In search of explanatory factors**. *Teaching and Teacher Education, 133*, 104304. https://doi.org/10.1016/j.tate.2023.104304
This study investigated teachers' judgment accuracy of students' subjective well-being and characteristics explaining the specificity in teacher reports (i.e., non-agreement with student self-reports). We drew from the self-reports of 2592 grade six students and the ratings of 432 teachers. Findings show that teachers' judgement accuracy of students' subjective well-being is low to moderate, indicating considerable specificity in teacher reports. Students' gender, special educational needs and achievement predicted the specificity. Teaching experience was negatively associated with the specificity for academic self-concept, while teachers' self-efficacy, attitudes towards inclusion and responsibility were positively related to the specificity for emotional well-being and social inclusion.

Évaluation des dispositifs d'éducation-formation

Beaupère, N., Galli, C., Gauthier, C., Meliva, A., Paddeu, J., Romani, laudine, … Marion-Vernoux, I. (2023). **L'offre de formation en direction des demandeurs d'emploi**. *Céreq Études*, (44), 1-88. Consulté à l'adresse https://www.cereq.fr/loffre-de-formation-en-direction-des-demandeurs-demploi

Després, J.-P., Julien-Gauthier, F., Mathieu, M.-C., & Bédard-Bruyère, F. (2023). **Développer la littératie des jeunes ayant une déficience intellectuelle par la participation à un programme d'apprentissage informel de la musique à distance**. *Revue hybride de l'éducation*, *7*(1), 147-183. https://doi.org/10.1522/rhe.v7i1.1308
Le présent article relate l'expérience d'une participante au Camp musical extra-ordinaire, un projet de recherche musical inclusif à l'intention des jeunes ayant une déficience intellectuelle ou physique. Une approche multiméthode a été mise en oeuvre afin de documenter l'évolution des littératies langagière, musicale et technologique de la participante. Les résultats suggèrent que Léa a amélioré ses habiletés de communication, de socialisation, ses performances musicales et ses habiletés numériques. Ces résultats laissent entrevoir une synergie entre les différentes formes de littératie qui lui a permis d'acquérir différentes formes d'expression, de mettre en valeur son potentiel et de renforcer son estime personnelle et sa confiance.

Tremblay, K. N., Philion, R., Moreau, A. C., Ruel, J., Morales, E., Feliziani, M., & Garneau-Gaudreault, L.-A. (2023). **Bilan des contributions et retombées perçues de l'implantation d'une communauté de pratique auprès d'une équipe-école**. *Revue hybride de l'éducation*, *7*(1), 184-217. https://doi.org/10.1522/rhe.v7i1.1472
Le présent article expose les résultats d'un projet pilote de deux années. Par l'entremise d'une communauté de pratique, ce projet visait à soutenir des équipes enseignantes (ÉEs) à développer des pratiques pédagogiques en littératie adaptées à leurs élèves ayant une déficience intellectuelle (DI) moyenne, sévère ou profonde. Les résultats illustrent que peu importe le niveau de sévérité de la DI, il est possible de déployer une diversité de pratiques pédagogiques. Outre ces résultats, des effets positifs sur le développement professionnel des ÉEs et sur les apprentissages des élèves sont présentés.

Formation continue

Beaupère, N., Galli, C., Gauthier, C., Meliva, A., Paddeu, J., Romani, laudine, … Marion-Vernoux, I. (2023). **L'offre de formation en direction des demandeurs d'emploi**. *Céreq Études*, (44), 1-88. Consulté à l'adresse https://www.cereq.fr/loffre-de-formation-en-direction-des-demandeurs-demploi

Lambert, M., & Marion-Vernoux, I. (2023). **Le développement des compétences des salariés peu qualifiés**. *Céreq Études*, (46), 1-44. Consulté à l'adresse https://www.cereq.fr/le-developpement-des-competences-des-salaries-peu-qualifies

Lewis, L. (2023). **Interpreting the mental health and wellbeing agenda in adult community learning**. *Research Papers in Education*, *38*(5), 804-827. https://doi.org/10.1080/02671522.2023.2222389
The purpose of this paper is to engage critically with debates surrounding the mental health and wellbeing agenda for adult community learning (ACL), with particular consideration of creative arts provision. It draws on a qualitative research project involving five creative arts ACL groups in the English West Midlands and two mental health participatory arts organisations based in London. Of the ACL groups, one was targeted for mental health recovery, two were targeted for wellbeing, and two were mainstream. Fieldwork involved participant observation, interviews and group discussions with attendees, and interviews with volunteers, ACL and art therapy practitioners, ACL project organisers, and managers working in the organisations taking part in the research and other adult learning settings. The article outlines key critical debates. It then interrogates three related themes, drawing on a range of evidence from the study: (1.) the discourse of confidence and self-esteem; (2.) interactions between educational and mental health and wellbeing-related goals and outcomes; and (3) the role of creative arts subjects in the mental health and wellbeing agenda for ACL. Implications for policy and practice are set out in conclusion, including consideration of ACL curricula and pedagogical approaches in the area of mental health and wellbeing.

Llorca, M.-C. (2022). ***Innover en formation avec les multimodalités : voyages dans des dispositifs apprenants***. Consulté à l'adresse https://www.esf-scienceshumaines.fr/apprendre-a-former/404-innover-en-formation-avec-les-multimodalites.html

Mégret, J.-M., & Eneau, J. (2024). **Processus entrepreneurial et formation des entrepreneurs : rôles du dilemme et des pairs dans l'élaboration du rapport au temps**. *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.14184
Comment l'entrepreneur appréhende-t-il le temps entre apprentissages et activité ? Pour essayer d'apporter des éléments de réponse à cette question, nous délimiterons tout d'abord le dilemme dans sa dimension aux temporalités des processus de transformation, dans un contexte entrepreneurial. D'un point de vue plus empirique, une étude basée sur une méthodologie mixte (quantitative et qualitative) nous aidera à questionner le rapport au temps des entrepreneurs et le rôle joué par les pairs dans leur processus entrepreneurial et leurs apprentissages, depuis la création de leur entreprise. Ainsi, nous essaierons de montrer par cette réflexion l'importance des temporalités dans les processus éducatifs en entrepreneuriat et la place du dilemme dans des dispositifs d'accompagnement par les pairs, autorisant par le partage d'expériences des apprentissages impossibles autrement, donnant à l'entrepreneur un pouvoir d'agir grandissant.

Moussay, S., & Ria, L. (2023). ***Concevoir de nouveaux espaces de travail et de formation sur le terrain des établissements scolaire***. Consulté à l'adresse http://pubp.giantchair.com/livre/?GCOI=28451100143380
L'intérêt porté à la conception de nouveaux espaces de travail et de formation à l'échelle d'un établissement scolaire et/ou d'un territoire s'inscrit dans le projet de faire évoluer les modalités actuelles de la formation continue des professionnels de l'Education nationale. Le défi est de contribuer au développement professionnel continu des enseignant(e)s dans une alliance renouvelée entre la recherche, le travail et la formation. Au coeur de cette perspective, l'intervention en recherche qui se présente comme une action outillée par les méthodes telles que le laboratoire du changement et par des principes théoriques et méthodologiques inspirés de la clinique de l'activité. Pour progresser dans cette voie, les relations et les modalités de travail entre chercheurs et professionnels sont repensées, la dynamique de formation également reconstruite pour laisser place à l'alternance de temps d'analyse du travail et de mise à l'épreuve des transformations conçues par les professionnels eux-mêmes pour résoudre un problème professionnel. A l'appui des études de cas, l'ouvrage décrit notamment la genèse des nouveaux espaces de travail et de formation, l'implication des enseignants dans ces espaces et l'activité de pilotage pour certains d'entre eux, les transformations générées au gré du travail des collectifs associant les chercheurs, les enseignants, les formateurs, les chefs d'établissement. Par les outils méthodologiques et conceptuels qu'il développe et les résultats qu'il apporte, l'ouvrage s'adresse à celles et ceux spécialistes de l'éducation et de la formation soucieux de la qualité du travail et d'une formation " responsabilisante ". Il concerne enfin, les étudiants et les chercheurs qui réalisent des travaux dans le champ des sciences de l'éducation et de la formation en empruntant plus particulièrement les cadres théoriques et méthodologiques provenant de l'ergonomie de tradition francophone et de la clinique de l'activité.

Poulet, C., Loffeier, I., & Stavrou, S. (2024). **Temps court/temps long de la formation continue**. *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.14225
Cet article, basé sur une recherche menée en Suisse et en France, explore la réponse apportée par le marché de la formation continue à un impératif d'amélioration de la prise en charge des personnes âgées dépendantes. Il montre que les formations

étudiées, si elles répondent dans leur forme aux standards de la formation continue, s'en distinguent par leur projection dans un temps long du changement institutionnel comportant une dimension utopique. La temporalité individuelle de l'apprentissage, marquée par l'acquisition de nouvelles compétences, se trouve ainsi inscrite dans un futur qui offre aux individus une perspective d'ordre moral. En proposant un discours pédagogique visant à modifier l'ordre établi tout en maintenant les normes de l'existant, ces formations peuvent mettre les apprenants dans une situation de rupture identitaire entre leurs pratiques professionnelles et les aspirations ouvertes par l'apprentissage.

Tardif Bourgoin, F. (2024). **La formation des bénévoles en centre social entre continuité et discontinuité : Trois modèles temporels pour faire face aux injonctions de professionnalisation**. *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.14211
Face à la rationalisation des dépenses publiques et aux exigences des cadres réglementaires, les acteurs sociaux sont parfois pris entre des logiques institutionnelles contraignantes et le système de valeurs qui les porte (ici les valeurs de l'éducation populaire à partir desquelles les centres sociaux se réfèrent dans leurs missions et la déclinaison de leurs activités). Si les pratiques de formation qui se développent à l'égard des bénévoles mettent en jeu des formes complémentaires de professionnalisation, elles interrogent la participation des bénévoles au projet des structures. Dans ce contexte, comment les centres sociaux répondent-ils aux transformations qui affectent la formation des bénévoles dans leurs temporalités respectives pour conserver l'esprit 'centre social' qui les anime ? A partir d'une recherche menée en 2012 dans trois centres sociaux, la contribution propose d'identifier d'une part comment les dispositifs / cultures de formation (Wittorski, 2007) proposés aux bénévoles s'articulent aux valeurs d'éducation populaire (Maurel, 2010) et de regarder d'autre part en quoi ils nous renseignent sur les logiques temporelles suivies / subies par les structures (Roquet, 2010).

Marché du travail

Giraud, F. (2023, septembre 12). **Quand devenir enseignant, c'est accepter un déclassement social**. Consulté 13 septembre 2023, à l'adresse The Conversation website: http://theconversation.com/quand-devenir-enseignant-cest-accepter-un-declassement-social-212206
Certains professeurs des écoles se sont tournés vers l'enseignement après avoir exercé des responsabilités dans un autre secteur. Pourquoi ont-ils fait ce choix ? Comment vivent-ils leur métier ?

Métiers de l'éducation

Alazmi, A. A., & Hammad, W. (2023). **Modeling the relationship between principal leadership and teacher professional learning in Kuwait: The mediating effects of Trust and Teacher Agency**. *Educational Management Administration & Leadership*, *51*(5), 1141-1160. https://doi.org/10.1177/17411432211038007
Research has revealed that appropriate school leadership practices can positively support and promote teacher learning. This study examines the influences of Learning-

Centered Leadership upon Teacher Agency, Trust and professional learning in a Kuwaiti context. Following results from recent empirical research, this study tested a model of principal leadership effects upon teacher learning via the mediators of Teacher Trust and Agency. The researchers collected data from 1060 teachers working at 64 Kuwaiti public schools and analyzed this data using confirmatory factor analysis and structural equation modeling. Results validated this model, showing that Learning-Centered Leadership affects teacher professional development via Teacher Trust and Agency. This improves our understanding of the relationship between school leadership and teacher professional learning both in Kuwait and internationally; relevant recommendations are listed.

Amdouni, S. (2024). **Continuités et discontinuités dans la carrière professionnelle des éducateurs spécialisés au rythme des tensions temporelles vécues**. *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.14064
Le contexte professionnel des éducateurs spécialisés s'est vu transformer au gré des évolutions des politiques sociales et publiques qui ont touché le travail social. Ces changements ont bousculé les constructions de l'identité professionnelle et les processus de professionnalisation qui étaient déjà instables dans le corps de métier. À travers cet article nous explorons particulièrement les constructions temporelles dans l'exercice de l'activité professionnelle des éducateurs dans des missions d'accompagnement des personnes en situation de handicap. À partir d'une grille d'analyse des « niveaux de temporalités formatives et professionnelles » (Roquet, 2012, 2018) nous chercherons à démontrer les formes de continuités et discontinuités dans la carrière professionnelle des éducateurs spécialisés résultant des positionnements dans le temps long/ temps court et des tensions temporelles vécues.

Bartanen, B., & Kwok, A. (2023). **From Interest to Entry: The Teacher Pipeline From College Application to Initial Employment**. *American Educational Research Journal*, *60*(5), 941-985. https://doi.org/10.3102/00028312231185733
Strengthening teacher supply is a key policy objective for K–12 public education, but understanding of the early teacher pipeline remains limited. In this descriptive analysis, we leverage the universe of applications to a large public university in Texas from 2009 to 2020 to examine the pipeline into teacher education and employment as a K–12 public school teacher. A unique feature of Texas's centralized higher education application is that it solicits potential interest in teacher certification. We document sharply declining interest in teaching over the period. Further, we show that students of color, men, and students with higher SAT scores are substantially underrepresented in teacher education. Particularly for race/ethnicity, these disparities are only partially explained by differences in interest at application.

Bédouret, D., Vergnolle Mainar, C., Castagnet-Lars, V., Filâtre, E., & Maffre, S. (2023). ***L'enseignant.e d'histoire, de géographie et l'éducation à la citoyenneté : un.e acteur.trice confronté.e aux enjeux d'hybridation dans sa classe, son établissement, son territoire***. Consulté à l'adresse https://hal.science/hal-04200136
Ce colloque souhaite porter sa focale sur l'enseignant.e comme acteur.trice de la construction de situations d'apprentissage et de leur conduite en classe ou hors la classe. Le champ d'action et les activités des enseignant.e.s se sont en effet transformées pour répondre aux enjeux de notre monde contemporain, aux attentes sociales et aux prescriptions institutionnelles qui en découlent. Développement des TICE, inter et

transdisciplinarité, « éducations à » (citoyenneté, environnement, développement durable, santé, risques, altérité, …), démarche d'enquête, uchronie, tâche complexe, etc… sont autant de nouveaux enjeux, ouvrant à des champs d'intervention élargis et de nouvelles pratiques, qui interrogent le métier d'enseignant.e d'histoire et de géographie, d'autant que dans un même temps, les deux disciplines universitaires de référence connaissent également des changements épistémologiques et paradigmatiques importants (approche qualitative, critique, postcoloniale…).

Biasin, C., & Roquet, P. (2024). **Continuités et discontinuités des temporalités dans les sphères éducatives, formatives et professionnelles**. *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.13984
À partir d'une approche qualitative, la richesse et la variété des contenus des articles nous ont permis dans le numéro d'une revue savante en Sciences de l'éducation et de la formation, de produire, de nouvelles données de recherche sur des problématiques temporelles. L'objectif est de comprendre en profondeur la nature des espaces et les temps repérables qui se manifestent sous la forme de discontinuités et de continuités dans différents champs formatifs et professionnels. Quatre thématiques structureront notre analyse : les discontinuités temporelles sédimentées dans les processus de professionnalisation et de formation, les dynamiques identitaires et professionnelles à l'épreuve des temporalités, le paradoxe des temps multiples, contradictoires et de simultanéité, les impacts et conséquences des temporalités.

Bosvieux-Onyekwelu, C., & Miller, M. (2023, septembre 11). **« Travailler à l'université aujourd'hui, c'est comme travailler aux urgences de l'hôpital »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/09/11/travailler-a-l-universite-aujourd-hui-c-est-comme-travailler-aux-urgences-de-l-hopital_6188815_4401467.html
Dans un essai publié le 13 septembre, le sociologue Charles Bosvieux-Onyekwelu revient sur sa quête d'un poste après sa thèse et sur la précarité systémique dans la recherche due à son sous-financement.

Brouhier, Q., Coppe, T., März, V., & Raemdonck, I. (2023). **Professional learning of late-career teachers in early childhood education: A matter of (im)balance between personal resources, job resources, and job demands**. *Teaching and Teacher Education*, *133*, 104273. https://doi.org/10.1016/j.tate.2023.104273
This study explores late-career teachers' (LCT) engagement in professional learning activities in the context of early childhood education in Belgium. Using the job demands-resources model, this study draws on moderation mixture model to investigate the interaction between LCT' engagement in professional learning activities (EPLA) and their personal resources, job resources, and job demands (N = 183). We found four distinct profiles and showed that the profile one belongs to affects the strength and direction of the relation between job demands and EPLA. Results are discussed in relation to limitations, implications for practice, and future research.

Butzbach, M. (2023, septembre 6). **Education : les enseignants contractuels vont-ils rempiler ?** Consulté 11 septembre 2023, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/education-enseignants-contractuels-rempiler/00107989

Gabriel Attal, nouveau ministre de l'Education nationale, répète à chacune de ses interventions qu'il y aura « un enseignant devant chaque élève », mais pour résoudre cette équation, l'embauche de contractuels perdure.

Cooc, N., & Kim, G. M. (2023). **Racial and Ethnic Disparities in Adolescent Teaching Career Expectations**. *American Educational Research Journal*, *60*(5), 882-915. https://doi.org/10.3102/00028312231184839
Research on the dearth of teachers of color has focused on disparities in college enrollment, completion, and academic major. The present study examines whether disparities may begin earlier. Analyses of nationally representative longitudinal data show that students of color are 2 to 4 percentage points less likely to hold teaching career expectations than White students in Grade 9—a pattern that remains stable during high school and 7 years later. Controlling for academic and socioeconomic backgrounds reduces the gap between Latinx and White students, but the gap persists for students of other racial and ethnic minority groups. Additional findings show early teaching career expectations relate to racial and ethnic disparities among college students who major in education. The study has implications for improving teacher diversity and rethinking pipeline challenges.

Corréa, D. D., & Roquet, P. (2024). **Tensions temporelles et rationalisation du travail éducatif**. *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.14016
Cet article développe une réflexion qui se penche sur les effets que des changements temporels peuvent engendrer sur le travail et l'identité professionnelle d'éducateurs spécialisés belges et français. Il est le résultat d'une recherche exploratoire qui vise à comprendre comment des phénomènes de continuités et de discontinuités temporelles peuvent affecter, factuellement, ces acteurs du travail éducatif de première ligne. Afin d'illustrer cette réflexion, une étude de cas avec la participation de deux éducatrices spécialisées est présentée.

Cortessis, S., & Deschenaux, A. (2024). **Le récit professionnel, un kaléidoscope pour articuler les diverses temporalités ?** *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.14114
Les modalités pédagogiques basées sur la formalisation et le retour sur des expériences vécues par les étudiant-e-s se multiplient actuellement dans le cadre de nombreuses formations professionnalisantes. Ces récits d'expérience ayant notamment pour but le développement de compétences réflexives, ils s'avèrent pertinents dans le cas où leur élaboration s'inscrit dans la durée, permettant à leurs auteur-e-s un temps d'arrêt sur leur parcours. Cette étude exploratoire investigue précisément le rapport qu'entretiennent des enseignant-e-s métier en formation avec le temps. Par l'analyse de récits professionnels réalisés au cours de leur formation pédagogique à l'enseignement professionnel, nos résultats préliminaires indiquent notamment que la multiplicité des rôles à endosser soit dans une même temporalité durant la formation, soit dans un même espace-temps lors de l'enseignement est perçue comme un manque de temps. La crise sanitaire de 2020, fréquemment envisagée en termes de ralentissement et privant les individus d'espaces communs, est au contraire venue renforcer cette impression de manquer de temps.

Cutroni, L., & Paladino, A. (2023). **Peer-ing in: A systematic review and framework of peer review of teaching in higher education**. *Teaching and Teacher Education*, *133*, 104302. https://doi.org/10.1016/j.tate.2023.104302
Peer review of teaching (PRT) is often used as a mechanism for professional development and an indicator of teaching quality. Yet there has been minimal research into establishing the key success factors for its retention. This paper provides a systematic review of the PRT literature that evaluates their use of peer review programs (PRPs) and tracks their role in influencing teaching. The thematic analysis allowed us to identify six areas of focus needed for PRP development. A second purpose was to use these insights to inform the development of a PRT framework and elucidate the environment required for its implementation.

den Hertog, G., Louws, M., van Rijswijk, M., & van Tartwijk, J. (2023). **Utilising previous professional expertise by second-career teachers: Analysing case studies using the lens of transfer and adaptive expertise**. *Teaching and Teacher Education*, *133*, 104290. https://doi.org/10.1016/j.tate.2023.104290
Second-career teachers (SCTs) may contribute to quality of education by utilising their previous professional expertise (PPE). However, case studies show contradictory examples of beneficial and hindering influence of apparently similar PPE while SCTs become proficient in their new teaching job. Aiming to understand beneficial or hindering utilisation of PPE, this qualitative literature study applies concepts of transfer and adaptive expertise as lens to analyse 41 case studies reporting on utilisation of PPE by SCTs. Results suggest that adaptive expertise developed during previous career impacts beneficial utilisation of PPE, while support for utilising PPE is often perceived as insufficient.

Dor-Haim, P. (2023). **Expressions of loneliness: Different perspectives of loneliness among school deputy principals**. *Educational Management Administration & Leadership*, *51*(5), 1181-1199. https://doi.org/10.1177/17411432211021425
The study of loneliness in the workplace has received extensive attention recently. However, there is a lack of research concerning loneliness within educational organizations and no study to date has examined loneliness among deputy principals. The current study examined deputy principals' interpretation of loneliness in the workplace and posed two questions: (a) How do deputy principals interpret their experience of loneliness at work, specifically in regard to how it manifests across different contexts? (b) What do deputy principals note as the reasons for their feelings of loneliness at work across different contexts? Based on 19 semi-structured interviews with Israeli school deputy principals, four distinctive themes of loneliness expressions were found: (a) loneliness perceived as separateness, (b) loneliness perceived as abandonment, (c) aloneness in carrying the burden of responsibility, and (d) aloneness in commitment to the school. From an analysis of the deputy principals' accounts, several insights are provided and practical implications are suggested.

Fahie, D., & Bergin, S. D. (Éd.). (2023). ***Doing Research In Education: A Beginner's Guide***. Consulté à l'adresse https://press.uchicago.edu/ucp/books/book/distributed/D/bo208661971.html
A practical guidebook for people learning to conduct research in education.Doing Research in Education offers practical advice and guidance for those learning to conduct educational research. It addresses each step of the research process, including

choosing what to research, formulating a research question, and deciding on a suitable research methodology. and writing a thesis. The contributors address a range of research methodologies, with chapters that outline the suitability and applicability of each methodology and offer concrete suggestions for its use. Further chapters are dedicated to navigating the relevant research literature, ethics, researching vulnerable groups, the use of technology, and connecting research to teaching practice.

Feser, M. S., & Haak, I. (2023). **Key features of teacher identity: a systematic meta-review study with special focus on teachers of science or science-related subjects**. *Studies in Science Education*, *59*(2), 287-320. https://doi.org/10.1080/03057267.2022.2108644
Since 2010, a remarkable number of literature reviews on teacher identity has been published. These literature reviews address a wide range of different foci, e.g., school teachers' identity, higher education teachers' identity, or the identity of teachers teaching a specific subject such as science. So far, these literature reviews have not been systematically compared for similarities and differences to gain a deeper understanding of what key features characterise teachers' identities in general and what key features are specific for the identity of teachers teaching science or science-related subjects. To address this research gap, we conducted a meta-review of 24 literature reviews on teacher identity, which we identified in ERIC and the Web of Science databases. From the 24 reviews we extracted 30 key features of teacher identity. In addition, several of these key features are notably prevalent in literature reviews addressing the identity of teachers teaching science or science-related subjects, while others are less prevalent. Above all, these results strongly indicate that the identity of science teachers significantly differs from the identity of teachers of other subjects or of generalist teachers. Implications of this finding for future research in science education are outlined at the end of this paper.

Frenkel, S. J. (2023). **Embedded in two worlds: The university academic manager's work, identity and social relations**. *Educational Management Administration & Leadership*, *51*(5), 1087-1104. https://doi.org/10.1177/17411432211027643
The university academic manager (AM) or head of school/department is typically positioned in a hierarchical world: as a middle manager 'sandwiched' between senior management and subordinates. I propose a different framing: the AM cohabits two worlds, the worlds of hierarchy and collegiality respectively. Using an ideal type framework and data based mainly on interviews with 20 AMs, I examine AMs' tasks, identity and social relations, showing that AMs adopt a dual work identity that is associated with the 'two worlds' imagery which explains their orientation towards their tasks and social relations. This interpretation enables a deeper understanding of how AMs enact their role and encourages dialogue about the future of middle-level university management.

Gagné, A., & St-Jean, C. (2024). **Ap-prendre le rôle d'accompagnateur : une dynamique expérientielle et identitaire entre deux temps**. *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.14324
Cet article adopte une perspective interactionniste pour réfléchir aux temps, court et long, de l'appropriation du rôle d'accompagnateur en formation à l'enseignement ; un rôle qui « se prend » et « s'apprend » au fil de l'expérience vécue. Les notions d'expérience et d'identité professionnelle ont servi de balises à la recherche menée. Les données qualitatives collectées par entretiens biographiques, menés auprès de

16 accompagnateurs en enseignement professionnel du Québec, ont été soumises à une démarche d'analyse structurale. Les résultats portent sur la dimension temporelle de la dynamique expérientielle et identitaire des accompagnateurs. Un constat se dégage quant à la pertinence d'offrir de la formation en accompagnement en deux temps : le plus court pour répondre aux enjeux liés à la mise en action comme accompagnateur et le plus long visant à forger des référents, sous la forme de savoirs professionnels et d'une identité d'accompagnateur, adaptés au contexte d'exercice spécifique dans lequel se déroule l'accompagnement.

Gautier Chovelon, C. (2024). **Le rapport au temps des cadres éducatifs en transition professionnelle**. *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.14126
Cet article s'appuie sur des recherches que nous avons menées en tant que co-responsable et enseignante du parcours « Cadre éducatif » au sein du master MEEF porté par l'INSPE de Nice. L'objet de cette contribution questionne le rapport au temps des apprenants engagés dans une transition « désirée » à devenir « cadre éducatif par la formation ».Il sera présenté une approche conceptuelle intégrée afin de repérer la nature et l'intensité des pressions temporelles induites par ce processus de professionnalisation, ainsi que des outils permettant d'avoir une grille de lecture alliant temps court/temps long. Trois axes sont mis en évidence pour percevoir les niveaux macro/méso/micro temporels sur un principe de simultanéité. Des éléments sont repérés pour reconnaitre le temps historique de l'institut de formation en tant que territoire apprenant ; le temps méso de l'ingénierie formation. Au niveau micro, il sera montré un enchevêtrement des temps administratif et de la relation.

Grimm, F., Norqvist, L., & Roos, K. (2023). **Exploring visual method in the field of educational leadership: Co-creating understandings of educational leadership and authority in school organisations**. *Educational Management Administration & Leadership*, *51*(5), 1219-1238. https://doi.org/10.1177/17411432211030747
This paper contributes to method development in educational leadership research. The focus is on a visual method and the inclusion of visual material in data collection and analysis. Core concepts in this paper are educational leadership, power and authority. The method was used in face-to-face interviews in a research project that studied the steering and governing in, and of, Swedish schools. The method enhances verbal narratives when informants reason and motivate their understandings of positions, relations and hierarchies within the organisations. We found that using visual material encouraged informants to reason and problematise formalised leader positions, their relations and the hierarchies that appear. The method helps to visualise the informants' understandings of the power distribution within the organisation depending on whether positions are described as distant or close, horizontal or vertical. The method made the informants take a stand on complex matters, reflect, and gain insights about their organisations. It provided us, as researchers, with rich data material. By making subjective understandings visual, implicit assumptions were made explicit. This could challenge the knowledge on existing leadership and power norms within educational organisations, and most likely in other forms of organisations as well.

Hamouda, L. B. (2023, septembre 12). **Qui veut encore des professeurs ?** Consulté 12 septembre 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/09/12/qui-veut-encore-des-professeurs/

Dans son dernier livre au titre provoquant « Qui veut encore des professeurs ? », Philippe Meirieu revient sur l'origine de la pénurie de candidats aux concours du professorat et rappelle l'essence même du métier d'enseignant. Il répond aux questions du Café pédagogique. Pourquoi ce livre et pourquoi maintenant ? Ce texte est né de…

Hiebert, J., Cai, J., Hwang, S., Morris, A. K., & Hohensee, C. (2023a). **Building and Using Theoretical Frameworks**. In J. Hiebert, J. Cai, S. Hwang, A. K. Morris, & C. Hohensee (Éd.), *Doing Research: A New Researcher's Guide* (p. 51-75). https://doi.org/10.1007/978-3-031-19078-0_3
Theoretical frameworks can be confounding. They are supposed to be very important, but it is not always clear what they are or why you need them. Using ideas from Chaps. 1and 2, we describe them as local theories that are custom-designed for your study. Although they might use parts of larger well-known theories, they are created by individual researchers for particular studies. They are developed through the cyclic process of creating more precise and meaningful hypotheses. Building directly on constructs from the previous chapters, you can think of theoretical frameworks as equivalent to the most compelling, complete rationales you can develop for the predictions you make. Theoretical frameworks are important because they do lots of work for you. They incorporate the literature into your rationale, they explain why your study matters, they suggest how you can best test your predictions, and they help you interpret what you find. Your theoretical framework creates an essential coherence for your study and for the paper you are writing to report the study.

Hiebert, J., Cai, J., Hwang, S., Morris, A. K., & Hohensee, C. (2023b). **Crafting the Methods to Test Hypotheses**. In J. Hiebert, J. Cai, S. Hwang, A. K. Morris, & C. Hohensee (Éd.), *Doing Research: A New Researcher's Guide* (p. 77-103). https://doi.org/10.1007/978-3-031-19078-0_4
If you have carefully worked through the ideas in the previous chapters, the many questions researchers often ask about what methods to use boil down to one central question: How can I best test my hypotheses? The answers to questions such as "Should I do an ethnography or an experiment?" and "Should I use qualitative data or quantitative data?" are quite clear if you make explicit predictions for what you will find and fully develop rationales for why you made these predictions. Then you need only worry about how to find out in what ways your predictions are right in what ways they are wrong. There is a lot to know about different research designs and methods because these provide the tools you can use to test your hypotheses. But as you learn these details, keep in mind they are means to an end, not an end in themselves.

Hiebert, J., Cai, J., Hwang, S., Morris, A. K., & Hohensee, C. (2023c). ***Doing Research: A New Researcher's Guide***. https://doi.org/10.1007/978-3-031-19078-0

Hiebert, J., Cai, J., Hwang, S., Morris, A. K., & Hohensee, C. (2023d). **How Do You Formulate (Important) Hypotheses?** In J. Hiebert, J. Cai, S. Hwang, A. K. Morris, & C. Hohensee (Éd.), *Doing Research: A New Researcher's Guide* (p. 17-49). https://doi.org/10.1007/978-3-031-19078-0_2
Building on the ideas in Chap. 1, we describe formulating, testing, and revising hypotheses as a continuing cycle of clarifying what you want to study, making predictions about what you might find together with developing your reasons for these predictions, imagining tests of these predictions, revising your predictions and rationales,

and so on. Many resources feed this process, including reading what others have found about similar phenomena, talking with colleagues, conducting pilot studies, and writing drafts as you revise your thinking. Although you might think you cannot predict what you will find, it is always possible—with enough reading and conversations and pilot studies—to make some good guesses. And, once you guess what you will find and write out the reasons for these guesses you are on your way to scientific inquiry. As you refine your hypotheses, you can assess their research importance by asking how connected they are to problems your research community really wants to solve.

Hiebert, J., Cai, J., Hwang, S., Morris, A. K., & Hohensee, C. (2023e). **Significance of a Study: Revisiting the "So What" Question**. In J. Hiebert, J. Cai, S. Hwang, A. K. Morris, & C. Hohensee (Éd.), *Doing Research: A New Researcher's Guide* (p. 105-124). https://doi.org/10.1007/978-3-031-19078-0_5
Every researcher wants their study to matter—to make a positive difference for their professional communities. To ensure your study matters, you can formulate clear hypotheses and choose methods that will test them well, as described in Chaps. 1, 2, 3 and 4. You can go further, however, by considering some of the terms commonly used to describe the importance of studies, terms like significance, contributions, and implications. As you clarify for yourself the meanings of these terms, you learn that whether your study matters depends on how convincingly you can argue for its importance. Perhaps most surprising is that convincing others of its importance rests with the case you make before the data are ever gathered. The importance of your hypotheses should be apparent before you test them. Are your predictions about things the profession cares about? Can you make them with a striking degree of precision? Are the rationales that support them compelling? You are answering the "So what?" question as you formulate hypotheses and design tests of them. This means you can control the answer. You do not need to cross your fingers and hope as you collect data.

Hiebert, J., Cai, J., Hwang, S., Morris, A. K., & Hohensee, C. (2023f). **What Is Research, and Why Do People Do It?** In J. Hiebert, J. Cai, S. Hwang, A. K. Morris, & C. Hohensee (Éd.), *Doing Research: A New Researcher's Guide* (p. 1-15). https://doi.org/10.1007/978-3-031-19078-0_1
Every day people do research as they gather information to learn about something of interest. In the scientific world, however, research means something different than simply gathering information. Scientific research is characterized by its careful planning and observing, by its relentless efforts to understand and explain, and by its commitment to learn from everyone else seriously engaged in research. We call this kind of research scientific inquiry and define it as "formulating, testing, and revising hypotheses." By "hypotheses" we do not mean the hypotheses you encounter in statistics courses. We mean predictions about what you expect to find and rationales for why you made these predictions. Throughout this and the remaining chapters we make clear that the process of scientific inquiry applies to all kinds of research studies and data, both qualitative and quantitative.

Impedovo, M., Rémon, J., & Gadille, M. (2024). **Analyse de tâches d'apprentissage et pratiques professionnelles en Réalité Virtuelle : Dimension temporelle hybride étendue**. *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.15129
Le but de la présente étude est d'examiner l'activité de l'enseignant et des élèves autour de tâches médiatisées par la Réalité Virtuelle (RV) dans un collège à la lumière des

catégories de l'espace et du temps et de leur hybridation, et du concept de chronotope. Nous avons effectué des observations des participants en classe et en ligne lors d'activités médiatisées par la RV, et collecté des enregistrements vidéo-audio de l'activité élèves-enseignant lors de différents types de tâches et différentes phases (au début, en cours de tâche et à la fin), et analysé qualitativement la tâche d'apprentissage à la lumière des relations spatio-temporelles. L'analyse a permis de qualifier certains aspects d'une dimension temporelle hybride étendue, en lien avec des pratiques professionnelles en émergence et des formes d'apprentissage hybrides.

