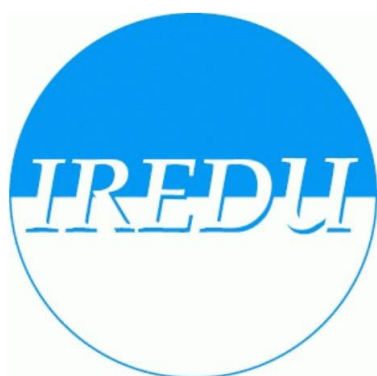


Veille de l'IREDU



Sommaire :

Acquisition de compétences	2
Aspects économiques de l'éducation	13
Aspects psychologiques de l'éducation	23
Aspects sociaux de l'éducation	35
Climat de l'école.....	50
Formation continue	55
Marché du travail	60
Métiers de l'éducation	61
Numérique et éducation	74
Orientation scolaire et professionnelle	102
Politique de l'éducation et système éducatif	106
Pratiques enseignantes	136
Relation formation-emploi	165
Réussite scolaire	167



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Acquisition de compétences

Acar, T. O. (2023). **Breaking the cycle: The mediating effects of reading, mathematical and ICT literacy skills on financial success in youth.** *Review of Education*, 11(3), e3421. <https://doi.org/10.1002/rev3.3421>

For young people, financial literacy is important because they face financial decisions that can have significant consequences throughout their lives, such as investing in a college education or a business, shopping, buying books or computer games. Therefore, this study examined the relationship between the financial literacy levels of young people and their perceived ICT competence, reading and mathematical literacy, which are measurable and observable phenomena. The research data were obtained from the 2018 PISA (Program for International Student Assessment) database, officially published by the OECD. The participants of this study were 15-year-old students from 15 different countries that participated in the PISA programme in 2018. Mathematical and reading literacy were found to be an important variable affecting the financial literacy performance of young people. However, ICT competencies did not significantly affect the financial literacy performance of young people. Additionally, this study tested the mediating effects of reading literacy, mathematical literacy and perceived ICT competence variables on financial literacy.

Ata Baran, A., & Kabaël, T. (2023). **An investigation of eighth-graders' mathematical communication competency and mathematical literacy performance.** *The Journal of Educational Research*, 116(4), 216-229. <https://doi.org/10.1080/00220671.2023.2250752>

This study aimed to investigate eighth-grade students' mathematical communication competency and mathematical literacy performance in a classroom experiment designed based on the mathematical modeling approach. Accordingly, a teaching experiment methodology was applied. Data were collected from three eighth-grade students through the Mathematical Communication Competency Measurement Tools, video recordings of the teaching episodes, student products, and clinical interviews before and after the teaching experiment. PISA mathematics proficiency level and communication competency level assessment schemes were used in the data analysis process. A deductive analysis was performed on the data collected through the clinical interviews, whereas a retrospective analysis was conducted to examine the data collected through teaching episodes. The results showed that the modeling-based teaching experiment helped develop the mathematical communication competency of all participating students. The results also showed that improving students' mathematical communication competencies increased their mathematical literacy performances.

Aydın, S., & Tekin, I. (2023). **Positive psychology and language learning: A systematic scoping review.** *Review of Education*, 11(3), e3420. <https://doi.org/10.1002/rev3.3420>

Although emotions are vitally important for achievement and performance in learning a new language, prior research has mainly focused on negative emotions and the cognitive aspects of second language acquisition and foreign language learning. However, the number of studies on the relationship between positive psychology and language learning has increased since 2014. Nevertheless, research is still inconclusive. This study, using a systematic scoping review, aims to analyse and synthesise the studies on the relationship between positive psychology and of second language acquisition and foreign language learning to present implications for practice and future research.

It concludes that the use of positive psychology elements effectively enhances foreign language enjoyment, decreases foreign language anxiety, and develops basic language skills. In light of the conclusions reached, implications for practice and further research are presented. Context and implications Rationale for the study Emotions are vital for performance and achievement in the second language acquisition and foreign language learning processes. However, research on these processes has mainly focused on negative emotions and the cognitive aspects until 2014. Although the number of studies has significantly increased after 2014, the results are inconclusive in gaining insight and shaping practice and future research. Why do the new findings matter? The findings in the study are significant for positioning the elements of positive psychology in second language acquisition and foreign language learning and may lead to the emergence of a novel language learning approach. Implications for researchers, teachers, and policy makers Researchers should focus on the relationships between positive psychology and language learning in different cultures and educational and instructional contexts. Language teachers need to attach importance to the mediating role of positive psychology in their classes. To achieve this, they should collaborate with school counsellors. Last, curriculum developers and policy makers should integrate and implement positive psychology elements into the pre-service and in-service teaching programmes.

Bertling, M., Singh, A., & Muralidharan, K. (2023). **Psychometric Quality of Measures of Learning Outcomes in Low- and Middle-Income Countries** (Working Paper N° 638). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/638.htm>

We investigate the properties of measures of learning outcomes, as these are the tools commonly used to monitor the progress toward identifying the most effective interventions. We review test properties across 158 studies and conduct item-level psychometric analysis of a subset of these studies to show that current tests vary widely in scope, content, administration, and analysis. Researchers rarely provide details about the properties of their test scores. Only 4 percent of studies we review provide reliability estimates of their tests, and 10 percent archive item-level replication data to evaluate test quality post hoc. The interpretation of any estimates is necessarily sensitive to the measurement of the core variables, even where treatments are randomly assigned. Since estimates of treatment effects are often expressed in standard deviation units, measurement error can bias treatment effects toward zero. Content analysis of question wordings reveals substantial variation in content coverage of the skills tested, even when students of similar grades are being tested in similar subjects. The findings indicate that comparisons of treatment effects must consider degrees of measurement error that are often unavailable and the content breadth of the tests to contextualize why effects may differ on substantively different outcome variables.

Besse-Patin, B., & Zwang, A. (Éd.). (2023). **Scolaire, non scolaire (Dossier)**. *Cahiers pédagogiques*, (587). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-587-scolaire-non-scolaire/>

Boggio, C., Bosse, M.-L., Favre-Félix, A., Pobel-Burtin, C., Burnel, M., & Bianco, M. (2023). **Enhancing literacy acquisition through spelling exercises: Comparing tasks for first graders**. *The Journal of Educational Research*, 116(4), 187-197. <https://doi.org/10.1080/00220671.2023.2233000>

Learning to spell is a difficult but essential task for children learning to read. Several spelling tasks involving different cognitive demands are used in classroom. To provide better guidance for teaching practices, a critical question is whether spelling performance of beginner readers is task dependent. The present study focuses on the performance of French first graders on two spelling tasks: picture to spelling and dictation to spelling. We hypothesize that spelling will be easier from a phonological entry (dictation) than from a semantic entry (picture). Sixty-three students spelled words in both tasks. Bayesian analyses showed moderate to strong evidence for the null hypothesis, suggesting that the dictation to spelling task is equivalent for first graders as the picture to spelling task. Exploratory analyses also suggest that first graders mobilize both the non-lexical and lexical routes for the two tasks. These results provide clues for spelling instruction in the first grades.

Burns, M. K., Lembke, E. S., Duesenberg-Marshall, M. D., Hopkins, S., Hirt, S., Romero, M. E., ... Crooks, S. (2023). **The relationship between quality of the present level of academic achievement and functional performance statement and student learning.** *Journal of Research in Special Educational Needs*, 23(4), 365-374. <https://doi.org/10.1111/1471-3802.12606>

The present level of academic achievement and functional performance (PLAAFP) is an essential component of the individualised educational program (IEP) process because it identifies student strengths and areas for growth. However, there is minimal research that examines components of an IEP and student outcomes. The current study examined the relationship between PLAAFP quality and student achievement, and between training and ongoing professional development and quality of the PLAAFP. The data were obtained from 211 special education teachers in one state. Results suggested that ongoing professional development predicted the quality of the PLAAFP statement, accounted for a large amount of the variance ($r^2 = 0.14$) in the PLAAFP quality score, and was a stronger predictor than participating in a single training. Additionally, PLAAFP quality predicted winter achievement scores beyond the school district, fall achievement scores and teacher variables, and accounted for significant and moderate amount of unique variance for reading ($r^2 = 0.05$) and math ($r^2 = 0.07$). Implications for research and practice are included.

Buttier, J.-C., & Panagiotounakos, A. (Éd.). (2023). **Des savoirs pour agir sur le monde.** Presses Universitaires de Grenoble. <https://www.pug.fr/produit/2084/9782706153099/des-savoirs-pour-agir-sur-le-monde>

Chabibah, S., & Nurbaya, St. (2023). **Executive skills and reading comprehension: A guide for educators.** *The Journal of Educational Research*, 116(4), 240-240. <https://doi.org/10.1080/00220671.2023.2213947>

Cortessis, S., & Balslev, K. (2023). **Le récit d'expérience comme révélateur du rôle joué par autrui dans les apprentissages. L'exemple des enseignants-es-métier.** *L'orientation scolaire et professionnelle*, 52(3), 575. <https://doi.org/10.4000/osp.17998>

Dans les formations en alternance, les apprenant·es sont appelé·es à construire, à l'aide de tiers, une continuité entre l'expérience professionnelle, parfois personnelle, et les connaissances institutionnellement transmises sur le lieu de formation. Faire un retour sur ses expériences conduit à évoquer des personnes « autres ». L'intention est ici de s'intéresser au rôle joué par les autres dans la mise en mots de parcours biographiques

et professionnels, notamment en termes d'élaboration de ce parcours, de processus d'apprentissage, et d'émancipation. Pour cela une dizaine de récits professionnels écrits par des personnes se reconvertissant au métier d'enseignant·es sont analysés.

Desbuissons, G., & Vilacèque, N. (2023). **L'enseignement de la production d'écrits : état des lieux et besoins** (N° 22-23 277A; p. 46). Consulté à l'adresse IGÉSR (Inspection générale de l'éducation, du sport et de la recherche) website: <http://www.vie-publique.fr/rapport/291253-lenseignement-de-la-production-decrits-lecole-primaire>

Écrire et lire sont deux compétences interdépendantes qui s'enrichissent et se nourrissent mutuellement. Leur développement progressif et continu s'inscrit dans le parcours scolaire de l'élève, dès l'école maternelle et plus particulièrement dès la moyenne section (MS), niveau où doivent commencer les premiers enseignements de l'écriture, structurés et pensés en équipe. Le travail sur la maîtrise de ces deux compétences se poursuit en grande section (GS), en cours préparatoire (CP) et en cours élémentaire première et deuxième années (CE1 et CE2). La classe de CE2, en tant que dernière année du cycle 2, permet d'asseoir une première aisance, sur des bases qui se consolideront pleinement au fil du cycle 3, afin d'installer chez tous les élèves l'assurance et la confiance constitutives d'une capacité à écrire dans des contextes variés. La mission d'inspection générale propose trois livrets qui rassemblent les observations et analyses réalisées : le livret 1 est dédié spécifiquement aux apprentissages de la production d'écrits en MS à l'école maternelle (cycle 1) ; le livret 2 est centré sur les apprentissages de la production d'écrits en CE2 à l'école élémentaire (cycle 2) ; le livret 3 porte sur le pilotage pédagogique de l'enseignement de l'écriture et de la production d'écrits aux cycles 1 et 2. Il est destiné plus particulièrement aux inspecteurs de l'éducation nationale ainsi qu'aux autorités départementales et académiques.

Flores, M. M., Hinton, V. M., Shadoan, L., & Monroe, C. (2023). **Teaching rational number concepts and skills to students receiving tier two interventions**. *The Journal of Educational Research*, 116(4), 206-215. <https://doi.org/10.1080/00220671.2023.2248046>

The current study investigated the effects of the concrete-representational-abstract integrated sequence (CRA-I) for teaching fifth grade students receiving tier two interventions within a multi-tiered system of support (MTSS). The research questions addressed the following: the extent to which students' rational number skills changed as a result receiving CRA-I, the extent to which students receiving CRA-I decreased their fraction estimation error, the extent to which students receiving CRA-I and their teachers perceived it to be socially valid, and the extent to which students who received CRA-I intervention maintained their performance two months after instruction. Using a quasi-experimental design with randomly assigned matched pairs, researchers taught 11 students using CRA-I and compared their performance to 11 of their peers in a comparison group who waited to receive intervention. The researchers found a significant difference in performance favoring the CRA-I group. The implications of the results will be discussed.

Goetgheluck, N. (2022). **Contribution des bibliothèques de l'enseignement supérieur à la formation pour la compétence informationnelle (CI) des étudiants : étude de cas : la formation portée par la Bibliothèque de l'INSA Lyon, appropriation par les différents acteurs, impacts et limites, changements culturels et professionnels** (Phdthesis, Université Claude Bernard - Lyon I). Consulté à l'adresse <https://theses.hal.science/tel-04235913>

Les évolutions du paysage informationnel suggèrent qu'il est nécessaire d'acquérir une culture informationnelle c'est-à-dire des connaissances techniques et pratiques d'outils numériques et la conscience des enjeux et impacts des informations à retenir, diffuser ou éviter. Pourtant, l'université n'intègre pas systématiquement de cursus de formation prenant cet aspect en compte. Notre travail de recherche est situé dans le contexte d'une grande école, l'INSA Lyon, qui se propose de former des 'Ingénieurs Humanistes'. Il interroge la possibilité pour une bibliothèque universitaire, sur l'exemple de la bibliothèque Marie Curie, de mobiliser les ressources nécessaires pour impulser la mise en place d'un cursus de formation pour la compétence informationnelle. En croisant le concept de 'compétence', ses implications théoriques et pratiques pour la construction de la compétence chez l'apprenant, avec les concepts de 'compétence informationnelle' et de 'culture informationnelle', nous proposons un modèle pour la conception de l'enseignement-apprentissage visant la construction de la compétence informationnelle. Ce modèle devient notre grille de lecture et d'analyse des documents et propos recueillis. Tous nos recueils de données, analyse qualitative de documents, d'interviews d'enseignants et responsables de département, puis d'étudiants après l'analyse quantitative d'une enquête par questionnaire, participent à notre compréhension de notre objet de recherche, restituée dans cette thèse. Malgré les limites de ce travail, inhérent à notre posture impliquée dans notre terrain de recherche, notre vision globale de l'enseignement-apprentissage visant la construction de la compétence informationnelle montre l'intérêt d'un référentiel de formation, mais révèle les points de blocages, avec en particulier l'absence d'une vision commune de la compétence informationnelle nécessaire aux ingénieurs. En conséquence, la prise en compte des composantes de la compétence informationnelle par les étudiants reste très hétérogène. Les blocages se situent aussi en dehors de la vision de la compétence informationnelle et concernent la formation pour des compétences : conception de l'enseignement encore imprégnée du modèle épistémique de la connaissance transmise, collaborations souvent sur un mode disciplinaire ou pluridisciplinaire, classements des étudiants qui hiérarchisent les disciplines, projets parfois orientés par les solutions pour un client. La formation pour la compétence informationnelle à l'INSA Lyon, exigerait, avant la définition des situations complexes propices à la mobilisation de compétences, un consensus autour de 'l'ingénieur humaniste'. Sa culture technique et scientifique serait reconnue ; il pourrait s'affirmer comme un ingénieur particulièrement apte au travail relationnel, ne reniant pas son rôle et sa responsabilité politique dans la société, soucieux de s'appuyer sur l'intelligence collective et le partage d'une information fiable dans l'entreprise. Sa formation nécessiterait un cadre épistémique de la connaissance socio-construite, l'interdisciplinarité, la réflexion sur l'information et la construction des savoirs avec des projets mis en perspective au-delà des besoins actuels de l'entreprise. La vision partagée du profil de sortie de l'ingénieur, à construire selon l'approche programme, permettrait aux enseignantes-bibliothécaires de travailler à de nouvelles propositions, autour des concepts et des outils d'information. Notre étude engage à poursuivre les travaux autour de la transformation pédagogique du supérieur et ouvre des perspectives de recherches collaboratives, entre sciences de l'information et de la communication, sciences de l'éducation et de la formation et d'autres disciplines pour reproblématiser et recontextualiser la compétence informationnelle afin de développer une formation visant une culture informationnelle du 21ème siècle.

universities: A systematic review of educators' perspectives. *British Journal of Educational Technology*, 54(6), 1748-1770. <https://doi.org/10.1111/bjet.13311>

Abstract While gamification and game-based learning have both been demonstrated to have a host of educational benefits for university students, many university educators do not routinely use these approaches in their teaching. Therefore, this systematic review, conducted using the PRISMA guidelines, sought to identify the primary drivers and barriers to the use of gamification and game-based learning by university educators. A search of multiple databases (Web of Science, Scopus and EBSCO (Business Source Complete; ERIC; Library, Information Science provides fun and improves engagement; and can easily be used by students. Alternatively, the university educators' major barriers included a lack of time to develop gamification approaches, lack of proven benefits and classroom setting issues. Many of these and other less commonly reported drivers and barriers can be categorised as attitudinal, design-related or administrative in nature. Such categorisations may assist university educators, teaching support staff and administrators in better understanding the primary factors influencing the utilisation of gamification and game-based learning and develop more effective strategies to overcome these barriers to its successful implementation. Practitioner notes What is already known about this topic Gamification and game-based learning may have many benefits for university students. The majority of university educators do not routinely use gamification and game-based learning in their teaching. What this paper adds University educators' major drivers that positively influence the use of gamification and game-based learning include their perceptions that it encourages student interactions and collaborative learning, provides fun and improves engagement and can easily be used by students. University educators' major barriers that negatively influence the use of gamification and game-based learning include their perceptions of a lack of time to develop gamification approaches, lack of proven benefits and classroom setting issues. These drivers and barriers may be classified as attitudinal, design-related and administrative, with these categories providing a useful way for universities to develop strategies to better support educators who wish to use these approaches in their teaching. Implications for practice and policy Attitudinal factors such as university educators' intention to use gamification and game-based learning are influenced by a host of their perceptions including attitude, perceived usefulness and ease of use. A range of design-related and administrative barriers may need to be overcome to increase the use of gamification and game-based learning in the university sector.

Lieder, E. R., Nakazato, N., Ohtani, K., Ishii, R., Fukuzumi, N., Sakaki, M., ... Tanaka, A. (2023). **Children's study habits are predicted by their parents' learning strategy preferences.** *Learning and Instruction*, 88, 101809. <https://doi.org/10.1016/j.learninstruc.2023.101809>

Background Many studies have identified both cognitive and motivational factors influencing students' use of learning strategies but the roles of family and social factors have been overlooked. Aims This study examines whether parents' beliefs about the effectiveness of learning strategies influence the learning strategies that their children use, with intergenerational longitudinal data. Sample 200 pairs of parents and their adolescent children. Methods Parents and children separately rated how effective they believed 21 different learning strategies to be, with children also rating the frequency of their strategy use. Ratings were repeated approximately 1 year later. Results We found that the pattern of parents' strategy effectiveness beliefs at the first time point predicted that of their children's use of the strategies one year later, even controlling for children's

strategy use pattern at the first time point. Conclusions This finding demonstrates the importance of considering familial factors when studying students' learning strategy use.

Mayeko, T., Frigout, J., Degrenne, O., & le Gall, B. (2023). **Canaliser ou décupler l'agressivité des élèves en EPS? L'exemple de la boxe française.** *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24545>

L'étude de l'agressivité dans les sports de combat a déjà fait l'objet d'un questionnement important dans la littérature internationale. Le plus souvent, les comportements agressifs des pratiquants sont appréhendés à partir de questionnaires permettant d'inférer leurs traits de personnalité et leurs dispositions à agir. Cette recherche, réalisée en éducation physique et sportive (EPS), propose de mesurer le niveau d'agressivité d'élèves pratiquant la boxe-française à partir d'une méthode d'observation directe en assaut libre (n = 91 ; tireurs = 182 ; féminines = 79 ; masculins = 103). De nature quantitative ($p < 0,05$), elle couple le niveau d'agressivité exprimé par les élèves à quatre variables didactiques : la forme de pratique, le mode de groupement, la présence ou non des rôles sociaux et les agencements spatiaux. Les résultats montrent que les garçons ont un niveau d'agressivité supérieur à celui des filles et que chacune des variables influence plus ou moins significativement le niveau d'agressivité des tireurs. Ces conclusions ouvrent des perspectives pour penser l'enseignement de la boxe-française en EPS et interroger positivement la thématique de l'agressivité dans les activités physiques et sportives.

Meşe, C. (2023). **A bibliometric analysis of situational interest research.** *Review of Education*, 11(3), e3419. <https://doi.org/10.1002/rev3.3419>

Interest is a variable that assists students in acquiring knowledge and instructors in creating an encouraging classroom environment. Situational interest, on the other hand, is a type of interest that will assist students' interest to develop by organising environmental conditions. The research on situational interest has been ongoing for more than two decades, and the bibliometric information of this research has grown. The current research aims to examine trends and advances to assist researchers in understanding the perspective of situational interest research. The bibliometric analysis was conducted with Biblioshiny and VOSviewer. The current study analysed WoS data about the meta-information of 573 published articles on situational interest. The results obtained from the WoS database reveal a growing interest in applying situational interest. Bradford's law results show that 195 articles published in 15 journals were in Zone 1. The result of Lotka's law explained that theoretical and observed research data fit. Education-related keywords such as achievement, motivation, text, recall, comprehension, and other education-related variables such as self-efficacy and design, gender, college students, biology, and context have been placed under the basic theme that is most relevant and developing. It can be said that other results of the current study guide authors about situational interest research. Context and implications

Rationale for this study The studies on situational interest have increased over the last two decades, but there are few reviews of situational interest publications. This study has examined trends and advances in the studies to assist researchers in understanding the perspective of situational interest research with bibliometric analysis. Why the new findings matter The findings have highlighted trends and advances in the scientific output of situational interest with bibliometric analysis. Implications for practitioners In addition to revealing the trends and advances in situational interest research, the findings can help to focus more on some emerging research themes that can guide future situational

interest researchers. According to findings, the recent research of situational interest focuses on cognitive load, motivation, achievement, and emerging technology such as augmented reality technology. The Four-Phase Model of Interest Development is the most popular document among situational interest research to understand situational interest. The results show that researchers had an international collaboration from different countries and different institutions.

Muscat, L., & Grech, H. (2023). **Nonword reading and other reading-related skills in Down syndrome.** *Journal of Research in Special Educational Needs*, 23(4), 335-353. <https://doi.org/10.1111/1471-3802.12604>

The performance of children and young adults with Down syndrome (DS) on reading subskills and nonword reading was investigated. The performance of the participants with DS (N = 42) was compared to that of typically developing (N = 36) peers matched on fluid intelligence abilities. The study accounted for the different depths in orthography presented by the two languages. The independent samples t-test, Mann–Whitney U-test, ANCOVA and correlation analysis were used to analyse the data. This study identified that the participants with DS had several strengths, such as nonword reading, visual discrimination (VD) and phonological awareness. Verbal short-term memory, visual perceptual processing skills other than VD and rhyming skills were identified as weaker in DS compared with the control group. Results call for educators to expose readers with DS to a phonological approach to reading while accommodating difficulties in VSTM.

OCDE: Organisation de coopération et de développement économiques. (2023). **Assessing and anticipating skills for the green transition: Unlocking talent for a sustainable future.** Consulté à l'adresse <https://www.oecd-ilibrary.org/sites/28fa0bb5-en/index.html?itemId=/content/publication/28fa0bb5-en>

Les politiques visant à réduire l'impact environnemental des activités humaines ont des conséquences importantes sur les marchés du travail, l'emploi et les compétences. Il est essentiel d'évaluer et d'anticiper les nouveaux besoins en compétences pour éviter les goulots d'étranglement et soutenir la transition verte. Le rapport met en lumière les méthodes de mesure de l'évolution de l'offre et de la demande de compétences liées à la transition verte à travers un examen approfondi des pratiques dans cinq pays de l'OCDE (Australie, Autriche, France, Norvège, Suède) et identifie les meilleures pratiques d'intégration de ces informations dans les politiques liées à l'emploi, l'orientation professionnelle, de l'éducation et la formation des adultes.

Pariat, M., & Lafont, P. (2023). **Se faire patient expert en Martinique.** *L'orientation scolaire et professionnelle*, 52(3), 593. <https://doi.org/10.4000/osp.18033>

Le récit d'expérience, outil de prise de distance et d'(auto)évaluation formative est mobilisé pour permettre l'expression de l'expérience visant à identifier et construire les compétences nécessaires à l'accompagnement de patients, en prenant appui sur leur propre histoire personnelle et sociale, ainsi que leur rapport à la maladie. Il s'agit d'analyser comment les patients experts utilisent le récit d'expérience personnelle et sociale pour développer une expertise au regard de l'ébauche de référentiels d'activités coproduits dans le cadre d'une formation menant à une co-construction et à une (auto)évaluation formative de leurs compétences, permettant à la fois de forger les contours d'une professionnalité et de s'inscrire dans une visée émancipatrice. Le processus dialogique impulsé par la mise en récit de leur expérience de la pathologie cancéreuse donne à voir des interactions entre des contextes « communautaires » et

« empathiques » dans l'agir évaluatif à des fins d'évaluation des compétences des patients experts.

Paris, A., Guerin, J., & Huet, B. (2023). **Perception et engagement dans l'activité d'apprentissage en contexte EMI.** *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24434>

L'étude présentée a été réalisée auprès d'étudiant.e.s de Licence première année en Sciences et techniques des activités physiques et sportives, impliqué.e.s dans un parcours dit EMI (English as a Medium of Instruction). Il s'est agi d'étudier l'incidence de la langue de communication, l'anglais, sur l'expérience des étudiant.e.s lors de travaux pratiques. L'étude a porté sur leur engagement dans les temps d'apprentissage, sur la nature de ce qui était perçu et signifiant pour ces étudiant.e.s dans leur environnement. L'analyse des données s'est inscrite dans le cadre épistémologique et théorique du cours d'action et a mis en évidence que la modification du contexte de communication induite par l'usage de la langue anglaise a conduit les étudiant.e.s à porter une attention particulière aux informations et consignes données par le formateur, ainsi qu'aux actions de leurs pairs, particulièrement prégnantes et significatives pour eux. La perturbation linguistique introduite par l'EMI a ainsi conduit les étudiant.e.s à adapter leur mode d'engagement et leurs focalisations dans les situations vécues et à développer une activité d'enquête basée non seulement sur des interprétations adossées au discours mais également sur des dimensions indicielles et iconiques liées aux actions des pairs.

Pi, Z., Zhang, X., Zhang, X., Gao, M., & Li, X. (2023). **Students' prior knowledge moderates the effects of group motivation compositions on learning from video lectures.** *British Journal of Educational Technology*, 54(6), 1814-1836. <https://doi.org/10.1111/bjet.13316>

Abstract The present study examined whether students' prior knowledge moderated the effects of their motivation compositions on learning performance (ie, retention and transfer) and interaction (ie, interpersonal brain synchronization (IBS) and behavioural pattern) in learning from video lectures. The results confirmed the benefits of the composition of two high motivation students on their knowledge transfer. The results also showed that students' prior knowledge had a moderating effect on interaction. For low prior knowledge students, high motivation composition increased their IBS in the temporoparietal junction-inferior parietal lobule (TPJ-IPL), temporoparietal junction-supplementary motor area (TPJ-SMA), inferior parietal lobule-supplementary motor area (IPL-SMA) and anterior prefrontal-anterior prefrontal cortex (aPFC-aPFC) regions during co-explaining and enhanced their regulating-related behavioural sequences and decreased disagree-related behavioural sequences. However, for high prior knowledge students, a high motivation dyad composition decreased their IBS in the supramarginal gyrus-anterior prefrontal cortex (SMG-aPFC) while co-viewing the video lecture, and in the TPJ-IPL, TPJ-SMA, IPL-SMA and SMG-aPFC during co-explaining, cognitive communication, argumentation-related and regulating-related behavioural sequences but enhanced off-task-related behavioural sequences. Our findings suggest that instructors should encourage high motivation students to co-view video lectures, and scaffold students with low prior knowledge to enhance regulating-related behavioural sequences and scaffold students with high prior knowledge and high motivation to enhance cognitive communication, argumentation-related and regulating-related behavioural sequences and decrease off-task-related behavioural sequences. Practitioner notes What is already known about this topic Co-viewing video lectures is a common form of learning across a wide range of ages and topics. Students' motivation

is essential for optimal learning in various settings (eg, face-to-face classroom and online learning). Students' prior knowledge moderates the effects of their motivations on learning from video lectures from the individual perspective. What this paper adds The composition of two high motivation students benefits their knowledge transfer. For low prior knowledge students, the composition of two high motivation students increased their IBS in the TPJ-IPL, TPJ-SMA, IPL-SMA and aPFC-aPFC regions, enhanced their regulating-related behavioural sequences and decreased their disagree-related behavioural sequences. For high prior knowledge students, the composition of two high motivation students decreased their IBS in multiple brain regions, as well as their cognitive communication, argumentation-related and regulating-related behavioural sequences, but enhanced their off-task-related behavioural sequences. Implications for practice and/or policy High motivation students are encouraged to co-view video lectures. Instructors should scaffold students with low prior knowledge to enhance regulating-related behavioural sequences. Instructors should scaffold students with high prior knowledge and high motivation to enhance cognitive communication, argumentation-related and regulating-related behavioural sequences and decrease off-task-related behavioural sequences.

Roos, H., Fälth, L., Karlsson, L., Nilvius, C., Selenius, H., & Svensson, I. (2023). **Promoting basic arithmetic competence in early school years—using a response to intervention model.** *Journal of Research in Special Educational Needs*, 23(4), 313-322. <https://doi.org/10.1111/1471-3802.12602>

This study investigated whether mathematics education based on a multi-tiered response to intervention (RTI) model can support students' arithmetic competence in primary schools in Sweden. The intent was to identify and support students at risk of failure. In this study, 113 students participated in the intervention, and 30 students participated in the control group. Both groups were followed from Grade 1 to the end of Grade 2 and compared. During the first semester in Grade 1, all students were taught basic addition and subtraction with explicit instructions in Tier 1. Those who did not respond to Tier 1 after one semester were provided support within Tier 2 during the second semester. The same was repeated in grade 2 and the students that did not respond to Tier 2 were supported within Tier 3. At the end of Grade 2, students in the intervention group performed significantly higher on the basic arithmetic competence in the number range 1–9 than the control group. No significant difference was found in a test measuring basic arithmetic competence in the number range 10–19. This study shows that using multi-tiered RTI might be sufficient to identify and support students at risk in early arithmetic competence.

Tofel-Grehl, C., Feldon, D., Jeong, S., Searle, K., Hansen, T., & Bennett, B. (2023). **Impacts of maker technologies on classroom learning outcomes: A mixed methods explanatory study.** *The Journal of Educational Research*, 116(4), 198-205. <https://doi.org/10.1080/00220671.2023.2239185>

The integration of making activities in classrooms provides a crucial opportunity for all students to gain equitable participation access to learning activities. However, for making to be incorporated into more classrooms, teachers must be adequately prepared with relevant knowledge and skills. This study is the first to compare the science learning outcomes associated with making to those stemming from standard learning curricula and experiences within a classroom setting. We examine the learning outcomes of 219 students across multiple sections of one teacher's 9th-grade science classes. While

five sections of students were taught using the school's standard learning curriculum, four sections of students engaged in an integrated maker curriculum. A mixed methods approach offers a comprehensive look at the affordances and limitations of maker-based classroom science instruction by coupling student science learning outcomes with student and teacher reflections on instruction and learning. Findings indicate that students had better learning outcomes in science class when learning occurred through maker technologies than the school's standard learning curriculum.

Van Hooijdonk, M., Mainhard, T., Kroesbergen, E. H., & Van Tartwijk, J. (2023). **Creative problem solving in primary school students.** *Learning and Instruction*, 88, 101823. <https://doi.org/10.1016/j.learninstruc.2023.101823>

Aims Two studies are reported to give insight in the nature of creative problem solving in primary school students. Study 1 focused on the process and aimed to determine to what extent behaviors in response to a task matched the Creative Problem Solving model (CPS model; Isaksen et al., 2011; Treffinger, 1995). Study 2 focused on the product and aimed to determine the relations among creative problem solving outcomes and the overlap of these outcomes with divergent thinking and academic achievement outcomes. Sample 13 fourth graders participated in Study 1; 594 fourth, fifth, and sixth graders participated in Study 2. Methods In study 1, students were asked to think aloud while completing a structured task. Their behaviors were coded based on the CPS model. In study 2, students completed similar tasks for three problem situations. Students' ideas were rated on four CPS indicators. A measurement model and structural model were tested. Results Study 1 showed that behaviors could be described with the CPS model. All elements were found: understanding the challenge, generating ideas, preparing for action, and planning your approach. The number of utterances within elements and the sequence of the creative problem solving processes varied across students. Study 2 showed that the relations of the creative problem solving indicators corresponded with theory and with relations found in earlier studies. Conclusions The CPS model can be applied in the primary school context and creative problem solving capability is already evident in primary school students.

Vivo, D. R. (2023). **The effects of online enactive education on secondary school students.** *The Journal of Educational Research*, 116(4), 230-239. <https://doi.org/10.1080/00220671.2023.2251405>

Enactive education is an innovative model based on embodied cognition. This quasi-experimental controlled study with pretest-posttest design investigated the effects of an online enactive school program on students' learning, academic self-concept, and physical self-concept. The study was conducted in three secondary schools in Salerno and Potenza, Italy, in 2021. Participants were 431 students, 52.4% girls, mean age 14.27 years (SD=1.01). The study instruments included a school questionnaire and the multidimensional self-concept scale (MSCS). The experimental group received online sessions on mind-body wellbeing, healthy eating, and movement. Controls received non-enactive online classes on the same subjects. Findings indicate that the experimental group, compared to controls, showed higher levels of all the variables considered. Overall effect sizes were high (Hedge's g 0.69 for learning, 0.36 for academic self-concept, and 1.23 for physical self-concept). Implications include that online enactive education should be used at secondary level to promote desirable educational and psychological outcomes.

Wu, M., Sun, D., Yang, Y., Li, M., & Sun, J. (2023). **Investigating students' performance at self-regulated learning and its effects on learning outcomes in chemistry class at the senior secondary school.** *International Journal of Science Education*, 45(16), 1395-1418. <https://doi.org/10.1080/09500693.2023.2209693>

The impact of self-regulated learning (SRL) on students' performance in various subjects has been extensively studied. However, there has been limited research on how task-specific SRL skills and self-reported SRL skills affect students' learning outcomes in chemistry classes at senior secondary schools. To address this gap, we examined the task-specific SRL skills, self-reported SRL skills, and learning outcomes of a group of Grade 10 students (n = 170) studying the topic: Changes of Charged Electrolyte Solutions. Data was collected through a self-report SRL skills survey, a task-specific SRL skills survey, and an achievement test, and a path analysis was conducted to explore the relationship and effects between SRL skills and learning outcomes. Our findings revealed a direct relationship between students' task-specific SRL skills and their chemistry achievement. The clustering analysis showed that a significant number of students had SRL skills at the middle level in chemistry learning. Additionally, students with different SRL levels performed differently at specific SRL phases and strategies. These findings have important implications for teaching strategies aimed at promoting students' SRL and for the assessment of SRL in science education.

Zhang, J., & Zhang, L. J. (2023). **Examining the relationship between English as a foreign language learners' cognitive abilities and L2 grit in predicting their writing performance.** *Learning and Instruction*, 88, 101808. <https://doi.org/10.1016/j.learninstruc.2023.101808>

Research aims This study was designed to explore the interplay among English as a foreign language learners' cognitive abilities and grit in predicting writing performance along different task complexity through path analysis and multiple group analysis. Methodology A total of 353 tertiary students from Western China were recruited to participate in this study. Their language aptitude and working memory capacity were evaluated by the LLAMA tests and the automated operation span task, respectively. They were required to complete writing tasks with different complexities: argumentation (complexity+) and narration (complexity-). Results and conclusion The results revealed that (1) the effects of perseverance of effort and working memory on L2 writing performance were significant in the argumentative task, whereas the influences of perseverance of effort and consistency of interest on L2 writing performance were significant in the narrative one; (2) task complexity moderated the respective impacts of grammatical inferencing ability and working memory on L2 writing performance. Theoretical and pedagogical implications were discussed.

Aspects économiques de l'éducation

Aker, J., Berry, J., & Sawyer, M. (2023). **Making Sense of the Shapes: What Do We Know About Literacy Learning in Adulthood?** (Working Paper N° 643). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/643.htm>

Approximately 770 million adults worldwide are classified as illiterate, with women and individuals in sub-Saharan Africa and Southern Asia bearing the heaviest burden of illiteracy. Despite the potential for adult education programs to bridge this gap, as well as decades of investment, such programs are often plagued by low enrollment, high dropout, and limited skills acquisition. While there is a relative paucity of economic

research on adult learning as compared with primary and secondary schooling interventions, recent research in educational neuroscience and economics offers some insights into addressing the barriers to adult learning and some potential ways forward.

Alfani, F., Clementi, F., Fabiani, M., Molini, V., & Valentini, E. (2023). **Once NEET, always NEET? A synthetic panel approach to analyze the Moroccan labor market.** *Review of Development Economics*, 27(4), 2401-2437. <https://doi.org/10.1111/rode.13027>

In many regions of the world, the persistent, and growing, proportion of young people who are currently Not in Employment, Education or Training—a group increasingly referred to as NEET—is of global concern. This is no less true of Morocco: about 30% of the Moroccan population between age 15 and 24 are currently NEET. Drawing from various rounds of Moroccan Labor Force Surveys, this paper contributes to understanding the complex dynamics of labor markets in developing countries. First, it identifies the socioeconomic determinants of Morocco's NEETs. Second, employing a synthetic panel (SP) methodology in the context of labor market analysis, the paper describes how the condition of NEETs changes over time. One striking, and worrisome, pattern that emerges from the 2010 SP data is that, even after 8 years, a majority of the NEETs remained outside either the labor market or education, with very little chance of moving out of their situation. Their chronic stagnancy confirms the powerful effect that initial conditions have on determining young people's future outcomes. It also highlights the absence of corrective mechanisms and policy interventions within the Moroccan political economy landscape that could help to change NEETs' outcomes along the line.

Aparicio Fenoll, A., & Quaranta, R. (2023). **Do Teachers' Labor Contracts Matter?** (IZA Discussion Paper N° 16380). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16380.htm>

Previous literature on the effect of tenured and tenure-track vs. non-tenure-track professors on students' performance at university finds contrasting results. Our paper is the first to test whether tenured/tenure-track and non-tenure-track teachers differently affect students' performance at school. We use data on standardized test scores of a representative sample of primary and secondary school students in Italy and information on their Italian and mathematics teachers' labor contracts. Controlling for class- and subject-fixed effects, we find that non-tenure-track teachers decrease students' performance by 0.21 standard deviation. This detrimental effect is fully explained because non-tenure-track teachers are less experienced. In line with previous findings on the adverse effects of teachers' absences, non-tenure-track teachers are also associated with 0.1 standard deviation worse student performance when their contracts last less than a year.

Azzolini, D., Bazzoli, M., Burlacu, S. C., & Rettore, E. (2023). **Starting the school year on the right foot. Effects of a summer learning program targeting vulnerable students in Italy** (FBK-IRVAPP Working Paper N° 2023-05). Consulté à l'adresse Research Institute for the Evaluation of Public Policies (IRVAPP), Bruno Kessler Foundation website: <https://econpapers.repec.org/paper/fbkwpaper/2023-05.htm>

We conducted a randomized controlled trial to evaluate the impact of a summer learning program for vulnerable students across ten cities in Italy (N=1,038). The program had two components: educational workshops in small groups (88 hours) and personalized tutoring (12 hours). Results indicate significant improvements in reading comprehension and marginally in grammar. Improvements in arithmetic and geometry

are smaller albeit significant when aggregated into a single mathematics score. Effects were most pronounced among primary school students and among students with special needs or from vulnerable environments. The program compensated for summer learning loss, as treatment group students returned to school in September with higher learning levels than before the summer, while the control group experienced learning setbacks, predominantly in mathematics. While the study clearly shows that students start the new year with a higher level of competencies, it does not definitively establish the lasting impact of these effects. An explorative analysis of noncognitive skills provides conflicting insights: an increase in students' interest in acquiring new competencies suggests potential enduring effects, but the emergence of dissatisfaction with traditional school activities and heightened school-related stress raises concerns about reduced engagement with conventional schooling.

Bacic, R., & Zheng, A. (2023). **Race and the Income-Achievement Gap** (IZA Discussion Paper N° 16419). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16419.htm>

A large literature documents a positive correlation between parental income and child test scores. In this paper, we study whether this relationship, the dependence of the cognitive skills of children on the socioeconomic resources of their parents, varies across race. Using education data linked to tax records, we find that the income-achievement gap is small for East Asian children while significantly larger for Indigenous children. School-level factors explains a large portion of the variation in the gap across race. Our results suggest that the large income-achievement gap for Indigenous students may be rooted in inequality in special needs status.

Baker-Smith, C., Clark, K., Goldrick-Rab, S., Perkins, C., Webber, D. A., & York, T. T. (2023). **Affording Degree Completion: An Experimental Study of Completion Grants at Accessible Public Universities** (Finance and Economics Discussion Series N° 2023-047). Consulté à l'adresse Board of Governors of the Federal Reserve System (U.S.) website: <https://econpapers.repec.org/paper/fipfedgfe/96646.htm>

To improve college affordability and graduation rates, universities are increasingly allocating "completion grants" to students who are nearing the finish line but facing financial challenges. Using an experimental design and common program model across 11 broad-access public universities in ten states, we assessed the impact of a completion grants averaging \$1,200 distributed among more than 14,000 students. We find that, despite university expectations that most students were near completion, only two-thirds of students eligible to receive a completion grant graduated within the academic year. Receiving a completion grant did not improve that rate. However, nearly all eligible students (95%) graduated within three years or were still working on their degrees. While completion grants are intended to enhance equity, we do not find evidence that they exerted positive impacts for marginalized groups as designed in this study. Moreover, while there was some program implementation variation across universities, it did not lead to differences in program impact.

Bertermann, A., Kamhöfer, D. A., & Schildberg-Hörisch, H. (2023). **More education does make you happier - unless you are unemployed** (DICE Discussion Paper N° 406). Consulté à l'adresse Heinrich Heine University Düsseldorf, Düsseldorf Institute for Competition Economics (DICE) website: <https://econpapers.repec.org/paper/zbwdicedp/406.htm>

This paper investigates the causal effect of education on life satisfaction, exploring effect heterogeneity along employment status. We use exogenous variation in compulsory schooling requirements and the build-up of new, academically more demanding schools, shifting educational attainment along the entire distribution of schooling. Leveraging plant closures and longitudinal information, we also address the endogeneity of employment status. We find a positive effect of education on life satisfaction for employed individuals, but a negative one for those without a job. We propose an aspiration-augmented utility function as a unifying explanation for the asymmetric effect of education on life satisfaction.

Bertling, M., Singh, A., & Muralidharan, K. (2023). **Psychometric Quality of Measures of Learning Outcomes in Low- and Middle-Income Countries** (Working Paper N° 638). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/638.htm>

We investigate the properties of measures of learning outcomes, as these are the tools commonly used to monitor the progress toward identifying the most effective interventions. We review test properties across 158 studies and conduct item-level psychometric analysis of a subset of these studies to show that current tests vary widely in scope, content, administration, and analysis. Researchers rarely provide details about the properties of their test scores. Only 4 percent of studies we review provide reliability estimates of their tests, and 10 percent archive item-level replication data to evaluate test quality post hoc. The interpretation of any estimates is necessarily sensitive to the measurement of the core variables, even where treatments are randomly assigned. Since estimates of treatment effects are often expressed in standard deviation units, measurement error can bias treatment effects toward zero. Content analysis of question wordings reveals substantial variation in content coverage of the skills tested, even when students of similar grades are being tested in similar subjects. The findings indicate that comparisons of treatment effects must consider degrees of measurement error that are often unavailable and the content breadth of the tests to contextualize why effects may differ on substantively different outcome variables.

Boulard, C., Chanteloup, G., Luzy, C., & de Maillard-Taillefer, L. (2023). **La dépense de recherche et développement expérimental en 2021**. *Note Flash du SIES*, (16). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/la-depense-de-recherche-et-developpement-experimental-en-2021-92628>

En 2021, la dépense intérieure de R&D de la France s'établit à 55,5 milliards d'euros en valeur, soit une augmentation de 3,7 % en volume (- 4,3 % en 2020). L'effort de recherche s'élève à 2,22 % en 2021 après 2,28 % en 2020.

Bunel, M., & Monnet, M. (2023). **Dépenses d'enseignement dans les collèges privés et publics et indice de positionnement social : une analyse spatiale et longitudinale**. In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal*, 14-15 juin 2023, Caen (p. 61-77). <https://doi.org/10.4000/books.cereq.2741>

Chatterjee, S., Hastawala, S., & Kamal, J. (2023). **(En-) 'lightening' children: Assessing the impacts of access to electricity on learning achievement levels**. *Review of Development Economics*, 27(4), 2489-2517. <https://doi.org/10.1111/rode.13042>

The welfare impacts of electrification are well documented in the literature, including the effects of electricity on school enrolment. However, the spillover effects of electrification on children's achievement levels are scarce. We use three complementary but distinct econometric models to establish a causal relationship between electrification and test scores using nationally representative household panel data from India. We find positive results irrespective of the choice of econometric model, and these results seem to be mediated by changing time-use patterns of children with access to electricity. We first exploit the plausibly exogenous variation in access to electricity due to a universal electrification program in the state of West Bengal in India and we find positive effects of electrification on children's test scores. By age group, we find that younger cohorts benefit more in terms of their reading scores than older cohorts. Then, to ascertain external validity of these results, we replicate them over a nationally representative sample using fixed effects and instrumental variables estimation and find similar results. At the intensive margin, we find that access to more hours of electricity positively affects test scores. We identify an increase in time spent by children on study-related activities as the potential channel for these results.

Cirlan, E. (2023). **Approaches to quality assurance of micro-credentials: a report on policies and practices to assure the quality of micro-credentials in the European Higher Education Area**. Consulté à l'adresse https://www.enqa.eu/wp-content/uploads/IMINQA-MC-report_Approaches-to-Quality-Assurance-of-Micro-credentials.pdf

Élaboré dans le cadre du projet IMINQA co-financé par Erasmus+, ce rapport donne un aperçu des politiques d'assurance qualité des micro-certifications dans les systèmes d'enseignement supérieur des pays européens. Après une description des cadres réglementaires nationaux, les auteurs analysent les pratiques d'évaluation de la qualité externe et interne. Ils présentent les dernières informations sur les différentes activités, initiatives et rapports relatifs à l'assurance qualité des micro-certifications dans l'espace européen de l'enseignement supérieur. Le rapport explore spécifiquement les différentes politiques nationales, ainsi que les pratiques des agences d'assurance qualité et des établissements d'enseignement supérieur dans le contexte politique européen.

Correction to "Overeducation and skill mismatch of university graduates in Taiwan". (2023). *Review of Development Economics*, 27(4), 2638-2638. <https://doi.org/10.1111/rode.13051>

Crawford, L., & Hares, S. (2021). **The Impact of Private Schools, School Chains, and Public-Private Partnerships in Developing Countries** (Working Paper N° 602). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/602.htm>

How should governments and donors engage with the growing private sector in education in developing countries? Enrolment in private schools now exceeds 50 percent at the primary level in many major urban centres across Africa and Asia. Whilst the majority of these schools are small and independently owned and operated, much policy attention has focused on chains or networks of private schools, and on public-private partnerships, as routes for public and philanthropic engagement. In this paper, we review the evidence on the effects of individual private schools, private school chains, and public-private partnerships (PPPs) on learning, equity, and efficiency. We adopt a comprehensive search strategy for eligible studies, with transparent search

criteria. We build on and update prior reviews by Ashley et al. (2014) and Aslam et al. (2017). The search resulted in over 100 studies on low-cost private schools and PPPs, with a large majority being on low-cost private schools. We also provide original analysis of five datasets on school chains. Though some private school students do achieve better learning outcomes, much of this advantage is due to selection of wealthier or better motivated students. What true positive value-added remains is typically small and insufficient to help children achieve meaningfully better learning goals or life outcomes. The very poorest children do not access private schools. School chains are not a major part of education systems and have limited growth potential, making them peripheral in solving the twin challenges of enrolment and learning. Public-private partnerships have shown limited value in improving quality but may represent a low-cost means of increasing access to school. Given the reality that private schools educate a large share of students in many countries, more evidence is needed on how governments can best support these children.

Crawford, L., Hares, S., Minardi, A., & Sandefur, J. (2021). **Understanding Education Policy Preferences: Survey Experiments with Policymakers in 35 Developing Countries** (Working Paper N° 596). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/596.htm>

Foreign aid donors and international organizations supporting education in developing countries have increasingly coalesced around a policy agenda prioritizing foundational learning, measured by test scores in primary school, based on a diagnosis of deficient school quality, and a growing body of empirical evidence about effective interventions to improve quality. We survey over 900 senior government officials working on education in 35 low- and middle-income countries to gauge their alignment with this agenda. Using conjoint and survey experiments, we show that on average policymakers prioritise vocational over foundational skills. We then seek to explain variation in preferences as a function of three possible factors: different objectives for education (e.g., test scores versus socialization), different beliefs about the state of the world (e.g., enrollment and learning levels), and different beliefs about the effectiveness of specific interventions. Misalignment with donor agendas is evident in all three dimensions. We also show experimentally that beliefs can be changed through the provision of evidence.

de Marco, M. **Allocation autonomie universelle d'études.** , Pub. L. No. 15 (2023-2024) (2023).

Proposition de loi visant à lutter contre la précarité de la jeunesse par l'instauration d'une allocation autonomie universelle d'études

Deng, J., Elmallakh, N., Flabbi, L., & Gatti, R. (2023). **Returns to Education in the Marriage Market: Bride Price and School Reform in Egypt** (Working Paper N° 1646). Consulté à l'adresse Economic Research Forum website: <https://econpapers.repec.org/paper/ergwpaper/1646.htm>

This paper posits marriage market returns as a contributing factor to stagnant female labor force participation despite increasing female education. The paper examines the marriage market returns of female education by exploiting a very direct measure of returns: bride price, a significant amount of resources transferred by the groom at the time of marriage. The paper also looks at current and future husband's wages as additional sources of returns. It addresses endogeneity and identification issues by exploiting a school reform in Egypt that reduced the number of years required to

complete primary education from six to five. The staggered rollout of the reform generates exogenous sources of variation in female schooling both across and within birth years and administrative units. The analysis implements an instrumental variable estimator with fixed effects at the birth year and at the administrative unit levels. The estimated return to a bride's compulsory education is about 100% for bride price, about 14% for husband's wage at the time of marriage, and about 16% for a measure of husband's permanent income. Further empirical evidence suggests that educational assortative mating could be an important mechanism through which the marriage market returns are taking place.

Evans, D., Acosta, A., & Yuan, F. (2021). **Girls' Education at Scale** (Working Paper N° 594). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/594.htm>

Many educational interventions boost outcomes for girls in settings where girls face educational disadvantages, but which of those interventions are proven to function effectively at large scale? In contrast to earlier reviews, this review focuses on large-scale programs and policies—those that reach at least 10,000 students—and on final school outcomes such as completion and student learning rather than intermediate school outcomes such as enrollment and attendance. Programs and policies that have boosted school completion or learning at scale across multiple countries include school fee elimination, school meals, making schools more physically accessible, and improving the quality of pedagogy. Other interventions, such as providing better sanitation facilities or safe spaces for girls, show promising results but either have limited evidence across settings or focus on intermediate educational outcomes (such as enrollment) or post-educational outcomes (such as income earning) in their evaluations. These and other areas with limited or no evidence demonstrate many opportunities for education leaders, partners, and researchers to continue innovating and testing programs at scale. We discuss three considerations for incorporating evidence-based solutions into local education policies—constraints to girls' education, potential solutions, and program costs—as well as lessons for scaling programs effectively.

García-Sierra, A. (2023). **The Dark Side of Meritocratic Beliefs: Is Believing in Meritocracy Detrimental to Individuals from Low Socioeconomic Backgrounds?** *Social Justice Research*, 36(4), 385-409. <https://doi.org/10.1007/s11211-023-00413-x>

Individuals' perceptions of how the path toward success is built might affect their choices and behaviors. This study examines whether holding meritocratic beliefs has heterogeneous effects on the long-term socioeconomic outcomes of individuals from different SES. I argue that, when the hurdles faced by the less privileged groups during their educational and labor market trajectories clash with their meritocratic beliefs, the generated frustration and low self-efficacy will affect their decisions and their performance, which eventually may impact their socioeconomic outcomes. Using German longitudinal data and siblings' fixed effects, results reveal that individuals from low socioeconomic backgrounds who hold strong meritocratic beliefs during their adolescence are more likely to have a precarious work situation when they are adults, as well as less likely to be fully working. This effect is reversed or non-existent for those from high socioeconomic status. These results open new paths to explore the crucial effect that societal discourses praising the meritocratic ideal could have on individuals from more deprived socioeconomic backgrounds.

Handel, D. V., & Hanushek, E. A. (2023). **Contexts of Convenience: Generalizing from Published Evaluations of School Finance Policies** (NBER Working Paper N° 31653). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31653.htm>

Recent attention to the causal identification of spending impacts provides improved estimates of spending outcomes in a variety of circumstances, but the estimates are substantially different across studies. Half of the variation in estimated funding impact on test scores and over three-quarters of the variation of impacts on school attainment reflect differences in the true parameters across study contexts. Unfortunately, inability to describe the circumstances underlying effective school spending impedes any attempts to generalize from the extant results to new policy situations. The evidence indicates that how funds are used is crucial to the outcomes but such factors as targeting of funds or court interventions fail to explain the existing pattern of results.

Heller-Sahlgren, G. (2023). **Independent-School Competition and Sweden's Performance in TIMSS** (Working Paper Series N° 1472). Consulté à l'adresse Research Institute of Industrial Economics website: <https://econpapers.repec.org/paper/hhsuiwop/1472.htm>

This paper analyses the effects of independent-school competition on Sweden's performance in TIMSS, an international low-stakes test in mathematics and science among students in year 8. Exploiting variation in independent-school enrolment shares across counties over time, it finds that increasing competition has improved TIMSS scores, an impact that appears only after 2003 and is driven by for-profit schools. The results suggest that competition both slowed down Sweden's performance decline between 1995 and 2011 as well as contributed to its improving scores between 2011 and 2019. A simulation based on the estimates indicates that Sweden's average score in TIMSS 2019 would have been 20 points, or 0.24 standard deviations, lower without the expansion of the independent-school sector.

Jardina, A., Blair, P. Q., Heck, J., & Debroy, P. (2023). **The Limits of Educational Attainment in Mitigating Occupational Segregation Between Black and White Workers** (NBER Working Paper N° 31641). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31641.htm>

Past work has documented significant occupational segregation between Black and white workers in the U.S. labor force. Little work, however, has examined racial occupational segregation in recent years or by levels of education and then at the intersection of education and race. In this paper, we contribute to this literature by calculating a dissimilarity index to examine racial occupational segregation between 1980 and 2019, comparing Black and white workers with and without bachelor's degrees and by developing a Monte Carlo simulation, where we compare the observed levels of segregation to predicted levels of racial occupational segregation by education under race-neutral conditions. First, we find that considerable racial occupational segregation in the labor market persists today regardless of educational attainment and that observed segregation is substantially higher than would be expected at random, conditional on educational attainment, gender, and geography. We compare the types of occupations in which Black and white workers are disproportionately situated, and we show that this segregation has significant consequences for wage inequality between Black and white workers with and without four-year degrees. Overall, our results show that racial occupational desegregation has stalled in the past two decades despite rising educational attainment amongst Black workers.

Kouwe, T., Ribar, D. C., Greenberg, D., & Duan, Y. (2023). **Adult Education Attendance and Postsecondary Outcomes** (IZA Discussion Paper N° 16425). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16425.htm>

This paper analyzes postsecondary enrollment and academic outcomes for people who attended adult education classes in Georgia between July 2017 and December 2020, using linked administrative records for students in the state's adult education, technical college, and university systems. The paper estimates discrete-time hazard models of the time from when people start attending adult education classes until they enroll in a Georgia public postsecondary institution. The models consistently indicate that the probability of enrolling in a public postsecondary institution increases with the hours of adult education attendance and assessed skills. The paper also estimates regression models which show that the credit hours and grades adult learners earn in their first postsecondary enrollment terms increase with their previous hours of adult education class attendance.

Langørgen, A., & Løkken, S. A. (2023). **Long-run effects of school spending. Evidence from exiting cohort size variation** [Discussion Paper]. Consulté à l'adresse Statistics Norway, Research Department website: <https://econpapers.repec.org/paper/ssbdispap/1006.htm>

This paper investigates the long-term effects of local government education spending on child outcomes, including income, educational attainment, and family formation in adulthood. We propose a novel identification strategy which exploits quasirandom variation in demographic trends when there is strong inertia in local government spending on compulsory schooling. Specifically, size of the exiting cohort that finishes compulsory schooling just before entry of the treated cohort is used as a source of exogenous variation. First, we show that exiting cohort size displays a significantly positive effect on per-pupil spending during school years of the treated cohort. Second, we argue that causal effects of school spending can be identified by utilizing exiting cohort size to instrument for school spending. In implementing this strategy, school spending is found to exhibit sizable and significant effects on income in adulthood for boys, with estimates that are relatively large for children from low- and middle-income families. By comparison, the effects of education spending are small and insignificant for girls.

Liu, X. (2023). **Effects of free textbooks on academic performance: Evidence from China's compulsory education**. *Review of Development Economics*, 27(4), 2518-2537. <https://doi.org/10.1111/rode.13032>

Since little is known about the effects of free textbooks on compulsory school students in China, this paper examines the effects of free textbooks on the academic performance of Chinese middle school students. It combines propensity score matching and difference-in-difference estimation to control for both observable and unobservable factors that affect the probability of obtaining free textbooks as well as students' academic performance. Results indicate that free textbooks significantly improve the midterm scores of girls and rural students, and the effects vary across different subjects. Moreover, the impact mechanisms of free textbooks are different for different groups and different subjects.