Jopling, M., & Zimmermann, D. (2023). **Exploring vulnerability from teachers' and young people's perspectives in school contexts in England and Germany**. *Research Papers in Education*, *38*(5), 828-845. https://doi.org/10.1080/02671522.2023.2179656
The broad, contested notion of vulnerability is one of the areas of education in which concerns with the mental health and wellbeing of young people come together. This paper examines the theoretical and socio-political development of the 'vulnerability Zeitgeist' in recent years and the extent to which it has been applied to both young people and teachers in schools. We outline how the instrumental and negative views of vulnerability, which dominate policy discourse, run counter to the more expansive and ambivalent understandings familiar from sociological and psychoanalytic theory and use two cases drawn from studies undertaken in England and Germany to highlight their deleterious effects. Our analysis suggests that a more relational and collaborative approach, which explores vulnerability from the perspectives of both teachers and students, is necessary to improve support for the most vulnerable young people. We suggest that there are benefits to focusing on the vulnerability of young people and teachers, which research has until now examined separately, together conceptually and in practice to help to build trust and change attitudes to mental health and wellbeing in schools.

Kennedy, L. M. (2023). **Here ghost nothing: A novice teacher's letter to the ghosts that haunt them**. *Teaching and Teacher Education*, *133*, 104259. https://doi.org/10.1016/j.tate.2023.104259
This ethnographic case study examines the interplay of emotions and teacher identity negotiations for a novice English as a foreign language teacher who personified their insecurities as specters lurking in the shadows of their classroom. Interview and focus group data were analyzed using a deductive coding scheme based on Derrida's theories of hauntology and hospitality coupled with close reading analysis. The participating teacher's willingness to converse with and learn from their specters suggests a critical addition to the emerging framework for novice teacher identity negotiation based on Derridarian notions of (g)hosts and a creative writing approach to data generation.

Koay, J. (2023). **Self-directed professional development activities: An autoethnography**. *Teaching and Teacher Education*, *133*, 104258. https://doi.org/10.1016/j.tate.2023.104258
This article explores my participation in teacher professional development (PD) practices. In a form of an autoethnography, I present an account of my experiences in self-directed PD activities and institution-mandated ones, highlighting benefits of PD activities that were self-initiated. My self-directed PD activities seem to promote ongoing engagements. In this article, I also reflect on how financial costs affected my attitude towards institution-mandated PD. However, in self-directed PD, I invested my time and

financial resources. This article also highlights the way self-directed PD activities shaped my worldview, from questioning the legitimacy of qualitative research to celebrating the subjective human experience.

Lavín, C. E., & Goodman, J. (2023). **Reflective journaling: A path toward cultural competence for teacher candidates in special education**. *Teaching and Teacher Education*, *133*, 104300. https://doi.org/10.1016/j.tate.2023.104300
In this manuscript we use Thematic Network Analysis to explore reflective journals of special education pre-service teachers and examine the relationship between culturally relevant pedagogy and teacher disposition toward culturally and linguistically diverse students. We present background information relating to the stark racial, ethnic, and cultural contrast between the teaching body and the student body in the U.S public schools; then we address how teacher candidates used journals to engage with their own perceptions and biases to become more culturally relevant, including actions to take. The manuscript concludes with limitations and implications for future research.

L'emploi par genre et discipline au sein des organismes de recherche et des universités entre 2015 et 2020. (2023, juillet 12). Consulté 13 septembre 2023, à l'adresse enseignementsup-recherche.gouv.fr website: https://www.enseignementsup-recherche.gouv.fr/fr/l-emploi-par-genre-et-discipline-au-sein-des-organismes-de-recherche-et-des-universites-entre-2015-91736
Dans la recherche publique, le niveau de qualification s'améliore pour les femmes de 2015 à 2020, mais les stéréotypes de métiers perdurent.

Li, X., Xiao, W., Sun, C., Li, W., & Sun, B. (2023). **Does Burnout Decrease With Teacher Professional Identity Among Teachers in China?** *Journal of Career Development*, *50*(5), 983-996. https://doi.org/10.1177/08948453221138937
In China, burnout is common among kindergarten, primary, and secondary school teachers. Previous studies have demonstrated that professional identity positively affects the prevention of burnout among teachers. However, studies on the mediating mechanisms behind and the moderating factors affecting this relationship remain scarce. In this study, the mediating role of work engagement as well as the moderating roles of self-efficacy and perceived organizational support in these relationships was examined. A total of 3,147 kindergarten, primary, and secondary school teachers completed self-reported questionnaires. SPSS 21.0 was used to conduct data analyses, and ordinary least square (OLS) regression was used to conduct mediation and moderation analyses. Results found that the relationship between teacher professional identity and burnout was partially mediated by work engagement. Through work engagement, teacher professional identity had the biggest predictive effects on burnout when the scores for self-efficacy and perceived organizational support were high. Implications for preventing burnout among teachers in the future were provided.

Liera, R. (2023). **Expanding Faculty Members' Zone of Proximal Development to Enact Collective Agency for Racial Equity in Faculty Hiring**. *The Journal of Higher Education*, 94(6), 766-791. https://doi.org/10.1080/00221546.2023.2195769
This study examined how a professional development initiative on racial equity facilitated the expansion of faculty members' agency to use a critical race-consciousness lens to disrupt White supremacy in faculty hiring policy and practice. I analyzed interview data from faculty members who participated in a 10-month professional development

training. Findings reveal how language, tools, and peer-to-peer interactions mediated learning through agency to disrupt White supremacy in faculty hiring. The findings illustrated the significance of professional development focusing on structural and institutional racism within the context of White supremacy.

Longmuir, F. (2023). **Leading in lockdown: Community, communication and compassion in response to the COVID-19 crisis**. *Educational Management Administration & Leadership*, *51*(5), 1014-1030. https://doi.org/10.1177/17411432211027634
This paper examines the ways that Australian school leaders made sense of and responded to situations of crisis and uncertainty that resulted from the COVID-19 global pandemic. The paper draws on a qualitative study of the subjective experiences of eight school leaders and uses a sensemaking theoretical approach applied to crisis leadership to contribute to understanding leadership in unprecedented situations. Data were collected through individual semi-structured interviews undertaken in the middle of 2020. At that time participants were working through significant changes resulting from community lockdowns that required their schools to move to remote provision of education. The findings revealed these school leaders engaged in rapid processes of sensemaking and change implementation. They assessed and managed risks, relationships and resourcing in environments where usual processes of change leadership were not available to them. They reported that their attention was predominantly directed to the well-being of their communities. They noted an increase in the community leadership aspect of their role and the requirement of effective, timely and honest communication. They also demonstrated prospective sensemaking orientations in their capacity to reconfigure for a positive and productive future that could emerge from these disruptive experiences.

Maheshwari, G. (2023). **A review of literature on women's leadership in higher education in developed countries and in Vietnam: Barriers and enablers**. *Educational Management Administration & Leadership*, *51*(5), 1067-1086. https://doi.org/10.1177/17411432211021418
The purpose of this paper is to provide a review of the literature on women's leadership in higher education in the last 20 years. This literature review employed a systematic review of 64 articles published worldwide with 28 articles specifically published in Australia, Canada, New Zealand, the United Kingdom, the United States and Vietnam. The aim of the study is to determine if there are any differences in barriers and enablers of women leaders between the developed countries chosen for this study and Vietnam in higher education and how the countries are progressing towards gender equality. The study concluded that most of the research in women's leadership in higher education had been done in the US and Canada, with a dearth of literature on women's leadership in higher education in Asia, and only six studies have been done in Vietnam till 2019, with only two studies done before 2017. The findings suggested that women leaders in developed countries and Vietnam still face almost the same challenges as in the past but, with family support, these challenges are becoming less in Vietnam. Mentor support was found to be an enabler in other developed countries which was missing in Vietnam. Vietnam is gaining importance in research in women's leadership in higher education, which may be due to an increased female labour participation rate and higher growth in gross domestic product rates. The future of women leaders seems to be bright, especially in Vietnam, due to higher female educational attainment. There is a small number of literature review studies on barriers and enablers in the field of women leaders

in higher education comparing developed nations and a developing country. Hence, the current study aims to fill this gap to provide an overview of the difference between the enablers and barriers faced by women leaders between developed countries and Vietnam.

McCrory, L., Coffey, A., & Lavery, S. (2023). **Attracting talented and committed students to the teaching profession. Student perspectives on teaching as a career**. *Teaching and Teacher Education*, *133*, 104263. https://doi.org/10.1016/j.tate.2023.104263
Attracting talented students to the teaching profession is crucial if schools are to be at the forefront of preparing future generations for effective participation in a complex society. This research identified the perspectives of Year 12 (final-year) students on teaching as a career, and the factors influencing these perspectives. The data set involved 470 students from five Catholic secondary schools in Western Australia. Results indicated that Year 12 student perspectives were multifaceted and influenced through student experiences, beliefs, personality, and expectations. A conceptual design was proposed to explain the domains of influence on student perspectives of teaching as a career.

Nishihata, M., Tahara, H., & Kobayashi, Y. (2023). ***Does Sending Teachers Abroad Enhance Their Quality and Ability?*** [Discussion paper]. Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: https://econpapers.repec.org/paper/etidpaper/23055.htm
It is widely acknowledged that teacher quality is one of the crucial factors in improving student achievement. However, empirically validated strategies for improving the quality of existing teachers are not necessarily apparent. We investigate the effect of the Japanese education policy which sends teachers abroad to overseas educational institutions on teacher quality and ability. We find that, on average, dispatched teachers report 0.2 and 0.4â€“0.6 standard deviation improvements in their self-assessed curriculum management skills and cross-cultural understanding, respectively, over a decade, compared to their non-dispatched counterparts. Notably, less experienced teachers are more likely to improve self-assessed curriculum management skills, whereas more experienced teachers tend to become confident in their school administration skills. Interestingly, dispatched teachers feel more confident about their cross-cultural understanding regardless of their years of experience. Overall, sending teachers abroad is an effective strategy to develop their skills, which are increasingly important as globalization progresses.

Noreau, A. (2023). ***Favoriser la professionnalité émergente du personnel enseignant débutant au collégial par la mise en place d'activités de développement pédagogique basées sur ses besoins de soutien***. Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/20576
Pendant ce parcours doctoral, nous avons travaillé à la mise en place de modalités d'accueil et d'accompagnement du personnel enseignant débutant au Cégep Limoilou au régulier et à la formation continue. Lors de la première partie du parcours doctoral, nous avons mis en lumière le processus d'insertion professionnelle vécu par les enseignantes et enseignants qui débutent au collégial et cerné les besoins de soutien ressentis pendant leurs premières années de pratique. Contrairement à l'ordre préscolaire, primaire et secondaire où les enseignantes et les enseignants doivent obtenir une qualification à l'issue d'une formation spécifique en enseignement, où les tolérances

d'engagement sont balisées, au collégial, particulièrement dans les programmes techniques, il faut avoir une expertise disciplinaire (reconnue par l'obtention d'un baccalauréat disciplinaire) pour être considéré apte à enseigner. Aucune formation pédagogique n'est requise. Au collégial, qu'une personne enseignante soit novice ou expérimentée, la convention collective (Fédération nationale des enseignants et enseignantes du Québec [FNEEQ] [CSN], 2022a) prescrit que les cours doivent être distribués en fonction de l'ancienneté, sans égard au contenu du cours à enseigner. Comment sont accompagnées ces personnes enseignantes qui débutent au collégial dans la transition entre leur rôle d'experte ou d'expert disciplinaire à leur nouveau rôle d'enseignante ou d'enseignant? Quels besoins de soutien ont ces personnes en débutant et quelles modalités sont en place afin de les accompagner? Comment sont outillées les personnes enseignantes afin de développer des pratiques pédagogiques favorisant la réussite éducative des étudiantes et des étudiants du collégial? Dans la première partie du parcours doctoral, soit dans le projet 1, trente-trois (n = 33) personnes ont été rencontrées lors de vingt-et-un (n = 21) entrevues semi-dirigées et sept (n = 7) groupes de discussion afin d'identifier les besoins de soutien et le processus d'accompagnement en insertion professionnelle vécu au Cégep Limoilou. Les résultats qualitatifs ont mis en évidence la disparité dans l'accompagnement reçu à la formation continue et au régulier. Les besoins de soutien varient grandement de ceux répertoriés dans les études portant sur les enseignantes et les enseignants du préscolaire, primaire et secondaire. (Allard, 2015; Desautels, 2013; Mukamurera et al., 2019). De plus, la discipline enseignée et le contexte (formation continue ou régulier) révèlent des modalités d'accompagnement distinctes. Nos résultats indiquent par ailleurs que l'engagement dans la profession, qui inclut les préoccupations à caractère pédagogique et les prises de conscience quant aux défis soulevés par l'enseignement (diversité étudiante, utilisation des technologies, pédagogies actives, évaluation par compétences, etc.), s'installent au fil des sessions, en fonction du contexte d'enseignement. Pendant la deuxième partie du parcours doctoral, soit dans le projet 2, nous avons mis en place des modalités d'accueil et d'accompagnement du personnel enseignant débutant au collégial en cohérence avec les besoins de soutien identifiés. Nous avons ainsi collaboré avec une équipe de personnes – conseillères pédagogiques, à la Direction des ressources humaines (DRH), du comité exécutif du syndicat du Collège, des services adaptés, du service de psychologie, œuvrant à la bibliothèque, offrant le support technopédagogique, détenant une expertise concernant les personnes étudiantes internationales ou issues de l'immigration récente – afin de développer un référentiel d'activités pour favoriser la professionnalité émergente. Ces activités ont été mises en place à partir d'un calendrier cyclique. Nous avons également documenté les indices de professionnalité émergente à l'aide d'un questionnaire sur le sentiment d'autoefficacité passé en deux temps au personnel enseignant ayant participé aux activités proposées, et documenté les causes de l'engagement (ou du désengagement) dans la profession. L'approche méthodologique adoptée alliait des données quantitatives et qualitatives. Des questionnaires ont permis de collecter des données sur l'évolution du sentiment d'autoefficacité du personnel enseignant (Temps 1 : n = 22; Temps 2 : n = 11) ainsi que pour l'appréciation générale des activités proposées. Trois groupes de discussion ont également été organisés avec des personnes conseillères pédagogiques (n = 7) et des personnes responsables des affectations (n = 7) afin d'évaluer le référentiel d'activités et pour approfondir l'interprétation des données recueillies en lien avec le sentiment d'autoefficacité. Les résultats ont pu démontrer la pertinence des éléments mis en

place, mais également une évolution positive du sentiment d'autoefficacité du personnel enseignant débutant dans la profession. Dans le futur, il serait intéressant de mesurer cette évolution du sentiment d'autoefficacité sur une plus longue période et avec un plus grand nombre de personnes participantes.

Point, C., & Jeffrey, D. (Éd.). (2023). ***Former les futurs enseignants et enseignantes à l'éthique professionnelle: constats, attentes et perspectives***. Consulté à l'adresse https://www.pulaval.com/livres/former-les-enseignants-et-enseignantes-a-l-ethique-professionnelle-constats-attentes-et-perspectives
« Quelle formation à l'éthique professionnelle les universités doivent-elles offrir aux futurs enseignants et enseignantes? Avant de répondre à cette question, soulignons d'emblée que l'éthique s'apprend. Mais de quelle éthique parle-t-on? En effet, les personnes enseignantes du Québec ne bénéficient pas d'un code d'éthique. Elles ne sont pas non plus regroupées dans un ordre professionnel qui leur fournirait des repères déontologiques. Néanmoins, elles cherchent des orientations éthiques pour réfléchir sur leur travail, mais aussi pour prendre des décisions responsables. Des cours pour former à l'éthique enseignante sont maintenant proposés dans la plupart des universités québécoises. Cet ouvrage collectif présente l'état des lieux sur cet enseignement. »-- Fourni par l'éditeur

Provost, T. (2022). **Derrière le lutrin… le déséquilibre qui m'inspire**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/10137
This response piece engages in the conversation initiated by Maggie McDonnell and Teresa Strong-Wilson on professional identity. It ponders the question of my role as a college-level professor of art history. Whereas numerous academic institutions have started to decolonise curricula to promote diverse perspectives, certain students, believing multiculturalism applies to all across the board, show indifference in learning decolonised points of view. Here, I examine some of these challenges and the several sides of my role as teacher.

Reid, D. B., & Creed, B. M. (2023). **Visible at night: US school principal nontraditional work-hour activities and job satisfaction**. *Educational Management Administration & Leadership*, *51*(5), 1123-1140. https://doi.org/10.1177/17411432211027645
The work of school principals is complex; however, little research has examined how they navigate this complexity outside of traditional settings and times. This specific line of inquiry is important, because principals' time allocation is related to various desirable student outcomes, and how many hours principals work (and when) is associated with job satisfaction. To address this gap in the literature, we asked (a) How much time do principals spend on work-related activities outside of traditional school hours and how is that time used? and (b) In what ways do nontraditional work-hour activities influence principals' job satisfaction? An analysis of our interview data revealed (a) principals spend a significant amount of time outside of traditional school hours completing school-related administrative work, being visible at school and community events, and being virtually visible via email and various social media platforms; and (b) time spent during nontraditional work hours influences principals' job satisfaction. We discuss implications for policy, practice, and leadership preparation.

Roche, L., Rolland, C., & Cunningham, I. (2023). **L'utilisation de la vidéo 360° dans la formation professionnelle des enseignants : une synthèse des connaissances**. *Médiations et médiatisations*, (15), 33-49. https://doi.org/10.52358/mm.vi15.360
The 360° video is a new tool that has been developed, and its use in teacher training started less than ten years ago. From a systematic analysis of the existing literature using the main databases, our objective is to report the main current research results and to be able to consider new research perspectives and avenues for integrating this new tool in the teacher training framework. Four main points of results have been identified: 1) 360° video as a tool for developing reflexivity about teaching, 2) 360° video as a tool for preparing and accompanying internships, 3) 360° video as a tool for developing teachers' perceptions, 4) 360° video as a tool for improving knowledge of teaching content.

Rodríguez, C. L., Cruz-González, C., & Segovia, J. D. (2023). **Principal professional identity: Giving voice to children in a vulnerable Spanish context**. *Educational Management Administration & Leadership*, *51*(5), 1161-1180. https://doi.org/10.1177/17411432211030750
This case study investigated the strategies used by a school principal who successfully leads an educational centre in a vulnerable context. This article aims to explore how a school in a vulnerable context can be strengthened by the actions implemented by the principal and his leadership based on social and pedagogical commitment. Initially, the key aspects identified by the school community in the principal's identity were analysed, and subsequently compared with their own perception to understand their professional development and leadership practices. The findings identify three main strategies that have been implemented to improve the school climate: (a) building relationships and involving the community in educational change; (b) enhancing cooperative work and the joint vision of the school–professional learning communities; and (c) give children a voice, respect children and fight for equal opportunities. Comprehensive keys to professional practice are drawn from these findings.

Satisfaction professionnelle des enseignants : un niveau plus élevé en début et en fin de carrière. (s. d.). Consulté 12 septembre 2023, à l'adresse Ministère de l'Education Nationale et de la Jeunesse website: https://www.education.gouv.fr/satisfaction-professionnelle-des-enseignants-un-niveau-plus-eleve-en-debut-et-en-fin-de-carriere-379398
Dans la première édition du baromètre du bien-être des personnels de l'éducation nationale, les enseignants exerçant dans les écoles et établissements scolaires attribuent une note moyenne de 5,9 sur 10 à leur satisfaction professionnelle.

Tabron, L. A., & Thomas, A. K. (2023). **Deeper than Wordplay: A Systematic Review of Critical Quantitative Approaches in Education Research (2007–2021)**. *Review of Educational Research*, *93*(5), 756-786. https://doi.org/10.3102/00346543221130017
Although the critical research cannon is often associated with qualitative scholars, there is a growing number of critical scholars who are refusing positivist-informed quantitative analyses. However, as a growing number of education scholars engaged in critical approaches to quantitative inquiry, instances of conflation began to surface. We understood this conflation as the interchangeable use of the terms quantitative criticalism, QuantCrit, and critical quantitative throughout the literature and even within the same chapter or article. The purpose of our systematic literature review is twofold: (a)

to understand how critical approaches to quantitative inquiry emerged as a new paradigm within quantitative methods and (b) whether there is any distinction between quantitative criticalism, QuantCrit, and critical quantitative inquiries or simply interchangeable wordplay. We share how critical quantitative approaches are definite shifts within the quantitative research paradigm, highlight relevant assumptions, and share strategies and future directions for applied practice in this emergent field.

Tokuhama-Espinosa, T., & Nouri, A. (2023). **Teachers' Mind, Brain, and Education Literacy: A Survey of Scientists' Views**. *Mind, Brain, and Education*, *17*(3), 170-174. https://doi.org/10.1111/mbe.12377
While there is a growing interest among teachers to embed Mind, Brain, and Education (MBE) knowledge in their practice, most are still not clear about the key concepts in the field that have the potential to improve their pedagogical knowledge. The present study was conducted to identify the domains of current MBE knowledge that are important for teachers to know. Using a deductive qualitative survey design, data were collected by an online questionnaire from 112 experts of the global MBE community. Findings indicated that there are at least 18 conceptual areas of MBE literacy that need to be included in teacher professional development programs.

Trépanier, A. (2022). ***Le processus de désengagement professionnel au cours de la carrière des enseignants du secondaire*** (Masters, Université du Québec à Rimouski). Consulté à l'adresse https://semaphore.uqar.ca/id/eprint/2331/
Cette recherche s'intéresse au désengagement professionnel des enseignants d'expérience au secondaire. Son principal objectif consiste à définir et comprendre le processus de désengagement chez ces enseignants. De façon plus spécifique, celle-ci tente de comprendre l'articulation des différentes dimensions de ce processus, d'en identifier les sources, de décrire les manifestations et de comprendre le processus de désengagement professionnel au cours de la carrière enseignante. Pour ce faire, une approche qualitative/interprétative a été préconisée et huit entretiens semi-dirigés ont permis de recueillir les témoignages d'enseignants d'expérience œuvrant dans des écoles secondaires du Bas-Saint-Laurent. L'analyse thématique a ensuite permis de mettre en relief les principaux thèmes en lien avec le processus de désengagement professionnel des enseignants. Les résultats de la recherche, révèlent que les nombreuses difficultés affectant le travail des enseignants rencontrés peuvent agir comme source de désengagement en venant affaiblir les diverses dimensions de l'engagement. Ces dimensions agissent de manière complémentaire ou en opposition et contribuent, à leur façon, au niveau d'engagement global. Aussi, il semble que la dimension affective contribue davantage à l'engagement des enseignants et ce, en grande partie en raison de l'attachement envers les élèves et envers la profession. En deuxième lieu, vient la dimension rationnelle qui intervient dans la rétention du personnel enseignant en raison de certains bénéfices économiques liés à la profession. Ensuite, les résultats de la recherche nous amènent à constater qu'il existe divers profils de désengagement et les données recueillies permettent de faire ressortir certains profils associés à un processus graduel de désengagement professionnel chez les enseignants. Toutefois, ces divers profils ne peuvent être associés systématiquement avec les étapes de carrière chez les enseignants. De plus, l'aboutissement du processus de désengagement ne semble pas correspondre impérativement aux étapes de fin de carrière chez les enseignants tels que le proposent certains auteurs (Giraud et Roger, 2011; Huberman, 1989 ; Miao et al., 2009). En effet, le niveau d'engagement chez les enseignants peut varier tout au long de leur

carrière et le désengagement peut s'installer à divers moments de la carrière. Par ailleurs, le désengagement de l'enseignant peut se manifester de diverses façons et ce, en fonction de son intensité et des facteurs à son origine. Autrement dit, le niveau d'engagement et de désengagement professionnel est étroitement associé aux différents aspects de la profession. À ce propos, les résultats de cette recherche témoignent d'un engagement plus marqué envers le travail enseignant et les élèves. On dénote également que les enseignants touchés par le désengagement peuvent réorienter leur engagement vers d'autres tâches ou aspects de leur profession, ou encore, changer de niveau d'enseignement ou d'établissement scolaire. En somme, cette recherche permet de préciser le concept de désengagement professionnel chez les enseignants et d'en améliorer la compréhension. Or, celui-ci représente un phénomène préoccupant qui entraîne des conséquences importantes sur le milieu scolaire. Il semble donc primordial de poursuivre la réflexion sur ce sujet afin de mettre des mesures en place et de prévenir le désengagement chez les enseignants. -- Mot(s) clé(s) en français : engagement professionnel, désengagement professionnel, développement de carrière, source de désengagement, manifestation du désengagement, enseignant d'expérience, dimension de l'engagement, enseignant du secondaire. -- ABSTRACT : This research focuses on the professional disengagement of experienced high school teachers. Its main objective is to define and understand the process of disengagement among these teachers. More specifically, this research tries to understand the contribution of the different dimensions in this process, to identify the sources, to describe the manifestations and to understand the process of professional disengagement during the teaching career. To do this, a qualitative/interpretative approach has been advocated and eight semi-directed interviews have allowed us to collect testimonials of experienced teachers who work in high schools in the region of Bas-St-Laurent. The thematic analysis then allowed us to highlight the main themes in connection with the process of teacher professional disengagement. The results of the research reveal that the many difficulties that affect the work of teachers can act as a source of disengagement by weakening the various dimensions of the commitment. These dimensions act in a complementary manner or in opposition and contribute, on their own way, to overall level of commitment. Also, it seems that the affective dimension contributes more to teacher commitment and this, in a large part is due to their attachment toward the students and the profession. Additionally, the rational dimension intervenes in the retention of teaching staff because of some economic benefits related to the profession. The results then lead us to see that there are various profiles of disengagement, and the collected data allows us to identify some profiles associated with a gradual process of professional disengagement among teachers. However, these profiles cannot be systematically associated with the career stages of teachers. Moreover, the result of the disengagement process does not seem to correspond imperatively to the end-of-career stages of the teachers as proposed by certain authors (Giraud et Roger, 2011; Huberman, 1989; Miao et al., 2009). Indeed, the level of commitment of the teachers can vary throughout their career and the disengagement can set in at various times over this period. Furthermore, teacher disengagement can manifest itself in various ways, according to the degree of disengagement reached. These manifestations will also be oriented towards the different aspects of the profession. In this regard, the results of this research demonstrate a stronger commitment to the teaching profession and to the students. We also note that teachers affected by disengagement can redirect their commitment to other tasks, or this can also be achieved by changing the academic level taught, or by changing school. To sum up,

this research allows us to specify the concept of professional disengagement among teachers and to improve our understanding of this issue. Yet, it represents a worrying phenomenon which has important consequences on the school environment. It seems therefore essential to continue the investigation into this matter and to put measures in place to prevent teacher disengagement. -- Mot(s) clé(s) en anglais : professional commitment, professional disengagement, career development, source of disengagement, manifestation of disengagement, experienced teacher, dimension of disengagement, high school teacher.

Turinas, E., Mosley, K. C., & McCarthy, C. J. (2023). **Understanding the impact of receiving gratitude on teachers: Assessing the effect of risk-for-stress on perception of gratitude**. *Teaching and Teacher Education, 133*, 104267. https://doi.org/10.1016/j.tate.2023.104267
Research has documented the high levels of stress U.S. teachers face. Although multiple interventions for teacher stress exist, there is a lack of low-barrier interventions that allow for accessibility for all schools. The current mixed-methods study analyzed teacher stress risk using the Classroom Appraisal of Resources and Demands (CARD) and conducted semi-structure focus groups of teachers based on their classified risk-for-stress. Qualitative data was analyzed via Consensual Qualitative Research (CQR) and identified differences between Resourced and Demanded teachers. Results demonstrated differences between Demanded and Resourced teachers' perspectives on workplace gratitude, signaling important implications for schools' implementation of effective gratitude interventions.

van Helden, D. L., den Dulk, L., Steijn, B., & Vernooij, M. W. (2023). **Gender, networks and academic leadership: A systematic review**. *Educational Management Administration & Leadership*, *51*(5), 1049-1066. https://doi.org/10.1177/17411432211034172
This article systematically reviews 35 empirical articles on the topic of networks and career advancement into academic leadership positions. Our objectives in this systematic review are to clarify (a) the functions that networks fulfil, (b) the outcomes of these functions in terms of career advancement and (c) whether networks are likely to result in more or less career advancement for women compared to men. Four databases were searched using the PRISMA (preferred reporting items for systematic reviews and meta-analyses) approach to select eligible studies published between 1990 and 2019. We distinguish three different functions that networks may fulfil: operational, developmental and strategic. Mixed results are found for the operational and developmental network functions, while the results suggest that the strategic function contributes to career advancement, particularly for men. The reason for this can be found in the masculine academic context. Our findings implicate that a solution involving equal network opportunities needs to be taken up by the academic community as a whole. To further develop the research field, we call for (a) more consistent conceptualisation, (b) more attention to the multiple functions of networks and networking behaviour and (c) more advanced study designs.

Vermunt, J. D., Vrikki, M., Dudley, P., & Warwick, P. (2023). **Relations between teacher learning patterns, personal and contextual factors, and learning outcomes in the context of Lesson Study**. *Teaching and Teacher Education, 133*, 104295. https://doi.org/10.1016/j.tate.2023.104295
This paper aims to understand how teachers' learning relates to core personal, contextual and outcome variables in Lesson Study. Primary and secondary Mathematics

teachers from 59 schools formed Lesson Study groups. 214 teachers participated in at least one of three surveys during the research year. Data were analysed with correlational, reliability, factor and regression analyses. Results showed strong linkages between teacher learning, professional identity, quality of dialogue, school support, Lesson Study, and student learning. The findings provide evidence of mechanisms through which professional development initiatives impact on teacher and student learning. Practical implications for realizing high-quality teacher learning are derived.

Virella, P. M., & Woulfin, S. (2023). **Leading after the storm: New York city principal's deployment of equity-oriented leadership post-Hurricane Maria**. *Educational Management Administration & Leadership*, *51*(5), 1031-1048. https://doi.org/10.1177/17411432211022778
As principals navigate numerous priorities to lead their school, crises continue to seize principals' attention. We collected and analyzed qualitative data to comprehend how principals responded to the influx of Puerto Rican students into New York City public schools post-Hurricane Maria. We attend to how these principals' leadership activities matched tenets of equity-oriented and equality-oriented leadership. We found that sampled principals enacted equity-oriented leadership along four dimensions: (a) engaging in self-reflection and growth for equity; (b) influencing the sociopolitical context; (c) allocating resources; and (d) modeling. Our findings depict how principals in a large, urban district enact equity-oriented leadership while responding to a crisis. Moreover, we raise questions about supporting, preparing, and empowering leaders to enact equity-oriented leadership.

Weinstein, J., Sembler, M., Weinstein, M., Marfán, J., Valenzuela, P., & Muñoz, G. (2023). **A female advantage? Gender and educational leadership practices in urban primary schools in Chile**. *Educational Management Administration & Leadership*, *51*(5), 1105-1122. https://doi.org/10.1177/17411432211019407
What differences are there, according to teachers' opinions, in school leadership practices between male principals (MPs) and female principals (FPs) in urban primary schools in Chile? A national survey has been done to address this topic, which was answered by the principal and five teachers in 381 urban primary schools. Following Leithwood's school leadership four-category model, 14 practices were considered and measured. Data were analysed by statistical procedures, including the decision tree technique, chi-squared automatic interaction detection (CHAID). Findings showed that in 9 out of 14 practices, FPs have a significantly more favourable evaluation from teachers. Data confirmed that, when compared to other personal traits of principals or school features, gender is the strongest independent variable related with leadership practices. Nonetheless, this advantage occurs in an overall scenario in which both FPs and MPs engage unevenly with the leadership practices across the dimensions of the model. This study does not aim to explain the female advantage, but to show the shape of leadership differences by gender regarding theoretically relevant practices. Nevertheless, its data allow ruling out some possible hypotheses for interpreting those differences. The article suggests that further research is needed to theoretically explain the reasons behind differences in leadership practice by FPs and MPs.

Yohannes, M. E., & Wasonga, T. A. (2023). **Leadership styles and teacher job satisfaction in Ethiopian schools**. *Educational Management Administration & Leadership*, *51*(5), 1200-1218. https://doi.org/10.1177/17411432211041625

This quantitative study investigated the relationship between leadership styles and teacher job satisfaction in Ethiopia, based on teacher perceptions. The multifactor leadership theory also known as full range leadership theory and work adjustment theory provided the theoretical framework to explore the relationship. Analysis of data yielded three major findings: (1) while the practice of transformational leadership was significantly lower, the practice of laissez-faire was significantly higher than international benchmarks; (2) teacher job satisfaction was low and significantly lower among males; and (3) there were low to moderate correlations between leadership styles and teacher job satisfaction with aspects of transformational and transactional leadership predicting job satisfaction, a trend similar to studies in other African countries. This study suggests that practicing principals, leadership preparation programs, and reform initiatives for school success in Ethiopia, consider providing professional development that includes predictors of teacher job satisfaction—inspirational motivation and contingency reward among other things.

Numérique et éducation

Bates, A. W. (Tony). (2023). ***L'enseignement à l'ère numérique : des balises pour l'enseignement et l'apprentissage*** (3ème édition mise à jour et augmentée). Consulté à l'adresse https://pressbooks.bccampus.ca/tiada3french/

Bough, A., & Martinez Sainz, G. (2023). **Digital learning experiences and spaces: Learning from the past to design better pedagogical and curricular futures**. *The Curriculum Journal*, *34*(3), 375-393. https://doi.org/10.1002/curj.184

Over 60 years of technology development, transformation of educational policy and curriculum innovation in Ireland have resulted in the introduction of the Computer Science (CS) subject in Post-Primary (PP) Education. CS has always been conceived digitally and the Digital Learning Experiences (DLE) enacted through its curriculum are strongly interconnected to the opportunities and limitations offered by Digital Spaces (DS). However, key challenges have been identified for the successful implementation of CSE, from teachers' digital competencies and educational strategies in the classroom to learners' varying experiences of CSE. Through a systematic literature review of the educational policies and practices in Ireland's Educational System, this paper documents the digital evolution from the 1960s accounting for the CS curriculum. The literature review identifies key themes in how DS have been conceptualised through CSE, responding to learners' needs and teachers' skills and competencies, informed by emerging societal demands by providing evidence on the disparity between educational policy and practice for DS. Building upon the identified themes, this paper emphasises the importance of the design and implementation of DLE in DS such as the CS subject that considers historical lessons learned to respond to the uncertainties of the digital future.