Mayo-Simbsler, S. (2023). **Les crédits budgétaires pour la recherche de la Mires en 2023.** Note Flash du SIES, (17). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-09/nf-sies-2023-18-29343.pdf>

En 2023, la mission interministérielle recherche et enseignement supérieur (Mires) regroupe 16,5 Md€ de crédits budgétaires pour la recherche dont 15,4 Md€ répartis par objectifs socio-économiques. 51 % de ces crédits répartis sont orientés vers la recherche fondamentale. Plus de la moitié des crédits budgétaires recherche répartis sont orientés vers les sciences du vivant, les sciences naturelles, l'espace et les sciences humaines et sociales. En 2023, les crédits budgétaires de la Mires s'élèvent à 16,5 Md€ En 2023, 51 % des crédits budgétaires ventilés sont orientés vers la recherche fondamentale En 2023, 57 % des crédits budgétaires ventilés sont orientés vers les sciences du vivant, les sciences naturelles, l'espace et les sciences humaines et sociales 65 % des crédits en sciences du vivant sont orientés vers la recherche fondamentale 14 % des crédits budgétaires sont consacrés aux sciences naturelles 13 % des crédits budgétaires sont consacrés à l'exploration et l'exploitation de l'espace 11 % des crédits budgétaires sont consacrés aux SHS

Spencer, G., & Stich, A. (2023). **College Choice Revisited: Socioeconomic Differences in College Transfer Destinations Among Four-Year College Entrants.** *Research in Higher Education*, 64(7), 959-986. <https://doi.org/10.1007/s11162-023-09730-1>

Despite a robust body of literature about the choice of students' first postsecondary institution, we have little insight regarding transfer from four-year colleges and universities across socioeconomic groups. In this study, we argue that when entry to selective colleges reaches a heightened level of competitiveness, transfer may be employed by students from advantaged social backgrounds as an adaptive strategy to gain access. Using multinomial logistic regression, this study draws on data from BPS:04/09 to uncover whether transfer functions as a mechanism of adaptation that exacerbates class inequalities in higher education. We found that students from higher-socioeconomic quartiles who first enrolled in a selective institution are most likely to engage in lateral transfer, but mainly to another college even more prestigious. This study provides evidence of the role of college transfer in exacerbating class inequalities in higher education.

Yamauchi, F., Kim, T., Lee, K. W., & Tiongco, M. (2023). **Can German vocational training combat skill shortages in developing countries? Evidence from dual training system in the Philippines.** *Review of Development Economics*, 27(4), 2470-2488. <https://doi.org/10.1111/rode.13047>

This paper examines the labor market impacts of the Philippine Dual Training System (DTS), a vocational training program that combines firm-based on-the-job training (OJT) and conventional institution-based training, using a recent survey that tracked graduates from DTS and regular institution-based programs. The estimation results using fuzzy regression discontinuity design show a significantly positive impact on the most recent monthly earnings. The impact significantly increases with the OJT intensity, measured by the number of hours a week in OJT. The above results imply that vocational training has to be aligned with actual production technologies and work practices to narrow skill gaps and create positive returns.

Aspects psychologiques de l'éducation

Adedoyin, O. B., & Altinay, F. (2023). **Open educational resources: Evaluation of students' intention to use and motivation to create.** *British Journal of Educational Technology*, 54(6), 1790-1813. <https://doi.org/10.1111/bjet.13313>

Abstract The advent of open educational resources (OER) has increased access to pedagogical resources that promote the quality of education, but the potential of the OER to transform pedagogical practices is yet to be realized, mainly as a result of a lack of concentration on the policies and practices necessary to support the idea of openness within the academic institutions. Several exploratory attentions have been given to educators' adoption of OER, but little or none exists on university students' intention to use and motivation to create OER. This study explores university students' intention to use OER in Study 1 and motivation to create OER in Study 2 using a non-experimental research design with a survey method and partial least squares structural equation modelling (PLS-SEM) for the two studies. The findings indicated that the relationship between perceived ease of use, perceived usefulness, zero price accessibility and availability, and attitude and university students' intention to use OER is significantly positive for Study 1. This showed that university students' intention to use OER can be influenced by these factors. The relationship between competence and mastery of content, personal development, reward system and motivation to create OER is significantly positive for Study 2. This implies that university students are not mere users of OER but partners in the OER crusade as creators. Practitioner notes What is already known about this topic Significant roles of OER. Faculty members as OER developers. Students as mere users of OER. What this paper adds Factors that influence university students' intentions to use OER using a blended TAM model. Factors that influence university students' motivation to create OER using a blended SDT theory. The significant roles of university students as OER developers. Implications for practice and/or policy University students are not mere users of OER but partners in the OER crusade as creators. Extensive information on the factors to focus on by faculty members to improve university students' intentions to use and motivation to create OER. The need for OER policymakers to concentrate on the factors highlighted in this study to make OER policies that will promote university students' motivation to create OER.

Allard-Latour, É. (2023). **L'intérêt des filles pour l'Éducation Physique et Sportive : conception et évaluation d'une séquence d'intervention basée sur les jeux vidéo-actifs et la théorie de l'intérêt : effets sur l'intérêt et l'engagement physique d'adolescentes de lycées professionnels** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse <https://theses.hal.science/tel-04028324>

Face au constat de désintérêt des adolescentes pour l'Éducation Physique et Sportive (EPS), notamment au lycée professionnel, les enseignants paraissent manquer de solutions, même si une dense littérature scientifique sur la motivation pour l'activité physique fournit des recommandations. Cette thèse a pour ambition de mener une réflexion partagée, entre enseignants et chercheurs, sur les pratiques et les contenus susceptibles de faire évoluer l'intérêt du public féminin en EPS. À partir d'un travail d'analyse de la littérature scientifique, et d'une étude observationnelle sur la spécificité des sources de l'intérêt en situation chez les filles en EPS, ce projet s'est concrétisé par la co-conception d'une séquence d'EPS, fondée sur des jeux vidéo-actifs et sur la théorie de l'intérêt. Les effets de cette séquence ont ensuite été évalués sur l'évolution de quatre

variables : l'intérêt en situation, l'intérêt personnel pour l'EPS, la compétence perçue en EPS, et la durée d'activité physique au cours des séances. L'étude principale de cette thèse montre que les stratégies d'intervention mobilisées sollicitent bien les différentes sources de l'intérêt en situation, avec une influence significative et positive sur le défi, l'intention d'exploration et l'intérêt personnel pour l'EPS des adolescentes. La durée de l'activité physique augmente aussi au cours de la séquence.

Aydın, S., & Tekin, I. (2023). **Positive psychology and language learning: A systematic scoping review**. *Review of Education*, 11(3), e3420. <https://doi.org/10.1002/rev3.3420>

Although emotions are vitally important for achievement and performance in learning a new language, prior research has mainly focused on negative emotions and the cognitive aspects of second language acquisition and foreign language learning. However, the number of studies on the relationship between positive psychology and language learning has increased since 2014. Nevertheless, research is still inconclusive. This study, using a systematic scoping review, aims to analyse and synthesise the studies on the relationship between positive psychology and of second language acquisition and foreign language learning to present implications for practice and future research. It concludes that the use of positive psychology elements effectively enhances foreign language enjoyment, decreases foreign language anxiety, and develops basic language skills. In light of the conclusions reached, implications for practice and further research are presented. Context and implications Rationale for the study Emotions are vital for performance and achievement in the second language acquisition and foreign language learning processes. However, research on these processes has mainly focused on negative emotions and the cognitive aspects until 2014. Although the number of studies has significantly increased after 2014, the results are inconclusive in gaining insight and shaping practice and future research. Why do the new findings matter? The findings in the study are significant for positioning the elements of positive psychology in second language acquisition and foreign language learning and may lead to the emergence of a novel language learning approach. Implications for researchers, teachers, and policy makers Researchers should focus on the relationships between positive psychology and language learning in different cultures and educational and instructional contexts. Language teachers need to attach importance to the mediating role of positive psychology in their classes. To achieve this, they should collaborate with school counsellors. Last, curriculum developers and policy makers should integrate and implement positive psychology elements into the pre-service and in-service teaching programmes.

Bertermann, A., Kamhöfer, D. A., & Schildberg-Hörisch, H. (2023). **More education does make you happier - unless you are unemployed** (DICE Discussion Paper N° 406). Consulté à l'adresse Heinrich Heine University Düsseldorf, Düsseldorf Institute for Competition Economics (DICE) website: <https://econpapers.repec.org/paper/zbwdicedp/406.htm>

This paper investigates the causal effect of education on life satisfaction, exploring effect heterogeneity along employment status. We use exogenous variation in compulsory schooling requirements and the build-up of new, academically more demanding schools, shifting educational attainment along the entire distribution of schooling. Leveraging plant closures and longitudinal information, we also address the endogeneity of employment status. We find a positive effect of education on life satisfaction for employed individuals, but a negative one for those without a job. We propose an

aspiration-augmented utility function as a unifying explanation for the asymmetric effect of education on life satisfaction.

Berthier, J.-L. (2023). **Les temps du cerveau**. *Administration & Éducation*, 179(3), 121-130. <https://doi.org/10.3917/admed.179.0121>

Brien, A. (2023). **Étude des liens entre l'alliance, la conscience réflexive de soi et l'autocompassion chez la personne supervisée en formation initiale en counseling de carrière et en psychothérapie**. *L'orientation scolaire et professionnelle*, 52(3), 623. <https://doi.org/10.4000/osp.17845>

Thèse de doctorat soutenue le 8 septembre 2021 À la Faculté d'éducation de l'Université de Sherbrooke, Canada Composition du jury de soutenance de thèse : Professeur Réginald Savard, Université du Québec à Montréal, directeur de thèse Professeure Cynthia Bilodeau, Université St-Paul, co-directrice de thèse Professeure Patricia Dionne, Université de Sherbrooke, co-directrice de thèse Professeur Nancy Granger, Université de Sherbrooke, Présidence du jury Professeure Julie Lane, Université de...

Cavard, C.-M. (2023). **Le rapport à l'altérité dans la relation éducative comme expression du sens de l'implication professionnelle chez des étudiants en formation en travail social**. *Phronesis, Hors-série(HS1)*, 23-36. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-23.htm>

Ancrée dans la discipline des sciences de l'éducation et de la formation et analysée sous l'angle spécifique de la psychologie sociale, mobilisée comme discipline contributive, nous nous intéressons à la professionnalisation des acteurs du travail social du point de vue de la formation professionnelle. Dans cet article, nous interrogeons particulièrement les formes d'altérité (Briançon, 2015), considérées comme déterminantes de la nature de l'implication professionnelle (Mias, 1998) des acteurs, à partir de l'analyse des discours d'éducateurs spécialisés, de moniteurs éducateurs et d'accompagnants éducatifs et sociaux en formation issus de deux centres de formation. Au travers de six focus groups, nous verrons que pour les acteurs interrogés, ce qui prime et ce qui semble être la forme d'altérité prédominante dans la relation éducative, c'est l'altérité « extérieure », c'est-à-dire que c'est la personne accompagnée qui est centrale et qui devient presque l'unique fondement de leur implication professionnelle.

Collie, R. J. (2023). **Teachers' work motivation: Examining perceived leadership practices and salient outcomes**. *Teaching and Teacher Education*, 135, 104348. <https://doi.org/10.1016/j.tate.2023.104348>

This study examined work motivation among 502 Australian teachers. Perceptions of autonomy-supportive and autonomy-thwarting leadership practices were examined as predictors of work motivation and, in turn, four outcomes (extra-role behavior, turnover intentions, positive affect, negative affect). A global factor of self-determined motivation and four specific factors (identified, introjected, external regulation, amotivation) were examined. Autonomy-supportive leadership was positively associated with global self-determined motivation and amotivation, whereas autonomy-thwarting leadership was positively associated with external regulation and amotivation. In turn, global self-determined motivation predicted all outcomes as expected. Two specific factors also predicted outcomes. Findings identify factors relevant for supporting positive teacher outcomes.

Davidesco, I., Glaser, N., Stevenson, I. H., & Dagan, O. (2023). **Detecting fluctuations in student engagement and retention during video lectures using electroencephalography.** *British Journal of Educational Technology*, 54(6), 1895-1916. <https://doi.org/10.1111/bjet.13330>

Abstract Video lectures are commonly used in online and flipped courses, but students often find it challenging to stay engaged and retain lecture content. The current study examined to what extent the power of electroencephalography (EEG) brain activity in the theta (4-7 Hz), alpha (8-12 Hz) and beta (13-20 Hz) bands can dynamically capture fluctuations of student engagement and retention throughout pre-recorded lectures. EEG activity was recorded from 33 college students throughout four video-based chemistry lectures. In-video probes were used to assess both student engagement and content retention at random moments during the video. Our findings reveal that there are significant fluctuations in self-reported engagement throughout pre-recorded lectures. Further, among the three frequency bands that were tested, only alpha power closely tracked fluctuations in self-reported engagement at the individual student level. In-lecture fluctuations in engagement were associated with content retention, but content retention itself was not well captured by EEG activity in any of the frequency bands that were examined. These findings suggest that the design of video lectures should consider fluctuations in student engagement and potentially incorporate self-reported and physiological indicators of engagement. Future research should further investigate how EEG and other physiological engagement indicators can be used in real time to personalize online instruction. Practitioner Notes What is already known about this topic Students often find it challenging to stay engaged during online lectures and retain lecture content. Measuring engagement and retention throughout an online lecture (rather than only at its end) is important but challenging because it requires the insertion of in-lecture questions that interrupt the learning process. Electroencephalography (EEG) could potentially provide a continuous and implicit measure of engagement and retention throughout online lectures. What this paper adds Self-reported engagement tends to gradually decrease throughout the duration of video lectures with substantial variation both within and between students. Fluctuations in student engagement are predictive of content retention throughout video lectures. EEG power in the alpha band (8-12 Hz) dynamically tracks fluctuations in student engagement. EEG power in the alpha band significantly predicts overall lecture engagement as well as learning confidence. However, EEG power might not be sensitive to variations in post-lecture test performance. Implications for practice and/or policy The design of online lectures should take into consideration the dynamic and idiosyncratic nature of student engagement. In-video self-report probes and EEG power measures can be useful sources of information on students' level of engagement during online lectures. It should be further investigated whether EEG and other physiological indicators of engagement can be used in real time to personalize online instruction.

Gilbert, S. (2023). **Les pratiques d'enseignement montessoriennes et ses liens avec la motivation d'élèves du primaire en contexte d'apprentissage** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse <https://constellation.uqac.ca/id/eprint/9498/>

Depuis plus de 10 ans, les acteurs oeuvrant dans le domaine de l'éducation se questionnent sur les fondements de la réussite scolaire, cherchant des solutions aux problématiques concrètes et virtuelles impactant cette dernière. Les facteurs en lien

avec la réussite scolaire sont variés et touchent différents aspects tels que le système en place, le milieu scolaire, le rôle des différents intervenants, les contraintes physiques, matérielles et de main-d'oeuvre et de manière majeure, les élèves en soi. En l'an 2000, le Québec a vécu le début d'une réforme scolaire visant à considérer de plus en plus l'élève au centre de ses apprentissages. Plusieurs théories ont été adoptées et plusieurs façons de faire ont été conseillées. Pourtant, encore à ce jour, la motivation scolaire, un prédicteur majeur de la réussite scolaire, est en constante diminution tout au long de l'enseignement primaire et c'est une problématique qu'il faut adresser. L'objectif général de cette étude est d'analyser et valider des pratiques externes au programme de formation de l'école québécoise pouvant favoriser un plus haut niveau de motivation scolaire. Conséquemment, les objectifs plus spécifiques de la présente recherche sont : décrire et qualifier les pratiques d'enseignement adoptées par les enseignants des programmes Montessori et du programme de formation de l'école québécoise (PFEQ), comparer les pratiques d'enseignement des deux programmes, mesurer les corrélations entre les pratiques d'enseignement, le soutien aux besoins fondamentaux et la motivation scolaire générale et spécifique aux mathématiques et de ressortir les pratiques d'enseignement qui semblent optimales au niveau motivationnel. Afin de recueillir les données nécessaires, une méthodologie mixte a été choisie et a été effectuée au sein de deux groupes : un groupe de 6e année dans un programme régulier et un groupe de 5e/6e année dans un programme Montessori adapté au système public. Pour le volet qualitatif, les élèves des deux groupes ont été observés en situation d'apprentissage des mathématiques et une entrevue semi-dirigée a été effectuée auprès des enseignants. Pour le volet quantitatif, un questionnaire évaluant le soutien perçu pour répondre aux besoins fondamentaux et la motivation scolaire des jeunes a été distribué aux élèves et un questionnaire évaluant le style motivationnel des enseignants a été fourni aux enseignants des deux groupes. Il ressort des résultats qualitatifs deux principales différences en ce qui a trait aux facteurs motivationnels externes. En effet, le programme commission scolaire Montessori utilise un plan de travail et des groupes multiniveaux de deux ans. Sur le plan quantitatif, les élèves de l'école Montessori ont une motivation autonome et perçoivent un soutien significativement plus élevé relativement au besoin d'affiliations interpersonnelles que les élèves du PFEQ. La concordance des deux volets permet de renforcer les résultats et d'approfondir les différences entre les programmes et leurs impacts.

Kanadlı, S., Arslantaş, H. İ., & İnandı, Y. (2023). **Predicting the life satisfaction of education workers in Turkey: a meta-analytic structural equation modeling.** *Asia Pacific Education Review*, 24(4), 515-530. <https://doi.org/10.1007/s12564-022-09766-5>

In the literature, there are a great number of primary studies that examine the relationship between professional burnout, job satisfaction, and life satisfaction of education workers and that do not have consistent results. The aim of this study is to establish a model that will explain the life satisfaction of education workers by determining the effect size of the relationship between professional burnout, job satisfaction, and life satisfaction. For this purpose, firstly, the effect size of the relationship between professional burnout, job satisfaction, and life satisfaction was determined with the meta-analytic structural equation modeling (MASEM) technique, and then the model-data fit of the models established between these variables was examined. Correlation coefficients extracted from 21 primary studies were combined according to the random-effects model. As a result of the analysis, significant effect sizes ($p < 0.05$) were found between the sub-dimensions of professional burnout of education workers (emotional exhaustion,

depersonalization, and personal accomplishment), job satisfaction, and life satisfaction. It was determined that the models (original model and alternative model) constructed between these variables are partially model-data fit. Accordingly, professional burnout of education workers affects their job satisfaction, and their job satisfaction has an effect on their life satisfaction. In addition, it was revealed in these models that the job satisfaction of education workers is a partial mediator of the direct and indirect effects of the emotional exhaustion and personal accomplishment sub-dimensions of professional burnout on life satisfaction.

Kumschick, I. R., Torchetti, L., Gasser, L., & Tettenborn, A. (2023). **How controllable versus uncontrollable cognitions affect emotion processing during classroom disruptions: A video study with preservice teachers.** *Teaching and Teacher Education, 135*, 104317. <https://doi.org/10.1016/j.tate.2023.104317>

We studied how preservice teachers explain and regulate their emotions when faced with classroom disruptions. Participants watched a video of a disrupted classroom and were either shown a subsequent video of the disruptive student explaining their behavior or not. Those preservice teachers who attributed the disruptions to controllable factors used functional emotion regulation to a greater extent (such as cognitive change, attentional deployment, and deep acting), while those who saw the disruptions as uncontrollable used venting more often. The study suggests that understanding the student's perspective and attributing disruptions to controllable factors can improve emotion regulation in teachers.

Ma, W., Lin, X., Lou, J., Liu, Y., Tang, W., & Bao, Z. (2023). **The impact of students' cellphone-use and self-control on academic performance in traditional classroom.** *Asia Pacific Education Review. <https://doi.org/10.1007/s12564-023-09824-6>*

Cellphone-use in class has many negative effects on students' overall performance. By using a self-developed monitoring-app to record students' cellphone-use in class, this study attempts to explore the relationships of cellphone-use and self-control on academic performance. The subjects of this study are 207 freshmen who take part in advanced mathematics courses, and the research period lasts for 16 weeks. Two-factor ANOVA showed that cellphone-use duration and self-control had an interactive influence on students' academic performance. There was no statistical significance in the influence of cellphone-use frequency and self-control on academic performance. Simple slopes analysis revealed a negative relationship between cellphone-use duration and academic performance for those who were low on self-control, whereas there was no relationship between these constructs for those who were high on self-control. The results show that self-control plays a moderating role in the relationship between cellphone-use duration and academic performance. Self-control could weaken the influence of cellphone-use on academic performance. Furthermore, this study is helpful to better understand the way of cellphone-use affecting academic performance, and suggests appropriate intervention of cellphone-use to help poor self-controlled students achieve better academic performance.

Meşe, C. (2023). **A bibliometric analysis of situational interest research.** *Review of Education, 11*(3), e3419. <https://doi.org/10.1002/rev3.3419>

Interest is a variable that assists students in acquiring knowledge and instructors in creating an encouraging classroom environment. Situational interest, on the other hand, is a type of interest that will assist students' interest to develop by organising

environmental conditions. The research on situational interest has been ongoing for more than two decades, and the bibliometric information of this research has grown. The current research aims to examine trends and advances to assist researchers in understanding the perspective of situational interest research. The bibliometric analysis was conducted with Biblioshiny and VOSviewer. The current study analysed WoS data about the meta-information of 573 published articles on situational interest. The results obtained from the WoS database reveal a growing interest in applying situational interest. Bradford's law results show that 195 articles published in 15 journals were in Zone 1. The result of Lotka's law explained that theoretical and observed research data fit. Education-related keywords such as achievement, motivation, text, recall, comprehension, and other education-related variables such as self-efficacy and design, gender, college students, biology, and context have been placed under the basic theme that is most relevant and developing. It can be said that other results of the current study guide authors about situational interest research. Context and implications

Rationale for this study The studies on situational interest have increased over the last two decades, but there are few reviews of situational interest publications. This study has examined trends and advances in the studies to assist researchers in understanding the perspective of situational interest research with bibliometric analysis. Why the new findings matter The findings have highlighted trends and advances in the scientific output of situational interest with bibliometric analysis. Implications for practitioners In addition to revealing the trends and advances in situational interest research, the findings can help to focus more on some emerging research themes that can guide future situational interest researchers. According to findings, the recent research of situational interest focuses on cognitive load, motivation, achievement, and emerging technology such as augmented reality technology. The Four-Phase Model of Interest Development is the most popular document among situational interest research to understand situational interest. The results show that researchers had an international collaboration from different countries and different institutions.

Newaz, D. (2023). **Beyond academic outcomes: The role of social and emotional learning in rethinking quality education in low-income countries.** *International Review of Education*, 69(4), 511-528. <https://doi.org/10.1007/s11159-023-10006-0>

The global learning crisis literature raises several important questions and presents new notions of quality education, which tends to be outcomes-driven. Reliance on measuring tangible educational outcomes such as literacy and numeracy through large-scale standardised assessments has narrowed the definition of quality education and influenced education policy in low-income country contexts. To expand ideas of quality beyond standardised measures of learning, this article examines the cognitive outcomes-oriented notion of what is considered quality education, especially in low-income contexts. The author considers emerging literature on the role of social and emotional learning (SEL) in enhancing the quality of education and its contextualisation in low-income countries. Two SEL case studies (one from Tanzania and one from the Democratic Republic of the Congo) are also presented to explore the cultural adaptability and potential of SEL in non-Western contexts. Initial findings show the positive correlation of SEL not only with academic results but also with overall life outcomes with appropriate cultural contextualisation. Despite certain risks, SEL can be useful in low-income settings to expand and reimagine quality education beyond standardised measurements, through a flexible approach that draws upon local and global ideas and practices.

Nyman, F. (2023). **Self-Regulated Learning and Its Influence on Student Motivation: A Case Study from the UK**. Consulté à l'adresse <https://hal.science/hal-04232447>

This article examines the learning approaches of students in higher education (HE) and offers valuable implications for educational practices in this context. The study delves into students' self-regulation and engagement with various learning sources, shedding light on how they organise their learning. The findings reveal several important insights. The study highlights that students primarily rely on lectures, literature, self-directed information-seeking, and peer interactions as key sources for acquiring knowledge. However, it is noteworthy that students tend to give limited attention to teaching techniques and their effectiveness. This emphasises the need to align teaching content with students' prior knowledge and understanding, while also recognising the significance of repetition and active engagement to deepen their comprehension. One significant barrier identified in the study is students' struggle with time management, which often impairs their ability to meet deadlines. To address this issue, teachers are encouraged to prioritise self-monitoring skills and provide explicit guidance on prerequisite knowledge and essential skills. By supporting students in developing effective time management strategies, educators can enhance their overall learning experience. Furthermore, fostering interest, motivation, and self-efficacy through meaningful learning experiences and nurturing strong teacher-student relationships is crucial for increasing student engagement. Creating a positive and supportive learning environment that encourages active participation and collaboration can significantly enhance students' learning outcomes and overall satisfaction. As for future research, it is recommended to broaden the scope beyond WEIRD populations (Western, Educated, Industrialized, Rich, and Democratic) and employ ethnographic approaches to further explore the complex dynamics of student learning. This will provide a more comprehensive understanding of the diverse factors influencing learning behaviours and the effectiveness of the recommended practices in different cultural and educational contexts.

Pi, Z., Zhang, X., Zhang, X., Gao, M., & Li, X. (2023). **Students' prior knowledge moderates the effects of group motivation compositions on learning from video lectures**. *British Journal of Educational Technology*, 54(6), 1814-1836. <https://doi.org/10.1111/bjet.13316>

Abstract The present study examined whether students' prior knowledge moderated the effects of their motivation compositions on learning performance (ie, retention and transfer) and interaction (ie, interpersonal brain synchronization (IBS) and behavioural pattern) in learning from video lectures. The results confirmed the benefits of the composition of two high motivation students on their knowledge transfer. The results also showed that students' prior knowledge had a moderating effect on interaction. For low prior knowledge students, high motivation composition increased their IBS in the temporoparietal junction-inferior parietal lobule (TPJ-IPL), temporoparietal junction-supplementary motor area (TPJ-SMA), inferior parietal lobule-supplementary motor area (IPL-SMA) and anterior prefrontal-anterior prefrontal cortex (aPFC-aPFC) regions during co-explaining and enhanced their regulating-related behavioural sequences and decreased disagree-related behavioural sequences. However, for high prior knowledge students, a high motivation dyad composition decreased their IBS in the supramarginal gyrus-anterior prefrontal cortex (SMG-aPFC) while co-viewing the video lecture, and in the TPJ-IPL, TPJ-SMA, IPL-SMA and SMG-aPFC during co-explaining, cognitive communication, argumentation-related and regulating-related behavioural sequences but enhanced off-task-related behavioural sequences. Our findings suggest that instructors should encourage high motivation students to co-view video lectures, and

scaffold students with low prior knowledge to enhance regulating-related behavioural sequences and scaffold students with high prior knowledge and high motivation to enhance cognitive communication, argumentation-related and regulating-related behavioural sequences and decrease off-task-related behavioural sequences. Practitioner notes What is already known about this topic Co-viewing video lectures is a common form of learning across a wide range of ages and topics. Students' motivation is essential for optimal learning in various settings (eg, face-to-face classroom and online learning). Students' prior knowledge moderates the effects of their motivations on learning from video lectures from the individual perspective. What this paper adds The composition of two high motivation students benefits their knowledge transfer. For low prior knowledge students, the composition of two high motivation students increased their IBS in the TPJ-IPL, TPJ-SMA, IPL-SMA and aPFC-aPFC regions, enhanced their regulating-related behavioural sequences and decreased their disagree-related behavioural sequences. For high prior knowledge students, the composition of two high motivation students decreased their IBS in multiple brain regions, as well as their cognitive communication, argumentation-related and regulating-related behavioural sequences, but enhanced their off-task-related behavioural sequences. Implications for practice and/or policy High motivation students are encouraged to co-view video lectures. Instructors should scaffold students with low prior knowledge to enhance regulating-related behavioural sequences. Instructors should scaffold students with high prior knowledge and high motivation to enhance cognitive communication, argumentation-related and regulating-related behavioural sequences and decrease off-task-related behavioural sequences.

Pozas, M., & Letzel-Alt, V. (2023). **Coping with distance learning during COVID-19 and its impact on students' emotional experiences: Differences between students with and without special education needs.** *Journal of Research in Special Educational Needs*, 23(4), 354-364. <https://doi.org/10.1111/1471-3802.12605>

Given the almost 2-year COVID-19 school-related closure in Mexico, children and adolescents have experienced a negative impact not only on their learning, but as well as on their mental health and well-being. Although international research has shown that distant learning as a response to the COVID-19 school-related closures has severely affected students with special education needs, there is still a lack of studies conducted in Mexico. Thus, this study attempts to tackle this gap by exploring how Mexican students with and without special education needs coped with distance learning as well as its impact on their emotional experiences. A total of 293 Mexican lower secondary students participated in the study. Independent sample t-tests indicated that, in comparison with students without special needs, students with special needs coped significantly worse during distance learning as well as had higher levels of negative activation. Additionally, multiple linear regression analyses revealed that students' self-efficacy functioned as an important coping mechanism. Implications of the results, as well as further lines of research are discussed.

Rasciute, S. (2023). **Parental education and child health: The exploration of the cross-gender intergenerational transmission mechanism.** *Kyklos*, 76(4), 642-658. <https://doi.org/10.1111/kykl.12344>

This paper analyses the causal effects of different levels of mother's and father's education on child general and mental health, by applying a fixed effects instrumental variable panel data estimator with selection to nationally represented longitudinal data

of over 13,000 observations in the United Kingdom from 2008 to 2019. The results reveal a negative association between mother's education and boys' mental health, potentially driven by relative rather than absolute levels of education between parents. Differences in educational attainment between parents signal unequal power and different values, which inhibits conflict resolution and commitment, leading to higher likelihood of breaking up, which in turn may negatively affect child mental health. On the contrary, no evidence is found of causal links between different levels of mother's and father's education on child health, indicating the relevance of potential environmental factors in the intergenerational transmission mechanism. This calls for more co-ordination of educational interventions with other economic policies, also taking economic cycle into account.

Rinaudo, J.-L. (2023). **Enseigner: quoi qu'il en coûte?** Consulté à l'adresse <https://www.editions-eres.com/ouvrage/5113/enseigner-quoi-quil-en-coute>

Quel peut être le coût psychique de la continuité pédagogique mise en œuvre pendant le confinement pour les enseignants et les apprenants? En effet, enseignants et apprenants se sont alors trouvés précipités dans le monde de la formation à distance, sans l'avoir choisi et sans préparation. Pour beaucoup d'entre eux, l'utilisation d'outils numériques dans une relation à distance a constitué un véritable bouleversement de leurs pratiques professionnelles, non pas en raison d'une quelconque réticence envers les technologies mais de par la situation contrainte et urgente. Quels processus psychiques ont-ils mobilisé pour y répondre? À partir d'écrits d'enseignants, d'étudiants et de parents, Jean-Luc Rinaudo étudie autant les processus de déliaison psychique (défaut de contenance de l'institution, problématique du corps et du regard, inquiétante étrangeté de l'école à la maison...) que ceux de subjectivation (créativité des pratiques, remaniement dans le rapport aux autres, au savoir et à soi). Il nous invite ainsi à tirer partie de cette expérience inédite d'enseigner quoi qu'il en coûte.

Russell, A., & Smyth, S. (2023). **Using a 10-day mindfulness-based app intervention to reduce burnout in special educators.** *Journal of Research in Special Educational Needs*, 23(4), 278-289. <https://doi.org/10.1111/1471-3802.12599>

The field of special education is thought to be a stressful profession due to the complex needs of the students. The current study aimed to assess the effectiveness of a mindfulness-based smartphone application intervention for reducing burnout in special educators. We used the Copenhagen Burnout Inventory scale (with three subscales; personal, work-related and student-related) to measure burnout and the Five Facets of Mindfulness (shortened version) to assess mindfulness. Special educators (n = 29) were assigned to either the experimental group (n = 14) which used the 'Smiling Mind' app for guided meditations or the active control group (n = 15) which used 'Day One', a note-taking app, for a list-making activity. Both groups used their assigned apps for 10 days. The experimental group showed significant reductions from baseline to post-intervention on the personal burnout subscale while the control group did not, indicating that the intervention affected this domain of burnout. This was maintained at a 2-week follow-up. Mindfulness scores did not significantly increase in the experimental condition, meaning that the mechanism of this decrease in personal burnout is unknown. Further research is needed in order to add to the knowledge on preventing and treating burnout in special educators.

Salifu, I., & Biney, I. K. (2023). **The role of motivational teaching techniques in adult distance learning programmes.** *International Review of Education*, 69(4), 467-485. <https://doi.org/10.1007/s11159-023-09997-7>

This qualitative research study explored motivational teaching techniques used by instructors of distance learning programmes (DLPs) to assist adult learners in achieving learning outcomes that meet their educational goals. The authors investigated how 11 instructors in a DLP at a large university in Ghana, Africa, applied the techniques, as well as the challenges they faced. The instructors were purposively selected for face-to-face individual interviews and classroom observations. Data were analysed using content, constant comparison and thematic approaches. The findings revealed that in their teaching of adults, the instructors used different motivational techniques, described in this research as patching, resting, piecemealing, shared learning and opportunity to try. Although the choice of techniques overlapped among the instructors in the sample, they each applied them differently to help their adult learners to learn effectively. The instructors also encountered challenges (teaching frustrations), such as learner absenteeism, unwillingness to accept change, disrespect and the lack of preparedness. These findings led to the conclusion that indisciplined learner behaviour can cause underperformance. Given that the instructors faced diverse challenges, the authors recommend that open and distance learning (ODL) instructors in Ghana take advantage of professional development opportunities to keep up to date with techniques for managing complex adult learning environments and issues. Internationally, the findings of this study highlight the need for ODL providers around the world to regularly review their services to ensure that the challenges instructors and learners are facing are addressed in a timely manner. This will ensure that ODL remains a viable alternative mode of education, especially during exceptional circumstances like COVID-19 lockdowns.

Smith, D., & McLellan, R. (2023). **Mental health problems in first-generation university students: A scoping review.** *Review of Education*, 11(3), e3418. <https://doi.org/10.1002/rev3.3418>

Despite growing concern about mental health problems in university students and increasing recognition that first-generation university students (FGS) may face additional challenges, there has been no previous attempt to map the existing research on FGS mental health. The aim of this scoping review was to elicit current understanding of mental health problems in FGS from the literature. Following database searches and screening, 40 peer-reviewed articles were included in the scoping review. Findings from these studies were synthesised for: types of mental health problems in FGS; prevalence of mental health problems in FGS compared to continuing-generation students (CGS); factors associated with mental health problems in FGS; effects of mental health problems on FGS; help-seeking for mental health problems in FGS; and interventions. Significant gaps were highlighted and recommendations made for future research, particularly outside the United States. True commitment to widening participation demands much more research on mental health problems in FGS to ensure that they thrive not just arrive. Context and implications Rationale for this study The aim of this scoping review was to map the existing international research on mental health problems in first-generation university students (FGS). Why do the new findings matter? The scoping review synthesises findings from 40 empirical studies published in peer-reviewed journals, giving valuable insights into mental health problems in FGS and highlighting significant gaps in our understanding. Implications for higher education researchers and universities The findings

of the scoping review are a call to action for future research in this field. More studies are needed, particularly outside the United States, using a variety of research designs to gain a more comprehensive understanding of mental health problems in FGS. This research should be prioritised so that universities are provided with evidence-based recommendations to mitigate and/or address mental health problems in FGS, thereby helping to ensure that they thrive in higher education.

Wurster, S., Bez, S., & Merk, S. (2023). **Does learning how to use data mean being motivated to use it? Effects of a data use intervention on data literacy and motivational beliefs of pre-service teachers.** *Learning and Instruction*, 88, 101806. <https://doi.org/10.1016/j.learninstruc.2023.101806>

Background In times of expanding datafication in education, data-based decision making (DBDM) has become a crucial part of teaching and data literacy and motivational beliefs about data use are important preconditions of teachers' data use. However, data use is not yet part of most teacher education programs. **Aims** The present study investigated the effects of a short and easily implementable online intervention on pre-service teachers' data literacy and their motivational beliefs about data use. **Samples** We conducted two studies with pre-service teachers: in the pilot (Study 1), the structure of motivational beliefs about DBDM was investigated (N = 34). In Study 2 (the main study), the effects of the intervention were examined (N = 136). **Methods** The study was designed as a randomized controlled trial with a wait list control group. The intervention focused on building the basic concept of data literacy with emphasis on data analysis and different types of data, such as assessment and self-evaluation data. **Results** Study 1 revealed a three-factor structure of motivational beliefs about DBDM. The intervention in study 2 showed a strong positive effect on data literacy test scores and self-efficacy. On average, pre-service teachers reported positive motivational beliefs about DBDM. However, we found evidence for null effects regarding changes in motivational beliefs in the value components cost and enjoyment. **Conclusions** The intervention has the potential to foster aspects of data literacy and self-efficacy about DBDM but not value components of beliefs about DBDM in general.

Yoong, S. M., Ahmad, N. A., Swaran Singh, C. K., & Wong, W. L. (2023). **The design and development of a dyscalculia checklist based on a focus group interview.** *British Journal of Special Education*, 50(3), 403-412. <https://doi.org/10.1111/1467-8578.12474>

This article aims to explore the symptoms and characteristics of dyscalculia. This is a qualitative study. Five experts in the field of special education took part in a focus group interview. Each expert had more than ten years of experience in their area of expertise. To determine the content validity of the protocol, three experts in special education, language and qualitative research evaluated each of the eight items. Cohen's kappa analysis was used to assess inter-rater reliability. The findings of this study indicate that 59 items have been developed, based on six constructs in the dyscalculia checklist. The six constructs were subitising, estimating, Arabic numerals, verbal numbers, arithmetic facts and calculating processes. Following the focus group interview, a new construct emerged: math anxiety. The study implies that teachers might utilise this checklist to carry out early detection of students with dyscalculia in primary schools. This will enable appropriate intervention, resulting in significant benefits for the Ministry of Education, for educators and teachers, and for the students themselves. Although this study was based in Malaysia, the results have wider implications because dyscalculia is present everywhere.

Aspects sociaux de l'éducation

Agnoux, P. (2023). **Des filles qui ne “ bougent pas ”. La production scolaire de l'attachement territorial.** In C. Patrice & C. Agnès (Éd.), *Territoires et parcours : De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? XXVIIIèmes journées du longitudinal* (p. 81-91). Consulté à l'adresse <https://hal.science/hal-04227297>

Allard-Latour, É. (2023). **L'intérêt des filles pour l'Education Physique et Sportive : conception et évaluation d'une séquence d'intervention basée sur les jeux vidéo-actifs et la théorie de l'intérêt : effets sur l'intérêt et l'engagement physique d'adolescentes de lycées professionnels** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse <https://theses.hal.science/tel-04028324>

Face au constat de désintérêt des adolescentes pour l'Éducation Physique et Sportive (EPS), notamment au lycée professionnel, les enseignants paraissent manquer de solutions, même si une dense littérature scientifique sur la motivation pour l'activité physique fournit des recommandations. Cette thèse a pour ambition de mener une réflexion partagée, entre enseignants et chercheurs, sur les pratiques et les contenus susceptibles de faire évoluer l'intérêt du public féminin en EPS. À partir d'un travail d'analyse de la littérature scientifique, et d'une étude observationnelle sur la spécificité des sources de l'intérêt en situation chez les filles en EPS, ce projet s'est concrétisé par la co-conception d'une séquence d'EPS, fondée sur des jeux vidéo-actifs et sur la théorie de l'intérêt. Les effets de cette séquence ont ensuite été évalués sur l'évolution de quatre variables : l'intérêt en situation, l'intérêt personnel pour l'EPS, la compétence perçue en EPS, et la durée d'activité physique au cours des séances. L'étude principale de cette thèse montre que les stratégies d'intervention mobilisées sollicitent bien les différentes sources de l'intérêt en situation, avec une influence significative et positive sur le défi, l'intention d'exploration et l'intérêt personnel pour l'EPS des adolescentes. La durée de l'activité physique augmente aussi au cours de la séquence.

Amsellem-Mainguy, Y. (2023). **« Elle je ne l'ai pas vue venir » Quand les premiers emplois révèlent les solidarités et concurrences entre filles dans les espaces ruraux.** In P. Caro & A. Checcaglini, *Territoires et parcours : De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? XXVIIIèmes journées du longitudinal 14-15 juin 2023, Caen* (p. 15-23). Consulté à l'adresse <https://www.cereq.fr/jdl2023>

Aoun-Jan, C., Bourdin, S., & Retsin-Michel de Prévia, C. (2023). **Employabilité et justice spatiale : quelles réponses territoriales ?** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 223-235). <https://doi.org/10.4000/books.cereq.2848>

Bacic, R., & Zheng, A. (2023). **Race and the Income-Achievement Gap** (IZA Discussion Paper N° 16419). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16419.htm>

A large literature documents a positive correlation between parental income and child test scores. In this paper, we study whether this relationship, the dependence of the cognitive skills of children on the socioeconomic resources of their parents, varies across race. Using education data linked to tax records, we find that the income-achievement gap is small for East Asian children while significantly larger for Indigenous children.

School-level factors explains a large portion of the variation in the gap across race. Our results suggest that the large income-achievement gap for Indigenous students may be rooted in inequality in special needs status.

Bélisle, R., & Supeno, E. (2023). **Territoire dans le parcours en reconnaissance d'acquis en formation minière**. In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 93-101). <https://doi.org/10.4000/books.cereq.2756>

Ben Hamouda, L. (2023, octobre 5). **Laïcité, discriminations, racisme**. Consulté 10 octobre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/10/05/laicite-discriminations-racisme/>

Françoise Lantheaume, professeure des universités, et Sébastien Urbanski, maître de conférence, nous présentent « Laïcité, discriminations, racisme », un livre qui rend compte d'une recherche au long cours. En 5 ans, 13 chercheurs ont mené 966 entretiens dans 101 établissements sur tous les territoires, dans des collèges et lycées publics ou privés. Sous la gauche...

Berthaud, J., Bonnard, C., & Nouri-Mangold, S. (2023). **L'accompagnement au projet professionnel des demandeurs d'emploi éloignés de l'emploi au prisme du territoire**. In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 313-320). <https://doi.org/10.4000/books.cereq.2948>

Blache, G., & Prokovas, N. (2023). **Parcours d'insertion des jeunes des quartiers défavorisés**. In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 131-144). <https://doi.org/10.4000/books.cereq.2795>

Bornand, E., & Letourneux, F. (2023, octobre 6). **Sport : les filles sont-elles hors-jeu ?** Consulté 10 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/sport-les-filles-sont-elles-hors-jeu-212480>

Les pratiques sportives ne sont pas neutres : elles s'inscrivent dans des rapports sociaux de classe, de genre, d'âge et de sexualité.

Bouvet, N., Galli, C., & Maillard, D. (2023). **De « l'excellence » territoriale en général et en particulier. Les campus des métiers et des qualifications de l'action « Territoires d'innovation pédagogique »**. In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 323-334). <https://doi.org/10.4000/books.cereq.2983>

Bridwell-Mitchell, E. N., Jack, J., & Childs, J. (2023). **The Social Structure of School Resource Disparities: How Social Capital and Interorganizational Relationships Matter for Educational Equity**. *Sociology of Education*, 96(4), 275-300. <https://doi.org/10.1177/00380407231176541>

One potentially underestimated aspect of resource inequity in U.S. public schools is access to social capital in external organizational environments. This research examines partnerships among 211 New York City high schools and 918 partner organizations from

2001 to 2005 as sources of external school social capital providing resources that can strengthen organizational capacity to improve educational opportunities and outcomes. The findings, based on an innovative analysis combining content analysis, social network analysis, and multilevel modeling, demonstrate that four partnership characteristics are important in this context: (1) how long partnerships last versus how many there are, (2) partners concentrating resources in a particular area versus across diverse complementary areas, (3) partners being densely connected to other schools and partners rather than being central in the overall school-partner network, and (4) partners conveying instructional resources versus other kinds of resources. Hence, educational research and policy should more broadly conceptualize how schools' external organizational environments matter for educational equity and the role particular kinds of partnerships can play.

Brotherhood, T. (2023). **A narrative exploration of agency in the education-migration nexus**. *Asia Pacific Education Review*, 24(4), 633-645. <https://doi.org/10.1007/s12564-023-09859-9>

This paper employs narrative research methods to provide new theoretical and empirical insights into the role of individual agency in student migration. The paper begins with a theoretical exploration of agency in international migration, broadly conceived, and applies this to student migration specifically. This exploration emphasizes the strengths of a life-course perspective in analyzing the role of individual agency in student-migration journeys, as this perspective is sensitive to temporality. Following this approach, the paper offers a novel theoretical framework for analyzing student-migration, drawing on Emirbayer & Mische's (Emirbayer and Mische, *American Journal of Sociology* 103:962–1023, 1998) 'chordal triad' model of agency, and presents analysis of 18-months of narrative data collection with 26 international student-migrants in the UK and Japan. Interview data demonstrate how three agentive orientations—habit, imagination, and judgment—are each associated with specific tactics that individuals can use to navigate the challenging terrain of their student migration trajectories. Participants also exhibited changing agentive orientations over time. The results of this analysis indicate that the role of agency is dynamic within the education-migration nexus, changing in relation to: (1) the evolving relationship between individual student-migrants and their contexts, and (2) the simultaneous evolution of each individual's life-course project. In summary, while student-migrants are influenced by context, they also exhibit the capacity to evolve and adapt agentively in the pursuit of their goals.

Buissonnet, A. (2023). **L'influence des territorialités dans l'accompagnement pédagogique à l'orientation scolaire**. In P. Caro & A. Checcaglini, *Territoires et parcours : De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? XXVIIIèmes journées du longitudinal 14-15 juin 2023*, Caen (p. 27-34). Consulté à l'adresse <https://www.cereq.fr/jdl2023>

Bunel, M., & Monnet, M. (2023). **Dépenses d'enseignement dans les collèges privés et publics et indice de positionnement social : une analyse spatiale et longitudinale**. In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023*, Caen (p. 61-77). <https://doi.org/10.4000/books.cereq.2741>

Caro, P., & Checcaglini, A. (2023). **Territoires et parcours : De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? XXVIIIèmes journées du longitudinal 14-15 juin 2023, Caen.** Consulté à l'adresse <https://www.cereq.fr/jdl2023>

Chamkhi, A., Lainé, F., & Rodriguez, O. (2023). **Les métiers retrouvés par les demandeurs d'emploi : quelles disparités territoriales ?** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 237-252). <https://doi.org/10.4000/books.cereq.2870>

Chatterjee, S., Hastawala, S., & Kamal, J. (2023). **(En-)'lightening' children: Assessing the impacts of access to electricity on learning achievement levels.** *Review of Development Economics*, 27(4), 2489-2517. <https://doi.org/10.1111/rode.13042>

The welfare impacts of electrification are well documented in the literature, including the effects of electricity on school enrolment. However, the spillover effects of electrification on children's achievement levels are scarce. We use three complementary but distinct econometric models to establish a causal relationship between electrification and test scores using nationally representative household panel data from India. We find positive results irrespective of the choice of econometric model, and these results seem to be mediated by changing time-use patterns of children with access to electricity. We first exploit the plausibly exogenous variation in access to electricity due to a universal electrification program in the state of West Bengal in India and we find positive effects of electrification on children's test scores. By age group, we find that younger cohorts benefit more in terms of their reading scores than older cohorts. Then, to ascertain external validity of these results, we replicate them over a nationally representative sample using fixed effects and instrumental variables estimation and find similar results. At the intensive margin, we find that access to more hours of electricity positively affects test scores. We identify an increase in time spent by children on study-related activities as the potential channel for these results.

Draelants, H. (2023). **Une vérité qui ne dérange pas ? Pour une sociologie de l'éducation au changement climatique.** *Les Cahiers de Recherche du Girsef*, (132). Consulté à l'adresse <https://ojs.uclouvain.be/index.php/cahiersgirsef/article/view/78743>

L'objectif de ce Cahier est de jeter les bases d'une sociologie de l'éducation au changement climatique et de faire apparaître la pertinence d'une telle approche. Pour ce faire, nous discutons le récit paradoxal sur l'urgence climatique selon lequel nos sociétés ne réagissent pas alors même qu'elles entendent l'alerte. Notre hypothèse est que ce récit, devenu lieu commun tant il est répandu, cadre inadéquatement la manière dont l'éducation (informelle) au changement climatique est pensée et conduite actuellement. Nous montrons que ce récit est contredit par ce que les études d'opinion existantes nous apprennent sur l'information du public à ce sujet, et sur le lien entre la connaissance et l'action individuelle ou collective. Nous synthétisons également ce que nous apprennent les recherches en sciences sociales sur les obstacles à l'engagement public et à la transformation profonde de la société.

Dupuy, G. (2023). **Sens, significations et conséquences des mobilités scolaires au sein de l'espace scolaire local.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes*

jours du longitudinal, 14-15 juin 2023, Caen (p. 163-171).
<https://doi.org/10.4000/books.cereq.2811>

Engzell, P., & Raabe, I. J. (2023). **Within-School Achievement Sorting in Comprehensive and Tracked Systems.** *Sociology of Education*, 96(4), 324-343.
<https://doi.org/10.1177/00380407231183952>

Why do inequalities in schooling persist, even in relatively egalitarian school systems? This article examines within school sorting as an explanation. We use classroom data on friendship networks in 480 European secondary schools and contrast comprehensive (England, Sweden) and tracked systems (Germany, Netherlands). Our question is to what extent comprehensive systems reduce achievement sorting at the level of (a) schools, (b) classrooms, and (c) friendships. Between-school variance in achievement is lower in comprehensive systems. However, this is counterbalanced by greater sorting within schools, between classrooms, and, especially, in friendship networks. Still, comprehensive schools create more equal environments for two reasons. First, the difference in between school sorting is larger than the difference in within school sorting. Second, within school sorting is less strongly related to social background characteristics. These findings help explain both why comprehensive schools produce more equal outcomes and how substantial inequality can nevertheless persist.

Epstein, M. (2023). **Présentation d'une recherche-action avec la vidéo pour l'inclusion des élèves et le développement professionnel des enseignants.** *Se construire avec et dans le monde*. Présenté à Paris, France. Consulté à l'adresse <https://hal.science/hal-04238690>

Evans, D., Acosta, A., & Yuan, F. (2021). **Girls' Education at Scale** (Working Paper N° 594). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/594.htm>

Many educational interventions boost outcomes for girls in settings where girls face educational disadvantages, but which of those interventions are proven to function effectively at large scale? In contrast to earlier reviews, this review focuses on large-scale programs and policies—those that reach at least 10,000 students—and on final school outcomes such as completion and student learning rather than intermediate school outcomes such as enrollment and attendance. Programs and policies that have boosted school completion or learning at scale across multiple countries include school fee elimination, school meals, making schools more physically accessible, and improving the quality of pedagogy. Other interventions, such as providing better sanitation facilities or safe spaces for girls, show promising results but either have limited evidence across settings or focus on intermediate educational outcomes (such as enrollment) or post-educational outcomes (such as income earning) in their evaluations. These and other areas with limited or no evidence demonstrate many opportunities for education leaders, partners, and researchers to continue innovating and testing programs at scale. We discuss three considerations for incorporating evidence-based solutions into local education policies—constraints to girls' education, potential solutions, and program costs—as well as lessons for scaling programs effectively.

Finger, C., & Solga, H. (2023). **Test Participation or Test Performance: Why Do Men Benefit from Test-Based Admission to Higher Education?** *Sociology of Education*, 96(4), 344-366.
<https://doi.org/10.1177/00380407231182682>

This study illuminates the male advantage in test-based admissions to higher education. In contrast to many other countries, admission tests in Germany are optional, and test-free programs are available. This context offers a unique opportunity to investigate whether the male advantage in test-based admissions is caused by gender differences in test performance or in test participation. We use novel register data for the whole population of 300,000 applicants to highly selective and prestigious medical programs in Germany. We find that men perform better in tests and that female applicants are more likely to withdraw from admission tests. Both differences, however, depend on high school grade point average (GPA): The male advantage in test performance emerges only among test-takers with a lower GPA, and female applicants' stronger test avoidance appears only among women with a medium GPA. Ultimately, both mechanisms contribute to a male advantage in test-based admissions (*ceteris paribus* of GPA), with better test performance being the major source for male applicants' higher admission chances. As a consequence, we find the female advantage in school performance and the male advantage in test-based admissions almost neutralize each other.

Fisné-Koch, A. (2023, octobre 13). **Dès la maternelle, des inégalités sociales lors des prises de parole**. Consulté 13 octobre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/maternelle-inegalites-sociales-lors-prises-de/00107950>

Avant même l'école primaire, un enfant issu d'un milieu social favorisé s'exprime plus souvent et plus longtemps qu'un camarade d'origine sociale défavorisée, confirme une nouvelle étude menée dans des écoles maternelles.

Fourré, M. (2023). **Les boursiers sur critères sociaux en 2022-2023**. *Note Flash du SIES*, (20). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-boursiers-sur-criteres-sociaux-en-2022-2023-92745>

Durant l'année universitaire 2022-2023, dernière année avant la mise en œuvre de la réforme des bourses de la rentrée 2023, 665 000 étudiants ont perçu une bourse sur critères sociaux du MESR, soit une baisse de 7,6 % en un an. Durant l'année universitaire 2022-2023, dernière année avant la mise en œuvre de la réforme des bourses de la rentrée 2023, 665 000 étudiants ont perçu une bourse sur critères sociaux (BCS) du MESR, soit une baisse de 7,6 % en un an. La part de boursiers au sein des formations ouvrant droit aux bourses a, quant à elle, diminué de 1,4 point pour atteindre 36,3 %, niveau le plus bas depuis 2012. Cette baisse poursuit celle déjà constatée l'année précédente. La diminution progressive de la part des boursiers dans les formations sélectives, comme les formations d'ingénieurs et les écoles de commerce, a été continue depuis dix ans.

García-Sierra, A. (2023). **The Dark Side of Meritocratic Beliefs: Is Believing in Meritocracy Detrimental to Individuals from Low Socioeconomic Backgrounds?** *Social Justice Research*, 36(4), 385-409. <https://doi.org/10.1007/s11211-023-00413-x>

Individuals' perceptions of how the path toward success is built might affect their choices and behaviors. This study examines whether holding meritocratic beliefs has heterogeneous effects on the long-term socioeconomic outcomes of individuals from different SES. I argue that, when the hurdles faced by the less privileged groups during their educational and labor market trajectories clash with their meritocratic beliefs, the generated frustration and low self-efficacy will affect their decisions and their performance, which eventually may impact their socioeconomic outcomes. Using German longitudinal data and siblings' fixed effects, results reveal that individuals from

low socioeconomic backgrounds who hold strong meritocratic beliefs during their adolescence are more likely to have a precarious work situation when they are adults, as well as less likely to be fully working. This effect is reversed or non-existent for those from high socioeconomic status. These results open new paths to explore the crucial effect that societal discourses praising the meritocratic ideal could have on individuals from more deprived socioeconomic backgrounds.

Garton, P. M. (2023). **Universities and Gentrification: The Effects of Anchor Institution Initiatives on Rates of Neighborhood Change**. *Research in Higher Education*, 64(7), 987-1010. <https://doi.org/10.1007/s11162-023-09733-y>

This study utilized decennial United States census data from 1970 to 2010 to examine the effects of university anchor institution initiatives on gentrification in multiple cities across the country. Using a difference-in-differences approach, a gentrification composite variable for census tracts targeted by anchor initiatives is compared to the composite for similar tracts within the same city, providing plausibly causal estimates of the relationship between gentrification and the initiatives. There is evidence university anchor initiatives slow rates of gentrification, though the statistically negative effect is not large enough to override the larger trends in gentrification across time. Additionally, financial strategies tend to slow gentrification the most, while physical strategies may accelerate gentrification.

Harfi, M., & Galtier, B. (2023). **Les politiques publiques en faveur de la mobilité sociale des jeunes** (p. 364). Consulté à l'adresse France stratégie website: <https://www.strategie.gouv.fr/publications/politiques-publiques-faveur-de-mobilite-sociale-jeunes>

France Stratégie, le Commissariat général à la stratégie et à la prospective, est un organisme de réflexion, d'expertise et de concertation placé auprès du Premier ministre. 4 missions orchestrent son action : Évaluer, Anticiper, Débattre, Proposer

Hirschhausen, B. von, & Verdalle, L. de. (2023). **Appartenance villageoise et mobilités du travail sur l'ancienne frontière interallemande. Une enquête en territoire rural trente ans après la réunification**. In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 103-115). <https://doi.org/10.4000/books.cereq.2768>

Iraci, F. (2023). **La carrière professionnelle des salariés de particuliers employeurs selon leur territoire d'habitation**. In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 209-221). <https://doi.org/10.4000/books.cereq.2838>

Jardina, A., Blair, P. Q., Heck, J., & Debroy, P. (2023). **The Limits of Educational Attainment in Mitigating Occupational Segregation Between Black and White Workers** (NBER Working Paper N° 31641). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31641.htm>

Past work has documented significant occupational segregation between Black and white workers in the U.S. labor force. Little work, however, has examined racial occupational segregation in recent years or by levels of education and then at the

intersection of education and race. In this paper, we contribute to this literature by calculating a dissimilarity index to examine racial occupational segregation between 1980 and 2019, comparing Black and white workers with and without bachelor's degrees and by developing a Monte Carlo simulation, where we compare the observed levels of segregation to predicted levels of racial occupational segregation by education under race-neutral conditions. First, we find that considerable racial occupation segregation in the labor market persists today regardless of educational attainment and that observed segregation is substantially higher than would be expected at random, conditional on educational attainment, gender, and geography. We compare the types of occupations in which Black and white workers are disproportionately situated, and we show that this segregation has significant consequences for wage inequality between Black and white workers with and without four-year degrees. Overall, our results show that racial occupational desegregation has stalled in the past two decades despite rising educational attainment amongst Black workers.

Joanny, J. (2023). **Grandir aux confins de la République. Parcours de jeunes autochtones issu.es des territoires isolés de Guyane française.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 183-191). <https://doi.org/10.4000/books.cereq.2823>

Kamanzi, P. C. (2023). **Démocratisation de l'enseignement supérieur et enjeux territoriaux au Québec : trop loin ou trop cher pour y aller ?** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 387-396). <https://doi.org/10.4000/books.cereq.3035>

Keung, C., & Cheung, A. (2023). **A family-school-community partnership supporting play-based learning: A social capital perspective.** *Teaching and Teacher Education, 135*, 104314. <https://doi.org/10.1016/j.tate.2023.104314>

This study investigates different types of social capital which are developed in play-based learning settings through a Family-School-Community partnership. Social capital is understood as the accumulated resources from existence of networks and connections with others. Data was collected through focus groups with 49 principals, senior and class teachers in Hong Kong kindergartens. Bonding social capital is formed in professional development activities among teacher groups while bridging social capital is developed through parental involvement. There is a potential for linking social capital to be mobilized through interactions between schools and community networks. Capturing such social capital could facilitate play-based learning practices.

Laplante, B., Prats, N., Doray, P., & Kamanzi, P. C. (2023). **Les parcours scolaires au cégep et l'accès aux études postsecondaires : une approche selon le territoire.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 173-182). <https://doi.org/10.4000/books.cereq.2813>

Losego, P., & Durler, H. (Éd.). (2023). **Former contre les inégalités.** Consulté à l'adresse <https://www.alphil.com/livres/1317-1585-former-contre-les-inegalites.html>

Nous nous trouvons dans une classe d'école enfantine. Une élève est un peu désemparée car, comprenant l'activité proposée par son enseignant comme un jeu, le «jeu de la marchande», elle ne saisit pas qu'il faut mettre un biscuit dans chaque ramequin à sa disposition, c'est-à-dire les appairer. Il est trop tard pour elle, le «jeu» s'achève sur un constat d'échec : « Elle n'est pas invitée à recommencer, elle a essayé, elle a perdu. [...] La fillette ne dit rien et regarde son quatrième biscuit qu'elle tient entre ses deux mains. » Cette scène, décrite dans l'ouvrage, constitue, avec d'autres, un point de départ des réflexions des auteur·e·s sur les inégalités d'apprentissage et sur les moyens d'y remédier. Souvent conçues au niveau macrosociologique et associées à des indicateurs comme la profession des parents, ces disparités semblent fatales, hors de portée des enseignant·e·s, qui seraient alors réduit·e·s à les reproduire ou à les accompagner. Or, si l'on prête attention aux gestes pédagogiques du quotidien, on s'aperçoit qu'il existe de nombreuses possibilités pour les contrer. L'ouvrage, réunissant les contributions d'une quinzaine de spécialistes, porte à la fois sur la sensibilisation et la formation des enseignant·e·s aux inégalités sociales d'apprentissage et sur les moyens d'agir concrètement dans les classes et les établissements scolaires.

Madiot, C. (2023). **Parcours d'allocataires du RSA au regard des jeux de territoires de l'action publique.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 283-289). <https://doi.org/10.4000/books.cereq.2896>

Maggiolini, S., & Zanfroni, E. (2023). « **Pas seulement des histoires** ». **Les perspectives de la générativité sociale pour les familles avec enfants handicapés.** *La revue internationale de l'éducation familiale*, 51(1), 121-141. <https://doi.org/10.3917/rief.051.0121>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se fissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

McCready, A. M., Selznick, B. S., & Duran, A. (2023). **Will Anything Change? Examining Historically White Fraternity Members' Development of Openness to Diversity in Contemporary Times.** *Research in Higher Education*, 64(7), 1011-1030. <https://doi.org/10.1007/s11162-023-09732-z>

Scholars have identified that openness to diversity is a vital student outcome for higher education. Interest in this outcome has only intensified in recent years because of increased attention to, and unrest related to, social injustices. Using longitudinal data from 3420 undergraduate members of historically white college men's social fraternities located at 134 higher education institutions in the United States, this study examined factors that influenced the development of openness to diversity and change (ODC) amongst fraternity members from the 2019–2020 to 2020–2021 academic years. Our

findings revealed that individual and institutional-level political and social involvement, and individual and institutional-level conceptualizations of fraternal brotherhood (e.g., brotherhood based on belonging) were associated with ODC during the 2020–2021 academic year. Though historically white college men's fraternities have often perpetuated exclusionary environments both in historical and contemporary times, the study results suggest that political and social involvement and participation in fraternities that emphasize belonging and accountability may contribute to college men's ODC. We urge scholars and practitioners to have more nuanced understandings of fraternities, while simultaneously challenging fraternities to put their values into actions and to deconstruct the legacies of exclusion that exist within these organizations.

McEntarfer, H. K., & Rice, M. D. (2023). **Working within trans-affirmative, anti-trans, and cisnormative storylines: The experiences of transgender and non-binary teachers.** *Teaching and Teacher Education*, 135, 104333. <https://doi.org/10.1016/j.tate.2023.104333>

This qualitative study draws on positioning theory to analyze interviews with 33 transgender and non-binary teachers. It examines their experiences at school intersectionally, through interactions with others and policies/practices. Findings include particular marginalization faced by trans teachers of color and non-binary teachers. Teachers reported wide variability regarding levels of support and transphobia. At schools with some administrative support, more participants reported that all colleagues had been supportive. The paper captures forms of support and transphobia experienced from administrators, colleagues, students, parents, and policies/practices. It suggests that attributions of rights/duties within storylines may be one way to work toward supportive contexts.

Mellon, G., & Siegler, B. (2023). **New Experimental Evidence on Anti-Asian Bias in White Parents' School Preferences.** *Sociology of Education*, 96(4), 255-274. <https://doi.org/10.1177/00380407231173933>

Existing research has found evidence of widespread anti-Asian bias in the United States, yet limited work has examined whether anti-Asian biases affect parents' school preferences. In this article, using a conjoint experiment, we examine White parents' views on schools with varying percentages of Asian students. We find that respondents strongly prefer schools with fewer Asian students, and we examine potential mechanisms that may explain these preferences. We do not find evidence that our results are driven by academic stereotypes. Instead, participants anticipated less student-level "fit" and less "commonality" with parents at schools with larger Asian populations, in line with past research on anti-Asian bias and stereotypes. Our findings extend existing literature on race and school choice and speak to the importance of addressing anti-Asian discrimination in U.S. educational settings.

Messina, R. (2023). **Familles homoparentales adoptives en Europe : défis parentaux et construction identitaire des enfants.** *La revue internationale de l'éducation familiale*, 51(1), 167-202. <https://doi.org/10.3917/rief.051.0167>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se fissent entre la famille, l'école,

les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Monaghan, D. B., & Attewell, P. A. (2023). **College Promise Programs as Symbolic Politics.** *Sociology of Education*, 96(4), 301-323. <https://doi.org/10.1177/00380407231183459>
Since the Tennessee Promise's 2014 launch, "free college" or "Promise" programs have proliferated rapidly and converged on design features: a "last-dollar" award and community college applicability. Researchers who study these programs' effects generally presume they are tuition-reducing endeavors. In contrast, we argue that many such programs are exercises in "symbolic politics," that is, they perform organizational altruism and meet survival imperatives while minimally reducing real costs. We illustrate this by detailing the creation, implementation, and results of a Promise program at a large community college. Cost concerns and the need to appeal to critical publics led the college to adopt a last-dollar design and numerous eligibility criteria. Consequently, few applicants were funded. However, many applicants believed they had received the scholarship, the college's enrollment increased, and the program received widespread acclaim. We discuss implications for higher education policy and the applicability of symbolic politics to organizational action.

Morales-Perlaza, A., & Poitras, D. (2023). **Le rôle des acteurs et les dynamiques dans l'évaluation scolaire : un éclairage sociologique.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(3), 785-816. <https://doi.org/10.53967/cje-rce.5727>
This article proposes a sociological theoretical framework to analyze and better understand theoretically the roles of the actors taking part in the processes of assessment activities at school. This proposal is based on a narrative review of 24 French-language studies. The normative paradigm underlines the importance of social structures with regard to the actions of actors and makes it possible to understand the institutionalization and homogenization of assessment activities. The social actor paradigm highlights the reflexivity and knowledge of actors, as well as the way they mobilize institutional structures to achieve their goals. The critical paradigm makes it possible to highlight problematic issues within educational systems, which reproduce social hierarchies at school, as well as the means of transforming them and emancipating the actors. This article contributes to the sociology of school assessment by proposing a framework that allows dialogue between studies in this field.

Newaz, D. (2023). **Beyond academic outcomes: The role of social and emotional learning in rethinking quality education in low-income countries.** *International Review of Education*, 69(4), 511-528. <https://doi.org/10.1007/s11159-023-10006-0>
The global learning crisis literature raises several important questions and presents new notions of quality education, which tends to be outcomes-driven. Reliance on measuring tangible educational outcomes such as literacy and numeracy through large-scale standardised assessments has narrowed the definition of quality education and influenced education policy in low-income country contexts. To expand ideas of quality beyond standardised measures of learning, this article examines the cognitive outcomes-oriented notion of what is considered quality education, especially in low-income

contexts. The author considers emerging literature on the role of social and emotional learning (SEL) in enhancing the quality of education and its contextualisation in low-income countries. Two SEL case studies (one from Tanzania and one from the Democratic Republic of the Congo) are also presented to explore the cultural adaptability and potential of SEL in non-Western contexts. Initial findings show the positive correlation of SEL not only with academic results but also with overall life outcomes with appropriate cultural contextualisation. Despite certain risks, SEL can be useful in low-income settings to expand and reimagine quality education beyond standardised measurements, through a flexible approach that draws upon local and global ideas and practices.

Nikolaidis, A. C. (2023). **Race in education policy: school safety and the discursive legitimization of disproportionate punishment.** *Journal of Education Policy*, 38(5), 713-737. <https://doi.org/10.1080/02680939.2022.2085812>

Interventions instated to disrupt the destructive effects of the school-to-prison pipeline on students of color were repealed as a result of the US Education Department's 2018 Federal Commission on School Safety report. Using a critical policy and critical discourse framework, this paper examines how the language used in the report facilitated the process of repeal while concealing the insidious effects that the repeal could have on students of color and especially black students. Based on this analysis, the paper argues that education policy discourse is influenced by and supports the covert operation of white supremacist ideological structures that hinder the struggle for equity and justice in education.

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

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

des actions à mener pour pouvoir scolariser tous les ESH en milieu ordinaire. Pour toutes ces études, quelques catégories d'ESH ne pouvant pas être accueillis au sein des écoles ordinaires ont été identifiées.

Personnaz, E., & Sawadogo, A. F. W. (2023). **Inégalités territoriales dans l'accès à l'alternance : le cas des jeunes des QPV.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 145-159). <https://doi.org/10.4000/books.cereq.2798>

Pileri, A. (2023). **Handicap et migration. Un double défi pour les familles et pour l'inclusion.** *La revue internationale de l'éducation familiale*, 51(1), 65-81. <https://doi.org/10.3917/rief.051.0065>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Pileri, A., Caldin, R., & Gremion, L. (2023). **Présentation du dossier. Alliances éducatives et processus d'inclusion. Quels défis et quelles ressources pour les familles aujourd'hui ?** *La revue internationale de l'éducation familiale*, 51(1), 15-22. <https://doi.org/10.3917/rief.051.0015>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Rasciute, S. (2023). **Parental education and child health: The exploration of the cross-gender intergenerational transmission mechanism.** *Kyklos*, 76(4), 642-658. <https://doi.org/10.1111/kykl.12344>

This paper analyses the causal effects of different levels of mother's and father's education on child general and mental health, by applying a fixed effects instrumental variable panel data estimator with selection to nationally represented longitudinal data

of over 13,000 observations in the United Kingdom from 2008 to 2019. The results reveal a negative association between mother's education and boys' mental health, potentially driven by relative rather than absolute levels of education between parents. Differences in educational attainment between parents signal unequal power and different values, which inhibits conflict resolution and commitment, leading to higher likelihood of breaking up, which in turn may negatively affect child mental health. On the contrary, no evidence is found of causal links between different levels of mother's and father's education on child health, indicating the relevance of potential environmental factors in the intergenerational transmission mechanism. This calls for more co-ordination of educational interventions with other economic policies, also taking economic cycle into account.

Richard-Bossez, A. (2023, février 14). **Inégalités en maternelle : quelle pédagogie choisir pour les réduire ?** Consulté 13 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/inegalites-en-maternelle-quelle-pedagogie-choisir-pour-les-reduire-196310>

Selon l'environnement familial et le milieu social d'où ils viennent, les enfants s'adaptent plus ou moins facilement aux exigences scolaires. Les pédagogies alternatives changent-elles la donne ?

Silva, C., Sharmahd, N., & Prisco, G. (2023). **Renforcer les liens sociaux dans la communauté à partir des services ECEC : l'expérience inclusive du projet Family Hub.** *La revue internationale de l'éducation familiale*, 51(1), 83-99. <https://doi.org/10.3917/rief.051.0083>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Soussi, S. A. (2023). **Territoires et migrations du travail à l'épreuve des chaînes de valeur régionalisées des entreprises : le cas de l'industrie agroalimentaire au Québec.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 377-385). <https://doi.org/10.4000/books.cereq.3025>

Spencer, G., & Stich, A. (2023). **College Choice Revisited: Socioeconomic Differences in College Transfer Destinations Among Four-Year College Entrants.** *Research in Higher Education*, 64(7), 959-986. <https://doi.org/10.1007/s11162-023-09730-1>

Despite a robust body of literature about the choice of students' first postsecondary institution, we have little insight regarding transfer from four-year colleges and universities across socioeconomic groups. In this study, we argue that when entry to selective

colleges reaches a heightened level of competitiveness, transfer may be employed by students from advantaged social backgrounds as an adaptive strategy to gain access. Using multinomial logistic regression, this study draws on data from BPS:04/09 to uncover whether transfer functions as a mechanism of adaptation that exacerbates class inequalities in higher education. We found that students from higher-socioeconomic quartiles who first enrolled in a selective institution are most likely to engage in lateral transfer, but mainly to another college even more prestigious. This study provides evidence of the role of college transfer in exacerbating class inequalities in higher education.

Waked, J., & Moshel, S. (2023). **Ethical dilemmas facing female teachers in the Arab education system in Israel.** *Asia Pacific Education Review*, 24(4), 563-575. <https://doi.org/10.1007/s12564-022-09817-x>

Arab society in Israel is a minority in the process of change. Teachers are at the heart of these processes as agents of progress, education, and integration, while belonging at the same time to a traditional, religious, and patriarchal society that seeks to preserve its identity. The purpose of this study was to examine the ethical dilemmas that Arab teachers in Israel face in teaching students in Arab schools and to understand what considerations and values guide them in making ethical decisions and how they act on them. We interviewed 15 teachers who teach in Arab schools. The findings of the study show that four categories related to ethical dilemmas characterize the work of teachers: an ethics of fairness versus an ethics of care, the neoliberal concept of ethics versus a professional ethics, a cultural ethics versus a professional ethics, and a professional ethics versus an ethics of care. Teachers adopted five key strategies to address these dilemmas: equal treatment, customized teaching, compromise and appeasement, extra effort on the part of the teacher, and collaboration. This research contributes to the growing literature on ethics and education and adds a unique perspective that addresses the ethical dilemmas of teachers in traditional and conservative societies. The findings of the study suggest that the professional ethics of Arab teachers, who in Israel belong to an ethnic minority, should be strengthened.

Yeoh, H. N., & Cheong, H. F. (2023). **What do the children and teachers say?: Voices on gender stereotyping in children's literature for Malaysian ESL classrooms.** *Review of Education*, 11(3), e3427. <https://doi.org/10.1002/rev3.3427>

This preliminary study analyses children's and teachers' views towards gender stereotyping in children's literature for Malaysian ESL (English as a Second Language) classrooms. We employed focus groups with 14 children (aged 10–12) and interviews with 6 experienced ESL teachers, in which children and teachers reflected on selected literature taught in schools. Our findings suggested that both children and teachers overlooked gender stereotyping in the selected children's literature as they focused more on the storyline and moral values. However, our focus groups with children showed their potential in adapting the reading materials to their social context, despite the typical belief that young children blindly learn and accept anything presented to them. Comparison between the boys and girls also showed different gendered responses towards gender stereotyping, with the boys showing stronger support for gender equality. The children insisted that men and women are equals and suggested more active male participation in domestic settings could indicate their readiness to discuss gender-related issues. In addition, our interviews with teachers led to their call for more reading materials that reflect gender equality. The teachers admitted to a lack of explicit discussions about

gender in their current teaching/learning process and expressed their willingness to include gender discussions with their students in the future. This study hopes to give voices to Malaysian children and teachers in the Global South, highlighting their potential for agency in pedagogical review and gender advocacy in education. Context and implications Rationale for this study This study explores children's views' and teachers' strategies for addressing gender stereotyping in children's literature for Malaysian ESL classrooms. Why the new findings matter Our findings highlight the need for training for teachers and teaching/learning materials that reflect gender equality. Our findings signal children's readiness to discuss gender and the importance of teachers' role in fostering such discussions. Implications for practitioners and policy makers This study is significant for teachers and curriculum reviewers in highlighting how children's literature may influence children and foster gender equality. There is a need for support materials, training for teachers and careful selection of suitable reading materials for children in terms of cultural and gender values.

Climat de l'école

Allam, M.-C., & Chartier, M. (2023). **Modifier l'aménagement de la classe pour le bien-être des élèves : vers une forme scolaire flexible ?** *Raisons éducatives*, (27), 131-151. <https://doi.org/10.3917/raised.027.0131>

Ce volume trouve son origine dans une curiosité collective à l'égard de l'usage profus du concept de forme scolaire dans des publications récentes en sciences de l'éducation, en sociologie ou en philosophie de l'éducation. Plusieurs travaux ont relevé que le concept est utilisé communément pour désigner l'école de manière englobante, en évoquant son excès de formalisme et sa dimension traditionnelle. Les contributions réunies mettent le concept de forme scolaire à l'épreuve de l'analyse à partir de différents ancrages. Elles reflètent des manières singulières d'interroger des pratiques et pédagogies au prisme d'un concept multidimensionnel, en l'adaptant et en le croisant avec d'autres concepts pour penser l'école, les institutions de formation et, plus largement, les pratiques d'éducation. Ce volume résulte aussi, au-delà de la diversité des travaux et des usages, de la conviction que le partage précis et dialectique des concepts est une manière de chercher une forme d'unité dans la diversité.

Bruneaud, J.-F., Montoya, Y., & Ben Chaâbane, Z. (2023). **Le bien-être au prisme des violences scolaires.** Consulté à l'adresse <http://www.pub-editions.fr/index.php/nouveautes/le-bien-etre-au-prisme-des-violences-scolaires-espaces-corps-valeurs-5269.html>

Byrne, V. L., Hollingsworth, J., & Kumar, P. C. (2023). **Navigating privacy tensions when responding to online aggression at postsecondary institutions.** *British Journal of Educational Technology*, 54(6), 1636-1652. <https://doi.org/10.1111/bjet.13377>

Abstract Postsecondary institutions have a legal responsibility to ensure that students have access to a safe learning environment. While institutions adopt policies and hire administrators to protect students from harm, many are underprepared to support students when these harmful incidents happen online. This is of increased concern now that online aggression is pervasive across universities worldwide. While faculty, administrators and students agree that online aggression is a significant issue and that institutions ought to provide prevention and response services, there is concern that these efforts might violate privacy norms. We used the theory of privacy as contextual integrity

(CI) to explore the tensions that postsecondary students and staff perceive regarding student privacy when responding to incidents of online aggression. To do so, we conducted focus groups with undergraduate students and student affairs administrators from a Historically Black College and University (HBCU) in the Mid-Atlantic USA. Our analysis surfaced three considerations that inform students' and staff's decision to report an incident of online aggression: their closeness to the person making the post, their perception of the online post content as a real threat and their knowledge of an authority figure who could help resolve the situation. We used CI theory to explain how these considerations can inform institutional policy, practice and future research. Practitioner notes What is already known about this topic Online aggression is a pervasive issue at postsecondary institutions worldwide that can contribute to psychological, academic and developmental issues. Postsecondary students and staff are unsure of how to respond to incidents of online aggression. There is a gap in policies and procedures for responding to online aggression at postsecondary institutions. What this paper adds A novel use of Nissenbaum's (2010) theory of contextual integrity to understand students' and staff's perceptions of privacy. Students' and staff's decisions to intervene or report an online aggression incident are determined by their relationship to the perpetrator, the severity of the social media post and their knowledge of who to tell on campus. Students and staff are reluctant to inform the police out of fear of violence against the perpetrator. Implications for practice and/or policy Raise awareness about responding to online aggression incidents. Implement online bystander intervention training programs to increase awareness and self-efficacy to intervene in unclear situations. Develop clear policies regarding online aggression, as well as a trustworthy procedure for how to respond.

Cabus, S., Sok, S., Van Praet, L., & Heang, S. (2023a). **Correction to: Tackling school-related gender-based violence through teacher professional development in Cambodia.** *Asia Pacific Education Review*, 24(4), 677-677. <https://doi.org/10.1007/s12564-023-09886-6>

Cabus, S., Sok, S., Van Praet, L., & Heang, S. (2023b). **Tackling school-related gender-based violence through teacher professional development in Cambodia.** *Asia Pacific Education Review*, 24(4), 659-675. <https://doi.org/10.1007/s12564-023-09882-w>

This paper presents evidence from an innovative teacher professional development (TPD) project tackling school-related gender-based violence (SRGBV) in primary and lower-secondary schools in Cambodia. The core activities of the TPD project are discussed, focusing on teachers' changes in attitudes and beliefs toward emotional abuse and physical violence against boys and girls, as well as gender equity. The TPD was evaluated using a pre- and postintervention study, and a treatment and control group in Battambang and Svay Rieng provinces, respectively. A total of 151 teachers responded to the questionnaire at baseline (October 2018) and there were 149 teachers in the postintervention period (October 2020). To improve the comparability between the treatment and control groups, we estimated a difference-in-differences analysis in combination with propensity score matching. Only two treated teachers were not matched to the control group, with the final sample consisting of 298 observations. Findings indicate moderate to small effects on changing attitudes and beliefs about SRGBV in both primary and lower-secondary schools. Furthermore, teachers from primary schools benefit the most from the TPD; that is, they engage in less SRGBV. In secondary schools, the effects on engaging in emotional or physical abuse are not significant.

Dietrich, L., Jurkowski, S., Schwarzer, N.-H., & Zimmermann, D. (2023). **The role of teachers in the bullying involvement of students with emotional and behavioral difficulties.** *Teaching and Teacher Education*, 135, 104311. <https://doi.org/10.1016/j.tate.2023.104311>
Previous research suggests that students with emotional and behavioral difficulties (EBD) are more vulnerable to becoming directly involved in bullying dynamics. To date, no study has tested the role of teachers' emotional support and positive teacher-student relationship climates in EBD students' bullying involvement. This study tests whether the relationships between students' EBD and students' bullying involvement is mediated by teachers' emotional support and the quality of the teacher-student relationship climate. Results indicate that only teachers' collaborative efforts to improve school relationship climates are important mechanisms for explaining EBD students' bullying involvement.

Hamouda, L. B. (2023, octobre 13). **Sans formation, mon école va craquer.** Consulté 13 octobre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/10/13/sans-formation-mon-ecole-va-craquer/>
L'Autonome de Solidarité Laïque publie aujourd'hui les derniers résultats de son baromètre du climat scolaire dans les écoles du premier degré. Les chercheurs Benjamin Moignard et Éric Debarbieux ont analysé les résultats de l'enquête qui a recueilli 8 206 réponses de personnels de l'école primaire – dont 72,7% d'enseignants. Le rapport « École primaire, école...

Khanal, S., & Guha, P. (2023). **Exploring the relationship between school-based management and school climate using PISA data.** *Asia Pacific Education Review*, 24(4), 617-631. <https://doi.org/10.1007/s12564-023-09846-0>

Although scholars have proposed school climate as a key mediator through which school-based management (SBM) can improve educational outcomes, empirical evidence on the relationship between SBM and school climate improvement is sparse. In this article, we use three waves of Programme for International Student Assessment (PISA) data across 57 countries to examine the association between SBM autonomy and different dimensions of school climate (academic, community, and safety). We find that greater school autonomy is associated with significant improvements in all dimensions of school climate, although the strongest improvements occur in safety. Our results show that these improvements primarily occur when schools are given greater autonomy over students (student assessment, admission, and discipline), whereas giving schools greater autonomy over teachers, budgets, or curricula is not associated with climate improvement. Heterogeneity analysis indicates that increased school autonomy is overall associated with improvement in all three dimensions of school climate in high-income countries but not in low- and middle-income countries. However, the positive association between autonomy over students and school climate is observed in both groups of countries. The results suggest that increased autonomy over students should be prioritized in the sequencing of SBM reforms.

Lechner, V., Crăciun, I. C., & Scheithauer, H. (2023). **Barriers, resources, and attitudes towards (cyber-)bullying prevention/intervention in schools from the perspective of school staff: Results from focus group discussions.** *Teaching and Teacher Education*, 135, 104358. <https://doi.org/10.1016/j.tate.2023.104358>

Although there is growing awareness of evaluated, school-based interventions among school staff, there are some obstacles translating programs into practice. Following three

focus group discussions (N = 21, 29% male, 71% female), the present paper examines barriers, facilitators, and attitudes that influence school staff engagement in (cyber-)bullying prevention/intervention and provides guidance for developing and implementing school-based preventive intervention programs. Transcripts of the focus groups were analyzed with the help of the six-phase thematic coding model using MAXQDA 2022. Results indicate the presence of different types of attitudes towards (cyber-)bullying prevention/intervention: the reacting, the collaborating, the intending, and the initiating types.

Lelièvre, C. (2023, octobre 5). **Poids des cartables, sanitaires : l'école néglige-t-elle le bien-être physique des élèves ?** Consulté 10 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/poids-des-cartables-sanitaires-lecole-neglige-t-elle-le-bien-etre-physique-des-eleves-214785>

Mettant l'accent sur les savoirs livresques, l'école tend à négliger tout ce qui touche au corps des élèves, du poids des cartables à l'état des toilettes scolaires.

Évaluation des dispositifs d'éducation-formation

Azzolini, D., Bazzoli, M., Burlacu, S. C., & Rettore, E. (2023). **Starting the school year on the right foot. Effects of a summer learning program targeting vulnerable students in Italy** (FBK-IRVAPP Working Paper N° 2023-05). Consulté à l'adresse Research Institute for the Evaluation of Public Policies (IRVAPP), Bruno Kessler Foundation website: <https://econpapers.repec.org/paper/fbkwpaper/2023-05.htm>

We conducted a randomized controlled trial to evaluate the impact of a summer learning program for vulnerable students across ten cities in Italy (N=1,038). The program had two components: educational workshops in small groups (88 hours) and personalized tutoring (12 hours). Results indicate significant improvements in reading comprehension and marginally in grammar. Improvements in arithmetic and geometry are smaller albeit significant when aggregated into a single mathematics score. Effects were most pronounced among primary school students and among students with special needs or from vulnerable environments. The program compensated for summer learning loss, as treatment group students returned to school in September with higher learning levels than before the summer, while the control group experienced learning setbacks, predominantly in mathematics. While the study clearly shows that students start the new year with a higher level of competencies, it does not definitively establish the lasting impact of these effects. An explorative analysis of noncognitive skills provides conflicting insights: an increase in students' interest in acquiring new competencies suggests potential enduring effects, but the emergence of dissatisfaction with traditional school activities and heightened school-related stress raises concerns about reduced engagement with conventional schooling.

Beaugendre, C., Mansuy, M., & Recotillet, I. (2023). **Quelle efficacité de l'expérimentation PREPA Projet sur l'entrée en formation qualifiante ? Une analyse à partir des données ForCE.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 299-311). <https://doi.org/10.4000/books.cereq.2935>

Gariba, A., & Awini, A. (2023). **Peer relationships and interaction between students with visual impairments and their sighted peers at Sirigu Senior High School in Ghana.** *British Journal of Special Education*, 50(3), 355-378. <https://doi.org/10.1111/1467-8578.12447>

Peer interaction and relationships are considered key factors in the academic success of students with disabilities, and serve as measurements of inclusive practice, since children with disabilities who are accepted tend to have positive relationships and interactions. This study explored the peer relationship and interaction patterns between students with visual impairments and their sighted peers at Sirigu Senior High School in Ghana. A concurrent triangulation design was used. One hundred sighted students and two resource teachers were purposively sampled, and 20 students with visual impairments were sampled using a census technique. Interview data were coded and analyzed using the thematic approach, while the questionnaire data were analyzed using descriptive statistics. Results from the study showed that there were no positive peer relationships between students with visual impairments and their sighted peers. The students indicated that some sighted peers were unfriendly and discriminatory. The study revealed that there were very limited interactions between the sighted and the visually impaired, and the visually impaired students expressed dissatisfaction with their participation in co-curricular activities. The study concludes that organizing more social activities would create a friendlier environment, and that the school could promote positive peer relationships and interactions through engaging students with disabilities in more co-curricular activities.

Jacquot, A. (2023). “ **Du Ministère au dispositif. Enquêter sur le partenariat en éducation par une analyse multiniveaux qualitative.** ”. *Bulletin de Méthodologie Sociologique / Bulletin of Sociological Methodology*, 1(160). <https://doi.org/10.1177/07591063231196160>

Lafont, P. (2023). **Journal d'apprentissage et mise en mots de l'expérience.** *L'orientation scolaire et professionnelle*, 52(3), 551-574. <https://doi.org/10.4000/osp.17985>

Un dispositif pédagogique visant l'amélioration des parcours académiques a été créé dans une université de l'Est parisien en faveur d'étudiant·es primo-arrivant·es, issu·es de cursus et d'origines variées. Dans ce contexte, une recherche exploratoire a été menée afin d'appréhender la manière dont les étudiant·es élaborent leur journal d'apprentissage au moyen d'une mise en mots de l'expérience permettant de découvrir une forme de liberté d'agir et de penser, source d'émancipation permissive et capacitante. Cette contribution s'appuie sur l'analyse de 19 extraits de journaux relatifs à un enseignement modulaire au cours duquel 179 journaux d'apprentissage ont été produits entre 2019 et 2023. Les premiers résultats tendent à montrer que l'usage du journal d'apprentissage prédisposerait différemment les apprenant·es dans la mesure où la mise en mots de l'expérience transformerait leur relation au savoir au moyen d'un rapport libérateur d'apprentissage.

Sanz, I., & Tena, J. D. (2023). **Do 2 weeks of instruction time matter? Using a natural experiment to estimate the effect of a calendar change on students' performance.** *Kyklos*, 76(4), 778-808. <https://doi.org/10.1111/kykl.12350>

This paper investigates the effect on academic performance of an exogenous educational reform that reduced the school calendar of non-fee-paying schools in the Madrid region (Spain) by approximately two weeks, leaving the basic curriculum unchanged. To identify the consequences of such a measure, we exploit the fact that it did not affect private schools (control group) and the existence of an external cognitive

test that measures academic performance before and after its application in the region. We find that the reform worsened students' educational outcomes by around 0.13 of a standard deviation. This effect was especially strong in the subjects of Spanish and Mathematics. We further explored quantile effects across the distribution of exam scores, finding that the disruption had a more negative effect on students in the upper quartile than those in the lower quartile. Overall, the analysis shows a reduction in the gap across non-fee-paying schools and an increase in the gap between non-fee- and fee-paying schools.

Formation continue

Aker, J., Berry, J., & Sawyer, M. (2023). **Making Sense of the Shapes: What Do We Know About Literacy Learning in Adulthood?** (Working Paper N° 643). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/643.htm>

Approximately 770 million adults worldwide are classified as illiterate, with women and individuals in sub-Saharan Africa and Southern Asia bearing the heaviest burden of illiteracy. Despite the potential for adult education programs to bridge this gap, as well as decades of investment, such programs are often plagued by low enrollment, high dropout, and limited skills acquisition. While there is a relative paucity of economic research on adult learning as compared with primary and secondary schooling interventions, recent research in educational neuroscience and economics offers some insights into addressing the barriers to adult learning and some potential ways forward.

Bélisle, R., Mottais, É., Supeno, E., Bibeau, J., Bélisle, M., & Breton, S. (2023). **Conditions favorables à la reconnaissance des acquis de personnes enseignantes.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 46(3), 724-760. <https://doi.org/10.53967/cje-rce.5899>

This article is intended to support organizations that contribute to the development of recognition of prior learning (RPL) to promote access to regulated professions where there is a shortage. It uses the teaching profession in Quebec as an example. The method is a review of the literature on university RPL published between 2005 and 2021, in nine databases and in the work of organizations active in RPL empirical research. The content analysis framework focuses on the functions and phases of the RPL process in universities, particularly of learning realized in non-formal or informal contexts. The review confirms that this type of recognition can be complex to achieve and that its implementation relies on continuous efforts to allow for a progressive adhesion of the personnel involved and a coherent institutional message. The article suggests avenues for action and research to create favourable conditions for RPL.

Bélisle, R., & Supeno, E. (2023). **Territoire dans le parcours en reconnaissance d'acquis en formation minière.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal*, 14-15 juin 2023, Caen (p. 93-101). <https://doi.org/10.4000/books.cereq.2756>

Breton, H. (2023). **Régimes narratifs et modes d'existence des savoirs expérientiels en VAE.** *L'orientation scolaire et professionnelle*, 52(3), 461-475. <https://doi.org/10.4000/osp.17793>

Dans le cadre des dispositifs de validation des acquis de l'expérience (VAE), le récit se constitue pour le candidat en tant que moyen au service d'une finalité : la mise en mots et la composition du texte doivent permettre de manifester et de caractériser les savoirs acquis par la pratique, en situation. L'énonciation de cette proposition conduit à postuler un principe de codépendance entre les régimes narratifs mobilisés dans les dossiers de VAE et les modes d'existence des savoirs expérientiels du point de vue du jury. Cette opération bien particulière qui procède d'un passage au langage de l'expérience et d'une catégorisation des savoirs dans le cadre des procédures de validation mérite un examen. L'objet de cet article est d'examiner les apports respectifs et les complémentarités générées par les modes d'expression du récit de soi en première, deuxième et troisième personne. L'enjeu de cet examen est de définir les régimes d'expression du vécu et de caractériser les stratégies narratives afin d'en examiner les effets sur les modes d'existence des savoirs expérientiels en contexte de validation des acquis.

Cavaco, C. (2023). **Reconnaissance des acquis de l'expérience : évaluation et émancipation.** *L'orientation scolaire et professionnelle*, 52(3), 503. <https://doi.org/10.4000/osp.17904>

Ce texte vise à analyser les effets non prévus découlant du processus de reconnaissance et de validation des acquis de l'expérience, concernant l'émancipation des adultes peu scolarisés, mené à bien au Portugal. Les données empiriques résultent d'une recherche qualitative, plus élargie, à partir d'entretiens biographiques réalisés avec des adultes et d'entretiens semi-structurés réalisés avec des accompagnants et des formateurs de trois centres agréés. La recherche déployée visait la mise en œuvre du processus. L'analyse est orientée vers les dimensions de la biographisation, de la reconnaissance et de la validation, ainsi que vers les dimensions de l'évaluation et de l'émancipation. Les résultats révèlent que la biographisation, assurée par la remémoration, la réflexion, la mise en mots, la (re)élaboration et la socialisation de l'expérience, lorsqu'elle se produit de façon intentionnelle, systématique et accompagnée, a des effets sur l'émancipation du sujet. Ainsi, la reconnaissance et la validation des acquis de l'expérience, qui impliquent les dimensions de l'évaluation, ont des effets sur la formation et l'émancipation des adultes peu scolarisés.

Delobbe, N., & de Boer, C. (2023). **Formation et socialisation organisationnelle.** *Savoirs*, 63(2), 11-48. <https://doi.org/10.3917/savo.063.0011>

Définie comme le processus par lequel une personne apprend les valeurs, normes et comportements requis pour participer comme membre à part entière de l'organisation, la socialisation organisationnelle fait l'objet de recherches vives depuis plus de cinquante ans. Cette note en dresse une rétrospective historique, en distinguant quatre étapes : les travaux ethnographiques pionniers, une phase confirmatoire analysant les pratiques organisationnelles et contenus de la socialisation, le tournant interactionniste insistant sur les comportements proactifs individuels et les travaux récents mettant l'accent sur l'expression de soi plus que sur l'acculturation. Trois approches théoriques éclairant le processus de socialisation organisationnelle sont ensuite développées : la théorie sociale cognitive de l'apprentissage, l'approche identitaire de la socialisation et la théorie de l'échange social et du contrat psychologique. Cette note se conclut sur les perspectives et interrogations ouvertes par cette longue tradition de recherche pour les approches théoriques et pratiques de la formation des adultes.

Divert, N., & Augagneur, S. (2023). **Défendre la formation pour garantir le diplôme. La difficile reconnaissance des faisant-fonctions aides-soignantes par les jurys de VAE.** *Savoirs*, 63(2), 71-87. <https://doi.org/10.3917/savo.063.0071>

Depuis 2006, le diplôme d'État d'aide-soignant (DEAS) est accessible par la validation des acquis de l'expérience (VAE). Cette modalité d'accès aux diplômes est à la fois présentée comme une solution pour résoudre les difficultés de recrutement dans une profession réglementée et un moyen de valoriser les faisant-fonctions. Pourtant, si les candidatures sont nombreuses, les validations sont rares. Aussi, à partir d'entretiens réalisés auprès de membres de jury de VAE, cet article analyse la manière dont les expériences des faisant-fonctions sont considérées. Les résultats montrent la situation paradoxale dans laquelle se retrouvent les candidates qui sont évaluées sur des compétences qu'elles ne sont pas censées réaliser. Finalement, les positions des jurys soulignent l'importance de la formation institutionnalisée.

Guisan, S. W. (2023). **Les effets de l'autoévaluation dans un processus de VAE : apports d'écrits réflexifs de candidat·es d'un dispositif de VAE en Suisse.** *L'orientation scolaire et professionnelle*, 52(3), 437-459. <https://doi.org/10.4000/osp.17759>

Dans cet article, nous nous intéressons aux effets de la phase de réalisation du dossier de validation des acquis de l'expérience (VAE) pour les candidat·es engagé·es dans ce processus. Dans le cadre du dispositif de VAE de la Haute école pédagogique du canton de Vaud en Suisse, les candidat·es constituent un dossier sur une période de cinq mois, phase que nous associons à un processus d'autoévaluation. L'analyse d'extraits de 25 dossiers de VAE menée dans le cadre d'une recherche exploratoire a permis d'identifier des effets perçus de manière négative (authenticité contrainte, injonction biographique, formatage aux attendus institutionnels), tout comme des effets positifs (émancipation, légitimité, professionnalisation, identification de ses forces et limites, pouvoir d'agir). Les écrits réflexifs des candidat·es VAE nous invitent à penser cette phase d'autoévaluation comme un environnement possiblement « capacitant » où certain·es y développent un pouvoir d'agir spécifique leur permettant de se projeter dans leur futur parcours d'études et professionnel.

Kouwe, T., Ribar, D. C., Greenberg, D., & Duan, Y. (2023). **Adult Education Attendance and Postsecondary Outcomes** (IZA Discussion Paper N° 16425). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16425.htm>

This paper analyzes postsecondary enrollment and academic outcomes for people who attended adult education classes in Georgia between July 2017 and December 2020, using linked administrative records for students in the state's adult education, technical college, and university systems. The paper estimates discrete-time hazard models of the time from when people start attending adult education classes until they enroll in a Georgia public postsecondary institution. The models consistently indicate that the probability of enrolling in a public postsecondary institution increases with the hours of adult education attendance and assessed skills. The paper also estimates regression models which show that the credit hours and grades adult learners earn in their first postsecondary enrollment terms increase with their previous hours of adult education class attendance.

Rywalski, P., & Matter, J. (2023). **Démarche de validation des acquis d'expérience : de l'inquiétude à la valorisation d'un style professionnel.** *L'orientation scolaire et professionnelle*, 52(3), 477-501. <https://doi.org/10.4000/osp.17883>

Depuis 2003, la démarche de validation des acquis d'expérience (VAE) a permis à environ 500 enseignant·es d'obtenir leur diplôme, les habilitant ainsi à poursuivre leurs interventions dans le système suisse de la formation professionnelle. Cette contribution met en évidence des répercussions possibles de cette démarche du point de vue des participant·es. Les entretiens menés avec ces personnes montrent qu'au début de la démarche, une forme d'inquiétude est présente, suivie par le développement d'une certaine vision de soi, différente, en prise avec la construction d'une nouvelle identité professionnelle. Nous constatons ensuite des repérages et le développement d'une prise de distance à l'égard des attentes des évaluateurs et évaluatrices comme de celles de l'institution certifiante. Des effets transversaux à la démarche se repèreraient aussi dans l'activité enseignante, voire des effets d'émancipation, d'engagement, de professionnalité émergente.

Salifu, I., & Biney, I. K. (2023). **The role of motivational teaching techniques in adult distance learning programmes.** *International Review of Education*, 69(4), 467-485. <https://doi.org/10.1007/s11159-023-09997-7>

This qualitative research study explored motivational teaching techniques used by instructors of distance learning programmes (DLPs) to assist adult learners in achieving learning outcomes that meet their educational goals. The authors investigated how 11 instructors in a DLP at a large university in Ghana, Africa, applied the techniques, as well as the challenges they faced. The instructors were purposively selected for face-to-face individual interviews and classroom observations. Data were analysed using content, constant comparison and thematic approaches. The findings revealed that in their teaching of adults, the instructors used different motivational techniques, described in this research as patching, resting, piecemealing, shared learning and opportunity to try. Although the choice of techniques overlapped among the instructors in the sample, they each applied them differently to help their adult learners to learn effectively. The instructors also encountered challenges (teaching frustrations), such as learner absenteeism, unwillingness to accept change, disrespect and the lack of preparedness. These findings led to the conclusion that indisciplined learner behaviour can cause underperformance. Given that the instructors faced diverse challenges, the authors recommend that open and distance learning (ODL) instructors in Ghana take advantage of professional development opportunities to keep up to date with techniques for managing complex adult learning environments and issues. Internationally, the findings of this study highlight the need for ODL providers around the world to regularly review their services to ensure that the challenges instructors and learners are facing are addressed in a timely manner. This will ensure that ODL remains a viable alternative mode of education, especially during exceptional circumstances like COVID-19 lockdowns.

Savart-Debergue, C., & Ulmann, A.-L. (2022). **Quand l'analyse et l'écriture de son activité transforment le rapport au travail.** *6ème colloque international de Didactique professionnelle (RPDP 2022)*, 3-11. Consulté à l'adresse <https://hal.science/hal-04231109>

A partir du témoignage d'une ancienne auditrice cette présentation interroge la manière dont les enseignements portant sur l'analyse du travail et l'écriture du mémoire produisent des effets transformateurs. Au-delà de la singularité de cette situation, il s'agit

de montrer comment ces regards sur le travail et les récits des interventions permettent de produire des savoirs construits à partir des problèmes auxquels se confrontent les professionnels. Visant un plus de liberté et d'émancipation, ces enseignements questionnent les visées de la formation.

Tabbal Amella, S. (2023). **Faire le deuil de la forme scolaire en situation de migration ? Contribution pour un modèle d'entrée dans la culture de l'écrit à l'âge adulte.** *Raisons éducatives*, (27), 173-193. <https://doi.org/10.3917/raised.027.0173>

Ce volume trouve son origine dans une curiosité collective à l'égard de l'usage profus du concept de forme scolaire dans des publications récentes en sciences de l'éducation, en sociologie ou en philosophie de l'éducation. Plusieurs travaux ont relevé que le concept est utilisé communément pour désigner l'école de manière englobante, en évoquant son excès de formalisme et sa dimension traditionnelle. Les contributions réunies mettent le concept de forme scolaire à l'épreuve de l'analyse à partir de différents ancrages. Elles reflètent des manières singulières d'interroger des pratiques et pédagogies au prisme d'un concept multidimensionnel, en l'adaptant et en le croisant avec d'autres concepts pour penser l'école, les institutions de formation et, plus largement, les pratiques d'éducation. Ce volume résulte aussi, au-delà de la diversité des travaux et des usages, de la conviction que le partage précis et dialectique des concepts est une manière de chercher une forme d'unité dans la diversité.

Temkeng, A. É. (2023). **L'éducation des adultes et les enjeux des sciences et technologies pour tous face aux défis de la catégorisation scolaire au Cameroun.** *Savoirs*, 63(2), 51-70. <https://doi.org/10.3917/savo.063.0051>

L'éducation des adultes en général et les apprentissages scientifiques en particulier sont influencés par des déterminants cognitifs, affectifs et conatifs dont l'appréhension consiste à évaluer l'empreinte de la formation scolaire initiale dans les choix des adultes à reprendre les études. En effet, la démarche de reprise d'études s'inscrit en droite ligne des principes fondamentaux de la théorie du rapport au savoir (Charlot, 2021), rapport à la fois singulier et social, fruit des activités des générations antérieures qui permettent la sédimentation de l'apprenant au monde. À cet effet, dans le cadre de nos recherches doctorales, l'enquête sur les enjeux de la reprise d'études au Cameroun (Temkeng, 2020) a révélé que, victimes des effets durables de la catégorisation scolaire passée, les adultes en général et les femmes en particulier préfèrent poursuivre leur formation dans leurs disciplines, filières et spécialités non scientifiques. Leur attitude peut être mise en relation avec un Sentiment d'Efficacité Personnelle (SEP) insuffisant pour les autres matières. Néanmoins, les jeunes adultes, et particulièrement les hommes, sont très engagés dans les études scientifiques, au regard de l'acculturation scientifique globale de la société et des défis incontournables qu'elle implique. Malheureusement et malgré les injonctions aux sciences pour tous, le système socioéducatif n'est pas toujours incitatif. Par conséquent, il est essentiel de trouver les moyens psychopédagogiques et les stratégies socioéducatives modernes et efficaces pour amener les apprenants à transgresser la catégorisation scientifique pour s'investir durablement en sciences.

Marché du travail

Alfani, F., Clementi, F., Fabiani, M., Molini, V., & Valentini, E. (2023). **Once NEET, always NEET? A synthetic panel approach to analyze the Moroccan labor market.** *Review of Development Economics*, 27(4), 2401-2437. <https://doi.org/10.1111/rode.13027>

In many regions of the world, the persistent, and growing, proportion of young people who are currently Not in Employment, Education or Training—a group increasingly referred to as NEET—is of global concern. This is no less true of Morocco: about 30% of the Moroccan population between age 15 and 24 are currently NEET. Drawing from various rounds of Moroccan Labor Force Surveys, this paper contributes to understanding the complex dynamics of labor markets in developing countries. First, it identifies the socioeconomic determinants of Morocco's NEETs. Second, employing a synthetic panel (SP) methodology in the context of labor market analysis, the paper describes how the condition of NEETs changes over time. One striking, and worrisome, pattern that emerges from the 2010 SP data is that, even after 8 years, a majority of the NEETs remained outside either the labor market or education, with very little chance of moving out of their situation. Their chronic stagnancy confirms the powerful effect that initial conditions have on determining young people's future outcomes. It also highlights the absence of corrective mechanisms and policy interventions within the Moroccan political economy landscape that could help to change NEETs' outcomes along the line.

Aranda, M. (2023). **Tensions entre conception du travail et rationalisation budgétaire : le cas des PASS à l'hôpital public.** *Connaissance de l'emploi*, (192). Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/tensions-entre-conception-du-travail-et-rationalisation-budgetaire-le-cas-des-pass-a-l-hopital-public-1443123.kjsp?RH=1507126380703>

La pandémie de Covid-19 a, en plus d'exposer la persistance des inégalités sociales de santé, mis sur le devant de la scène les travailleuses et travailleurs de l'hôpital public. Faisant partie d'une institution à la fois centrale et en crise, elles et ils assurent un service public qui doit respecter les principes d'égalité d'accès et de prise en charge des malades. Dans cette optique, les Permanences d'accès aux soins de santé (PASS), institutionnalisées à l'hôpital en 1998, ciblent les populations qui, faute de ressources ou de droits ouverts, ne sont pas prises en charge par le système de santé régulier. Financées par une enveloppe globale, celles-ci échappent a priori aux réformes comptables hospitalières. À partir d'une enquête de terrain sur les PASS, ce numéro de Connaissance de l'emploi montre pourtant que les enjeux financiers de l'hôpital influent de manière indirecte sur leur activité. Une double fonction – qui ne va pas sans tensions – se dessine dans le travail de ses membres : faire accéder leurs publics aux soins et aux droits tout en veillant aux finances de leur institution.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2023). **Skills in transition: the way to 2035.** Consulté à l'adresse https://www.cedefop.europa.eu/files/4213_en.pdf

Ce rapport analyse ce qui a changé sur les marchés du travail de l'Union européenne au cours de la dernière décennie et utilise les prévisions en matière de compétences pour 2035 du CEDEFOP, la prospective sectorielle et l'analyse basée sur le big data (mégadonnées) pour suivre les tendances actuelles et futures. Le rapport combine différents types de données probantes afin de favoriser une meilleure compréhension

des impacts sur le marché du travail et sur les compétences de la double transition, ainsi que des tensions actuelles et futures sur les marchés du travail.

Chamkhi, A., Lainé, F., & Rodriguez, O. (2023). **Les métiers retrouvés par les demandeurs d'emploi : quelles disparités territoriales ?** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 237-252). <https://doi.org/10.4000/books.cereq.2870>

Giraud, B., & Signoretto, C. (2023, octobre 12). **La conférence sociale sur les bas salaires acte les difficultés à négocier des hausses collectives dans les entreprises.** Consulté 13 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/la-conference-sociale-sur-les-bas-salaires-acte-les-difficultes-a-negocier-des-hausses-collectives-dans-les-entreprises-215548>

La rencontre entre le gouvernement et les partenaires sociaux du 16 octobre intervient dans un contexte de recul des syndicats et de flexibilisation dans la fixation des revenus.

Hirschhausen, B. von, & Verdalle, L. de. (2023). **Appartenance villageoise et mobilités du travail sur l'ancienne frontière interallemande. Une enquête en territoire rural trente ans après la réunification.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 103-115). <https://doi.org/10.4000/books.cereq.2768>

Jouan, H. (2023, octobre 9). **A Montréal non plus, être une femme dans la tech, c'est pas si facile.** *Le Monde.fr.* Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/10/09/a-montreal-aussi-etre-une-femme-dans-la-tech-c-est-pas-si-facile_6193304_4401467.html

Dans ce hub québécois de la recherche en intelligence artificielle, seuls 22 % des postes du secteur sont occupés par des femmes. Et davantage dans les ressources humaines que parmi les développeurs... Les stéréotypes de genre sont un frein majeur au recrutement. Pourtant, les modèles de réussite au féminin existent.

Soussi, S. A. (2023). **Territoires et migrations du travail à l'épreuve des chaînes de valeur régionalisées des entreprises : le cas de l'industrie agroalimentaire au Québec.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 377-385). <https://doi.org/10.4000/books.cereq.3025>

Métiers de l'éducation

Afkar, R., Beteille, T., Breeding, M. E., Linden, T., Mason, A. D., MATTOO, A., ... al, et. (2023). **Fixing the foundation : teachers and basic education in East Asia and Pacific.** Consulté à l'adresse <https://openknowledge.worldbank.org/server/api/core/bitstreams/b1455172-7798-4b3e-a60a-9de7ecdbf4a0/content>

Plus de la moitié des enfants de 10 ans dans la plupart des pays à revenu intermédiaire d'Asie de l'Est et du Pacifique sont incapables de lire et de comprendre un texte adapté à leur âge. Avec des bases fragiles, ces enfants ne développeront jamais de

compétences avancées ; il sera alors plus difficile pour ces pays de passer du statut de pays à revenu intermédiaire à celui de pays à revenu élevé. Ce rapport analyse les actions politiques concrètes nécessaires pour renforcer l'éducation de base – l'alphabétisation et la numératie de base – dans la région et souligne notamment qu'un meilleur soutien aux enseignants (formation et utilisation des technologies) sera essentiel pour renforcer les résultats de cet apprentissage.

Agraz, A. (2023). **Le concept d'intermétiers comme figure du tiers-éducatif. Une façon renouvelée de penser le métier d'éducateur spécialisé au sein d'un quartier populaire.** *Phronesis, Hors-série(HS1)*, 127-143. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-127.htm>

Cet article est issu d'une recherche-action en contexte d'éducation prioritaire dans une ville moyenne française. Il s'agit d'apporter une meilleure compréhension de la profession d'éducateur spécialisé exerçant dans des quartiers prioritaires. À travers un focus groupe avec quatre éducatrices spécialisées, nos résultats pointent le sens qu'elles donnent à la relation éducative, en articulant la reconnaissance de ressources existantes sur lesquelles elles s'appuient dans leur activité, et la prise de conscience de problématiques collaboratives avec d'autres métiers. Cette recherche confirme les résultats de recherches antérieures autour de la question du travail en partenariat, mais en y apportant un nouveau contexte d'analyse.

Al-Shammari, Z. N., & Mintz, J. (2023). **The scope for using international indicators of inclusive education in Kuwait and GCC countries: A preliminary study involving special education teachers.** *British Journal of Special Education*, 50(3), 344-354. <https://doi.org/10.1111/1467-8578.12473>

In both the literature on inclusive education and in international policy development, there has been considerable interest in the use of sets of indicators for the implementation of inclusive education at national and local levels. Drawing on sets of indicators developed in Europe and the Pacific Islands, this study proposes a set of such indicators for Kuwait. These indicators are then presented in a survey of 161 special education teachers working in public elementary mainstream schools across Kuwait. Analysis of the results is used to explore how such indicators could play a role in promoting policy implementation for inclusive education in Kuwait and more widely in Gulf Cooperation Council (GCC) countries.

Aparicio Fenoll, A., & Quaranta, R. (2023). **Do Teachers' Labor Contracts Matter?** (IZA Discussion Paper N° 16380). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16380.htm>

Previous literature on the effect of tenured and tenure-track vs. non-tenure-track professors on students' performance at university finds contrasting results. Our paper is the first to test whether tenured/tenure-track and non-tenure-track teachers differently affect students' performance at school. We use data on standardized test scores of a representative sample of primary and secondary school students in Italy and information on their Italian and mathematics teachers' labor contracts. Controlling for class- and subject-fixed effects, we find that non-tenure-track teachers decrease students' performance by 0.21 standard deviation. This detrimental effect is fully explained because non-tenure-track teachers are less experienced. In line with previous findings on the adverse effects of teachers' absences, non-tenure-track teachers are also

associated with 0.1 standard deviation worse student performance when their contracts last less than a year.

Atal, D., Admiraal, W., & Saab, N. (2023). **360° Video in teacher education: A systematic review of why and how it is used in teacher education.** *Teaching and Teacher Education*, 135, 104349. <https://doi.org/10.1016/j.tate.2023.104349>

The recently developed technology of 360° video provides opportunities for teachers and teacher candidates to explore both the classroom environment and the teaching and learning process. In this paper, a systematic review has been conducted to better understand the use of 360° videos in teacher education. The study focuses on the reasons why and how 360° videos are used, as well as the impacts on the noticing abilities of teacher trainees. The review demonstrates how 360° videos are a preferred method of overcoming the limitations of standard video as they are able to provide a more realistic and authentic experience. The review employs a variety of videos of different duration that explore various research domains. It was concluded that 360° videos better support various skills, including teacher candidates' noticing, when used in a virtual reality (VR) environment.

Bechichi, N., & Blouet, L. (2023). **Les leviers du bien-être au travail des enseignants du second degré - Les enseignements du Baromètre du bien-être au travail des personnels de l'éducation nationale.** *Note d'Information*, (23.42), 1-4. <https://doi.org/10.48464/ni-23-42>

Pour étudier les leviers du bien-être au travail des enseignants du second degré, quatorze indices de bien-être ont été construits à partir des questions de la première édition du Baromètre du bien-être au travail des personnels de l'éducation nationale et des travaux conduits par la recherche en sciences sociales.

Ben Hamouda, L. (2023a, octobre 10). **Salaires : les profs français toujours à la traîne.** Consulté 10 octobre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/10/10/salaires-les-profs-francais-toujours-a-la-traîne/>

Pour la journée des enseignants, Eurydice publie le rapport, «Teacher's and school head's salaries and allowances». Le réseau européen d'information sur les structures, les systèmes et les développements nationaux et européens dans le domaine de l'éducation analyse la rémunération des enseignants titulaires et des chefs d'établissement à temps plein dans les écoles publiques de...

Ben Hamouda, L. (2023b, octobre 12). **Prof : un métier dévalorisé.** Consulté 12 octobre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/10/12/pour-96-des-enseignants-leur-metier-est-devalorise/>

En mars dernier, le Réseau Éducation et Solidarité et la Fondation d'entreprise (MGEN) appelaient les enseignants et enseignantes à répondre à une enquête internationale pour évaluer les facteurs de santé, le bien-être du personnel de l'éducation et contribuer à améliorer leur condition dans le monde. Si l'enquête se targue de 26 281 répondants, ils ne...

Besse-Patin, B. (2023). **Sortir du « face-à-face pédagogique » La relation de contiguïté dans l'animation socio-culturelle.** *Phronesis, Hors-série(HS1)*, 144-159. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-144.htm>

L'objectif de cet article est d'appréhender, par le bas, les pratiques d'un métier adressé à autrui encore peu étudié qu'est l'animation socioculturelle. À partir de données récoltées par observation directe lors d'une enquête de terrain, il étudie un cas particulier par son mode d'organisation mis en place au sein d'un séjour de vacances ; une pédagogie de la liberté. Il aborde la perturbation du cœur de métier des animatrices qui repose sur des situations de face-à-face pédagogique avant de décrire la construction d'une relation de contiguïté avec les engagements initiés par les enfants. Ainsi, il appréhende une autre configuration relationnelle qui réinterroge la relation éducative des professionnelles de l'animation aux enfants.

Bonneville, P. (2023). **Le chef d'établissement, super organisateur du temps et de l'espace.** *Administration & Éducation*, 179(3), 109-113. <https://doi.org/10.3917/admed.179.0109>

Cabus, S., Sok, S., Van Praet, L., & Heang, S. (2023a). **Correction to: Tackling school-related gender-based violence through teacher professional development in Cambodia.** *Asia Pacific Education Review*, 24(4), 677-677. <https://doi.org/10.1007/s12564-023-09886-6>

Cabus, S., Sok, S., Van Praet, L., & Heang, S. (2023b). **Tackling school-related gender-based violence through teacher professional development in Cambodia.** *Asia Pacific Education Review*, 24(4), 659-675. <https://doi.org/10.1007/s12564-023-09882-w>

This paper presents evidence from an innovative teacher professional development (TPD) project tackling school-related gender-based violence (SRGBV) in primary and lower-secondary schools in Cambodia. The core activities of the TPD project are discussed, focusing on teachers' changes in attitudes and beliefs toward emotional abuse and physical violence against boys and girls, as well as gender equity. The TPD was evaluated using a pre- and postintervention study, and a treatment and control group in Battambang and Svay Rieng provinces, respectively. A total of 151 teachers responded to the questionnaire at baseline (October 2018) and there were 149 teachers in the postintervention period (October 2020). To improve the comparability between the treatment and control groups, we estimated a difference-in-differences analysis in combination with propensity score matching. Only two treated teachers were not matched to the control group, with the final sample consisting of 298 observations. Findings indicate moderate to small effects on changing attitudes and beliefs about SRGBV in both primary and lower-secondary schools. Furthermore, teachers from primary schools benefit the most from the TPD; that is, they engage in less SRGBV. In secondary schools, the effects on engaging in emotional or physical abuse are not significant.

Claman, P. (2023). **Co-formation et interdisciplinarité, pour une professionnalisation réflexive des nouveaux professeurs stagiaires.** *Phronesis, Hors-série(HS1)*, 51-61. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-51.htm>

L'article étudie les interactions entre professionnalisation institutionnelle des enseignants novices durant leur année de titularisation et développement professionnel du professeur stagiaire au contact de son tuteur. En convoquant les concepts de professionnalité émergente et d'accompagnement, nous analysons la manière dont le tuteur

développe distanciation réflexive par rapport à la pratique et décentrement professionnel par rapport à la formation disciplinaire du stagiaire. Le contexte est celui de la réforme du collège de 2016 en France dans l'académie de la Guadeloupe. Dans une analyse clinique des processus de formation, il s'agit de voir comment ces interactions permettent au professeur novice de se former aux nouvelles modalités d'un enseignement collaboratif et interdisciplinaire.

Collie, R. J. (2023). **Teachers' work motivation: Examining perceived leadership practices and salient outcomes.** *Teaching and Teacher Education*, 135, 104348. <https://doi.org/10.1016/j.tate.2023.104348>

This study examined work motivation among 502 Australian teachers. Perceptions of autonomy-supportive and autonomy-thwarting leadership practices were examined as predictors of work motivation and, in turn, four outcomes (extra-role behavior, turnover intentions, positive affect, negative affect). A global factor of self-determined motivation and four specific factors (identified, introjected, external regulation, amotivation) were examined. Autonomy-supportive leadership was positively associated with global self-determined motivation and amotivation, whereas autonomy-thwarting leadership was positively associated with external regulation and amotivation. In turn, global self-determined motivation predicted all outcomes as expected. Two specific factors also predicted outcomes. Findings identify factors relevant for supporting positive teacher outcomes.