Chatagnon, A., & Sgarzi, M. (2023). **L'évaluation et la certification des compétences numériques de base en France à destination des adultes moins qualifiés**. *Céreq Études*, (47). Consulté à l'adresse https://www.cereq.fr/levaluation-et-la-certification-des-competences-numeriques-de-base-en-france-destination-des

Dabet, G., Mazari, Z., & Oujia, I. (2023). **L'effet de mode dans les enquêtes multimodes (internet/téléphone)**. *Céreq Études*, (45). Consulté à l'adresse https://www.cereq.fr/leffet-de-mode-dans-les-enquetes-multimodes-internettelephone

Fournier, C., & Meissonier, R. (2023). **L'IA en question. ChatGPT ou comment l'IA change-t-elle le paradigme de l'évaluation**. *Collection numérique de l'AMUE, Agence de mutualisation des universités et établissements d'enseignement supérieur*, (28), 32. Consulté à l'adresse https://www.amue.fr/fileadmin/amue/systeme-information/documents-publications/la-collection-numerique/amue-collection-numerique_28.pdf

GIANNINI, S. (2023). ***Reflections on generative AI and the future of education.*** Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000385877

Grimault-Leprince, A. (2023). **Apprentissages hors la classe et loisirs à l'ère numérique. Les stratégies des adolescents**. *Éducation et sociétés*, *50*(2), 101-122. https://doi.org/10.3917/es.050.0101

En observant globalement une corrélation négative entre pratiques numériques intensives et réussite scolaire, la teneur des liens entre loisirs numériques et scolarité reste largement méconnue. Cet article propose de contribuer à la compréhension de ces liens à partir de l'analyse de données par questionnaire portant sur une cohorte de plus de 1300 collégiens bretons, interrogés en 5e puis en 3e sur leurs activités numériques et leur travail scolaire. La recherche montre la complexité des liens entre pratiques numériques et travail scolaire, loin des discours qui les réduisent à une concurrence temporelle. Elle interroge par ailleurs les pratiques enseignantes d'accompagnement des démarches de savoirs hors l'école des adolescents.

Gutierrez, A., Mills, K., Scholes, L., Rowe, L., & Pink, E. (2023). **What do secondary teachers think about digital games for learning: Stupid fixation or the future of education?** *Teaching and Teacher Education*, *133*, 104278. https://doi.org/10.1016/j.tate.2023.104278

Digital games can support learning across many levels and fields of education. This article shares findings from a study of Australian high school English teachers designed with a mixed response questionnaire about using digital games in the classroom. The findings identified polarised teacher perspectives on the role of gaming in formal curriculum, tension in teachers' ideal and enacted use of digital games, and a need for in-practice professional development on digital games. Implications include the need to optimise digital games use for learning in teaching and teacher education, and to address perceptions on the validity of gaming for classroom learning.

Holz, H., Ninaus, M., Schwerter, J., Parrisius, C., Beuttler, B., Brandelik, K., & Meurers, D. (2023). **A digital game-based training improves spelling in German primary school children – A randomized controlled field trial**. *Learning and Instruction*, *87*, 101771. https://doi.org/10.1016/j.learninstruc.2023.101771

Despite its potential to support reading and spelling development in children with or without dyslexia, research on the effectiveness of digital trainings carried out at home is scarce. This study investigated the effectiveness of a novel digital game-based spelling training for unassisted use at home (Prosodiya). The pedagogical approach differs from similar approaches as it systematically teaches orthographic knowledge in combination with syllable stress awareness. A sample of 116 German second- to fourth-grade children with mainly poor spelling skills participated in a randomized two-period, wait-list controlled field trial, in which children practiced at home over 9–10 weeks with Prosodiya. Results showed high participant engagement, as indicated by behavioral measures of student responsiveness, and they validate our novel pedagogical approach. Most importantly, results revealed significant training effects on syllable stress awareness and

spelling abilities in trained and untrained domains. This training may thus expand the traditional pool of training methods.

Impedovo, M., Rémon, J., & Gadille, M. (2024). **Analyse de tâches d'apprentissage et pratiques professionnelles en Réalité Virtuelle : Dimension temporelle hybride étendue**. *Recherches & éducations*, (26). https://doi.org/10.4000/rechercheseducations.15129
Le but de la présente étude est d'examiner l'activité de l'enseignant et des élèves autour de tâches médiatisées par la Réalité Virtuelle (RV) dans un collège à la lumière des catégories de l'espace et du temps et de leur hybridation, et du concept de chronotope. Nous avons effectué des observations des participants en classe et en ligne lors d'activités médiatisées par la RV, et collecté des enregistrements vidéo-audio de l'activité élèves-enseignant lors de différents types de tâches et différentes phases (au début, en cours de tâche et à la fin), et analysé qualitativement la tâche d'apprentissage à la lumière des relations spatio-temporelles. L'analyse a permis de qualifier certains aspects d'une dimension temporelle hybride étendue, en lien avec des pratiques professionnelles en émergence et des formes d'apprentissage hybrides.

Lacote-Coquereau, C., Bourdon, P., Mercier, C., & Lefer-Sauvage, G. (2023). **Scenario pédagogique et artefacts numériques de réalité virtuelle pour étayer l'activité de jeunes autistes vers un habitat inclusif partagé**. *Médiations et médiatisations*, (15), 50-77. https://doi.org/10.52358/mm.vi15.348
The research program « Participe 3.0 » aims to accompany eight young adults with autism and dyscommunication towards a shared, inclusive habitat via the introduction of Virtual Reality tools dedicated to meal preparation (Fuchs, 2018 ; Cherix et al., 2019). The aim is to analyze how, in an educational/training context, a 3D immersive environment can foster attention and interactions for an audience with characteristic language and psycho-sensory percepts (Bogdashina, 2020 ; Mottron, 2004). Research shows that digital tools can encourage engagement in the activity (Leontiev, 1975/2022) of children with autism (Bourgueil et al., 2015 ; Mercier et al., 2022) . But what about their visual-attentional and praxical capacity, inherent in the perception-action coupling, during immersion in virtual reality capsules, and their visual-attentional capacity, inherent to the perception-action cognitive coupling? To what extent could these immersive technologies reduce attentional disorders, a cognitive deficit frequently reported and promote new operations for activity? The results show the importance of a pedagogical scenario designed in a collaborative approach centred on the user (Guffroy et al., 2017 ; Bourdon, 2021) (to increase participation, attention and support the activity of dys-communicative learners. They highlight the relevance of immersive artifacts within an enabling environment to acquire progressive autonomy (Rocque et al., 2001).

Lalonde, M., Blanchette, K., Wuyckens, G., Huebner, E. J., & Meilleur, B. (2023). **La création de récits d'anticipation en réalité virtuelle pour le développement de la compétence numérique et de la compétence en littératie médiatique multimodale des élèves au secondaire**. *Médiations et médiatisations*, (15), 123-140. https://doi.org/10.52358/mm.vi15.346
The ma.réalité project examined the potential of VR and augmented reality technology devices for fostering the development of digital, multimodal, and media literacy skills in secondary school students and art educators. Based on the methodological principles of design-based research (McKenney & Reeves, 2014), this study seeks to yield new theoretical and practical knowledge about integrating VR technologies in art education.

This article presents preliminary findings that focus on digital competencies and multimodal media literacy skills (Acerra & Lacelle, 2022) that students harnessed during the first two iterations of the research. These findings suggest that creating immersive virtual reality environments challenges students to develop skills related to the interaction of various semiotic modes, thus uniquely engaging the technical, semiotic, and multimodal components of the multimodal media literacy competency framework.

Leclère, M., Vidal-Gomel, C., & Hoarau, M. (2022). **L'usage du numérique pour les apprentissages des collégiens dyslexiques : le cas des tablettes tactiles numériques et de l'application S.** *La nouvelle revue - Éducation et société inclusives*, *96*(4), 267-284. https://doi.org/10.3917/nresi.096.0267
La surdité d'un enfant est un événement qui entraîne des bouleversements au sein des familles entendantes. Comment communiquer avec l'enfant sourd ? Est-il un enfant avec une autre langue et si c'est le cas, comment se définit cette nouvelle langue au sein de la société et/ou de la famille, quelles sont les représentations liées à cette langue des signes ? L'enfant sourd est-il un enfant « handicapé », avec quel type de prise en charge, quel accompagnement pour les parents et leur enfant ? Pour les parents entendants d'un enfant sourd, la surdité affecte particulièrement les sphères familiale et éducative. Ils ont souvent besoin d'être accompagnés afin de mieux cerner ce qu'implique la surdité, ce qu'elle sous-tend ainsi que les choix auxquels ils peuvent être confrontés. Cet accompagnement se manifeste par de multiples informations et services disponibles, parfois contradictoires entre eux ou encore avec les choix des parents. Ces derniers vont alors chercher par eux-mêmes les informations et les voies qui leur sont accessibles. Les divers professionnels impliqués dans les mesures d'inclusion des enfants vivant avec une surdité sont ainsi sollicités de multiples façons par des parents qui sont très souvent dans une quête sans fin : celle de tout donner à leur enfant pour qu'il se développe et soit inclus comme les autres enfants. Or, l'espace d'engagement que les parents investissent ou qu'ils se forgent est souvent marqué par des tensions concernant les savoirs et les savoir-faire. Méfiants et sceptiques, souvent désinformés ou seulement non informés, les parents peuvent se tourner vers des stratégies uniquement centrées sur la réadaptation et l'apprentissage de la parole. Dans ce dossier, nous proposons de réunir les réflexions et les résultats d'études scientifiques dont la question de départ porte sur l'accompagnement des parents entendants et de leur enfant sourd, cet accompagnement pouvant être psychologique, médical et/ou linguistique. A partir d'études qualitatives, le dossier souhaite explorer différents aspects de ces accompagnements ainsi que l'implication des parents dans le choix des structures et les options que ces dernières peuvent leur proposer.

Lehtinen, A., Kostiainen, E., & Näykki, P. (2023). **Co-construction of knowledge and socioemotional interaction in pre-service teachers' video-based online collaborative learning**. *Teaching and Teacher Education*, *133*, 104299. https://doi.org/10.1016/j.tate.2023.104299
Building on social constructivist theory, this case study analyzed how pre-service secondary teachers co-constructed knowledge and expressed socioemotional interaction in online breakout rooms during a collaborative task. Video data was analyzed by content and interaction analysis. There was more higher-level knowledge construction than in most studies from asynchronous settings. Active listening and humor were thoroughly present. Talk about personal experiences occurred at both lower and higher levels of thinking. The teacher educator's visits to the breakout rooms and

purposeful dissonance affected knowledge co-construction and socioemotional interaction. The findings will help in designing high-quality online and blended teacher education.

Lewis, F., Mendoza, G. A. A., Brassard, C., & Plante, P. (2023). **Usage des technologies immersives (réalité virtuelle, augmentée et vidéo 360) dans l'enseignement supérieur**. *Médiations et médiatisations*, (15), 11-32. https://doi.org/10.52358/mm.vi15.330
Educational applications using immersive technologies are increasingly present in higher education institutions. However, we believe that it is relevant to review the impact of virtual technologies on the transfer of knowledge to learners as well as the risks and limits inherent to their use. This literature review aims to provide an overview of the current knowledge of modern virtual technologies in higher education. Specifically, we focus on virtual reality (VR) and 360 video that use an autonomous head-mounted display (HMD), as well as augmented reality (AR) applications that use assisted glasses as peripherals. The results allow us to identify the attributes and mechanisms related to virtual applications and describe their advantages and limitations for learning. We used the EPPI (Evidence for Policy and Practice Information and Co-ordinating) method for this literature review. The summary of the data collected is grouped into five themes: (1) design and integration of the pedagogical dimension; (2) theories and concepts; (3) evaluation methodologies; (4) motivation; and (5) collaboration.

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.

Magnusson, C. G., Luoto, J. M., & Blikstad-Balas, M. (2023). **Developing teachers' literacy scaffolding practices—successes and challenges in a video-based longitudinal professional development intervention**. *Teaching and Teacher Education*, *133*, 104274. https://doi.org/10.1016/j.tate.2023.104274

This study reports on a longitudinal video-based literacy coaching professional development intervention involving 38 teachers at nine Norwegian schools, targeting the use of three scaffolding practices that teachers struggle to implement in daily practices: modeling, feedback, and strategy instruction. By measuring the quality of teachers' scaffolding instruction through an observation protocol, we document how teachers were able to engage in high-level scaffolding practices, exhibiting development through the support of video-based coaching. However, challenges to implementation were raised, such as putting scaffolding theory into practice and receiving balanced support. The study indicates that PDs require flexibility to accommodate teachers' individual needs.

Marceaux, J., & Brunet-Gauthier, M. (2023). **Concevoir une formation en réalité virtuelle**. *Médiations et médiatisations*, (15), 185-196. https://doi.org/10.52358/mm.vi15.340
Immersive technologies are becoming increasingly important in the field of professional training. Among them, virtual reality is the one that presents one of the most interesting potentials because of its capacity to immerse learners in virtual situations and learning environments where the cognitive load, gestures and decision-making resemble those that should be made in practice. This modality becomes even more relevant when schools or centers do not have all the equipment at their training site. This is the case for the Royal Canadian Navy (RCN), which must train its technicians to maintain and repair equipment on ships at sea or stationed on the other side of the country. This article summarizes the pedagogical and technical design of virtual simulations for training RCN technicians. The authors discuss the factors favouring the integration of this technology and the strengths and limitations of virtual reality in this type of use based on a real-life use case.

Marquis, C., Poellhuber, B., Wall-Lacelle, S., & Roy, N. (2023). **Un processus et des principes pour le développement de jeux sérieux en réalité virtuelle immersive**. *Médiations et médiatisations*, (15), 99-122. https://doi.org/10.52358/mm.vi15.356
Virtual reality, which involves a computer-generated environment that gives a sense of reality, presence, and engagement (Pellas et al., 2020), has recently seen significant developments in education (Freina and Ott, 2015; Jensen and Konradsen, 2018). Its advantages, including visualizing abstract concepts, performing experimental tasks that are difficult or impossible in real life, as well as its' capacity to facilitate motivation, engagement, and transfer of learning, make it particularly useful for science learning (Dalgarno and Lee, 2010; Lewis et al., 2021; Shin, 2017). Anchored in an approach adapted from pedagogical value analysis (Rocque et al., 1998), the ADDIE model, the Art of Serious Game Design (Ryerson University, 2018), and a virtual reality application design model (Vergara et al., 2017), we iteratively developed different virtual reality serious games in CEGEP science courses (biology, chemistry, and physics). We ultimately piloted them in classrooms in the fall of 2022. This article aims to share the process used for developing our VR serious games, the results of each step of this process, and the principles that emerged from it. This will be useful to those in the education community who wish to develop virtual reality applications and/or serious games.

Matovu, H., Ungu, D. A. K., Won, M., Tsai, C.-C., Treagust, D. F., Mocerino, M., & Tasker, R. (2023). **Immersive virtual reality for science learning: Design, implementation, and evaluation**. *Studies in Science Education*, *59*(2), 205-244. https://doi.org/10.1080/03057267.2022.2082680

The advanced visualisation and interactive capabilities make immersive virtual reality (IVR) attractive for educators to investigate its educational benefits. This research reviewed 64 studies published in 2016–2020 to understand how science educators designed, implemented, and evaluated IVR-based learning. The immersive design features (sensory, actional, narrative, and social) originally suggested by Dede provided the framework for the analysis of IVR designs. Educators commonly adopted IVR to better aid visualisation of abstract concepts and enhance learning experience. IVR applications tended to have sensory and actional features, leaving out narrative and social features. Learning theories did not appear to play a strong role in the design, implementation, and evaluation of IVR-based learning. Participants generally reported their IVR experiences as positive on engagement and motivation but the learning outcomes were mixed. No particular immersive design features were identified to result in better learning outcomes. Careful consideration of the immersive design features in alignment with the rationales for adopting IVR and evaluation methods may contribute to more productive investigations of the educational benefits of IVR to improve science teaching and learning.

Mercier, C., Marfisi-Schottman, I., Ez-Zaouia, M., & Deshayes, D. (2023). **La réalité augmentée en classe au service des apprentissages des élèves**. *Médiations et médiatisations*, (15), 78-98. https://doi.org/10.52358/mm.vi15.343
Augmented reality is rarely used in French classrooms. Yet, it seems to have relevant virtues for developing knowledge and skills in learners. Within the framework of an exploratory investigation, an analysis of instrumented pedagogical practice (of the teacher) is detailed regarding the user (student) of an augmented reality tool in a kindergarten class (cycle 1 - kindergarten - between 4 and 5 years old). The contribution of this digital tool to students' learning and skills is studied in detail to stabilize the research protocol and to propose it to all teachers involved in the research project. The results underline several encouraging leads, such as developing socio-cognitive skills and a driving force in the students' engagement. From the teacher's point of view, it is one more tool at the service of pedagogy and seems to be adapted to the profiles of students with special educational needs.

Petit, M.-C., Coulon, T., & Bourdeau, S. (2023). **Le design, le développement et l'évaluation d'une simulation de gestion de projet agile avec Minecraft Education : partage d'une approche innovante en enseignement supérieur**. *Médiations et médiatisations*, (15), 197-213. https://doi.org/10.52358/mm.vi15.352
This practitioner contribution presents the process that led to redesigning a 2020 educational scenario into university courses. The goal of this project was to transpose into a digital environment, i.e. Minecraft Education Edition, an agile project management simulation originally designed to take place with Lego® bricks on tables and adhesive maps on the walls. In addition to illustrating the added value of using the ADDIE (Analysis, Design, Development, Implementation and Evaluation) and SAM2 (Successive Approximation Model) pedagogical engineering approaches to judiciously exploit this digital application from a techno-pedagogical point of view, the article emphasizes the importance of offering learners the opportunity to familiarize themselves with MEE environment before jumping headfirst into this virtual world that, for many, may be unfamiliar. Equipped with prior knowledge and experience on D-day, they find themselves more confident in their ability to accomplish the learning tasks requested. In conclusion, recommendations based on our reflections and experience are shared.

Roche, L., Rolland, C., & Cunningham, I. (2023). **L'utilisation de la vidéo 360° dans la formation professionnelle des enseignants : une synthèse des connaissances**. *Médiations et médiatisations*, (15), 33-49. https://doi.org/10.52358/mm.vi15.360
The 360° video is a new tool that has been developed, and its use in teacher training started less than ten years ago. From a systematic analysis of the existing literature using the main databases, our objective is to report the main current research results and to be able to consider new research perspectives and avenues for integrating this new tool in the teacher training framework. Four main points of results have been identified: 1) 360° video as a tool for developing reflexivity about teaching, 2) 360° video as a tool for preparing and accompanying internships, 3) 360° video as a tool for developing teachers' perceptions, 4) 360° video as a tool for improving knowledge of teaching content.

Ruel, J., Duplessis, A., Mihalache, I., Gendron, D., & Normand, C. L. (2023). **L'évaluation de l'accès aux sites web des institutions financières**. *Revue hybride de l'éducation*, *7*(1), 218-243. https://doi.org/10.1522/rhe.v7i1.1323
Les institutions financières procèdent à un virage numérique. Or, les personnes en situation de handicap vivent des défis à l'égard de la littératie numérique, car ils sont confrontés à une inégalité d'accès. Une recherche a permis d'évaluer l'accès aux sites web de quatre institutions financières exerçant des activités au Québec. La conceptualisation de l'accès inclusif a servi de cadre d'analyse des résultats de cette évaluation. Les résultats illustrent que le virage numérique actuel crée des obstacles à l'accès inclusif laissant pour compte les personnes en situation de handicap (PSH), dont les personnes présentant une déficience intellectuelle. Des recommandations exposent entre autres la nécessité pour les institutions financières d'outiller et de former davantage leur personnel afin de mieux instruire et de soutenir davantage les personnes utilisatrices des services numériques.

Schubertová, K., Lukavský, J., Drobná, A., Volná, K., & Brom, C. (2023). **Contextual animation in multimedia learning materials for pre-adolescents: The saga of null results continues**. *Learning and Instruction*, *87*, 101803. https://doi.org/10.1016/j.learninstruc.2023.101803
Background Emotional design approaches tend to be instructionally effective in the case of higher education learners. However, empirical evidence on the effectiveness of emotional design for children is limited. Contextual animation is one way that emotional design can be realized. Contextual animation refers to the non-expository animation of context-providing representational pictures. Aim This study examines the effects of contextual animation on learning outcomes and situational interest in the case of pre-adolescents. Sample Participants included 50 children 9–11 year of age recruited from all parts of the Czech Republic. Method Participants studied exponential growth and public opinion polls from two, 3-min-long, narrated videos; one included contextual animation and the other did not (counterbalanced within-subject design with randomization). Each child participated separately in one online session with a research administrator. Results Although animated videos triggered interest (d = 0.18, 0.36), null results were found both as regards learning outcomes and maintained situational interest. Conclusions This study adds to a small body of literature pointing at limited effects of emotional design approaches on pre-adolescents. Additional studies with young

audiences and using other forms of emotional design would be a welcome addition to the literature.

Shirah, J. F., & Sidney, P. G. (2023). **Computer-based feedback matters when relevant prior knowledge is not activated**. *Learning and Instruction*, *87*, 101796. https://doi.org/10.1016/j.learninstruc.2023.101796
Background How feedback is given may influence its utility. Aim We examined the effect of activated prior knowledge on learning from feedback by manipulating whether knowledge of a foundational concept was activated before solving fraction division problems. Sample and methods Undergraduates (N = 171) were randomly assigned in a 3 (feedback timing: delayed, immediate, or no feedback) x 2 (knowledge activation: relevant or not) between-subjects design. Results If irrelevant knowledge was activated, immediate feedback enhanced learning as compared to no feedback during the learning task, whereas if relevant knowledge was activated, then there was no impact of immediate feedback. On the posttest, any feedback (immediate or delayed) resulted in greater performance, but feedback timing did not matter. Thus, activating prior knowledge moderates the effect of feedback on learning. Conclusion When researchers or practitioners are investigating or giving feedback, they must also consider individual differences of the learner such as the prior knowledge they bring to the task.

Verchier, Y., Lison, C., & Duvivier, C. (2023). **Technologies immersives et acquisition de compétences : une discussion**. *Médiations et médiatisations*, (15), 221-229. https://doi.org/10.52358/mm.vi15.347
In recent years, digital tools have made designing and facilitating trainings in a different time space possible. However, traditional video conferencing interfaces show their limitations in face-to-face screen settings. The rise of immersive technologies (e.g. augmented reality, virtual reality, immersive visits, telepresence systems) allows us to envisage new training dynamics and new interaction possibilities, supporting the acquisition of essential skills for the world of work. Considering the diversity of the fields of use of these technologies, their uses, and the audiences they address, this article questions the pedagogical intentions when using these tools as well as their possible limits.

Orientation scolaire et professionnelle

Al-Waqfi, M. A., Tlaiss, H., & Ghoudi, K. (2023). **Career Adaptability as a Predictor of Job Search Intentions and Career Readiness of Young Adults in the United Arab Emirates**. *Journal of Career Development*, *50*(5), 1076-1096. https://doi.org/10.1177/08948453231157759
In this study, we used the career construction theory (CCT) to examine the effects of career adaptability resources and career adapting responses on the career readiness of young adults in the United Arab Emirates (UAE). Using data from a sample of 635 senior business students at two universities, we found that career adaptability has a positive impact on two measures of career readiness including career decidedness and perceived employability. Our findings also indicate that career adaptability, as expected, predicts two relevant career adaptive responses within the United Arab Emirates context including intentions to seek "Wasta" (using social connections to help in finding a job) and willingness to work in the private sector (WWPS). We further found

that WWPS mediates the relationship between career adaptability and perceived employability. Theoretical and practical implications of these findings are discussed.

Bazine, N., Peña-Jimenez, M., & Déprez, G. R. M. (2023). **Se préparer pour l'avenir professionnel : relation entre l'orientation de carrière, les comportements proactifs de carrière et la satisfaction de carrière**. *Psychologie Du Travail et Des Organisations*. https://doi.org/10.1016/j.pto.2023.07.001
Dans l'optique de mieux comprendre comment la préparation de carrière durant le cursus universitaire affecte la transition université-travail, nous avons développé un modèle où l'orientation carrière protéenne sera reliée aux comportements de carrière (p.ex. planification, réseautage) durant le cursus universitaire puis à la satisfaction de carrière une fois en emploi. À travers une modélisation par équations structurales impliquant une analyse de médiation, cette étude panel en deux temps de mesure menée auprès de 109 individus révèle que l'orientation de carrière protéenne est reliée aux comportements proactifs de carrière puis à la satisfaction de carrière une fois en emploi. Cette étude souligne l'importance de l'agentivité dans le développement de carrière et alerte sur la nécessité d'accompagner cette agentivité par les universités. To better understand how career preparation during college affects the university-work transition, the current study developed and evaluated a model exploring how protean career orientation is related to proactive career behaviors (i.e., planning, networking) during university studies, and also to career satisfaction once in employment. Based on a structural equation modeling analysis involving a mediation, this two-wave panel study composed of 109 individuals reveals that protean career orientation is indeed associated with proactive career behaviors, which in turn positively impacts career satisfaction once employed. This study highlights the importance of agentivity in career development and therefore the importance of agentivity support by universities.

Chan, C.-C. (2023). **Analyzing Factors Influencing College Athletes' Career Actions Using Social Cognitive Career Self-Management Model**. *Journal of Career Development*, *50*(5), 1058-1075. https://doi.org/10.1177/08948453221141441
This study examines the career actions of college athletes and factors influencing the process by integrating the concept of goal setting in a social cognitive career self-management model. The author used a questionnaire survey to collect data. In total, 675 valid questionnaires were returned. The data obtained were statistically analyzed using structural equation modeling. The results show that our career action model for college athletes has an acceptable fit with the sample data. The results reveal that career self-efficacy, outcome expectations, career goals, career barriers, and goal adjustment are keys in college athletes' career actions. The findings can serve as a reference to develop career counseling strategies for college athletes. This study not only expands the scope of research on career development counseling for athletes, but also increases the applicability and explanatory power of CSM theory.

Chesnel, S. (2023, septembre 4). **L'orientation scolaire : essentielle, bâclée, inégale**. Consulté 7 septembre 2023, à l'adresse Pour l'éco website: https://www.pourleco.com/politique-economique/lorientation-scolaire-essentielle-baclee-inegale
La mécanique de l'orientation au collège, puis au lycée, permet aux meilleurs élèves de tirer leur épingle du jeu. Elle est beaucoup plus cruelle pour…

Dubois, J.-M., Fournier, C., & Lambert, M. (2023). **Comment les séniors envisagent-ils leur avenir professionnel jusqu'à la retraite ?** *Céreq Bref*, *443*(11), 1-4. https://doi.org/10.57706/cereqbref-0443
Alors que l'âge légal de départ à la retraite s'élève, comment les salariés se projettent-ils professionnellement à partir de 50 ans ? Contrairement à l'idée reçue, la grande majorité d'entre eux témoigne d'une volonté d'évolution bien plus que d'une « résistance au changement ». Qu'il s'agisse de progresser en interne, de monter en compétences ou encore de se reconvertir, ce ne sont pas les projets professionnels qui manquent aux séniors, mais plutôt les formations à même de les soutenir.

Gibbons, M. M., Cain, L. K., Gantt, H., Riley, K., Hanley, C., Hardin, E. E., & McCollum, T. (2023). **"It Felt Like a Little Community": Supporting Rural Appalachian College Students**. *Journal of Career Development*, *50*(5), 997-1018. https://doi.org/10.1177/08948453221139273
Students from rural Appalachian regions often face increased career development barriers within university spaces. As part of an NSF-funded program, we provided diverse, structured supports for a group of STEM majors from rural Appalachian backgrounds. We utilized narrative inquiry to interview 10 Program participants, which allowed us to explore which supports they described as impactful, including graduate student mentors, their fellow program peers, program coordinators, campus supports, and other various campus faculty. Participants further described being impacted in a variety of ways: as an individual person, in their research pursuits, in their future plans, academically, and financially through the program's scholarship. Specifically, they described strategies for success and the importance of belonging as impactful. Implications for future college support programming and for how to best support the career development of rural Appalachian college students, along with suggestions for future research needs and limitations to the research, are provided.

Jongbloed, J. (2023). ***Complex Trajectories: Longitudinal methodological approaches***. 1. Consulté à l'adresse https://u-bourgogne.hal.science/hal-04200963
Leonard, E. (2022, juin 30). ***Reconversions professionnelles : du sens cherché au sens trouvé***. Présenté à Journée des jeunes chercheurs et chercheuses. Consulté à l'adresse https://hal.science/hal-03959895
Tout commença avec Agnès. Cela aurait pu être le titre de cette communication, voire le titre de ma thèse, tant il est vrai qu'Agnès, son parcours, son histoire ont participé de l'élaboration de ma réflexion. Ils en constituent aujourd'hui le fil rouge. C'est ce fil que je propose de dérouler autant que de suivre pas à pas.

M, N. P., & Jakubik, M. (2023). **Achieving Workplace Wellbeing Among Indian IT Engineers**. *Journal of Career Development*, *50*(5), 1097-1115. https://doi.org/10.1177/08948453231154890
The predictors of millennials' wellbeing at work keep on changing in lieu with their changing career and work orientation. This quantitative research paper focuses on Indian Information Technology employees and aims to identify how their changing career orientation impacts work wellbeing, psychological capital and perceived employability. The proposed conceptual model of protean career orientation is empirically tested among 411 Information Technology engineers working at private companies in India. Findings indicate that the changing career orientation has a positive impact on work wellbeing, psychological capital and perceived employability. The study

contributes to vocational psychology literature on enhancing our knowledge on the importance of protean attitude among millennials. The paper indicates further research areas and implications for employers.

McCrory, L., Coffey, A., & Lavery, S. (2023). **Attracting talented and committed students to the teaching profession. Student perspectives on teaching as a career**. *Teaching and Teacher Education*, *133*, 104263. https://doi.org/10.1016/j.tate.2023.104263
Attracting talented students to the teaching profession is crucial if schools are to be at the forefront of preparing future generations for effective participation in a complex society. This research identified the perspectives of Year 12 (final-year) students on teaching as a career, and the factors influencing these perspectives. The data set involved 470 students from five Catholic secondary schools in Western Australia. Results indicated that Year 12 student perspectives were multifaceted and influenced through student experiences, beliefs, personality, and expectations. A conceptual design was proposed to explain the domains of influence on student perspectives of teaching as a career.

Pirsoul, T., Parmentier, M., & Nils, F. (2023). **Emotional Intelligence Profiles and Job Search Correlates in the Context of the School-to-Work Transition**. *Journal of Career Development*, *50*(5), 1038-1057. https://doi.org/10.1177/08948453221141445
The current study adopted a person-centered approach to explore emotional intelligence profiles among 1582 university students and investigated whether different combinations of self-focused (i.e., intrapersonal) and other-focused (i.e., interpersonal) emotion appraisal and regulation emerged between women and men. We also examined the relations of these profiles with job search self-efficacy and job search clarity. Four distinct profiles emerged for the women and men that differed in terms of level and shape. Furthermore, these profiles predicted job search self-efficacy significantly for the women and men, but they predicted only job search clarity among the men. These results provide evidence about the importance of differentiating profiles of emotional intelligence between women and men and to be particularly attentive to gender stereotypes. Second, these results open new avenues for tailor-made career counseling interventions for university students facing the school-to-work transition.

Sebastian, R., & Krishnamachari, A. (2023). **Unlocking the potential of introduction to teaching courses through simulations**. *Teaching and Teacher Education*, *133*, 104276. https://doi.org/10.1016/j.tate.2023.104276
Introduction to teaching courses are often tasked with helping students make an informed career choice and building their knowledge of the field. In this mixed-methods study, we investigated 98 students' responses to a challenging, mixed-reality simulation and which factors influenced their responses. Our goal was to understand the utility of simulations for introduction to teaching courses. We found that students generally perceived the simulation as challenging and useful, with many building skills during practice and sharing new insights into teaching afterwards. Students' prior experiences working with children were associated with their performance and perceptions. Implications for teacher education are discussed.

Xin, L., Zhang, S., Tang, F., Zhu, J., & Ding, Y. (2023). **How Career Exploration Affects Employment Outcomes: A Two-Wave Study Among Young Chinese Adults**. *Journal of Career Development*, *50*(5), 1019-1037. https://doi.org/10.1177/08948453221142562

Drawing on social cognitive career theory (SCCT) and trait activation theory, this study investigated how and when career exploration affects career outcomes in early adulthood with an integrated conceptual framework. Data came from a two-wave survey of young Chinese adults (N = 239). This study examined a serial mediation model in which career exploration related to career satisfaction and person-job fit via career success criteria clarity (CSCC) and career decision making self-efficacy (CDSE) sequentially. Results showed, as expected, that more career exploration was related to higher career satisfaction and better person-job fit via higher career success criteria clarity and CDSE. In addition, results indicated that the indirect effect of career exploration on career outcomes becomes stronger when family socioeconomic status is lower. The current research provided insights into the underlying mechanisms between career exploration and career outcomes and the findings offered practical implications for both career educators and consultants.

Yim, A. L. (2023). ***How Early Morning Classes Change Academic Trajectories: Evidence from a Natural Experiment*** [Purdue University Economics Working Paper]. Consulté à l'adresse Purdue University, Department of Economics website: https://econpapers.repec.org/paper/purprukra/1334.htm
I examine how early morning classes affect students' educational trajectories by exploiting a natural experiment which randomized class time to students. I find that enrolling in early morning classes lowers students' course grades and the likelihood of future STEM course enrollment. Early morning classes also cause a 79% reduction that a student study in the corresponding major. To understand the mechanism, I conducted a survey of undergraduate students enrolled in an introductory course, some of whom were assigned to a 7:30 AM section. I find evidence of a decrease in human capital accumulation and learning quality for early morning sections.

Politique de l'éducation et système éducatif

ADEA : Association pour le développement de l'éducation en Afrique. (2023a). ***Les investissements recommandés dans les TIC pour des systèmes éducatifs résilients en Afrique - Note de politique***. Consulté à l'adresse https://www.adeanet.org/sites/default/files/publications/note_de_politique_sur_lutilisation_des_tic_dans_leducation-web.pdf

ADEA : Association pour le développement de l'éducation en Afrique. (2023b). ***Rapport d'étude : Préparation à la professionnalisation de l'enseignement secondaire en Afrique : Situation au Botswana, au Kenya, à Maurice, en Tunisie et en Ouganda***. Consulté à l'adresse https://www.adeanet.org/sites/default/files/publications/adea_pqip-es_rapport_detude_valide_professionnalisation_de_lenseignement_secondaire_juin_2023.pdf
La préparation à la professionnalisation de l'enseignement secondaire en Afrique est visible mais pour en renforcer le potentiel, il est nécessaire d'améliorer la réputation de l'enseignement professionnel, de veiller au respect des engagements politiques et d'aligner les stratégies de financement sur les priorités de l'enseignement professionnel. Le rapport présente les résultats de l'étude concernant cinq pays (Botswana, Kenya, Maurice, Tunisie, Ouganda) et émet des recommandations pour renforcer la professionnalisation de l'enseignement secondaire, améliorer l'accès aux matières professionnelles, les curricula, la qualité de l'enseignement, le financement et l'investissement.

Aigle, M. (2023). ***« Do it yourself » ! L'innovation pédagogique comme instrument de diffusion d'un modèle entrepreneurial à l'université*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-04130116
Cette recherche s'intéresse à l'innovation en tant que nouvel instrument des politiques publiques de lutte contre les inégalités dans l'enseignement supérieur. Avec la mise à l'agenda du décrochage à l'université, les appels à recourir à de nouvelles pratiques pédagogiques (tutorat par les pairs, pédagogies actives, learning by doing, fablab, etc.) se multiplient sans que les recherches ne parviennent à démontrer l'efficacité de ces instruments, tant sur le rendement scolaire que sur la réversibilité des parcours. Face à ce paradoxe, la thèse questionne la manière dont se construit la légitimité de l'innovation pédagogique au sein de l'espace universitaire. L'enquête s'appuie sur une observation participante de trois ans, au sein d'un projet de lutte contre le décrochage porté par des membres d'un IUT. Les observations sont complétées par des entretiens semi-directifs auprès d'acteurs clés, des données quantitatives de l'évaluation auprès des étudiants et une analyse secondaire d'une enquête quantitative menée auprès de sortants non diplômés. L'analyse de la matérialité du travail et des discours des membres du projet permet d'objectiver le processus par lequel une pratique pédagogique singulière est hissée au rang de standard et acquiert le statut « d'innovation ». Les procédures de formalisation de l'activité enseignante, tout comme les mythes auxquels adhèrent les acteurs – les nouveaux étudiants, l'apprentissage actif, la formation par compétences - participent à construire la légitimité d'un standard pédagogique entrepreneurial.

Akakpo-Numado, S. Y., & Tonyeme, B. (2023). ***L'école en Afrique : la fin des mythes et le début d'une nouvelle ère***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140491658?utm_source=phplist&utm_campaign=message_particuliers_harmattan__du_25_08_au_31_08_36238&utm_medium=email&utm_content=lienTitre
Les systèmes scolaires actuels des pays africains francophones sont globalement considérés comme un bien pour l'Afrique. Ce « bien » s'opposerait au « mal de l'ignorance et de la barbarie africaines » qui aurait précédé la colonisation. En interrogeant ces idées reçues, ces allant-de-soi concernant les systèmes scolaires africains hérités de la colonisation, les analyses des auteurs vont au-delà des aspects conjoncturels pour questionner la structure même de ces systèmes scolaires qui sont inadaptés au contexte socioculturel de ces pays. Ces idées, en prenant à contre-pied la théorie très peu questionnée sur le rapport, considéré comme évident, entre l'école et le développement en Afrique, contribuent à nuancer cette théorie, et ouvrent ainsi la voie pour penser autrement l'école africaine.

Alazmi, A. A., & Hammad, W. (2023). **Modeling the relationship between principal leadership and teacher professional learning in Kuwait: The mediating effects of Trust and Teacher Agency**. *Educational Management Administration & Leadership*, *51*(5), 1141-1160. https://doi.org/10.1177/17411432211038007
Research has revealed that appropriate school leadership practices can positively support and promote teacher learning. This study examines the influences of Learning-Centered Leadership upon Teacher Agency, Trust and professional learning in a Kuwaiti context. Following results from recent empirical research, this study tested a model of principal leadership effects upon teacher learning via the mediators of Teacher Trust and Agency. The researchers collected data from 1060 teachers working at 64 Kuwaiti public schools and analyzed this data using confirmatory factor analysis and structural equation

modeling. Results validated this model, showing that Learning-Centered Leadership affects teacher professional development via Teacher Trust and Agency. This improves our understanding of the relationship between school leadership and teacher professional learning both in Kuwait and internationally; relevant recommendations are listed.

Alix, S.-A., & Gutierrez, L. (2023). **La crise de l'enseignement en France. Essai de conceptualisation à partir des travaux de Denis Kambouchner**. *Le Télémaque*, *63*(1), 47-59. https://doi.org/10.3917/tele.063.0047
Contre une position décliniste, à partir de différentes approches épistémologiques, les auteurs de ce dossier s'inspirent des travaux de Hannah Arendt et d'autres grands intellectuels pour renouveler une réflexion sur l'éducation en partant du constat d'une fragilisation des liens institutionnels, de nouvelles formes de souffrance dont témoignent les professionnels sur le terrain, et des difficultés des nouvelles générations à trouver et à se faire une place dans le monde.

Alvarez, H. S. (2022). **Itutor group: A case study of covert native-speakerism underneath a social justice facade**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/9949
This article examines the covert native-speakerist strategies iTutorGroup utilizes to discriminate against teachers of nationalities the company appears to deem as undesired. Through content analysis of numerous job application submissions to iTutorGroup's website, results show iTutorGroup's automatic hiring process offers teachers of these nationalities a much lower potential wage and only a video-recorded asynchronous interview, if not complete refusal to an interview. In contrast, British, Australasian, and North American nationals are afforded a much higher potential wage as well as a one-on-one live interview. The company conceals these nuanced discriminatory strategies with a façade of equality since they are one of TESOL International Association's Global Partners. As a Global Partner, iTutorGroup follows suit in pretending to uphold TESOL's nondiscrimination policies.

Anderson, D. M., & Daugherty, L. (2023). **Community Colleges Can Increase Credential Stacking by Introducing New Programs Within Established Technical Pathways**. *The Journal of Higher Education*, *94*(6), 745-765. https://doi.org/10.1080/00221546.2023.2171211
"Stackable" credentials offer opportunities for college students to start by earning short-term credentials in vocational and technical fields, then stack additional credentials as they progress in careers, building skills in the classroom and in the workforce. Stackable credentials come at a cost: colleges expend resources in developing and offering stackable credential programs, students pay to enroll, and government aid programs support colleges and students. Given these investments, it is important to know whether stackable programs generate value for students and local economies. This study analyzes the introduction of new certificate or associate degree program options at Ohio community colleges during school years 2004–2005 to 2016–2017. Comparing among students who had just completed a credential, the students whose college had an additional program within their field of study were more likely to re-enroll and earn additional credentials within two years. The additional short-term enrollment did not significantly decrease students' participation in employment or transfers to a university, indicating that stackable credentials fit with their career and educational progression.

Baer, H. A. (2023). **Grappling with Climate Change and the Internationalization of Higher Education: An Eco-Socialist Perspective**. *Journal of Studies in International Education*, *27*(4), 638-653. https://doi.org/10.1177/10283153231172024
Universities worldwide have come to embrace the rhetoric of environmental sustainability and a commitment to climate action while simultaneously seeking to internationalize themselves within the context of the global economy. In seeking to internationalize, universities are highly dependent on air travel, for both their academic staff and students. Yet airplane flights are a significant source of greenhouse gas emissions and a driver of anthropogenic climate change. This article examines campaigns and individual efforts – with particular attention to examples from Australia and New Zealand and the field of anthropology - to reduce flying among academics, including a greater reliance on teleconferencing, and explores strategies for drastically reducing student air travel. In that the internationalization of higher education has been occurring within the parameters of global capitalism, which functions as the overarching driver of climate change, this article proposes an eco-socialist alternative as a strategy for achieving social justice and environmental sustainability.

Baisse des effectifs inscrits dans l'enseignement supérieur en 2022-2023. (2023, juillet 25). Consulté 13 septembre 2023, à l'adresse enseignementsup-recherche.gouv.fr website: https://www.enseignementsup-recherche.gouv.fr/fr/baisse-des-effectifs-inscrits-dans-l-enseignement-superieur-en-2022-2023-91918
En 2022-2023, 2,93 millions d'étudiants se sont inscrits dans l'enseignement supérieur, effectif en baisse cette année (-1,5 %), pour la première fois depuis la rentrée 2007.

Barberet, A. (2021). ***Le transfert des recommandations internationales de l'OCDE liées au développement des compétences sociales et émotionnelles à l'école : le cas des pratiques pédagogiques en élémentaire dans l'académie de Strasbourg*** (Phdthesis, Université de Strasbourg). Consulté à l'adresse https://theses.hal.science/tel-04193639
A partir des années 2000, les organisations internationales telles que l'OCDE, ont changé leurs recommandations pour intégrer des valeurs de bien-être personnel et social à leur objectif de développement économique. Cela se traduit en classe par l'adoption d'une approche par compétences et notamment le développement des compétences sociales et émotionnelles. Si le discours de l'OCDE est largement adopté par les politiques en France, le changement de pratiques en classe n'est pas directement lié aux réformes nationales. Le but de cette recherche est d'analyser pourquoi et comment certains enseignants modifient néanmoins leurs pratiques pour aller dans le sens de l'OCDE. Notre recherche se fonde sur une étude qualitative menée auprès de 30 professeurs des écoles. Elle révèle que les idées sont diffusées à travers les liens sociaux et internet. La formation est principalement informelle et passe par des associations, des think tanks, et des acteurs de l'édusphère.

Bates, G., & Connolly, S. (2023). **'Different people, different backgrounds, different identities': Filling the vacuum created by policy views of 'cultural capital'**. *The Curriculum Journal*, *34*(3), 505-520. https://doi.org/10.1002/curj.198
The notion of cultural capital, defined in its Arnoldian sense, of "the best that has been thought and said", has been at the centre of the Conservative government's education policy for the last few years in England. While it is clear that this version of cultural capital – different from the sense in which it was used by Pierre Bourdieu, who popularised the

term – has been deployed to valorise certain types of social, educational and cultural knowledge, it is not clear at all what use teachers make of the term or indeed, how they view it. This article presents data from an evaluation of a programme for disadvantaged students in English primary and secondary schools that sought to make a focus on cultural capital, and tries to assess how teachers perceive and use the term. The article posits that teachers see exhortations to accumulate cultural capital as part of their role, but in much broader terms than the government does, and that they seek to fill the "vacuum" created by the current policy perspective on cultural capital.

Brisson, M., Billon, A., & Monier, M.-P. (2023). ***Autonomie des établissements scolaires*** (p. 57). Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r22-884/r22-8841.pdf

Brook, A. (2022). **(Un)making the grade: An instructor's guide to mitigating the negative impacts of grades within a neoliberal university system**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/9992

Critics of the neoliberal university argue that grading undermines student learning. In this article, I survey the literature in order to ascertain whether such critiques are supported by pedagogical research. Investigating the relationship between grading and motivation, feedback, and autonomy, respectively, I conclude that grades most often do undercut learning. I explore the implications for instructors at Canadian universities, suggesting that abandoning grades is currently neither feasible nor best for students. I propose pragmatic adaptations to common grading practices that better promote learning and conclude that the implementation of less grade-centric assessment strategies is not only the best way to support student learning but also a way to challenge and mitigate the influences of neoliberal ideology in higher education.

Brunila, K., & Nehring, D. (2023). **Precision education governance and the high risks of fabrication of future-oriented learning human kinds**. *Research Papers in Education*, *38*(5), 727-742. https://doi.org/10.1080/02671522.2023.2212688

Education governance is shifting towards more individually and personally tailored governance, to pre-empt futures to manage the present. Managing the present requires the fabrication of a specific type of future-oriented learning human kinds. Economically driven imperatives, strengthening transnational stakeholder networks and advances in the life and behavioural sciences are important parts of this shift while transforming the aims, content and methods of education. In terms of fabrication in the neoliberal ethos, structural problems tend to be considered to be products of innate and quantified differences in behaviour, competencies, skills and capacities. Furthermore, global, national and local changes entail even tighter economically driven governance. These changes have far-reaching implications. To date, these changes in education governance have been studied separately. By bringing together the current and emerging changes in education governance, in this paper the argument is for a new constitution: precision education governance in the fabrication of future-oriented learning human kinds.

Bush, T. (2023). **School leadership during the pandemic: Managing a global crisis**. *Educational Management Administration & Leadership*, *51*(5), 1011-1013. https://doi.org/10.1177/17411432231186129

Calderon, A. (2023). **Sustainability Rankings: What they are About and How to make them Meaningful**. *Journal of Studies in International Education*, *27*(4), 674-692. https://doi.org/10.1177/10283153231172022
Higher education institutions (HEIs) have long embraced a path towards sustainability and engaged in supporting sustainable development. The adoption of the sustainability development goals has forced HEIs to assess how they engage with these goals and how they address societal challenges head on. However, the emergence of sustainability rankings is when HEIs began to focus on promoting these institutional efforts in earnest. The aim of this article is to put in perspective the various sustainability rankings which have emerged over the past fifteen years, discuss some of the methodological nuances of these, and highlight the disparity in performance of HEIs across world regions. This article also suggests some ways in which these rankings can be improved and ways in which the administrative burden of supplying and analysing data can be strengthened.

Campbell, A. C., Nguyen, T., & Stewart, M. (2023). **Promoting International Student Mobility for Sustainability? Navigating Conflicting Realities and Emotions of International Educators**. *Journal of Studies in International Education*, *27*(4), 621-637. https://doi.org/10.1177/10283153221121386
In international education, climate change is an increasingly prominent consideration. International mobility contributes to global carbon emissions yet provides students with skills and knowledge to address climate change. Based on interviews with 17 individuals working in international education, this qualitative study illuminates how international educators view climate change: both as a threat and an opportunity for the field. When considering and mitigating international education's carbon emissions, interviewees reported mostly negative emotions: feeling stuck, frustrated, and overwhelmed. Interviewees also noted difficulties in logically and ethically reconciling the relationship, especially with student mobility as a key component of international education, providing several rationales for expanding international education to promote social and environmental justice. Notably, interviewees called for a reimagining of the field with more virtual exchanges and less air travel. Findings aim to inform higher education internationalization efforts – and student mobility specifically – in a time of climate crisis.

Cassol-Silva, C. C., Latorre, P., & Brandenburg, U. (2023). **The Relationship Between Internationalization and Environmental Sustainability in Non-Central Latin American Universities**. *Journal of Studies in International Education*, *27*(4), 654-673. https://doi.org/10.1177/10283153231181423
In recent years, research identifying the intersection between internationalization of higher education and sustainability development has gained relevance, as well as the role and responsibility of universities in addressing the Sustainable Development Goals (SDGs). Although higher education institutions (HEIs) have addressed environmental sustainability through a range of measures, studies on the relationship between internationalization and environmental sustainability are scarce. Therefore, this study presents examples that seek to examine the relationship between internationalization and environmental sustainability in six non-central Latin American (LA) universities. Data were sourced from semi-structured interviews and a review of secondary data. The practices of these universities demonstrate that rich experiences can be offered to the wider world by institutions in non-central positions. The study shows that non-central LA HEIs have a strong connection with their local and/or regional environment and tend to

focus primarily on global issues that support local development, rather than internationalization practices.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2023). ***Microcredentials for labour market education and training: microcredentials and evolving qualifications systems***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=15371

Chasi, S., & Heleta, S. (2023). **Towards More Sustainable, Equitable and Just Internationalisation Practices: The Case of Internationalisation Conferences**. *Journal of Studies in International Education*, *27*(4), 603-620. https://doi.org/10.1177/10283153221139924
In this article, we offer a critical perspective on the interrelationship between internationalisation and sustainability, particularly regarding the contribution higher education internationalisation practices reliant on mobility have made to climate degradation. Specifically, we focus on carbon emissions linked to air travel in the context of in-person internationalisation conferences. Drawing on decolonial approaches and lived realities in the global South, we argue that a return to pre-pandemic practices in the midst of the ongoing COVID-19 pandemic and, more importantly, an existential climate crisis, is highly irresponsible, unjust and exclusionary. We raise issues and propose questions for internationalisation professionals and organisations to consider, unpack and action, both individually and collectively, aiming to move away from exclusionary and harmful internationalisation practices and to bring about change for a new and better 'normal' for all.

Chetty, R., Deming, D., & Friedman, J. N. (2023). ***Diversifying Society's Leaders? The Causal Effects of Admission to Highly Selective Private Colleges*** (NBER Working Paper N° 31492). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31492.htm
Leadership positions in the U.S. are disproportionately held by graduates of a few highly selective private colleges. Could such colleges — which currently have many more students from high-income families than low-income families — increase the socioeconomic diversity of America's leaders by changing their admissions policies? We use anonymized admissions data from several private and public colleges linked to income tax records and SAT and ACT test scores to study this question. Children from families in the top 1% are more than twice as likely to attend an Ivy-Plus college (Ivy League, Stanford, MIT, Duke, and Chicago) as those from middle-class families with comparable SAT/ACT scores. Two-thirds of this gap is due to higher admissions rates for students with comparable test scores from high-income families; the remaining third is due to differences in rates of application and matriculation. In contrast, children from high-income families have no admissions advantage at flagship public colleges. The high-income admissions advantage at private colleges is driven by three factors: (1) preferences for children of alumni, (2) weight placed on non-academic credentials, which tend to be stronger for students applying from private high schools that have affluent student bodies, and (3) recruitment of athletes, who tend to come from higher-income families. Using a new research design that isolates idiosyncratic variation in admissions decisions for waitlisted applicants, we show that attending an Ivy-Plus college instead of the average highly selective public flagship institution increases students' chances of reaching the top 1% of the earnings distribution by 60%, nearly doubles their

chances of attending an elite graduate school, and triples their chances of working at a prestigious firm. Ivy-Plus colleges have much smaller causal effects on average earnings, reconciling our findings with prior work that found smaller causal effects using variation in matriculation decisions conditional on admission. Adjusting for the value-added of the colleges that students attend, the three key factors that give children from high-income families an admissions advantage are uncorrelated or negatively correlated with post-college outcomes, whereas SAT/ACT scores and academic credentials are highly predictive of post-college success. We conclude that highly selective private colleges currently amplify the persistence of privilege across generations, but could diversify the socioeconomic backgrounds of America's leaders by changing their admissions practices.

Collie, R. J. (2023). **Teacher well-being and turnover intentions: Investigating the roles of job resources and job demands**. *British Journal of Educational Psychology*, *93*(3), 712-726. https://doi.org/10.1111/bjep.12587
Background Identifying factors implicated in teachers' well-being and turnover intentions is important for driving research, policy, and practice to better support teachers in their work. Aims This study examined the role of three job resources (autonomy-supportive leadership, relatedness with colleagues and students) and three job demands (autonomy-thwarting leadership, time pressure, disruptive student behaviour) in relation to teacher well-being (subjective vitality, behavioural engagement, professional growth) and turnover intentions. Sample Participants were 426 Australian school teachers. Methods Structural equation modelling was used to examine main associations and interactions among factors. Teachers' characteristics (gender, teaching experience and educational qualification) and personality factors served as controls in all analyses. Results The job resources were generally positively associated with the well-being factors, whereas time pressure was negatively associated with vitality, but positively associated with behavioural engagement. In addition, relatedness with colleagues and subjective vitality were negatively associated with turnover intentions, whereas the reverse was true for autonomy-thwarting leadership and time pressure. There were no interaction terms retained in the final model. Conclusion Taken together, findings yield understanding about the salient resources and demands in relation to teachers' well-being and turnover intentions (beyond the role of background characteristics and personality factors).

Commission de l'enseignement et de la recherche universitaires. (2023). ***Mémoire sur la révision de la Politique québécoise de financement des universités***. Consulté à l'adresse Commission de l'enseignement et de la recherche universitaires website: https://www.cse.gouv.qc.ca/publications/memoire-financement-universites-50-0560/

Cousin, G., Piroux, B., & Lacroix, F. (2022). **École inclusive et collaboration multiprofessionnelle : des dynamiques identitaires au cœur de ce changement paradigmatique**. *La nouvelle revue - Éducation et société inclusives*, *96*(4), 233-247. https://doi.org/10.3917/nresi.096.0233
La surdité d'un enfant est un événement qui entraîne des bouleversements au sein des familles entendantes. Comment communiquer avec l'enfant sourd ? Est-il un enfant avec une autre langue et si c'est le cas, comment se définit cette nouvelle langue au sein de la société et/ou de la famille, quelles sont les représentations liées à cette langue des signes ? L'enfant sourd est-il un enfant « handicapé », avec quel type de prise en charge, quel accompagnement pour les parents et leur enfant ? Pour les parents

entendants d'un enfant sourd, la surdité affecte particulièrement les sphères familiale et éducative. Ils ont souvent besoin d'être accompagnés afin de mieux cerner ce qu'implique la surdité, ce qu'elle sous-tend ainsi que les choix auxquels ils peuvent être confrontés. Cet accompagnement se manifeste par de multiples informations et services disponibles, parfois contradictoires entre eux ou encore avec les choix des parents. Ces derniers vont alors chercher par eux-mêmes les informations et les voies qui leur sont accessibles. Les divers professionnels impliqués dans les mesures d'inclusion des enfants vivant avec une surdité sont ainsi sollicités de multiples façons par des parents qui sont très souvent dans une quête sans fin : celle de tout donner à leur enfant pour qu'il se développe et soit inclus comme les autres enfants. Or, l'espace d'engagement que les parents investissent ou qu'ils se forgent est souvent marqué par des tensions concernant les savoirs et les savoir-faire. Méfiants et sceptiques, souvent désinformés ou seulement non informés, les parents peuvent se tourner vers des stratégies uniquement centrées sur la réadaptation et l'apprentissage de la parole. Dans ce dossier, nous proposons de réunir les réflexions et les résultats d'études scientifiques dont la question de départ porte sur l'accompagnement des parents entendants et de leur enfant sourd, cet accompagnement pouvant être psychologique, médical et/ou linguistique. A partir d'études qualitatives, le dossier souhaite explorer différents aspects de ces accompagnements ainsi que l'implication des parents dans le choix des structures et les options que ces dernières peuvent leur proposer.

Dakka, F., & Wade, A. (2023). **Postgraduate research in a sick society**. *Research Papers in Education*, *38*(5), 743-762. https://doi.org/10.1080/02671522.2023.2234379
This paper argues that contemporary Western societies' fixation on different elements of capitalist production, consumption and distribution lies at the heart of the crisis in mental health and wellbeing increasingly experienced by individuals within key state institutions. The paper weaves together Lefebvre's and Marcuse's theoretical insights to explore the generation of (time-)spaces in contemporary societies, focussing on higher education and specifically on the lived experiences of postgraduate researchers. The insistence that welfare states, turned into workfare states, treat the symptoms through drugs and sedation, shows the reach of consumption and distribution as a means to address the problems caused by production. Against this backdrop, the paper draws on empirical data from a recent study undertaken by the authors examining the challenges to mental and physical health that postgraduate study posed at a university in the English Midlands. The obliteration of the social, cultural and political determinants of this malaise is expedient to place the onus of corrective measures on the individual through a series of self-help strategies, which again, privatise the atomised self to its lowest common denominator: the cerebral, emotional self. If the body becomes sick in industrialisation, is it any wonder the mind becomes sick in cognitive capitalism?

Dakowska, D. (2023). ***Highlighting Systemic Inequalities: The Impact of the COVID-19 Pandemic on French Higher Education***. https://doi.org/10.1007/978-3-031-26393-4_4
This chapter tackles the impact of the COVID-19 pandemic on French higher education (HE), focusing on the growing differentiation between higher education institutions (HEIs). The first part reflects on the current system and investigates how the central political level (Ministry of HE), alongside the president, framed policy during the crisis. France has a highly centralised yet dynamic decision-making process: no fewer than five consecutive adaptations to the teaching system took place during 2020–2021. In the second part, responses at the meso level are analysed, considering variables such as size and funding

levels to ascertain the level of (pro)reactivity and room for manoeuvre of different HEIs, including public, private, and 'elite' sub-systems. The chapter applies the lens of public policy analysis centred on process tracing combined with classic organisational analysis. Data is drawn from both survey and qualitative datasets as well as a desktop analysis of official documents related to the frameworks in which HEI have had to operate. Finally, the chapter reflects on how contextual parameters (historical trajectories, systemic funding inequalities, the division between selective and less selective undergraduate programmes) have made some HEIs more vulnerable in the face of the crisis. It concludes by suggesting potentially lasting effects of the pandemic on the future HE landscape, critically reflecting on equity-related dimensions such as accessibility in the context of growing inequality.

de Almeida, S., & Viana, J. (2023). **Teachers as curriculum designers: What knowledge is needed?** *The Curriculum Journal*, *34*(3), 357-374. https://doi.org/10.1002/curj.199
In Europe, with the dissemination of curriculum autonomy policies, teachers tend to be more involved in curriculum reforms as curriculum designers. In Portugal, in 2016, the government unprecedently commissioned eighteen teachers' associations to define a curriculum benchmark – 'Essential Learning'. Studies have shown the difficulties felt by teachers in their role as curriculum designers due to a lack of the knowledge and skills required to enact collaborative curriculum design. However, few studies have investigated the kind of knowledge, skills and support teachers need for curriculum design. This paper aims to present a theoretical model of the knowledge and skills required for curriculum design at the macro-level, verify to what extent the eighteen associations master them, and describe the type of support that teachers need to design the curriculum. For data collection, the focus group technique was applied to the teachers' associations and to two curriculum experts hired by the Ministry of Education to support them. The results show that the associations had difficulties in three domains of knowledge and skills, regarding curriculum design expertise, pedagogical content knowledge, and knowledge required to create external curriculum consistency, presenting some guidelines to increase the quality of curriculum design in future curriculum changes.

Dee, T. S., Huffaker, E., Phillips, C., & Sagara, E. (2023). **The Revealed Preferences for School Reopening: Evidence From Public-School Disenrollment**. *American Educational Research Journal*, *60*(5), 916-940. https://doi.org/10.3102/00028312221140029
Before the 2020–2021 school year, policymakers and parents confronted the uncertain trade-offs implied by the health, educational, and economic consequences of offering instruction remotely, in person, or through a hybrid of the two. Most public schools in the United States chose remote-only instruction, and enrollment fell dramatically (i.e., a loss 1.1 million K–12 students). We examine the impact of these choices on public-school enrollment using panel data that combine district-level information on enrollment and instructional mode. We find offering remote-only instead of in-person instruction reduced enrollment by 1.1 percentage points (i.e., 42% greater disenrollment). The disenrollment effects of remote instruction are concentrated in kindergarten and, more modestly, elementary schools. We do not find evidence that hybrid instruction had an impact.

de Lajonquière, L. (2023). **Avez-vous entendu parler de la crise de l'éducation ?** *Le Télémaque*, *63*(1), 99-112. https://doi.org/10.3917/tele.063.0099

Contre une position décliniste, à partir de différentes approches épistémologiques, les auteurs de ce dossier s'inspirent des travaux de Hannah Arendt et d'autres grands intellectuels pour renouveler une réflexion sur l'éducation en partant du constat d'une fragilisation des liens institutionnels, de nouvelles formes de souffrance dont témoignent les professionnels sur le terrain, et des difficultés des nouvelles générations à trouver et à se faire une place dans le monde.

DeShano Da Silva, C., Gandara, F., & Reeves, A. (2022). ***Spotlight on basic education completion and foundational learning: Rwanda***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000383301

European Commission. (2023). **Approches scolaires globales de la durabilité : messages clés**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3829* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3829
Les messages politiques énoncés ci-après font suite aux débats intervenus au cours de deux réunions plénières du groupe de travail de l'Union sur l'éducation à la durabilité, lequel s'est penché plus précisément sur les approches scolaires globales de la durabilité. Les messages clés sont organisés sous des rubriques qui se rapportent aux principaux thèmes recensés par les membres du groupe. 1. Introduction 2. Approches scolaires globales au niveau politique 3. Participation des élèves 4. Instaurer le changement dans les écoles 5. L'école comme exemple de mode de vie durable 6. Collaborations et partenariats 7. Renforcement des capacités au service de la durabilité

European University Association (EUA). (2023). **Supporting the Ukrainian university sector**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3830* [Report]. Consulté à l'adresse European University Association (Transnational) website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3830
The European University Association (EUA) presents a set of recommendations on sustaining Ukrainian universities and enabling them to continue their research and teaching activities. The Russian Federation's invasion of Ukraine in February 2022 impelled an immediate display of solidarity and support from higher education and research institutions, governments and other organisations. With the war now in its second year, beyond immediate help and emergency support, it is important to ensure the continuation of the Ukrainian higher education and research sector, but also its further development, reform, and integration with European and international research and education cooperation. The recommendations are based on the work of EUA's Ukraine Task Force and consultations with its members and partners. Addressed to governments, donors, universities and other research-intensive higher education institutions and organisations, they do not intend to prescribe certain actions, but to enhance collaboration and dialogue on how to better advance together in the context of uncertainty around the course and duration of Russia's war against Ukraine. EUA's recommendations further suggest support for the Ukrainian higher education and research sector through strategic long-term approaches, with some coordination among all actors, to enable the best use of resources, synergies and cooperation. EUA will continue to leverage different means to support Ukrainian universities. Along with these

recommendations, as an immediate measure EUA has launched a call to all actors and stakeholders to share information on existing support measures.

Forestier, Y. (2023, septembre 3). **L'école, en panne de projet politique ?** Consulté 8 septembre 2023, à l'adresse The Conversation website: http://theconversation.com/lecole-en-panne-de-projet-politique-212040
Bac, calendrier, uniforme, évaluations… Les sujets autour de l'école font régulièrement l'actualité. Mais au-delà des polémiques, des projets politiques se dessinent-ils vraiment ?

Garganta, S., Pinto, M. F., & Zentner, J. (2023). ***Extended School Day and Teenage Fertility in Dominican Republic*** [CEDLAS, Working Paper]. Consulté à l'adresse CEDLAS, Universidad Nacional de La Plata website: https://econpapers.repec.org/paper/dlswpaper/0317.htm
This paper investigates the potential impact of extended school days in reducing teenage fertility. We study the Jornada Escolar Extendida program, which doubled the school-day length from 4 to 8 hours in the Dominican Republic, and exploit the geographic and time variation induced by its gradual implementation. We find evidence that a higher exposure to JEE in the municipality, measured as the percentage of secondary students covered by the program, reduces the incidence of teenage pregnancies, and that the effect is stronger after the program has reached at least half of secondary students in the municipality. The estimates are robust to various specifications and alternative checks. These results suggest that extended school-day policies can have spillover effects regarding teenagers' fertility choices.

Gavarini, L. (2023). **L'éducation est-elle en crise ou est-elle crise ? Une relecture de Hannah Arendt**. *Le Télémaque*, *63*(1), 83-97. https://doi.org/10.3917/tele.063.0083
Contre une position décliniste, à partir de différentes approches épistémologiques, les auteurs de ce dossier s'inspirent des travaux de Hannah Arendt et d'autres grands intellectuels pour renouveler une réflexion sur l'éducation en partant du constat d'une fragilisation des liens institutionnels, de nouvelles formes de souffrance dont témoignent les professionnels sur le terrain, et des difficultés des nouvelles générations à trouver et à se faire une place dans le monde.

Gericke, N., Högström, P., & Wallin, J. (2023). **A systematic review of research on laboratory work in secondary school**. *Studies in Science Education*, *59*(2), 245-285. https://doi.org/10.1080/03057267.2022.2090125
We present an integrative mixed-methods systematic review of research on laboratory work in secondary-school science education from 1996 to 2019. The aim of the study is to identify important aspects of how to successfully make use of laboratory work as a science-teaching strategy in secondary schools. By engaging teachers, our study uses a demand-driven approach where the users of evidence participate in setting the scope. Of a sample of 11,771 studies, 39 were selected for the integrative analysis. The result is structured around three theoretical frameworks to inform our understanding of what characterises laboratory work, (1) with the aim of developing students' learning of science, (2) with the aim of developing students' learning to do science (science practices), and (3) regarding the level of inquiry that facilitates aims 1 and 2. The results are discussed in the light of previous research reviews, and recommendations for future research are suggested.

Giraud, F. (2023, septembre 12). **Quand devenir enseignant, c'est accepter un déclassement social**. Consulté 13 septembre 2023, à l'adresse The Conversation website: http://theconversation.com/quand-devenir-enseignant-cest-accepter-un-declassement-social-212206
Certains professeurs des écoles se sont tournés vers l'enseignement après avoir exercé des responsabilités dans un autre secteur. Pourquoi ont-ils fait ce choix ? Comment vivent-ils leur métier ?

Gleyze, S., & Jehiel, P. (2023). ***Expectation Formation, Local Sampling and Belief Traps: A new Perspective on Education Choices*** [Working Paper]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/halwpaper/halshs-04154324.htm
Lack of diversity in higher education is partly driven by long-run belief distortions about admission chances at elite colleges. We depart from the rational expectation framework and propose a simple model of expectation formation in which students estimate their admission chances by sampling a pool of given size τ of peers who previously applied to elite colleges. Assuming students consider peers with abil-ity as close as possible to their own, two types of inefficiencies arise in steady state: high-achieving disadvantaged students self-select out of elite colleges, and average students from advantaged families apply to elite colleges even though their true admission chances are null. We then explore the working of the model when students from several possibly dissimilar neighborhoods compete for the same positions, thereby highlighting externalities related to the comparative neighborhood com-positions. Several policy instruments such as quotas or the mixing of neighborhoods are considered.

Goanec, M. (s. d.). **Rentrée universitaire : la précarité des jeunes chercheurs passe au niveau supérieur**. Consulté 13 septembre 2023, à l'adresse Mediapart website: https://www.mediapart.fr/journal/france/080923/rentree-universitaire-la-precarite-des-jeunes-chercheurs-passe-au-niveau-superieur
Faute d'une augmentation massive des postes de titulaires, l'université envoie au casse-pipe une partie des chercheurs, qui finissent par abandonner leurs travaux après des années de précarité. Les m…

Graveleau, S. (2023, septembre 12). **« Les territoires vont se piquer les jeunes » : comment les villes moyennes tentent d'attirer les étudiants**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/09/12/les-territoires-vont-se-piquer-les-jeunes-comment-les-villes-moyennes-tentent-de-seduire-les-etudiants_6188966_4401467.html
Caen la mer, Metz ou encore Saint-Etienne lancent des campagnes pour attirer et retenir les étudiants, cibles de choix pour répondre aux enjeux démographiques et économiques.