Cortessis, S., & Balslev, K. (2023). **Le récit d'expérience comme révélateur du rôle joué par autrui dans les apprentissages. L'exemple des enseignants-métier.** *L'orientation scolaire et professionnelle*, 52(3), 575. <https://doi.org/10.4000/osp.17998>

Dans les formations en alternance, les apprenant·es sont appelé·es à construire, à l'aide de tiers, une continuité entre l'expérience professionnelle, parfois personnelle, et les connaissances institutionnellement transmises sur le lieu de formation. Faire un retour sur ses expériences conduit à évoquer des personnes « autres ». L'intention est ici de s'intéresser au rôle joué par les autres dans la mise en mots de parcours biographiques et professionnels, notamment en termes d'élaboration de ce parcours, de processus d'apprentissage, et d'émancipation. Pour cela une dizaine de récits professionnels écrits par des personnes se reconvertissant au métier d'enseignant·es sont analysés.

Dembele, M., Bacha, M., Sirois, G., & Morales-Perlaza, A. (2023). **Maurice Tardif, histoire d'une contribution exceptionnelle à l'étude de la formation et de la profession enseignante.** *Formation et profession*, 31(4 hors-série), 1-4. <https://doi.org/10.18162/fp.2023.a293>

DEPP. (2023). **Panorama statistique des personnels de l'enseignement scolaire 2022-2023** (p. 372). Consulté à l'adresse Ministère de Éducation nationale et de la Jeunesse website: <https://www.education.gouv.fr/panorama-statistique-des-personnels-de-l-enseignement-scolaire-2022-2023-379668>

La DEPP a regroupé dans un panorama statistique des personnels de l'enseignement scolaire toute l'information statistique disponible sur ce thème.

Dinamarca-Aravena, K. A. (2023). **The professional role and exercise of the role of educational assistance professionals in schools with School Integration Programs in Chile.**

Journal of Research in Special Educational Needs, 23(4), 300-312.
<https://doi.org/10.1111/1471-3802.12601>

The incorporation of health professionals into inclusive schools is increasingly necessary. However, the work of these professionals has not yet been studied globally. This qualitative research analyses the perceptions of speech therapists, psychologists, physical therapists and occupational therapists on the role that educational policy defines for working in schools with School Integration Programmes in Chile. Through chain sampling, 52 professionals were interviewed. The data were analysed inductively through thematic analysis. The results show that the role defined by policies for professionals is not in line with the needs of schools and the aspirations of the inclusive approach. The exercise of the role emerges as a distinct entity from the defined role that seems to be more responsive to the needs of schools and students. Interviewees described tensions related to the role in schools, professional training, working conditions and contextual features that would permeate the role that the policy mandates them to play. The findings of the study promote new research horizons related to the role of professional assistants, where research is still incipient worldwide, and invite reflection on the importance of designing education policies with a bottom-up approach to capture the needs presented by learners and professional teams.

Epstein, M. (2023). **Présentation d'une recherche-action avec la vidéo pour l'inclusion des élèves et le développement professionnel des enseignants.** *Se construire avec et dans le monde*. Présenté à Paris, France. Consulté à l'adresse <https://hal.science/hal-04238690>

Erl, C., McGregor, R. M., Lucas, J., & Anderson, C. (2023). **Resentment and Admiration: Public Opinion Toward Teachers and Public Sector Employees in Ontario.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(3), 597-627.
<https://doi.org/10.53967/cje-rce.5857>

Public opinion toward teachers and other public sector workers is an important factor in Ontario provincial politics. This article uses public opinion data to measure, and identify the correlates of, resentment and admiration of these groups, and to identify the relationship between these attitudes and support for political parties in Ontario. Survey data from over 4,000 Ontarians, collected at the time of the 2022 provincial election, show that Ontarians have greater admiration for, and less resentment toward, teachers than toward other provincial government workers. The data also reveal several factors related to these attitudes, including comparative assessments of compensation and workload, and relationships with members of these groups. Finally, the data show that attitudes toward teachers, but not other public sector workers, are related to provincial vote choice, with negative attitudes toward teachers predicting PC Party support. Teachers are clearly a more salient "target" of resentment in Ontario provincial politics. These findings have implications for educational policy and the tactics of teacher unions.

Feeney, M. K., Jung, H., Johnson, T. P., & Welch, E. W. (2023). **U.S. Visa and Immigration Policy Challenges: Explanations for Faculty Perceptions and Intent to Leave.** *Research in Higher Education*, 64(7), 1031-1057. <https://doi.org/10.1007/s11162-023-09731-0>

United States (US) immigration policies have increasingly focused on national security resulting in universities experiencing declines in international student applications, constraints on international scholar employment, and complications facilitating international research collaborations. The COVID-19 pandemic brought additional travel

restrictions, embassy closures, and health and safety concerns that exacerbated these challenges. Science mobility is critical for science education, training, competitiveness, and innovation. Using a representative sample of US and foreign-born scientists in three STEM fields, we explore how recent visa and immigration policies have shaped research collaborations, work with students and postdoctoral scholars, and intentions to leave. We use descriptive statistics, analysis of variance, and logistic regression and find academic scientists report disruptions from visa and immigration policies; negative impacts of immigration policies on US higher education; negative effects on recruitment and retention of international trainees; and increased intentions to leave the US driven by negative perceptions of immigration policy.

Feuillet, P. (2023). **Dans le second degré public, un enseignant titulaire sur dix a une activité salariée secondaire.** *Note d'information*, (23.41), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/dans-le-second-degre-public-un-enseignant-titulaire-sur-dix-une-activite-salariee-secondaire-379611>

En 2017, 13 % des enseignants titulaires du second degré public ont au moins une activité salariée secondaire, c'est-à-dire en dehors de leur activité principale d'enseignement scolaire.

Gagnon, N., & Dubé, N. F. (2023). **Les nouveaux enseignants de la formation professionnelle : quelles sont les sources de leur sentiment d'efficacité personnelle ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 46(3), 761-784. <https://doi.org/10.53967/cje-rce.5421>

If, like their counterparts in the primary and secondary sectors, vocational training teachers face significant challenges when entering the profession, their atypical career path, often paired with a lack of training in pedagogy, poses challenges for their professional life. This research was interested in vocational training teachers' self-efficacy, a facet still unexplored, but relevant in the study of the development of their teaching competence. Through semi-structured interviews with 21 vocational teachers from Quebec, this research helped identify the most decisive sources of their self-efficacy. The results show that the mastery experiences, particularly the professional experiences related to the trade that they are teaching, seem to be what most influenced the participants' beliefs of effectiveness.

Jerrim, J. (2023). **Teacher surveys: The pros and cons of random probability surveys versus teacher panels.** *Review of Education*, 11(3), e3428. <https://doi.org/10.1002/rev3.3428>

Two commonly used approaches to capturing information about teachers are random probability surveys and teacher panels. This paper reviews the strengths and limitations of these two approaches in the context of capturing information about the teacher workforce. A case study is then presented drawing upon recent teacher survey data collections in England. Although both designs should continue to play an important role in generating evidence about the teaching profession, random probability surveys of teachers should be used sparingly, and only when they will be properly resourced.

Kanadlı, S., Arslantaş, H. İ., & İnandı, Y. (2023). **Predicting the life satisfaction of education workers in Turkey: a meta-analytic structural equation modeling.** *Asia Pacific Education Review*, 24(4), 515-530. <https://doi.org/10.1007/s12564-022-09766-5>

In the literature, there are a great number of primary studies that examine the relationship between professional burnout, job satisfaction, and life satisfaction of education workers

and that do not have consistent results. The aim of this study is to establish a model that will explain the life satisfaction of education workers by determining the effect size of the relationship between professional burnout, job satisfaction, and life satisfaction. For this purpose, firstly, the effect size of the relationship between professional burnout, job satisfaction, and life satisfaction was determined with the meta-analytic structural equation modeling (MASEM) technique, and then the model-data fit of the models established between these variables was examined. Correlation coefficients extracted from 21 primary studies were combined according to the random-effects model. As a result of the analysis, significant effect sizes ($p < 0.05$) were found between the sub-dimensions of professional burnout of education workers (emotional exhaustion, depersonalization, and personal accomplishment), job satisfaction, and life satisfaction. It was determined that the models (original model and alternative model) constructed between these variables are partially model-data fit. Accordingly, professional burnout of education workers affects their job satisfaction, and their job satisfaction has an effect on their life satisfaction. In addition, it was revealed in these models that the job satisfaction of education workers is a partial mediator of the direct and indirect effects of the emotional exhaustion and personal accomplishment sub-dimensions of professional burnout on life satisfaction.

Koliqi, D., Koliqi, K., & Zabeli, N. (2023). **Pre-service teachers' attitudes and the factors influencing their formation regarding inclusive education in Kosovo.** *British Journal of Special Education*, 50(3), 379-393. <https://doi.org/10.1111/1467-8578.12463>

This study investigates pre-service teachers' attitudes towards inclusive education in Kosovo and identifies the factors that influence and predict those attitudes. The data were collected using a quantitative method. The study involved 210 pre-service teachers. Data were analysed descriptively through comparative means, correlate analysis, and regression analysis. The results of the study found that the pre-service teachers had relatively positive attitudes towards inclusive education. The study indicates only one significant difference between attitudes and demographic factors: pre-service teachers who had attended only one course in inclusive education had more positive attitudes than those who had attended two or more. The Pearson's correlation results found no positive correlation between pre-service teachers' attitudes towards inclusion and self-efficacy. The predictors of pre-service teachers' attitudes are courses for inclusive education, teaching placements during training and self-efficacy. The findings recommend that teacher training programmes should provide objective information about the complexities of inclusion, as well as provide practices that enable pre-service teachers to develop pedagogical skills and increase self-efficacy in implementing inclusive education.

McEntarfer, H. K., & Rice, M. D. (2023). **Working within trans-affirmative, anti-trans, and cisnormative storylines: The experiences of transgender and non-binary teachers.** *Teaching and Teacher Education*, 135, 104333. <https://doi.org/10.1016/j.tate.2023.104333>

This qualitative study draws on positioning theory to analyze interviews with 33 transgender and non-binary teachers. It examines their experiences at school intersectionally, through interactions with others and policies/practices. Findings include particular marginalization faced by trans teachers of color and non-binary teachers. Teachers reported wide variability regarding levels of support and transphobia. At schools with some administrative support, more participants reported that all colleagues had been supportive. The paper captures forms of support and transphobia experienced

from administrators, colleagues, students, parents, and policies/practices. It suggests that attributions of rights/duties within storylines may be one way to work toward supportive contexts.

Morales-Perlaza, A., & Poitras, D. (2023). **Le rôle des acteurs et les dynamiques dans l'évaluation scolaire : un éclairage sociologique.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(3), 785-816. <https://doi.org/10.53967/cje-rce.5727>

This article proposes a sociological theoretical framework to analyze and better understand theoretically the roles of the actors taking part in the processes of assessment activities at school. This proposal is based on a narrative review of 24 French-language studies. The normative paradigm underlines the importance of social structures with regard to the actions of actors and makes it possible to understand the institutionalization and homogenization of assessment activities. The social actor paradigm highlights the reflexivity and knowledge of actors, as well as the way they mobilize institutional structures to achieve their goals. The critical paradigm makes it possible to highlight problematic issues within educational systems, which reproduce social hierarchies at school, as well as the means of transforming them and emancipating the actors. This article contributes to the sociology of school assessment by proposing a framework that allows dialogue between studies in this field.

OCDE. (2023). **Où se trouvent les enseignants expérimentés?** *L'enseignement à la loupe*, (45), 1-4. <https://doi.org/10.1787/b0b0bc00-fr>

L'importance des enseignants expérimentés ne saurait être sous-estimée. Ils peuvent en effet contribuer à améliorer les résultats des élèves, mais aussi la qualité globale de l'enseignement en soutenant leurs collègues moins expérimentés. Ce numéro de la série L'Enseignement à la loupe (Teaching in Focus [TIF]) analyse leur répartition entre les établissements sous les deux angles distincts, mais complémentaires, de l'égalité et de l'équité.

Ostermeier, T. C. J., Koops, W., & Peccei, R. (2023). **Effects of job demands and resources on the subjective well-being of teachers.** *Review of Education*, 11(3), e3416. <https://doi.org/10.1002/rev3.3416>

Although it is widely recognised that well-being of teachers is important, not much is known about the effects of job characteristics in subjective well-being. This paper is a report of a study that investigates the effects of job characteristics on subjective well-being. Nationally representative employee data is used to investigate the effects of job characteristics and teachers' subjective well-being among teachers in Britain (N = 954). The findings suggest that there is a prima facie case for schools to use the job demands-resources model to maintain and raise levels of job satisfaction and negative affect among their teachers. Multiple regressions were performed to calculate the relative weight of job characteristics related to subjective well-being. Results show, among other things, that job security, autonomy and employee voice increase, and work-life conflict decreases, the subjective well-being of teachers. In addition, it is found that family policies, a supportive supervisor and employee voice can mitigate the detrimental effects of work-life conflict, workload and work hours on negative affect. Policy implications follow, which include, inter alia, that training and development programmes with an emphasis on communications skills and providing teachers more opportunities to participate in decisions could be used to achieve greater participation, better supportive supervision and more job security. In addition, workload can be reduced by giving

teachers more non-contact time and creating smaller classes. Context and implications
Rationale for this study It is widely recognised that lack of well-being can potentially affect both workers and the organisation in negative ways. Within the teaching occupation well-being is a serious and growing concern. Therefore, it is of paramount importance to generate insights into what job characteristics affect teacher well-being. Why the new findings matter This study demonstrated that the JD-R model can be used successfully to investigate job characteristics. Furthermore, this study highlights the relationship of subjective well-being of teachers with job characteristics. In addition, it is found that various job resources can mitigate the detrimental effects of several demands on negative affect. Implications for practice The present study suggests that increases in subjective well-being can be made by increasing resources and decreasing demands and that special attention needs to be drawn to: supportive management, employee voice, autonomy, job security, workload and work-life conflict. Policy implications include that training and development programmes with an emphasis on communication skills and providing teachers more opportunities to participate in decisions could be used to achieve greater participation, better supportive supervision and more job security. In addition, workload can be reduced by giving teachers more non-contact time and creating smaller classes.

Payne, A. L., Langman, S., & Daliri-Ngametua, R. (2023). **Metrics, standards and alignment in teacher policy: critiquing fundamentalism and imagining pluralism.** *Journal of Education Policy*, 38(5), 890-891. <https://doi.org/10.1080/02680939.2022.2087973>

Resch, K., Hartmüller, E., Walczuch, S., & Marschall, S. (2023). **Preparing German pre-service teachers in special needs education for school development—Can we do otherwise?** *Journal of Research in Special Educational Needs*, 23(4), 290-299. <https://doi.org/10.1111/1471-3802.12600>

Although school development can be viewed as an emerging responsibility of teachers, special needs education in Germany does not leave sufficient room for non-teaching tasks, leading to a knowledge gap in the professionalisation of pre-service teachers with regard to school development upon entering the profession. This study focused on the preparedness of pre-service teachers in school development as a professional task at the end of their initial teacher training. The respondents of the interview study are 12 pre-service teachers enrolled at master level in special educational needs at a German university. The findings of the study report on the marginal situatedness of school development in the curriculum, the associated understanding of pre-service teachers of school development and their low assessment of the relevance of school development within special needs education. The study closes with practical recommendations on how to tackle the low level of preparedness for school development tasks in German teacher education.

Rinaudo, J.-L. (2023). **Enseigner: quoi qu'il en coûte?** Consulté à l'adresse <https://www.editions-eres.com/ouvrage/5113/enseigner-quoi-quil-en-coute>

Quel peut être le coût psychique de la continuité pédagogique mise en œuvre pendant le confinement pour les enseignants et les apprenants? En effet, enseignants et apprenants se sont alors trouvés précipités dans le monde de la formation à distance, sans l'avoir choisi et sans préparation. Pour beaucoup d'entre eux, l'utilisation d'outils numériques dans une relation à distance a constitué un véritable bouleversement de leurs pratiques professionnelles, non pas en raison d'une quelconque réticence envers

les technologies mais de par la situation contrainte et urgente. Quels processus psychiques ont-ils mobilisé pour y répondre ? À partir d'écrits d'enseignants, d'étudiants et de parents, Jean-Luc Rinaudo étudie autant les processus de déliaison psychique (défaut de contenance de l'institution, problématique du corps et du regard, inquiétante étrangeté de l'école à la maison...) que ceux de subjectivation (créativité des pratiques, remaniement dans le rapport aux autres, au savoir et à soi). Il nous invite ainsi à tirer partie de cette expérience inédite d'enseigner quoi qu'il en coûte.

Robertson, C. (2023). **Points from the SENCo-Forum**. *British Journal of Special Education*, 50(3), 413-416. <https://doi.org/10.1111/1467-8578.12472>

Russell, A., & Smyth, S. (2023). **Using a 10-day mindfulness-based app intervention to reduce burnout in special educators**. *Journal of Research in Special Educational Needs*, 23(4), 278-289. <https://doi.org/10.1111/1471-3802.12599>

The field of special education is thought to be a stressful profession due to the complex needs of the students. The current study aimed to assess the effectiveness of a mindfulness-based smartphone application intervention for reducing burnout in special educators. We used the Copenhagen Burnout Inventory scale (with three subscales; personal, work-related and student-related) to measure burnout and the Five Facets of Mindfulness (shortened version) to assess mindfulness. Special educators (n = 29) were assigned to either the experimental group (n = 14) which used the 'Smiling Mind' app for guided meditations or the active control group (n = 15) which used 'Day One', a note-taking app, for a list-making activity. Both groups used their assigned apps for 10 days. The experimental group showed significant reductions from baseline to post-intervention on the personal burnout subscale while the control group did not, indicating that the intervention affected this domain of burnout. This was maintained at a 2-week follow-up. Mindfulness scores did not significantly increase in the experimental condition, meaning that the mechanism of this decrease in personal burnout is unknown. Further research is needed in order to add to the knowledge on preventing and treating burnout in special educators.

Salvador-Garcia, C., Chiva-Bartoll, O., Maravé-Vivas, M., & Gil-Gómez, J. (2023). **Service-learning in physical education teacher education: A retrospective exploratory study to examine its challenges**. *Teaching and Teacher Education*, 135, 104350. <https://doi.org/10.1016/j.tate.2023.104350>

This work is a qualitative retrospective exploratory study that aims to problematize service-learning to identify the challenges this pedagogical approach may entail in teacher education. Drawing on the narratives of 175 pre-service teachers and the data gathered by 14 teacher educators/researchers who have been applying service-learning (9 meetings - 608 min), we encountered six interconnected categories of findings (i.e., individual participants' dispositions, complex working conditions, pedagogy, logistics, subject, other agents), within which we identified different interconnected tensions. The findings show that service-learning is complex and challenging, and we provide some suggestions to deal with the issues it entails.

Sapkota, T., Gamlem, S., & Vattøy, K.-D. (2023). **Lower-secondary school teachers' perceptions of professional development in university-school collaboration**. *Teaching and Teacher Education*, 135, 104312. <https://doi.org/10.1016/j.tate.2023.104312>

This quantitative study used a survey to investigate lower-secondary school teachers' (n = 177) perceptions of their professional development (PD) in university-school collaboration. The descriptive statistics show that teachers' perceptions of university-school collaboration are slightly negative although there are individual differences. The results of regression analysis indicate that university-school collaboration has a positive relationship with the impacts of PD and feedback for PD, and a negative relationship with barriers to PD. These results contribute to understanding teachers' diverse perceptions of PD and the impact of university-school collaboration on various aspects of PD in the implementation of the decentralized policy.

Surahman, E., & Wang, T.-H. (2023). **In-service STEM teachers professional development programmes: A systematic literature review 2018–2022.** *Teaching and Teacher Education*, 135, 104326. <https://doi.org/10.1016/j.tate.2023.104326>

Research on in-service Science, Technology, Engineering, and Math (STEM) Teacher Professional Development (TPD) has received attention in the last decade, but has not produced conclusive findings. This study aimed to examine the trends of STEM TPD programmes by applying several proposed frameworks. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses were employed to analyse 44 journal articles on in-service STEM TPD programmes. The results of this study revealed that constructivist theory was the most widely adopted learning theories. Moreover, workshop, training, and online TPD were the most frequently used learning models. The research conclusion indicates that future STEM TPD requires more involvement of school principals in encouraging STEM teachers to develop their professionalism through the necessary in-service TPD programs.

Tympa, E., Karavida, V., & Charissi, A. (2023). **Greek preschool teachers' readiness to teach online at the onset of the COVID-19 pandemic.** *International Review of Education*, 69(4), 487-510. <https://doi.org/10.1007/s11159-023-10000-6>

The COVID-19 pandemic had a significant impact around the world and has drastically changed the field of education. In addition to instructional materials, new technologies enabled access to new learning environments. However, the COVID-19 pandemic has highlighted some significant disparities between conventional information and communication technologies (ICTs) included in teacher training curricula in Greece and the new software required for remote learning and teaching. Thus, the study presented here aimed to examine the mobilisation of in-service teachers and their readiness to address teaching challenges while delivering online lessons. Online questionnaires were distributed to 110 in-service preschool teachers. The study aimed to answer four research questions about teachers' ICT knowledge and the ways in which they used technology for work purposes, as well as the difficulties they encountered while teaching online. Evaluation of the data resulted in three main findings: (1) holding an ICT training certificate did not have a significant impact on the implementation of new technologies in distance education; (2) support from local education authorities was an important factor of the transition to online teaching; and (3) Greek teachers did not feel fully prepared to teach online.

Vanini De Carlo, K., & Volpé, Y. (2023). **L'expérience en(-)quête, entre espaces, temps, savoirs et altérités : une tentative de modélisation de la forme de formation à l'enseignement.** *Raisons éducatives*, (27), 195-214. <https://doi.org/10.3917/raised.027.0195>

Ce volume trouve son origine dans une curiosité collective à l'égard de l'usage profus du concept de forme scolaire dans des publications récentes en sciences de l'éducation, en sociologie ou en philosophie de l'éducation. Plusieurs travaux ont relevé que le concept est utilisé communément pour désigner l'école de manière englobante, en évoquant son excès de formalisme et sa dimension traditionnelle. Les contributions réunies mettent le concept de forme scolaire à l'épreuve de l'analyse à partir de différents ancrages. Elles reflètent des manières singulières d'interroger des pratiques et pédagogies au prisme d'un concept multidimensionnel, en l'adaptant et en le croisant avec d'autres concepts pour penser l'école, les institutions de formation et, plus largement, les pratiques d'éducation. Ce volume résulte aussi, au-delà de la diversité des travaux et des usages, de la conviction que le partage précis et dialectique des concepts est une manière de chercher une forme d'unité dans la diversité.

Varis, S., Heikkilä, M., Metsäpelto, R.-L., & Mikkilä-Erdmann, M. (2023). **Finnish pre-service teachers' identity development after a year of initial teacher education: Adding, transforming, and defending.** *Teaching and Teacher Education*, 135, 104354. <https://doi.org/10.1016/j.tate.2023.104354>

Amidst the broad range of teacher competencies, professional beliefs and professional identity are two important domains of personal orientations that inform teacher quality. This study examines how pre-service teachers have negotiated their professional identity after their first year in initial primary teacher education. The study uses qualitative data from an online survey voluntarily answered by seventy-two Finnish pre-service teachers in Spring 2022. The data were thematically analyzed and further examined for additive, transformative, and defensive identity development using Ruohotie-Lyhty's (2018) framework of teachers' identity-agency. The study supports the notion of identity as social, multiple, and discontinuous.

Vercambre-Jacquot, M.-N. (2023, octobre 10). **Enseigner en France, en Espagne, au Royaume-Uni : un bien-être professionnel qui se dégrade ?** Consulté 11 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/enseigner-en-france-en-espagne-au-royaume-uni-un-bien-etre-professionnel-qui-se-degrade-214778>

Comment les enseignants se sentent-ils dans leur métier alors que l'année scolaire 2022-2023 marque un certain retour à la normale ? Quelques éléments de réponse avec le baromètre I-BEST 2023.

Waked, J., & Moshel, S. (2023). **Ethical dilemmas facing female teachers in the Arab education system in Israel.** *Asia Pacific Education Review*, 24(4), 563-575. <https://doi.org/10.1007/s12564-022-09817-x>

Arab society in Israel is a minority in the process of change. Teachers are at the heart of these processes as agents of progress, education, and integration, while belonging at the same time to a traditional, religious, and patriarchal society that seeks to preserve its identity. The purpose of this study was to examine the ethical dilemmas that Arab teachers in Israel face in teaching students in Arab schools and to understand what considerations and values guide them in making ethical decisions and how they act on them. We interviewed 15 teachers who teach in Arab schools. The findings of the study show that four categories related to ethical dilemmas characterize the work of teachers: an ethics of fairness versus an ethics of care, the neoliberal concept of ethics versus a professional ethics, a cultural ethics versus a professional ethics, and a professional ethics versus an ethics of care. Teachers adopted five key strategies to address these dilemmas:

equal treatment, customized teaching, compromise and appeasement, extra effort on the part of the teacher, and collaboration. This research contributes to the growing literature on ethics and education and adds a unique perspective that addresses the ethical dilemmas of teachers in traditional and conservative societies. The findings of the study suggest that the professional ethics of Arab teachers, who in Israel belong to an ethnic minority, should be strengthened.

Numérique et éducation

Adarkwah, M. A., & Huang, R. (2023). **Technology addiction, abduction and adoption in higher education: Bird's eye view of the ICT4AD policy in Ghana 20 years on.** *British Journal of Educational Technology*, 54(6), 1484-1504. <https://doi.org/10.1111/bjet.13352>

Abstract Twenty years after its inauguration, the information communication and technology for accelerated development (ICT4AD) policy intended to transform Ghana into an information and technology-driven high-income economy through digital education has been unsuccessful. In this digital era, young adults' attachment to technological tools is anticipated to expedite technological adoption in the education sector. Still, there are less promising indicators of realizing this expectation because of situational factors that curtail technology usage and adoption in higher education (HE). It is estimated that the adoption of technology in HE will aid Ghana in using ICT as its engine of growth. This paper gauges the progress of the ICT4AD policy after two decades, presents an intricate account of why technology integration in HE in Ghana is still in its infancy and proposes interventions for sustaining and advancing the objectives of the ICT4AD policy. Drawing from an extensive review of literature on three conceptualized thematic themes relating to technology (ie, addiction, abduction and adoption), policymakers in education and stakeholders in HE will be able to identify their roles in guaranteeing the success of the promulgated ICT4AD policy. Viable areas of research are also discussed in the study. Practitioner notes What is already known about this topic? The promulgated information communication and technology for accelerated development (ICT4AD) policy of Ghana hopes to transform the country into a technology-driven economy. Technology integration in education and society is still in its infancy in Ghana in this information age. What this paper adds? It gauges the progress of the ICT4AD policy and presents an intricate account of why technology integration in HE in Ghana is still in its infancy and proposes interventions for sustaining and advancing the objectives of the ICT4AD policy. It sounds the alarm that the ICT4AD policy is at its terminal stage and calls on policymakers in education to revisit and revise the policy. It identifies the main factors curtailing effective technology integration in Ghana. It suggests promising steps for Ghana to adopt technology as its engine of growth. Implications of this study for practice and/or policy It provides information to education practitioners and relevant school stakeholders on how to effectively adopt technology to develop 21st-century skills among learners. It explores the potential channels for policymakers in education to revisit and reinvest in the ICT4AD policy for the successful attainment of the policy objectives. It calls on countries with similar contexts like Ghana to adopt a multifaceted approach to drive ICT initiatives.

Adedoyin, O. B., & Altinay, F. (2023). **Open educational resources: Evaluation of students' intention to use and motivation to create.** *British Journal of Educational Technology*, 54(6), 1790-1813. <https://doi.org/10.1111/bjet.13313>

Abstract The advent of open educational resources (OER) has increased access to pedagogical resources that promote the quality of education, but the potential of the OER to transform pedagogical practices is yet to be realized, mainly as a result of a lack of concentration on the policies and practices necessary to support the idea of openness within the academic institutions. Several exploratory attentions have been given to educators' adoption of OER, but little or none exists on university students' intention to use and motivation to create OER. This study explores university students' intention to use OER in Study 1 and motivation to create OER in Study 2 using a non-experimental research design with a survey method and partial least squares structural equation modelling (PLS-SEM) for the two studies. The findings indicated that the relationship between perceived ease of use, perceived usefulness, zero price accessibility and availability, and attitude and university students' intention to use OER is significantly positive for Study 1. This showed that university students' intention to use OER can be influenced by these factors. The relationship between competence and mastery of content, personal development, reward system and motivation to create OER is significantly positive for Study 2. This implies that university students are not mere users of OER but partners in the OER crusade as creators. Practitioner notes What is already known about this topic Significant roles of OER. Faculty members as OER developers. Students as mere users of OER. What this paper adds Factors that influence university students' intentions to use OER using a blended TAM model. Factors that influence university students' motivation to create OER using a blended SDT theory. The significant roles of university students as OER developers. Implications for practice and/or policy University students are not mere users of OER but partners in the OER crusade as creators. Extensive information on the factors to focus on by faculty members to improve university students' intentions to use and motivation to create OER. The need for OER policymakers to concentrate on the factors highlighted in this study to make OER policies that will promote university students' motivation to create OER.

Amponsah, S., & Bekele, T. A. (2023). **Technology integration in higher education in Africa: Philosophical, theoretical and policy-practice perspectives.** *British Journal of Educational Technology*, 54(6), 1437-1440. <https://doi.org/10.1111/bjet.13368>

Amuzu, D. (2023). **"African magic" or "African science": Issues of technology in African higher education.** *British Journal of Educational Technology*, 54(6), 1505-1519. <https://doi.org/10.1111/bjet.13357>

Abstract African ideas, science, technology, scholarship and worldviews have been disproportionately displaced and marginalized in relevant global dialogues. In academic circles, African methods of knowing have been questioned, undervalued, mocked, misconstrued, and disregarded, causing apprehension. These negative attitudes are internalized via the educational system, stifling agency and conditioning African learners to rely on technology from outside sources, resulting in the exteriorization of innovation and creativity. African inventiveness becomes 'African magic' with no real desire to interrogate, explain, or grasp its basic mechanics. This article contends that technology and creative imaginations exist in African societies. The task, however, remains the exploration and integration of African knowledge systems into higher education. The study aims to demonstrate how the interaction of two components of traditional African education—a sense of community and informal learning—could assist in the embrace, facilitation, and mainstreaming of marginalized African technologies. Although the paper may appear eclectic, it is intended to conscientiously push

the paradigm that technology has been integral to African education. Regardless of Africa's technical challenges, salvation does not lie in excessive external reliance but rather in investing and building on Indigenous African knowledges/practices in order to establish an African technological identity. Practitioner notes What is already known about this topic: African dependency on foreign technology. Lack of interest in African science and technology. Lack of African technological identity. Low technology penetration in African higher education. What this paper adds: The need to explore African science and technology. Mind-set change towards African science and technology. Mainstreaming African achievements in science and technology. Implications for practice and/or policy: Indigenization of science and technology. Indigenous empowerment. Exploring alternate ways of knowing. Changing perspectives on science and technology.

Atal, D., Admiraal, W., & Saab, N. (2023). **360° Video in teacher education: A systematic review of why and how it is used in teacher education.** *Teaching and Teacher Education*, 135, 104349. <https://doi.org/10.1016/j.tate.2023.104349>

The recently developed technology of 360° video provides opportunities for teachers and teacher candidates to explore both the classroom environment and the teaching and learning process. In this paper, a systematic review has been conducted to better understand the use of 360° videos in teacher education. The study focuses on the reasons why and how 360° videos are used, as well as the impacts on the noticing abilities of teacher trainees. The review demonstrates how 360° videos are a preferred method of overcoming the limitations of standard video as they are able to provide a more realistic and authentic experience. The review employs a variety of videos of different duration that explore various research domains. It was concluded that 360° videos better support various skills, including teacher candidates' noticing, when used in a virtual reality (VR) environment.

Bekele, T. A., Amponsah, S., & Karkouti, I. M. (2023). **African philosophy for successful integration of technology in higher education.** *British Journal of Educational Technology*, 54(6), 1520-1538. <https://doi.org/10.1111/bjet.13364>

Abstract Due partly to the multimodal and multiscalar nature of technology applications, there lacks theories to explain successful technology integration in teaching and learning in higher education. Such multidisciplinary theories developed primarily within Western contexts as behaviourism, cognitivism, constructivism, connectivism, collaborationism, TPACK framework and authentic learning theory have been used to underpin technology-enhanced teaching and learning globally. However, their primary focus on basic education and their sensitivity to contextual reality seem to restrict their salience and fecundity to successfully explain technology integration in higher education in the Global South, including Africa. For more contextual relevance and significance, the embodiment in curricula and pedagogy of African knowledge systems and emerging societal needs and challenges is thus critical. Drawing on Asabiyya and Ubuntu humanistic philosophies respectively from Northern and Southern Africa and Yoruba empiricist and Zara Yacob rationalist epistemologies from Western and Eastern Africa, this study proposes African philosophical perspectives to underpin technology integration in higher education. The epistemologies define the nature of student and faculty engagements and strategies, whereas the humanistic philosophies offer values that could guide ethical technology use and engagement. Technologies are conceived alternatively as knowledge banks, communication media and cognitive tools to think

through and with. Implications for further research and practice are identified. Practitioner notes What is already known about this topic Multidisciplinary theories developed primarily within Western contexts are used to underpin technology-enhanced teaching and learning globally. Their primary focus on basic education and their sensitivity to socio-cultural and economic contextual reality restrict their salience and fecundity to successfully explain technology integration in teaching and learning in higher education in the Global South, including Africa. African philosophical, theoretical, conceptual and methodological thinking is critical for successful technology integration. What this paper adds This study interrogated how African philosophies of humanity and knowledge could support successful technology integration in teaching and learning in Africa. Drawing on Asabiyya and Ubuntu philosophies, respectively, from Northern and Southern Africa, the study proposes strategies for making the oppressive faculty?student relationships rampant in African campuses more humane and emancipatory. Drawing on Yoruba empiricist and Zara Yacob rationalist epistemological orientations from Western and Eastern Africa, this study proposes strategies for supporting truly engaging and empowering pedagogies within technology-enhanced spaces. Implications for practice and/or policy The purpose of education in successful technology-enhanced spaces needs to aim at improving student capacities and skills for further learning and to ensure full participation in practice communities within and outside higher education. The content of education or curriculum needs to primarily embody African/local philosophical, theoretical, conceptual and methodological thinking, as well as emerging community needs and challenges. The method of education and student assessment need to support and promote the cultivation of student skills and capabilities as well as values and ethics highly needed in their communities and beyond.

Blackmon, S. J., & Major, C. H. (2023). **Inclusion or infringement? A systematic research review of students' perspectives on student privacy in technology-enhanced, hybrid and online courses.** *British Journal of Educational Technology*, 54(6), 1542-1565. <https://doi.org/10.1111/bjet.13362>

This systematic review involved reexamining student perceptions of privacy in online, hybrid and technology-enhanced courses. The research questions included identifying key findings from studies on student privacy. The researchers followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology and completed three rounds of searching for studies, including general searches in Academic Search Complete and Education Research Complete and a targeted search using Google Scholar. The inclusion criteria for the studies were as follows: empirical data on privacy from students' perspectives, higher education setting and published in a top 10 educational technology journal. Once the articles were identified, they were screened and coded independently by two reviewers, and discrepancies were resolved through discussion and consensus. A narrative synthesis outlined three key themes from the original studies: privacy comforts, privacy concerns and privacy compromises. The study concluded with a discussion of the current state of knowledge of student privacy in online, hybrid and technology-enhanced courses, highlighting the need for greater focus on the balance of students' privacy and technology integration in higher education. Practitioner notes What is already known about this topic Integration of technology in higher education can pose student privacy concerns. Aspects of online and technology-supported courses can potentially compromise student privacy. Personal information collected or shared without consent can be an issue. Digital tools and platforms used in online and hybrid courses can be associated with privacy risks.

Learning management systems, online exams, virtual simulations and immersive virtual reality can pose privacy risks for students. Previous syntheses have explored technology in higher education but not from the students' perspectives across various course formats. What this paper adds This systematic review provides information about students' perspectives on privacy in online, hybrid and technology-enhanced courses. It offers a comprehensive analysis of key findings from studies on student privacy, including privacy comforts, concerns and compromises. It shares insight into how students perceive privacy concerns in online, hybrid and technology-supported learning and how these concerns might be addressed. It emphasizes the need for greater attention to the balance of students' privacy and technology integration in higher education. Implications for practice and/or policy The findings of this paper have important implications for policy and practice in higher education. Institutions should provide clear guidelines and policies on data privacy and security in online, hybrid and technology-supported learning environments, including transparent information on data collection, storage and usage. Institutions should prioritize the use of secure platforms and tools that protect students' data and privacy. Involving students in decision-making around technology integration and privacy policies can provide valuable insights and help develop policies that are responsive to their needs. Institutions should provide training and support to students focused on digital literacy and data privacy to empower them to take ownership of their privacy and security in online and technology-supported learning environments.

Bruneault, F. (2023). **Vers des environnements propices à la formation de citoyennes et citoyens numériques responsables en enseignement supérieur** (p. 74). Consulté à l'adresse Fonds de recherche du Québec website: <https://frq.gouv.qc.ca/histoire-et-rapport/vers-des-environnements-propices-a-la-formation-de-citoyennes-et-citoyens-numeriques-responsables-en-enseignement-superieur/>

Parmi les multiples activités effectuées par les étudiantes et les étudiants de cégep sur leurs téléphones mobiles, un élément se détache - une incroyable

Bui, N.-B.-T. (2023). **Interactive whiteboards in primary schools: a Vietnamese language arts classroom with a quasi-experimental study**. *Asia Pacific Education Review*, 24(4), 647-657. <https://doi.org/10.1007/s12564-023-09860-2>

The interactive whiteboard is an innovative technological tool that is becoming increasingly popular in educational settings. Using two different methods of instruction—traditional and interactive—this study aims to investigate the effects of the interactive whiteboard on classroom interaction, student achievement, and student attitudes. Drawing on a quasi-experimental research design, this study divided fifth-grade students from a primary school into experimental (n = 32) and control (n = 34) groups. The findings indicate that the achievement of the experimental group in the post-test is higher than in the pretest after students learned with the interactive method of instruction. In addition, the difference between the attitudes of the two groups is statistically significant. The interactive method of instruction can improve classroom interaction compared with the traditional method. Finally, the relationship between interaction and student achievement and attitudes is positive, especially for the student–student and student–tool interactions.

Byrne, V. L., Hollingsworth, J., & Kumar, P. C. (2023). **Navigating privacy tensions when responding to online aggression at postsecondary institutions.** *British Journal of Educational Technology*, 54(6), 1636-1652. <https://doi.org/10.1111/bjet.13377>

Abstract Postsecondary institutions have a legal responsibility to ensure that students have access to a safe learning environment. While institutions adopt policies and hire administrators to protect students from harm, many are underprepared to support students when these harmful incidents happen online. This is of increased concern now that online aggression is pervasive across universities worldwide. While faculty, administrators and students agree that online aggression is a significant issue and that institutions ought to provide prevention and response services, there is concern that these efforts might violate privacy norms. We used the theory of privacy as contextual integrity (CI) to explore the tensions that postsecondary students and staff perceive regarding student privacy when responding to incidents of online aggression. To do so, we conducted focus groups with undergraduate students and student affairs administrators from a Historically Black College and University (HBCU) in the Mid-Atlantic USA. Our analysis surfaced three considerations that inform students' and staff's decision to report an incident of online aggression: their closeness to the person making the post, their perception of the online post content as a real threat and their knowledge of an authority figure who could help resolve the situation. We used CI theory to explain how these considerations can inform institutional policy, practice and future research. Practitioner notes What is already known about this topic Online aggression is a pervasive issue at postsecondary institutions worldwide that can contribute to psychological, academic and developmental issues. Postsecondary students and staff are unsure of how to respond to incidents of online aggression. There is a gap in policies and procedures for responding to online aggression at postsecondary institutions. What this paper adds A novel use of Nissenbaum's (2010) theory of contextual integrity to understand students' and staff's perceptions of privacy. Students' and staff's decisions to intervene or report an online aggression incident are determined by their relationship to the perpetrator, the severity of the social media post and their knowledge of who to tell on campus. Students and staff are reluctant to inform the police out of fear of violence against the perpetrator. Implications for practice and/or policy Raise awareness about responding to online aggression incidents. Implement online bystander intervention training programs to increase awareness and self-efficacy to intervene in unclear situations. Develop clear policies regarding online aggression, as well as a trustworthy procedure for how to respond.

Chandini, M. (2023). **Appropriation des nouvelles médiations technopédagogiques. Enjeux, contraintes et perspectives pour une éducation de qualité pour tous en Afrique.** *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24720>

L'Afrique fait de plus en plus face à certaines difficultés qui hypothèquent l'accessibilité du service éducatif sur le continent. Les nouvelles médiations technopédagogiques (NMT), apparues comme mode alternatif de formation adapté à ces situations éducatives d'urgence, y sont donc interpellées par les enjeux de l'éducation en temps de crise, la massification, la démocratisation, l'universalisation de l'éducation et la gestion des grands groupes. Or de multiples contraintes identifiées pèsent sur le processus d'appropriation des NMT en Afrique. Pour y remédier, l'étude montre que ce continent recèle de nombreux atouts favorables à la promotion généralisée de cet instrument. Toutes choses qui augurent de perspectives prometteuses pour l'appropriation des NMT

comme outil d'aide à la planification de l'éducation, susceptible de faciliter l'atteinte de l'objectif de l'éducation de qualité pour tous en Afrique.

Davidesco, I., Glaser, N., Stevenson, I. H., & Dagan, O. (2023). **Detecting fluctuations in student engagement and retention during video lectures using electroencephalography.** *British Journal of Educational Technology*, 54(6), 1895-1916. <https://doi.org/10.1111/bjet.13330>

Abstract Video lectures are commonly used in online and flipped courses, but students often find it challenging to stay engaged and retain lecture content. The current study examined to what extent the power of electroencephalography (EEG) brain activity in the theta (4-7 Hz), alpha (8-12 Hz) and beta (13-20 Hz) bands can dynamically capture fluctuations of student engagement and retention throughout pre-recorded lectures. EEG activity was recorded from 33 college students throughout four video-based chemistry lectures. In-video probes were used to assess both student engagement and content retention at random moments during the video. Our findings reveal that there are significant fluctuations in self-reported engagement throughout pre-recorded lectures. Further, among the three frequency bands that were tested, only alpha power closely tracked fluctuations in self-reported engagement at the individual student level. In-lecture fluctuations in engagement were associated with content retention, but content retention itself was not well captured by EEG activity in any of the frequency bands that were examined. These findings suggest that the design of video lectures should consider fluctuations in student engagement and potentially incorporate self-reported and physiological indicators of engagement. Future research should further investigate how EEG and other physiological engagement indicators can be used in real time to personalize online instruction. Practitioner Notes What is already known about this topic Students often find it challenging to stay engaged during online lectures and retain lecture content. Measuring engagement and retention throughout an online lecture (rather than only at its end) is important but challenging because it requires the insertion of in-lecture questions that interrupt the learning process. Electroencephalography (EEG) could potentially provide a continuous and implicit measure of engagement and retention throughout online lectures. What this paper adds Self-reported engagement tends to gradually decrease throughout the duration of video lectures with substantial variation both within and between students. Fluctuations in student engagement are predictive of content retention throughout video lectures. EEG power in the alpha band (8-12 Hz) dynamically tracks fluctuations in student engagement. EEG power in the alpha band significantly predicts overall lecture engagement as well as learning confidence. However, EEG power might not be sensitive to variations in post-lecture test performance. Implications for practice and/or policy The design of online lectures should take into consideration the dynamic and idiosyncratic nature of student engagement. In-video self-report probes and EEG power measures can be useful sources of information on students' level of engagement during online lectures. It should be further investigated whether EEG and other physiological indicators of engagement can be used in real time to personalize online instruction.

Dirckinck-Holmfeld, L., Bygholm, A., & Tabo, G. O. (2023). **Transforming education through ICT: Exploring students' study practices in a resource-constrained university setting.** *British Journal of Educational Technology*, 54(6), 1463-1483. <https://doi.org/10.1111/bjet.13367>

Abstract East African universities are confronted with new opportunities and challenges in responding to societal demands while also handling a growing number of students.

Thus, they face challenges in offering quality education due to limited learning resources; outdated pedagogical approaches and teaching and learning practices; and inadequate skills in information and communication technology (ICT). This study is part of an effort to transform university education towards better responding to these educational challenges by providing insights into the existing traditions, practices and resources. The research is an explorative qualitative investigation of students' study practices, emphasising the role and use of ICT: How do students employ ICT in their study practices and what challenges do they face in doing so? The investigation is based on activity theory and the idea that an activity analytically may be divided into three levels: the overall motive, specific goals and the conditions for achieving these goals. This hierarchical structure inspired the data collection approach. Three workshops were conducted with 11 students from three different programmes: computer science (BSc+MSc), business and development studies (BA) and education (BA + MA). The workshops focused on (1) tools and spaces, (2) tasks and collaboration, and (3) aims and visions, reflecting the activity hierarchy. Data were generated using photovoice, presentations and discussions based on the students' photos. The paper applies thematic analysis to identify some of the main issues within each level of analysis: the importance of access to WiFi and electricity; smartphones as the most frequently used tools by students. Tasks are primarily curriculum directed, and different forms of productive collaboration are used; students are dedicated to pursuing their professional careers, but personal strategies and care for the community also feature in their overall aims and visions. This study shows that transforming education entails more than developing strategies and implementing new tools; it involves creating insights into existing practices and giving voice to all stakeholders, including students. Practitioner notes What is already known about this topic The pedagogical approach in higher education must change to enhance the employability of university graduates. Implementing change using ICT is rather difficult and requires a systematic and participatory approach. Higher education institutions in the Global South are resource constrained in delivering quality education. What this paper adds An in-depth understanding of the actual conditions of students' study practices. Practical problems, such as access to WiFi, power and other tools, have an organising impact on students' actual study practices and when and where these practices occur. Using activity theory and photovoice to organise and engage students in providing insights into their study practices. Implications for practice and/or policy Transforming education requires a profound understanding of students' study practices. Access to power and WiFi are basic tools, not add-ons that is, not things which are 'nice to have' but 'must-haves'. The research findings can be used to involve and engage all stakeholders in change processes.

Epstein, M., & Buard, K. (2023). **How the Use of Technology Can Contribute to Teacher Education for Inclusion?** *European Conference on Educational Research*. Présenté à Glasgow, United Kingdom. Consulté à l'adresse <https://hal.science/hal-04238497>

This communication proposed here is part of the symposium « Teacher Education for Inclusion: Policies and Practices » aims at understanding the consequences of the use of technology (point 10 of the grid of Van Peteghem & Consuegra, 2021) on teacher education for inclusion. We approach this question by considering the situation in our own teaching academy, in France, and we further focus on teacher training for vocational and technological schools. This academy is in the biggest administrative area of France and thus, trains the most teachers. This administrative area contains socially disadvantaged families, which goes with younger teams of teachers, turnover, and

recruiting difficulties that are higher than the national average. So we have to consider inclusive education in an intersectional approach (Artiles & Kozleski 2007). The Covid19 pandemic has profoundly added to this context, taking teacher training away from its face-to-face roots into a system that was almost exclusively distance-learning, and that now is becoming increasingly hybridized between the two approaches. This has resulted in, among other things, large-scale changes in the use of technology for teacher training.

Fantoli, C. (2023). **Introduire l'ordinateur à l'école**. Consulté à l'adresse <https://www.alphil.com/livres/1343-1614-introduire-lordinateur-a-lecole-.html>
Les clés de la réussite

Fernández Herrero, J., Gómez Donoso, F., & Roig Vila, R. (2023). **The first steps for adapting an artificial intelligence emotion expression recognition software for emotional management in the educational context**. *British Journal of Educational Technology*, 54(6), 1939-1963. <https://doi.org/10.1111/bjet.13326>

Abstract To test the suitability of an automatic system for emotional management in the classroom following the control-value theory of achievement emotions (CVT) framework, the performance of an emotional expression recognition software of our creation is evaluated in an online synchronous context. Sixty students from the Faculty of Education at the University of Alicante participated in 16 educational activities recording close-ups of their faces and completing the AEQ emotional self-report, as well as detailed reports from the subsequent review of their videos. In addition, they completed the VCQ-36 test to measure their volitional competencies and relate their influence on their emotional response. The results indicate a high coherence between the emotional expressions detected by the automatic system and the detailed emotional self-reports, but insufficient precision to meet the CVT requirements. On the other hand, both the AEQ test results and the emotion expression recognition software suggest students' preference for participative activities as opposed to passive ones. Meanwhile, statistical analysis results indicate that volitional competencies seem to influence the emotional response of students in the educational context, although the AI system does not show sufficient sensitivity in this field. Implications and limitations of this study for future work are discussed.

Practitioner notes What is already known about this topic Student motivation and involvement in the learning process are highly related to appropriate emotional regulation, which can be associated with particular educational activities, strategies and methodologies. Deep learning technology based on convolutional neural networks feeds automatic systems focused on facial expression recognition from image analysis. What this paper adds There is high coherence between the emotional expressions detected by the AI system and the students' emotional self-reports, but the AI system provides just emotional valences, insufficient to meet the CVT framework. Both emotional self-reports and the emotion recognition software suggest students' preference for active educational activities as opposed to passive ones. Volitional competencies seem to influence the emotional response of students in the educational context. Implications for practice and/or policy It is possible to use automatic systems to effectively monitor the emotional response of students in the learning process. Only if sensitivity improved, a real-time, easy-to-interpret emotional expression recognition software interface could be implemented to assist teachers with the emotional management of their classes within the CVT framework, maximizing their motivation and engagement.

Ferrari, R., & Armi, F. (2023). **Éducation numérique - Panorama international des dispositifs de pilotage**. Consulté à l'adresse https://www.irdp.ch/data/secure/4503/document/2023_dossier_thematique_2_education_numerique.pdf

La transformation numérique de la société impacte les systèmes éducatifs à tous les niveaux de formation. Il est essentiel de doter l'éducation des compétences et des outils numériques adéquats pour former les jeunes aux sociétés numériques de demain. Le dossier situe la mise en œuvre des stratégies numériques qui visent une éducation et une formation de meilleure qualité adaptées aux besoins de la société, puis présente un panorama des plans stratégiques en vigueur, au niveau international et en Suisse, les démarches planifiées ou réalisées pour suivre leur mise en œuvre, et des dispositifs de pilotage dans d'autres pays. Il aborde enfin la mesure des compétences numériques des élèves dans quelques études internationales.

Giannini, S. (2023). **Generative AI and the future of education** (p. 8). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000385877>

Giuffrida, I., & Hall, A. (2023). **Technology integration in higher education and student privacy beyond learning environments—A comparison of the UK and US perspective**. *British Journal of Educational Technology*, 54(6), 1587-1603. <https://doi.org/10.1111/bjet.13375>

Technology integration in higher education (HE) has brought immense innovation. While research is investigating the benefits of leveraging, through learning analytics, the data created by the greater presence of technology in HE, it is also analysing the privacy implications of vast universes of data now at the fingertips of HE administrators. This paper argues that student privacy challenges linked to technology integration occur not only within but also beyond learning environments, namely at the enterprise level. By analysing the UK and US legal frameworks surrounding how HE institutions respond to parents demanding disclosure of their adult children's personal data in the event of mental health crises, this paper offers an example of real and complex privacy issues, often overlooked by interdisciplinary inquiry, that exist in the 'interstitial space' between HE technology and privacy law. The purpose of conducting a comparative analysis was to demonstrate that countries with different privacy regimes are similarly ill-equipped to address certain student privacy issues at the HE enterprise level, leaving HEIs exposed to potential litigation/regulatory risks. The contribution of this work is to invite greater interdisciplinary awareness of, and inquiry into, student privacy beyond learning environments.

Glais, N. (2023). **L'IA en Éducation : un exemple de cas concret avec l'organisation du temps scolaire**. *Séminaire de la sous-direction Formation Innovation de la Dgesco*. Présenté à Paris, France. Consulté à l'adresse <https://hal.science/hal-04230380>

Presentation of thesis work in artificial intelligence and education. The adoption of artificial intelligence by the school head when using an AI algorithm to organize school time. Scientific popularization at Lab 110 of the Ministry of National Education on October 2, 2023.

Gribbins, M., & Bonk, C. J. (2023). **An exploration of instructors' perceptions about online proctoring and its value in ensuring academic integrity**. *British Journal of Educational Technology*, 54(6), 1693-1714. <https://doi.org/10.1111/bjet.13389>

Abstract As universities moved to remotely taught courses during the COVID-19 pandemic, the importance of maintaining academic integrity in online environments intensified. In response, this study explores instructors' perceptions about the role of online proctoring as a tool for their courses with the intent of enhancing the understanding of online proctoring's usefulness in ensuring academic integrity and the factors that may be swaying instructors' adoption decisions. An online survey was completed by 158 instructors at a variety of higher education institutions with 118 responding to an open-ended question that allowed respondents to share any additional thoughts about or experiences with using online proctoring. A thematic review of the qualitative comments illustrates the multifaceted impact of online proctoring on instructors and students. Results identified instructors' perceived benefits and challenges of online proctoring to them, their students and the learning process. In addition, instructors voiced numerous legal, ethical and social concerns about the use of online proctoring, including concerns related to students' privacy. Despite these concerns, some instructors identified strong use cases for online proctoring while others provided alternative strategies for ensuring academic integrity in online courses. As institutions consider the role of online proctoring in ensuring academic integrity, a holistic approach that balances instructional design best practices, student-friendly policies and proctoring tools is recommended to serve the complex needs and concerns of instructors, students and their institutions. Practitioner notes What is already known about this topic Prior research findings are mixed as to whether proctoring is valuable for ensuring academic integrity in online courses. Studies investigating grade performance in proctored versus unproctored exam settings have conflicting results; however, studies have found that students completing proctored formative exams perform better on summative exams than students completing non-proctored formative exams. What this paper adds Qualitative data were collected to provide an overview of instructors' perceptions about and experiences with online proctoring. Analysis suggests that online proctoring is beneficial to some instructors, students and the overall learning process. At the same time, its use is also concerning to other instructors and students. Among the issues raised by instructors are concerns for student privacy, increases in student test anxiety and discriminatory proctoring practices. Implications for practice and/or policy Institutions must be proactive in ensuring that the use of online proctoring aligns with their institutional values and the changing legal landscape. Institutional policies should strive to find a balance between ensuring academic integrity and promoting a positive experience for students and instructors. Since there are strong use cases for online proctoring, these policies should include flexibility whenever possible.

Hagadone-Bedir, M., Voithofer, R., & Kulp, J. T. (2023). **Contextualizing privacy with wearable data in higher education**. *British Journal of Educational Technology*, 54(6), 1619-1635. <https://doi.org/10.1111/bjet.13378>

Abstract This conceptual study uses dynamic systems theory (DST) and phenomenology as lenses to examine data privacy implications surrounding wearable devices that incorporate stakeholder, contextual and technical factors. Wearable devices can impact people's behaviour and sense of self, and DST and phenomenology provide complementary approaches for emphasizing the subjective experiences of individuals that occur with the use of wearable data. Privacy is approached through phenomenology as an individual's lived bodily experience and DST emphasizes the self-regulation and feedback loops of individuals and their uses of wearable data. The data collection, analysis and communication of wearable data to support learning systems

alongside privacy implications for each are examined. The IoT, cloud computing, metadata and algorithms are discussed as they relate to wearable data, pointing out privacy risks and strategies to minimize harm. Practitioner notes What is already known about this topic Data privacy is a complex topic and is approached through different perspectives, influencing the degree of an individual's data autonomy. Wearable technology is increasing in the consumer market and offers great potential to learning environments. What this paper adds Extends extant literature on dynamic systems theory and phenomenology, contributing these perspectives to educational research in the context of student data privacy and wearable technologies. Provides a framework to understand the complex and contingent ways that privacy can be understood in the collection, analysis, and communication of wearable data to support learning. Implications for practice and/or policy Higher education faculty and educational policymakers should consider various interactions in systems and among systems of how wearable data collection may be analysed, communicated and stored, potentially exposing students to privacy harms. Multiple actors in learning systems must engage in continuous and evolving feedback loops around data security, consent, ownership and control to determine who has access to student data, how it is used and for what purposes. The EU's General Data Protection and Regulation offers one of the most comprehensive frameworks for higher education institutions and faculty around the world to follow for protecting student data privacy.

Ho, D. G. E., Sa'adi, M., He, D., & Hoon, C.-Y. (2023). **Silence over the wire: student verbal participation and the virtual classroom in the digital era**. *Asia Pacific Education Review*, 24(4), 599-615. <https://doi.org/10.1007/s12564-023-09834-4>

This paper addresses the pervasive absence of verbal student participation in the online class, a phenomenon observed by many lecturers and instructors expressing the frustrating and uncomfortable experiences of encountering silence from their students, particularly when it came to responding to their questions. Added to the frustration is the observed preference of students to not turn on their videos. Whilst studies on student silence in classroom discourse have been well documented in the research literature, this phenomenon has taken on new significance in the virtual classroom, the new norm in the learning context during, and most likely after, the COVID-19 situation. This study attempts to capture the perceptions of the students themselves on student silence in terms of frequency, reasons and its impact on classroom communication and meaningful learning. A questionnaire was distributed to students at a local university, followed by student focus group interviews. Data collected were then subjected to a combination of quantitative and qualitative methods of analysis. The results show that student silence is a common feature in the online classroom and that students do perceive their silence to negatively affect the flow of communication both between themselves and with their lecturers. However, the question of whether meaningful learning still occurs despite the silence is more complex and less clear, raising questions not only about what is meant by meaningful learning but also the claim by classroom discourse studies and writings that student verbal participation is key to successful learning.

Ilomäki, L., Lakkala, M., Kallunki, V., Mundy, D., Romero, M., Romeu, T., & Gouseti, A. (2023). **Critical digital literacies at school level: A systematic review**. *Review of Education*, 11(3), e3425. <https://doi.org/10.1002/rev3.3425>

The rapid and ongoing technological developments and the changes in societal practices require us to update our understanding and skills relating to digital technology use continuously. Various frameworks have been created in recent years to explore the different aspects of digital literacies or digital competencies and a range of newer concepts and dimensions have emerged in the literature aiming to capture the complexity of digital engagement. The main aim of this systematic literature review (SLR) was to map out which elements or issues of critical digital literacies (CDL) relevant for school education currently feature in the academic literature and international policy documents. The secondary aim was to use the findings of the SLR to inform the creation of a research-based framework for school education. The review process followed a systematic protocol for answering specific research questions. Research articles were sought in two electronic databases—EBSCO (Academic Search Complete) and Web of Science—and policy documents were sought on the Internet using Google search. A total of 139 research articles and policy-related documents were used for the analysis. The main dimensions based on the analysis were the following (in the order of most hits): E-safety, Participation and presence, Digital literacy, Media literacy, Digital citizenship, Technology literacy, Information literacy, Data literacy, Digital game literacy, Online learning, Digital creativity and innovation, and Digital well-being. The emphasis in the research articles was on negative issues, although publications also outlined several positive issues about digitality. The emphases of the research articles and policy-related documents differed somewhat. The findings of this SLR have implications for researchers, policy makers and educators interested in the changing nature of critical digital literacies and the dimensions and subdimensions relevant for school education.

Context and implications

Rationale for the study: This systematic literature review (SLR) identifies the key elements and issues of critical digital literacies (CDL) relevant to school education, as documented in academic literature and international policy documents. In addition, it utilises the findings of the SLR to develop a research-based framework for CDL in school education.

Why the new findings matter: Our findings contribute to capturing the different aspects of CDL in the context of compulsory education and offer original insights with regard to supporting the development of teachers and students' critical digital literacies in the future.

Implications for researchers, practitioners and policy makers: This SLR has implications for research as it has highlighted the need to continuously update theoretical models and frameworks relating to CDL. Although certain accepted core dimensions can provide a stable foundation for representing emerging phenomena, it is essential to maintain flexibility to address the technological advancements. An implication for policy making is the recognition of the need for continuous professional development and pedagogical support for teachers and students. The value for educational practitioners is that it elucidates the emerging notions of CDL, and it enables educational institutions to enhance their practices and initiatives related to CDL.

Knight, S., Shibani, A., & Buckingham Shum, S. (2023). **A reflective design case of practical micro-ethics in learning analytics**. *British Journal of Educational Technology*, 54(6), 1837-1857. <https://doi.org/10.1111/bjet.13323>

Abstract A burgeoning literature, policy landscape, and set of practice resources and guidelines have emerged around ethical educational technology development and implementation, particularly in the context of data or artificial intelligence informed tools. However, while these resources provide valuable tools to support navigation of the ethical landscape, they suffer from some limitations. These include a focus on coarse-grained, clear cut cases; a lack of attention to dilemmas and tensions; and a potential

focus on procedural aspects of ethics, rather than our moment-to-moment ethics-in-action. This paper provides a case study description, using a reflective design case to provide a more textured micro-ethics. The case approach, its exemplification as a tool for micro-ethics, and the features of interest in our particular case each provide valuable tools for the educational technology community. Practitioner notes What is already known about this topic Ethical concerns are central to the design, development and implementation of educational technologies (edtech). A range of guidelines, policies and law exist, providing principles that guide edtech research and use. However existing resources tend to reflect coarse procedural aspects of ethics, providing a navigation aid, but not a defined path, in ethical edtech practice. What this paper adds This paper provides a novel method—a reflective design case—for describing and exploring micro-ethics in edtech. Through applying this method, we demonstrate that micro-ethical analyses of “ethics-in-action” help to uncover the nuanced decisions we make in ethical conduct. This exemplification provides insight into a specific body of work on writing analytics, of relevance to the field. Implications for practice and/or policy Policy and guidance for ethical conduct should make use of cases that demonstrate how such ethical materials are drawn on in ethical conduct, and as demonstrations of micro-ethics in action. Practitioners—those who design, develop, and implement edtech—may use the method developed to explore and share their own cases to support their work. Practitioners—those who design, develop, and implement edtech—may draw on shared reflective design cases in learning regarding navigating application of procedural ethics and developing ethics-in-action.

Kumi-Yeboah, A., Kim, Y., & Armah, Y. E. (2023). **Strategies for overcoming the digital divide during the COVID-19 pandemic in higher education institutions in Ghana.** *British Journal of Educational Technology*, 54(6), 1441-1462. <https://doi.org/10.1111/bjet.13356>
Abstract The COVID-19 pandemic led to the closure of higher educational institutions (HEIs) and affected the teaching learning processes in educational institutions of all levels. The pandemic increased the digital gap of the existing minimal Internet connectivity and access to digital technology. As a result of the impact of the pandemic on education, HEIs in Ghana moved from traditional face-to-face classes to remote education or hybrid learning. Therefore, it is important to understand how digital technologies and digital divide influenced teaching and learning in sub-Saharan Africa. Thus, the purpose of this research was to investigate the strategies universities in Ghana used to overcome the digital divide during the COVID-19 pandemic. The study also aimed to explore the challenges and experiences of dealing with the digital divide during the pandemic. Data were collected following a qualitative research design. Thirty-five in-depth and semi-structured interviews (25 teaching faculty and 10 administrators) from two private and three public universities were obtained and analysed via thematic analysis approach. Findings were thematized by challenges of dealing with digital divide during the COVID-19 pandemic, provision of affordable Internet connectivity for students, faculty and staff, use of digital technologies and resources for hybrid and remote courses, creation of information communication and technology platforms for students, faculty and administrators, and provision of professional development workshops/trainings on digital skills and knowledge. These results were discussed with the three-level model of the digital divide framework (school, classroom and student) and the development history of digital infrastructure in sub-Saharan Africa. By analysing the Ghana HEIs' experiences, this study contributes to a balanced understanding of the digital divide issue during the COVID-19 pandemic. Practitioner notes What is already

known about this topic The COVID-19 pandemic has led to the closure of higher educational institutions (HEIs) worldwide, including those in sub-Saharan Africa, and changed learning and teaching process to remote learning in higher education. There is dearth of studies regarding how digital technologies and digital divide influenced teaching and learning progress during the COVID-19 pandemic in sub-Saharan Africa. Lack of understanding about the strategies universities in Africa (Ghana) used to overcome the digital divide during the COVID-19 pandemic. What this paper adds This study, unlike earlier ones with a similar focus, investigated the strategies higher education institutions in Ghana in sub-Saharan Africa used to overcome digital divide during the COVID-19 pandemic. The results show the following: evidence of students lack of access to affordable Internet bandwidth, adoption of remote education, using digital technologies for hybrid and remote courses, creation of ICT platforms for instructors and students, trainings on digital skills for instructors and students, and challenges of dealing with digital divide during the COVID-19 pandemic. Implications for practice and/or policy The paper identifies the instructional strategies HEIs in Ghana used to address and reduce the challenges of digital divide during the COVID-19 pandemic. The findings were theoretically analysed under a three-level model of the digital divide in education, proving the utility of this comprehensive approach. Then, they were interpreted concerning the development history of sub-Saharan Africa to reduce the discursive unbalance in the digital divide studies. The paper makes detailed recommendations on how HEIs can address the effects of digital divide on teaching and learning experience during future disruptions and increase the use of digital technologies and ICT tools in remote/hybrid and or distance learning environment in sub-Saharan Africa.

Kumi-Yeboah, A., Kim, Y., Yankson, B., Aikins, S., & Dadson, Y. A. (2023). **Diverse students' perspectives on privacy and technology integration in higher education.** *British Journal of Educational Technology*, 54(6), 1671-1692. <https://doi.org/10.1111/bjet.13386>

Abstract The rapid increase and use of educational technologies have a significant impact on students' privacy, personal information and metadata in higher education. The past two decades have also witnessed the process where information about students is stored and handled outside premises and control of learning institutions. The personal information about students and their activity while they interact with learning management systems (LMS) and online learning tools is increasing and is stored in cloud computing platforms, software-as-a-service providers and other vendors. There are reported cases where students' personal data and information have been leaked, with possible privacy violations. Although this issue affects all students, it is important to understand the perspectives of culturally diverse students on the balancing of personal data/information and the use of technology integration in higher education. The purpose of this research was to investigate diverse students' perspectives on privacy, control of personal information, confidentiality and technology integration. The study also aimed to examine the challenges and experiences of loss of control over personal data and metadata encroachment, and protection of privacy in online education. Data were collected following a qualitative research design. Forty in-depth and semi-structured focus-group interviews (26 female and 24 male students) from four academic disciplines (Education, Social Sciences, Business, and Health Sciences) in a public university in the United States were obtained and analysed following a constant comparative analysis approach. Findings show evidence of fear and anxiety about data encroachment, challenges from bureaucratic procedures and lack of educational awareness, privacy concerns about LMS and social media. These results contribute to a new understanding

regarding diverse students' knowledge, challenges and experiences on how to balance privacy, confidentiality and technology integration in higher education. Practitioner notes What is already known about this topic Considering the increasing Internet world, where new technologies and mobile computing are interwoven in the use of digital technologies and access to information, balancing students' privacy and technology integration is essential in providing students assurance of their data security and privacy. Few studies have explored diverse students' perspectives on privacy and technology integration that include control of personal information, confidentiality and technology integration. Further, there is a dearth of studies on the challenges and experiences of diverse students regarding the loss of control over personal data and metadata encroachment, and protection of privacy in online education. Although rapid digitalization sparked studies about privacy and data usage, such as the perception of privacy breaches for the purpose of COVID-19 pandemic control, few studies have also raised privacy issues related to student data usage in higher education institutions (HEIs) in the post-COVID-19 context. To realise justice technology integration and data usage in HEIs, students' perspectives on privacy should be examined. What this paper adds The results show the following: fear and anxiety about data encroachment, challenges from bureaucratic procedures and lack of educational awareness, privacy concerns about LMS and social media. The result from this work also illustrates that it would be hard for students to evaluate their privacy risk due to lack of educational opportunity to balance privacy and technologies usage, and the blurred boundaries between LMS and third parties including social media in technology integration. Implications for practice and/or policy The paper identifies how the rapid increase and use of educational technologies have, in many ways, influenced diverse students' personal information and metadata in higher education. The paper makes detail recommendations on how HEIs can address the issue of balancing privacy and technology integration as an essential strategy by providing students assurance of their data security and privacy.

Lachheb, A., Abramenska-Lachheb, V., Moore, S., & Gray, C. (2023). **The role of design ethics in maintaining students' privacy: A call to action to learning designers in higher education.** *British Journal of Educational Technology*, 54(6), 1653-1670. <https://doi.org/10.1111/bjet.13382>

Abstract Maintaining students' privacy in higher education, an integral aspect of learning design and technology integration, is not only a matter of policy and law but also a matter of design ethics. Similar to faculty educators, learning designers in higher education play a vital role in maintaining students' privacy by designing learning experiences that rely on online technology integration. Like other professional designers, they need to care for the humans they design for by not producing designs that infringe on their privacy, thus, not causing harm. Recognizing that widely used instructional design models are silent on the topic and do not address ethical considerations such as privacy, we focus this paper on how design ethics can be leveraged by learning designers in higher education in a practical manner, illustrated through authentic examples. We highlight where the ethical responsibility of learning designers comes into the foreground when maintaining students' privacy and well-being, especially in online settings. We outline an existing ethical decision-making framework and show how learning designers can use it as a call to action to protect the students they design for, strengthening their ethical design capacity. Practitioner notes What is already known about this topic Existing codes of ethical standards from well-known learning design organizations call upon learning designers to protect students' privacy without clear guidance on how to do so.

Design ethics within learning design is often discussed in abstract ways with principles that are difficult to apply. Most, if not all, design models that learning design professionals have learned are either silent on design ethics and/or do not consider ethics as a valid dimension, thus, making design ethics mostly excluded from learning design graduate programs. Practical means for engaging in ethical design practice are scarce in the field. What this paper adds A call for learning designers in higher education to maintain and protect students' privacy and well-being, strengthening their ethical design capacity. A demonstration of how to use a practical ethical decision-making framework as a designerly tool in designing for learning to maintain and protect students' privacy and well-being. Authentic examples in the form of vignettes of ethical dilemmas/issues that learning designers in higher education could face, focused on students' privacy. Methods using a practical ethical decision-making framework for learning design professionals in higher education, grounded in the philosophy of designers as the guarantors of designs, to be employed to detect situations where students' privacy and best interests are at risk. A demonstration of how learning designers could make stellar design decisions in service to the students they design for and not to the priorities of other design stakeholders. Implications for practice and/or policy Higher education programs/institutions that prepare/employ learning designers ought to treat the topics of the designer's responsibility and design ethics more explicitly and practically as one of the means to maintain and protect students' privacy, in addition to law and policies. Learning designers in higher education ought to hold a powerful position in their professional practice to maintain and protect students' privacy and well-being, as an important aspect of their ethical design responsibilities. Learning designers in higher education ought to adopt a design thinking mindset in order to protect students' privacy by (1) challenging ideas and assumptions regarding technology integration in general and (2) detecting what is known in User Experience (UX) design as 'dark patterns' in online course design.

Lester, D., Skulmoski, G. J., Fisher, D. P., Mehrotra, V., Lim, I., Lang, A., & Keogh, J. W. L. (2023). **Drivers and barriers to the utilisation of gamification and game-based learning in universities: A systematic review of educators' perspectives.** *British Journal of Educational Technology*, 54(6), 1748-1770. <https://doi.org/10.1111/bjet.13311>

Abstract While gamification and game-based learning have both been demonstrated to have a host of educational benefits for university students, many university educators do not routinely use these approaches in their teaching. Therefore, this systematic review, conducted using the PRISMA guidelines, sought to identify the primary drivers and barriers to the use of gamification and game-based learning by university educators. A search of multiple databases (Web of Science, Scopus and EBSCO (Business Source Complete; ERIC; Library, Information Science provides fun and improves engagement; and can easily be used by students. Alternatively, the university educators' major barriers included a lack of time to develop gamification approaches, lack of proven benefits and classroom setting issues. Many of these and other less commonly reported drivers and barriers can be categorised as attitudinal, design-related or administrative in nature. Such categorisations may assist university educators, teaching support staff and administrators in better understanding the primary factors influencing the utilisation of gamification and game-based learning and develop more effective strategies to overcome these barriers to its successful implementation. Practitioner notes What is already known about this topic Gamification and game-based learning may have many benefits for university students. The majority of university educators do not routinely use

gamification and game-based learning in their teaching. What this paper adds University educators' major drivers that positively influence the use of gamification and game-based learning include their perceptions that it encourages student interactions and collaborative learning, provides fun and improves engagement and can easily be used by students. University educators' major barriers that negatively influence the use of gamification and game-based learning include their perceptions of a lack of time to develop gamification approaches, lack of proven benefits and classroom setting issues. These drivers and barriers may be classified as attitudinal, design-related and administrative, with these categories providing a useful way for universities to develop strategies to better support educators who wish to use these approaches in their teaching. Implications for practice and policy Attitudinal factors such as university educators' intention to use gamification and game-based learning are influenced by a host of their perceptions including attitude, perceived usefulness and ease of use. A range of design-related and administrative barriers may need to be overcome to increase the use of gamification and game-based learning in the university sector.

Liu, Q., & Khalil, M. (2023). **Understanding privacy and data protection issues in learning analytics using a systematic review**. *British Journal of Educational Technology*, 54(6), 1715-1747. <https://doi.org/10.1111/bjet.13388>

The field of learning analytics has advanced from infancy stages into a more practical domain, where tangible solutions are being implemented. Nevertheless, the field has encountered numerous privacy and data protection issues that have garnered significant and growing attention. In this systematic review, four databases were searched concerning privacy and data protection issues of learning analytics. A final corpus of 47 papers published in top educational technology journals was selected after running an eligibility check. An analysis of the final corpus was carried out to answer the following three research questions: (1) What are the privacy and data protection issues in learning analytics? (2) What are the similarities and differences between the views of stakeholders from different backgrounds on privacy and data protection issues in learning analytics? (3) How have previous approaches attempted to address privacy and data protection issues? The results of the systematic review show that there are eight distinct, intertwined privacy and data protection issues that cut across the learning analytics cycle. There are both cross-regional similarities and three sets of differences in stakeholder perceptions towards privacy and data protection in learning analytics. With regard to previous attempts to approach privacy and data protection issues in learning analytics, there is a notable dearth of applied evidence, which impedes the assessment of their effectiveness. The findings of our paper suggest that privacy and data protection issues should not be relaxed at any point in the implementation of learning analytics, as these issues persist throughout the learning analytics development cycle. One key implication of this review suggests that solutions to privacy and data protection issues in learning analytics should be more evidence-based, thereby increasing the trustworthiness of learning analytics and its usefulness. Practitioner notes What is already known about this topic Research on privacy and data protection in learning analytics has become a recognised challenge that hinders the further expansion of learning analytics. Proposals to counter the privacy and data protection issues in learning analytics are blurry; there is a lack of a summary of previously proposed solutions. What this study contributes Establishment of what privacy and data protection issues exist at different phases of the learning analytics cycle. Identification of how different stakeholders view privacy, similarities and differences, and what factors influence their

views. Evaluation and comparison of previously proposed solutions that attempt to address privacy and data protection in learning analytics. Implications for practice and/or policy Privacy and data protection issues need to be viewed in the context of the entire cycle of learning analytics. Stakeholder views on privacy and data protection in learning analytics have commonalities across contexts and differences that can arise within the same context. Before implementing learning analytics, targeted research should be conducted with stakeholders. Solutions that attempt to address privacy and data protection issues in learning analytics should be put into practice as far as possible to better test their usefulness.

Ma, W., Lin, X., Lou, J., Liu, Y., Tang, W., & Bao, Z. (2023). **The impact of students' cellphone-use and self-control on academic performance in traditional classroom.** *Asia Pacific Education Review*. <https://doi.org/10.1007/s12564-023-09824-6>

Cellphone-use in class has many negative effects on students' overall performance. By using a self-developed monitoring-app to record students' cellphone-use in class, this study attempts to explore the relationships of cellphone-use and self-control on academic performance. The subjects of this study are 207 freshmen who take part in advanced mathematics courses, and the research period lasts for 16 weeks. Two-factor ANOVA showed that cellphone-use duration and self-control had an interactive influence on students' academic performance. There was no statistical significance in the influence of cellphone-use frequency and self-control on academic performance. Simple slopes analysis revealed a negative relationship between cellphone-use duration and academic performance for those who were low on self-control, whereas there was no relationship between these constructs for those who were high on self-control. The results show that self-control plays a moderating role in the relationship between cellphone-use duration and academic performance. Self-control could weaken the influence of cellphone-use on academic performance. Furthermore, this study is helpful to better understand the way of cellphone-use affecting academic performance, and suggests appropriate intervention of cellphone-use to help poor self-controlled students achieve better academic performance.

Norman, A. (2023). **Educational technology for reading instruction in developing countries: A systematic literature review.** *Review of Education*, 11(3), e3423. <https://doi.org/10.1002/rev3.3423>

Despite significant initiatives to improve education globally, policy makers and researchers are concerned about literacy outcomes in developing countries, as students lack basic literacy skills even after many years in schooling. Educational technology has been championed as a potential solution to low-quality education in developing countries, yet little rigorous research on this topic exists. Since Covid-19 has caused enormous global disruption and teachers have been forced to adopt technology globally, research into the effectiveness of using technology for teaching literacy in low-income contexts is vital. This systematic review of the literature analyses and synthesises the range of international research available on educational technology to improve reading in developing countries. This review includes primary qualitative, quantitative and mixed methods studies, which were analysed using thematic synthesis. The review concludes that there is some suggestive evidence that reasons for the success of educational technology literacy interventions may include ongoing teacher professional development, interactive multimedia features, and a focus on phonics and progressive reading skills. The current limited research base supports technology designs that are

adaptive, engaging, and child-centred, utilising software that can differentiate for students' levels. Engaging the community using context-specific resources and incorporating the technology into a broader literacy programme and pedagogy, were also features highlighted in multiple studies. However, with a limited number of studies the strength of the evidence is weak; therefore, definitive conclusions cannot be made. The findings provide some suggestive evidence that could guide future research. Context and implications Rationale for this study This systematic review addresses the gap in current research into which types of educational technology are effective for the teaching of reading in developing countries. By synthesising the findings of qualitative, quantitative and mixed methods primary studies, this review presents tentative recommendations for policy makers and future research. Why the new findings matter The findings present specific features of effective educational technologies that could be used by policy makers to improve literacy outcomes. This is directly relevant for the millions of students in developing countries who lack literacy skills even after many years in school. Educational technology is widely used and promoted as a solution for improving educational or literacy outcomes in developing countries, yet little rigorous research exists. This systematic review addresses this by synthesising existing research and highlighting areas for future research. Since Covid-19 caused teachers to adopt technology globally, research into the effectiveness of using technology for teaching literacy in low-income contexts is vital. Implications for research and practice This systematic review synthesises current research so that policy makers have guidelines when designing interventions. The review provides a comprehensive map of existing literature and gaps for researchers. Based on the findings from this systematic review, policy makers are encouraged to consider how technology engages students through multimedia and interactive features, is adapted to the local context and language, and is differentiated to students' different ability levels. Policy makers should also consider how technology supports student learning through the scaffolding of specific reading skills with a holistic connection to a broader literacy programme, teacher training and the local curriculum. Since little quality data exists in this area, these recommendations for policy are tentative, and it is recommended future research further explore some of the promising features that were found in numerous successful interventions.

Paetsch, J., Franz, S., & Wolter, I. (2023). **Changes in early career teachers' technology use for teaching: The roles of teacher self-efficacy, ICT literacy, and experience during COVID-19 school closure.** *Teaching and Teacher Education*, 135, 104318. <https://doi.org/10.1016/j.tate.2023.104318>

This study examines how early-career teachers' experience and perceived support during the pandemic affected their technology integration self-efficacy and their use of information and communication technology (ICT) after school closure. The results reveal that teachers' positive teaching experiences were associated with their technology integration self-efficacy and their self-reported changes in technology use after the school closure. The results show effects of ICT literacy and general teacher self-efficacy on technology integration self-efficacy. ICT literacy, teacher self-efficacy, and positive experience had indirect effects, whereas support and technology integration self-efficacy had direct effects on changes in teachers' ICT use for teaching.

Pi, Z., Zhang, X., Zhang, X., Gao, M., & Li, X. (2023). **Students' prior knowledge moderates the effects of group motivation compositions on learning from video lectures.** *British Journal of Educational Technology*, 54(6), 1814-1836. <https://doi.org/10.1111/bjet.13316>

Abstract The present study examined whether students' prior knowledge moderated the effects of their motivation compositions on learning performance (ie, retention and transfer) and interaction (ie, interpersonal brain synchronization (IBS) and behavioural pattern) in learning from video lectures. The results confirmed the benefits of the composition of two high motivation students on their knowledge transfer. The results also showed that students' prior knowledge had a moderating effect on interaction. For low prior knowledge students, high motivation composition increased their IBS in the temporoparietal junction-inferior parietal lobule (TPJ-IPL), temporoparietal junction-supplementary motor area (TPJ-SMA), inferior parietal lobule-supplementary motor area (IPL-SMA) and anterior prefrontal-anterior prefrontal cortex (aPFC-aPFC) regions during co-explaining and enhanced their regulating-related behavioural sequences and decreased disagree-related behavioural sequences. However, for high prior knowledge students, a high motivation dyad composition decreased their IBS in the supramarginal gyrus-anterior prefrontal cortex (SMG-aPFC) while co-viewing the video lecture, and in the TPJ-IPL, TPJ-SMA, IPL-SMA and SMG-aPFC during co-explaining, cognitive communication, argumentation-related and regulating-related behavioural sequences but enhanced off-task-related behavioural sequences. Our findings suggest that instructors should encourage high motivation students to co-view video lectures, and scaffold students with low prior knowledge to enhance regulating-related behavioural sequences and scaffold students with high prior knowledge and high motivation to enhance cognitive communication, argumentation-related and regulating-related behavioural sequences and decrease off-task-related behavioural sequences.

Practitioner notes What is already known about this topic Co-viewing video lectures is a common form of learning across a wide range of ages and topics. Students' motivation is essential for optimal learning in various settings (eg, face-to-face classroom and online learning). Students' prior knowledge moderates the effects of their motivations on learning from video lectures from the individual perspective. What this paper adds The composition of two high motivation students benefits their knowledge transfer. For low prior knowledge students, the composition of two high motivation students increased their IBS in the TPJ-IPL, TPJ-SMA, IPL-SMA and aPFC-aPFC regions, enhanced their regulating-related behavioural sequences and decreased their disagree-related behavioural sequences. For high prior knowledge students, the composition of two high motivation students decreased their IBS in multiple brain regions, as well as their cognitive communication, argumentation-related and regulating-related behavioural sequences, but enhanced their off-task-related behavioural sequences. Implications for practice and/or policy High motivation students are encouraged to co-view video lectures. Instructors should scaffold students with low prior knowledge to enhance regulating-related behavioural sequences. Instructors should scaffold students with high prior knowledge and high motivation to enhance cognitive communication, argumentation-related and regulating-related behavioural sequences and decrease off-task-related behavioural sequences.

Plantard, P. (2023). **Les Petites Poucettes dans la tourmente numérique : après la crise covid, les nouveaux temps et contretemps des usages éducatifs du numérique.** *Administration & Éducation*, 179(3), 83-92. <https://doi.org/10.3917/admed.179.0083>

Prinsloo, P., Slade, S., & Khalil, M. (2023). **Multimodal learning analytics—In-between student privacy and encroachment: A systematic review.** *British Journal of Educational Technology*, 54(6), 1566-1586. <https://doi.org/10.1111/bjet.13373>

Abstract Since the emergence of learning analytics (LA) in 2011 as a distinct field of research and practice, multimodal learning analytics (MMLA), shares an interdisciplinary approach to research and practice with LA in its use of technology (eg, low cost sensors, wearable technologies), the use of artificial intelligence (AI) and machine learning (ML), and the provision of automated, mostly real-time feedback to students and instructors. Much of MMLA takes place in experimental and laboratory settings, researching students' learning in in-between spaces?between research and classroom application, in-between students' learning in private and public spaces as researchers track students' learning both in their use of social media and connected devices, and through the use of context-aware and adaptive devices; and lastly, in-between respecting students' privacy while increasingly using intrusive technologies. This study seeks to establish what is known about MMLA in terms of rationale for applications, the nature and scope of data collected, the study contexts, evidence of commercial interests and/or downstream uses of students' data, and consideration of ethics, privacy, and the protection of student data. This systematic review analysed 192 articles using a search string consisting of various combinations of multimodal (data) and learning analytics. The main findings include, inter alia, that though MMLA provide insights into learning and teaching, there is little evidence of MMLA findings successfully being applied to classroom settings, at scale. Given that the nature of MMLA research often necessitates the use of a range of (intrusive) sensors and recording technologies and can include children in its samples; the encroachment of students' right to privacy is a huge concern that is not addressed. There is also a need to reconsider the rationale for collecting multimodal data, the conditions under which such data collection will be ethical and in service of students' wellness, and the boundaries that should protect their (multimodal) data. Practitioner notes What is already known about this topic Experimental educational research predates both multimodal learning analytics (MMLA) and educational data mining (EDM). MMLA has been an integral part of learning analytics as research focus and practice since its inception. The increased digitisation and datafication, advances in technology (eg, sensor technology, geo-tracking, etc.) and a growing normalisation of wearable technologies provides greater scope for collecting multimodal data. There is a vast body of published MMLA research providing a range of insight into students' and educators' behaviours aiming to increase the effectiveness of teaching. What this paper adds While there are several studies providing insights into the state of MMLA research, this study provides insight to a selected range of factors in MMLA research such as the type of research (empirical/conceptual); the nature and scope of data collected; the sample populations (pre-higher education, higher education, etc.); evidence of commercial interests or consideration of downstream uses; issues pertaining to consent, privacy, data protection and ethics; and evidence of how findings were used to improve teaching and learning. The vast majority of MMLA research targets higher education, is empirical in nature and is based on relatively small samples of participation in experimental settings. Confirms previous research that found the predominance of small samples, and a lack of replicability and, as a result, lacking scalability. That there is very little explicit discussion of the ethical and privacy implications and data protection, either at design stage or for future implementation. Similarly, that there is little consideration of potential commercial interests or downstream uses of data. Implications for practice and/or policy MMLA in its essence requires interdisciplinary approaches and teams. For MMLA to move beyond small-scale, experimental settings to application in real (classroom) settings, larger, replicable studies should be conducted together with ways to make study findings actionable for teachers and students. Ethical issues, commercial

interests and downstream uses of collected data must be considered within the design and approval of MMLA research.

Rienties, B., Divjak, B., Iniesto, F., Pažur Aničić, K., & Žižak, M. (2023). **Online work-based learning: A systematic literature review**. *International Review of Education*, 69(4), 551-570. <https://doi.org/10.1007/s11159-023-10008-y>

It is widely acknowledged that graduates need to develop skills and competences beyond the theoretical knowledge nurtured within higher education curricula. In the last twenty years there has been an increased interest in supporting learners with work-based learning (WBL) (e.g. apprenticeships, practice-based lab sessions, project-based learning). The experience of COVID-19-related lockdowns has ignited a push to support and provide these opportunities for skills development online. In this systematic literature review, the authors explored (1) which innovative technologies and online WBL typologies are implemented in online WBL in higher education; and (2) to what extent there is evidence that online WBL is effective. From an initial pool of 269 studies identified from two datasets, the authors selected thirteen studies which implemented and evaluated online WBL. In total, 1,015 respondents were included in these studies ($M = 84.58$, $SD = 118.28$, range: 7–390). The authors' findings indicate that most studies used descriptive, qualitative approaches to explore the lived experiences of participants, mostly from Australia. Substantial differences were found in the designs of online WBL practices and technologies, although there was limited robust evidence of effectiveness due to a lack of evidence-based evaluation approaches. The authors encourage WBL researchers to be more precise in their design parameters of online WBL, and to consider (quasi)experimental designs to measure the impact of their approaches.

Sun, J. C. (2023). **Gaps, guesswork, and ghosts lurking in technology integration: Laws and policies applicable to student privacy**. *British Journal of Educational Technology*, 54(6), 1604-1618. <https://doi.org/10.1111/bjet.13379>

Technology integration and learning analytics offer insights to improve educational experiences and outcomes. In advancing these efforts, laws and policies govern these environments placing protections, standards, and developmental opportunities for higher education, students, faculty, and even the nation-state. Nonetheless, evidence of educational restrictions, encumbered actions, and archaic approaches pervades the legal literature and case law demonstrating that these laws and policies do not always function well in evolving and emerging technology spaces. To examine these laws and policies of student privacy, the author employs the combination of a critical policy analysis, which derives from critical social research as a means to explore discourse and policy through drawing out the policy contexts, texts, and consequences, and Flood's liberating systems theory, which directs the analysis to a problem-solving approach by examining the policy discourse from a systems-thinking lens. Based on a review of 184 court cases, 74 policies from a diversified representation of US states/territories, and seven developed nations or multi-nation consortia, this examination illuminates how context and text such as the type and setting of the privacy matter (eg, various freedom of information acts, educational records under the Family Educational Rights and Privacy Act, and General Data Protection Regulation in the European Union) presents opportunities for protections and standardization efforts; however, they also illustrate significant protection gaps, guesswork and insufficiency around the type and degree of data subject consent, and ghosting effects of data subjects' protections. While the extant literature already supports aspects of these findings, it does not account for this

holistic view of these three privacy vulnerabilities?especially in light of the principles to which these laws purport to achieve. Moreover, the three identified privacy vulnerabilities suggest overlooked inclusion of two overarching privacy concepts?transparency and equity. This study recommends that key actors in the policy construction realm (ie, university leaders, policymakers, and judges) should engage in analyses, dialogue, and consideration about transparency and equity by considering contemporary privacy problems in the contexts of artificial intelligence, quantum computing, and cybersecurity as a way to improve transparent and equitable policies in these areas rather than exacerbating the privacy dilemmas already in place. Practitioner notes What is already known about this topic In the United States, the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) are well documented evidence of privacy protections for education and health records, but they fail to offer sufficient protections for students as data subjects with emerging technologies. Existing federal-level laws in the United States do not offer a systematic or uniform approach in the manner that data users obtain consent, so data subjects are largely unaware of what is being consented. Other than matters of consent, policy strategies based on student privacy laws (ie, voluntary consensus standards, basic practices to maintain privacy, an ethics review board, data/record retention and destruction, and data sanitation of equipment) are significant and informative largely from the university-perspective, not the students as data subjects. What this paper adds A new comprehensive examination of US laws including statutes, regulations, and cases as well as seven key nation-state or national consortia laws?especially the EU's General Data Protection Regulation and selected state laws in the United States, which offer consistent and greater student privacy protections. Insights about the principles designed among the laws, which centre around their application, essentiality, consent, and security. Attention to areas in which student privacy laws still present privacy concerns, but specifically identifying issues of significant gaps, guesswork and insufficiency around levels and types of consent, and ghosting effects of data subjects' protections. Implications for practice and/or policy Data subject consent should be established and consistent? whether an opt-out provision, opt-in provision, or some extensive engagement. Student privacy policies should incorporate principles of transparency and equity for data subjects and data treatment. Policymakers should consider now how the intersections of data subject privacy matters shall be addressed in the context of artificial intelligence, quantum computing, and cybersecurity.

Talsma, K., Chapman, A., & Matthews, A. (2023). **Self-regulatory and demographic predictors of grades in online and face-to-face university cohorts: A multi-group path analysis.** *British Journal of Educational Technology*, 54(6), 1917-1938. <https://doi.org/10.1111/bjet.13329>

Abstract Predictors of academic success at university are of great interest to educators, researchers and policymakers. With more students studying online, it is important to understand whether traditional predictors of academic outcomes in face-to-face settings are relevant to online learning. This study modelled self-regulatory and demographic predictors of subject grades in 84 online and 80 face-to-face undergraduate students. Predictors were effort regulation, grade goal, academic self-efficacy, performance self-efficacy, age, sex, socio-economic status (SES) and first-in-family status. A multi-group path analysis indicated that the models were significantly different across learning modalities. For face-to-face students, none of the model variables significantly predicted grades. For online students, only performance self-

efficacy significantly predicted grades (small effect). Findings suggest that learner characteristics may not function in the same way across learning modes. Further factor analytic and hierarchical research is needed to determine whether self-regulatory predictors of academic success continue to be relevant to modern student cohorts. Practitioner Notes What is already known about this topic Self-regulatory and demographic variables are important predictors of university outcomes like grades. It is unclear whether the relationships between predictor variables and outcomes are the same across learning modalities, as research findings are mixed. What this paper adds Models predicting university students' grades by demographic and self-regulatory predictors differed significantly between face-to-face and online learning modalities. Performance self-efficacy significantly predicted grades for online students. No self-regulatory variables significantly predicted grades for face-to-face students, and no demographic variables significantly predicted grades in either cohort. Overall, traditional predictors of grades showed no/small unique effects in both cohorts. Implications for practice and/or policy The learner characteristics that predict success may not be the same across learning modalities. Approaches to enhancing success in face-to-face settings are not automatically applicable to online settings. Self-regulatory variables may not predict university outcomes as strongly as previously believed, and more research is needed.

Tofel-Grehl, C., Feldon, D., Jeong, S., Searle, K., Hansen, T., & Bennett, B. (2023). **Impacts of maker technologies on classroom learning outcomes: A mixed methods explanatory study.** *The Journal of Educational Research*, 116(4), 198-205. <https://doi.org/10.1080/00220671.2023.2239185>

The integration of making activities in classrooms provides a crucial opportunity for all students to gain equitable participation access to learning activities. However, for making to be incorporated into more classrooms, teachers must be adequately prepared with relevant knowledge and skills. This study is the first to compare the science learning outcomes associated with making to those stemming from standard learning curricula and experiences within a classroom setting. We examine the learning outcomes of 219 students across multiple sections of one teacher's 9th-grade science classes. While five sections of students were taught using the school's standard learning curriculum, four sections of students engaged in an integrated maker curriculum. A mixed methods approach offers a comprehensive look at the affordances and limitations of maker-based classroom science instruction by coupling student science learning outcomes with student and teacher reflections on instruction and learning. Findings indicate that students had better learning outcomes in science class when learning occurred through maker technologies than the school's standard learning curriculum.

Tuomi, I., Cachia, R., Vilar-Onrubia, D., & Commission européenne. Centre commun de recherche. (2023). **On the futures of technology in education: emerging trends and policy implications.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/e4b09917-582f-11ee-9220-01aa75ed71a1/language-en/format-PDF/source-293214579>

Ce rapport identifie les principales technologies émergentes et discute de leurs potentiels impacts sur l'éducation. Il se concentre sur un ensemble de développements en cours qui pourraient redéfinir fondamentalement l'éducation et la société dans son ensemble et donne un aperçu des possibilités offertes par ces technologies et de leurs implications sociétales. Il prend également en compte les affordances des technologies,

ainsi que des facteurs clés – tels que le changement climatique, les transitions démographiques, les préoccupations environnementales et l'augmentation des problèmes de santé mentale chez les jeunes. Assorti de recommandations, le rapport vise à aller au-delà de l'état de l'art afin de soutenir une réflexion stratégique à long terme.

Tympa, E., Karavida, V., & Charissi, A. (2023). **Greek preschool teachers' readiness to teach online at the onset of the COVID-19 pandemic.** *International Review of Education*, 69(4), 487-510. <https://doi.org/10.1007/s11159-023-10000-6>

The COVID-19 pandemic had a significant impact around the world and has drastically changed the field of education. In addition to instructional materials, new technologies enabled access to new learning environments. However, the COVID-19 pandemic has highlighted some significant disparities between conventional information and communication technologies (ICTs) included in teacher training curricula in Greece and the new software required for remote learning and teaching. Thus, the study presented here aimed to examine the mobilisation of in-service teachers and their readiness to address teaching challenges while delivering online lessons. Online questionnaires were distributed to 110 in-service preschool teachers. The study aimed to answer four research questions about teachers' ICT knowledge and the ways in which they used technology for work purposes, as well as the difficulties they encountered while teaching online. Evaluation of the data resulted in three main findings: (1) holding an ICT training certificate did not have a significant impact on the implementation of new technologies in distance education; (2) support from local education authorities was an important factor of the transition to online teaching; and (3) Greek teachers did not feel fully prepared to teach online.

Vivo, D. R. (2023). **The effects of online enactive education on secondary school students.** *The Journal of Educational Research*, 116(4), 230-239. <https://doi.org/10.1080/00220671.2023.2251405>

Enactive education is an innovative model based on embodied cognition. This quasi-experimental controlled study with pretest-posttest design investigated the effects of an online enactive school program on students' learning, academic self-concept, and physical self-concept. The study was conducted in three secondary schools in Salerno and Potenza, Italy, in 2021. Participants were 431 students, 52.4% girls, mean age 14.27 years (SD=1.01). The study instruments included a school questionnaire and the multidimensional self-concept scale (MSCS). The experimental group received online sessions on mind-body wellbeing, healthy eating, and movement. Controls received non-enactive online classes on the same subjects. Findings indicate that the experimental group, compared to controls, showed higher levels of all the variables considered. Overall effect sizes were high (Hedge's g 0.69 for learning, 0.36 for academic self-concept, and 1.23 for physical self-concept). Implications include that online enactive education should be used at secondary level to promote desirable educational and psychological outcomes.

Wang, Q., & Zhao, G. (2023). **Exploring the influence of technostress creators on in-service teachers' attitudes toward ICT and ICT adoption intentions.** *British Journal of Educational Technology*, 54(6), 1771-1789. <https://doi.org/10.1111/bjet.13315>

Abstract Technostress is an undesired consequence of information and communication technology (ICT) use and might negatively affect teachers. However, there is a lack of empirical research exploring the influences of technostress creators on teachers' ICT use.

This study aims to bridge this gap by exploring the structural relationship among five technostress creators (ie, techno-complexity, techno-overload, techno-invasion, techno-insecurity, and techno-uncertainty), teachers' attitudes toward ICT, and their ICT adoption intentions. The research model was developed based on existing literature and tested using structural equation modelling. Data were collected from 289 teachers from six public elementary and secondary schools in China. The results indicate that: (a) teachers' attitude toward ICT has a significant positive effect on their ICT adoption intentions; (b) techno-insecurity and techno-complexity have significant negative effects on teachers' attitude toward ICT and ICT adoption intentions, respectively; (c) techno-invasion and techno-overload have significant positive effects on teachers' attitude toward ICT and their ICT adoption intentions, respectively; (d) techno-uncertainty has a significant positive effect on both teachers' attitude toward ICT and their ICT adoption intentions; (e) compared to younger teachers, the attitude of teachers aged 45 and above toward ICT are more negatively affected by techno-insecurity. Implications for the management of technostress creators are discussed. Practitioner notes What is already known about this topic Technostress negatively influences teachers' acceptance and adoption intention of ICT. The influences of specific technostress creators may differ. There is a lack of empirical research exploring the exact influences of technostress creators on teachers' ICT use. What the paper adds Techno-insecurity and techno-complexity negatively affect teachers' attitudes toward ICT and ICT adoption intentions, respectively. Techno-invasion and techno-overload positively affect teachers' attitudes toward ICT and their ICT adoption intentions, respectively. Techno-uncertainty significantly positively affects teachers' attitudes toward ICT and ICT adoption intentions. The attitude of teachers aged 45 and above toward ICT is more negatively affected by techno-insecurity. Implications for practice and/or policy Schools should provide adequate end-user training, a friendly technical help desk, and teacher-oriented psychological counselling programs concerning technostress to mitigate teachers' techno-complexity and techno-insecurity. School administrators should take measures, such as providing timely upgrades and continuous maintenance services, to ensure the reliability and accessibility of technologies. It is necessary for school ICT support staff to guide teachers, especially teachers aged 45 and above, to take positive coping strategies, such as venting, seeking social support and engaging in technical training, to deal with techno-insecurity.

Werse, N. R. (2023). **The quest to cultivate an ecocritical awareness in educational technology scholarship: A question of disciplinary focus in the age of environmental crisis.** *British Journal of Educational Technology*, 54(6), 1878-1894. <https://doi.org/10.1111/bjet.13327>

Abstract Although many academic disciplines are now experiencing a process of 'greening' as scholars seek to cultivate an ecocritical awareness within disciplinary scholarship, Neil Selwyn notes that such ecocritical concerns rarely feature in the field of educational technology. In this paper, I bring Selwyn's call for ecocritical awareness in the field of educational technology into conversation with emerging scholarly discussions in the fields of ecojustice ethics, ecojustice education, and information and communications technology sustainability. In so doing, I expand the existing conversation about the environmental impact of educational technology consumption to argue that the process of cultivating an ecocritical awareness in the field of educational technology requires refining the discipline's focus to include the full lifespan of educational technology devices and the global inequities that feature during the

production and disposal of these devices. Practitioner Notes What is already known about this topic Despite substantive scholarship recognizing the environmental impact of the globalized digital technology supply chain, the field of educational technology has minimally considered the ecojustice implications of the material nature of educational technology devices when examining the environmental impact of these devices. What this paper adds In this paper, I argue that the reason why the field of educational technology has overlooked the environmental impact of device production and disposal is because of its almost exclusive focus on device use. I argue that cultivating an ecocritical awareness in the field of educational technology requires the discipline to expand its focus beyond device use in two ways: (a) to include device production and disposal and (b) to consider the global injustices that occur in these parts of the digital technology life cycle. As such, I build upon Selwyn and others to argue for the cultivation of ecojustice concerns in emerging conversations about ethics in the field of educational technology. Implications for practice and/or policy The process of cultivating ecocritical awareness within the field of educational technology requires expanding the scope and focus of the discipline beyond device use to include device production and disposal. The planned obsolescence behind these devices maximizes the environmental harm at these stages and the global injustices associated with them. Educators and educational leaders seeking to employ educational technology in ethical and environmentally sustainable ways must consider these implications from the global digital technology supply chain.

Yang, L., García-Holgado, A., & Martínez-Abad, F. (2023). **Digital competence of K-12 pre-service and in-service teachers in China: a systematic literature review.** *Asia Pacific Education Review*, 24(4), 679-693. <https://doi.org/10.1007/s12564-023-09888-4>

This systematic review consisted of 50 theoretical and empirical articles taking China as a specific case study for identifying efforts and challenges to teachers' digital competence, establishing an understanding of their use of concepts, disciplines, regions, methods, and analysis. The review follows the methodology based on the PRISMA statement and PICO strategy using the 2010–2023 search period. This research has four primary findings: (1) “teachers' ICT competency” and “teachers' information literacy” are the main terms used for describing teacher's use of technology for teaching and learning; (2) the current research mainly focused on investigating the status of teachers' digital competence, the influencing factors, and teacher training; (3) non-experimental study for the population of in-service teachers is the leading research directions related to teachers' digital competence in the context of China; (4) creating good ICT atmosphere by government and schools, conducting teacher training, and using good pedagogical strategies are three main proposals have been made to improve teachers' digital competence in China. The research findings provide the starting points for a subject of reflection and analysis of the Chinese teachers' digital competence status, and it can also support future empirical research.

Yang, Y., Dong, Y., Jiang, L., Xu, C., Luo, F., Zhao, G., & Kurup, P. M. (2023). **Requesting a commitment in school teachers to teach in unprecedented ways: The mediating role of teacher agency.** *British Journal of Educational Technology*, 54(6), 1858-1877. <https://doi.org/10.1111/bjet.13322>

Abstract The necessity for the development and enhancement of teacher commitment to satisfying students' learning needs in response to the COVID crisis is increasingly highlighted. It is not known, however, how to increase commitment in schoolteachers to

boost online teaching in light of the fact that they, too, are struggling to cope with the rapid, unexpected change. A total of 601 teachers from primary and secondary schools across China participated in this study, with an average teaching experience of 15.9 years. Structural equation modelling was used to verify the significance of contextual, cognitive, affective and behavioural factors in boosting teachers' commitment to online teaching. The findings demonstrated that teacher agency played a complete mediating role in the predicting power of other factors to teacher commitment. Therefore, it was recommended that attention be paid to the practice and opportunities for teacher agentic actions, which necessitates real encounters with online teaching, allowing teachers to act meaningfully and initiate a new set of teaching strategies. Practitioner notes What is already known about this topic The large-scale transition to emergency online teaching serves as the catalyst for creating a blended or hybrid model of education provision in the long term. How hard teachers work to perform at their best and overcome obstacles to support students' learning needs in new environment relies on the intensity of teacher commitment to change. Online and blended learning requires teachers to not only be prepared for a diverse learning environment but also to build and rebuild their own identity as future teachers. What this paper adds This study adds to our knowledge of how traditional F2F classroom teachers reinvented their roles and responsibilities in response to the pandemic-driven challenges based on real-world experiences. As a result of the COVID-19 lockdown school closures, schoolteachers' commitment to enhancing online teaching efforts has increased. The study highlights the complete mediating role of teacher agency in the predicting power of cognitive and affective factors to teacher commitment. Implications for practice and/or policy To learn more about how to be a good online teacher, future teachers need greater deliberate effort in diverse online teaching activities. Future teachers should be equipped with not only new technological and remote instructional strategies and skills, but also with confidence in, value for, and actual experiences with online teaching in a technology-rich environment. For teachers to obtain hands-on experience in integrating technology with distance teaching pedagogy at a time of rapid change, schools should have some days online and offer blended learning opportunities wherever possible.

Orientation scolaire et professionnelle

Agnoux, P. (2023). **Des filles qui ne “ bougent pas ”. La production scolaire de l'attachement territorial.** In C. Patrice & C. Agnès (Éd.), *Territoires et parcours: De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires? XXVIIIèmes journées du longitudinal* (p. 81-91). Consulté à l'adresse <https://hal.science/hal-04227297>

Bagot, L. (2023). **Parcoursup 2022: La mobilité géographique des néo-bacheliers à l'entrée du supérieur.** *Note Flash du SIES*, (15). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-09/nf-sies-2023-15-29220.pdf>

À la rentrée 2022, plus d'un bachelier sur cinq (22 %) change d'académie au moment de son entrée dans l'enseignement supérieur. À la rentrée 2022, plus d'un bachelier sur cinq (22 %) change d'académie au moment de son entrée dans l'enseignement supérieur. Les néo-bacheliers mobiles sont plus fréquemment des femmes, des non-boursiers en terminale, d'origine sociale favorisée, ayant obtenu un baccalauréat

général, avec mention, et poursuivant dans des formations sélectives. La mobilité à l'entrée du supérieur est liée à l'offre de formation locale.

Beaugendre, C., Mansuy, M., & Recotillet, I. (2023). **Quelle efficacité de l'expérimentation PREPA Projet sur l'entrée en formation qualifiante ? Une analyse à partir des données ForCE.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 299-311). <https://doi.org/10.4000/books.cereq.2935>

Buissonnet, A. (2023). **L'influence des territorialités dans l'accompagnement pédagogique à l'orientation scolaire.** In P. Caro & A. Checcaglini, *Territoires et parcours : De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? XXVIIIèmes journées du longitudinal 14-15 juin 2023, Caen* (p. 27-34). Consulté à l'adresse <https://www.cereq.fr/jdl2023>

Caro, P., & Checcaglini, A. (2023). **Territoires et parcours : De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? XXVIIIèmes journées du longitudinal 14-15 juin 2023, Caen.** Consulté à l'adresse <https://www.cereq.fr/jdl2023>

Chauvel, S. (2022). **Orienter les élèves en fin de collège. Ce que les outils d'évaluation font aux trajectoires scolaires.** *Criminocorpus. Revue d'Histoire de la justice, des crimes et des peines*, (20). <https://doi.org/10.4000/criminocorpus.10662>

Les outils d'évaluation chiffrés sont désormais généralisés à la plupart des univers professionnels, que ce soit dans les entreprises privées ou les administrations publiques, comme l'éducation. Des données statistiques sont ainsi produites par le Ministère de l'Éducation nationale sur les trajectoires des élèves, les choix d'orientation, ainsi que sur les aspirations des familles. Mais nous connaissons peu la façon dont ces outils orientent les décisions du côté des professionnels. La très g...

Déage, M. (2023). **Des bacheliers « scientifiques » plus mobiles après la réforme des lycées ?** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 47-60). <https://doi.org/10.4000/books.cereq.2735>

Dupray, A. (2023). **La mobilité géographique pour poursuivre des études supérieures : atout ou obstacle ?** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 193-206). <https://doi.org/10.4000/books.cereq.2830>

Dupuy, G. (2023). **Sens, significations et conséquences des mobilités scolaires au sein de l'espace scolaire local.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 163-171). <https://doi.org/10.4000/books.cereq.2811>

Finger, C., & Solga, H. (2023). **Test Participation or Test Performance: Why Do Men Benefit from Test-Based Admission to Higher Education?** *Sociology of Education*, 96(4), 344-366. <https://doi.org/10.1177/00380407231182682>

This study illuminates the male advantage in test-based admissions to higher education. In contrast to many other countries, admission tests in Germany are optional, and test-free programs are available. This context offers a unique opportunity to investigate whether the male advantage in test-based admissions is caused by gender differences in test performance or in test participation. We use novel register data for the whole population of 300,000 applicants to highly selective and prestigious medical programs in Germany. We find that men perform better in tests and that female applicants are more likely to withdraw from admission tests. Both differences, however, depend on high school grade point average (GPA): The male advantage in test performance emerges only among test-takers with a lower GPA, and female applicants' stronger test avoidance appears only among women with a medium GPA. Ultimately, both mechanisms contribute to a male advantage in test-based admissions (*ceteris paribus* of GPA), with better test performance being the major source for male applicants' higher admission chances. As a consequence, we find the female advantage in school performance and the male advantage in test-based admissions almost neutralize each other.

Foka Terles, S., & Werquin, P. (2023). **Politique de régionalisation et orientation des élèves vers la voie professionnelle. Les enjeux de la territorialisation pour le choix des élèves de lycées professionnels.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 359-366). <https://doi.org/10.4000/books.cereq.3010>

Hartas, D. (2023). **Vulnerable young people and post-16 educational aspirations during Covid-19.** *British Journal of Special Education*, 50(3), 335-343. <https://doi.org/10.1111/1467-8578.12477>

This study used a longitudinal, probability sample survey, Understanding Society Covid-19, to examine young people's post-16 educational aspirations at the height of the Covid-19 pandemic, with a particular emphasis on four vulnerable groups (namely, young carers; Black, Asian and Minority Ethnic young people; young people with long-term illness and disability; and people with internalising and externalising behavioural difficulties). The findings from this study showed young carers and young people with health conditions to be less likely to choose A levels, despite reporting roughly equal levels of school engagement and school-related support. The Covid-19 pandemic has laid bare the obstacles often faced by young carers and young people with pre-existing health conditions and behaviour difficulties. It is hoped that the findings will contribute to debates about social care and education and will have implications for public policy and action, especially as public services are under enormous strain and are less likely to reach those who need them most.

Hirschhausen, B. von, & Verdalle, L. de. (2023). **Appartenance villageoise et mobilités du travail sur l'ancienne frontière interallemande. Une enquête en territoire rural trente ans après la réunification.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 103-115). <https://doi.org/10.4000/books.cereq.2768>

Iraci, F. (2023). **La carrière professionnelle des salariés de particuliers employeurs selon leur territoire d'habitation.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De*

nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen (p. 209-221). <https://doi.org/10.4000/books.cereq.2838>

Joanny, J. (2023). **Grandir aux confins de la République. Parcours de jeunes autochtones issu.es des territoires isolés de Guyane française.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen (p. 183-191).* <https://doi.org/10.4000/books.cereq.2823>

Lainé, F., & Lizé, L. (2023). **Quelles sont les relations entre le passé professionnel des salariés et les conditions d'emploi et de travail actuelles ?** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen (p. 253-268).* <https://doi.org/10.4000/books.cereq.2873>

Laplante, B., Prats, N., Doray, P., & Kamanzi, P. C. (2023). **Les parcours scolaires au cégep et l'accès aux études postsecondaires : une approche selon le territoire.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen (p. 173-182).* <https://doi.org/10.4000/books.cereq.2813>

Madiot, C. (2023). **Parcours d'allocataires du RSA au regard des jeux de territoires de l'action publique.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen (p. 283-289).* <https://doi.org/10.4000/books.cereq.2896>

Personnaz, E., & Sawadogo, A. F. W. (2023). **Inégalités territoriales dans l'accès à l'alternance : le cas des jeunes des QPV.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen (p. 145-159).* <https://doi.org/10.4000/books.cereq.2798>

Spencer, G., & Stich, A. (2023). **College Choice Revisited: Socioeconomic Differences in College Transfer Destinations Among Four-Year College Entrants.** *Research in Higher Education, 64(7), 959-986.* <https://doi.org/10.1007/s11162-023-09730-1>

Despite a robust body of literature about the choice of students' first postsecondary institution, we have little insight regarding transfer from four-year colleges and universities across socioeconomic groups. In this study, we argue that when entry to selective colleges reaches a heightened level of competitiveness, transfer may be employed by students from advantaged social backgrounds as an adaptive strategy to gain access. Using multinomial logistic regression, this study draws on data from BPS:04/09 to uncover whether transfer functions as a mechanism of adaptation that exacerbates class inequalities in higher education. We found that students from higher-socioeconomic quartiles who first enrolled in a selective institution are most likely to engage in lateral transfer, but mainly to another college even more prestigious. This study provides evidence of the role of college transfer in exacerbating class inequalities in higher education.

Zahrebniuk, Y. (2023). **Le système d'orientation professionnelle des lycéens aux États-Unis d'Amérique** (C. Étienne & R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24313>

L'objectif de l'article est d'examiner le système d'orientation professionnelle des lycéens aux États-Unis d'Amérique. Sa méthodologie se fonde sur l'analyse du processus, sur la structure de l'enseignement secondaire, sur le rôle de l'orientation dans l'enseignement secondaire, sur le rôle des conseillers d'orientation, sur les principes de la professionnographie, sur les trois étapes du travail. Afin d'analyser le système général de choix professionnel des élèves dans les établissements secondaires aux États-Unis, nous avons examiné la structure de l'enseignement secondaire dans ce pays. Les dix participants à la recherche-action étaient des conseillers d'orientation professionnelle.

Politique de l'éducation et système éducatif

Adarkwah, M. A., & Huang, R. (2023). **Technology addiction, abduction and adoption in higher education: Bird's eye view of the ICT4AD policy in Ghana 20 years on.** *British Journal of Educational Technology*, 54(6), 1484-1504. <https://doi.org/10.1111/bjet.13352>

Abstract Twenty years after its inauguration, the information communication and technology for accelerated development (ICT4AD) policy intended to transform Ghana into an information and technology-driven high-income economy through digital education has been unsuccessful. In this digital era, young adults' attachment to technological tools is anticipated to expedite technological adoption in the education sector. Still, there are less promising indicators of realizing this expectation because of situational factors that curtail technology usage and adoption in higher education (HE). It is estimated that the adoption of technology in HE will aid Ghana in using ICT as its engine of growth. This paper gauges the progress of the ICT4AD policy after two decades, presents an intricate account of why technology integration in HE in Ghana is still in its infancy and proposes interventions for sustaining and advancing the objectives of the ICT4AD policy. Drawing from an extensive review of literature on three conceptualized thematic themes relating to technology (ie, addiction, abduction and adoption), policymakers in education and stakeholders in HE will be able to identify their roles in guaranteeing the success of the promulgated ICT4AD policy. Viable areas of research are also discussed in the study. Practitioner notes What is already known about this topic? The promulgated information communication and technology for accelerated development (ICT4AD) policy of Ghana hopes to transform the country into a technology-driven economy. Technology integration in education and society is still in its infancy in Ghana in this information age. What this paper adds? It gauges the progress of the ICT4AD policy and presents an intricate account of why technology integration in HE in Ghana is still in its infancy and proposes interventions for sustaining and advancing the objectives of the ICT4AD policy. It sounds the alarm that the ICT4AD policy is at its terminal stage and calls on policymakers in education to revisit and revise the policy. It identifies the main factors curtailing effective technology integration in Ghana. It suggests promising steps for Ghana to adopt technology as its engine of growth. Implications of this study for practice and/or policy It provides information to education practitioners and relevant school stakeholders on how to effectively adopt technology to develop 21st-century skills among learners. It explores the potential channels for policymakers in education to revisit and reinvest in the ICT4AD policy for the successful

attainment of the policy objectives. It calls on countries with similar contexts like Ghana to adopt a multifaceted approach to drive ICT initiatives.

Afkar, R., Beteille, T., Breeding, M. E., Linden, T., Mason, A. D., MATTOO, A., ... al, et. (2023). **Fixing the foundation : teachers and basic education in East Asia and Pacific**. Consulté à l'adresse <https://openknowledge.worldbank.org/server/api/core/bitstreams/b1455172-7798-4b3e-a60a-9de7ecdbf4a0/content>

Plus de la moitié des enfants de 10 ans dans la plupart des pays à revenu intermédiaire d'Asie de l'Est et du Pacifique sont incapables de lire et de comprendre un texte adapté à leur âge. Avec des bases fragiles, ces enfants ne développeront jamais de compétences avancées ; il sera alors plus difficile pour ces pays de passer du statut de pays à revenu intermédiaire à celui de pays à revenu élevé. Ce rapport analyse les actions politiques concrètes nécessaires pour renforcer l'éducation de base – l'alphabétisation et la numératie de base – dans la région et souligne notamment qu'un meilleur soutien aux enseignants (formation et utilisation des technologies) sera essentiel pour renforcer les résultats de cet apprentissage.