Grolleau, A.-C., Pagniez, F., & Magdelaine, A. (2022). **La conception d'une formation comme environnement capacitant**. *Questions de Pédagogie en Enseignement Supérieur 2022*. Présenté à En ligne, France. Consulté à l'adresse https://hal.science/hal-04195839
In France, the decree 2020-553 of 11 May 2020 and the order of 25 June 2020 imply a movement of « universitarisation » of health studies. In September 2019, the Ministry of Higher Education, Research and Innovation (MESRI) launched a call for experimentation to transform the professional diploma of Pharmacy Technician into a vocational

undergraduate degree within universities. The University of Nantes has applied to take part in the experimentation in autumn 2019. This article presents the work carried out by the UFR of Pharmaceutical and Biological Sciences by highlighting the conditions implemented to potentiate the development of an enabling environment.

Hamouda, L. B. (2023a, septembre 12). **Ségrégation intra-établissement : la faute aux répartitions de classe et non aux options**. Consulté 12 septembre 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/09/12/segregation-intra-etablissement-la-faute-aux-repartitions-de-classe-et-non-aux-options/
L'Institut des Politiques Publiques sort aujourd'hui la note « Options attractives et ségrégation entre classes : quels effets de la suppression des sections bilangues et européennes à la rentrée 2016 ? ». Youssef Souidi, chercheur au CNRS et auteur de cette note, revient sur les résultats de son étude en exclusivité pour le Café pédagogique. Vous avez étudié…

Hamouda, L. B. (2023b, septembre 13). **Regards sur l'éducation : la France, championne du nombre d'heures d'enseignement et des fondamentaux**. Consulté 13 septembre 2023, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/09/13/regards-sur-leducation-la-france-championne-du-nombre-dheures-denseignement-et-des-fondamentaux-2/
Si les Français ont certes plus de vacances que leurs camarades des pays de l'OCDE, il n'en reste pas moins qu'il ont beaucoup plus d'heures de cours que ces derniers nous confirme l'OCDE dans sa publication Regards sur l'éducation 2023. Quant aux contenus, la France est la championne des fondamentaux en primaire, elle est un…

Hegseth, W. M. (2023). **Attempting Equity in Classroom Practice: A Debate across Educational Systems**. *The Elementary School Journal*, *124*(1), 129-156. https://doi.org/10.1086/725728
This article reports on findings from an ethnographic and comparative study examining interactions between educational systems and mutual respect in classrooms. I define mutual respect as the work of intervening on power asymmetries typically found in classrooms—both between teachers and students, and among students—by way of according children increased equality, autonomy, and equity. I partnered with four elementary schools, situated across two systems (i.e., International Baccalaureate [IB] and Montessori) and two national contexts (i.e., Washington, DC, and Toronto). Analysis of observation and video-cued focus group data revealed the following: IB and Montessori teachers differed in how they attempted equity in practice, and, relatedly, they differed in how they understood equity to interact with other dimensions of mutual respect (i.e., equality, autonomy). These differences between the systems held constant across two national contexts. This study contributes to ongoing conceptualizations of equity, educational systems, and the potential relationship between the two.

Henshall, C., Prosser, H., & Sanjakdar, F. (2023). **Empty Britain? Hegemony and ambiguity in British education policy**. *British Journal of Sociology of Education*, *44*(6), 996-1017. https://doi.org/10.1080/01425692.2023.2220928
The role of schools in developing a sense of common British identity has taken centre stage in the face of 'racialised' accounts of violence during the twenty first century. In this paper, we argue that certain British education policy documents can be understood

as hegemonic interventions seeking to resolve ambiguities surrounding constructions of British identity. We do so by examining the Department for Education (DfE) 'Fundamental British Values' (FBV) guidance within the context of its relationship to the Prevent Duty anti-terrorism programme as well as the 'Political impartiality in schools' guidance released by the DfE in 2022. Utilising Critical Discourse Analysis (CDA) and applying Laclau and Mouffe (2014/1985) conception of hegemony with Hall's (2021/2000) claim that 'Britishness' is an empty signifier, this paper argues that the ambiguities of 'Britishness' present a number of opportunities for power to be exercised and consolidated. Finally, we explore the possible implications for demands to 'decolonise the curriculum' within schools' existing duties and propose possible structural limits placed upon these demands by said duties.

Hsin, L. B., Miratrix, L., Kim, H. Y., LaRusso, M. D., & Snow, C. E. (2023). **Predictable Variation in the Implementation of a Curricular Intervention—and Why it Matters**. *The Elementary School Journal*, *124*(1), 1-30. https://doi.org/10.1086/725765
Understanding the factors associated with variation in the implementation of educational programs has emerged as a key research focus, in an effort to identify how promising programs can be scaled up across their targeted contexts. The current study explored demographic-related variation in program dosage using a novel source of implementation data from the treatment group in a randomized controlled trial (RCT) of Word Generation, a curriculum designed to support deep reading comprehension and academic language. Both student- and teacher/classroom-level predictors were associated with variation in the proportion of curricular activities students completed. We also evaluated how variation in treatment-group program dosage distinctively predicted growth on the RCT's key outcome measures of taught vocabulary words, academic language, and deep reading comprehension. We conclude that design and evaluation of future RCTs would benefit from procedures to predict implementation variation and its consequences prior to randomization.

Hu, X. (2023). **Powerful disciplinary boundary crossing: Bernsteinian explorations of the problem of knowledge in interdisciplinarity**. *The Curriculum Journal*, *34*(3), 472-486. https://doi.org/10.1002/curj.195
This paper makes a theoretical contribution to the discussion of interdisciplinary knowledge in curriculum and research. As a challenge to much of the Mode 2 thesis concerned only with the importance of knowledge being socially relevant, this paper demonstrates how a Bernsteinian approach to interdisciplinarity relates to the internal configurations underpinning interdisciplinary knowledge. Inspired by explorations of Bernsteinian communities, this paper sets out to conceptualize the socio-epistemic constraints under which powerful disciplinary boundary crossing occurs. The major claim is that the boundaries between disciplines and between them and the field of practice, are essential for boundary crossing. The interdisciplinary efforts do not necessarily involve diminishing disciplinary boundaries, but they are vulnerable to external weakening when there is little connection to the disciplinary core that provides stable internal norms. This paper adds to the discussion by suggesting alternatives to interdisciplinary integration, which do not require a background intellectual consilience between disciplines. It presents an appeal for a form of interdisciplinarity that is pursued to a practical end within refining disciplinary conceptual models, without invoking exaggerated claims for 'relevance', and with no need for a more complex edifice for crossing the established borders between disciplines.

Iqbal, S. A., & Patrinos, H. (2023). ***Learning during the Pandemic: Evidence from Uzbekistan*** (IZA Discussion Paper Nº 16232). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16232.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.

Jouan, H. (2023, septembre 5). **Ces étudiants qui choisissent Montréal pour fuir « un système encore très rigide, très théorique » en France**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/09/05/pour-echapper-au-stress-de-parcoursup-de-plus-en-plus-d-etudiants-francais-choisissent-montreal_6187877_4401467.html
Les étudiants étrangers n'ont jamais été aussi nombreux à venir faire leurs études au Canada. Parmi eux, 3 400 jeunes hommes et femmes venant de France qui ont fait leur rentrée à l'université de Montréal.

Kogut-Kubiak, F. (2023). **Activité des commissions professionnelles consultatives interministérielles**. *Céreq Working papers*, (21), 1-17. Consulté à l'adresse https://www.cereq.fr/commissions-professionnelles-consultatives

Kupila, P., Fonsén, E., & Liinamaa, T. (2023). **Expectations of leadership in the changing context of Finnish early childhood education**. *Teaching and Teacher Education*, *133*, 104277. https://doi.org/10.1016/j.tate.2023.104277
In this study, we explore the discourses and dilemmas embodying Finnish early childhood education leaders' expectations regarding their leadership. The data were collected in three focus group interviews with leaders in three municipalities. Four discourses were identified: the discourse of leadership in change, the discourse of leading an expert organisation towards a vision, the discourse of leadership style, and the discourse of leading the ECE mission. Contextual change is the framework in which expectations occur. Leaders experience many dilemmas affecting their leadership. The dilemmas focused on leading change in the administrative hierarchy, leading an expert organisation, approachability, and leading according to one's mission. Leaders themselves should identify the dilemmas. Strengthening leadership in a changing work context requires the identification of dilemmas.

Lessard, A., Lopez, A., & Diallo, T. (2022). **Validation of the French version of the student engagement instrument**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/9764
The purpose of this study is to explore the psychometric properties of the French version of the Student Engagement Instrument in order to perform a cross-cultural validation of its factorial structure, based on a sample of 919 French Canadian high school students. Results confirm the reliability of the instrument with good internal consistency (Cronbach's alpha between .76 and .84). Confirmatory factor analysis shows the validity of the six

scales composing the French version of the instrument. Results are significant as there were no standardized instruments with which to evaluate student engagement in high school students in French. Student engagement represents an important intervention target towards improving student achievement and preventing dropout.

LEVIN, V., SANTOS, I., WEBER, M., IQBAL, S. A., AGGARWAL, A., COMYN, P., … HOFTIJZER, M. A. (2023). ***Building better formal TVET systems: principles and practice in low- and middle-income countries***. Consulté à l'adresse https://documents1.worldbank.org/curated/en/099071123130516870/pdf/P175566037a5e20650a657068b5152205bf.pdf

Marin, P., & Aguilar-Smith, S. (2023). **The Evolving Portrayal of Hispanic-Serving Institutions? A Systematic Review of More Than 20 Years of Research**. *Journal of Hispanic Higher Education*, *22*(4), 446-459. https://doi.org/10.1177/15381927221137691
Hispanic-Serving Institutions (HSIs) play a pivotal role in the higher education of Latina/o/xs. Considering the growth and diversification of these institutions over time, we systematically reviewed more than 20 years of literature on HSIs. Specifically, we explored the nature of the HIS scholarship and the ways it reflects these institutions' evolution, finding that while literature has grown in the last decade, it has not kept pace with HSIs' growth, spread, and overall evolution over time.

Masuda, K., & Shigeoka, H. (2023a). ***Education and Later-life Mortality: Evidence from a School Reform in Japan*** (NBER Working Paper N° 31472). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31472.htm
We examine the mortality effects of a 1947 school reform in Japan, which extended compulsory schooling from primary to secondary school by as much as 3 years. The abolition of secondary school fees also indicates that those affected by the reform likely came from disadvantaged families who could have benefited the most from schooling. Even in this relatively favorable setting, we fail to find that the reform improved later-life mortality up to the age of 87 years, although it significantly increased years of schooling. This finding suggests limited health returns to schooling at the lower level of educational attainment.

Masuda, K., & Shigeoka, H. (2023b). ***Education and Later-Life Mortality: Evidence from a School Reform in Japan*** (IZA Discussion Paper N° 16310). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16310.htm
We examine the mortality effects of a 1947 school reform in Japan, which extended compulsory schooling from primary to secondary school by as much as 3 years. The abolition of secondary school fees also indicates that those affected by the reform likely came from disadvantaged families who could have benefited the most from schooling. Even in this relatively favorable setting, we fail to find that the reform improved later-life mortality up to the age of 87 years, although it significantly increased years of schooling. This finding suggests limited health returns to schooling at the lower level of educational attainment.

McCowan, T. (2023). **Internationalisation and Climate Impacts of Higher Education: Towards an Analytical Framework**. *Journal of Studies in International Education*, *27*(4), 567-585. https://doi.org/10.1177/10283153231164843
Internationalisation of higher education has diverging implications for climate change, on the one hand entailing greenhouse gas emissions through mobility, but also contributing to climate action through international collaboration. These apparent contradictions and resulting trade-offs present significant challenges to universities. This paper puts forward a framework for understanding the combination of impacts, the interactions between them and implications for the climate crisis. It distinguishes between three dimensions of internationalisation: actors (movements of students and staff), practices (integration of the international into curriculum and research) and influence (the global reach of the various impacts of the university). Internationalisation in these three dimensions can have positive or negative implications for climate action and sustainability, through direct impacts (greenhouse gas emissions) and indirect ones (changes in individuals, societal structures, knowledge and technologies). Implications are drawn out for the actions and strategies of universities, as well as for the global system of higher education.

Nikula, P.-T., Fusek, A., & van Gaalen, A. (2023). **Internationalisation of Higher Education and Climate Change: A Cognitive Dissonance Perspective**. *Journal of Studies in International Education*, *27*(4), 586-602. https://doi.org/10.1177/10283153221145082
This article applies cognitive dissonance theory to the internationalisation of higher education sector to comment on tensions experienced by practitioners associated with their work's climate impact. The existing literature and relevant climate action drivers and challenges within the sector are reviewed. A case study of a global grassroot initiative, the Climate Action Network for International Educators, is considered to discuss possible solutions for how stakeholders can increase or decrease tensions at work in the relationship between international higher education and climate change. This article posits that cognitive dissonance theory can contribute to a better understanding of how dilemmas emerge at the intersection between international higher education and climate change to promote climate action within the sector. Avenues for future research are recommended.

Nishihata, M., Tahara, H., & Kobayashi, Y. (2023). ***Does Sending Teachers Abroad Enhance Their Quality and Ability?*** [Discussion paper]. Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: https://econpapers.repec.org/paper/etidpaper/23055.htm
It is widely acknowledged that teacher quality is one of the crucial factors in improving student achievement. However, empirically validated strategies for improving the quality of existing teachers are not necessarily apparent. We investigate the effect of the Japanese education policy which sends teachers abroad to overseas educational institutions on teacher quality and ability. We find that, on average, dispatched teachers report 0.2 and 0.4â€“0.6 standard deviation improvements in their self-assessed curriculum management skills and cross-cultural understanding, respectively, over a decade, compared to their non-dispatched counterparts. Notably, less experienced teachers are more likely to improve self-assessed curriculum management skills, whereas more experienced teachers tend to become confident in their school administration skills. Interestingly, dispatched teachers feel more confident about their cross-cultural understanding regardless of their years of experience. Overall, sending teachers abroad

is an effective strategy to develop their skills, which are increasingly important as globalization progresses.

OECD. (2023). ***PISA 2022 Assessment and Analytical Framework***. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/pisa-2022-assessment-and-analytical-framework_dfe0bf9c-en
This report presents the conceptual foundations of the OECD Programme for International Student Assessment (PISA), now in its eighth cycle of comprehensive and rigorous international surveys of student knowledge and skills that are essential for full...

Olayiwola, S. (2022). **Co-operative inquiry: A research policy method for secondary education in Nigeria**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/10103
This article examines the level of research involvement among educational stakeholders in the process of educational policy-making and implementation in Nigeria. It attributes the transformational challenges confronting the secondary school system in Nigeria to the epistemological question: "What is the relationship between the knower or would-be knower and what can be known?" This is premised on the idea that the research process that led to the 6-3-3-4, or the "new" 9-3-4 system of education from the 6-5-2-3 system of education, did not involve the participants as co-researchers and co-subjects in their relationship. This article argues for co-operative inquiry as an alternative participatory, action research method for ameliorating these transformational challenges in the Nigerian secondary school system.

Olszanowski, M. (2022). **On in-ness: What Cégep teaching keeps teaching me**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/10140
A first-person essay on the ways that Cégep teaching is different from teaching at a university. The reflection explores how belonging — an « in-ness » — is enacted within a creative arts department by focusing on various experiences from being hired to navigating teaching online during the pandemic. By doing so, the author recognizes how they come to understand and promulgate belonging in the classroom.

Ouedraogo, M. G. R. (2022). **Les politiques publiques en faveur de la scolarisation des filles : le cas de l'enseignement primaire au Burkina Faso depuis 1960**. *Genre Éducation Formation*, (6). https://doi.org/10.4000/gef.799
Au Burkina Faso, les filles sont restées longtemps sous-scolarisées. Depuis l'accession du pays à l'indépendance en 1960, des réformes du système éducatif et des actions ont été mises en place pour accroître leur accès et leur maintien à l'école. La présentation des politiques et actions sera suivie des données chiffrées pour voir quels résultats ces politiques publiques ont pu produire pour les filles. Si les politiques adoptées et les actions déployées ont permis d'accroître leur scolarisation au niveau du primaire, des disparités entre zones urbaines et zones rurales subsistent. Comment l'expliquer ?

Pacte enseignant : le grand flou de la rentrée. (2023, septembre 12). Consulté 13 septembre 2023, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/pacte-enseignant-grand-flou-de-rentree/00108047

Dispositif « devoirs faits », remplacement d'enseignants, réforme du lycée professionnel… Les nouveautés de la rentrée 2023 dépendent de la signature du pacte enseignant, mais beaucoup de profs hésitent à adhérer à ce « travailler plus pour gagner plus ».

Proctor, D., & Rumbley, L. E. (2023). **Environmental Sustainability and Internationalization in Higher Education: A New Frontier in Research, Policy and Practice**. *Journal of Studies in International Education*, *27*(4), 559-566. https://doi.org/10.1177/10283153231187138
Ensuring environmental sustainability has gained global attention in recent years due to the effects of climate change and growing concerns about environmental degradation. A wide range of stakeholders have contributed to the urgent call for action, with recent analyses indicating both progress and alarming shortcomings in implementing needed changes. The field of international education has also begun focusing on environmental sustainability, with research exploring the intersections between internationalization and environmental impact. This special issue of the Journal of Studies in International Education presents timely perspectives on this complex topic, highlighting research on carbon footprints, air travel, sustainability rankings, and the role of professional associations. The issue also addresses the need for individual and collective action, and the importance of social justice and equity in achieving environmental sustainability. While the coverage is extensive, there is a notable absence of voices from certain regions and a lack of focus on student perspectives.

Puad, L. M. A. Z., & Ashton, K. (2023). **A critical analysis of Indonesia's 2013 national curriculum: Tensions between global and local concerns**. *The Curriculum Journal*, *34*(3), 521-535. https://doi.org/10.1002/curj.194
This paper critically examines Indonesia's 2013 national curriculum, implemented in 2019. The most significant change is the mandated use of formative assessment, which we argue is an example of policy borrowing, a trend also seen in many other countries globally. We argue that this policy has been adopted due to global and regional pressure on Indonesia to improve its education system. Alongside this, the 2013 curriculum has a strong emphasis on student attitudes, thereby promoting Indonesian national interests. Taking a holistic approach to our analysis, we follow Priestley et al.'s (2012) conceptual framing of sites of curriculum and draw on a wide range of data including policy texts, existing studies, media texts and teacher voice, to illustrate inconsistencies in the way formative assessment has been interpreted through the policy-making process. Our analysis also highlights tensions between formative assessment and the Indonesian education system and cultural context. As we exemplify, curriculum making is a complex process involving many stakeholders; teachers are not mere enactors of policy and should not be viewed as the source of the 'problem' when issues occur. Our study will be of interest to others in examining the trend of diffused policy borrowing in non-western settings.

Ready, D. D., & Reid, J. L. (2023). **Segregating Gotham's Youngest: Racial/Ethnic Sorting and the Choice Architecture of New York City's Pre-K for All**. *American Educational Research Journal*, *60*(5), 1023-1052. https://doi.org/10.3102/00028312231190071
New York City's Pre-K for All (PKA) is the nation's largest universal early childhood initiative, serving over 64,000 four-year-olds annually. Stemming from the program's choice architecture as well as the city's stark residential segregation, PKA programs are extremely segregated by child race/ethnicity. Our current study explores the complex forces that influence this segregation, including the interplay between family choices,

seat availability, site-level enrollment priorities, and the PKA algorithm that weighs these and other considerations. We find that a majority of PKA segregation lies within local communities, and that areas with increased options and greater racial/ethnic diversity exhibit the most extreme segregation. We also conduct a simulation that leverages family PKA choices to maximize site-level racial/ethnic diversity and reduce between-site segregation.

Romero, A. R. (2023). ***Héritage colonial et construction de l'école nationale : Discours, normes et pratiques de socialisations à une nation plurielle. Le cas du Belize*** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse https://theses.hal.science/tel-04196180
Dans ce travail, « nation » et « diversité » sont pensées et questionnées ensemble, depuis le champ de l'éducation. Cette thèse apporte des éléments qui expliquent comment se construisent et se naturalisent les formes d'identification à une catégorie nationale. Les réflexions visent à décentrer l'idée qu'une nation est « une et homogène » et à questionner la place que les différences culturelles occupent, en termes d'inclusion et d'exclusion, dans les discours sur la nation. Ici, le concept de « nation », composant du modèle politique de l'État-nation, est compris comme une construction politique et sociale. Il est question du Belize (historiquement colonisé par la Grande-Bretagne et indépendant depuis 1981) qui, comme de nombreuses « nouvelles » nations après les décolonisations, a été légitimée par un pouvoir mondial et a été définie, délimitée et « manufacturée » depuis « le haut » par un État. L'éducation est un outil largement investi par les États pour diffuser des représentations et des symboles qui contribuent à la construction d'identifications nationales. Les écoles sont aussi des espaces de socialisations multiples où les individus se socialisent et construisent des identifications selon des catégories sociales. Cette recherche examine les manières dans lesquelles les acteurs du système éducatif (institutions et espaces scolaires) mobilisent et transforment, dans les récits historiques (textes, paroles, images, etc.), des catégories raciales et ethniques qui participent, dans les écoles, aux processus d'incorporation et d'identification à la nation. Pour appréhender la complexité des processus de « nationalisations » des écoliers, cette recherche combine trois axes d'analyses : l'histoire sociale de l'institutionnalisation de l'école coloniale ; une sociologie des acteurs d'institutions éducatives chargés d'écrire l'histoire nationale ; une ethnographie des pratiques éducatives dans des écoles primaires. Ainsi, ce travail considère les dimensions historiques, institutionnelles, idéologiques et sociales qui participent à la socialisation des acteurs qui font l'école. Depuis des perspectives locales et globales, les analyses montrent que le développement de l'éducation coloniale a contribué à façonner des identités raciales et ethniques propres au Belize, qui se réarticulent, aujourd'hui, à l'école nationale. La thèse met en lumière les liens entre les institutions de l'État (ministère de l'Éducation, université) avec une organisation ethnique et avec les écoles primaires, dans l'élaboration et l'implantation de programmes éducatifs. Elle rend compte de reproductions, de transformations et d'appropriations ethnopolitiques de l'histoire coloniale qui font évoluer, non seulement, les discours historiques sur la nation, mais qui éclairent aussi la diversité des significations que les acteurs construisent sur les différences. Enfin, les voix des écoliers nuancent et questionnent les discours schématiques et stéréotypés des institutions. Le poids de l'histoire est conséquent, néanmoins, les expressions des enfants recueillies dans le cadre de cette étude montrent à quel point les imaginaires nationaux sont fluides et pluriels, les élèves s'approprient et réinterprètent les discours, en faisant preuve qu'il n'existe pas « une nation », mais bien une multiplicité

de perceptions et de vécus qui donnent du sens à des identifications qualifiées de nationales.

Sallenave, L. (2022). ***« Quitte un peu le quartier ! » : gravir les sommets avec l'éducation populaire : ethno-géographie d'une jeunesse minorisée en montagne*** (Phdthesis, Université Grenoble Alpes [2020-....] ; Université de Genève). Consulté à l'adresse https://theses.hal.science/tel-03955545
Cette thèse explore l'instrumentation de la nature, ici la nature montagnarde, par l'éducation populaire, courant éducatif et social, mettant au centre de son projet des finalités émancipatrices. Elle prend pour cadre d'étude principal un dispositif municipal grenoblois appelé « Jeunes en montagne ». Destiné prioritairement aux jeunes de quartiers populaires, il vise à les sensibiliser à la montagne faiblement aménagée par le biais d'activités physiques de pleine nature. Milieu à faible distance kilométrique du quartier, il est estimé à grande distance sociale et symbolique. Au cours d'excursions sur l'année, ces jeunes négocient leur place dans un espace où ils ne sont pas attendus. La thèse confronte un questionnement sur l'investissement de la montagne par l'éducation populaire et une analyse en termes de places et de distance à cet espace. Cette recherche croise des méthodes classiques de la recherche qualitative, à savoir des entretiens, des observations de terrain et une analyse de corpus d'images. Cette démarche vise à saisir quelles sont les places légitimes et autorisées, et à saisir les éventuels décalages par rapport aux normes spatiales et culturelles en vigueur en montagne, ainsi que les processus de minorisation. Cette thèse montre que la montagne s'est en grande partie construite sur la relégation symbolique et concrète de groupes sociaux minorisés. Elle souligne que l'éducation populaire aide à franchir des frontières symboliques et participe à légitimer les places en montagne de personnes invisibilisées dans les imaginaires dominants. Elle souligne que, paradoxalement, la construction d'une nature spectaculaire de la haute montagne tend à alimenter un environnementalisme qui masquerait les rapports de domination et donc les possibilités de conflictualiser le lien à la nature. Cette thèse permet de comprendre l'impact des rapports de domination, des processus de minorisation, souvent de basse intensité, peu explicités, dans des contextes perçus en général comme neutres ou a-politiques (activités ludiques de plein air).

SANCHEZ, A., GREGORY, L., CRAWFORD, M. F., BUITRAGO, M. E. O., HERMAN, R. S., & AHLGREN, E. (2023). ***Learning recovery to acceleration : A global update on country efforts to improve earning and reduce inequalities***. Consulté à l'adresse https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099071223174514721/p179960038bed500a08dfc0489b6fa2254a

Schwartz, S., Parnes, M., Browne, R., Austin, L., Carreiro, M., Rhodes, J., … Kanchewa, S. (2023). **Teaching to Fish: Impacts of a Social Capital Intervention for College Students**. *American Educational Research Journal*, *60*(5), 986-1022. https://doi.org/10.3102/00028312231181096
Social capital plays a key role in college students' academic and career success. Using a random assignment design, the current study evaluated the impacts of a one-credit college course designed to increase student help-seeking and social capital within a racially diverse sample of college students. Compared to the control group, students in the treatment group reported improved attitudes towards help-seeking, increased help-seeking behavior, and higher levels of social capital and mentoring support. Academic

benefits were mixed, however, with an increase in academic self-efficacy, no impact on college GPA, and a decrease in academic cognitive engagement. Additionally, differential impacts based on year in college, race, and first-generation college student status were observed. Implications for research and practice are discussed.

Soliz, A., DeLoach, C., & Mesa, H. (2023). **How Do Community and Technical Colleges Build Cross-Sector Collaborations?** *The Journal of Higher Education*, *94*(6), 691-719. https://doi.org/10.1080/00221546.2023.2171212
Federal and state policies increasingly call upon community and technical colleges to collaborate with industry and other outside stakeholders in order to improve career and technical education programs. We apply a framework from the public administration literature to understand how these collaborations are built. Using data from in-depth interviews with 49 participants engaged in building collaborations to improve workforce education and training across Tennessee, we find that productive networks rely on dynamic individuals that act as boundary spanners, facilitating communication across sectors. In addition, successful collaborations make use of meetings involving multiple interest groups to bridge, rather than reinforce, boundaries between stakeholders.

Souidi, Y. (2023). **Options attractives et ségrégation entre classes : quels effets de la suppression des sections bilangues et européennes à la rentrée 2016 ?** *Note IPP*, (94), 1-7. Consulté à l'adresse https://www.ipp.eu/publication/options-attractives-et-segregation-entre-classes-quels-effets-de-la-suppression-des-sections-bilangues-et-europeennes-a-la-rentree-2016/
La mise en place de cours optionnels, tels que les sections bilangues ou européennes, a-t-elle des conséquences sur la ségrégation sociale qui prévaut entre les classes d'un même établissement scolaire ? La question se pose alors que l'implantation d'options dans certains collèges défavorisés constitue l'un des leviers mobilisés par le

Tapia, C., Singh, P., Whatman, S., & Bargallie, D. (2023). **Teacher activism: struggles over public education in Chile**. *British Journal of Sociology of Education*, *44*(6), 963-977. https://doi.org/10.1080/01425692.2023.2219404
While much has been written about student movements against the neoliberal privatisation of education in Chile, less attention has been given to teacher activism around similar educational matters. In this article, we contribute to the field of teacher activism as a social movement to resist the global education reforms of neoliberal education policies/practices. Data for the study were generated through yarning, photo-yarning and testimonios, methods often deployed in Indigenous and mestiza feminist research. Basil Bernstein's theoretical work on pedagogic rights and democratic formations, initially developed in Chile, was used to analyse the data. Teacher activists argued that their collective struggles over what constitutes the public of public education, has interrupted the neoliberal agenda. However, battles over public education, its purposes, who should it serve, remain ongoing. New ways of privatising education are being enacted in Chile that are harder to resist, challenge and change.

Taubman, L. (2020). ***Pas sage. Ethnographie filmée du Lycée autogéré de Paris : rapports de force et enjeux éducatifs*** (Phdthesis, École des Hautes Études en Sciences Sociales Paris). Consulté à l'adresse https://hal.science/tel-04082219
Cette thèse étudie, à travers un film et un manuscrit, le fonctionnement pédagogique du Lycée autogéré de Paris, un établissement d'enseignement secondaire public et

désectorisé. A l'issue d'une immersion de vingt mois, l'auteur interroge la façon dont se déploient les rapports de force entre personnes au sein de cette structure éducative se réclamant d'un fonctionnement horizontal, ainsi que leurs répercussions sur les apprentissages et sur des trajectoires d'élèves dans et après le lycée. Ce travail recouvre également une démarche réflexive à travers laquelle l'auteur questionne les ressorts épistémologiques de l'usage de la caméra en anthropologie.

TOMAN, I., LAND, H. V., & HARRIS, M. (2023). ***3rd IAU global survey report on higher education and research for sustainable development - Accelerating action for the SDGS in higher education***. Consulté à l'adresse https://www.iau-aiu.net/IMG/pdf/iauhesdsurvey2023_accelerating_actions.pdf

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2023a). ***Evaluation de la riposte de l'UNESCO à la pandémie de COVID-19***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000385154_fre/PDF/385154fre.pdf.multi

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2023b). ***Programme CapED : Rapport sur les résultats 2022***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000385347_fre/PDF/385347fre.pdf.multi

Woolley, M., Bowie, R. A., Hulbert, S., Thomas, C., Riordan, J.-P., & Revell, L. (2023). **Science and RE teachers' perspectives on the purpose of RE on the secondary school curriculum in England**. *The Curriculum Journal*, *34*(3), 487-504. https://doi.org/10.1002/curj.191
Renewed interest in curriculum in English schooling over the past decade has emanated from a particular focus on the place and role of knowledge in the classroom. Significant changes in policy and examination specifications have led to changes in religious education (RE). However, little is known about teachers' perspectives on the purpose of RE. We asked teachers of science and RE what they understood as the purpose of RE on the school curriculum. Data from 10 focus groups and a survey with 276 secondary teachers demonstrated that many secondary teachers of science have a different understanding to RE teachers of the purpose of RE on the school curriculum. Findings also show a lack of consensus from RE teachers on the purpose of RE, suggesting the impact of the knowledge turn in RE is not as strong as the Ofsted Research Review implies. Findings are significant as little is known about how knowledge works across disciplinary boundaries in schools. If students are to come to a full understanding of how knowledge works, teachers need to have some understanding of how knowledge is being constructed and utilised in other curriculum subjects. Knowledge of the intended purpose of RE is important for respectful co-existence of subjects on the curriculum and essential when RE is declining as a subject in secondary schools.

Wylie, E. C. (2023). **Closing the feedback Loop: Reflections on practical educational implications and future research**. *Learning and Instruction*, *87*, 101801. https://doi.org/10.1016/j.learninstruc.2023.101801

Pratiques enseignantes

Agha, Y. B., & Vanderspelden, J. (2023). ***Acteurs et territoires d'Apprenance: Zoom sur le réseau des APP***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-

9782140491955?utm_source=phplist&utm_campaign=message_particuliers_harmattan__36295&utm_medium=email&utm_content=lienTitre
Vingt ans après le livre APP & autoformation accompagnée en actes, les auteurs proposent un regard sur ce réseau (40 ans en 2024) avec le filtre de l'Apprenance. Ils constatent une continuité sur les fondamentaux de la pédagogie et une capacité d'adaptation sociale et territoriale. Les pratiques formatives, autoformatives et collaboratives résonnent avec l'Apprenance. Le livre éclaire ce concept dans une organisation alliant l'individualisation des parcours et la personnalisation de l'accompagnement, créant une dynamique fertile et collective d'autonomisation. C'est un voyage apprenant : Apprenant Agile, Badge, Certification, CléA, Compétence, Créativité, Écoute, Facilitation, Multimodalité, Numérique, Pairagogie, Plaisir et Reconnaissance.

Aldama, R., Turcotte, C., & Chatenoud, C. (2023). **Les apports et limites d'une épreuve dynamique de compréhension en lecture aux yeux d'enseignantes d'élèves ayant une déficience intellectuelle**. *Revue hybride de l'éducation*, *7*(1), 267-294. https://doi.org/10.1522/rhe.v7i1.1316
Nombre de tests de compréhension en lecture utilisés dans les écoles manquent de sensibilité, proposent des tâches peu authentiques et reposent rarement sur des modèles théoriques récents. Ces lacunes sont plus problématiques auprès d'élèves ayant une déficience intellectuelle (DI), qui ont besoin du développement d'approches adaptées à leur profil cognitif et motivationnel. Les évaluations dynamiques (ÉD) pourraient s'avérer utiles, car elles incluent l'interaction et la médiation durant la passation pour mieux comprendre ce qui favorise les apprentissages des élèves. La présente recherche qualitative explore la perception de quatre enseignantes sur les apports et limites d'une ÉD en compréhension en lecture auprès d'élèves ayant une DI.