Agostino, L., & Lods, P. (2023). **Temps et contretemps à l'école : et chez nos voisins en Europe ?** *Administration & Éducation*, 179(3), 77-82.
<https://doi.org/10.3917/admed.179.0077>

Akoa, M. A. (2023). **Handicap et inclusion scolaire en milieu populaire camerounais**. *La revue internationale de l'éducation familiale*, 51(1), 23-41.
<https://doi.org/10.3917/rief.051.0023>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Alì, M. (2023). **Autochtonie et question éducative dans les Outre-mer**. Consulté à l'adresse <https://presses.univ-antilles.fr/collections/apprentissage-education-et-socialisation/autochtonie-et-question-educative-les-outre>

Comment s'organise-t-elle l'éducation au sein des communautés autochtones de l'outre-mer français ? Est-elle compatible avec la scolarisation républicaine ? Quelles politiques publiques peut-on envisager pour garantir l'inclusion des peuples natifs dans le système éducatif national ? Cet ouvrage veut répondre à ces questions d'une très grande actualité en présentant une analyse anthropologique de l'éducation chez deux peuples natifs : les Wayana-Apalai, dans le secteur amazonien de la Guyane, et les Enata, dans l'archipel des Marquises, en Polynésie française.

Alieva, A., & Nechitailo, I. (2023). **Resilience of education systems: what lessons can be learned from Ukraine?** Consulté à l'adresse <https://nesetweb.eu/wp-content/uploads/2023/08/NESET2023-Ad-hoc-report-RESILIENCE-UKRAINE-EDUCATION-1.pdf>

Depuis l'invasion russe en février 2022, le monde est témoin d'une étonnante démonstration de résilience au sein du système éducatif ukrainien. Intitulé « Résilience des systèmes éducatifs : quelles leçons peut-on tirer de l'Ukraine ? », ce rapport examine la manière dont les écoles ukrainiennes ont relevé les défis posés par le conflit. Il souligne plusieurs facteurs déterminants : le rôle crucial des TIC dans la facilitation de l'enseignement et de l'apprentissage à distance, un leadership et une communication solides, l'évolution du mode de gouvernance de l'éducation en Ukraine, caractérisée par une autonomie accrue des écoles et des chefs d'établissement, le dévouement, la capacité d'adaptation et l'ingéniosité des enseignants, et la flexibilité et l'adaptabilité du système éducatif.

Al-Shammari, Z. N., & Mintz, J. (2023). **The scope for using international indicators of inclusive education in Kuwait and GCC countries: A preliminary study involving special education teachers.** *British Journal of Special Education*, 50(3), 344-354. <https://doi.org/10.1111/1467-8578.12473>

In both the literature on inclusive education and in international policy development, there has been considerable interest in the use of sets of indicators for the implementation of inclusive education at national and local levels. Drawing on sets of indicators developed in Europe and the Pacific Islands, this study proposes a set of such indicators for Kuwait. These indicators are then presented in a survey of 161 special education teachers working in public elementary mainstream schools across Kuwait. Analysis of the results is used to explore how such indicators could play a role in promoting policy implementation for inclusive education in Kuwait and more widely in Gulf Cooperation Council (GCC) countries.

Amponsah, S., & Bekele, T. A. (2023). **Technology integration in higher education in Africa: Philosophical, theoretical and policy-practice perspectives.** *British Journal of Educational Technology*, 54(6), 1437-1440. <https://doi.org/10.1111/bjet.13368>

Bagot, L. (2023). **Parcoursup 2022 : La mobilité géographique des néo-bacheliers à l'entrée du supérieur.** *Note Flash du SIES*, (15). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-09/nf-sies-2023-15-29220.pdf>

À la rentrée 2022, plus d'un bachelier sur cinq (22 %) change d'académie au moment de son entrée dans l'enseignement supérieur. À la rentrée 2022, plus d'un bachelier sur cinq (22 %) change d'académie au moment de son entrée dans l'enseignement supérieur. Les néo-bacheliers mobiles sont plus fréquemment des femmes, des non-boursiers en terminale, d'origine sociale favorisée, ayant obtenu un baccalauréat général, avec mention, et poursuivant dans des formations sélectives. La mobilité à l'entrée du supérieur est liée à l'offre de formation locale.

Bailleul, C., Ninnin, N., Hein, C., Chenu, D., & Detrez, M. (2023). **« Je suis venu ici pour apprendre ». Garantir le droit à l'éducation des mineurs non accompagnés** (p. 46). Consulté à l'adresse UNICEF website:

https://unicef.hosting.augure.com/Augure_UNICEF/r/ContenuEnLigne/Download?id=E7E4F1FA-F0B5-4F64-B6AE-60C6807D1930&filename=Rapport-unicef_BD.pdf

Banks, J., Forlin, C., & Chambers, D. (2023). **Home-schooling in the Republic of Ireland**. *British Journal of Special Education*, 50(3), 394-402. <https://doi.org/10.1111/1467-8578.12468>

Internationalement, il continue d'y avoir une augmentation de la popularité de l'école à domicile. Bien que la croissance dans le nombre de familles choisissant cette approche alternative était évidente avant les fermetures d'écoles de la pandémie de Covid-19, il semble avoir eu un impact sur la décision de certaines familles d'école à domicile de manière permanente. En utilisant une revue de portée de la littérature, cet article considère les preuves de la recherche autour de l'école à domicile au Royaume-Uni et en Europe. Il se concentre ensuite sur l'école à domicile en République d'Irlande pour évaluer les changements et le développement de l'école à domicile au fil du temps. Conformément aux tendances internationales, les données administratives irlandaises montrent une augmentation du nombre de familles s'engageant dans l'école à domicile ces dernières années, en particulier pour les étudiants avec des handicaps. L'article situe ces constatations dans le contexte des débats en cours sur l'inclusion et l'éducation spéciale en Irlande et la capacité des écoles ordinaires à éduquer et inclure tous les étudiants.

Bernard, P.-Y., Gosseaume, V., Meslin, K., Roupnel-Fuentes, M., & Walker, J. (2023). **Rapprocher les personnes de l'emploi : politiques des territoires, territoires des politiques**. In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 291-298). <https://doi.org/10.4000/books.cereq.2906>
Berthier, J.-L. (2023). **Les temps du cerveau**. *Administration & Éducation*, 179(3), 121-130. <https://doi.org/10.3917/admed.179.0121>

Besse-Patin, B., & Zwang, A. (Éd.). (2023). **Scolaire, non scolaire (Dossier)**. *Cahiers pédagogiques*, (587). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-587-scolaire-non-scolaire/>

Boissinot, A. (2023a). **Régimes d'historicité et régimes de scolarité**. *Administration & Éducation*, 179(3), 29-40. <https://doi.org/10.3917/admed.179.0029>

Boissinot, A. (2023b). **Temps et contretemps à l'École**. *Administration & Éducation*, 179(3), 5-6. <https://doi.org/10.3917/admed.179.0005>

Bonneville, P. (2023). **Le chef d'établissement, super organisateur du temps et de l'espace**. *Administration & Éducation*, 179(3), 109-113. <https://doi.org/10.3917/admed.179.0109>

Boulard, C., Chanteloup, G., Luzy, C., & de Maillard-Taillefer, L. (2023). **La dépense de recherche et développement expérimental en 2021**. *Note Flash du SIES*, (16). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/la-depense-de-recherche-et-developpement-experimental-en-2021-92628>

En 2021, la dépense intérieure de R&D de la France s'établit à 55,5 milliards d'euros en valeur, soit une augmentation de 3,7 % en volume (- 4,3 % en 2020). L'effort de recherche s'élève à 2,22 % en 2021 après 2,28 % en 2020.

Bouton, C. (2023). **Accélération de l'histoire et expériences du temps dans la modernité.** *Administration & Éducation*, 179(3), 7-15. <https://doi.org/10.3917/admed.179.0007>

Bouvet, N., Galli, C., & Maillard, D. (2023). **De « l'excellence » territoriale en général et en particulier. Les campus des métiers et des qualifications de l'action « Territoires d'innovation pédagogique ».** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 323-334). <https://doi.org/10.4000/books.cereq.2983>

Bradbury, A., Braun, A., Duncan, S., Harmey, S., Levy, R., & Moss, G. (2023). **Crisis policy enactment: primary school leaders' responses to the Covid-19 pandemic in England.** *Journal of Education Policy*, 38(5), 761-781. <https://doi.org/10.1080/02680939.2022.2097316>

This paper explores the enactment of government policy during the Covid pandemic in primary schools in England. Based on interviews with school leaders and teachers across the period 2020–21 (n = 66), drawn from two major studies of primary schools' priorities during the crisis, we argue that school leaders' responses can be understood as a distinct form of policy enactment particular to an unprecedented crisis. Policy arrived in schools differently, and was enacted differently. Our findings suggest that enacting policy during the Covid crisis was a process dominated by the need to act at speed, informed by the prioritisation of children's basic needs and based on a knowledge of the local circumstances. Thus dimensions of context which affect policy enactment were altered during the crisis, with the material circumstances of the school and the values of the headteacher becoming highly significant. The approach we term crisis policy enactment is response to policy which is focused first on coping but is also agentic, demonstrating a commitment to children's welfare and a belief in the power of schools to make a difference.

Bunel, M., & Monnet, M. (2023). **Dépenses d'enseignement dans les collèges privés et publics et indice de positionnement social : une analyse spatiale et longitudinale.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 61-77). <https://doi.org/10.4000/books.cereq.2741>

Carlberg, M., Todaro, L., Waclaw, M., & Zejerman, I. (2023). **EU funding programmes 2021-2027 in culture, media, education, youth and sports: first lessons, challenges and future perspectives.** Consulté à l'adresse [https://www.europarl.europa.eu/RegData/etudes/STUD/2023/747259/IPOL_STU\(2023\)747259_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2023/747259/IPOL_STU(2023)747259_EN.pdf)

Centre commun de recherche (Commission européenne), & Di Pietro, G. (2023). **The impact of Covid-19 physical school closure on student performance in OECD countries: a meta analysis.** Consulté à l'adresse <https://data.europa.eu/doi/10.2760/197242>

In this report, we conduct a new meta-analysis of papers examining the impact of Covid-19 school related closure on student performance. While we focus only on OECD countries, the present meta-analysis includes, to the best of our knowledge, a larger number of studies (i.e., 55), effect sizes (i.e., 400) and countries (i.e., 21) than previous similar studies. Our results confirm that Covid-19 had, on average, an adverse effect on

learning. While the size of the overall learning loss is estimated to be between 0.11 and 0.17 standard deviations of student achievement, learning losses are found to be smaller for pupils in OECD EU countries than for their peers in OECD non-EU countries. The periods of physical school closure were shorter in OECD EU countries than in OECD non-EU countries and this may provide a possible explanation for our finding. Additionally, our study shows that, overall, students seem to have fallen behind in their learning more in the later stages of the pandemic compared with the earlier stages. This finding is at variance with the outcome of earlier meta-analyses concluding that students did not lose any additional ground but failed to rebound. Our result is driven by the inclusion of recent studies showing that pandemic-related learning deficits have accelerated over time. Consequently, our findings suggest that particular attention should continue to be paid towards ensuring that students are able to catch up on what they have missed while schools have been closed.

Chandini, M. (2023). **Appropriation des nouvelles médiations technopédagogiques. Enjeux, contraintes et perspectives pour une éducation de qualité pour tous en Afrique.** *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24720>

L'Afrique fait de plus en plus face à certaines difficultés qui hypothèquent l'accessibilité du service éducatif sur le continent. Les nouvelles médiations technopédagogiques (NMT), apparues comme mode alternatif de formation adapté à ces situations éducatives d'urgence, y sont donc interpellées par les enjeux de l'éducation en temps de crise, la massification, la démocratisation, l'universalisation de l'éducation et la gestion des grands groupes. Or de multiples contraintes identifiées pèsent sur le processus d'appropriation des NMT en Afrique. Pour y remédier, l'étude montre que ce continent recèle de nombreux atouts favorables à la promotion généralisée de cet instrument. Toutes choses qui augurent de perspectives prometteuses pour l'appropriation des NMT comme outil d'aide à la planification de l'éducation, susceptible de faciliter l'atteinte de l'objectif de l'éducation de qualité pour tous en Afrique.

Chanet, J.-F., & Moulin Civil, F. (2023). **Les rythmes scolaires : la valse triste ?** *Administration & Éducation*, 179(3), 61-75. <https://doi.org/10.3917/admed.179.0061>

Chevalier, J.-P. (2023). **Cartographie des thèses portant sur l'éducation, l'enseignement et la formation dans les pays francophones du Sud de 2000 à 2020.** *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24785>

Le répertoire des thèses consultable sur le site APPRENDRE de l'Agence Universitaire de la Francophonie (AUF) recense les thèses en français portant sur l'éducation, l'enseignement et la formation dans 26 pays d'Afrique, de l'Océan Indien plus le Liban et Haïti. Ce répertoire a été mis à jour début 2022. Il recense 1816 thèses soutenues de 2000 à 2020. L'analyse quantitative permet de mettre en valeur des pôles de recherche doctorale : en Algérie, en Côte d'Ivoire, au Maroc et au Sénégal, en particulier. L'approche qualitative permet de dégager les thématiques privilégiées par les chercheurs en éducation, en enseignement et formation ainsi que sur le management des systèmes éducatifs. Enfin, l'approche chronologique montre la croissance en Afrique des recherches francophones en éducation.

Childress, D., & Jones, C. (2023). **Evidence-based supervision at the middle tier in the Hashemite Kingdom of Jordan**. Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000386095>

Pour améliorer les résultats de l'enseignement et de l'apprentissage, les enseignants et les chefs d'établissement nécessitent un soutien de l'ensemble du système. Cette recherche, menée dans le cadre d'un partenariat entre l'IIPE-UNESCO et l'Education Development Trust (EDT), explore la manière dont les responsables pédagogiques de niveau intermédiaire peuvent devenir un moteur de changement pour améliorer la qualité de l'éducation. Des études ont été menées dans cinq pays où de nouveaux rôles ont été créés et des fonctions existantes réorientées vers l'accompagnement et le soutien. Le présent document rend compte des pratiques professionnelles en Jordanie, des impacts perçus par les responsables pédagogiques ainsi que des facteurs favorables.

Cirlan, E. (2023). **Approaches to quality assurance of micro-credentials: a report on policies and practices to assure the quality of micro-credentials in the European Higher Education Area**. Consulté à l'adresse https://www.enqa.eu/wp-content/uploads/IMINQA-MC-report_Approaches-to-Quality-Assurance-of-Micro-credentials.pdf

Élaboré dans le cadre du projet IMINQA co-financé par Erasmus+, ce rapport donne un aperçu des politiques d'assurance qualité des micro-certifications dans les systèmes d'enseignement supérieur des pays européens. Après une description des cadres réglementaires nationaux, les auteurs analysent les pratiques d'évaluation de la qualité externe et interne. Ils présentent les dernières informations sur les différentes activités, initiatives et rapports relatifs à l'assurance qualité des micro-certifications dans l'espace européen de l'enseignement supérieur. Le rapport explore spécifiquement les différentes politiques nationales, ainsi que les pratiques des agences d'assurance qualité et des établissements d'enseignement supérieur dans le contexte politique européen.

Commission européenne. Direction générale de l'emploi, des affaires sociales et de l'inclusion. (2023). **Vocational education and training and the green transition: a compendium of inspiring practices**. Consulté à l'adresse <file:///C:/Users/Btesse.AD/Downloads/vocational%20education%20and%20training%20and%20the%20green%20transition-KE0423617ENN.pdf>

Crawford, L., & Hares, S. (2021). **The Impact of Private Schools, School Chains, and Public-Private Partnerships in Developing Countries** (Working Paper N° 602). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/602.htm>

How should governments and donors engage with the growing private sector in education in developing countries? Enrolment in private schools now exceeds 50 percent at the primary level in many major urban centres across Africa and Asia. Whilst the majority of these schools are small and independently owned and operated, much policy attention has focused on chains or networks of private schools, and on public-private partnerships, as routes for public and philanthropic engagement. In this paper, we review the evidence on the effects of individual private schools, private school chains, and public-private partnerships (PPPs) on learning, equity, and efficiency. We adopt a comprehensive search strategy for eligible studies, with transparent search criteria. We build on and update prior reviews by Ashley et al. (2014) and Aslam et al.

(2017). The search resulted in over 100 studies on low-cost private schools and PPPs, with a large majority being on low-cost private schools. We also provide original analysis of five datasets on school chains. Though some private school students do achieve better learning outcomes, much of this advantage is due to selection of wealthier or better motivated students. What true positive value-added remains is typically small and insufficient to help children achieve meaningfully better learning goals or life outcomes. The very poorest children do not access private schools. School chains are not a major part of education systems and have limited growth potential, making them peripheral in solving the twin challenges of enrolment and learning. Public-private partnerships have shown limited value in improving quality but may represent a low-cost means of increasing access to school. Given the reality that private schools educate a large share of students in many countries, more evidence is needed on how governments can best support these children.

Crawford, L., Hares, S., Minardi, A., & Sandefur, J. (2021). **Understanding Education Policy Preferences: Survey Experiments with Policymakers in 35 Developing Countries** (Working Paper N° 596). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/596.htm>

Foreign aid donors and international organizations supporting education in developing countries have increasingly coalesced around a policy agenda prioritizing foundational learning, measured by test scores in primary school, based on a diagnosis of deficient school quality, and a growing body of empirical evidence about effective interventions to improve quality. We survey over 900 senior government officials working on education in 35 low- and middle-income countries to gauge their alignment with this agenda. Using conjoint and survey experiments, we show that on average policymakers prioritise vocational over foundational skills. We then seek to explain variation in preferences as a function of three possible factors: different objectives for education (e.g., test scores versus socialization), different beliefs about the state of the world (e.g., enrollment and learning levels), and different beliefs about the effectiveness of specific interventions. Misalignment with donor agendas is evident in all three dimensions. We also show experimentally that beliefs can be changed through the provision of evidence.

Creagh, S., Hogan, A., Lingard, B., & Choi, T. (2023). **The 'everywhere and nowhere' English language policy in Queensland government schools: a license for commercialisation.** *Journal of Education Policy*, 38(5), 829-848. <https://doi.org/10.1080/02680939.2022.2037721>

The paper explores the policy logics of privatisation through service provision for students with English as an Additional language or dialect (EAL/D) in the state education system of Queensland, Australia. In the context of EAL/D, specifically targeted policy has been subsumed by a broader umbrella or meta-policy of inclusion, whilst at the same time, funding support for EAL/D learners is substantial. The devolution of EAL/D support to individual schools through autonomous targeted funding results in policy 'everywhere', distributed across broad portfolios dedicated to ensuring schools provide quality education services for all learners, but also 'nowhere', lacking systemic support and detail on how inclusion should be enacted for EAL/D and with no accountability placed on schools to demonstrate that they are addressing EAL/D learner needs. The co-location of EAL/D policy with a broad systemic policy of inclusion, the absence of systemic professional support, combined with devolution to school sites has had real effects on the policy in practice. The analysis demonstrates there is the potential opening of EAL/D

provision to market forces at school sites, where the private sector can potentially sell commercial 'solutions' directly to schools, which have greater autonomy over one-line budgets.

Davies, H. (2023). **Going beyond the 20% student mobility benchmark** (p. 23). Consulté à l'adresse [EUA : European university association website: https://eua.eu/downloads/publications/mobility%20target%20briefing.pdf](https://eua.eu/downloads/publications/mobility%20target%20briefing.pdf)

At least 20% of students within the European Higher Education Area should experience mobility to an institution abroad. This briefing examines why this target has never been reached, the ensuing risk to its credibility, and the need to re-think it. The time is therefore ripe for a reconsideration of the definition and metrics of mobility. According to this briefing, a new consensus needs to be built and fourth edition of the ECTS Guide is needed to express and confirm it. This paper also proposes several ways forward, such as including in the percentage calculation categories of mobility which are currently omitted, for example, cross-border work placements of students undertaken outside Erasmus+. Current metrics also exclude foreign branch campuses and franchise programmes. More thought could be given to the degree of international experience which they might embody. This is equally true of the growing number of international consortia, many of which deploy techniques of cross-border virtual learning. Furthermore, the briefing outlines how what is sometimes referred to as 'virtual mobility' is ill-defined and problematic to locate within the 20% mobility benchmark. Virtual exchanges, which have accelerated post-Covid, have exposed the extent of difficulty in measuring the degree of international experience in individual student life-cycles.

Déage, M. (2023). **Des bacheliers « scientifiques » plus mobiles après la réforme des lycées ?** In P. Caro & A. Checchagini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 47-60). <https://doi.org/10.4000/books.cereq.2735>

de Marco, M. **Allocation autonomie universelle d'études.** , Pub. L. No. 15 (2023-2024) (2023).

Proposition de loi visant à lutter contre la précarité de la jeunesse par l'instauration d'une allocation autonomie universelle d'études

Deng, J., Elmallakh, N., Flabbi, L., & Gatti, R. (2023). **Returns to Education in the Marriage Market: Bride Price and School Reform in Egypt** (Working Paper N° 1646). Consulté à l'adresse [Economic Research Forum website: https://econpapers.repec.org/paper/ergwpaper/1646.htm](https://econpapers.repec.org/paper/ergwpaper/1646.htm)

This paper posits marriage market returns as a contributing factor to stagnant female labor force participation despite increasing female education. The paper examines the marriage market returns of female education by exploiting a very direct measure of returns: bride price, a significant amount of resources transferred by the groom at the time of marriage. The paper also looks at current and future husband's wages as additional sources of returns. It addresses endogeneity and identification issues by exploiting a school reform in Egypt that reduced the number of years required to complete primary education from six to five. The staggered rollout of the reform generates exogenous sources of variation in female schooling both across and within birth years and administrative units. The analysis implements an instrumental variable estimator with fixed effects at the birth year and at the administrative unit levels. The estimated return to a bride's compulsory education is about 100% for bride price, about

14% for husband's wage at the time of marriage, and about 16% for a measure of husband's permanent income. Further empirical evidence suggests that educational assortative mating could be an important mechanism through which the marriage market returns are taking place.

Dinamarca-Aravena, K. A. (2023). **The professional role and exercise of the role of educational assistance professionals in schools with School Integration Programs in Chile.** *Journal of Research in Special Educational Needs*, 23(4), 300-312. <https://doi.org/10.1111/1471-3802.12601>

The incorporation of health professionals into inclusive schools is increasingly necessary. However, the work of these professionals has not yet been studied globally. This qualitative research analyses the perceptions of speech therapists, psychologists, physical therapists and occupational therapists on the role that educational policy defines for working in schools with School Integration Programmes in Chile. Through chain sampling, 52 professionals were interviewed. The data were analysed inductively through thematic analysis. The results show that the role defined by policies for professionals is not in line with the needs of schools and the aspirations of the inclusive approach. The exercise of the role emerges as a distinct entity from the defined role that seems to be more responsive to the needs of schools and students. Interviewees described tensions related to the role in schools, professional training, working conditions and contextual features that would permeate the role that the policy mandates them to play. The findings of the study promote new research horizons related to the role of professional assistants, where research is still incipient worldwide, and invite reflection on the importance of designing education policies with a bottom-up approach to capture the needs presented by learners and professional teams.

Direction générale de l'éducation, de la jeunesse, European Institute of Education and Social Policy, & Kelly, G. (2023). **Assessing learners' competences: policies and practices to support successful and inclusive education: thematic report.** Consulté à l'adresse <https://data.europa.eu/doi/10.2766/221856>

Under its 2021-25 mandate, the Working Group on Schools, subgroup Pathways to School Success supports the implementation and follow-up of the Council Recommendation on Pathways to School Success, which aims to reduce underachievement and early leaving from education and training, as well as promoting well-being at school. The Working Group contributes to high quality, inclusive education across the European Education Area through its analysis of how more inclusive, culturally responsive and participatory assessment practices can be supported, with the overall objective of improving learning and well-being for all children and young people. The Group focused its work on exploring the overarching question of how effective alignment of formative and summative assessments (sometimes described, respectively, as "assessment for learning" and "assessment of learning") of learners' key competences can be ensured, supported and more effectively integrated into teaching and learning.

Dukmak, S. J., Gharaibeh, M., Alkhatib, R. N., & Ijha, M. A. (2023). **The attitudes of parents of typically developing students towards including students with disabilities in mainstream classrooms in the United Arab Emirates.** *Journal of Research in Special Educational Needs*, 23(4), 323-334. <https://doi.org/10.1111/1471-3802.12603>

This study investigates the attitudes of parents of typically developing students towards teaching students with disabilities in the mainstream classrooms, in relation to various

family characteristics. This quantitative research employed a descriptive questionnaire survey to investigate the attitudes of parents of typically developing students towards teaching learners with disabilities in regular classrooms. A total of 419 parents of students from Cycle 1 and 2 classrooms in the United Arab Emirates completed the questionnaire. Parents showed positive attitudes towards teaching students with disabilities in the mainstream classrooms. Respondents who had no schooling were found to express more positive attitudes than those who had a college or university education, as were those with a 'schooling' level of education. The results revealed no significant relationship between respondents' attitudes towards inclusion and their gender, age, place of residence or the number of children in the family. The UAE Ministry of Education should recognize the importance of this study's findings when implementing the ministerial resolution regarding the philosophy of educational inclusion in all mainstream schools in the UAE. This can be seen as a measure to improve the quality of life and education of all marginalized students, especially those with disabilities.

Dupuy, G. (2023). **Intérêt des monographies et des analyses en nombres absolus dans la mise en évidence des structures des espaces scolaires locaux.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 35-45). <https://doi.org/10.4000/books.cereq.2728>

Duru-Bellat, M. (2023, octobre 12). **Classes de niveau ou collège unique ?** Consulté 12 octobre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/classes-de-niveau-college-unique/00108351>

La façon de regrouper les élèves dans les classes pour les mettre dans les meilleures conditions d'apprentissage pose une question d'efficacité pédagogique.

Epstein, M. (2023). **Présentation d'une recherche-action avec la vidéo pour l'inclusion des élèves et le développement professionnel des enseignants.** *Se construire avec et dans le monde.* Présenté à Paris, France. Consulté à l'adresse <https://hal.science/hal-04238690>

Feeney, M. K., Jung, H., Johnson, T. P., & Welch, E. W. (2023). **U.S. Visa and Immigration Policy Challenges: Explanations for Faculty Perceptions and Intent to Leave.** *Research in Higher Education*, 64(7), 1031-1057. <https://doi.org/10.1007/s11162-023-09731-0>

United States (US) immigration policies have increasingly focused on national security resulting in universities experiencing declines in international student applications, constraints on international scholar employment, and complications facilitating international research collaborations. The COVID-19 pandemic brought additional travel restrictions, embassy closures, and health and safety concerns that exacerbated these challenges. Science mobility is critical for science education, training, competitiveness, and innovation. Using a representative sample of US and foreign-born scientists in three STEM fields, we explore how recent visa and immigration policies have shaped research collaborations, work with students and postdoctoral scholars, and intentions to leave. We use descriptive statistics, analysis of variance, and logistic regression and find academic scientists report disruptions from visa and immigration policies; negative impacts of immigration policies on US higher education; negative effects on recruitment and retention of international trainees; and increased intentions to leave the US driven by negative perceptions of immigration policy.

Ferhat, I. (2023). **Des horloges désaccordées ? Temps de l'École, temps des politiques.** *Administration & Éducation*, 179(3), 41-49. <https://doi.org/10.3917/admed.179.0041>

Ferrari, R., & Armi, F. (2023). **Éducation numérique - Panorama international des dispositifs de pilotage.** Consulté à l'adresse https://www.irdp.ch/data/secure/4503/document/2023_dossier_thematique_2_education_numerique.pdf

La transformation numérique de la société impacte les systèmes éducatifs à tous les niveaux de formation. Il est essentiel de doter l'éducation des compétences et des outils numériques adéquats pour former les jeunes aux sociétés numériques de demain. Le dossier situe la mise en œuvre des stratégies numériques qui visent une éducation et une formation de meilleure qualité adaptées aux besoins de la société, puis présente un panorama des plans stratégiques en vigueur, au niveau international et en Suisse, les démarches planifiées ou réalisées pour suivre leur mise en œuvre, et des dispositifs de pilotage dans d'autres pays. Il aborde enfin la mesure des compétences numériques des élèves dans quelques études internationales.

Foka Terles, S., & Werquin, P. (2023). **Politique de régionalisation et orientation des élèves vers la voie professionnelle. Les enjeux de la territorialisation pour le choix des élèves de lycées professionnels.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 359-366). <https://doi.org/10.4000/books.cereq.3010>

Fourré, M. (2023). **Les boursiers sur critères sociaux en 2022-2023.** *Note Flash du SIES*, (20). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-boursiers-sur-criteres-sociaux-en-2022-2023-92745>

Durant l'année universitaire 2022-2023, dernière année avant la mise en œuvre de la réforme des bourses de la rentrée 2023, 665 000 étudiants ont perçu une bourse sur critères sociaux du MESR, soit une baisse de 7,6 % en un an. Durant l'année universitaire 2022-2023, dernière année avant la mise en œuvre de la réforme des bourses de la rentrée 2023, 665 000 étudiants ont perçu une bourse sur critères sociaux (BCS) du MESR, soit une baisse de 7,6 % en un an. La part de boursiers au sein des formations ouvrant droit aux bourses a, quant à elle, diminué de 1,4 point pour atteindre 36,3 %, niveau le plus bas depuis 2012. Cette baisse poursuit celle déjà constatée l'année précédente. La diminution progressive de la part des boursiers dans les formations sélectives, comme les formations d'ingénieurs et les écoles de commerce, a été continue depuis dix ans.

Gabriel, P., & Béché, E. (2023). **Une illustration de dynamisme et de diversité.** *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24823>

L'Afrique francophone, aux intersections de diverses trajectoires historiques, culturelles et sociales, est un creuset d'innovations et de questionnements en matière d'éducation et de formation. Ce numéro 69 d'Éducation et socialisation, que nous présentons ici, s'inscrit dans cette dynamique en mettant en lumière les problématiques actuelles et futures grâce à quatre contributions majeures. Dans une première contribution, intitulée "L'enseignement de la littérature en République du Congo," R...

Go, H.-L., & Prot, F.-M. (s. d.). **Reconstruire l'école. Péripéties de la forme scolaire d'éducation**. Consulté à l'adresse <https://www.univ-lorraine.fr/recherche-et-innovation/edul-editions-de-luniversite-de-lorraine/reconstruire-lecole/>

Handel, D. V., & Hanushek, E. A. (2023). **Contexts of Convenience: Generalizing from Published Evaluations of School Finance Policies** (NBER Working Paper N° 31653). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31653.htm>

Recent attention to the causal identification of spending impacts provides improved estimates of spending outcomes in a variety of circumstances, but the estimates are substantially different across studies. Half of the variation in estimated funding impact on test scores and over three-quarters of the variation of impacts on school attainment reflect differences in the true parameters across study contexts. Unfortunately, inability to describe the circumstances underlying effective school spending impedes any attempts to generalize from the extant results to new policy situations. The evidence indicates that how funds are used is crucial to the outcomes but such factors as targeting of funds or court interventions fail to explain the existing pattern of results.

Harfi, M., & Galtier, B. (2023). **Les politiques publiques en faveur de la mobilité sociale des jeunes** (p. 364). Consulté à l'adresse France stratégie website: <https://www.strategie.gouv.fr/publications/politiques-publiques-faveur-de-mobilite-sociale-jeunes>

France Stratégie, le Commissariat général à la stratégie et à la prospective, est un organisme de réflexion, d'expertise et de concertation placé auprès du Premier ministre. 4 missions orchestrent son action : Évaluer, Anticiper, Débattre, Proposer

Harlé, I. (2023). **La forme scolaire : un concept opératoire pour penser les réformes curriculaires**. *Raisons éducatives*, (27), 73-92. <https://doi.org/10.3917/raised.027.0073>

Ce volume trouve son origine dans une curiosité collective à l'égard de l'usage profus du concept de forme scolaire dans des publications récentes en sciences de l'éducation, en sociologie ou en philosophie de l'éducation. Plusieurs travaux ont relevé que le concept est utilisé communément pour désigner l'école de manière englobante, en évoquant son excès de formalisme et sa dimension traditionnelle. Les contributions réunies mettent le concept de forme scolaire à l'épreuve de l'analyse à partir de différents ancrages. Elles reflètent des manières singulières d'interroger des pratiques et pédagogies au prisme d'un concept multidimensionnel, en l'adaptant et en le croisant avec d'autres concepts pour penser l'école, les institutions de formation et, plus largement, les pratiques d'éducation. Ce volume résulte aussi, au-delà de la diversité des travaux et des usages, de la conviction que le partage précis et dialectique des concepts est une manière de chercher une forme d'unité dans la diversité.

Heller-Sahlgren, G. (2023). **Independent-School Competition and Sweden's Performance in TIMSS** (Working Paper Series N° 1472). Consulté à l'adresse Research Institute of Industrial Economics website: <https://econpapers.repec.org/paper/hhsuiwop/1472.htm>

This paper analyses the effects of independent-school competition on Sweden's performance in TIMSS, an international low-stakes test in mathematics and science among students in year 8. Exploiting variation in independent-school enrolment shares across counties over time, it finds that increasing competition has improved TIMSS scores, an impact that appears only after 2003 and is driven by for-profit schools. The results

suggest that competition both slowed down Sweden's performance decline between 1995 and 2011 as well as contributed to its improving scores between 2011 and 2019. A simulation based on the estimates indicates that Sweden's average score in TIMSS 2019 would have been 20 points, or 0.24 standard deviations, lower without the expansion of the independent-school sector.

Jacquot, A. (2023). **Entre prescriptions nationales et arrangements locaux, ethnographie d'un dispositif de lutte contre le décrochage scolaire.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 367-375). <https://doi.org/10.4000/books.cereq.3018>

James, C. (2023). **What Did the Multicultural Policies of the Last Century Promise that Need to Be Re-Imagined in Today's DEDI Post-Secondary World?** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(3), 502-516. <https://doi.org/10.53967/cje-rce.6233>

This article is an expanded version of the 2023 Plenary Lecture at the Canadian Society for the Study of Education (CSSE) Conference held at the Congress of the Humanities and Social Sciences. This invited essay explores the extent to which the promise of DEDI's (decolonization, equity, diversity, and inclusion) policies and initiatives might bring about the imagined institutional changes in today's context. Contending that we have been here before, the essay reckons that changes will not come about simply through verbal rhetoric, targeted hiring, or training sessions where individuals engage in self-reflection on their attitudes, values, and behaviours, but through critical examination of institutional policies, programs, and practices that result in the removal of systemic barriers which have operated over the years to maintain the inequitable situation being addressed.

Janzen, M., & Heringer, R. (2023). **Who is the "Student"? A Critical Analysis of Neoliberal Education Reform Legislation.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(3), 545-569. <https://doi.org/10.53967/cje-rce.5641>

Neo-liberal reforms in education have been sweeping the globe, undermining education as a public good, and diminishing its contributions to democratic life. Using post-structural perspectives, this article provides a critical discourse analysis of a proposed legislative bill in the province of Manitoba, Canada, as it relates to the construction of the "student." Using Foucault's conceptualizations of governmentality and historical ontology of the subject, we interrogate the government's proposed Bill 64 in order to reveal how policy works to constitute particular subjects. Our analysis reveals that Bill 64 constructs the student—through its relations to knowledge, others, and the self—as objectified and homogenous, and as being valued for economic contributions, thereby marginalizing other ways of being. By revealing the oppressive effects of neo-liberal discourses on students' subjectivities, this article aims to inform educators, education researchers, and policy makers in the pursuit of more equitable educational policies and systems.

Jeong, D., & Hardy, I. (2023). **Imagining language policy enactment in a context of secrecy: SDG4 and ethnic minorities in Laos.** *Journal of Education Policy*, 38(5), 849-869. <https://doi.org/10.1080/02680939.2022.2058095>

This article explores policy enactment processes in relation to the United Nations' Sustainable Development Goal 4 (SDG4), particularly its emphasis upon ensuring inclusive and equitable quality education. Specifically, as part of SDG4 in Laos, the research

reveals how medium-of-instruction policy was enacted in relation to ethnic minorities, focusing upon three groups of policy actors in the Lao context – policymakers involved in developing education language policy; donor agencies that provided funds to support education reform in Laos, and; school teachers in an ethnic minority boarding school who were charged with enacting the policy. The findings, informed by relevant theorising about imagined communities and secrecy, including in the Lao context, revealed the central role of secrecy in this enactment process. The findings showed three types of secrecy at play which influenced policy actors' imaginations and enactments of ethnic minority education in response to SDG4 in Laos: secrecy to create the image of national unity; secrecy arising from fear of reprisal, and; secrecy to safely resist dominant policy discourses. The research has implications for how global policy reforms, such as SDG4, are actually made sense of in low-income country contexts where such reforms are enacted.

Kamanzi, P. C. (2023). **Démocratisation de l'enseignement supérieur et enjeux territoriaux au Québec : trop loin ou trop cher pour y aller ?** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 387-396). <https://doi.org/10.4000/books.cereq.3035>

Kissell, R. E. (2023). **Coercion and consent for the U.S. education market: community engagement policy under racialized fiscal surveillance.** *Journal of Education Policy*, 38(5), 738-760. <https://doi.org/10.1080/02680939.2022.2112759>

In response to growing pushback to decades of privatization and disinvestment in high-poverty communities of color, elected officials and business leaders in the United States have turned to 'community-engaged strategies' to advance education reform. This qualitative case study of a California school district, the Oakland Unified School District, from 1989 to 2019 uses a Gramscian analysis of hegemony to illuminate the shift from coercive practices of financial audits to building consent through the district's formal engagement strategies as tools to manage public dissent around divisive decisions. Findings reveal that a manufactured crisis facilitated the 2003 state takeover of OUSD to further advance austerity measures and audit processes that served as racialized forms of fiscal surveillance. When local resistance to these measures intensified, district actors shifted tactics to 'engage' community members through a portfolio strategy to manage school choice options and other public-private partnerships. Oakland public schools are a prime case of how democratic mechanisms serve as the vehicle to manufacture public consent for district redesign by way of marketization. This paper contributes new insights into local and global debates on educational privatization by critically examining the role of parastatal audit agencies in shaping community support for public-private education governance along with tracing the shifting tactics of elite policy actors.

Klein, É. (2023). **Le temps : de quoi parlons-nous ?** *Administration & Éducation*, 179(3), 17-28. <https://doi.org/10.3917/admed.179.0017>

Kumi-Yeboah, A., Kim, Y., & Armah, Y. E. (2023). **Strategies for overcoming the digital divide during the COVID-19 pandemic in higher education institutions in Ghana.** *British Journal of Educational Technology*, 54(6), 1441-1462. <https://doi.org/10.1111/bjet.13356>

Abstract The COVID-19 pandemic led to the closure of higher educational institutions (HEIs) and affected the teaching learning processes in educational institutions of all levels. The pandemic increased the digital gap of the existing minimal Internet connectivity and access to digital technology. As a result of the impact of the pandemic on education, HEIs in Ghana moved from traditional face-to-face classes to remote education or hybrid learning. Therefore, it is important to understand how digital technologies and digital divide influenced teaching and learning in sub-Saharan Africa. Thus, the purpose of this research was to investigate the strategies universities in Ghana used to overcome the digital divide during the COVID-19 pandemic. The study also aimed to explore the challenges and experiences of dealing with the digital divide during the pandemic. Data were collected following a qualitative research design. Thirty-five in-depth and semi-structured interviews (25 teaching faculty and 10 administrators) from two private and three public universities were obtained and analysed via thematic analysis approach. Findings were thematized by challenges of dealing with digital divide during the COVID-19 pandemic, provision of affordable Internet connectivity for students, faculty and staff, use of digital technologies and resources for hybrid and remote courses, creation of information communication and technology platforms for students, faculty and administrators, and provision of professional development workshops/trainings on digital skills and knowledge. These results were discussed with the three-level model of the digital divide framework (school, classroom and student) and the development history of digital infrastructure in sub-Saharan Africa. By analysing the Ghana HEIs' experiences, this study contributes to a balanced understanding of the digital divide issue during the COVID-19 pandemic. Practitioner notes What is already known about this topic The COVID-19 pandemic has led to the closure of higher educational institutions (HEIs) worldwide, including those in sub-Saharan Africa, and changed learning and teaching process to remote learning in higher education. There is dearth of studies regarding how digital technologies and digital divide influenced teaching and learning progress during the COVID-19 pandemic in sub-Saharan Africa. Lack of understanding about the strategies universities in Africa (Ghana) used to overcome the digital divide during the COVID-19 pandemic. What this paper adds This study, unlike earlier ones with a similar focus, investigated the strategies higher education institutions in Ghana in sub-Saharan Africa used to overcome digital divide during the COVID-19 pandemic. The results show the following: evidence of students lack of access to affordable Internet bandwidth, adoption of remote education, using digital technologies for hybrid and remote courses, creation of ICT platforms for instructors and students, trainings on digital skills for instructors and students, and challenges of dealing with digital divide during the COVID-19 pandemic. Implications for practice and/or policy The paper identifies the instructional strategies HEIs in Ghana used to address and reduce the challenges of digital divide during the COVID-19 pandemic. The findings were theoretically analysed under a three-level model of the digital divide in education, proving the utility of this comprehensive approach. Then, they were interpreted concerning the development history of sub-Saharan Africa to reduce the discursive unbalance in the digital divide studies. The paper makes detailed recommendations on how HEIs can address the effects of digital divide on teaching and learning experience during future disruptions and increase the use of digital technologies and ICT tools in remote/hybrid and or distance learning environment in sub-Saharan Africa.

Lemke, M., & Rogers, K. (2023). **A feminist critical heuristic for educational policy analysis: U.S. social emotional learning policy.** *Journal of Education Policy*, 38(5), 803-828. <https://doi.org/10.1080/02680939.2022.2130995>

Social emotional learning (SEL) aims to promote student well-being, including healthy relationships that are free from harm like gender-based-violence (GBV). We investigated U.S. SEL policy through the lens of GBV, and how policy in the New York State (NYS) context operates to actualize or constrain SEL aims. To do so, we developed and applied a novel feminist critical policy analysis (FCPA) heuristic. Key findings revealed that the NYS policy neglected to address GBV experienced by adolescent girls, and the overall absent presence of gender within the policy underscores concern for implementable SEL best practices. We conclude with implications for research, policy, and practice.

Liu, X. (2023). **Effects of free textbooks on academic performance: Evidence from China's compulsory education.** *Review of Development Economics*, 27(4), 2518-2537. <https://doi.org/10.1111/rode.13032>

Since little is known about the effects of free textbooks on compulsory school students in China, this paper examines the effects of free textbooks on the academic performance of Chinese middle school students. It combines propensity score matching and difference-in-difference estimation to control for both observable and unobservable factors that affect the probability of obtaining free textbooks as well as students' academic performance. Results indicate that free textbooks significantly improve the midterm scores of girls and rural students, and the effects vary across different subjects. Moreover, the impact mechanisms of free textbooks are different for different groups and different subjects.

Loureiro, O. (2023). **L'emploi du temps sans cadre ou les cadres sans emploi du temps.** *Administration & Éducation*, 179(3), 115-120. <https://doi.org/10.3917/admed.179.0115>

Mabilon-Bonfils, B., & Lapostolle, G. (2023). **Fiches de sciences de l'éducation.** Consulté à l'adresse <https://hal.science/hal-04229382>

61 fiches synthétiques et problématisées pour réviser tout le cours de Sciences de l'éducation et préparer les concours : les définitions à connaître ; les points essentiels à retenir ; des repères bibliographiques pour aller plus loin.

Madiot, C. (2023). **Parcours d'allocataires du RSA au regard des jeux de territoires de l'action publique.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 283-289). <https://doi.org/10.4000/books.cereq.2896>

Maggiolini, S., & Zanfroni, E. (2023). **« Pas seulement des histoires ». Les perspectives de la générativité sociale pour les familles avec enfants handicapés.** *La revue internationale de l'éducation familiale*, 51(1), 121-141. <https://doi.org/10.3917/rief.051.0121>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire,

sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Maulini, O. (2023). **Signifier utilement, opérer lucidement ?** *Raisons éducatives*, (27), 5-15. <https://doi.org/10.3917/raised.027.0005>

Mayo-Simbsler, S. (2023). **Les crédits budgétaires pour la recherche de la Mires en 2023.** *Note Flash du SIES*, (17). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-09/nf-sies-2023-18-29343.pdf>

En 2023, la mission interministérielle recherche et enseignement supérieur (Mires) regroupe 16,5 Md€ de crédits budgétaires pour la recherche dont 15,4 Md€ répartis par objectifs socio-économiques. 51 % de ces crédits répartis sont orientés vers la recherche fondamentale. Plus de la moitié des crédits budgétaires recherche répartis sont orientés vers les sciences du vivant, les sciences naturelles, l'espace et les sciences humaines et sociales. En 2023, les crédits budgétaires de la Mires s'élèvent à 16,5 Md€ En 2023, 51 % des crédits budgétaires ventilés sont orientés vers la recherche fondamentale En 2023, 57 % des crédits budgétaires ventilés sont orientés vers les sciences du vivant, les sciences naturelles, l'espace et les sciences humaines et sociales 65 % des crédits en sciences du vivant sont orientés vers la recherche fondamentale 14 % des crédits budgétaires sont consacrés aux sciences naturelles 13 % des crédits budgétaires sont consacrés à l'exploration et l'exploitation de l'espace 11 % des crédits budgétaires sont consacrés aux SHS

Mbo, C., & Butnaru, S. (2023). **Éducation non formelle des orpailleurs à l'environnement et réduction de l'utilisation du mercure dans l'orpaillage : pour l'adoption de techniques d'extraction aurifère durables.** *International Review of Education*, 69(4), 447-465. <https://doi.org/10.1007/s11159-023-09999-5>

Non-formal environmental education for gold miners and reduction of mercury use in gold mining: Towards the adoption of sustainable gold mining techniques – The use of mercury in artisanal mining is being combated all over the world. Uncontrolled use of mercury has negative impacts on health and the environment. One way to limit the use of this neurotoxic heavy metal is to raise awareness and educate gold miners. To this end, many educational activities are being carried out, but many artisanal miners are still not changing the way they work. This exploratory study addresses gold miners' knowledge of the harmful effects of using mercury in gold mining, how they acquire this knowledge, and the conditions that should support their behaviour change. Data were collected in the town of Bétaré Oya in Eastern Cameroon using a mixed methods approach, interviews and questionnaires. It was found that the gold miners already have some knowledge about the reasons why they should change their behaviour in their working environment. However, experts are needed to properly train them and develop their artisanal skills to adopt and maintain gold mining practices that require little or no mercury. It is therefore necessary to consider intervention strategies based on non-formal environmental education that are conducive to developing and consolidating miners' skills towards sustainable artisanal mining.

Ministère de l'Enseignement supérieur et de la recherche. (2022). **Plan climat-biodiversité et transition écologique de l'Enseignement supérieur et de la Recherche** (p. 67). Consulté à l'adresse Ministère de l'Enseignement supérieur et de la recherche website: <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-06/plan-climat-biodiversite-et-transition-cologique-de-l-enseignement-sup-rieur-et-de-la-recherche-2022-28244.pdf>

Mira, C. (2023). **Politiques publiques territorialisées pour la réussite éducative : s'appuyer sur les communs pour davantage d'effets ?** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 119-129). <https://doi.org/10.4000/books.cereq.2786>

Mocombe, M.-L. (2023). **La fabrique du diplôme en bioéconomie. Territoire et élaboration d'une formation dans un secteur stratégique.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 335-342). <https://doi.org/10.4000/books.cereq.2991>

Monaghan, D. B., & Attewell, P. A. (2023). **College Promise Programs as Symbolic Politics.** *Sociology of Education*, 96(4), 301-323. <https://doi.org/10.1177/00380407231183459>
Since the Tennessee Promise's 2014 launch, "free college" or "Promise" programs have proliferated rapidly and converged on design features: a "last-dollar" award and community college applicability. Researchers who study these programs' effects generally presume they are tuition-reducing endeavors. In contrast, we argue that many such programs are exercises in "symbolic politics," that is, they perform organizational altruism and meet survival imperatives while minimally reducing real costs. We illustrate this by detailing the creation, implementation, and results of a Promise program at a large community college. Cost concerns and the need to appeal to critical publics led the college to adopt a last-dollar design and numerous eligibility criteria. Consequently, few applicants were funded. However, many applicants believed they had received the scholarship, the college's enrollment increased, and the program received widespread acclaim. We discuss implications for higher education policy and the applicability of symbolic politics to organizational action.

Morris, H. (2023). **Constructing the higher education student: perspectives from across Europe.** *Journal of Education Policy*, 38(5), 892-893. <https://doi.org/10.1080/02680939.2022.2157555>

Morris, J., Couture, J.-C., & Phelan, A. (2023). **Riding Fences: Anticipatory Governance, Curriculum Policy, and Teacher Subjectivity.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(3), 517-544. <https://doi.org/10.53967/cje-rce.5833>
In this article we question the discursive deployment of narrowing conceptions of the future in education in three provincial cases: Alberta, British Columbia, and Ontario. Asserting that educational policy in Canada is grounded in the "future-logics" of educational innovation—reflective of an anticipatory orientation to governance—we critique concepts from each province's curriculum policy documents: "competence," "personalized learning," and "professional teacher." We ask to what extent anticipatory governance is at work in Canadian policies, and if it is, to what degree does an

anticipatory strategy occlude or disrupt the objectification of curriculum and the over-determination of teacher subjectivities?

Mouelet, S. R. N., & Dias-Chiaruttini, A. (2023). **Enseignement de la littérature en République du Congo : quel sujet didactique forme-t-on à travers les prescriptions officielles ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24635>

Les prescriptions officielles sont un genre du discours à valeur constituante, à savoir qu'il fonde plus qu'il n'est fondé (Maingueneau, Cossutta, 1995). Elles s'adressent à un public institutionnel (enseignants, formateurs, inspecteurs) et aussi à un public hors de l'institution scolaire que sont les parents d'élèves et tout un chacun souhaitant connaître ce qui doit être enseigné au sein d'un système scolaire. Les chercheurs en sciences de l'éducation et en particulier en didactique les analysent en les constituant comme un discours permettant de comprendre des enjeux à la fois implicites, idéologiques et politiques, des enjeux révélant les fonctionnements disciplinaires. Cet article s'intéresse aux discours prescriptifs en République du Congo concernant l'enseignement de la littérature au lycée afin de reconstruire le sujet didactique qui serait formé, éduqué, institutionnalisé par ces prescriptions. Il s'agit de comprendre ce qui s'enseigne sous le terme littérature et les effets attendus sur « les élèves ».

Newaz, D. (2023). **Beyond academic outcomes: The role of social and emotional learning in rethinking quality education in low-income countries.** *International Review of Education*, 69(4), 511-528. <https://doi.org/10.1007/s11159-023-10006-0>

The global learning crisis literature raises several important questions and presents new notions of quality education, which tends to be outcomes-driven. Reliance on measuring tangible educational outcomes such as literacy and numeracy through large-scale standardised assessments has narrowed the definition of quality education and influenced education policy in low-income country contexts. To expand ideas of quality beyond standardised measures of learning, this article examines the cognitive outcomes-oriented notion of what is considered quality education, especially in low-income contexts. The author considers emerging literature on the role of social and emotional learning (SEL) in enhancing the quality of education and its contextualisation in low-income countries. Two SEL case studies (one from Tanzania and one from the Democratic Republic of the Congo) are also presented to explore the cultural adaptability and potential of SEL in non-Western contexts. Initial findings show the positive correlation of SEL not only with academic results but also with overall life outcomes with appropriate cultural contextualisation. Despite certain risks, SEL can be useful in low-income settings to expand and reimagine quality education beyond standardised measurements, through a flexible approach that draws upon local and global ideas and practices.

Nikolaidis, A. C. (2023). **Race in education policy: school safety and the discursive legitimization of disproportionate punishment.** *Journal of Education Policy*, 38(5), 713-737. <https://doi.org/10.1080/02680939.2022.2085812>

Interventions instated to disrupt the destructive effects of the school-to-prison pipeline on students of color were repealed as a result of the US Education Department's 2018 Federal Commission on School Safety report. Using a critical policy and critical discourse framework, this paper examines how the language used in the report facilitated the process of repeal while concealing the insidious effects that the repeal could have on students of color and especially black students. Based on this analysis, the paper argues

that education policy discourse is influenced by and supports the covert operation of white supremacist ideological structures that hinder the struggle for equity and justice in education.

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

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

OCDE. (2023). **Enhancing the evaluation of VET programmes and institutions in the Republic of Moldova**. <https://doi.org/10.1787/8f90a4c6-en>

The Republic of Moldova considers education a national priority and has been making steady progress in reforming and modernising its education system. The Ministry of Education and Research (MoER) in 2023 launched its Education Development Strategy 2030 and requested the European Union (EU) to engage the OECD to undertake a deeper analysis of selected policy domains that are central to its education reform. This laid the foundation for the project "Support to the implementation of education policies in Moldova", funded by the EU. The MoER expressed a keen interest to learn from international research evidence and relevant international examples to help advance its education reform agenda. This report is the second output of the project "Support to implementation of education policies in Moldova" and presents an analysis of one of three selected policy domains: "the evaluation of Vocational Education and Training (VET) programmes and institutions in order to improve their functioning".

OCDE : Organisation de coopération et de développement économiques. (2023a). **Assessing and anticipating skills for the green transition: Unlocking talent for a sustainable future**. Consulté à l'adresse <https://www.oecd-ilibrary.org/sites/28fa0bb5-en/index.html?itemId=/content/publication/28fa0bb5-en>

Les politiques visant à réduire l'impact environnemental des activités humaines ont des conséquences importantes sur les marchés du travail, l'emploi et les compétences. Il est essentiel d'évaluer et d'anticiper les nouveaux besoins en compétences pour éviter les goulots d'étranglement et soutenir la transition verte. Le rapport met en lumière les méthodes de mesure de l'évolution de l'offre et de la demande de compétences liées à la transition verte à travers un examen approfondi des pratiques dans cinq pays de l'OCDE (Australie, Autriche, France, Norvège, Suède) et identifie les meilleures pratiques d'intégration de ces informations dans les politiques liées à l'emploi, l'orientation professionnelle, de l'éducation et la formation des adultes.

OCDE : Organisation de coopération et de développement économiques. (2023b). **Education at a glance 2023: OECD indicators**. Consulté à l'adresse https://www.oecd-ilibrary.org/education/education-at-a-glance-2023_e13bef63-en;jsessionid=NGfu2BhmYxxOwLXWWrKtWfehpg0MSYI3Ju_fbOLw.ip-10-240-5-113

Ce rapport annuel analyse les systèmes éducatifs des pays membres de l'OCDE, ainsi que d'un certain nombre de pays partenaires ou candidats à l'adhésion. Il souligne différentes priorités parmi lesquelles la résorption des inégalités dans l'éducation et un soutien accru aux élèves et établissements défavorisés. Trop de pays continuent de donner la priorité à la réduction des effectifs en classe plutôt qu'à l'amélioration de la qualité de l'enseignement et de l'attractivité du métier d'enseignant. L'édition 2023 met l'accent sur l'enseignement et la formation professionnels (EFP), où sont inscrits 44 % des élèves du deuxième cycle du secondaire. La formation professionnelle jouera un rôle essentiel pour répondre à la demande croissante de main-d'œuvre qualifiée et s'adapter à l'évolution du marché du travail, notamment en impliquant davantage les entreprises dans l'EFP. Il est impératif de rendre la filière plus attractive et plus accessible pour répondre aux besoins du marché du travail et orienter chacun dans la voie qui lui correspond le mieux.

Oldac, Y. I., & Yang, L. (2023). **The connectivity between Chinese and Turkish science systems: an agential perspective**. *Asia Pacific Education Review*, 24(4), 531-544. <https://doi.org/10.1007/s12564-022-09799-w>

Global science is not an equal ground. Certain national science systems are more centrally positioned in global science than others. However, recent trends indicate a move towards a more plural global science. For example, traditionally non- 'core' science systems exercise their agency in expanding collaboration among themselves, thus leading to increasing global scientific connectivity. The traditionally core national science systems gradually lose their strong gatekeeping roles. However, the dominant theoretical lenses, including world-systems theory, seem to fail to acknowledge and explain these recent trends. Against this backdrop, this study highlights an agential perspective in examining the global connectivity among science systems. Chinese and Turkish science systems were selected for an early exploration of the identified phenomenon. The study reveals that the connectivity between Chinese–Turkish science systems is multilateral, involving diverse science systems around the globe. Although Euro-American systems, as traditionally core systems, remain crucial, they do not dominate

the connectivity. China is the strongest system in this connectivity, but collaboration benefits both countries, as well as global science.

Page, A., Vira, A., Ledger, S., Mosen, J., Anderson, J., Charteris, J., & Boyle, C. (2023). **Pacific inclusive education model: addressing dichotomies to ensure positive outcomes.** *Journal of Education Policy*, 38(5), 870-889. <https://doi.org/10.1080/02680939.2022.2080275>

The United Nations Sustainable Development Goals (SDGs) offers a global blueprint to achieve a better and more sustainable future for every person, through universal action to address social, economic, and environmental inequity and inequality (United Nations Development Programme, 2021). For educators, SDG Goal 4 aims to ensure an equitable quality education that promotes lifelong learning opportunities and this goal has been endorsed by Pacific United Nations States in order to pave the road towards an inclusive education for all. We wish to argue, however, that attempting to meet global development goals for inclusive education is fundamentally problematic because of the nuances of the regions and contexts. For example, Pacific states, might better benefit from its own inclusive education trajectory that reflects individual contexts and understanding of distinct educational complexities. We propose the alignment of the global goals that positions local discourses of knowledge, values and understanding alongside inclusive education frameworks. The Pacific Disability Model offers a third space for disability discussions and actions that intersects global and local policy and practice binaries. By doing so, it is hoped that an inclusive approach to education can reach its potential for all, and particularly, students with disabilities in Pacific nations.

Payne, A. L., Langman, S., & Daliri-Ngametua, R. (2023). **Metrics, standards and alignment in teacher policy: critiquing fundamentalism and imagining pluralism.** *Journal of Education Policy*, 38(5), 890-891. <https://doi.org/10.1080/02680939.2022.2087973>

Peng, M.-T. (2023). **Relocating the education reform movement: how have universities in Taiwan experienced Neoliberalization?** *Asia Pacific Education Review*, 24(4), 503-514. <https://doi.org/10.1007/s12564-022-09765-6>

Based on the higher education reform experience in Taiwan, this research elucidates the conditions for the marketization of universities. It draws on critical discourse analysis to explore power relations between higher education, society, and the government and suggests that the university has always been considered a valuable resource for state development. By analyzing the heterogeneity of discourses used in official documents and the academic literature, this research identifies the social contradictions that triggered the education reform movement in the 1990s, including humanistic resistance against economic utility, educational inequality, and demand for academic autonomy. Neoliberalization in higher education is shown as a contemporary model for mobilizing academic resources in indirect but effective ways, with the aim of mapping both neoliberal practices in Taiwan and their connections with the global trend of marketizing higher education.