Barrère, A. (2023). **Regarder les pratiques pédagogiques au prisme des finalités de l'école et de l'évolution de la jeunesse**. *Éducation et sociétés*, *50*(2), 5-15. https://doi.org/10.3917/es.050.0005
Ce dossier cherche à participer au renouvellement épistémologique et politique des questions sur l'école. Il vise à caractériser l'évolution pédagogique contemporaine, telle que l'organise la scolarité obligatoire, à la fois en retrouvant une réflexion large sur les liens entre la pédagogie et les finalités de l'école –au-delà de l'opposition de méthodes d'apprentissage mesurées par les performances– et en portant attention aux transformations des relations entre générations. Les finalités de l'école mettent aujourd'hui au centre de la réflexion les jeunes et leurs expériences, leurs aspirations, leur face-à-face avec les injonctions sociétales –pression à la réussite, à la performance, appels à l'autonomie individuelle, à l'affirmation et à l'expression singulière. Comment l'école et ses personnels s'y prennent-ils avec leurs élèves ?Si les articles s'appuient sur des enquêtes en France où l'école est liée à la construction de la nation et à son projet d'égalité des chances, les rapports entre école, jeunesses et sociétés et leurs attentes réciproques ne se limitent pas au cas français. La confrontation entre une culture scolaire, avec ses choix disciplinaires et ses objets de savoir, et des pratiques culturelles juvéniles extérieures à l'école est commune à tous les systèmes éducatifs. Ces contributions confirment l'importance pédagogique des relations entre culture scolaire et variété des pratiques et usages des élèves à l'intérieur et à l'extérieur de l'école. La séparation entre l'école et le monde extérieur, constitutive du projet français, y est reconfigurée au quotidien par les choix pédagogiques dans les classes et les

établissements autant primaires que secondaires. Les différents intervenants y font se côtoyer des professionnalités, les modalités de coordination y passent par des dispositifs autant organisationnels ou sociotechniques que pédagogiques. Le dossier aborde aussi les temporalités entre école imposée et loisirs choisis, dans le temps long et successif des paliers scolaires. Ces pratiques doivent rester au centre du regard des chercheurs car la richesse et le dynamisme des réponses au jour le jour dans le quotidien scolaire prédominent.

Beaulieu, J., Ruberto, N., Moreau, A. C., & Labrosse Noury, N. (2023). **Pratiques enseignantes pour soutenir la compétence à faire une demande chez des élèves ayant une déficience intellectuelle sévère à profonde**. *Revue hybride de l'éducation*, *7*(1), 244-252. https://doi.org/10.1522/rhe.v7i1.1425
Les élèves ayant une déficience intellectuelle sévère à profonde (DISP) présentent des difficultés importantes en lien avec la communication (Beaulieu et Langevin, 2014). Il semble que les enseignants et les autres intervenants scolaires, en interaction avec des enfants qui ont de faibles compétences de communication, limitent les échanges verbaux. Puisque la compétence à faire une demande est nécessaire pour la participation sociale, des enseignantes d'une école se sont donné comme objectif de soutenir cette compétence chez ses élèves ayant une déficience intellectuelle sévère à profonde. L'objet du présent article est de décrire les pratiques des enseignantes mises en place à cette école.

Bedoin, D., Méloni, D., Lescouarch, L., Lemoine, M., Ponnou, S., & Briffault, X. (2023, juin 20). **Souffrances psychiques de l'enfant : pourquoi il faut miser sur les pratiques pédagogiques**. Consulté 11 septembre 2023, à l'adresse The Conversation website: http://theconversation.com/souffrances-psychiques-de-lenfant-pourquoi-il-faut-miser-sur-les-pratiques-pedagogiques-207645
En amont de toute prise en charge thérapeutique, la pédagogie recèle déjà de nombreux dispositifs prometteurs pour lutter contre la souffrance psychique des enfants. Comment et pourquoi ?

Berenbon, R. F., & McHugh, B. C. (2023). **Do Subject Matter Experts' Judgments of Multiple-Choice Format Suitability Predict Item Quality?** *Educational Measurement: Issues and Practice*, *42*(3), 13-21. https://doi.org/10.1111/emip.12570
To assemble a high-quality test, psychometricians rely on subject matter experts (SMEs) to write high-quality items. However, SMEs are not typically given the opportunity to provide input on which content standards are most suitable for multiple-choice questions (MCQs). In the present study, we explored the relationship between perceived MCQ suitability for a given content standard and the associated item characteristics. Prior to item writing, we surveyed SMEs on MCQ suitability for each content standard. Following field testing, we then used SMEs' average ratings for each content standard to predict item characteristics for the tests. We analyzed multilevel models predicting item difficulty (p value), discrimination, and nonfunctioning distractor presence. Items were nested within courses and content standards. There was a curvilinear relationship between SMEs' ratings and item difficulty such that very low MCQ suitability ratings were predictive of easier items. After controlling for item difficulty, items with higher MCQ suitability ratings had higher discrimination and were less likely to have one or more nonfunctioning distractors. This research has practical implications for optimizing test blueprints.

Additionally, psychometricians may use these ratings to better prepare for coaching SMEs during item writing.

Bratland, E., & El Ghami, M. (2023). **Recontextualization of knowledge in the new Norwegian curriculum: Epistemic and non-epistemic design in learning objectives for social studies**. *The Curriculum Journal*, *34*(3), 457-471. https://doi.org/10.1002/curj.197
The recent Norwegian curriculum reform for schools, called "The subject renewal", is part of an international trend regarding knowledge-based curricula. The Norwegian curriculum, which places decisive emphasis on subjects and subject concepts, aims to bring in-depth learning and knowledge back to schools. This paper is based on Rata's theory, referred to as the curriculum design coherence (CDC) model, and examines the curriculum for social studies. The analysis reveals significant differences in the curriculum's goal formulations, with designs that lack connections between subject concepts and content knowledge, which sheds light on how the transition to a knowledge-based curriculum is accompanied by several unresolved issues. The paper explains why curricula with coherent designs and epistemically structured knowledge are a prerequisite for in-depth learning and cumulative knowledge building in schools.

Brekke Mandelid, M., Thurston, M., Reinboth, M., Resaland, G. K., & Tjomsland, H. E. (2023). **"Just because it's fun, it's not without purpose": Exploring the blurred lines of physically active learning**. *Teaching and Teacher Education*, *133*, 104297. https://doi.org/10.1016/j.tate.2023.104297
While physically active learning has been positioned as a research field that deals with physical activity and learning, little attention has been given to pedagogy. This study aimed to explore teachers as constitutive of the teaching-learning process and conceptualise pedagogical aspects of physically active learning by understanding its enactment in a pedagogical practice. Findings indicate blurred lines between the underpinning pedagogies of physically active learning and other teaching methods. We discuss pedagogical aspects that constitute physically active learning in terms of integrating movement into educational activities to support pupils' subjective growth through the process of learning.

Buzza, D., Fitzgerald, C., & Avitzur, Y. (2022). **Supporting self-regulated learning in a secondary applied mathematics course**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/9890
This study examines how one teacher supported low-achieving students' self-regulated learning (SRL) in the context of a secondary mathematics class. The teacher's scaffolding provided students with multiple opportunities to use feedback and adapt learning and study strategies. Data compared pre- and postmeasures of metacognitive skills, motivational beliefs, and learning and study behaviours, and examined the effects of directed practice on students' developing SRL as well as their mathematics achievement. Results suggest the need for more research into the effects of individualized, targeted supports, particularly in assisting students in using metacognitive feedback to adapt learning strategies.

Cao, Y., Grace Kim, Y.-S., & Cho, M. (2023). **Are Observed Classroom Practices Related to Student Language/Literacy Achievement?** *Review of Educational Research*, *93*(5), 679-717. https://doi.org/10.3102/00346543221130687

In this study, we examined the relation of observed classroom practices to language and literacy achievement and the moderation of this relation for students from pre-K to sixth grade. A total of 136 studies (N = 107,882 participants) met the inclusion criteria, of which 108 studies were included for meta-analysis and the other 28 studies were narratively synthesized. The average zero-order (r = .12) and partial correlations (rp = .04) were statistically significant but weak in magnitude. The relation was slightly weaker in upper than in lower grade levels, and stronger for observations capturing macro quality and instructional dimension than those capturing micro measurement and emotional or structural dimension, respectively. The relation did not vary by observation duration, frequency, adopted statistical approach, or type of covariates. Taken together with the narrative synthesis, the results highlight the complex nature of classroom observation and a need for more classroom research, particularly on higher grade levels.

Chaar, N. (2023). **Éduquer à quoi ? Rapport au métier et à l'école des enseignants débutants du second degré**. *Éducation et sociétés*, *50*(2), 33-49. https://doi.org/10.3917/es.050.0033
En 2010, la réforme menée par les ministres Luc Châtel et Valérie Pécresse supprime les Instituts universitaires de formation des maîtres (IUFM), crée les masters Métiers de l'enseignement, de l'éducation et de la formation et relève le diplôme exigé à l'entrée dans la carrière au Master 2. Qui sont les nouveaux enseignants du second degré recrutés à partir de 2010 ? Permettent-ils d'esquisser, à partir de leur vision du métier et de leurs valeurs professionnelles, le portrait d'une nouvelle génération par rapport à leurs prédécesseurs formés dans les IUFM ? Une enquête quantitative et qualitative auprès de 112 enseignants débutants en Île-de-France entre 2011 et 2014 montre que leur expérience difficile des premières années de carrière, bien que liée à des facteurs institutionnels anciens, s'inscrit dans une école en chantier permanent qui interroge leurs rapports aux difficultés des élèves et au slogan de la réussite pour tous. Quel nouveau professeur est-on lorsqu'on est jeune en entrant dans un métier en crise dans une institution en doute perpétuel sur sa fonction et sa légitimité ? En dépit d'une vision du métier proche de celle de la génération précédente, certains discours sont très critiques à l'égard du modèle pédagogique dominant depuis les réformes institutionnelles de la fin des années 1980 cherchant à centrer l'école sur l'élève.

Chen, J., Lin, T.-J., Wilkinson, I. A. G., Ha, S. Y., & Paul, N. (2023). **Linkages between cognitive and social dialogue patterns during collaborative small-group discussions**. *Learning and Instruction*, *87*, 101795. https://doi.org/10.1016/j.learninstruc.2023.101795
Background Collaborative small-group discussions have the potential to promote reading comprehension, critical thinking, and argumentation. However, few studies have gone beyond cognitive processes to understand the social characteristics of dialogue and their potential contributions to students' cognitive processing in turn-by-turn dialogic exchanges. Aims This study closely examined dialogues between speakers and addressees regarding their levels of cognitive processing (i.e., cognitive dialogue patterns) and social processes reflecting social cohesion (i.e., social dialogue patterns). The aims were to understand, first, the relations between students' cognitive dialogue patterns and their social dialogue patterns, and second, the relations between students' cognitive dialogue patterns and peers' social dialogue patterns. Sample This study included 4070 speaking turns generated by 120 fifth-graders in 60 small-group discussions. Methods Students participated in small-group discussions, called Collaborative Social Reasoning. Dialogue between pairs of group members formed social networks, based

on which Exponential Random Graph Models (ERGMs) were specified. Results Findings showed that speakers' social dialogue patterns were associated with their cognitive dialogue patterns. However, receiving social dialogue patterns from peers did not always predict students' advanced types of cognitive dialogue patterns. Conclusions This study demonstrated that cognitive and social aspects of small-group discussions are intricately linked, and that encouraging social cohesion does not guarantee that students will engage in collaborative and critical discussions.

Chesnais, A., Horoks, J., Robert, A., & Rogalski, J. (2022). **Teacher telling in the mathematics classroom: A microlevel study of the dynamics between general and contextualized knowledge**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/9907
In this article, we analyze moments of teacher telling (MTT) involving the exposition of new knowledge to students. We first specify the theoretical framework used for our analyses and describe our global methodology, focusing on teacher telling moments as taking part in the students' mathematics learning. Then, we review the literature on this topic and develop a specific tool, called a "proximity," to study MMTs in relation to whole-class scaffolding. Finally, we compare two high school teachers' practices in teaching the same content — variation of functions for 10th grade students — to illustrate this new analytical lens. In the conclusion, we discuss our approach and develop several research perspectives.

Chevalère, J., Yun, H. S., Henke, A., Pinkwart, N., Hafner, V. V., & Lazarides, R. (2023). **A sequence of learning processes in an intelligent tutoring system from topic-related appraisals to learning gains**. *Learning and Instruction*, *87*, 101799. https://doi.org/10.1016/j.learninstruc.2023.101799
Although intelligent tutoring systems (ITSs) are increasingly used, it is unclear which psychological processes precede students' learning gains. Using a pre- and posttest design, the present study examined a sequence of psychological processes informed by control value theory. We investigated (a) whether secondary school students' topic-related cognitive appraisals (value and control) affected their task-related affective (enjoyment and boredom) and cognitive (engagement and performance) outcomes while using the ITS and (b) whether task-related outcomes affected learning. Path analyses showed that students' topic-related interest, but not perceived utility, personal importance or self-efficacy, was associated with task-related enjoyment. In turn, enjoyment showed reciprocal effects on and of engagement and ongoing task performance, which predicted final performance and, ultimately, learning gains. The influence of boredom, in contrast, was minimal along this sequence. More generally, the findings highlight the difficulty of establishing a clear pattern of sequential causation derived from control value theory for the current ITS context, with evidence demonstrating the systematic influence of confounders accounting for the predicted relations among components. Despite these limitations, we identified key psychological processes involving the contribution of affective and cognitive processes to learning in the ITS context.

Coopmans, M., & Rinnooy Kan, W. F. (2023). **Facilitating citizenship-related classroom discussion: Teaching strategies in pre-vocational education that allow for variation in familiarity with discussion**. *Teaching and Teacher Education*, *133*, 104268. https://doi.org/10.1016/j.tate.2023.104268

Even though classroom discussion is considered an essential element of citizenship education, research indicates that pre-vocational students have fewer opportunities to practice with these discussions than their pre-academic peers. To provide more insight into pre-vocational teaching strategies to facilitate citizenship-related classroom discussions that allow for variation in familiarity with discussion, we analyzed observations of plenary discussion moments during 26 lessons at three Dutch secondary schools. Classrooms less familiar with discussion seem to benefit from a focus on structural aspects of discussion and avoiding strict content regulation, whereas classrooms more familiar with discussion profit from reflection on both process and content.

Cristol, D. (2022). ***Apprendre à apprendre ensemble : initiation à la pairagogie***. Consulté à l'adresse https://www.esf-scienceshumaines.fr/vie-professionnelle/397-apprendre-a-apprendre-ensemble.html
L'ouvrage présente et propose une initiation à la pairagogie, une approche pédagogique centrée sur l'apprentissage collaboratif entre pairs. L'idée fondamentale est que les individus peuvent apprendre de manière plus efficace lorsqu'ils interagissent et collaborent avec leurs pairs plutôt qu'en recevant un enseignement traditionnel. L'auteur réunit des savoirs théoriques et pratiques sur l'intelligence collective et le codéveloppement, et répond à des questions clés : comment créer un environnement propice à la collaboration, favorisant ainsi l'apprentissage mutuel ? Quel potentiel de transformation des réseaux ? Comment émergent les communautés ? Qu'apporte la facilitation ? Comment favoriser les milieux propices à l'apprenance collective ?

Crosse, M. (2023). ***Transformation des pratiques pédagogiques dans l'enseignement supérieur: Un processus en tension***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140297274?utm_source=phplist&utm_campaign=message_particuliers_harmattan__du_25_08_au_31_08_36238&utm_medium=email&utm_content=lienTitre
Alors que les projets institutionnels de « transformations pédagogiques » se multiplient depuis 2010 dans les établissements d'enseignement supérieur, cet ouvrage plonge le lecteur au cœur de l'expérience vécue par des enseignants universitaires, acteurs premiers de ces changements. À travers le dialogue qu'il instaure entre eux et avec des membres de la gouvernance, il met en exergue les multiples dualités et tensions qui émergent à différents niveaux de l'institution. L'auteure propose alors une modélisation originale visant à rendre compte de la complexité du processus de transformation des pratiques pédagogiques, dans une approche holistique et systémique. L'activité réelle des acteurs est ainsi appréhendée dans les interactions avec le milieu organisationnel dans lequel ces pratiques se construisent. Focalisant sur une dynamique oscillatoire activée par les dualités et les tensions, le modèle élaboré invite le lecteur à s'éloigner des approches causales et déterministes, et des dynamiques de courbes les plus répandues dans les théories du changement organisationnel. Il souligne le fait que chacun de nous peut en même temps désirer le changement et tenter de l'éviter. Il suppose enfin que la transformation des pratiques ne peut se penser sans une transformation d'ordre organisationnel pour que les changements soient profonds et durables.

De Pascale, C., & Draelants, H. (2023). **Le redoublement est une décision d'équipe : comprendre le sens de l'agir enseignant face au redoublement**. *Éducation et sociétés*, *50*(2), 161-178. https://doi.org/10.3917/es.050.0161

Le redoublement a surtout été étudié sous l'angle de ses effets sur les élèves avant d'interroger les conditions qui y mènent. Des recherches ont conclu à ses effets négatifs, d'autres ont constaté que les enseignants continuaient à y recourir en y trouvant des avantages. L'article, après une revue de la littérature, s'intéresse à ce qui amène une équipe à penser qu'un élève bénéficiera du redoublement. Appuyé sur une étude de cas multisite, menée en 2020-2021 mêlant observations de conseils de classe et entretiens, il adopte un regard donnant du crédit aux acteurs locaux et à leurs interprétations de la réussite ou non du redoublement. Il cherche à éclairer les conditions dans lesquelles la décision collective est prise : mise en opposition de divers principes en tension, vote où les directions nuancent le rôle individuel des enseignants, surtout démarche des équipes éducatives avant le délibéré. Un redoublement vite décidé implique une diminution de la compréhension fine des causes de l'échec dans les matières scolaires. Ces observations montrent que c'est aussi l'effet des actions entreprises sur les résultats de l'élève qui est évalué, car les équipes éducatives ne sont pas passives face aux élèves les plus faibles : elles ont recouru aux ressources à leur disposition. En outre, elles se projettent constamment vers la fin de l'année scolaire pour anticiper les recours éventuels.

DeFouw, E. R., Collier-Meek, M. A., Daniels, B., Codding, R. S., & Veiga, M. (2023). **Does Intervention Session Length Matter? A Comparison of a Math Intervention Across Three Durations**. *Journal of Behavioral Education*, *32*(3), 500-526. https://doi.org/10.1007/s10864-021-09460-3
Understanding how to intensify an intervention is critical to implementing response-to-intervention (RtI), a tiered, problem-solving framework to deliver evidence-based interventions per student needs. Research and practice guidelines provide conflicting recommendations for delivering math interventions (i.e., treatment intensity) within RtI. The present study used an adapted alternating treatment design to examine the impact of varying the session length, or number of minutes per intervention session, on student outcomes (i.e., digits correct per min, DCPM). Four female first-grade students identified in the frustrational range (i.e., less than 14 DCPM) for subtraction computation received a packaged intervention (i.e., Cover-Copy-Compare and Schema-Based Word Problem Instruction). The math intervention during the shortest (i.e., 10-min) session length led to similar improvements compared to two of the recommended session length conditions (i.e., 20–40 min) for three out of four students. Following the 5-week intervention, all four students reached an instructional level (i.e., 14–31 DCPM) for the intervention targets, similarly, across all three session length conditions. Implications for research on treatment intensity, math interventions, and RtI are discussed.

Dekker, I., Luberti, M., & Stam, J. (2023). **Effects of supplemental instruction on grades, mental well-being, and belonging: A field experiment**. *Learning and Instruction*, *87*, 101805. https://doi.org/10.1016/j.learninstruc.2023.101805
Supplemental Instruction (SI) is a form of structured peer guidance attached to a specific course, provided by an experienced and trained student to a group of students. Previous studies show a positive effect of SI on learning outcomes, some found effects on well-being, and sense of belonging. However, literature on SI lacks randomized controlled trials and does not fully address the risk of self-selection bias. The current study tested whether SI has an effect on grades, mental well-being, and sense of belonging with a pre-registered randomized field experiment and a sample of 493 Dutch first-year

students. Students who were offered SI obtained significantly higher grades (d = 0.26) but did not score significantly different on mental well-being or belonging.

den Heijer, P., Zondervan, T., van Kan, C., & Voogt, J. (2023). **Towards preparing teachers for guiding inter-affective learning experiences in a higher vocational education curriculum**. *The Curriculum Journal*, *34*(3), 394-411. https://doi.org/10.1002/curj.183
Learning to become aware of one's own values to be able to cope with value conflicts is an important part of a higher vocational education curriculum. Higher vocational education teachers are used to offering cognitive learning experiences to students to teach them how to deal with value conflicts, disregarding the affective aspect of values. In this qualitative study, we argue that inter-affective learning experiences are needed to encourage students to deal with value conflicts through affective involvement. We had two research questions: (1) How do teachers and students reflect on an inter-affective learning experience that aims to promote interactive affective sharing of a value conflict? and (2) What should characterize guidance for inter-affective learning experiences aimed at promoting interactive affective sharing of a value conflict? The research was carried out at a Dutch University of Applied Science offering higher vocational education programs. Four groups of teachers and two groups of students participated in an inter-affective learning experience about a value conflict, followed by a focus group discussion on the experience with group members. Teachers and students agreed that they need support in learning to sense their own experience of inner feelings. The reflections led to recommendations for guiding students' inter-affective learning experiences to encourage affective involvement in a value conflict.

Docq, F., Vellut, D., & Verpoorten, I. (2023). **Enseigner à distance : 5 balises pour vous lancer**. *Les cahiers du Louvain Learning Lab*, (14), 1-60. Consulté à l'adresse https://oer.uclouvain.be/jspui/bitstream/20.500.12279/909/6/CahierLLL-N%c2%b014%20FR-Enseigner%20%c3%a0%20distance-V2023c.pdf
Dron, J. (2023). ***How education works: teaching, technology, and technique***. Consulté à l'adresse https://press.uchicago.edu/ucp/books/book/distributed/H/bo199165041.html
« In this engaging volume, Jon Dron views education, learning, and teaching through a technological lens that focuses on the parts we play in technologies, from language and pedagogies to computers and regulations. He proposes a new theory of education whereby individuals are not just users but co-participants in technologies-- technologies that are intrinsic parts of our cognition, of which we form intrinsic parts, through which we are entangled with one another and the world around us. Dron reframes popular families of educational theory (objectivist, subjectivist, and complexivist) and explains a variety of educational phenomena, including the failure of learning style theories, the nature of literacies, systemic weaknesses in learning management systems, the prevalence of cheating in educational institutions, and the fundamental differences between online and in-person learning. Ultimately, How Education Works articulates how practitioners in education can usefully understand technology, education, and their relationship to improve teaching practice. »-- Provided by publisher

Fenoglio, P., Cadet, L., Crinon, J., & Crinon, J. (2023). **Interroger les liens entre la recherche et les pratiques : regard rétrospectif sur l'étude évaluative d'un dispositif d'enseignement de l'orthographe dans le contexte des évolutions contemporaines en didactique du français.** *Repères : recherches en didactique du français langue maternelle*, (67), 83-98. https://doi.org/10.4000/reperes.5726

Fenwick, L., & Unsworth, L. (2023). **Including visual representations within senior high school biology assessment: Considerations of grammatical complexity**. *The Curriculum Journal*, *34*(3), 412-436. https://doi.org/10.1002/curj.181
This paper analyses the opportunities for presenting knowledge that are created when assessment allows senior high school biology students to draw on linguistic and visual resources when constructing meaning in response to short-answer examination-style questions requiring a sequential explanation. Students within one senior high school biology class were given the opportunity to respond to an examination-style question through both written and visual representations. Analysis of the student responses for high and middle-achieving students, from a systemic functional linguistics perspective, indicates that high-achieving students use a broader range of grammatical forms more often than middle-achieving students to present key understandings of classification and composition within both written and visual representations. Including opportunities within assessment for students to express knowledge through written and visual representations allows for students to elaborate within their short-answer responses and to construct the broader range of representations that is valued within the discipline, but explicit guidance is required to support all students to make use of the complex grammatical patterns within written and visual representation. For senior high school biology students to be successful in the final stages of schooling, explicitness about the complex grammars of visual and written representations is required within curriculum and pedagogy.

Folger, T. D., Bostic, J., & Krupa, E. E. (2023). **Defining Test-Score Interpretation, Use, and Claims: Delphi Study for the Validity Argument**. *Educational Measurement: Issues and Practice*, *42*(3), 22-38. https://doi.org/10.1111/emip.12569
Validity is a fundamental consideration of test development and test evaluation. The purpose of this study is to define and reify three key aspects of validity and validation, namely test-score interpretation, test-score use, and the claims supporting interpretation and use. This study employed a Delphi methodology to explore how experts in validity and validation conceptualize test-score interpretation, use, and claims. Definitions were developed through multiple iterations of data collection and analysis. By clarifying the language used when conducting validation, validation may be more accessible to a broader audience, including but not limited to test developers, test users, and test consumers.

Gangal, M., & Yilmaz, A. (2023). **The effects of pedagogical documentation on preschool teachers' classroom management skills**. *Teaching and Teacher Education*, *133*, 104289. https://doi.org/10.1016/j.tate.2023.104289
This study examined the effects of pedagogical documentation (PD) on the classroom management skills of preschool teachers. A mixed methods intervention design was used to investigate the skills of teachers using different classroom management strategies. A multiple case study was conducted in the qualitative phase, while a pre-test-post-test quasi-experimental research design was used for the quantitative phase. Pre-interviews and post-interviews, pre-test and post-test applications, and semi-structured in-class observations were carried out with four teachers working in public schools. The results showed that PD contributed positively to the teachers' planning and programming, behaviour management, in-class relations, and time management implementations at various levels.

Gégout, P. (2023). **Critique de deux thèses de Hannah Arendt sur l'autorité en éducation**. *Le Télémaque*, *63*(1), 141-157. https://doi.org/10.3917/tele.063.0141
Contre une position décliniste, à partir de différentes approches épistémologiques, les auteurs de ce dossier s'inspirent des travaux de Hannah Arendt et d'autres grands intellectuels pour renouveler une réflexion sur l'éducation en partant du constat d'une fragilisation des liens institutionnels, de nouvelles formes de souffrance dont témoignent les professionnels sur le terrain, et des difficultés des nouvelles générations à trouver et à se faire une place dans le monde.

Genao, S. (2023). **Recasting solidarity: a call for radical engagement and academic unification**. *International Journal of Qualitative Studies in Education*, *36*(8), 1599-1611. https://doi.org/10.1080/09518398.2021.1942296
The acknowledgement and attention to the global pandemics has caused shifts in every field beyond imagination. As educators witnessing the impacts of the shifts, heightened exposure of equity in education continues to be highlighted and the urgency for engagements established in solidarity. In this article, I emphasize how institutionalized practices can provide a resurgence of engagement for scholars seeking to break with cultured neoliberal education that is progressively overshadowed by personal objectives and external advantages. Seemingly, while education is being contextualized as a benefit for the individual instead of being valued as part of a larger network of thought, I encourage scholars to recast solidarity. As educational practices continue to evolve, the collective desire to improve methods of teaching, learning and leading hubs of social change is constant. Recasting the approach of change through a solidarity lens can come in many constructive forms while being open to other ideas that may provide a different lens in working in unison for equity during the current socio-political times.

Gericke, N., Högström, P., & Wallin, J. (2023). **A systematic review of research on laboratory work in secondary school**. *Studies in Science Education*, *59*(2), 245-285. https://doi.org/10.1080/03057267.2022.2090125
We present an integrative mixed-methods systematic review of research on laboratory work in secondary-school science education from 1996 to 2019. The aim of the study is to identify important aspects of how to successfully make use of laboratory work as a science-teaching strategy in secondary schools. By engaging teachers, our study uses a demand-driven approach where the users of evidence participate in setting the scope. Of a sample of 11,771 studies, 39 were selected for the integrative analysis. The result is structured around three theoretical frameworks to inform our understanding of what characterises laboratory work, (1) with the aim of developing students' learning of science, (2) with the aim of developing students' learning to do science (science practices), and (3) regarding the level of inquiry that facilitates aims 1 and 2. The results are discussed in the light of previous research reviews, and recommendations for future research are suggested.

Grenier, M.-L. (2022). **A review of Learning through community engagement: Vision and practice in higher education**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/9851

Grolleau, A.-C., Pagniez, F., & Magdelaine, A. (2022). **La conception d'une formation comme environnement capacitant**. *Questions de Pédagogie en Enseignement*

Supérieur 2022. Présenté à En ligne, France. Consulté à l'adresse https://hal.science/hal-04195839
In France, the decree 2020-553 of 11 May 2020 and the order of 25 June 2020 imply a movement of « universitarisation » of health studies. In September 2019, the Ministry of Higher Education, Research and Innovation (MESRI) launched a call for experimentation to transform the professional diploma of Pharmacy Technician into a vocational undergraduate degree within universities. The University of Nantes has applied to take part in the experimentation in autumn 2019. This article presents the work carried out by the UFR of Pharmaceutical and Biological Sciences by highlighting the conditions implemented to potentiate the development of an enabling environment.

Gueudet, G., Buteau, C., Broley, L., Mgombelo, J., Muller, E., Sacristán, A. I., & Santacruz Rodriguez, M. (2023). **Learning programming for mathematical investigations: an instrumental and community of practice approach**. *Research in Mathematics Education*, *0*(0), 1-26. https://doi.org/10.1080/14794802.2023.2239195
In this article, we seek to understand how university students learn to use programming for mathematical investigations; our precise focus is on how the analysis of social elements in operational knowledge elucidates this learning. We propose a framework coordinating the instrumental approach and communities of practice (CoP) theory. We apply it in the context of project-based university courses (MICA courses), where the CoP of mathematicians using programming for their research is a reference. We investigate the schemes associated with the programming language and its environment developed by students along trajectories of legitimate peripheral participation. We focus on the scheme developed for the goal "validating the programmed mathematics." Our results indicate that for the same goal, common rules-of-action are developed by students, but differences can appear concerning theorems-in-action. This study also suggests theoretical developments linked with the coordination of the instrumental approach and CoP theory.

Guidi, E., Jensen, T., & Marinoni, G. (2023). ***Shaping teaching & learning and internationalization beyond the pandemic: A qualitative research project following the IAU report: Higher education one year into the COVID-19 pandemic***. Consulté à l'adresse https://www.iau-aiu.net/IMG/pdf/final__shaping_teaching_learning_and_internationalization_beyond_the_pandemic_2_1_.pdf

Guo, J., & Kong, L. (2023). **Characteristics and causes of China's mathematics teaching paradigm**. *Teaching and Teacher Education*, *133*, 104272. https://doi.org/10.1016/j.tate.2023.104272
The question of whether China's constructivist education reforms are working has sparked global debate. This study attempts to explain China's educational paradigm and its causes through observation and interviews with 16 primary school mathematics teachers across 16 districts of Shanghai. The results show that the mathematics teaching paradigm in Shanghai does not constitute constructivism based on 'minimum guidance' but discovery learning based on teacher guidance. According to the degree of teacher participation, the paradigm can be divided into inspired-discovery learning and hinted-discovery learning. The causes behind this paradigm are also discussed, with recommendations also provided for policymakers over three areas.

Gutierrez, A., Mills, K., Scholes, L., Rowe, L., & Pink, E. (2023). **What do secondary teachers think about digital games for learning: Stupid fixation or the future of education?** *Teaching and Teacher Education*, *133*, 104278. https://doi.org/10.1016/j.tate.2023.104278
Digital games can support learning across many levels and fields of education. This article shares findings from a study of Australian high school English teachers designed with a mixed response questionnaire about using digital games in the classroom. The findings identified polarised teacher perspectives on the role of gaming in formal curriculum, tension in teachers' ideal and enacted use of digital games, and a need for in-practice professional development on digital games. Implications include the need to optimise digital games use for learning in teaching and teacher education, and to address perceptions on the validity of gaming for classroom learning.

Hardin, K. (2022). **A review of Teaching adult immigrants with limited formal education: Theory, research and practice**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/10101

Hill, S. L. (2022). **Authoring professional identity: Pre-service teachers and ways of knowing**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/9875
Education programs increasingly emphasize the development of strong core beliefs and values to support professional judgment for pre-service teacher practice. The ability to critically integrate multiple perspectives is an expected foundation for the pedagogical decisions and professional responsibilities preservice teachers carry out. This article details research undertaken to investigate pre-service teachers' ways of knowing as they progress through a Bachelor of Education program. Findings from semi-structured interviews are discussed in terms of supporting pre-service teacher intellectual development in teacher education programs so that a professional teacher identity is encouraged.

Holz, H., Ninaus, M., Schwerter, J., Parrisius, C., Beuttler, B., Brandelik, K., & Meurers, D. (2023). **A digital game-based training improves spelling in German primary school children – A randomized controlled field trial**. *Learning and Instruction*, *87*, 101771. https://doi.org/10.1016/j.learninstruc.2023.101771
Despite its potential to support reading and spelling development in children with or without dyslexia, research on the effectiveness of digital trainings carried out at home is scarce. This study investigated the effectiveness of a novel digital game-based spelling training for unassisted use at home (Prosodiya). The pedagogical approach differs from similar approaches as it systematically teaches orthographic knowledge in combination with syllable stress awareness. A sample of 116 German second- to fourth-grade children with mainly poor spelling skills participated in a randomized two-period, wait-list controlled field trial, in which children practiced at home over 9–10 weeks with Prosodiya. Results showed high participant engagement, as indicated by behavioral measures of student responsiveness, and they validate our novel pedagogical approach. Most importantly, results revealed significant training effects on syllable stress awareness and spelling abilities in trained and untrained domains. This training may thus expand the traditional pool of training methods.

Huang, X., Lam, S. M., Wang, C., & Xu, P. (2023). **Striving for personal growth matters: The relationship between personal growth initiative, teacher engagement and instructional quality**. *British Journal of Educational Psychology*, *93*(3), 658-675. https://doi.org/10.1111/bjep.12583
Background Teachers' instructional quality is critical to student learning and development. However, the affordance of different aspects of instructional quality remains underexplored. Aims This study explores the relationship between teachers' personal growth initiative (PGI) and teacher engagement and instructional quality. Sample The data were collected from 998 teachers (82.9% female, average years of teaching experience = 15.25, SD = 10.29) from China. Methods The participants completed an anonymous online survey questionnaire that examined their PGI, work engagement and self-reported instructional quality. Structural equation modelling and bootstrapping were performed to determine the differentiated associations between PGI and each aspect of the teachers' self-reported instructional quality. Results The results confirmed the critical role of PGI in teacher engagement and self-reported instructional quality. To varying degrees, the dimensions of teacher engagement, except for cognitive engagement, mediated the association between PGI and self-reported instructional quality. Conclusions The teachers' self-reported data showed that their motivation for personal growth played an important role in improving their instructional quality. The teachers' emotional engagement and social engagement with colleagues were positively related to classroom management, and their social engagement with students was associated with a supportive climate.

Ingrisone, S. J., & Ingrisone, J. N. (2023). **Hierarchical Agglomerative Clustering to Detect Test Collusion on Computer-Based Tests**. *Educational Measurement: Issues and Practice*, *42*(3), 39-49. https://doi.org/10.1111/emip.12568
There has been a growing interest in approaches based on machine learning (ML) for detecting test collusion as an alternative to the traditional methods. Clustering analysis under an unsupervised learning technique appears especially promising to detect group collusion. In this study, the effectiveness of hierarchical agglomerative clustering (HAC) for detecting aberrant test takers on Computer-Based Testing (CBT) is explored. Random forest ensembles are used to evaluate the accuracy of the clustering and find the important features to classify the aberrant test takers. Testing data from a certification exam is used. The level of overlap between the exact response matches on incorrectly keyed items in the exam preparation material and HAC are compared. Integrating HAC as an investigation mean is promising in this field to improve the accuracy of classification of aberrant test takers.