Perry, J. (2023). **Politics page.** *British Journal of Special Education*, 50(3), 417-422. <https://doi.org/10.1111/1467-8578.12475>

Pileri, A. (2023). **Handicap et migration. Un double défi pour les familles et pour l'inclusion.** *La revue internationale de l'éducation familiale*, 51(1), 65-81. <https://doi.org/10.3917/rief.051.0065>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Pileri, A., Caldin, R., & Gremion, L. (2023). **Présentation du dossier. Alliances éducatives et processus d'inclusion. Quels défis et quelles ressources pour les familles aujourd'hui ?** *La revue internationale de l'éducation familiale*, 51(1), 15-22. <https://doi.org/10.3917/rief.051.0015>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Plantard, P. (2023). **Les Petites Poucettes dans la tourmente numérique : après la crise covid, les nouveaux temps et contretemps des usages éducatifs du numérique.** *Administration & Éducation*, 179(3), 83-92. <https://doi.org/10.3917/admed.179.0083>

Pozas, M., & Letzel-Alt, V. (2023). **Coping with distance learning during COVID-19 and its impact on students' emotional experiences: Differences between students with and without special education needs.** *Journal of Research in Special Educational Needs*, 23(4), 354-364. <https://doi.org/10.1111/1471-3802.12605>

Given the almost 2-year COVID-19 school-related closure in Mexico, children and adolescents have experienced a negative impact not only on their learning, but as well as on their mental health and well-being. Although international research has shown that distant learning as a response to the COVID-19 school-related closures has severely affected students with special education needs, there is still a lack of studies conducted in Mexico. Thus, this study attempts to tackle this gap by exploring how Mexican students with and without special education needs coped with distance learning as well as its impact on their emotional experiences. A total of 293 Mexican lower secondary students

participated in the study. Independent sample t-tests indicated that, in comparison with students without special needs, students with special needs coped significantly worse during distance learning as well as had higher levels of negative activation. Additionally, multiple linear regression analyses revealed that students' self-efficacy functioned as an important coping mechanism. Implications of the results, as well as further lines of research are discussed.

Prévôt, O. (2023). **Coéducation et territoire(s) : un campus des alliances éducatives et d'inclusion sociale pour mieux répondre aux besoins des enfants et de leurs parents.** *La revue internationale de l'éducation familiale*, 51(1), 101-120.
<https://doi.org/10.3917/rief.051.0101>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Revillard, A. (Éd.). (2023). **Méthodes et approches en évaluation des politiques publiques.** Consulté à l'adresse <https://scienceetbiencommun.pressbooks.pub/evaluationpolpub/>

Ringard, J.-C. (2023). **La réforme du lycée et du bac : des repères spatiotemporels bousculés ou à bousculer ?** *Administration & Éducation*, 179(3), 101-108.
<https://doi.org/10.3917/admed.179.0101>

Riveros, A. (2023). **The Overreliance on Portable Classrooms in Ontario Schools: New Evidence for the Study of Austerity and Disinvestment in Canadian Public Education.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(3), 570-596.
<https://doi.org/10.53967/cje-rce.5909>

This study investigates the extent of portable classroom use in the province of Ontario between the years 2010 and 2020. The research uses administrative data obtained from the Ontario Ministry of Education and from the 27 largest school boards in the province. The findings reveal that portable classrooms are used as long-term solutions to address enrolment pressures in schools, which is symptomatic of the austerity-driven policies in the funding of Ontario's public education. In addition to providing new evidence of the effects of funding cuts in education, this study repositions infrastructure planning as a critical concern for education policy research.

Robertson, C. (2023). **Points from the SENCo-Forum.** *British Journal of Special Education*, 50(3), 413-416. <https://doi.org/10.1111/1467-8578.12472>

Rüschenpöhler, L. (2023). **A review of postcolonial and decolonial science teaching approaches for secondary school from a European perspective.** *International Journal of Science Education*, 45(16), 1368-1394. <https://doi.org/10.1080/09500693.2023.2207748>

This paper analyses the current state of postcolonial and decolonial science teaching, based on a systematic review of the literature, with a special focus on the European context. It shows that currently, a very narrow view on postcolonial science teaching prevails, limiting its scope to former colonies. A total of 227 articles published 2013–2022 were identified using meta-interpretation combined with systematic searches. 43 of these articles were selected for the sample and analysed. Included were only articles reporting on teaching practice in regular science classes in secondary school. The analysis identified as the main theme the question of how to coordinate Indigenous knowledge systems and Western science in the classroom. Further, translanguaging and pedagogy of justice are used as approaches toward decolonising science education. One striking finding in the analysis is the absence of de-/postcolonial approaches from European countries. This indicates that teaching practice in Europe might currently not undergo decolonisation. This contradicts Aimé Césaire's observation that both the colonised and the colonisers were decivilised during colonialism and need decolonisation [Césaire, A. (1955). *Discours sur le colonialisme* [Discourse on colonialism] (6th ed.). Présence Africaine]. In this article, the different approaches toward decolonisation and an outline of decolonial science teaching for the European context are presented.

Séraphin, G. (2023). **Comment faire alliance pour protéger un enfant en danger ? L'accompagnement des tiers à la Réunion.** *La revue internationale de l'éducation familiale*, 51(1), 143-163. <https://doi.org/10.3917/rief.051.0143>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Serina-Karsky, F. (2023). **De l'éducation inclusive à la communauté éducative inclusive.** *Phronesis, Hors-série*(HS1), 171-189. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-171.htm>

En partant de la problématique de l'école inclusive pour penser une communauté éducative inclusive, cet article propose de suivre l'évolution de la prise en compte du handicap dans le champ éducatif d'une part, et l'évolution de l'inclusion au-delà de la question du handicap d'autre part. Il aborde les différentes questions que ce nouveau concept appelle tout en les mettant en dialogue au-delà de l'école avec les problématiques de l'inclusion et des sociétés inclusives, pour en relever les enjeux, notamment en termes de formation et de professionnalisation, susceptibles de répondre au défi de penser et construire des institutions inclusives.

Sgarzi, M., & Simon, V. (2023). **Quand la formation se fait buissonnière, pour mobiliser vers la formation, les publics cibles du plan d'investissement dans les compétences.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023*, Caen (p. 271-281). <https://doi.org/10.4000/books.cereq.2885>

Silva, C., Sharmahd, N., & Prisco, G. (2023). **Renforcer les liens sociaux dans la communauté à partir des services ECEC : l'expérience inclusive du projet Family Hub.** *La revue internationale de l'éducation familiale*, 51(1), 83-99. <https://doi.org/10.3917/rief.051.0083>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Sobhy, H. (2023). **Reforms for another planet: the global learning crisis, political drivers and expert views on Egypt's Edu 2.0.** Consulté à l'adresse https://riseprogramme.org/sites/default/files/2023-02/Reforms_for_Another_Planet_Egypt.pdf

Soubie, A. (2023). **Réduire la distance à l'enseignement supérieur : le stage comme instrument transformateur des territoires.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023*, Caen (p. 343-358). <https://doi.org/10.4000/books.cereq.3000>

Tourneville, J. (2023). **De quoi parlent les enseignants lorsqu'ils évoquent le temps ?** *Administration & Éducation*, 179(3), 51-59. <https://doi.org/10.3917/admed.179.0051>

Tuomi, I., Cachia, R., Vilar-Onrubia, D., & Commission européenne. Centre commun de recherche. (2023). **On the futures of technology in education: emerging trends and policy implications.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/e4b09917-582f-11ee-9220-01aa75ed71a1/language-en/format-PDF/source-293214579>

Ce rapport identifie les principales technologies émergentes et discute de leurs potentiels impacts sur l'éducation. Il se concentre sur un ensemble de développements en cours qui pourraient redéfinir fondamentalement l'éducation et la société dans son ensemble et donne un aperçu des possibilités offertes par ces technologies et de leurs implications sociétales. Il prend également en compte les affordances des technologies, ainsi que des facteurs clés – tels que le changement climatique, les transitions démographiques, les préoccupations environnementales et l'augmentation des

problèmes de santé mentale chez les jeunes Assorti de recommandations, le rapport vise à aller au-delà de l'état de l'art afin de soutenir une réflexion stratégique à long terme.

Vattaire, C. (2023). **Du projet éducatif au projet d'établissement en EAJE**. Consulté à l'adresse <https://www.chroniquesociale.com/comprendre-les-personnes/1318-du-projet-educatif-au-projet-d-etablissement-en-eaje.html>

Ce livre vous apporte les clés pour écrire et mettre en oeuvre le projet d'établissement en Établissement d'accueil de jeunes enfants (EAJE). De manière ordonnée, fluide et concrète, vous ouvrez les portes de chaque chapitre sur une présentation du projet social et de développement durable, du projet d'accueil et du projet éducatif. Il offre une méthode pour donner vie à vos projets pédagogiques et vous permettre de garder le fil conducteur des valeurs portées en équipe en faveur de l'enfant et de sa famille. Le suivi et la réactualisation du projet d'établissement dans son ensemble sont alors possibles au fur et à mesure des temps de réflexion de l'équipe. Ce livre est conçu afin que chacun puisse le lire et se l'approprier dans l'ordre qui lui convient le mieux. Que vous soyez en direction d'établissement, référent technique, éducateur de jeunes enfants, auxiliaire de puériculture, auxiliaire petite enfance, professionnel petite enfance en EAJE, le projet d'établissement foisonne de ressources sur lesquelles s'appuyer pour travailler en équipe de façon cohérente et ajustée aux besoins de l'enfant et de sa famille.

Véran, J.-P. (2023). **L'éducation, victime collatérale de nos emplois du temps ?** *Administration & Éducation*, 179(3), 93-100. <https://doi.org/10.3917/admed.179.0093>

Vernon, M. M., & Yang, F. M. (2023). **Use of Latent Profile Analysis to Model the Translation of University Research into Health Practice and Policy: Exploration of Proposed Metrics**. *Research in Higher Education*, 64(7), 1058-1070. <https://doi.org/10.1007/s11162-023-09735-w>

The aim of this study is to profile academic institutions (n = 127) based on publications, citations in the top 10% of journals, patent citations in Food and Drug Administration (FDA) approvals, clinical trials with uploaded results, contributions to clinical practice guidelines, awarded patents, start-ups, and licenses generating income in response to the Association of University Technology Managers (AUTM) Licensing Activity Survey: Fiscal Years 2011–2015. Latent variable modeling (LVM) was conducted in Mplus v.8.1, specifically latent profile analysis (LPA) was utilized to predict institutional profiles of research, which were compared with the 2015 Carnegie Classification System ranks. Multivariate regression of profile assignment on research expenditure and income generated by licensure was used to show concurrent validity. The LPA resulted in three profiles as the most parsimonious model. Mantel-Haenszel test of trend to the Carnegie Classification found a positive and significant association among institution rankings ($r = 0.492$, $\chi^2(1) = 26.69$, $p < 0.001$). Profile assignment significantly predicted differences in research expenditure and income generated by licensure. By classifying academic institutions into improving, mobilizing and thriving translational research profiles allows for a universal metric of translation of science from basic or bench to practice or policy.

Vincent-Lancrin, S. (2023). **Measuring innovation in education 2023: tools and methods for data-driven action and improvement**. Consulté à l'adresse https://www.oecd-ilibrary.org/education/measuring-innovation-in-education-2023_a7167546-en

Mesurer l'innovation en éducation, en comprendre les moteurs et les obstacles, est essentiel pour améliorer la qualité du secteur éducatif et de certains établissements d'enseignement. Les pratiques pédagogiques évoluent-elles dans le sens attendu ? Combien les pays investissent-ils dans la recherche pédagogique ? L'ouvrage propose des idées et des outils aux décideurs politiques et aux dirigeants de l'éducation désireux de conduire un changement basé sur des données et des preuves, ainsi que des méthodologies. Il s'intéresse à trois aspects de l'innovation : l'innovation du système, la culture de l'innovation dans les établissements d'enseignement, l'innovation vers l'équité.

Wang, C., Wang, S., & Gao, Y. (2023). **Wenhua dacai (great cultural talent): paradoxical discourses and practices in the revival of Confucian classical education in contemporary China.** *Asia Pacific Education Review*, 24(4), 695-704. <https://doi.org/10.1007/s12564-023-09891-9>

Cultivating wenhua dacai (great cultural talent) is a central goal of the ongoing dujing (classics reading) education movement, which is an integral part of the broad Confucian revival in contemporary China. Focusing on the concept of wenhua dacai, this article explores three interrelated issues. First, as a term used in the context of dujing education, wenhua dacai refers to an idealized Confucian subject shaped by an interweaving of nationalism and cosmopolitanism. Moreover, it is expected not only to revive Confucian/Chinese culture but also to contribute to human cultural exchange. Second, the tendency of students to embrace individualistic virtues in their experience of classics reading poses a challenge to the lofty and sacred ideal of wenhua dacai, which reinforces the need for rigid discipline in learners. Finally, contextualizing the idea of wenhua dacai into the general transformation of education in China can contribute to a more thorough understanding of it. This article concludes that the cultivation of wenhua dacai dreamed of by Confucian dujing education activists is constituted by paradoxical discourses and practices embedded in the ideological complexities of Chinese education.

Wilder, R. (2023). **Power, authority and expertise: policy making about relationships and sex education in English primary schools.** *Journal of Education Policy*, 38(5), 782-802. <https://doi.org/10.1080/02680939.2022.2028309>

This paper analyses the experiences of English primary school leaders who perform critical roles in interpreting government policy and navigating the landscape to design relationship and sex education (RSE) for their pupils. It considers schools as sites of political contestation and educators as policy actors, the voices of whom are often absent in the literature about RSE. Drawing on Peter Morriss' theory of power, the paper considers how primary school decision makers utilise their epistemic abilities to advance their policy preferences and how structures of authority and legitimacy energize and constrain them in their policy-making work. The findings suggest a paradox in power: while the national government has delegated decision-making about RSE to individual schools, it has simultaneously failed to uniformly equip schools to make appropriate policies about RSE and enabled parents to deny schools' credibility and authority as leaders in RSE.

Wyse, D., & Bradbury, A. (2023). **Teaching phonics and reading effectively: 'A balancing act' for teachers, policy makers and researchers.** *Review of Education*, 11(3), e3429. <https://doi.org/10.1002/rev3.3429>

The debates about what are the most effective ways to teach young children to learn to read have been described as 'the reading wars'. In 2022 the research published in a paper by Wyse and Bradbury (2022) stimulated widespread attention including in the media. Wyse and Bradbury concluded on the basis of four major research analyses that although systematic phonics teaching was important the approach in England to synthetic phonics was too narrow and therefore in need of improvement. In 2023 the paper was the subject of a critique by Greg Brooks (2023). This paper responds to Brooks' critique by providing new information about the nature of the responses to the paper to contextualise Brooks' response. It is concluded that Brooks' response includes too many errors, and is too selective, to be regarded as a robust and reasonable critique. It is argued that the nature of Brooks' approach to criticism only serves to entrench the reading wars, and raises ethical considerations about the nature of the attack on Wyse and Bradbury (2022). Context and implications Rationale for this study This paper responds to Greg Brooks' (2023) criticisms of Wyse and Bradbury (2022). Why the new findings matter It is important that the erroneous views expressed in Brooks (2023) are corrected because the debates about reading have important consequences for young children's education. Implications for practitioners, policy makers, researchers Understanding the most effective ways to teach reading is important for children's education worldwide. Research is a source of vital knowledge about what are the most effective ways to teach reading. Interpreting research findings accurately and in a balanced way in order to make recommendations about curriculum policies and classroom practice is vital to ensure that any such recommendations are well justified. Imbalanced and erroneous accounts risk non-optimal teaching and educational policies, and hence negative consequences for children's learning.

Yamauchi, F., Kim, T., Lee, K. W., & Tiongco, M. (2023). **Can German vocational training combat skill shortages in developing countries? Evidence from dual training system in the Philippines.** *Review of Development Economics*, 27(4), 2470-2488. <https://doi.org/10.1111/rode.13047>

This paper examines the labor market impacts of the Philippine Dual Training System (DTS), a vocational training program that combines firm-based on-the-job training (OJT) and conventional institution-based training, using a recent survey that tracked graduates from DTS and regular institution-based programs. The estimation results using fuzzy regression discontinuity design show a significantly positive impact on the most recent monthly earnings. The impact significantly increases with the OJT intensity, measured by the number of hours a week in OJT. The above results imply that vocational training has to be aligned with actual production technologies and work practices to narrow skill gaps and create positive returns.

Zahrebniuk, Y. (2023). **Le système d'orientation professionnelle des lycéens aux États-Unis d'Amérique** (C. Étienne & R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24313>

L'objectif de l'article est d'examiner le système d'orientation professionnelle des lycéens aux États-Unis d'Amérique. Sa méthodologie se fonde sur l'analyse du processus, sur la structure de l'enseignement secondaire, sur le rôle de l'orientation dans l'enseignement secondaire, sur le rôle des conseillers d'orientation, sur les principes de la professionnographie, sur les trois étapes du travail. Afin d'analyser le système général de choix professionnel des élèves dans les établissements secondaires aux États-Unis, nous

avons examiné la structure de l'enseignement secondaire dans ce pays. Les dix participants à la recherche-action étaient des conseillers d'orientation professionnelle.

Pratiques enseignantes

Alam, Md. S., & Asmawi, A. (2023). **Understanding identity salience and English as a Foreign Language teaching practices: A case study of multi-subject generalist teachers.** *Review of Education*, 11(3), e3424. <https://doi.org/10.1002/rev3.3424>

The scarcity of teachers worldwide has led to educators teaching multiple subjects outside their area of expertise. This challenge of teaching out-of-field or multi-subject instruction raises the need for (re)constructing the identity of multi-subject generalist teachers (M-SGTs). However, the matter has received little attention in current literature. This study aimed to explore the process by which M-SGTs develop a salient identity as EFL teachers and how this identity impacts their practices in teaching EFL. To achieve this, a case-study approach was employed, and six M-SGTs from three private kindergarten schools in rural Bangladesh were selected using convenient sampling. Data were gathered from observation protocols, semi-structured interviews, and documents. The interviews and observation protocols were transcribed and coded, while the documents were reviewed thematically and categorically in line with Kvale's recommendations. The results of this investigation highlight the complex and multifaceted nature of the development of salient identity as EFL teachers among M-SGTs. The study reveals that M-SGTs develop a strong identity as EFL teachers through negotiation, adaptation, subject selection, confidence, language acquisition experience, pre-service pedagogical skills, social support, positive feedback and endorsement by principals. The study also finds that M-SGTs' salient identity is reflected in their teaching practices that involve being role models, adapting English language instruction, employing interactivity, differentiation in pedagogy, comprehensive feedback, whole-class teaching and the use of supplementary materials. This paper ends with an important implication.

Ata Baran, A., & Kabael, T. (2023). **An investigation of eighth-graders' mathematical communication competency and mathematical literacy performance.** *The Journal of Educational Research*, 116(4), 216-229. <https://doi.org/10.1080/00220671.2023.2250752>

This study aimed to investigate eighth-grade students' mathematical communication competency and mathematical literacy performance in a classroom experiment designed based on the mathematical modeling approach. Accordingly, a teaching experiment methodology was applied. Data were collected from three eighth-grade students through the Mathematical Communication Competency Measurement Tools, video recordings of the teaching episodes, student products, and clinical interviews before and after the teaching experiment. PISA mathematics proficiency level and communication competency level assessment schemes were used in the data analysis process. A deductive analysis was performed on the data collected through the clinical interviews, whereas a retrospective analysis was conducted to examine the data collected through teaching episodes. The results showed that the modeling-based teaching experiment helped develop the mathematical communication competency of all participating students. The results also showed that improving students' mathematical communication competencies increased their mathematical literacy performances.

Baron, M.-P., Sasseville, N., & Vachon, C. (2023). **Travailler en interprofessionnalité en contexte de clinique universitaire : l'exemple de la formation initiale en orthopédagogie et en travail social.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 46(3), 662-686. <https://doi.org/10.53967/cje-rce.5041>

The university clinics of remedial education and social work at UQAC hosted a project aimed at developing interprofessional skills through the implementation of collaborative mechanisms. The article aims to describe how the 25 participating students understand interprofessional collaborative work by presenting their expectations before the project and their impressions after the project. Qualitative analysis of student discourse from semi-structured interviews revealed a change in the initial vision of interprofessional work in relation to collaborative arrangements, the real context of practice and faculty supervision.

Boggio, C., Bosse, M.-L., Favre-Félix, A., Pobel-Burtin, C., Burnel, M., & Bianco, M. (2023). **Enhancing literacy acquisition through spelling exercises: Comparing tasks for first graders.** *The Journal of Educational Research*, 116(4), 187-197. <https://doi.org/10.1080/00220671.2023.2233000>

Learning to spell is a difficult but essential task for children learning to read. Several spelling tasks involving different cognitive demands are used in classroom. To provide better guidance for teaching practices, a critical question is whether spelling performance of beginner readers is task dependent. The present study focuses on the performance of French first graders on two spelling tasks: picture to spelling and dictation to spelling. We hypothesize that spelling will be easier from a phonological entry (dictation) than from a semantic entry (picture). Sixty-three students spelled words in both tasks. Bayesian analyses showed moderate to strong evidence for the null hypothesis, suggesting that the dictation to spelling task is equivalent for first graders as the picture to spelling task. Exploratory analyses also suggest that first graders mobilize both the non-lexical and lexical routes for the two tasks. These results provide clues for spelling instruction in the first grades.

Boily, É., Ouellet, C., & Thériault, P. (2023). **Les conditions favorables à la collaboration entre enseignantes et orthopédagogues en contexte d'implantation du modèle de réponse à l'intervention (RàI) au premier cycle du primaire.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 46(3), 628-661. <https://doi.org/10.53967/cje-rce.6027>

The need to establish real collaboration between teachers and remedial teachers is highlighted by several studies and ministerial documents. Despite the potential benefits of this collaboration, several obstacles hinder the implementation of these collaborative practices. This multi-case study, carried out as part of doctoral studies, aims to document the collaboration between teachers and remedial teachers in the context of the implementation of the Rtl model in elementary school. To do this, three dyads, each composed of a teacher and a remedial teacher, were studied in depth based on interviews, direct observation, documentary analysis and a logbook. The results highlight favorable conditions for the establishment of a real collaboration between teachers and remedial teachers, as well as the presence of a parity imbalance within certain dyads. These results reiterate the importance of further research on collaboration between teachers and remedial teachers to further guide practitioners, managers and university trainers.

Burhanuddin, & Arrafii, M. A. (2023). **Unfolding the typology and quality of the learner agency practices in the teachers' implementation of the 2013 curriculum in Indonesia: the normalisation process theory perspective.** *Asia Pacific Education Review*, 24(4), 545-561. <https://doi.org/10.1007/s12564-022-09806-0>

Learner agency, or the ability to take control of one's own learning and the learning of others, is a substantial goal of the curricular reform across the world. This can be seen in the implementation of the 2013 curriculum (K13) in Indonesia. However, there has been little evidence regarding the ways that Indonesian teachers have engaged with prescribed innovations. This interpretivist study examined the extent to which curricular innovations have been embedded in classrooms and how far they reveal the quality of their enactments, with particular interest in the identification of pedagogic practices that are associated with the promotion of learner agency. Using rich data from 15 individual semi-structured interviews and filmed classroom observations of three teachers, the study observed learner agency practices, including those associated with promoting peer and self-assessment, learning autonomy, and sharing learning objectives and assessment criteria. However, the implementation of these strategies varied in intensity and was rather artificial, without a strong conceptual underpinning. Drawing on normalization process theory (NPT), this paper argues that the observed teachers' engagement in the promotion of learner agency lacked coherence, cognitive participation, collective action, and evaluation. Reform planners and teachers should understand the nature of successful implementation and consider adopting a framework to analyze and guide their evaluation of how reform should be organized, implemented, and evaluated to ensure effective embedding.

Burić, I., Butković, A., & Kim, L. E. (2023). **Teacher personality domains and facets: Their unique associations with student-ratings of teaching quality and teacher enthusiasm.** *Learning and Instruction*, 88, 101827. <https://doi.org/10.1016/j.learninstruc.2023.101827>

Background Previous research on the relationship between teacher personality and teaching performance yielded mixed results and typically considered only the broad personality domains while neglecting the narrower personality facets that constitute the domains. Aim The aim of this study was to examine the incremental value of teacher Big Five personality facets in explaining student-ratings of teaching quality and teacher enthusiasm. Samples In total, 1067 teachers and 18,814 of their students from 73 secondary schools in Croatia participated in the study. Method Teachers self-reported their personality whereas students rated the teaching quality and displayed enthusiasm of their teachers. Each teacher was rated by one class of students. Results The bifactor-(S-1) multilevel structural equation models for each Big Five personality domain showed that both the general reference factor and the specific factors explained the variance in student-ratings of teaching quality and teacher enthusiasm. Conclusions A more fine-grained approach to examining the effects of teacher personality at different levels of hierarchy might be helpful for identifying specific parts of teacher personality with the greatest explanatory power in predicting teaching performance.

Burić, I., & Frenzel, A. C. (2023). **Teacher emotions are linked with teaching quality: Cross-sectional and longitudinal evidence from two field studies.** *Learning and Instruction*, 88, 101822. <https://doi.org/10.1016/j.learninstruc.2023.101822>

Background There is compelling theoretical reasoning that teachers' emotions and their instructional behaviors are linked. However, previous research on this link has been sparse and burdened with small sample sizes, cross-sectional designs, and dominated by single-

source data. Aim The present research examines the relationships between teacher emotions and teaching quality by complementing data across two studies based on different samples, research designs, and education contexts. Samples Participants were Croatian secondary school teachers (N = 865) and their students (N = 14,335) across a range of school subjects in Study 1, and German secondary school mathematics teachers (N = 92) and their students (N = 1,443) in Study 2. Methods Study 1 was based on a cross-sectional design, whereas Study 2 used longitudinal data across three time points. In both studies, teachers reported on their teaching-related enjoyment, anger, and anxiety, while students rated indicators of their teachers' teaching quality, namely, cognitive activation, classroom management, and student support. Results Teacher emotions and teaching quality were modestly related cross-sectionally and more strongly longitudinally. Specifically, teacher enjoyment was positively related to teaching quality, whereas teacher anger and anxiety were negatively related to teaching quality. Moreover, teacher emotions at the beginning of a school year predicted teaching quality as rated by students at mid-term, while teaching quality predicted end-of-year teacher emotions even after controlling their beginning-of-year baseline levels. Conclusions The association between teacher emotions and teaching quality persists and unfolds over time – teacher emotions predict teaching quality which in turn predicts teacher emotions.

Buttier, J.-C. (2023). **Responsabilité sociale et didactique de l'histoire : comment articuler engagement(s) et forme scolaire ?** *Raisons éducatives*, (27), 93-112. <https://doi.org/10.3917/raised.027.0093>

Ce volume trouve son origine dans une curiosité collective à l'égard de l'usage profus du concept de forme scolaire dans des publications récentes en sciences de l'éducation, en sociologie ou en philosophie de l'éducation. Plusieurs travaux ont relevé que le concept est utilisé communément pour désigner l'école de manière englobante, en évoquant son excès de formalisme et sa dimension traditionnelle. Les contributions réunies mettent le concept de forme scolaire à l'épreuve de l'analyse à partir de différents ancrages. Elles reflètent des manières singulières d'interroger des pratiques et pédagogies au prisme d'un concept multidimensionnel, en l'adaptant et en le croisant avec d'autres concepts pour penser l'école, les institutions de formation et, plus largement, les pratiques d'éducation. Ce volume résulte aussi, au-delà de la diversité des travaux et des usages, de la conviction que le partage précis et dialectique des concepts est une manière de chercher une forme d'unité dans la diversité.

Chabibah, S., & Nurbaya, St. (2023). **Executive skills and reading comprehension: A guide for educators.** *The Journal of Educational Research*, 116(4), 240-240. <https://doi.org/10.1080/00220671.2023.2213947>

Chandini, M. (2023). **Appropriation des nouvelles médiations technopédagogiques. Enjeux, contraintes et perspectives pour une éducation de qualité pour tous en Afrique.** *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24720>

L'Afrique fait de plus en plus face à certaines difficultés qui hypothèquent l'accessibilité du service éducatif sur le continent. Les nouvelles médiations technopédagogiques (NMT), apparues comme mode alternatif de formation adapté à ces situations éducatives d'urgence, y sont donc interpellées par les enjeux de l'éducation en temps de crise, la massification, la démocratisation, l'universalisation de l'éducation et la

gestion des grands groupes. Or de multiples contraintes identifiées pèsent sur le processus d'appropriation des NMT en Afrique. Pour y remédier, l'étude montre que ce continent recèle de nombreux atouts favorables à la promotion généralisée de cet instrument. Toutes choses qui augurent de perspectives prometteuses pour l'appropriation des NMT comme outil d'aide à la planification de l'éducation, susceptible de faciliter l'atteinte de l'objectif de l'éducation de qualité pour tous en Afrique.

Chilotti, P. (2023). **Prendre en compte l'étudiant en soins infirmiers comme un autrui pour coconstruire l'espace tutoral.** *Phronesis, Hors-série(HS1)*, 37-50. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-37.htm>

Cet article montre l'importance d'une vision partagée du monde commun du soin (partage des valeurs, des règles de métier, du vocabulaire scientifique et professionnel) entre l'infirmier tuteur et l'étudiant pour pouvoir coconstruire un monde du tutorat. Alors seulement le novice peut coconstruire l'évaluation de fin de stage. Or, cette fonction tutorale nécessite une posture particulière qui n'est pas si simple à saisir. En effet, le professionnel doit prendre en compte le novice dans son unicité (de parcours de formation, de parcours de vie, de capacités d'apprentissage...) afin de coconstruire avec lui un monde commun du soin.

Chusseau, E., & Crosse, M. (2022). **La recherche-action coopérative pour accompagner la transition pédagogique dans l'enseignement supérieur.** *Colloque doctoral international de l'éducation et de la formation, 6e édition, " 2022, Quels accompagnements pour les transitions en éducation et formations de demain ? "*. Présenté à Rennes, France. Consulté à l'adresse <https://hal.science/hal-04238719>

Face aux défis sociétaux actuels, le système de l'enseignement supérieur se trouve engagé dans une inévitable transition sociale, politique et pédagogique. Dans un tel contexte, les pratiques d'enseignement et d'apprentissage se trouvent questionnées. Un des enjeux, pour les institutions du supérieur, est de permettre aux acteurs de s'approprier ces changements, dans une dynamique de résilience organisationnelle. L'accompagnement des acteurs suppose alors de soutenir une transformation de valeurs et de normes nécessaires à l'émergence de nouvelles postures (Lameul, 2016). Dans cette perspective systémique, comment soutenir un changement de postures aux différents niveaux de l'institution pour favoriser cette résilience ?

David, P. (2023). **Scolarisation de la formation professionnelle initiale : approche conventionnelle de la forme scolaire.** *Raisons éducatives*, (27), 155-172. <https://doi.org/10.3917/raised.027.0155>

Ce volume trouve son origine dans une curiosité collective à l'égard de l'usage profus du concept de forme scolaire dans des publications récentes en sciences de l'éducation, en sociologie ou en philosophie de l'éducation. Plusieurs travaux ont relevé que le concept est utilisé communément pour désigner l'école de manière englobante, en évoquant son excès de formalisme et sa dimension traditionnelle. Les contributions réunies mettent le concept de forme scolaire à l'épreuve de l'analyse à partir de différents ancrages. Elles reflètent des manières singulières d'interroger des pratiques et pédagogies au prisme d'un concept multidimensionnel, en l'adaptant et en le croisant avec d'autres concepts pour penser l'école, les institutions de formation et, plus largement, les pratiques d'éducation. Ce volume résulte aussi, au-delà de la diversité des travaux et des usages, de la conviction que le partage précis et dialectique des concepts est une manière de chercher une forme d'unité dans la diversité.

Davila-Barrio, P., Arriaga, C., & Cabedo-Mas, A. (2023). **Empathy in group musical performance: A review of the literature.** *Review of Education*, 11(3), e3426. <https://doi.org/10.1002/rev3.3426>

Empathy plays a fundamental role in the prosocial development of young people today as an essential skill for interacting with other human beings. Music, particularly in a small group set up, offers a fitting context for its development. This article presents a review of the different studies and investigations that examine the effects that the development of empathic capacity can produce in small group instrumental practice, the capacity of empathy to induce modifications in the final result of a small group musical interpretation, and empathy and its relationship with small group musical interpretation from the field of education. The aim of this article is to review and analyse literature on how empathy is researched in the context of small group (between 2 and 10 individuals) music performance in order to enquire if the empathic ability constitutes a basic and decisive foundation in the development of multiple actions executed jointly with other individuals. For that purpose, different aspects are analysed: (1) definition of empathy and how it is measured; (2) the instruments used for its measurement; (3) the characteristics of the participants in the studies and their level of music experience; and (4) the type of activities undertaken. The analysis of the results indicates that defining empathy in this context is an ongoing process, and the concept is measured by standardised and ad hoc tests. It also shows that the type of studies and activities are related to the discipline in which they are carried out. Notably, there is a lack of studies regarding the field of study and the age and the level of musical experience of the performers. Context and implications Rationale for this study Empathy is considered a fundamental social ability to communicate. This review aims to analyse how empathy is researched in the context of a small music group set up in order to explore the state of empathy in group music performance and its benefits of developing social and emotional abilities in music students. Why the new findings matter This review provides details of research that reports the benefits of promoting empathy in a small music group set up and presents evidence that there are no standard ways of researching empathy in this sphere. Implications for researchers and music educators The emerging findings of this review affirm that promoting empathy in the context of a small music group set up affects students' social and emotional abilities. However, there is still no consensus of a standardised way to research empathy. The implications extend to researchers, who need to do more investigations on empathy not only in the sphere of music performance or music education but also in other spheres in order to narrow a way of standardising methods to research empathy. Moreover, this review is a call for all music educators, to implement and develop empathy through their daily educational strategies.

De Backer, L., Schelfhout, W., Simons, M., & Vandervieren, E. (2023). **Student teachers' peer team teaching experiences from a quantitative perspective: Perceptions, profiles and transition probabilities.** *Teaching and Teacher Education*, 135, 104361. <https://doi.org/10.1016/j.tate.2023.104361>

Team teaching among student teachers implies more than group composition: the challenge is to teach collaboratively. This quantitative study provides insight into the dynamics of student teachers' perceptions by identifying latent profiles and transition probabilities over time. Therefore, the Student teachers' Team Teaching Perceptions Questionnaire was administered twice during one academic semester to 126 participants. Overall results reveal that student teachers varied in their perceptions.

Specifically, latent profile analysis shows that three distinct team teaching profiles emerged at both time points. Moreover, for most student teachers in each of these profiles the initial perceptions remained the same over time.

Denizot, N. (2023). « **Culture scolaire** » et « **scolarisation** » : des concepts didactiques pour questionner la « **forme scolaire** ». *Raisons éducatives*, (27), 35-50. <https://doi.org/10.3917/raised.027.0035>

Ce volume trouve son origine dans une curiosité collective à l'égard de l'usage profus du concept de forme scolaire dans des publications récentes en sciences de l'éducation, en sociologie ou en philosophie de l'éducation. Plusieurs travaux ont relevé que le concept est utilisé communément pour désigner l'école de manière englobante, en évoquant son excès de formalisme et sa dimension traditionnelle. Les contributions réunies mettent le concept de forme scolaire à l'épreuve de l'analyse à partir de différents ancrages. Elles reflètent des manières singulières d'interroger des pratiques et pédagogies au prisme d'un concept multidimensionnel, en l'adaptant et en le croisant avec d'autres concepts pour penser l'école, les institutions de formation et, plus largement, les pratiques d'éducation. Ce volume résulte aussi, au-delà de la diversité des travaux et des usages, de la conviction que le partage précis et dialectique des concepts est une manière de chercher une forme d'unité dans la diversité.

Dietrich, L., Jurkowski, S., Schwarzer, N.-H., & Zimmermann, D. (2023). **The role of teachers in the bullying involvement of students with emotional and behavioral difficulties**. *Teaching and Teacher Education*, 135, 104311. <https://doi.org/10.1016/j.tate.2023.104311>

Previous research suggests that students with emotional and behavioral difficulties (EBD) are more vulnerable to becoming directly involved in bullying dynamics. To date, no study has tested the role of teachers' emotional support and positive teacher-student relationship climates in EBD students' bullying involvement. This study tests whether the relationships between students' EBD and students' bullying involvement is mediated by teachers' emotional support and the quality of the teacher-student relationship climate. Results indicate that only teachers' collaborative efforts to improve school relationship climates are important mechanisms for explaining EBD students' bullying involvement.

El Halwany, S., & Alsop, S. (2023). **Complexities of care in a college microbiology laboratory**. *International Journal of Science Education*, 45(16), 1321-1339. <https://doi.org/10.1080/09500693.2023.2202800>

Recognising effects of care departs from previous conceptions of care within science education as an idealised, ethical, and normative dimension of being, thinking and relating. In this article, we hesitate with care's moralistic qualities to render visible disruptive and complicit moments of care in complex ethical and political situated practices. We follow care inside a college microbiology laboratory, documenting three practices: caring for bacteria, caring for logbooks, and caring for a nation. We show how these care practices potentialise/disrupt bacteria as technoscientific commodities and biotechnicians as a labour force for markets and nations organised along racial and gendered lines. Our paper attends to the complexities of care as an assembling force with its ambivalent ethical and political orientations. We conclude by reflecting on the possibilities of 'care-full' science educational analyses. How can we better care for care? What might care offer science education research and practice that other more popular explanatory units (such as concepts and effectiveness) do not?

Epstein, M., & Buard, K. (2023). **How the Use of Technology Can Contribute to Teacher Education for Inclusion?** *European Conference on Educational Research*. Présenté à Glasgow, United Kingdom. Consulté à l'adresse <https://hal.science/hal-04238497>

This communication proposed here is part of the symposium « Teacher Education for Inclusion: Policies and Practices » aims at understanding the consequences of the use of technology (point 10 of the grid of Van Peteghem & Consuegra, 2021) on teacher education for inclusion. We approach this question by considering the situation in our own teaching academy, in France, and we further focus on teacher training for vocational and technological schools. This academy is in the biggest administrative area of France and thus, trains the most teachers. This administrative area contains socially disadvantaged families, which goes with younger teams of teachers, turnover, and recruiting difficulties that are higher than the national average. So we have to consider inclusive education in an intersectional approach (Artiles & Kozleski 2007). The Covid19 pandemic has profoundly added to this context, taking teacher training away from its face-to-face roots into a system that was almost exclusively distance-learning, and that now is becoming increasingly hybridized between the two approaches. This has resulted in, among other things, large-scale changes in the use of technology for teacher training.

Falaize, B. (2023). **Enseigner l'EMC à l'école**. Consulté à l'adresse <https://www.hisler.fr/livre/22823740-enseigner-l-emc-a-l-ecole-benoit-falaize-retz>

Un ouvrage clair et concis pour comprendre les enjeux de l'enseignement moral et civique qui participe à la formation du citoyen de demain. Construire le citoyen... Voilà la grande affaire de l'école. Et l'idée n'est pas neuve. Elle naît très tôt, en France, dans l'atmosphère de la révolution pour se poursuivre tout au long du XIXe et du XXe siècle. Hérité de la leçon de morale, cet enseignement a pu être contesté, mais il a désormais été profondément renouvelé pour intégrer les programmes officiels. Il apparaît aussi comme une réponse aux nombreux défis et événements tragiques que la société française contemporaine doit affronter. Comme le montre cette première synthèse sur le sujet, cet enseignement a aussi une histoire. Il est traversé par des visions antagonistes. L'une vise à transmettre les principes et les valeurs par une pédagogie descendante, avec restauration de l'autorité et des sanctions. L'autre s'inspire des pédagogies nouvelles, davantage attentives à la manière de faire partager les valeurs et les principes. L'auteur s'attache à décrypter cette histoire, ainsi que les grandes thématiques liées aux apprentissages notionnels : les valeurs et principes de la République, la laïcité, la solidarité, la responsabilité individuelle et collective. Au-delà, il montre comment les enseignants peuvent s'approprier l'EMC pour favoriser l'engagement des élèves dans une citoyenneté pleine et entière.

Flores, M. M., Hinton, V. M., Shadoan, L., & Monroe, C. (2023). **Teaching rational number concepts and skills to students receiving tier two interventions**. *The Journal of Educational Research*, 116(4), 206-215. <https://doi.org/10.1080/00220671.2023.2248046>

The current study investigated the effects of the concrete-representational-abstract integrated sequence (CRA-I) for teaching fifth grade students receiving tier two interventions within a multi-tiered system of support (MTSS). The research questions addressed the following: the extent to which students' rational number skills changed as a result receiving CRA-I, the extent to which students receiving CRA-I decreased their fraction estimation error, the extent to which students receiving CRA-I and their teachers perceived it to be socially valid, and the extent to which students who received CRA-I intervention maintained their performance two months after instruction. Using a quasi-

experimental design with randomly assigned matched pairs, researchers taught 11 students using CRA-I and compared their performance to 11 of their peers in a comparison group who waited to receive intervention. The researchers found a significant difference in performance favoring the CRA-I group. The implications of the results will be discussed.

Foss, D. J., Pirozzolo, J. W., & Kulesz, P. A. (2023). **Retrieving and transferring knowledge: Effects of test item variation on transfer in an authentic learning environment.** *Learning and Instruction*, 88, 101807. <https://doi.org/10.1016/j.learninstruc.2023.101807>

Introduction Laboratory research has found superiority of transfer to new questions when prior ones asking about the same underlying problem (or construct) were varied in nature as compared to being constant. The current study examines this matter in a college Introduction to Methods in Psychology course. Methods Students (N = 287) with varying aptitudes as measured by college GPA and admissions test scores were taught and then repeatedly tested on a set of constructs (e.g., identifying a particular source of confounding). For half of those constructs, the four 'mid-term' exams repeatedly asked the same question (Constant condition). For the other half, each of those exams asked about the constructs via a new question (Varied condition). The final exam included both repeated and novel items testing each construct. We utilized explanatory item response models to examine whether students' performance on the final exam (the probability of a particular student correctly answering a particular item) depends on the type of question (Constant or Varied) previously asked about that construct and on aptitude. Results Students with lower aptitude performed differentially worse on novel final exam items in the Varied condition. Evidence for the superiority of transfer items in the Varied over the Constant case was observed, though not as strongly as predicted.

Gadras, M. (2023). **Contribution empirique sur la relation éducative en situation d'accompagnement social dans le contexte particulier de la formation professionnelle.** *Phronesis, Hors-série(HS1)*, 74-91. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-74.htm>

Cette contribution empirique porte sur la « relation éducative » et trouve comme terrain d'investigation les activités de soutien d'une assistante de service social dont la pratique s'exerce au sein d'un centre de formation professionnelle en émergence. La démarche d'enquête qualitative inductive vise à explorer les propriétés dynamiques de la relation qui s'opère entre la professionnelle et deux apprenants, et à en cerner les potentiels effets éducatifs. L'acheminement vers les résultats provisoires de l'étude s'appuie sur une analyse anthropologique et biographique des données.

Gendron, B. (2023). **La relation à autrui dans les métiers de l'accompagnement à la Re-Co-Naissance : une pédagogie capacitante de la relation de communication dans l'apprentissage transformationnel.** *Phronesis, Hors-série(HS1)*, 92-104. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-92.htm>

Les métiers de l'accompagnement d'autrui dans leur évolution personnelle et/ou professionnelle ont pour mission d'accompagner dans un processus de changement, les personnes dans leurs démarches de repositionnement personnel et/ou professionnel. Ces métiers s'inscrivent dans le champ de la relation pédagogique d'aide à autrui et requièrent de solides compétences socio-émotionnelles et particulièrement pédagogiques pour établir des relations de confiance, déceler et promouvoir la potentialité des accompagnés. Particulièrement, c'est la dimension de la

communication dans la relation à autrui qui est abordée dans cet article dans la perspective d'une pédagogie capacitante mettant en évidence le rapport à autrui comme relation éducative constructive qui participe à une « Re-Co-Naissance ».

Gilbert, S. (2023). **Les pratiques d'enseignement montessoriennes et ses liens avec la motivation d'élèves du primaire en contexte d'apprentissage** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse <https://constellation.uqac.ca/id/eprint/9498/>

Depuis plus de 10 ans, les acteurs oeuvrant dans le domaine de l'éducation se questionnent sur les fondements de la réussite scolaire, cherchant des solutions aux problématiques concrètes et virtuelles impactant cette dernière. Les facteurs en lien avec la réussite scolaire sont variés et touchent différents aspects tels que le système en place, le milieu scolaire, le rôle des différents intervenants, les contraintes physiques, matérielles et de main-d'oeuvre et de manière majeure, les élèves en soi. En l'an 2000, le Québec a vécu le début d'une réforme scolaire visant à considérer de plus en plus l'élève au centre de ses apprentissages. Plusieurs théories ont été adoptées et plusieurs façons de faire ont été conseillées. Pourtant, encore à ce jour, la motivation scolaire, un prédicteur majeur de la réussite scolaire, est en constante diminution tout au long de l'enseignement primaire et c'est une problématique qu'il faut adresser. L'objectif général de cette étude est d'analyser et valider des pratiques externes au programme de formation de l'école québécoise pouvant favoriser un plus haut niveau de motivation scolaire. Conséquemment, les objectifs plus spécifiques de la présente recherche sont : décrire et qualifier les pratiques d'enseignement adoptées par les enseignants des programmes Montessori et du programme de formation de l'école québécoise (PFEQ), comparer les pratiques d'enseignement des deux programmes, mesurer les corrélations entre les pratiques d'enseignement, le soutien aux besoins fondamentaux et la motivation scolaire générale et spécifique aux mathématiques et de ressortir les pratiques d'enseignement qui semblent optimales au niveau motivationnel. Afin de recueillir les données nécessaires, une méthodologie mixte a été choisie et a été effectuée au sein de deux groupes : un groupe de 6e année dans un programme régulier et un groupe de 5e/6e année dans un programme Montessori adapté au système public. Pour le volet qualitatif, les élèves des deux groupes ont été observés en situation d'apprentissage des mathématiques et une entrevue semi-dirigée a été effectuée auprès des enseignants. Pour le volet quantitatif, un questionnaire évaluant le soutien perçu pour répondre aux besoins fondamentaux et la motivation scolaire des jeunes a été distribué aux élèves et un questionnaire évaluant le style motivationnel des enseignants a été fourni aux enseignants des deux groupes. Il ressort des résultats qualitatifs deux principales différences en ce qui a trait aux facteurs motivationnels externes. En effet, le programme commission scolaire Montessori utilise un plan de travail et des groupes multiniveaux de deux ans. Sur le plan quantitatif, les élèves de l'école Montessori ont une motivation autonome et perçoivent un soutien significativement plus élevé relativement au besoin d'affiliations interpersonnelles que les élèves du PFEQ. La concordance des deux volets permet de renforcer les résultats et d'approfondir les différences entre les programmes et leurs impacts.

Gribbins, M., & Bonk, C. J. (2023). **An exploration of instructors' perceptions about online proctoring and its value in ensuring academic integrity**. *British Journal of Educational Technology*, 54(6), 1693-1714. <https://doi.org/10.1111/bjet.13389>

Abstract As universities moved to remotely taught courses during the COVID-19 pandemic, the importance of maintaining academic integrity in online environments intensified. In response, this study explores instructors' perceptions about the role of online proctoring as a tool for their courses with the intent of enhancing the understanding of online proctoring's usefulness in ensuring academic integrity and the factors that may be swaying instructors' adoption decisions. An online survey was completed by 158 instructors at a variety of higher education institutions with 118 responding to an open-ended question that allowed respondents to share any additional thoughts about or experiences with using online proctoring. A thematic review of the qualitative comments illustrates the multifaceted impact of online proctoring on instructors and students. Results identified instructors' perceived benefits and challenges of online proctoring to them, their students and the learning process. In addition, instructors voiced numerous legal, ethical and social concerns about the use of online proctoring, including concerns related to students' privacy. Despite these concerns, some instructors identified strong use cases for online proctoring while others provided alternative strategies for ensuring academic integrity in online courses. As institutions consider the role of online proctoring in ensuring academic integrity, a holistic approach that balances instructional design best practices, student-friendly policies and proctoring tools is recommended to serve the complex needs and concerns of instructors, students and their institutions. Practitioner notes What is already known about this topic Prior research findings are mixed as to whether proctoring is valuable for ensuring academic integrity in online courses. Studies investigating grade performance in proctored versus unproctored exam settings have conflicting results; however, studies have found that students completing proctored formative exams perform better on summative exams than students completing non-proctored formative exams. What this paper adds Qualitative data were collected to provide an overview of instructors' perceptions about and experiences with online proctoring. Analysis suggests that online proctoring is beneficial to some instructors, students and the overall learning process. At the same time, its use is also concerning to other instructors and students. Among the issues raised by instructors are concerns for student privacy, increases in student test anxiety and discriminatory proctoring practices. Implications for practice and/or policy Institutions must be proactive in ensuring that the use of online proctoring aligns with their institutional values and the changing legal landscape. Institutional policies should strive to find a balance between ensuring academic integrity and promoting a positive experience for students and instructors. Since there are strong use cases for online proctoring, these policies should include flexibility whenever possible.

Hanin, V., & Cambier, A.-C. (2023). **Accompagner le développement d'une posture réflexive en formation initiale des enseignants: des besoins différents en fonction de l'année de formation?** *Canadian Journal of Education/Revue canadienne de l'éducation*, 46(3), 687-723. <https://doi.org/10.53967/cje-rce.5615>

Reflexivity is central to initial teacher education programs. However, students find it difficult to "enter into reflective practice." This contribution qualitatively investigates the priorities to give to a reflective intervention, deployed throughout the training, by identifying, for each year of training, the training needs and the relationship to knowledge of future primary school teachers. If all students request pragmatic content, differences were observed (depending on the year of training) in terms of student perception of reflexivity and its usefulness, identity, relationships with trainers and peers, learning, emotions, and perception of competence. Hence, it seems necessary, in the

first year, to work on the meaning of the profession and initial conceptions; in the second year, to invest in emotional regulation and to scaffold the reflective approach; and, in the last year, to support the students' needs for emancipation.

Heijboer, C. (2023). **La relation éducative comme lieu de professionnalisation du travailleur social par l'expertise usagère**. *Phronesis, Hors-série(HS1)*, 105-116. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-105.htm>

En parcourant une sélection de résultats de deux recherches participatives (La Galère et Le Triptyque) menées dans des services et établissements s'adressant à des personnes en situation de handicap psychique en hébergement et en milieu ouvert, nous interrogeons la relation éducative comme lieu de professionnalisation des travailleurs sociaux par l'hybridation des expertises de tous les acteurs de l'intervention sociale. En effet, si les textes d'orientation récemment parus (Rapport Piveteau, Livre vert du HCTS, 2022) mettent l'accent sur la reconnaissance et la valorisation de l'expertise usagère dans la formation initiale et continue des travailleurs sociaux, nos recherches montrent que la relation éducative est, plus avant encore, structurée par l'hybridation des expertises usagères, domestiques, professionnelles et enfin, scientifiques qui dévoile une andragogie prometteuse pour l'intervention sociale, restée peu étudiée encore aujourd'hui.

Hodgkiss, B., & Harding, E. (2023). **Reducing physical restraint in educational settings: a systematic literature review**. *Journal of Research in Special Educational Needs*, 23(4), 265-277. <https://doi.org/10.1111/1471-3802.12598>

Physical restraint is a restrictive practice used in schools across the UK and there have been recent concerns around the appropriateness and frequency of using this intervention with pupils. Current data suggest that pupils with Special Educational Needs (SEN), a vulnerable and diverse group, are experiencing the majority of physical restraint used in educational settings. Physical restraint can lead to negative emotional and physical consequences in pupils who experience it and it is, therefore, important to explore alternative strategies to reduce or eliminate its use in educational settings. A systematic literature search found 15 studies (date range 1999–2019) that explored the effectiveness of school-wide or individual approaches in reducing the frequency and/or duration of physical restraint. Most studies saw a significant decrease in physical restraint, and this study will discuss the key elements of the successful approaches, as well as consider the facilitators and barriers to implementation.

İnönü, G. N., & Demircan, H. Ö. (2023). **Questioning as an instructional method: Exploring beliefs and reported practices of early childhood educators**. *Teaching and Teacher Education*, 135, 104351. <https://doi.org/10.1016/j.tate.2023.104351>

This study aims to characterize educators' beliefs and reported practices about the questioning method. For this purpose, 412 educators fulfilled questionnaire, and 21 educators were interviewed about their practices. The results showed that although educators believed in the necessity of planning questions and waiting after the question was asked, they did not practice them for reasons such as lack of experience, age appropriateness, and lack of knowledge about the topic. In addition, although the educators believed that open-ended questions should be asked, they also stated that they did not always ask such questions in their practices.

Jahreie, J. (2023). **Early childhood education and care teachers' perceptions of school readiness: A research review.** *Teaching and Teacher Education*, 135, 104353. <https://doi.org/10.1016/j.tate.2023.104353>

This systematic configurative review investigates how existing empirical research addresses the topic of early childhood education and care (ECEC) teachers' perceptions of school readiness. 27 quantitative, qualitative, and mixed methods studies were reviewed. The review suggests that most ECEC teachers perceive non-academic skills to be more deciding than academic skills for children's school readiness across national contexts and curriculum traditions. The review contributes valuable insights into the multifaceted interplay between ECEC teachers' perceptions of school readiness, local contexts, national traditions for curriculum development, research, and the globalisation of people and ideas about readiness.

Julien, M.-P., & Chalmeau, R. (2022). **Field trips in French schools: teacher practices and motivations.** *International Journal of Science Education*, 44(6), 896-920. <https://doi.org/10.1080/09500693.2022.2057612>

We explored the use of field trips for educational and teaching purposes by French kindergarten, primary-school teachers and natural science teachers in secondary schools. More specifically, we studied field trips in a natural environment by undertaking a French curriculum analysis and surveying teachers. We examined the responses of 511 teachers about their practices and motivations, as well as the levers and barriers to implementing these field trips. Results showed that this practice is widespread at all years of education, and differences between years seem to be related to the curriculum. We found few differences in learning motivations (reasons/objectives and interests/specific feature) and perceived barriers between different school teachers. Indeed, the teachers' motivations are essentially scientific and rooted in a scientific inquiry approach. Studying 'on real' was the interest most often cited by teachers, essentially for the purpose of scientific learning. The only notable difference we found concerns the levers for implementing the field trips: a larger proportion of kindergarten and primary-school teachers see field trips as an ideal support for environmental and sustainable development educations. These results are dependant of the French official curriculum which plays a key role in influencing the current implementation of school-organised field trips by the teachers.

Keung, C., & Cheung, A. (2023). **A family-school-community partnership supporting play-based learning: A social capital perspective.** *Teaching and Teacher Education*, 135, 104314. <https://doi.org/10.1016/j.tate.2023.104314>

This study investigates different types of social capital which are developed in play-based learning settings through a Family-School-Community partnership. Social capital is understood as the accumulated resources from existence of networks and connections with others. Data was collected through focus groups with 49 principals, senior and class teachers in Hong Kong kindergartens. Bonding social capital is formed in professional development activities among teacher groups while bridging social capital is developed through parental involvement. There is a potential for linking social capital to be mobilized through interactions between schools and community networks. Capturing such social capital could facilitate play-based learning practices.

Kolly, B., & Joigneaux, C. (2023). **La forme scolaire, un concept à (re)travailler : illustration avec le cas limite de la pédagogie Montessori.** *Raisons éducatives*, (27), 115-129. <https://doi.org/10.3917/raised.027.0115>

Ce volume trouve son origine dans une curiosité collective à l'égard de l'usage profus du concept de forme scolaire dans des publications récentes en sciences de l'éducation, en sociologie ou en philosophie de l'éducation. Plusieurs travaux ont relevé que le concept est utilisé communément pour désigner l'école de manière englobante, en évoquant son excès de formalisme et sa dimension traditionnelle. Les contributions réunies mettent le concept de forme scolaire à l'épreuve de l'analyse à partir de différents ancrages. Elles reflètent des manières singulières d'interroger des pratiques et pédagogies au prisme d'un concept multidimensionnel, en l'adaptant et en le croisant avec d'autres concepts pour penser l'école, les institutions de formation et, plus largement, les pratiques d'éducation. Ce volume résulte aussi, au-delà de la diversité des travaux et des usages, de la conviction que le partage précis et dialectique des concepts est une manière de chercher une forme d'unité dans la diversité.

Kumschick, I. R., Torchetti, L., Gasser, L., & Tettenborn, A. (2023). **How controllable versus uncontrollable cognitions affect emotion processing during classroom disruptions: A video study with preservice teachers.** *Teaching and Teacher Education*, 135, 104317. <https://doi.org/10.1016/j.tate.2023.104317>

We studied how preservice teachers explain and regulate their emotions when faced with classroom disruptions. Participants watched a video of a disrupted classroom and were either shown a subsequent video of the disruptive student explaining their behavior or not. Those preservice teachers who attributed the disruptions to controllable factors used functional emotion regulation to a greater extent (such as cognitive change, attentional deployment, and deep acting), while those who saw the disruptions as uncontrollable used venting more often. The study suggests that understanding the student's perspective and attributing disruptions to controllable factors can improve emotion regulation in teachers.

Laville, M. (2023). **Perspectives offertes par le care pour appréhender autrement l'accompagnement auprès des familles d'élèves en difficulté.** *La revue internationale de l'éducation familiale*, 51 (1), 43-63. <https://doi.org/10.3917/rief.051.0043>

Ce dossier Alliances éducatives et processus d'inclusion, coordonné par Anna Pileri (université de Bologne), Roberta Caldin (université de Bologne) et Lise Gremion (université de Fribourg), porte sur les alliances éducatives. La littérature internationale montre l'importance, et même l'urgence, de prendre en compte le point de vue et l'implication des familles dans les processus d'inclusion. C'est pourquoi ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Lechner, V., Crăciun, I. C., & Scheithauer, H. (2023). **Barriers, resources, and attitudes towards (cyber-)bullying prevention/intervention in schools from the perspective of**

school staff: Results from focus group discussions. *Teaching and Teacher Education*, 135, 104358. <https://doi.org/10.1016/j.tate.2023.104358>

Although there is growing awareness of evaluated, school-based interventions among school staff, there are some obstacles translating programs into practice. Following three focus group discussions (N = 21, 29% male, 71% female), the present paper examines barriers, facilitators, and attitudes that influence school staff engagement in (cyber-)bullying prevention/intervention and provides guidance for developing and implementing school-based preventive intervention programs. Transcripts of the focus groups were analyzed with the help of the six-phase thematic coding model using MAXQDA 2022. Results indicate the presence of different types of attitudes towards (cyber-)bullying prevention/intervention: the reacting, the collaborating, the intending, and the initiating types.