Kang, T., Tang, T., Zhang, P., Luo, S., & Qi, H. (2023). **Metacognitive prompts and numerical ordinality in solving word problems: An eye-tracking study**. *British Journal of Educational Psychology*, *93*(3), 862-877. https://doi.org/10.1111/bjep.12601
Background The ability to translate concrete manipulatives into abstract mathematical formulas can aid in the solving of mathematical word problems among students, and metacognitive prompts play a significant role in enhancing this process. Aims Based on the concept of semantic congruence, we explored the effects of metacognitive prompts and numerical ordinality on information searching and cognitive processing, throughout the process of solving mathematical word problems among primary school students in China. Sample Participants included 73 primary school students (38 boys and 35 girls) with normal or corrected visual acuity. Methods This study was based on a 2

(prompt information: no-prompt, metacognitive-prompt) × 2 (number attribute: cardinal number, ordinal number) mixed experimental design. We analysed multiple eye-movement indices, such as fixation duration, saccadic amplitude, and pupil size, since they pertained to the areas of interest. Results When solving both types of problems, pupil sizes were significantly smaller under the metacognitive-prompt condition compared with the no-prompt condition, and shorter dwell time for specific sentences, conditional on metacognitive prompts, indicated the optimization of the presented algorithm. Additionally, the levels of fixation durations and saccadic amplitudes were significantly higher when solving ordinal number word problems compared with solving ordinal number problems, indicating that primary school students were less efficient in reading and faced increased levels of difficulty when solving ordinal number problems. Conclusions The results indicate that for Chinese upper-grade primary school students, cognitive load was lower in the metacognitive prompting condition and when solving cardinal problems, and higher when solving ordinal problems.

Kiyak, U. E., & Toper, O. (2023). **Teaching Science Facts to Students with Autism Spectrum Disorders via Telehealth**. *Journal of Behavioral Education*, *32*(3), 605-615. https://doi.org/10.1007/s10864-022-09497-y
The interruption in the education of students with autism spectrum disorders (ASD) during the COVID-19 pandemic has necessitated telehealth services offered both to the individuals and their parents. Therefore, this study aimed to examine the effects of the simultaneous prompting procedure and observational learning in teaching science facts to middle-school students with ASD by using multiple probe designs with probe trials via telehealth. The researchers also conducted follow-up and novel adult probe sessions to assess the effects of simultaneous prompting procedure and observational learning along with the opinions of students and their mothers in terms of social validity. Results indicated that students acquired the target science facts and observational learning skills, maintained them over time, and generalized them across different people. The implication of the findings and directions for future research was additionally discussed.

Larsen, E., Nguyen, H. T. M., Curtis, E., & Loughland, T. (2023). **It's a question of balance: Reconsidering learning partnerships through genuine teacher mentoring conversations**. *Teaching and Teacher Education*, *133*, 104280. https://doi.org/10.1016/j.tate.2023.104280
In Australia, and internationally, mentoring is proffered as a powerful professional learning experience for both early career teachers (ECTs) and their mentors alike. However, authentically beneficial learning partnerships have proven challenging to achieve. This paper provides a theoretical and practical response to this issue, arguing the criticality of genuine conversations cultivated through balanced, non-hierarchical questioning to position ECTs and mentors as co-learners. Drawing on positioning theory in conjunction with the concept of genuine conversations, the contents of five recorded mentoring conversations involving Australian ECTs and mentors were analysed. These findings have important implications for mentoring practice across educational contexts.

Lebon, F. (2023). **Socialiser par les loisirs ? Travail et professions à l'école primaire**. *Éducation et sociétés*, *50*(2), 139-160. https://doi.org/10.3917/es.050.0139
Les activités culturelles et sportives sont dorénavant encadrées pendant le temps scolaire et dans les marges de l'école par divers personnels socioéducatifs non enseignants : animateurs, éducateurs sportifs, intervenants culturels, etc. Comment ces professionnels et les enseignants se représentent-ils les enjeux éducatifs des activités

sportives et culturelles ? De quelles façons l'éducation scolaire est-elle liée à l'éducation populaire hors l'école ? À qui ce travail éducatif est-il adressé : à des enfants et/ou à des élèves ? Fondé sur une vingtaine d'entretiens menés en 2020 dans deux villes de taille moyenne, l'une en banlieue parisienne, l'autre en province, l'article interroge la forme scolaire en examinant l'organisation du temps et des lieux d'apprentissage, la relation des élèves aux différents professionnels, l'articulation des enjeux sociaux et scolaires. Si la forme scolaire reste un socle de référence, de nouvelles pratiques sociales, différentes logiques traversent l'école élémentaire privilégiant des apprentissages en situation informelle, l'expression de soi, la sociabilité et la découverte de nouvelles pratiques.

Legavre, A. (2023). **À l'écoute des élèves : succès et échecs des négociations enfantines**. *Éducation et sociétés*, *50*(2), 51-68. https://doi.org/10.3917/es.050.0051
La négociation désigne une forme de participation des élèves consistant pour ceux-ci à tenter, de leur propre initiative, de modifier leurs droits et obligations au sein de la classe, que cette tentative soit verbalisée ou induite par des comportements de résistance. L'article explore l'hypothèse selon laquelle la négociation des élèves est non seulement permise, mais aussi valorisée dans certaines classes et à certaines conditions, en tant que signe d'un engagement des élèves en classe. Les données présentées sont issues de l'observation de cinq classes de cycle 3 offrant des marges de négociation aux élèves. Les résultats montrent que l'accueil favorable des négociations enfantines s'opère selon leur degré d'adéquation avec le projet pédagogique de la classe.

Lessard, A., & Garneau-Gaudreault, L.-A. (2023). **Répondre aux besoins en littératie des élèves qui présentent un trouble développemental du langage par l'enseignement de routines musique-littératie au primaire : actions à poser et défis**. *Revue hybride de l'éducation*, *7*(1), 110-146. https://doi.org/10.1522/rhe.v7i1.1318
Le présent article présente une recherche menée auprès de trois enseignantes en adaptation scolaire de première année, dont les élèves présentaient tous un trouble développemental du langage (TDL). Pendant six semaines, elles ont enseigné des routines « musique-littératie ». Un devis qualitatif exploratoire a permis d'identifier les caractéristiques de l'environnement liées à l'enseignement des routines qui constituaient : 1) des actions facilitantes ou 2) des défis pour l'apprentissage en littératie et la participation des élèves présentant un TDL. L'analyse a permis de dégager des pistes d'adaptation à apporter aux routines pour mieux répondre aux besoins des élèves.

Leventhal, B. C. (2023). **ITEMS Corner Update: Recording Audio and Adding an Editorial Polish to an ITEMS Module**. *Educational Measurement: Issues and Practice*, *42*(3), 80-81. https://doi.org/10.1111/emip.12573

Liaw, Y.-L. (2023). **Reached or Not Reached: A Tale of Two Data Sources**. *Educational Measurement: Issues and Practice*, *42*(3), 4-4. https://doi.org/10.1111/emip.12574

Magnusson, C. G., Luoto, J. M., & Blikstad-Balas, M. (2023). **Developing teachers' literacy scaffolding practices—successes and challenges in a video-based longitudinal professional development intervention**. *Teaching and Teacher Education*, *133*, 104274. https://doi.org/10.1016/j.tate.2023.104274
This study reports on a longitudinal video-based literacy coaching professional development intervention involving 38 teachers at nine Norwegian schools, targeting the use of three scaffolding practices that teachers struggle to implement in daily practices:

modeling, feedback, and strategy instruction. By measuring the quality of teachers' scaffolding instruction through an observation protocol, we document how teachers were able to engage in high-level scaffolding practices, exhibiting development through the support of video-based coaching. However, challenges to implementation were raised, such as putting scaffolding theory into practice and receiving balanced support. The study indicates that PDs require flexibility to accommodate teachers' individual needs.

Marceaux, J., & Brunet-Gauthier, M. (2023). **Concevoir une formation en réalité virtuelle**. *Médiations et médiatisations*, (15), 185-196. https://doi.org/10.52358/mm.vi15.340
Immersive technologies are becoming increasingly important in the field of professional training. Among them, virtual reality is the one that presents one of the most interesting potentials because of its capacity to immerse learners in virtual situations and learning environments where the cognitive load, gestures and decision-making resemble those that should be made in practice. This modality becomes even more relevant when schools or centers do not have all the equipment at their training site. This is the case for the Royal Canadian Navy (RCN), which must train its technicians to maintain and repair equipment on ships at sea or stationed on the other side of the country. This article summarizes the pedagogical and technical design of virtual simulations for training RCN technicians. The authors discuss the factors favouring the integration of this technology and the strengths and limitations of virtual reality in this type of use based on a real-life use case.

Marsh, R. J., Cumming, T. M., Randolph, J. J., & Michaels, S. (2023). **Updated Meta-Analysis of the Research on Response Cards**. *Journal of Behavioral Education*, *32*(3), 450-473. https://doi.org/10.1007/s10864-021-09463-0
In 2007, Randolph conducted a meta-analysis of response-card articles to determine the effect of response cards on test achievement, quiz achievement, class participation, and off-task behavior. This meta-analysis is an update of that analysis, including new studies conducted in the last 12 years. A total of 15 studies published between 2005 and 2019 were analyzed along with the previous 14 used in the Randolph study. The results indicate evidence to support the use of response cards. When utilizing response cards, both students in special education and students in general education displayed increases in test and quiz achievement and levels of participation and decreases in off-task behavior. These results indicate that response cards remain a simple and cost-effective strategy for improving student's academic and behavioral outcomes.

Masterson, J. E. (2023). **Submitting, resisting, and getting by: literacy and ideology in a remedial reading program**. *International Journal of Qualitative Studies in Education*, *36*(8), 1579-1598. https://doi.org/10.1080/09518398.2021.1942298
Our current political moment has raised critical questions surrounding the efficacy of public education to deliver on its promise of social uplift. This ethnographic case study utilizes Louis Althusser's conception of ideology--which insists that the way to dismantle systemic injustice is first to recognize its imprint on our everyday actions--to examine the material practices of two high school remedial reading classes. Findings indicate the negative impact of an 'autonomous model' (Street, 1984) of literacy on students' own literate activities, as well as their multiple methods of engaging with this literacy ideology. Ultimately, this analysis urges more consideration of the (literacy) ideologies at work in public education today, and suggests that efforts at the curricular level to equalize

educational outcomes may be prone to fail if larger ideological questions remain unexplored.

McManimon, S. K. (2023). **'It's too boring now': restor(y)ing research while rereading resistance with Da'uud**. *International Journal of Qualitative Studies in Education*, *36*(8), 1612-1626. https://doi.org/10.1080/09518398.2021.1942293
Thinking with the stories of a student who won't let me go, this article rereads "Da'uud's" participation in an elementary classroom theatre performance alongside my own resistance to conventional qualitative research methods. It is thus about resisting, restorying, and restoring research. In one thread, I trace stories of Da'uud resisting school, school resisting Da'uud, and the brilliance of Da'uud's word play in resisting oppression locally (how he was positioned in the classroom and theatre performance) and globally (e.g. school norms based in white supremacy). In another, I work through (re-read) my fears about research that is too boring, appropriating, or damage-centered, exploring how contexts, time, and my reading of scholarship and theory (especially that which considers axiology) reframe this narrative, restoring joy in research. With Da'uud as the theorist in this exploration, I argue for relational research ethics lived in contingent collaboration.

Memon, N. A., & Chown, D. (2023). **Being responsive to Muslim learners: Australian educator perspectives**. *Teaching and Teacher Education*, *133*, 104279. https://doi.org/10.1016/j.tate.2023.104279
Research is emerging on Muslim learners in Australia. However, less is known about the preparedness of educators to be 'responsive' to Muslim learners. Inspired by the Australian Professional Standards for Teachers that states teachers should be 'responsive' to the diverse identities of learners, this article examines educator perspectives of being responsive to the religious identities of Muslim learners in one public high school in Sydney. Data reveals that despite challenging arrangements of the school community, the school leaders and educators exemplified a strong commitment to being responsive but dismissed opportunities to avail from religious ways of knowing.

Moussay, S., & Ria, L. (2023). ***Concevoir de nouveaux espaces de travail et de formation sur le terrain des établissements scolaire***. Consulté à l'adresse http://pubp.giantchair.com/livre/?GCOI=28451100143380
L'intérêt porté à la conception de nouveaux espaces de travail et de formation à l'échelle d'un établissement scolaire et/ou d'un territoire s'inscrit dans le projet de faire évoluer les modalités actuelles de la formation continue des professionnels de l'Education nationale. Le défi est de contribuer au développement professionnel continu des enseignant(e)s dans une alliance renouvelée entre la recherche, le travail et la formation. Au coeur de cette perspective, l'intervention en recherche qui se présente comme une action outillée par les méthodes telles que le laboratoire du changement et par des principes théoriques et méthodologiques inspirés de la clinique de l'activité. Pour progresser dans cette voie, les relations et les modalités de travail entre chercheurs et professionnels sont repensées, la dynamique de formation également reconstruite pour laisser place à l'alternance de temps d'analyse du travail et de mise à l'épreuve des transformations conçues par les professionnels eux-mêmes pour résoudre un problème professionnel. A l'appui des études de cas, l'ouvrage décrit notamment la genèse des nouveaux espaces de travail et de formation, l'implication des enseignants dans ces espaces et l'activité de pilotage pour certains d'entre eux, les transformations

générées au gré du travail des collectifs associant les chercheurs, les enseignants, les formateurs, les chefs d'établissement. Par les outils méthodologiques et conceptuels qu'il développe et les résultats qu'il apporte, l'ouvrage s'adresse à celles et ceux spécialistes de l'éducation et de la formation soucieux de la qualité du travail et d'une formation " responsabilisante ". Il concerne enfin, les étudiants et les chercheurs qui réalisent des travaux dans le champ des sciences de l'éducation et de la formation en empruntant plus particulièrement les cadres théoriques et méthodologiques provenant de l'ergonomie de tradition francophone et de la clinique de l'activité.

Mustafaa, F. N. (2023). **Black Educators' Racial Identity Attitudes and Culturally Relevant Pedagogy: A Psychological Framework and Survey of Within-Race Diversity**. *American Educational Research Journal*, *60*(5), 847-881. https://doi.org/10.3102/00028312231189238
Historically, Black educators have played a critical role in Black youth's well-being. Consequently, they are often assumed to "naturally" engage culturally relevant pedagogy (CRP), obscuring the diverse ways Black individuals identify, think, and behave regarding race and culture. This psychological survey study examines in-service Black educators' (N = 238) multidimensional racial identity attitudes, background sociodemographics, and education contexts (postsecondary and current/teaching) in relation to their varied enactments of three CRP domains (African American Curriculum, Culturally Relevant Teaching, Sociopolitical Commitment). Results show CRP variation across individuals according to their racial identity attitudes, backgrounds, and contexts. The resulting conceptual framework advances research and discourse on teacher race by challenging homogenizing, detrimental narratives. Findings have important implications for teacher workforce diversification, training, and retention.

Nadeau, M.-F., Massé, L., Verret, C., Gaudreau, N., & Lagacé-Leblanc, J. (2022). **Examining behavioural difficulties management practices reported by pre-and elementary school teachers: Relations with individual and contextual characteristics**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/9943
This study examined the use of inclusive practices by 1,373 Quebec teachers to promote prosocial behaviour, according to their individual and contextual characteristics. Two questionnaires were used: a sociodemographic and a validated Classroom Behaviour Management Practices Inventory (N = 68 items; 2 dimensions/7 scales a = .70 to .90). Results from descriptive and univariate variance analysis showed that proactive /positive dimension practices (e.g., rules, instructional, reinforcement-based) are used more frequently than reductive dimension practices (e.g., educational consequences), although some of the latter are frequently used. Hierarchical models indicate significant interrelationships with teachers characteristics and the scales of classroom behaviour management practices, but for a small proportion of explained variance.

Ndzedi, F. (2023). **La responsabilité de l'enseignant vis-à-vis de l'élève. Lecture à partir du statut du visage chez Emmanuel Levinas**. *Le Télémaque*, *63*(1), 159-169. https://doi.org/10.3917/tele.063.0159
Contre une position décliniste, à partir de différentes approches épistémologiques, les auteurs de ce dossier s'inspirent des travaux de Hannah Arendt et d'autres grands intellectuels pour renouveler une réflexion sur l'éducation en partant du constat d'une fragilisation des liens institutionnels, de nouvelles formes de souffrance dont témoignent

les professionnels sur le terrain, et des difficultés des nouvelles générations à trouver et à se faire une place dans le monde.

Neugebauer, S. R., Sandilos, L., DiPerna, J., Hunter, L., Hart, S. C., & Ellis, E. (2023). **41 Teachers, 41 Different Ways: Exploring Teacher Implementation of a Universal Social-Emotional Learning Program under Routine Conditions**. *The Elementary School Journal*, *124*(1), 157-192. https://doi.org/10.1086/725675
Schools are increasingly adopting universal social-emotional learning (SEL) programs to support students' prosocial development and academic success. When adopted across contexts and student populations, SEL interventions can be implemented in different ways, particularly under typical classroom conditions that are not part of research efficacy trials. This study, situated across 13 elementary schools, examined 41 primary teachers' use of a popular universal SEL program with their 811 students, with attention to the prevalence and nature of teachers' program changes to standard program practices. In addition, this study explored whether and how teachers' changes were associated with instructional quality more broadly. Results from 221 lesson observations revealed that teachers' instructional expertise in areas closely aligned with the program's target intervention skills was positively associated with higher levels of program fidelity. Expertise was also related to program changes that honored students' outside of school experiences, supported moment-to-moment decision-making, and centered on students' interests.

Olande, O., & Lindström, T. (2023). **Exploring undergraduate thesis manuscript assessment feedback**. *The Curriculum Journal*, *34*(3), 437-456. https://doi.org/10.1002/curj.188
The present case study explores the assessment practice of two examiners from different academic backgrounds on an undergraduate thesis work in mathematics education. Reflection notes and feedback from two instances of a thesis-writing process are interrogated using a framework based on a semiotics perspective to meaning-making. It is shown that the examiners utilize aspects that are 'immediate and non-contested' to successively make accessible that which is 'withdrawn yet to be revealed.' In this process, varied interventional approaches are observed to support desirable aspects of teacher professional knowledge including critical-analytical disposition. The study also highlights knowledge integration for teaching, scientific disposition, collaboration, and knowledge transformation as some of the desirable aspects of teacher professional knowledge. The findings indicate that knowledge integration and transformation remain an issue of concern for pre-service teachers. This raises the question of how desirable traits for a teacher-as-a researcher can be promoted within the context of thesis work.

Peabody, M. R., Muckle, T. J., & Meng, Y. (2023). **Applying a Mixture Rasch Model-Based Approach to Standard Setting**. *Educational Measurement: Issues and Practice*, *42*(3), 5-12. https://doi.org/10.1111/emip.12571
The subjective aspect of standard-setting is often criticized, yet data-driven standard-setting methods are rarely applied. Therefore, we applied a mixture Rasch model approach to setting performance standards across several testing programs of various sizes and compared the results to existing passing standards derived from traditional standard-setting methods. We found that heterogeneity of the sample is clearly necessary for the mixture Rasch model approach to standard setting to be useful. While possibly not sufficient to determine passing standards on their own, there may be value in these data-driven models for providing additional validity evidence to support

decision-making bodies entrusted with establishing cut scores. They may also provide a useful tool for evaluating existing cut scores and determining if they continue to be supported or if a new study is warranted.

PELLETIER, K., ROBERT, J., ARBINO, N., McCORMACK, M., REEVES, J., AL-FREIH, M., … al, et. (2023). ***2023 EDUCAUSE horizon report: teaching and learning edition***. Consulté à l'adresse https://library.educause.edu/-/media/files/library/2023/4/2023hrteachinglearning.pdf?

Petit, M.-C., Coulon, T., & Bourdeau, S. (2023). **Le design, le développement et l'évaluation d'une simulation de gestion de projet agile avec Minecraft Education : partage d'une approche innovante en enseignement supérieur**. *Médiations et médiatisations*, (15), 197-213. https://doi.org/10.52358/mm.vi15.352
This practitioner contribution presents the process that led to redesigning a 2020 educational scenario into university courses. The goal of this project was to transpose into a digital environment, i.e. Minecraft Education Edition, an agile project management simulation originally designed to take place with Lego® bricks on tables and adhesive maps on the walls. In addition to illustrating the added value of using the ADDIE (Analysis, Design, Development, Implementation and Evaluation) and SAM2 (Successive Approximation Model) pedagogical engineering approaches to judiciously exploit this digital application from a techno-pedagogical point of view, the article emphasizes the importance of offering learners the opportunity to familiarize themselves with MEE environment before jumping headfirst into this virtual world that, for many, may be unfamiliar. Equipped with prior knowledge and experience on D-day, they find themselves more confident in their ability to accomplish the learning tasks requested. In conclusion, recommendations based on our reflections and experience are shared.

Provost, T. (2022). **Derrière le lutrin… le déséquilibre qui m'inspire**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/10137
This response piece engages in the conversation initiated by Maggie McDonnell and Teresa Strong-Wilson on professional identity. It ponders the question of my role as a college-level professor of art history. Whereas numerous academic institutions have started to decolonise curricula to promote diverse perspectives, certain students, believing multiculturalism applies to all across the board, show indifference in learning decolonised points of view. Here, I examine some of these challenges and the several sides of my role as teacher.

Pupik Dean, C. G., Grossman, P., Enumah, L., Herrmann, Z., & Kavanagh, S. S. (2023). **Core practices for project-based learning: Learning from experienced practitioners in the United States**. *Teaching and Teacher Education*, *133*, 104275. https://doi.org/10.1016/j.tate.2023.104275
Significant efforts have been made in the US to develop project-based curricular units and examine their implementation. However, there has not been a similar focus on studying and understanding how teachers enact project-based learning. Building on the work related to core practices in teaching, we seek to develop a better understanding of the foundational teaching practices of teachers and leaders who have experience in implementing project-based curricula. Our analysis produced a multi-level framework, identifying four goals of PBL teachers and 11 core practices related to those goals.

Ramey, K. E., & Stevens, R. (2023). **Dilemmas experienced by teachers in adapting to the role of facilitator in the STEAM classroom**. *Teaching and Teacher Education*, *133*, 104271. https://doi.org/10.1016/j.tate.2023.104271
This study examines (1) dilemmas experienced by teachers adapting to the role of 'facilitator' in a student-centered, technology-supported, STEAM learning environment; (2) strategies they implemented to address them; and (3) students' responses. Data sources included interviews and video-ethnographic, classroom observations with 29 teachers and 325 students, from 20 schools across the United States. Using thematic coding, we identified eight dilemmas and three types of strategies facilitators used to address them. We discuss students' responses to strategies. Findings have implications for understanding how teachers might best facilitate STEAM learning activities and for our understanding of how teachers adapt to educational change.

Rasooli, A. (2023). **Digital Module 33: Fairness in Classroom Assessment: Dimensions and Tensions**. *Educational Measurement: Issues and Practice*, *42*(3), 82-83. https://doi.org/10.1111/emip.12572
Perceptions of fairness are fundamental in building cooperation and trust, undermining conflicts, and gaining legitimacy in teacher-student relationships in classroom assessment. However, perceptions of unfairness in assessment can undermine students' mental well-being, increase antisocial behaviors, increase psychological disengagement with learning, and threaten the belief in a fair society, fundamental to engaging in civic responsibilities. Despite the crucial role of perceived fairness in assessment, there are widespread experiences of unfairness reported by students internationally. To undermine these widespread unfair experiences, limited explicit education on promoting fairness in assessment is being delivered in graduate, preservice, and in-service training. However, it seems that explicit education is the first step in capacity building for reducing unfair perceptions and related undesirable outcomes. The purpose of this module is thus to share the findings drawn from theoretical and empirical research from various countries to provide a space for further critical reflection on best practices in enhancing fairness in classroom assessment contexts.

Rispoli, M., David, M., Gregori, E., Mason, R., & Lory, C. (2023). **Effects of Multilevel Supports on Special Education Preschool Teacher Implementation of Function-Based Interventions**. *Journal of Behavioral Education*, *32*(3), 430-449. https://doi.org/10.1007/s10864-021-09461-2
Early childhood special education teachers require training and support in implementing function-based intervention for challenging behavior. Yet, teacher professional development practices are not universally effective,and teachers may benefit from differentiated supports. The purpose of this study was to pilot and evaluate a multilevel approach to teacher professional development for function-based intervention. The multilevel approach included behavioral skills training, practice-based coaching, and teacher self-monitoring and was evaluated using a multiple baseline across participants single-case research design. Results demonstrated that while all teachers benefited from the professional development, teachers required different levels of support within the multilevel approach. These findings support a growing body of work suggesting that teachers may require varying levels of support to implement evidence-based practices.

Roelens, C. (2023, septembre 4). **Pourquoi repenser l'autorité à l'école**. Consulté 11 septembre 2023, à l'adresse The Conversation website: http://theconversation.com/pourquoi-repenser-lautorite-a-lecole-209541
Les appels à restaurer l'autorité sont récurrents. Mais ne confondent-ils pas souvent « autorité » et « pouvoir » ? Quelques pistes pour repenser ces notions dans un monde hypermoderne.

Running, K., Codding, R. S., Varma, S., Rao, V. N. V., & Wackerle-Hollman, A. (2023). **Comparing the Effects of Concepts-First and Iterative Fraction Instruction Sequences: A Randomized Controlled Trial**. *The Elementary School Journal*, *124*(1), 85-108. https://doi.org/10.1086/725730
Conceptual and procedural instruction order may affect students' learning and generalization of math skills. This study compared two instruction sequences, concepts-first and iterative, and their effect on fraction performance through a class-wide intervention. Fourth-grade students (N = 114) were randomly assigned to the concepts-first, iterative, or control group. The primary conceptual assessment showed that the iterative and concepts-first groups performed similarly, demonstrating medium effect sizes compared with control. The primary procedural assessment again demonstrated that both intervention groups outperformed the control, this time with large to very large effects. In addition, the iterative group outscored the concepts-first group with a medium effect size, though it was not statistically significant. Generalization assessments measuring skill transfer found no differential effects. Overall, iterative instruction was at least as effective as a concepts-first sequence during a fraction intervention.

Sebastian, R., & Krishnamachari, A. (2023). **Unlocking the potential of introduction to teaching courses through simulations**. *Teaching and Teacher Education*, *133*, 104276. https://doi.org/10.1016/j.tate.2023.104276
Introduction to teaching courses are often tasked with helping students make an informed career choice and building their knowledge of the field. In this mixed-methods study, we investigated 98 students' responses to a challenging, mixed-reality simulation and which factors influenced their responses. Our goal was to understand the utility of simulations for introduction to teaching courses. We found that students generally perceived the simulation as challenging and useful, with many building skills during practice and sharing new insights into teaching afterwards. Students' prior experiences working with children were associated with their performance and perceptions. Implications for teacher education are discussed.

Short, D. S., & McLean, J. F. (2023). **The relationship between numerical mapping abilities, maths achievement and socioeconomic status in 4- and 5-year-old children**. *British Journal of Educational Psychology*, *93*(3), 641-657. https://doi.org/10.1111/bjep.12582
Background Early numeracy skills are associated with academic and life-long outcomes. Children from low-income backgrounds typically have poorer maths outcomes, and their learning can already be disadvantaged before they begin formal schooling. Understanding the relationship between the skills that support the acquisition of early maths skills could scaffold maths learning and improve life chances. Aims The present study aimed to examine how the ability of children from different SES backgrounds to map between symbolic (Arabic numerals) and non-symbolic (dot arrays) at two difficulty ratios related to their math performance. Sample Participants were 398 children in their first year of formal schooling (Mean age = 60 months), and 75% were from low SES

backgrounds. Method The children completed symbolic to non-symbolic and non-symbolic to symbolic mapping tasks at two difficulty ratios (1:2; 2:3) plus standardized maths tasks. Results The results showed that all the children performed better for symbolic to non-symbolic mapping and when the ratio was 1:2. Mapping task performance was significantly related to maths task achievement, but low-SES children showed significantly lower performance on all tasks. Conclusion The results suggest that mapping tasks could be a useful way to identify children at risk of low maths attainment.

Stendel, J. (2022). **Lessons from the junk drawer: Possibilities for sustainability in art education**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/10041
From planetary warming and natural disasters to pollution and community unrest, the sensorium of the climate crisis pervades our daily life. Art education has the potential to help us better understand the sensory reality of the climate crisis. However, the materials used in artistic creation are ecologically unsustainable and therefore may hinder learner's connection to ecology. Through exploring the metaphor of the junk drawer, the author positions materials as potential teachers and, subsequently, as important parts of meaningful teaching and learning. The article explores the pedagogical impacts of different art materials while arguing that sustainable materials can lead to eco-consciousness for educators and students.

Stevens, E. A., Capin, P., Stewart, A., Swanson, E., & Vaughn, S. (2023). **Examining the Type and Direction of Teacher Feedback Provided In Fourth-Grade Classrooms to Inform Teacher Preparation**. *The Elementary School Journal*, *124*(1), 109-128. https://doi.org/10.1086/725668
Providing academic feedback is strongly related to student achievement, yet there is little observational research examining the feedback provided by elementary classroom teachers. Informed by Hattie and Timperley's model of feedback, we conducted an observation study examining the type and direction of feedback provided in 33 teachers' fourth-grade social studies classrooms. Results showed teachers primarily repeated students' answers (39.8%), followed by providing positive feedback (32.2%), praise (15.6%), and corrective feedback (11.8%). Most feedback was directed at the task. Teachers rarely provided combined positive and corrective feedback (0.5%) and infrequently directed feedback at the process or students' self-regulation. These findings suggest teachers would benefit from support in providing effective feedback that is specific and supports students' use of learning strategies and self-regulatory behavior. Implications for preservice and in-service teacher training related to providing effective feedback are discussed.

Taubman, L. (2020). ***Pas sage. Ethnographie filmée du Lycée autogéré de Paris : rapports de force et enjeux éducatifs*** (Phdthesis, École des Hautes Études en Sciences Sociales Paris). Consulté à l'adresse https://hal.science/tel-04082219
Cette thèse étudie, à travers un film et un manuscrit, le fonctionnement pédagogique du Lycée autogéré de Paris, un établissement d'enseignement secondaire public et désectorisé. A l'issue d'une immersion de vingt mois, l'auteur interroge la façon dont se déploient les rapports de force entre personnes au sein de cette structure éducative se réclamant d'un fonctionnement horizontal, ainsi que leurs répercussions sur les apprentissages et sur des trajectoires d'élèves dans et après le lycée. Ce travail recouvre

également une démarche réflexive à travers laquelle l'auteur questionne les ressorts épistémologiques de l'usage de la caméra en anthropologie.

Tremblay, K. N., Philion, R., Moreau, A. C., Ruel, J., Morales, E., Feliziani, M., & Garneau-Gaudreault, L.-A. (2023). **Bilan des contributions et retombées perçues de l'implantation d'une communauté de pratique auprès d'une équipe-école**. *Revue hybride de l'éducation*, *7*(1), 184-217. https://doi.org/10.1522/rhe.v7i1.1472
Le présent article expose les résultats d'un projet pilote de deux années. Par l'entremise d'une communauté de pratique, ce projet visait à soutenir des équipes enseignantes (ÉEs) à développer des pratiques pédagogiques en littératie adaptées à leurs élèves ayant une déficience intellectuelle (DI) moyenne, sévère ou profonde. Les résultats illustrent que peu importe le niveau de sévérité de la DI, il est possible de déployer une diversité de pratiques pédagogiques. Outre ces résultats, des effets positifs sur le développement professionnel des ÉEs et sur les apprentissages des élèves sont présentés.

Ulitzsch, E., Domingue, B. W., Kapoor, R., Kanopka, K., & Rios, J. A. (2023). **A Probabilistic Filtering Approach to Non-Effortful Responding**. *Educational Measurement: Issues and Practice*, *42*(3), 50-64. https://doi.org/10.1111/emip.12567
Common response-time-based approaches for non-effortful response behavior (NRB) in educational achievement tests filter responses that are associated with response times below some threshold. These approaches are, however, limited in that they require a binary decision on whether a response is classified as stemming from NRB; thus ignoring potential classification uncertainty in resulting parameter estimates. We developed a response-time-based probabilistic filtering procedure that overcomes this limitation. The procedure is rooted in the principles of multiple imputation. Instead of creating multiple plausible replacements of missing data, however, multiple data sets are created that represent plausible filtered response data. We propose two different approaches to filtering models, originating in different research traditions and conceptualizations of response-time-based identification of NRB. The first approach uses Gaussian mixture modeling to identify a response time subcomponent stemming from NRB. Plausible filtered data sets are created based on examinees' posterior probabilities of belonging to the NRB subcomponent. The second approach defines a plausible range of response time thresholds and creates plausible filtered data sets by drawing multiple response time thresholds from the defined range. We illustrate the workings of the proposed procedure as well as differences between the proposed filtering models based on both simulated data and empirical data from PISA 2018.

Ulitzsch, E., Lüdtke, O., & Robitzsch, A. (2023). **The Role of Response Style Adjustments in Cross-Country Comparisons—A Case Study Using Data from the PISA 2015 Questionnaire**. *Educational Measurement: Issues and Practice*, *42*(3), 65-79. https://doi.org/10.1111/emip.12552
Country differences in response styles (RS) may jeopardize cross-country comparability of Likert-type scales. When adjusting for rather than investigating RS is the primary goal, it seems advantageous to impose minimal assumptions on RS structures and leverage information from multiple scales for RS measurement. Using PISA 2015 background questionnaire data, we investigate such an adjustment procedure and explore its impact on cross-country comparisons in contrast to customary analyses and RS adjustments that (a) leave RS unconsidered, (b) incorporate stronger assumptions on RS structure, and/or (c) only use some selected scales for RS measurement. Our findings suggest that not only

the decision as to whether to adjust for RS but also how to adjust may heavily impact cross-country comparisons. This concerns both the assumptions on RS structures and the scales employed for RS measurement. Implications for RS adjustments in cross-country comparisons are derived, strongly advocating for taking model uncertainty into account.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2023). ***Teaching to prevent atrocity crimes: a guide for teachers in Africa***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000386136/PDF/386136eng.pdf.multi

Vanassche, E. (2023). **Talking to learn: Patterns of discursive interaction in post-lesson debriefs**. *Teaching and Teacher Education*, *133*, 104301. https://doi.org/10.1016/j.tate.2023.104301
Post-lesson debriefs are a hallmark of teacher education programs globally, with the assumption that these conversations will encourage reflective thinking and foster better practice. However, not all debriefs equally support these goals. This study examines the nature of discursive interactions in lesson debriefs. It considers learning as a discursive achievement, realized in the situated interactions between university supervisors, mentors, and student teachers. Analysis of ten debriefs resulted in five patterns of discursive interaction: directive discourse; normalizing discourse; analytic discourse; justificatory discourse; and evaluative discourse. This study uniquely contributes to understanding the importance of debrief talk for teaching and learning about teaching.

van Dijk, W., Lane, H. B., & Gage, N. A. (2023). **How Do Intervention Studies Measure the Relation between Implementation Fidelity and Students' Reading Outcomes?: A Systematic Review**. *The Elementary School Journal*, *124*(1), 56-84. https://doi.org/10.1086/725672
Implementation fidelity is often thought of as a necessary condition to achieve internal validity and as having a relation to student outcomes. This relation is increasingly modeled; we reviewed reading intervention studies for students in pre-K–12 in which measures of implementation fidelity were included in final data analysis. A systematic search yielded 50 studies using mostly measures of dosage, adherence, and quality. We provide a detailed, narrative description of the construction of the measures, revealing a wide variety of conceptualizations of implementation fidelity, in terms of content, measurement approaches, and variable construction. The original studies reported varied estimates of the relation between implementation fidelity and student outcomes. To better study the relation in the future, we recommend researchers incorporate measurement of implementation fidelity in the design phase of research projects.

Vincent, R. (2023). **Faire entrer le jeu vidéo en classe : les cultures ludiques juvéniles au prisme des pratiques enseignantes**. *Éducation et sociétés*, *50*(2), 69-85. https://doi.org/10.3917/es.050.0069
Le jeu vidéo est un des derniers produits de la culture de masse à entrer en classe et son usage, appuyé sur les pratiques numériques des élèves, voudrait susciter motivation et développement de compétences. Les recherches sur cette introduction restent souvent consacrées à l'efficacité du dispositif sur les apprentissages ou la motivation sans rendre compte de sa mise en forme éducative au sein des pratiques enseignantes. Le but de cet article est d'étudier la rencontre entre culture scolaire et dispositif ludique, mais aussi entre la culture ludique des enseignants et celle de leurs élèves. Il s'appuie sur

l'observation et l'enregistrement vidéo de cours de 17 professeurs du secondaire français dans diverses disciplines, complétés par des entretiens avec les enseignants et certains de leurs élèves. Si médias, entreprises et institutions évoquent parfois la nécessité pour les enseignants de s'adosser aux pratiques juvéniles, rares sont les élèves qui connaissent les jeux que leurs enseignants font entrer en classe. Si des jeux connus des élèves sont utilisés, les enseignants leur appliquent une grille de lecture savante éloignée du rapport entretenu par les joueurs dans leur quotidien, plutôt centré sur le plaisir et la performance, laissant apparaître un décalage culturel (Dagiral & Tessier 2010) entre les cultures ludiques des professeurs et des élèves. Paradoxalement, importer les pratiques juvéniles peut entraîner une mise à distance de l'expérience personnelle des élèves au profit d'une appréhension plus scolaire de leur loisir. Cela s'accompagne d'une mise à l'écart de la culture ludique des filles et remet en cause l'idée que l'usage scolaire de la culture de masse peut contribuer sans heurt à l'égalité des chances.

Wang, Z., Xie, R., Wu, X., Xia, Y., Yu, Y., Nguyen, T. P., & Cheng, Z. (2023). **Unpacking the relation between morphological awareness and reading comprehension in Chinese children**. *British Journal of Educational Psychology*, *93*(3), 773-789. https://doi.org/10.1111/bjep.12591
Background and Aims Morphological awareness is an essential ability for successful reading. This study aimed to explore the contribution of morphological awareness to reading comprehension (RC) in Chinese. Particularly, this study sought to determine whether the relation between morphological awareness and RC differs across various facets of morphological awareness (homophone awareness, homonym awareness, and compounding awareness), grades, or ability levels. Samples and Methods A total of 148 Chinese students were evaluated on a battery of tests from third to sixth grade. Multiple regression analyses were used to examine the unique roles of homophone, homonym, and compounding awareness on RC in different grades. Quantile regression analyses were conducted to investigate the more or less influences of facets of morphological awareness on RC across the ability range. Results A series of multiple and quantile regressions revealed that (1) compounding awareness rather than homophone awareness and homonym awareness, directly and uniquely explained the development of RC, (2) the effect of compounding awareness on RC increased with grade level, and (3) the contribution of compounding awareness to RC decreased as children move from poor to better readers. Conclusions The findings reveal a developmental shift in the relation between morphological awareness and RC, as well as clarify when and for whom to enhance which facet of morphological awareness is particularly important.

Relation formation-emploi

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2023). ***Microcredentials for labour market education and training: microcredentials and evolving qualifications systems***. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=15371

Lefresne, F. (2023). **L'entreprise face à l'enjeu compétences : ce que nous enseignent les travaux du Céreq**. *Céreq Études*, (48), 1-17. Consulté à l'adresse https://www.cereq.fr/lentreprise-face-lenjeu-competences-ce-que-nous-enseignent-les-travaux-du-cereq

Réussite scolaire

Cao, Y., Grace Kim, Y.-S., & Cho, M. (2023). **Are Observed Classroom Practices Related to Student Language/Literacy Achievement?** *Review of Educational Research*, *93*(5), 679-717. https://doi.org/10.3102/00346543221130687
In this study, we examined the relation of observed classroom practices to language and literacy achievement and the moderation of this relation for students from pre-K to sixth grade. A total of 136 studies (N = 107,882 participants) met the inclusion criteria, of which 108 studies were included for meta-analysis and the other 28 studies were narratively synthesized. The average zero-order (r = .12) and partial correlations (rp = .04) were statistically significant but weak in magnitude. The relation was slightly weaker in upper than in lower grade levels, and stronger for observations capturing macro quality and instructional dimension than those capturing micro measurement and emotional or structural dimension, respectively. The relation did not vary by observation duration, frequency, adopted statistical approach, or type of covariates. Taken together with the narrative synthesis, the results highlight the complex nature of classroom observation and a need for more classroom research, particularly on higher grade levels.

Dee, T. S., Huffaker, E., Phillips, C., & Sagara, E. (2023). **The Revealed Preferences for School Reopening: Evidence From Public-School Disenrollment**. *American Educational Research Journal*, *60*(5), 916-940. https://doi.org/10.3102/00028312221140029
Before the 2020–2021 school year, policymakers and parents confronted the uncertain trade-offs implied by the health, educational, and economic consequences of offering instruction remotely, in person, or through a hybrid of the two. Most public schools in the United States chose remote-only instruction, and enrollment fell dramatically (i.e., a loss 1.1 million K–12 students). We examine the impact of these choices on public-school enrollment using panel data that combine district-level information on enrollment and instructional mode. We find offering remote-only instead of in-person instruction reduced enrollment by 1.1 percentage points (i.e., 42% greater disenrollment). The disenrollment effects of remote instruction are concentrated in kindergarten and, more modestly, elementary schools. We do not find evidence that hybrid instruction had an impact.

Després, J.-P., Julien-Gauthier, F., Mathieu, M.-C., & Bédard-Bruyère, F. (2023). **Développer la littératie des jeunes ayant une déficience intellectuelle par la participation à un programme d'apprentissage informel de la musique à distance**. *Revue hybride de l'éducation*, *7*(1), 147-183. https://doi.org/10.1522/rhe.v7i1.1308
Le présent article relate l'expérience d'une participante au Camp musical extra-ordinaire, un projet de recherche musical inclusif à l'intention des jeunes ayant une déficience intellectuelle ou physique. Une approche multiméthode a été mise en oeuvre afin de documenter l'évolution des littératies langagière, musicale et technologique de la participante. Les résultats suggèrent que Léa a amélioré ses habiletés de communication, de socialisation, ses performances musicales et ses habiletés numériques. Ces résultats laissent entrevoir une synergie entre les différentes formes de littératie qui lui a permis d'acquérir différentes formes d'expression, de mettre en valeur son potentiel et de renforcer son estime personnelle et sa confiance.

Elsayed, W. (2023). **The impact of campus housing problems faced by female expatriate students on the level of their academic achievement**. *International Social Science Journal*, *73*(249), 827-843. https://doi.org/10.1111/issj.12426

This study aimed to identify the impact of campus housing problems faced by female expatriate students on their academic achievement. The study sample included 140 female students living in campus housing. The results showed that the value of the impact of campus housing problems on academic achievement reached a total weight of 7663 and a weighted relative weight of 60.82%, indicating a moderate level of impact. Psychological problems were ranked first at 35.01%, followed by social problems at 32.63%, and organizational problems at 32.3%. The study concludes several key problems faced by female expatriate students, including a lack of social support, difficult procedures for family visits and a lack of study resources within campus housing such as offices, stationery, ink, paper and printing. These problems have led to a poor level of academic achievement for female expatriate students.

Gaughan, M. (2023). **Intersectional Dynamics and Academic Advancement in the United States**. *The Journal of Higher Education*, *94*(6), 720-744. https://doi.org/10.1080/00221546.2023.2192162
I use the intersectionality framework to understand how processes of tenure and promotion operate as a system that systematically advantages members of some groups while systematically disadvantaging members of other groups. Empirically, I examine how gender, race, ethnicity, and nativity combine to structure the institution of tenure and promotion in US universities. Consistent with original conceptualizations of intersectionality as a lens that illuminates social structure, this empirical work demonstrates that foreign-born White men are the most advantaged members in the institution of tenure and promotion. Only by accounting for all bases simultaneously does the latent function of the promotion and tenure institution come to light: One that especially advantages White men while disadvantaging women and people of color, both foreign and domestic.

Hobson, C. J., Griffin, A., Novak, J. M., Mitchell, M. B., Szostek, J., Burosh, J., & Hobson, A. (2023). **Comparing National Trends in Hispanic and White College Student Six-Year Graduation Rates Using IPEDS Data**. *Journal of Hispanic Higher Education*, *22*(4), 383-394. https://doi.org/10.1177/15381927221117229
Six-year college graduation rates for Hispanic and White students from 17 cohorts were analyzed using data from the U.S. Department of Education's IPED System. Results from regression analyses confirmed statistically significant positive linear trends for Hispanic and White students and statistically significant differences between the two regression lines, with the Hispanic rate of increase almost double that for White students. Adverse impact was found in 9/17 cohorts.

Iqbal, S. A., & Patrinos, H. (2023). ***Learning during the Pandemic: Evidence from Uzbekistan*** (IZA Discussion Paper N° 16232). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16232.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.

Jolicoeur, E., Moreau, A. C., Tremblay, K. N., & Beaulieu, J. (2023). **Croyances à propos de l'enseignement des compétences en littératie auprès d'élèves ayant une déficience intellectuelle : recension des écrits scientifiques**. *Revue hybride de l'éducation*, *7*(1), 1-30. https://doi.org/10.1522/rhe.v7i1.1416
Dans les dernières années, des efforts ont été mis en place afin de favoriser l'accès à la littératie pour les élèves ayant une déficience intellectuelle (DI) (Allor et al., 2014; Sermier-Dessemontet, 2020). Cet article présente une recension d'articles abordant les croyances de futurs enseignants, d'enseignants et d'autres acteurs scolaires au sujet de l'enseignement des compétences en littératie auprès d'élèves ayant une DI. Considérant les variations des études documentées (n=7), la discussion porte sur les résultats différenciés des articles analysés. Les différents acteurs scolaires ne croient pas être suffisamment formés pour développer les compétences en littératie des élèves ayant une DI.

Lessard, A., & Garneau-Gaudreault, L.-A. (2023). **Répondre aux besoins en littératie des élèves qui présentent un trouble développemental du langage par l'enseignement de routines musique-littératie au primaire : actions à poser et défis**. *Revue hybride de l'éducation*, *7*(1), 110-146. https://doi.org/10.1522/rhe.v7i1.1318
Le présent article présente une recherche menée auprès de trois enseignantes en adaptation scolaire de première année, dont les élèves présentaient tous un trouble développemental du langage (TDL). Pendant six semaines, elles ont enseigné des routines « musique-littératie ». Un devis qualitatif exploratoire a permis d'identifier les caractéristiques de l'environnement liées à l'enseignement des routines qui constituaient : 1) des actions facilitantes ou 2) des défis pour l'apprentissage en littératie et la participation des élèves présentant un TDL. L'analyse a permis de dégager des pistes d'adaptation à apporter aux routines pour mieux répondre aux besoins des élèves.

Ma, G., Zhang, J., & Hong, L. (2023). **Learning From Home: Widening Rural-Urban Educational Inequality and High School Students' Self-Control in China During the COVID-19 Pandemic and School Closure**. *Youth & Society*, *55*(7), 1348-1366. https://doi.org/10.1177/0044118X221138607
Worldwide school closures and remote learning have been implemented during the COVID-19 pandemic. These measures' impact on young populations' academic achievements is unclear. This study (N = 1,736, ages 14–20 years, 53% female, and Chinese) analyzed academic examination scores for students at a high school in Eastern China between January and July 2020. Results showed that overall, students' academic achievements appeared to be negatively affected amid a school closure. More importantly, students' self-control was introduced as a moderating factor that partially accounted for this difference in the context of remote learning at home. These findings extended our understanding of school closures' unequal impact on young populations. Education and social policies should respond to these challenges during times of crisis.

Moreau, A. C., & Tremblay, K. N. (2023). **Grille d'observation des premières compétences en littératie d'élèves en situation de handicap : recherche-développement et première étape de validation**. *Revue hybride de l'éducation*, *7*(1), 31-62. https://doi.org/10.1522/rhe.v7i1.1336
L'apprentissage des compétences en littératie, volet langage oral et écrit, représente un vecteur de réussite scolaire et sociale pour tous les apprenants, dont les élèves en

situation de handicap découlant d'une déficience intellectuelle ou d'un déficit du langage. Pour le personnel, l'observation des acquis et de la progression des apprentissages des compétences essentielles à lire et à écrire pour planifier et réguler les interventions représentent un défi. L'objectif est de présenter une recherche-développement d'une grille d'observation aux fins de l'évaluation formative-régulative en enseignement des premières compétences en littératie auprès de ces élèves. La discussion ouvre sur les retombées pratiques, les limites et aussi les pistes de recherche.

Morel, S. (2023). **« L'inquiétante étrangeté ». Les rapports des assistantes sociales aux programmes de réussite éducative vus au prisme de la sociologie des professions d'Andrew Abbott**. *Sociologie*, *14*(3), 333-349. Consulté à l'adresse https://www.cairn.info/revue-sociologie-2023-3-page-333.htm
La coordination des différents acteurs intervenant dans une même politique sociale est un enjeu consubstantiel à l'action publique et les cloisonnements professionnels sont une des principales cibles de cette recherche de coordination. S'inspirant de la sociologie des professions d'Andrew Abbott, cet article étudie le sentiment d'« inquiétante étrangeté » que les assistantes sociales, revendiquant elle-même des compétences de coordination, éprouvent lors de leur confrontation avec les programmes de réussite éducative (PRE), principal dispositif du volet éducatif de la politique de la ville, fondés sur une approche « partenariale » de situations individuelles d'enfants de 2 ans à 16 ans. Preuve de cette proximité, certains postes dans les PRE, comme ceux de « référents de parcours », sont désormais majoritairement occupés par des assistantes sociales ou d'autres travailleurs sociaux. Néanmoins, preuve d'une distance persistante, la participation des assistantes sociales à ce dispositif demeure vivement controversée au sein même de leur groupe professionnel. L'article analyse les divisions internes au groupe comme la conséquence des incertitudes liées à l'extension de son territoire professionnel et au renouvellement partiel de son travail dans le cadre de ce dispositif.

Poursuite d'études et parcours des bacheliers précaires dans l'enseignement supérieur. (2023, juillet 17). Consulté 13 septembre 2023, à l'adresse enseignementsup-recherche.gouv.fr website: 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.

Thevenot, C., Tazouti, Y., Billard, C., Dewi, J., & Fayol, M. (2023). **Acquisition of new arithmetic skills based on prior arithmetic skills: A cross-sectional study in primary school from grade 2 to grade 5**. *British Journal of Educational Psychology*, *93*(3), 727-741. https://doi.org/10.1111/bjep.12588
Background In several countries, children's math skills have been declining at an alarming rate in recent years and decades, and one of the explanations for this alarming situation is that children have difficulties in establishing the relations between arithmetical operations. Aim In order to address this question, our goal was to determine the predictive power of previously taught operations on newly taught ones above general cognitive skills and basic numerical skills. Samples More than one hundred children in each school level from Grades 2 to 5 from various socio-cultural environments (N = 435,

229 girls) were tested. Methods Children were assessed on their abilities to solve the four basic arithmetic operations. They were also tested on their general cognitive abilities, including working memory, executive functions (i.e., inhibition and flexibility), visual attention and language. Finally, their basic numerical skills were measured through a matching task between symbolic and nonsymbolic numerosity representations. Additions and subtractions were presented to children from Grade 2, multiplications from Grade 3 and divisions from Grade 4. Results and Conclusions We show that addition predicts subtraction and multiplication performance in all grades. Moreover, multiplication predicts division performance in both Grades 4 and 5. Finally, addition predicts division in Grade 4 but not in Grade 5 and subtraction and division are not related whatever the school grade. These results are examined considering the existing literature, and their implications in terms of instruction are discussed.

Tremblay, K. N., Moreau, A. C., Jolicoeur, E., & Beaulieu, J. (2023). **Littératie et situations de handicap : obstacles, défis et actions**. *Revue hybride de l'éducation*, *7*(1), i-viii. https://doi.org/10.1522/rhe.v7i1.1592

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2023). ***Programme CapED : Rapport sur les résultats 2022***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000385347_fre/PDF/385347fre.pdf.multi

van der Westhuizen, L., Niepel, C., Greiff, S., Fischbach, A., & Arens, A. K. (2023). **The big-fish-little-pond effect on academic self-concept and interest in first- and third-grade students**. *Learning and Instruction*, *87*, 101802. https://doi.org/10.1016/j.learninstruc.2023.101802
Background The big-fish-little-pond effect (BFLPE) postulates that class-average achievement has a negative effect on students' academic self-concept. Research examining the BFLPE with elementary school students is scarce, especially with first graders. Aims This study examined the BFLPE of class-average achievement on academic self-concept and interest in the math domain with first and third graders. Sample Participants were Luxembourgish first graders (N = 5057) and third graders (N = 4925). Methods A multilevel, doubly latent approach was used to assess a BFLPE model containing achievement (as the predictor) and ASC and interest (as outcomes) in the math domain. Results The BFLPE on math self-concept was supported in both grades, whereas the BFLPE on math interest was supported only for third graders. In both grades, larger effect sizes were observed for the BFLPE on math self-concept than on math interest. Conclusion Our results suggest that the social comparisons underlying the BFLPE play an important role in the formation of math self-concept in both grades, but they play a less substantial—and probably later—role in the formation of math interest in elementary school.

Wild, S., & Grassinger, R. (2023). **The importance of perceived quality of instruction, achievement motivation and difficulties in self-regulation for students who drop out of university**. *British Journal of Educational Psychology*, *93*(3), 758-772. https://doi.org/10.1111/bjep.12590
Background: Starting a study programme at an university, students are confronted with rising requirements regulating their learning processes and motivation. Both difficulties due to this regulation and the quality of instruction are associated with students dropping out from a study programme in the research. Aims: The purpose of this research is to

analyse the interplay and effect of difficulties in self-regulated learning, achievement motivation (i.e. academic self-concept, subject interest), and perceived quality of instruction in dropping out from an university study programme. Sample: We sampled 2301 cooperative students in their first academic year. The average age was M = 22.12 (SD = 3.02), and 1167 were male (50.7%). Method: This cross-sectional study used structural equation models for hypothesis analysis. Three years after the survey, dropout information from the university administration was matched to the survey data. Results: The results indicate associations between academic self-concept, subject interest and difficulties in regulating one's motivation with dropout. An indirect effect was found between perceived quality of instruction and dropout via academic self-concept, subject interest and difficulties in regulating one's motivation. Conclusions: The relevance of perceived quality of instruction, self-concept, subject interest and difficulties in motivational regulation and consequences for dropout is illustrated.

Zaffran, J., & Vollet, J. (2023). **Le raccrochage scolaire à la croisée du temps et de l'événement**. *Éducation et sociétés*, *50*(2), 87-99. https://doi.org/10.3917/es.050.0087
Les facteurs explicatifs de l'abandon scolaire sont connus. Les éléments constitutifs du raccrochage, c'est-à-dire le retour en formation dans un établissement de remédiation du décrochage scolaire, le sont moins. L'article porte sur les jeunes qui, après une période plus ou moins longue de déscolarisation, décident d'un retour en formation. La question centrale porte sur les vecteurs de la décision de ce retour. Pour répondre, le raccrochage est lié à l'action du processus temporel et au sens donné à l'événement. L'article pose d'abord le cadre politique et sociologique de la lutte contre le décrochage scolaire, puis problématise l'action du processus temporel sur les parcours des jeunes. Il présente enfin un modèle séquentiel du décrochage-raccrochage axé sur la fonction du temps comme incubateur de la volonté de raccrocher et de l'événement comme déclencheur du recours effectif au dispositif. L'article montre que le temps et l'événement sont les ingrédients d'une alchimie de transformation de la volonté en acte. Cette démonstration permet en conclusion d'interroger le temps court des politiques de lutte contre le décrochage, qui s'ajuste mal au temps long des processus de raccrochage.

Valeurs

Alva, E., Urcia, M., & Vivas, V. (2023). **Civic Engagement of Future Citizens: An Insight from Peruvian Students' Attitudes towards Relevant Societal Issues as Predictors of Expected Conventional Political Participation**. *Child Indicators Research*, *16*(5), 2187-2221. https://doi.org/10.1007/s12187-023-10049-7
Studies that cover civic engagement in adolescents approach its understanding from the cognitive domain of civics and citizenship. However, it is crucial to also pay special attention to the adolescents' affective-behavioural domain regarding political and social issues and how they could affect their civic engagement in adulthood, particularly in complex contexts with emerging and challenging fragile democracies such as Peru. Concerning this, we propose a model about adolescents' attitudes toward relevant societal issues as predictors of their expected conventional political participation, an approach to future civic engagement. We applied a multilevel path analysis based on data from 5,166 Peruvian 8th-grade students (Mage = 14.03; SD = .88) participating in the 2016 International Civic and Citizenship Education Study. Our results showed that agreed attitudes toward equal rights of men and women, ethnic/racial groups, homosexuals,

and trust in civic institutions positively predict expected electoral participation, but agreed attitudes toward corrupt practices in government turn out to be a negative predictor. Likewise, agreed with attitudes toward equal rights of ethnic/racial groups, disobedience to law, authoritarianism and corruption in government, and trust in civic institutions positively predict expected active political participation; however, agreed attitudes toward equal rights of men and women are a negative predictor. Promoting the exercise of civic attitudes would help to follow fewer passive roles and thus tend towards active political participation, which, in addition, would be seen not only as a space to obtain benefits but also to develop citizenship genuinely committed to democracy.

Calderon, A. (2023). **Sustainability Rankings: What they are About and How to make them Meaningful**. *Journal of Studies in International Education*, *27*(4), 674-692. https://doi.org/10.1177/10283153231172022
Higher education institutions (HEIs) have long embraced a path towards sustainability and engaged in supporting sustainable development. The adoption of the sustainability development goals has forced HEIs to assess how they engage with these goals and how they address societal challenges head on. However, the emergence of sustainability rankings is when HEIs began to focus on promoting these institutional efforts in earnest. The aim of this article is to put in perspective the various sustainability rankings which have emerged over the past fifteen years, discuss some of the methodological nuances of these, and highlight the disparity in performance of HEIs across world regions. This article also suggests some ways in which these rankings can be improved and ways in which the administrative burden of supplying and analysing data can be strengthened.

Campbell, A. C., Nguyen, T., & Stewart, M. (2023). **Promoting International Student Mobility for Sustainability? Navigating Conflicting Realities and Emotions of International Educators**. *Journal of Studies in International Education*, *27*(4), 621-637. https://doi.org/10.1177/10283153221121386
In international education, climate change is an increasingly prominent consideration. International mobility contributes to global carbon emissions yet provides students with skills and knowledge to address climate change. Based on interviews with 17 individuals working in international education, this qualitative study illuminates how international educators view climate change: both as a threat and an opportunity for the field. When considering and mitigating international education's carbon emissions, interviewees reported mostly negative emotions: feeling stuck, frustrated, and overwhelmed. Interviewees also noted difficulties in logically and ethically reconciling the relationship, especially with student mobility as a key component of international education, providing several rationales for expanding international education to promote social and environmental justice. Notably, interviewees called for a reimagining of the field with more virtual exchanges and less air travel. Findings aim to inform higher education internationalization efforts – and student mobility specifically – in a time of climate crisis.

Cassol-Silva, C. C., Latorre, P., & Brandenburg, U. (2023). **The Relationship Between Internationalization and Environmental Sustainability in Non-Central Latin American Universities**. *Journal of Studies in International Education*, *27*(4), 654-673. https://doi.org/10.1177/10283153231181423
In recent years, research identifying the intersection between internationalization of higher education and sustainability development has gained relevance, as well as the

role and responsibility of universities in addressing the Sustainable Development Goals (SDGs). Although higher education institutions (HEIs) have addressed environmental sustainability through a range of measures, studies on the relationship between internationalization and environmental sustainability are scarce. Therefore, this study presents examples that seek to examine the relationship between internationalization and environmental sustainability in six non-central Latin American (LA) universities. Data were sourced from semi-structured interviews and a review of secondary data. The practices of these universities demonstrate that rich experiences can be offered to the wider world by institutions in non-central positions. The study shows that non-central LA HEIs have a strong connection with their local and/or regional environment and tend to focus primarily on global issues that support local development, rather than internationalization practices.

Chasi, S., & Heleta, S. (2023). **Towards More Sustainable, Equitable and Just Internationalisation Practices: The Case of Internationalisation Conferences**. *Journal of Studies in International Education*, *27*(4), 603-620. https://doi.org/10.1177/10283153221139924
In this article, we offer a critical perspective on the interrelationship between internationalisation and sustainability, particularly regarding the contribution higher education internationalisation practices reliant on mobility have made to climate degradation. Specifically, we focus on carbon emissions linked to air travel in the context of in-person internationalisation conferences. Drawing on decolonial approaches and lived realities in the global South, we argue that a return to pre-pandemic practices in the midst of the ongoing COVID-19 pandemic and, more importantly, an existential climate crisis, is highly irresponsible, unjust and exclusionary. We raise issues and propose questions for internationalisation professionals and organisations to consider, unpack and action, both individually and collectively, aiming to move away from exclusionary and harmful internationalisation practices and to bring about change for a new and better 'normal' for all.

Coopmans, M., & Rinnooy Kan, W. F. (2023). **Facilitating citizenship-related classroom discussion: Teaching strategies in pre-vocational education that allow for variation in familiarity with discussion**. *Teaching and Teacher Education*, *133*, 104268. https://doi.org/10.1016/j.tate.2023.104268
Even though classroom discussion is considered an essential element of citizenship education, research indicates that pre-vocational students have fewer opportunities to practice with these discussions than their pre-academic peers. To provide more insight into pre-vocational teaching strategies to facilitate citizenship-related classroom discussions that allow for variation in familiarity with discussion, we analyzed observations of plenary discussion moments during 26 lessons at three Dutch secondary schools. Classrooms less familiar with discussion seem to benefit from a focus on structural aspects of discussion and avoiding strict content regulation, whereas classrooms more familiar with discussion profit from reflection on both process and content.

McCowan, T. (2023). **Internationalisation and Climate Impacts of Higher Education: Towards an Analytical Framework**. *Journal of Studies in International Education*, *27*(4), 567-585. https://doi.org/10.1177/10283153231164843
Internationalisation of higher education has diverging implications for climate change, on the one hand entailing greenhouse gas emissions through mobility, but also

contributing to climate action through international collaboration. These apparent contradictions and resulting trade-offs present significant challenges to universities. This paper puts forward a framework for understanding the combination of impacts, the interactions between them and implications for the climate crisis. It distinguishes between three dimensions of internationalisation: actors (movements of students and staff), practices (integration of the international into curriculum and research) and influence (the global reach of the various impacts of the university). Internationalisation in these three dimensions can have positive or negative implications for climate action and sustainability, through direct impacts (greenhouse gas emissions) and indirect ones (changes in individuals, societal structures, knowledge and technologies). Implications are drawn out for the actions and strategies of universities, as well as for the global system of higher education.

Nikula, P.-T., Fusek, A., & van Gaalen, A. (2023). **Internationalisation of Higher Education and Climate Change: A Cognitive Dissonance Perspective**. *Journal of Studies in International Education*, *27*(4), 586-602. https://doi.org/10.1177/10283153221145082
This article applies cognitive dissonance theory to the internationalisation of higher education sector to comment on tensions experienced by practitioners associated with their work's climate impact. The existing literature and relevant climate action drivers and challenges within the sector are reviewed. A case study of a global grassroot initiative, the Climate Action Network for International Educators, is considered to discuss possible solutions for how stakeholders can increase or decrease tensions at work in the relationship between international higher education and climate change. This article posits that cognitive dissonance theory can contribute to a better understanding of how dilemmas emerge at the intersection between international higher education and climate change to promote climate action within the sector. Avenues for future research are recommended.

Point, C., & Jeffrey, D. (Éd.). (2023). ***Former les futurs enseignants et enseignantes à l'éthique professionnelle: constats, attentes et perspectives***. Consulté à l'adresse https://www.pulaval.com/livres/former-les-enseignants-et-enseignantes-a-l-ethique-professionnelle-constats-attentes-et-perspectives
« Quelle formation à l'éthique professionnelle les universités doivent-elles offrir aux futurs enseignants et enseignantes? Avant de répondre à cette question, soulignons d'emblée que l'éthique s'apprend. Mais de quelle éthique parle-t-on? En effet, les personnes enseignantes du Québec ne bénéficient pas d'un code d'éthique. Elles ne sont pas non plus regroupées dans un ordre professionnel qui leur fournirait des repères déontologiques. Néanmoins, elles cherchent des orientations éthiques pour réfléchir sur leur travail, mais aussi pour prendre des décisions responsables. Des cours pour former à l'éthique enseignante sont maintenant proposés dans la plupart des universités québécoises. Cet ouvrage collectif présente l'état des lieux sur cet enseignement. »--Fourni par l'éditeur

Proctor, D., & Rumbley, L. E. (2023). **Environmental Sustainability and Internationalization in Higher Education: A New Frontier in Research, Policy and Practice**. *Journal of Studies in International Education*, *27*(4), 559-566. https://doi.org/10.1177/10283153231187138
Ensuring environmental sustainability has gained global attention in recent years due to the effects of climate change and growing concerns about environmental degradation. A wide range of stakeholders have contributed to the urgent call for action, with recent

analyses indicating both progress and alarming shortcomings in implementing needed changes. The field of international education has also begun focusing on environmental sustainability, with research exploring the intersections between internationalization and environmental impact. This special issue of the Journal of Studies in International Education presents timely perspectives on this complex topic, highlighting research on carbon footprints, air travel, sustainability rankings, and the role of professional associations. The issue also addresses the need for individual and collective action, and the importance of social justice and equity in achieving environmental sustainability. While the coverage is extensive, there is a notable absence of voices from certain regions and a lack of focus on student perspectives.

Stendel, J. (2022). **Lessons from the junk drawer: Possibilities for sustainability in art education**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, *57*(2). Consulté à l'adresse https://mje.mcgill.ca/article/view/10041
From planetary warming and natural disasters to pollution and community unrest, the sensorium of the climate crisis pervades our daily life. Art education has the potential to help us better understand the sensory reality of the climate crisis. However, the materials used in artistic creation are ecologically unsustainable and therefore may hinder learner's connection to ecology. Through exploring the metaphor of the junk drawer, the author positions materials as potential teachers and, subsequently, as important parts of meaningful teaching and learning. The article explores the pedagogical impacts of different art materials while arguing that sustainable materials can lead to eco-consciousness for educators and students.

Tavant, M. (2023). ***Compétences citoyennes développées par les élèves du second degré : analyse de leurs relations avec le contexte de l'établissement scolaire*** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://theses.hal.science/tel-04197572
Dans un contexte sociétal troublé et porté sur les « éducations à … », l'éducation à la citoyenneté permettrait de favoriser le développement de compétences citoyennes chez les élèves. Les travaux de recherche ont montré que l'apprentissage de la citoyenneté s'avère différent selon les conceptions de la citoyenneté : une conception républicaine portée sur la formation de l'esprit par le savoir et une conception démocratique visant à l'expérimentation du monde par l'élève (Meuret, 2007). À l'aune de ces travaux, nous avons souhaité nous intéresser à l'analyse, encore peu développée, du rôle des contextes des établissements scolaires dans le développement de compétences citoyennes des élèves du second degré. Ce travail de thèse s'est intéressé à des caractéristiques contextuelles exogènes (taille de l'établissement, géolocalisation, type, …) et à des caractéristiques endogènes qui se rapportent à la conception de la citoyenneté de l'établissement (modèle éducatif). Nous avons formulé plusieurs hypothèses, supposant que (1) les établissements scolaires se répartissent soit dans un modèle éducatif « démocratique », soit dans un modèle « républicain ». Nous avons également analysé (2) l'effet des caractéristiques exogènes, (3) l'effet des caractéristiques endogènes et (4) l'effet conjoint de ces deux types de caractéristiques contextuelles sur le niveau de compétences citoyennes des élèves. Cette thèse repose sur des données du Cnesco, recueillies auprès de 15 000 élèves de 3ème et de terminale, scolarisés dans 468 établissements scolaires. L'utilisation de modèles de mesure avec le logiciel Lisrel a permis de montrer l'existence d'un modèle éducatif « démocratique », d'un modèle « républicain » et d'un modèle « mixte », ce dernier empruntant à la fois aux

pratiques citoyennes démocratiques et républicaines. Puis, les résultats, obtenus à partir de modèles multiniveaux, ont globalement révélé de très faibles effets des deux types de caractéristiques contextuelles sur le niveau de compétences citoyennes. Si les caractéristiques contextuelles exogènes expliquent faiblement, mais de façon significative, l'effet de l'établissement sur les compétences citoyennes des élèves, le rôle du modèle éducatif s'avère quant à lui très faible et peu significatif dans le développement de ces compétences.