Lee, M., Lee, S. Y., Kim, J. E., & Lee, H. J. (2023). **Domain-specific self-regulated learning interventions for elementary school students.** *Learning and Instruction*, 88, 101810. <https://doi.org/10.1016/j.learninstruc.2023.101810>

Background Self-regulated learning has been deemed an essential skill that must be explicitly learned and repeatedly practiced for young students. The need for research on teacher-led self-regulated learning interventions embedded in regular classroom instructions has escalated steadily. Aims We aimed to investigate self-regulated learning interventions' effectiveness led by teachers applicable to three primary subjects (i.e., writing, mathematics, reading) based on Zimmerman's cyclical model of self-regulated learning. Samples 214 Korean upper elementary school students participated in a series of three intervention studies (nStudy1 = 70, nStudy2 = 69, nStudy3 = 75). Methods Trained homeroom teachers implemented the interventions—incorporating explicit instructions about domain-specific strategies in writing (Study 1), mathematics (Study 2), and reading (Study 3)—in Korean elementary school classrooms. Participants were assigned to one of the three groups: regular classroom instruction (REG), domain-specific strategy instruction (STR), and strategy instruction within the framework of eight-phase self-regulated learning instruction (STR + SRL). Results Synthesized results revealed that the STR + SRL group used more self-regulated strategies, performed better in achievement tests, and was less distracted by task-irrelevant thoughts than the STR and REG groups. Conclusions Our interventions are compatible with domain-specific instructions in multiple subjects and can guide and prompt self-regulatory learning processes in elementary classrooms. Current findings also reiterate the importance of the teachers' role in research-based interventions to increase ecological validity and applicability. We shed light on the potential mechanism that underlies the relationship between enhanced self-regulated learning and motivational and cognitive outcomes.

Lin, Q., & Gao, X. (2023). **Exploring the predictors of teachers' teaching autonomy: A three-level international study.** *Teaching and Teacher Education*, 135, 104338. <https://doi.org/10.1016/j.tate.2023.104338>

Concerning the critical function of teachers' teaching autonomy in instructional practice and professional development, this study explores the relative importance of three predictive mechanisms: a. professionalism of teachers, b. complexity of teaching practice, and c. culture of individualism. Using the sample of 118,347 teachers from 8262 schools in 27 countries derived from the 2018 Teaching and Learning International Survey (TALIS), we applied a three-level hierarchical linear model (HLM) for analysis. We found that teachers' teaching autonomy was mainly predicted by the professionalism of

teachers and the culture of individualism rather than the complexity of teaching practice. Implications for individual teachers, school leaders, and policymakers are discussed.

Losego, P., & Durler, H. (Éd.). (2023). **Former contre les inégalités**. Consulté à l'adresse <https://www.alphil.com/livres/1317-1585-former-contre-les-inegalites.html>

Nous nous trouvons dans une classe d'école enfantine. Une élève est un peu désemparée car, comprenant l'activité proposée par son enseignant comme un jeu, le «jeu de la marchande», elle ne saisit pas qu'il faut mettre un biscuit dans chaque ramequin à sa disposition, c'est-à-dire les apparier. Il est trop tard pour elle, le «jeu» s'achève sur un constat d'échec : « Elle n'est pas invitée à recommencer, elle a essayé, elle a perdu. [...] La fillette ne dit rien et regarde son quatrième biscuit qu'elle tient entre ses deux mains. » Cette scène, décrite dans l'ouvrage, constitue, avec d'autres, un point de départ des réflexions des auteur·e·s sur les inégalités d'apprentissage et sur les moyens d'y remédier. Souvent conçues au niveau macrosociologique et associées à des indicateurs comme la profession des parents, ces disparités semblent fatales, hors de portée des enseignant·e·s, qui seraient alors réduit·e·s à les reproduire ou à les accompagner. Or, si l'on prête attention aux gestes pédagogiques du quotidien, on s'aperçoit qu'il existe de nombreuses possibilités pour les contrer. L'ouvrage, réunissant les contributions d'une quinzaine de spécialistes, porte à la fois sur la sensibilisation et la formation des enseignant·e·s aux inégalités sociales d'apprentissage et sur les moyens d'agir concrètement dans les classes et les établissements scolaires.

McCarthy, S. J., & Zhang, J. (2023). **Revisiting teaching preparation and practices for writing in Singapore**. *Teaching and Teacher Education*, 135, 104337. <https://doi.org/10.1016/j.tate.2023.104337>

Through interviews, the study investigates changes in the preparation of teachers to teach writing and writing practices in Singapore. With the implementation of the new Syllabus, which emphasized multiliteracies, university instructors modeled new practices including multimodal approaches. Traditional writing practices tended to dominate in schools and the focus on exams persisted. However, changes in exam content and a focus on formative assessment promised future shifts. The use of technology and diverse online platforms provided new opportunities for writing practices during the pandemic. However, online teaching of writing was not without technological and pedagogical challenges.

Meşe, C. (2023). **A bibliometric analysis of situational interest research**. *Review of Education*, 11(3), e3419. <https://doi.org/10.1002/rev3.3419>

Interest is a variable that assists students in acquiring knowledge and instructors in creating an encouraging classroom environment. Situational interest, on the other hand, is a type of interest that will assist students' interest to develop by organising environmental conditions. The research on situational interest has been ongoing for more than two decades, and the bibliometric information of this research has grown. The current research aims to examine trends and advances to assist researchers in understanding the perspective of situational interest research. The bibliometric analysis was conducted with Biblioshiny and VOSviewer. The current study analysed WoS data about the meta-information of 573 published articles on situational interest. The results obtained from the WoS database reveal a growing interest in applying situational interest. Bradford's law results show that 195 articles published in 15 journals were in Zone

1. The result of Lotka's law explained that theoretical and observed research data fit. Education-related keywords such as achievement, motivation, text, recall, comprehension, and other education-related variables such as self-efficacy and design, gender, college students, biology, and context have been placed under the basic theme that is most relevant and developing. It can be said that other results of the current study guide authors about situational interest research. Context and implications Rationale for this study The studies on situational interest have increased over the last two decades, but there are few reviews of situational interest publications. This study has examined trends and advances in the studies to assist researchers in understanding the perspective of situational interest research with bibliometric analysis. Why the new findings matter The findings have highlighted trends and advances in the scientific output of situational interest with bibliometric analysis. Implications for practitioners In addition to revealing the trends and advances in situational interest research, the findings can help to focus more on some emerging research themes that can guide future situational interest researchers. According to findings, the recent research of situational interest focuses on cognitive load, motivation, achievement, and emerging technology such as augmented reality technology. The Four-Phase Model of Interest Development is the most popular document among situational interest research to understand situational interest. The results show that researchers had an international collaboration from different countries and different institutions.

Meziani Mekki, M. (2023). **Relecture de la dimension éducative du soin infirmier au prisme des écoles de pensée des sciences infirmières.** *Phronesis, Hors-série (HS1)*, 62-73. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-62.htm>

Depuis la réforme de la formation initiale des infirmiers en 2009, le programme des études intègre des unités d'enseignement de soins éducatifs et préventifs. Dans ce cadre, il s'agit de former des étudiants à mettre en œuvre des actions d'éducation thérapeutique du patient (ETP). Ce programme des études répond à des enjeux identitaires pour l'infirmier qui opère un passage d'une conception du soin centré sur le cure à une vision du soin relevant du care (Gilligan, 1982), sachant que la logique qui prédomine dans le système de santé français est celle du cure, ce qui est à l'origine de l'absence de soin éducatif prodigué aux personnes soignées. Il semble pertinent, alors que les sciences infirmières amorcent leur reconnaissance par l'université française, de questionner cet objet à travers les grandes théories qui ont fondé la discipline des sciences infirmières. Ainsi, cet article propose de réaffirmer l'éducation comme fondement du soin infirmier au travers de l'analyse des théories développées par les six grandes écoles de pensée infirmière.

Morris, J., Couture, J.-C., & Phelan, A. (2023). **Riding Fences: Anticipatory Governance, Curriculum Policy, and Teacher Subjectivity.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(3), 517-544. <https://doi.org/10.53967/cje-rce.5833>

In this article we question the discursive deployment of narrowing conceptions of the future in education in three provincial cases: Alberta, British Columbia, and Ontario. Asserting that educational policy in Canada is grounded in the "future-logics" of educational innovation—reflective of an anticipatory orientation to governance—we critique concepts from each province's curriculum policy documents: "competence," "personalized learning," and "professional teacher." We ask to what extent anticipatory governance is at work in Canadian policies, and if it is, to what degree does an

anticipatory strategy occlude or disrupt the objectification of curriculum and the over-determination of teacher subjectivities?

Mouelet, S. R. N., & Dias-Chiaruttini, A. (2023). **Enseignement de la littérature en République du Congo : quel sujet didactique forme-t-on à travers les prescriptions officielles ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24635>

Les prescriptions officielles sont un genre du discours à valeur constituante, à savoir qu'il fonde plus qu'il n'est fondé (Maingueneau, Cossutta, 1995). Elles s'adressent à un public institutionnel (enseignants, formateurs, inspecteurs) et aussi à un public hors de l'institution scolaire que sont les parents d'élèves et tout un chacun souhaitant connaître ce qui doit être enseigné au sein d'un système scolaire. Les chercheurs en sciences de l'éducation et en particulier en didactique les analysent en les constituant comme un discours permettant de comprendre des enjeux à la fois implicites, idéologiques et politiques, des enjeux révélant les fonctionnements disciplinaires. Cet article s'intéresse aux discours prescriptifs en République du Congo concernant l'enseignement de la littérature au lycée afin de reconstruire le sujet didactique qui serait formé, éduqué, institutionnalisé par ces prescriptions. Il s'agit de comprendre ce qui s'enseigne sous le terme littérature et les effets attendus sur « les élèves ».

Mutuale, A., Berger, G., Serina-Karsky, F., & Parayre, S. (2023). **De la relation éducative dans les professions adressées à autrui.** *Phronesis, Hors-série(HS1)*, 15-22. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-15.htm>

Normann, D.-A., Sandvik, L. V., & Fjørtoft, H. (2023). **Reduced grading in assessment: A scoping review.** *Teaching and Teacher Education*, 135, 104336. <https://doi.org/10.1016/j.tate.2023.104336>

Increasingly, educators are adopting reduced grading practices to enhance the desired or lessen the undesired aspects of assessment. This review traces the scholarly origins of reduced grading and maps research on the phenomenon. Using citation analysis and qualitative content analysis and drawing on a theory of action perspective, we explore how reduced grading is conceptualised in the literature. The citation analysis uncovered two clusters of publications: one investigating primary and secondary education and the other covering higher education. The content analysis revealed four categories: rationales, contextual conditions, implementation, and consequences of reduced grading. Supported by a variety of rationales, reduced grading has been conceptualised in various ways, and the research field is divided into two sub-domains. We discuss the implications of these results for practitioners and researchers.

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

Cette thèse avait pour objectif d'étudier les représentations sociales des acteurs du système éducatif burundais et ainsi dégager les divergences qui se dressent à propos de la scolarisation des enfants en situation de handicap (ESH). L'idée de ce thème a émergé à la suite de la nouvelle politique d'éducation inclusive au Burundi nécessitant que les enseignants se préparent à l'accueil de ces enfants à besoins particuliers. Pour notre étude, nous avons retenu la théorie des représentations sociales de Moscovici pour

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

Nyman, F. (2023). **Self-Regulated Learning and Its Influence on Student Motivation: A Case Study from the UK**. Consulté à l'adresse <https://hal.science/hal-04232447>

This article examines the learning approaches of students in higher education (HE) and offers valuable implications for educational practices in this context. The study delves into students' self-regulation and engagement with various learning sources, shedding light on how they organise their learning. The findings reveal several important insights. The study highlights that students primarily rely on lectures, literature, self-directed information-seeking, and peer interactions as key sources for acquiring knowledge. However, it is noteworthy that students tend to give limited attention to teaching techniques and their effectiveness. This emphasises the need to align teaching content with students' prior knowledge and understanding, while also recognising the significance of repetition and active engagement to deepen their comprehension. One significant barrier identified in the study is students' struggle with time management, which often impairs their ability to meet deadlines. To address this issue, teachers are encouraged to prioritise self-monitoring skills and provide explicit guidance on prerequisite knowledge and essential skills. By supporting students in developing effective time management strategies, educators can enhance their overall learning experience. Furthermore, fostering interest, motivation, and self-efficacy through meaningful learning experiences and nurturing strong teacher-student relationships is crucial for increasing student engagement. Creating a positive and supportive learning environment that encourages active participation and collaboration can significantly enhance students' learning outcomes and overall satisfaction. As for future research, it is recommended to broaden the scope beyond WEIRD populations (Western, Educated, Industrialized, Rich, and Democratic) and employ ethnographic approaches to further explore the complex dynamics of student learning. This will provide a more comprehensive understanding of the diverse factors influencing learning behaviours and the effectiveness of the recommended practices in different cultural and educational contexts.

Olivier, A. (2023). **La relation éducative en question dans la fonction de maître d'apprentissage en collectivités territoriales.** *Phronesis, Hors-série*(HS1), 117-126. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-HS1-page-117.htm>

La fonction du maître d'apprentissage s'inscrit dans la formation professionnelle initiale, tout en se situant hors de l'institution scolaire et/ou universitaire. Elle s'exerce en milieu de travail, dans les collectivités territoriales. En quoi l'activité de travail du maître d'apprentissage convoque-t-elle la relation éducative ? À quelles conditions ? Quelles sont les spécificités de cette relation d'apprentissage par l'expérience ?

Paetsch, J., Franz, S., & Wolter, I. (2023). **Changes in early career teachers' technology use for teaching: The roles of teacher self-efficacy, ICT literacy, and experience during COVID-19 school closure.** *Teaching and Teacher Education, 135*, 104318. <https://doi.org/10.1016/j.tate.2023.104318>

This study examines how early-career teachers' experience and perceived support during the pandemic affected their technology integration self-efficacy and their use of information and communication technology (ICT) after school closure. The results reveal that teachers' positive teaching experiences were associated with their technology integration self-efficacy and their self-reported changes in technology use after the school closure. The results show effects of ICT literacy and general teacher self-efficacy on technology integration self-efficacy. ICT literacy, teacher self-efficacy, and positive experience had indirect effects, whereas support and technology integration self-efficacy had direct effects on changes in teachers' ICT use for teaching.

Perrenoud, M., Capitanescu Benetti, A., & Aeby Daghé, S. (2023). **Introduction : le concept de forme scolaire à l'épreuve de ses usages.** *Raisons éducatives, (27)*, 17-31. <https://doi.org/10.3917/raised.027.0017>

Ce volume trouve son origine dans une curiosité collective à l'égard de l'usage profus du concept de forme scolaire dans des publications récentes en sciences de l'éducation, en sociologie ou en philosophie de l'éducation. Plusieurs travaux ont relevé que le concept est utilisé communément pour désigner l'école de manière englobante, en évoquant son excès de formalisme et sa dimension traditionnelle. Les contributions réunies mettent le concept de forme scolaire à l'épreuve de l'analyse à partir de différents ancrages. Elles reflètent des manières singulières d'interroger des pratiques et pédagogies au prisme d'un concept multidimensionnel, en l'adaptant et en le croisant avec d'autres concepts pour penser l'école, les institutions de formation et, plus largement, les pratiques d'éducation. Ce volume résulte aussi, au-delà de la diversité des travaux et des usages, de la conviction que le partage précis et dialectique des concepts est une manière de chercher une forme d'unité dans la diversité.

Pimpalkhute, S., Pooley, J., Wilkins, S., Varjas, K., Perkins, C., & Meyers, J. (2023). **Educators' perceptions of the costs and benefits of pursuing positive teacher-student relationships in middle schools.** *Teaching and Teacher Education, 135*, 104347. <https://doi.org/10.1016/j.tate.2023.104347>

Positive teacher-student relationships (TSRs) are important. However, limited research has investigated middle school teachers' perspectives on the costs and benefits of TSRs. This qualitative study, consisting of 115 middle school educators in 18 focus groups, addresses this gap. Inductive-deductive data analyses revealed themes describing eight benefits (e.g., improved trust and communication for students, increased job satisfaction) and six costs (e.g., workload, time pressures, out-of-pocket expenses) of pursuing TSRs. Educators

reported benefiting from being appreciated by students, parents, and other school staff for pursuing positive TSRs. Implications for educators, researchers, and policymakers are discussed.

Ramezanzadeh, A., & Rezaei, S. (2023). **Higher education English language professors' conceptualisation of peace: A call for integrating critical peace practices into teaching and teacher education programmes.** *Teaching and Teacher Education*, 135, 104331. <https://doi.org/10.1016/j.tate.2023.104331>

This study explored English language professors' conceptualisation of peace in light of explicit theories of peace. The participants, 20 English language professors in the context of Iran, shared their ideas through interviews and personal documents. The data were hermeneutically analysed and two dominant themes were identified: the cultivation of critical being and transforming unequal power through de-centering dominant discourses, listening to muted voices, and expanding participatory processes. The participants called for critical pedagogy and a shift towards a multilingual-multicultural paradigm revolving around intercultural openness. The findings re-claimed criticality in peace practices in teaching and teacher education programmes.

Reister, M. (2023). **Teachable Moments: What can we learn from peer mentors and teacher workshops?** *Teaching and Teacher Education*, 135, 104330. <https://doi.org/10.1016/j.tate.2023.104330>

The Teachable Moments Peer Mentor Program First Year Experience (FYE) Project enhanced first year experiences for education majors at an institution of higher education. The researcher investigated the impact professional development, online resources, and mentor training had on the first year students or pre-service teachers or students studying education. The project consisted of monthly professional development workshops and a Peer Mentor Program that was embedded into a first year experience (FYE) education course. Results of this study, in efforts to better tailor programming to maximize effectiveness and retention of first year students, will be shared. In particular, an emphasis is placed on the Peer Mentor Program, and the training the mentors underwent in order to serve in the role of mentor, so other colleges, universities, or institutions of higher education can replicate the mentoring model and professional development programming on their own campuses as they seek to meet the needs of their first year students to foster connections and supports for mentors and mentees alike.

Reuter, Y. (2023). **Quelques débats en didactiques autour du concept de forme scolaire.** *Raisons éducatives*, (27), 51-72. <https://doi.org/10.3917/raised.027.0051>

Ce volume trouve son origine dans une curiosité collective à l'égard de l'usage profus du concept de forme scolaire dans des publications récentes en sciences de l'éducation, en sociologie ou en philosophie de l'éducation. Plusieurs travaux ont relevé que le concept est utilisé communément pour désigner l'école de manière englobante, en évoquant son excès de formalisme et sa dimension traditionnelle. Les contributions réunies mettent le concept de forme scolaire à l'épreuve de l'analyse à partir de différents ancrages. Elles reflètent des manières singulières d'interroger des pratiques et pédagogies au prisme d'un concept multidimensionnel, en l'adaptant et en le croisant avec d'autres concepts pour penser l'école, les institutions de formation et, plus largement, les pratiques d'éducation. Ce volume résulte aussi, au-delà de la diversité des travaux et des usages, de la conviction que le partage précis et dialectique des concepts est une manière de chercher une forme d'unité dans la diversité.

Reymond, N. C., Großmann, N., & Fries, S. (2023). **The power of instructional quality, structure, and autonomy support to predict students' perceived competence: A Bifactor-ESEM representation.** *Teaching and Teacher Education*, 135, 104334. <https://doi.org/10.1016/j.tate.2023.104334>

This field study combined self-determination theory and instructional quality research to complement existing approaches on how to facilitate students' perceived competence. Specifically, model comparisons were first conducted to establish a comprehensive model of structure, autonomy support, and instructional quality. Second, the retained model was used to predict students' perceived competence, applying an exploratory structural equation model-within-confirmatory factor analysis. The study included 277 10th grade students who completed 372 questionnaires in mathematics and biology. Results-wise, the comprehensive model met common evaluation, dimensionality, and reliability criteria. The general factor predicted students' perceived competence. Our integrative approach thus helps support students' perceived competence.

Richard-Bossez, A. (2023, février 14). **Inégalités en maternelle : quelle pédagogie choisir pour les réduire ?** Consulté 13 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/inegalites-en-maternelle-quelle-pedagogie-choisir-pour-les-reduire-196310>

Selon l'environnement familial et le milieu social d'où ils viennent, les enfants s'adaptent plus ou moins facilement aux exigences scolaires. Les pédagogies alternatives changent-elles la donne ?

Rochette, L. (2021). **L'enseignement du tahitien dans le second degré à Tahiti aujourd'hui : entre tensions pédagogiques et ambiguïtés culturelles** (Phdthesis, Université de Nouvelle Calédonie). Consulté à l'adresse <https://upf.hal.science/tel-04211844>

Dans un contexte postcolonial où les enchères pour plus d'autonomies ne cessent de monter, enseigner la langue tahitienne dans le cadre des langues et culture polynésiennes (LCP) cristallise de facto des enjeux diplomatiques sensibles malgré un large consensus socio-politique. Si dans le premier degré, les résultats des expérimentations menées depuis 2004 à 2014 soulignent l'importance de cet apprentissage LCP pour ses atouts patrimoniaux, identitaires et conatifs, dans le second degré, la discipline LCP comme catalyseur et réponse possible afin d'apaiser les tensions qui n'a jamais fait l'objet de recherches empiriques. Or le niveau secondaire à Tahiti se caractérise par un microcosme social et structurel particuliers : culture « disciplinaire », choix stratégique d'orientation, personnel enseignant et administratif majoritairement exogène. Notre étude s'intéresse aux résistances dans les représentations des acteurs de l'enseignement-apprentissage du tahitien entre crispations pédagogiques et paradoxes. Ainsi nos hypothèses de départ reposent sur les pratiques enseignantes dévalorisant les LCP par une orientation à défaut, un enseignement dogmatique et une perversion par une forme de ghettoïsation. La problématique concerne les enjeux éthiques et normatifs des LCP. Le protocole d'investigation mobilise une posture compréhensive au travers d'entretiens semi-directifs qui subissent une double approche : l'une, au micro-niveau d'analyse des représentations sociales par triangulation des trois corpus (apprenants, enseignants, chefs d'établissement) et l'autre, au macro-niveau d'analyse via l'interprétation des résultats obtenus à la lumière de la rémanence de l'ordre colonial. Au final, les résultats indiquent un large spectre d'implications complexes des groupes sociaux dont les

logiques et les actes manifestent un malaise social et institutionnel, une insécurité linguistique et un désarroi didactique.

Sadamatsu, J. (2023). **Experienced nursery teachers gaze longer at children during play than do novice teachers: an eye-tracking study.** *Asia Pacific Education Review*, 24(4), 577-589. <https://doi.org/10.1007/s12564-022-09818-w>

Despite the widespread recognition of the significance of outdoor play in early childhood development, centers for early childhood education (ECE) face the challenge of striking a balance between active play activities and safety concerns. Thus, the visual attention of teachers is critical. Studies that compare the visual attention of novice and experienced teachers traditionally focus on instructional settings instead of recreational play. This study examines the effect of experience on the attentional focus of teachers on children's play in ECE settings in Japan. Eye-tracking data were collected from 10 novices and 10 relatively experienced ECE staff members to compare fixation location, number of fixation, and fixation duration while groups of 3-year-old children played in a sandbox. The results of the independent sample *t* tests revealed that experienced teachers gazed at the children more frequently than did novice teachers; however, the mean fixation duration was significantly shorter among relatively experienced teachers across all participants. Similarly, although experienced teachers spent more time overall than did novice teachers in observing the children and peripheral areas of the play area as they played, the mean fixation duration was significantly shorter than that of novice teachers. The findings support other studies that highlight the heightened ability of experienced teachers to assess conditions more quickly and draw conclusions regarding the activities of children. In addition, the findings support research that reports that the level of supervision and control imposed by ECE teachers on children's play and safety are closely related to their level of experience.

Sahli Lozano, C., Wüthrich, S., Baumli, N., Sharma, U., Loreman, T., & Forlin, C. (2023). **Development and validation of a short form of the Teacher Efficacy for Inclusive Practices Scale (TEIP-SF).** *Journal of Research in Special Educational Needs*, 23(4), 375-388. <https://doi.org/10.1111/1471-3802.12607>

High self-efficacy is a marker of successful teaching and is, therefore, a subject of great interest to research on inclusive education. One of the most frequently used instruments to assess such beliefs is the Teacher Efficacy for Inclusive Practice (TEIP) scale. Although used widely, some studies did not precisely replicate the original factor structure, and no short form of the TEIP scale currently exists, although this could enhance measurement efficiency. This study (1) systematically assessed the TEIP scale's factor structure and psychometric properties, (2) identified potentially problematic items and developed a more concise short form of the scale, and (3) evaluated its dimensionality and criterion and convergent validities using three validation samples of teachers in three different countries (486 in Switzerland, 189 in Australia and 276 in Canada). Compared to the full-length TEIP scale, the TEIP-SF uses half the items, demonstrates better model fit and reveals a clearer distinction of domain-specific factors. In conclusion, the TEIP-SF represents a concise, efficient means of assessing teachers' self-efficacy about teaching in inclusive classrooms.

Salifu, I., & Biney, I. K. (2023). **The role of motivational teaching techniques in adult distance learning programmes.** *International Review of Education*, 69(4), 467-485. <https://doi.org/10.1007/s11159-023-09997-7>

This qualitative research study explored motivational teaching techniques used by instructors of distance learning programmes (DLPs) to assist adult learners in achieving learning outcomes that meet their educational goals. The authors investigated how 11 instructors in a DLP at a large university in Ghana, Africa, applied the techniques, as well as the challenges they faced. The instructors were purposively selected for face-to-face individual interviews and classroom observations. Data were analysed using content, constant comparison and thematic approaches. The findings revealed that in their teaching of adults, the instructors used different motivational techniques, described in this research as patching, resting, piecemealing, shared learning and opportunity to try. Although the choice of techniques overlapped among the instructors in the sample, they each applied them differently to help their adult learners to learn effectively. The instructors also encountered challenges (teaching frustrations), such as learner absenteeism, unwillingness to accept change, disrespect and the lack of preparedness. These findings led to the conclusion that indisciplined learner behaviour can cause underperformance. Given that the instructors faced diverse challenges, the authors recommend that open and distance learning (ODL) instructors in Ghana take advantage of professional development opportunities to keep up to date with techniques for managing complex adult learning environments and issues. Internationally, the findings of this study highlight the need for ODL providers around the world to regularly review their services to ensure that the challenges instructors and learners are facing are addressed in a timely manner. This will ensure that ODL remains a viable alternative mode of education, especially during exceptional circumstances like COVID-19 lockdowns.

Saribas, D. (2023). **An online laboratory applications course for the development of scientific practices and scientific method.** *International Journal of Science Education*, 45(16), 1340-1367. <https://doi.org/10.1080/09500693.2023.2205550>

The reform documents point out the necessity of teaching the plurality of scientific method (SM) when scientists engage in scientific practices (SPs). The dramatic change in education due to Covid-19 pandemic necessitates examining the outcomes of online education, especially laboratory applications courses, which the students and educators used to face-to-face instruction by using real-life equipment and materials in the laboratory. The current study investigated pre-service science teachers' (PSSTs') understanding of SPs and SM as well as their incorporation of these elements into their teaching before and after an online course. Pre- and post-reflections of SPs and SM were used to explore their understanding, while video-recordings and laboratory teaching reports of their simulated teaching were utilised to analyse their incorporation of these elements into their own instruction. The analysis of data indicated a significant increase in PSSTs' understanding and incorporation of SPs and SM as well as manipulative and non-manipulative investigations, non-algorithmic rationality, and different ways of gathering evidence. However, online implementation of laboratory applications course did not seem to have had an impact on their understanding of plurality of scientific methods and descriptive or experimental methods in science. Concluding remarks are made for further implications of laboratory applications course after pandemic.

Scott-Barrett, J., Johnston, S.-K., Denton-Calabrese, T., McGrane, J. A., & Hopfenbeck, T. N. (2023). **Nurturing curiosity and creativity in primary school classrooms.** *Teaching and Teacher Education*, 135, 104356. <https://doi.org/10.1016/j.tate.2023.104356>

Creativity and curiosity are recognised as vital skills to prepare students to engage with the significant challenges and opportunities of the future. To address the research question "What practices do teachers enact with the aim of encouraging creativity and curiosity in primary classrooms?", 21 teachers were interviewed about their teaching practices; this data was triangulated with self-captured classroom videos from 19 classrooms in nine countries. Results of the analysis demonstrated a variety of promising classroom practices. These findings and implications for practice are discussed in terms of diverse feedback pathways, nurturing inquisitive minds, supporting self-regulatory learning and self-expression.

Stassin, B. (2023, octobre 2). **Protéger les élèves LGBT+ des discriminations: le rôle des professeurs documentalistes**. Consulté 4 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/protéger-les-eleves-lgbt-des-discriminations-le-role-des-professeurs-documentalistes-213881>

Ayant pour mission de répondre aux besoins informationnels des élèves, les professeurs documentalistes réfléchissent à une meilleure prise en compte du public LGBT+.

Tourneville, J. (2023). **De quoi parlent les enseignants lorsqu'ils évoquent le temps ?** *Administration & Éducation*, 179(3), 51-59. <https://doi.org/10.3917/admed.179.0051>

Traga Philippakos, Z. A., MacArthur, C. A., & Rocconi, L. M. (2023). **Effects of genre-based writing professional development on K to 2 teachers' confidence and students' writing quality**. *Teaching and Teacher Education*, 135, 104316. <https://doi.org/10.1016/j.tate.2023.104316>

The purpose of this study was to design and evaluate the feasibility of a writing professional development (PD) model and its effects on primary grade teachers' confidence and on students' writing quality. Participants were 17 teachers across two sites in a rural district, administrators, and 422 students across grades K to 2. A design based research was employed with students responding to three genres across five times with no control group utilized. A repeated measures multilevel model revealed statistically significant differences on students' writing quality across all genres while quality was retained across time. Teachers' confidence also increased and stakeholders identified specific components as most effective.

Tschopp, G. (2023). **Pratique d'écriture diaire et construction professionnelle d'enseignant es comme sujet et agent**. *L'orientation scolaire et professionnelle*, 52(3), 525. <https://doi.org/10.4000/osp.17940>

Cet article présente le journal de bord professionnel comme activité spontanée et délibérée d'enseignant·es et en repère les impacts de subjectivation. Majoritairement étudié et stimulé en formation initiale, le journal l'est peu auprès des professionnel·les en exercice. Cette recherche compréhensive issue d'une thèse appréhende cette activité d'écriture diaire. La démarche d'enquête narrative menée auprès de six enseignant·es diaristes combine entretiens biographiques et entretiens d'explicitations. L'analyse des données notamment par timelines identifie des impacts de subjectivation associés à de l'autoévaluation de l'activité professionnelle. La discussion souligne tant l'espace de configuration et d'intelligibilité de l'expérience qu'offre l'écriture que son rôle dans la construction de l'enseignant·e comme sujet et agent, impacts relevant également du dispositif de recherche dialogique. Ouverture enfin à favoriser des dispositifs de formation « capacitants » pour les (futur·es) enseignant·es dans une logique de professionnalisation tout au long de la vie et centrée sur l'expérientiel.

Valdés Sánchez, V., & Gutiérrez-Esteban, P. (2023). **Challenges and enablers in the advancement of educational innovation. The forces at work in the transformation of education.** *Teaching and Teacher Education*, 135, 104359. <https://doi.org/10.1016/j.tate.2023.104359>

This study was carried out in Spain between 2018 and 2021 and aims to identify the obstacles and facilitators that are necessary to embrace the culture of innovation in education. A qualitative approach was applied, using grounded theory and semi-structured interviews with 40 key informants in educational innovation. The value of this study lies in the identification of eleven barriers and eight facilitators, among which the support of management teams stands out as the main driver of innovative teaching practices, and the educational administration as a major barrier that slows down and discourages teachers' innovation initiatives.

Vincent-Lancrin, S. (2023). **Measuring innovation in education 2023: tools and methods for data-driven action and improvement.** Consulté à l'adresse https://www.oecd-ilibrary.org/education/measuring-innovation-in-education-2023_a7167546-en

Mesurer l'innovation en éducation, en comprendre les moteurs et les obstacles, est essentiel pour améliorer la qualité du secteur éducatif et de certains établissements d'enseignement. Les pratiques pédagogiques évoluent-elles dans le sens attendu ? Combien les pays investissent-ils dans la recherche pédagogique ? L'ouvrage propose des idées et des outils aux décideurs politiques et aux dirigeants de l'éducation désireux de conduire un changement basé sur des données et des preuves, ainsi que des méthodologies. Il s'intéresse à trois aspects de l'innovation : l'innovation du système, la culture de l'innovation dans les établissements d'enseignement, l'innovation vers l'équité.

Wang, Q., & Zhao, G. (2023). **Exploring the influence of technostress creators on in-service teachers' attitudes toward ICT and ICT adoption intentions.** *British Journal of Educational Technology*, 54(6), 1771-1789. <https://doi.org/10.1111/bjet.13315>

Abstract Technostress is an undesired consequence of information and communication technology (ICT) use and might negatively affect teachers. However, there is a lack of empirical research exploring the influences of technostress creators on teachers' ICT use. This study aims to bridge this gap by exploring the structural relationship among five technostress creators (ie, techno-complexity, techno-overload, techno-invasion, techno-insecurity, and techno-uncertainty), teachers' attitudes toward ICT, and their ICT adoption intentions. The research model was developed based on existing literature and tested using structural equation modelling. Data were collected from 289 teachers from six public elementary and secondary schools in China. The results indicate that: (a) teachers' attitude toward ICT has a significant positive effect on their ICT adoption intentions; (b) techno-insecurity and techno-complexity have significant negative effects on teachers' attitude toward ICT and ICT adoption intentions, respectively; (c) techno-invasion and techno-overload have significant positive effects on teachers' attitude toward ICT and their ICT adoption intentions, respectively; (d) techno-uncertainty has a significant positive effect on both teachers' attitude toward ICT and their ICT adoption intentions; (e) compared to younger teachers, the attitude of teachers aged 45 and above toward ICT are more negatively affected by techno-insecurity. Implications for the management of technostress creators are discussed. Practitioner notes What is already known about this topic Technostress negatively influences teachers'

acceptance and adoption intention of ICT. The influences of specific technostress creators may differ. There is a lack of empirical research exploring the exact influences of technostress creators on teachers' ICT use. What the paper adds Techno-insecurity and techno-complexity negatively affect teachers' attitudes toward ICT and ICT adoption intentions, respectively. Techno-invasion and techno-overload positively affect teachers' attitudes toward ICT and their ICT adoption intentions, respectively. Techno-uncertainty significantly positively affects teachers' attitudes toward ICT and ICT adoption intentions. The attitude of teachers aged 45 and above toward ICT is more negatively affected by techno-insecurity. Implications for practice and/or policy Schools should provide adequate end-user training, a friendly technical help desk, and teacher-oriented psychological counselling programs concerning technostress to mitigate teachers' techno-complexity and techno-insecurity. School administrators should take measures, such as providing timely upgrades and continuous maintenance services, to ensure the reliability and accessibility of technologies. It is necessary for school ICT support staff to guide teachers, especially teachers aged 45 and above, to take positive coping strategies, such as venting, seeking social support and engaging in technical training, to deal with techno-insecurity.

Wiese, E., & Nortvedt, G. A. (2023). **Teacher assessment literacy in culturally and linguistically diverse classrooms: A Norwegian case study**. *Teaching and Teacher Education*, 135, 104357. <https://doi.org/10.1016/j.tate.2023.104357>

This study investigated inclusive teacher assessment practices in culturally and linguistically diverse Norwegian lower secondary schools as well as tensions in and the potential of teacher assessment literacy. Case study data gathered through interviews with 21 teachers in five schools were analysed to examine the schools' assessment policies, teacher assessment practices, adaptations and challenges teachers face when assessing diverse student groups. We found that teacher assessment literacy development benefitted from collective and shared whole-school practices and that, while teachers had multiple strategies for assessment and adapting those to their students' needs, these were not specifically targeted at cultural diversity.

Wu, M., Sun, D., Yang, Y., Li, M., & Sun, J. (2023). **Investigating students' performance at self-regulated learning and its effects on learning outcomes in chemistry class at the senior secondary school**. *International Journal of Science Education*, 45(16), 1395-1418. <https://doi.org/10.1080/09500693.2023.2209693>

The impact of self-regulated learning (SRL) on students' performance in various subjects has been extensively studied. However, there has been limited research on how task-specific SRL skills and self-reported SRL skills affect students' learning outcomes in chemistry classes at senior secondary schools. To address this gap, we examined the task-specific SRL skills, self-reported SRL skills, and learning outcomes of a group of Grade 10 students (n = 170) studying the topic: Changes of Charged Electrolyte Solutions. Data was collected through a self-report SRL skills survey, a task-specific SRL skills survey, and an achievement test, and a path analysis was conducted to explore the relationship and effects between SRL skills and learning outcomes. Our findings revealed a direct relationship between students' task-specific SRL skills and their chemistry achievement. The clustering analysis showed that a significant number of students had SRL skills at the middle level in chemistry learning. Additionally, students with different SRL levels performed differently at specific SRL phases and strategies. These findings have important

implications for teaching strategies aimed at promoting students' SRL and for the assessment of SRL in science education.

Wurster, S., Bez, S., & Merk, S. (2023). **Does learning how to use data mean being motivated to use it? Effects of a data use intervention on data literacy and motivational beliefs of pre-service teachers.** *Learning and Instruction*, 88, 101806. <https://doi.org/10.1016/j.learninstruc.2023.101806>

Background In times of expanding datafication in education, data-based decision making (DBDM) has become a crucial part of teaching and data literacy and motivational beliefs about data use are important preconditions of teachers' data use. However, data use is not yet part of most teacher education programs. **Aims** The present study investigated the effects of a short and easily implementable online intervention on pre-service teachers' data literacy and their motivational beliefs about data use. **Samples** We conducted two studies with pre-service teachers: in the pilot (Study 1), the structure of motivational beliefs about DBDM was investigated (N = 34). In Study 2 (the main study), the effects of the intervention were examined (N = 136). **Methods** The study was designed as a randomized controlled trial with a wait list control group. The intervention focused on building the basic concept of data literacy with emphasis on data analysis and different types of data, such as assessment and self-evaluation data. **Results** Study 1 revealed a three-factor structure of motivational beliefs about DBDM. The intervention in study 2 showed a strong positive effect on data literacy test scores and self-efficacy. On average, pre-service teachers reported positive motivational beliefs about DBDM. However, we found evidence for null effects regarding changes in motivational beliefs in the value components cost and enjoyment. **Conclusions** The intervention has the potential to foster aspects of data literacy and self-efficacy about DBDM but not value components of beliefs about DBDM in general.

Wyse, D., & Bradbury, A. (2023). **Teaching phonics and reading effectively: 'A balancing act' for teachers, policy makers and researchers.** *Review of Education*, 11(3), e3429. <https://doi.org/10.1002/rev3.3429>

The debates about what are the most effective ways to teach young children to learn to read have been described as 'the reading wars'. In 2022 the research published in a paper by Wyse and Bradbury (2022) stimulated widespread attention including in the media. Wyse and Bradbury concluded on the basis of four major research analyses that although systematic phonics teaching was important the approach in England to synthetic phonics was too narrow and therefore in need of improvement. In 2023 the paper was the subject of a critique by Greg Brooks (2023). This paper responds to Brooks' critique by providing new information about the nature of the responses to the paper to contextualise Brooks' response. It is concluded that Brooks' response includes too many errors, and is too selective, to be regarded as a robust and reasonable critique. It is argued that the nature of Brooks' approach to criticism only serves to entrench the reading wars, and raises ethical considerations about the nature of the attack on Wyse and Bradbury (2022). **Context and implications** Rationale for this study This paper responds to Greg Brooks' (2023) criticisms of Wyse and Bradbury (2022). Why the new findings matter It is important that the erroneous views expressed in Brooks (2023) are corrected because the debates about reading have important consequences for young children's education. **Implications for practitioners, policy makers, researchers** Understanding the most effective ways to teach reading is important for children's education worldwide. Research is a source of vital knowledge about what are the most

effective ways to teach reading. Interpreting research findings accurately and in a balanced way in order to make recommendations about curriculum policies and classroom practice is vital to ensure that any such recommendations are well justified. Imbalanced and erroneous accounts risk non-optimal teaching and educational policies, and hence negative consequences for children's learning.

Yang, L., García-Holgado, A., & Martínez-Abad, F. (2023). **Digital competence of K-12 pre-service and in-service teachers in China: a systematic literature review**. *Asia Pacific Education Review*, 24(4), 679-693. <https://doi.org/10.1007/s12564-023-09888-4>

This systematic review consisted of 50 theoretical and empirical articles taking China as a specific case study for identifying efforts and challenges to teachers' digital competence, establishing an understanding of their use of concepts, disciplines, regions, methods, and analysis. The review follows the methodology based on the PRISMA statement and PICO strategy using the 2010–2023 search period. This research has four primary findings: (1) "teachers' ICT competency" and "teachers' information literacy" are the main terms used for describing teacher's use of technology for teaching and learning; (2) the current research mainly focused on investigating the status of teachers' digital competence, the influencing factors, and teacher training; (3) non-experimental study for the population of in-service teachers is the leading research directions related to teachers' digital competence in the context of China; (4) creating good ICT atmosphere by government and schools, conducting teacher training, and using good pedagogical strategies are three main proposals have been made to improve teachers' digital competence in China. The research findings provide the starting points for a subject of reflection and analysis of the Chinese teachers' digital competence status, and it can also support future empirical research.

Yang, Y., Dong, Y., Jiang, L., Xu, C., Luo, F., Zhao, G., & Kurup, P. M. (2023). **Requesting a commitment in school teachers to teach in unprecedented ways: The mediating role of teacher agency**. *British Journal of Educational Technology*, 54(6), 1858-1877. <https://doi.org/10.1111/bjet.13322>

Abstract The necessity for the development and enhancement of teacher commitment to satisfying students' learning needs in response to the COVID crisis is increasingly highlighted. It is not known, however, how to increase commitment in schoolteachers to boost online teaching in light of the fact that they, too, are struggling to cope with the rapid, unexpected change. A total of 601 teachers from primary and secondary schools across China participated in this study, with an average teaching experience of 15.9 years. Structural equation modelling was used to verify the significance of contextual, cognitive, affective and behavioural factors in boosting teachers' commitment to online teaching. The findings demonstrated that teacher agency played a complete mediating role in the predicting power of other factors to teacher commitment. Therefore, it was recommended that attention be paid to the practice and opportunities for teacher agentic actions, which necessitates real encounters with online teaching, allowing teachers to act meaningfully and initiate a new set of teaching strategies. Practitioner notes What is already known about this topic The large-scale transition to emergency online teaching serves as the catalyst for creating a blended or hybrid model of education provision in the long term. How hard teachers work to perform at their best and overcome obstacles to support students' learning needs in new environment relies on the intensity of teacher commitment to change. Online and blended learning requires teachers to not only be prepared for a diverse learning

environment but also to build and rebuild their own identity as future teachers. What this paper adds This study adds to our knowledge of how traditional F2F classroom teachers reinvented their roles and responsibilities in response to the pandemic-driven challenges based on real-world experiences. As a result of the COVID-19 lockdown school closures, schoolteachers' commitment to enhancing online teaching efforts has increased. The study highlights the complete mediating role of teacher agency in the predicting power of cognitive and affective factors to teacher commitment. Implications for practice and/or policy To learn more about how to be a good online teacher, future teachers need greater deliberate effort in diverse online teaching activities. Future teachers should be equipped with not only new technological and remote instructional strategies and skills, but also with confidence in, value for, and actual experiences with online teaching in a technology-rich environment. For teachers to obtain hands-on experience in integrating technology with distance teaching pedagogy at a time of rapid change, schools should have some days online and offer blended learning opportunities wherever possible.

Zihalirwa, J., Frenay, M., & Bédard, D. (2023). **L'accompagnement des stages en formation initiale des enseignant·e·s du primaire en RDC**. *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24690>

Les dispositifs d'accompagnement portés par les équipes d'accompagnement des stages dépendent de la manière dont l'accompagnement est perçu et du contexte dans lequel le stage se déroule. Si certains dispositifs ont été expérimentés dans un contexte occidental, le contexte de la formation initiale des enseignant·e·s du primaire en République Démocratique du Congo (RDC) amène à s'interroger sur la possibilité de transférer tels quels ces dispositifs. Cet article présente une étude menée dans vingt établissements scolaires au primaire et au secondaire. L'étude rend compte d'une modélisation du processus d'accompagnement des enseignant·e·s stagiaires. Les informations sont issues d'une enquête de terrain qui a été réalisée sur la base d'entretiens semi-directifs, de focus groups et de l'observation participante. Il s'est agi pour les participant·e·s de porter un regard sur des modèles d'accompagnement des enseignant·e·s stagiaires expérimenté·e·s en Occident. Cette modélisation constitue le point de départ d'une démarche réflexive auprès des acteurs et actrices, mettant en œuvre le développement de nouvelles pratiques.

Relation formation-emploi

Aoun-Jan, C., Bourdin, S., & Retsin-Michel de Prévia, C. (2023). **Employabilité et justice spatiale : quelles réponses territoriales ?** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 223-235). <https://doi.org/10.4000/books.cereq.2848>

Bernard, P.-Y., Gosseaume, V., Meslin, K., Roupnel-Fuentes, M., & Walker, J. (2023). **Rapprocher les personnes de l'emploi : politiques des territoires, territoires des politiques**. In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 291-298). <https://doi.org/10.4000/books.cereq.2906>

Caro, P., & Checcaglini, A. (2023). **Territoires et parcours : De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? XXVIIIèmes journées du longitudinal 14-15 juin 2023, Caen**. Consulté à l'adresse <https://www.cereq.fr/jdl2023>

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2023). **Skills in transition: the way to 2035**. Consulté à l'adresse https://www.cedefop.europa.eu/files/4213_en.pdf

Ce rapport analyse ce qui a changé sur les marchés du travail de l'Union européenne au cours de la dernière décennie et utilise les prévisions en matière de compétences pour 2035 du CEDEFOP, la prospective sectorielle et l'analyse basée sur le big data (mégadonnées) pour suivre les tendances actuelles et futures. Le rapport combine différents types de données probantes afin de favoriser une meilleure compréhension des impacts sur le marché du travail et sur les compétences de la double transition, ainsi que des tensions actuelles et futures sur les marchés du travail.

Correction to "Overeducation and skill mismatch of university graduates in Taiwan". (2023). *Review of Development Economics*, 27(4), 2638-2638. <https://doi.org/10.1111/rode.13051>

Cour des comptes. (2023). **Les tensions sur l'emploi filières de production emblématique du Jura** (p. 124). Consulté à l'adresse Cour des comptes website: https://medias.vie-publique.fr/data_storage_s3/rapport/pdf/291240.pdf

Outre ses secteurs agro-alimentaire et touristique développés, le Jura est doté d'un tissu dense de petites et moyennes entreprises dans l'industrie aéronautique, métallurgique ou plasturgique, le bois, le BTP ou la lunetterie. Ces entreprises sont confrontées à d'importantes tensions en matière de recrutement, obérant leur potentiel de croissance. Les juridictions financières se sont centrées sur des filières de production renommées, particulièrement concernées. Plus prégnantes dans un contexte de croissance économique marquée, les tensions sur l'emploi correspondent à une rencontre difficile entre des offres d'emploi et des recrutés potentiels. Loin d'être un phénomène passager, elles affectent de manière récurrente le marché du travail. À partir de l'exemple du Jura, ce rapport examine les actions engagées par les pouvoirs publics pour tenter de résorber ces tensions sur l'emploi. Réalisé à partir d'un sondage mené auprès de nombreux chefs d'entreprises et des entretiens de terrain (conseillers Pôle emploi, demandeurs d'emploi, DRH d'entreprises, proviseurs de lycées professionnels, etc.), le rapport aborde les principaux facteurs de difficultés de recrutement dans le Jura et recense les leviers de réduction durable des tensions sur l'emploi.

Marijani, R., Katomero, J., Hayeshi, A., & Kajerero, J. (2023). **The role of work-integrated learning in developing work readiness: Insights from Tanzania**. *International Review of Education*, 69(4), 529-550. <https://doi.org/10.1007/s11159-023-10007-z>

This study investigated the role of work-integrated learning (WIL) programmes in developing work readiness among graduates of higher learning institutions in Tanzania. The Tanzania Public Service College was used as a case study. The authors investigated students', employers' and college trainers' perspectives about WIL programmes. The study used a descriptive research design which included in-depth interviews with ten employers, focus group discussions with twenty college trainers and a questionnaire administered to 1,361 post-placement students. Of these students, 728 completed the questionnaire, a response rate of 53.5%. A literature review on WIL was also undertaken,

including on the role of technical and vocational education and training. The findings clearly show that participation in WIL programmes is useful to students in terms of non-academic learning and career development, particularly when they can apply the generic skills learned in the classroom to the workplace with the support of work and academic supervisors. This was confirmed on the basis of students' knowledge and skills, workplace requirements and the relevance of tasks performed during work placements. Overall, the research findings indicate that the WIL ecosystem is valuable and worth pursuing by higher learning institutions in Tanzania. In addition, efforts to impart cognitive and socio-behavioural skills to students need to be prioritised to better prepare them for the changing nature of employment.

Réussite scolaire

Acar, T. O. (2023). **Breaking the cycle: The mediating effects of reading, mathematical and ICT literacy skills on financial success in youth.** *Review of Education*, 11(3), e3421. <https://doi.org/10.1002/rev3.3421>

For young people, financial literacy is important because they face financial decisions that can have significant consequences throughout their lives, such as investing in a college education or a business, shopping, buying books or computer games. Therefore, this study examined the relationship between the financial literacy levels of young people and their perceived ICT competence, reading and mathematical literacy, which are measurable and observable phenomena. The research data were obtained from the 2018 PISA (Program for International Student Assessment) database, officially published by the OECD. The participants of this study were 15-year-old students from 15 different countries that participated in the PISA programme in 2018. Mathematical and reading literacy were found to be an important variable affecting the financial literacy performance of young people. However, ICT competencies did not significantly affect the financial literacy performance of young people. Additionally, this study tested the mediating effects of reading literacy, mathematical literacy and perceived ICT competence variables on financial literacy.

Burns, M. K., Lembke, E. S., Duesenberg-Marshall, M. D., Hopkins, S., Hirt, S., Romero, M. E., ... Crooks, S. (2023). **The relationship between quality of the present level of academic achievement and functional performance statement and student learning.** *Journal of Research in Special Educational Needs*, 23(4), 365-374. <https://doi.org/10.1111/1471-3802.12606>

The present level of academic achievement and functional performance (PLAAFP) is an essential component of the individualised educational program (IEP) process because it identifies student strengths and areas for growth. However, there is minimal research that examines components of an IEP and student outcomes. The current study examined the relationship between PLAAFP quality and student achievement, and between training and ongoing professional development and quality of the PLAAFP. The data were obtained from 211 special education teachers in one state. Results suggested that ongoing professional development predicted the quality of the PLAAFP statement, accounted for a large amount of the variance ($r^2 = 0.14$) in the PLAAFP quality score, and was a stronger predictor than participating in a single training. Additionally, PLAAFP quality predicted winter achievement scores beyond the school district, fall achievement scores and teacher variables, and accounted for significant and

moderate amount of unique variance for reading ($r^2 = 0.05$) and math ($r^2 = 0.07$). Implications for research and practice are included.

Centre commun de recherche (Commission européenne), & Di Pietro, G. (2023). **The impact of Covid-19 physical school closure on student performance in OECD countries: a meta analysis**. Consulté à l'adresse <https://data.europa.eu/doi/10.2760/197242>

In this report, we conduct a new meta-analysis of papers examining the impact of Covid-19 school related closure on student performance. While we focus only on OECD countries, the present meta-analysis includes, to the best of our knowledge, a larger number of studies (i.e., 55), effect sizes (i.e., 400) and countries (i.e., 21) than previous similar studies. Our results confirm that Covid-19 had, on average, an adverse effect on learning. While the size of the overall learning loss is estimated to be between 0.11 and 0.17 standard deviations of student achievement, learning losses are found to be smaller for pupils in OECD EU countries than for their peers in OECD non-EU countries. The periods of physical school closure were shorter in OECD EU countries than in OECD non-EU countries and this may provide a possible explanation for our finding. Additionally, our study shows that, overall, students seem to have fallen behind in their learning more in the later stages of the pandemic compared with the earlier stages. This finding is at variance with the outcome of earlier meta-analyses concluding that students did not lose any additional ground but failed to rebound. Our result is driven by the inclusion of recent studies showing that pandemic-related learning deficits have accelerated over time. Consequently, our findings suggest that particular attention should continue to be paid towards ensuring that students are able to catch up on what they have missed while schools have been closed.

Chatterjee, S., Hastawala, S., & Kamal, J. (2023). **(En-)'lightening' children: Assessing the impacts of access to electricity on learning achievement levels**. *Review of Development Economics*, 27(4), 2489-2517. <https://doi.org/10.1111/rode.13042>

The welfare impacts of electrification are well documented in the literature, including the effects of electricity on school enrolment. However, the spillover effects of electrification on children's achievement levels are scarce. We use three complementary but distinct econometric models to establish a causal relationship between electrification and test scores using nationally representative household panel data from India. We find positive results irrespective of the choice of econometric model, and these results seem to be mediated by changing time-use patterns of children with access to electricity. We first exploit the plausibly exogenous variation in access to electricity due to a universal electrification program in the state of West Bengal in India and we find positive effects of electrification on children's test scores. By age group, we find that younger cohorts benefit more in terms of their reading scores than older cohorts. Then, to ascertain external validity of these results, we replicate them over a nationally representative sample using fixed effects and instrumental variables estimation and find similar results. At the intensive margin, we find that access to more hours of electricity positively affects test scores. We identify an increase in time spent by children on study-related activities as the potential channel for these results.

Eastgate, L., Creed, P. A., Hood, M., & Bialocerkowski, A. (2023). **It Takes Work: How University Students Manage Role Boundaries when the Future is Calling**. *Research in Higher Education*, 64(7), 1071-1088. <https://doi.org/10.1007/s11162-023-09736-9>

Managing boundaries between students' work and study roles is crucial for success at university. Little research has examined the strategies used to manage these roles, the factors that relate to implementing them, and the outcomes associated with their use. Boundary management theory, an identity-based perspective, explains boundary management processes; yet, few studies have examined how identity affects the enactment of boundary strategies. We investigated the extent to which identity-based concepts (i.e., student role salience and future-self) were related to different types of boundary strategies (i.e., temporal and communicative), how these related to work-study balance, and, in turn, academic satisfaction. We tested our model on a sample of 266 working university students (M_{Age} = 20.07 years, SD = 2.63; 74% women) and it accounted for 41% of the variance in academic satisfaction. Significant relationships were found among identity-based concepts, boundary strategies, work-study balance, and academic satisfaction, highlighting the importance of student identity and the use of temporal strategies in achieving greater work-study balance and academic satisfaction. Suggestions for how education providers can retain students who are struggling to manage work and study are discussed.

Engzell, P., & Raabe, I. J. (2023). **Within-School Achievement Sorting in Comprehensive and Tracked Systems.** *Sociology of Education*, 96(4), 324-343.
<https://doi.org/10.1177/00380407231183952>

Why do inequalities in schooling persist, even in relatively egalitarian school systems? This article examines within school sorting as an explanation. We use classroom data on friendship networks in 480 European secondary schools and contrast comprehensive (England, Sweden) and tracked systems (Germany, Netherlands). Our question is to what extent comprehensive systems reduce achievement sorting at the level of (a) schools, (b) classrooms, and (c) friendships. Between-school variance in achievement is lower in comprehensive systems. However, this is counterbalanced by greater sorting within schools, between classrooms, and, especially, in friendship networks. Still, comprehensive schools create more equal environments for two reasons. First, the difference in between school sorting is larger than the difference in within school sorting. Second, within school sorting is less strongly related to social background characteristics. These findings help explain both why comprehensive schools produce more equal outcomes and how substantial inequality can nevertheless persist.

Jacquot, A. (2023). **Entre prescriptions nationales et arrangements locaux, ethnographie d'un dispositif de lutte contre le décrochage scolaire.** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 367-375).
<https://doi.org/10.4000/books.cereq.3018>

Lièvre, A. (2023a). **Parcours et réussite en section de technicien supérieur : les indicateurs incluant la session 2022.** *Note Flash du SIES*, (19). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-en-section-de-technicien-superieur-les-indicateurs-incluant-la-session-2022-92742>

Près de 75 % des nouveaux inscrits en 1^{ère} année de section de technicien supérieur (STS) à la rentrée 2019 sont passés en 2^{de} année ; 69 % ont obtenu leur diplôme du brevet de technicien supérieur (BTS) en deux ou trois ans. Près de 75 % des nouveaux inscrits en 1^{ère} année de section de technicien supérieur (STS) à la rentrée 2019 sont passés en 2^{de} année ; 69 % ont obtenu leur diplôme du brevet de technicien supérieur

(BTS) en deux ou trois ans, taux en hausse de 0,7 point par rapport aux nouveaux inscrits à la rentrée 2018. La réussite en deux ans augmente de 2,7 points. Cette hausse est la même pour tous les étudiants, quelle que soit leur origine sociale.

Lièvre, A. (2023b). **Résultats des brevets de techniciens supérieurs - Session 2022**. *Note Flash du SIES*, (18). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-09/nf-sies-2023-18-29343.pdf>

Le nombre de candidats au BTS augmente de 3 % à la session 2022 pour s'établir à 186 400. Leur taux de succès, en diminution de 11 points à 76 %, retrouve son niveau d'avant-crise sanitaire. Le nombre de candidats (186 400) au brevet de technicien supérieur augmente de 3,0 % à la session 2022. Après une quasi stabilité à la session précédente, leur taux de succès, de 76,0 %, diminue de 11,3 points. Ainsi, 141 700 étudiants obtiennent leur diplôme en 2022. La baisse du taux de succès résulte principalement de la fin des modalités particulières de passage de l'examen national de BTS appliquées dans le cadre de la crise sanitaire. Le taux de succès retrouve ainsi un niveau comparable à celui de la session 2019. La baisse du taux de succès s'observe dans tous les domaines de spécialité.

Liu, X. (2023). **Effects of free textbooks on academic performance: Evidence from China's compulsory education**. *Review of Development Economics*, 27(4), 2518-2537. <https://doi.org/10.1111/rode.13032>

Since little is known about the effects of free textbooks on compulsory school students in China, this paper examines the effects of free textbooks on the academic performance of Chinese middle school students. It combines propensity score matching and difference-in-difference estimation to control for both observable and unobservable factors that affect the probability of obtaining free textbooks as well as students' academic performance. Results indicate that free textbooks significantly improve the midterm scores of girls and rural students, and the effects vary across different subjects. Moreover, the impact mechanisms of free textbooks are different for different groups and different subjects.

Ma, W., Lin, X., Lou, J., Liu, Y., Tang, W., & Bao, Z. (2023). **The impact of students' cellphone-use and self-control on academic performance in traditional classroom**. *Asia Pacific Education Review*. <https://doi.org/10.1007/s12564-023-09824-6>

Cellphone-use in class has many negative effects on students' overall performance. By using a self-developed monitoring-app to record students' cellphone-use in class, this study attempts to explore the relationships of cellphone-use and self-control on academic performance. The subjects of this study are 207 freshmen who take part in advanced mathematics courses, and the research period lasts for 16 weeks. Two-factor ANOVA showed that cellphone-use duration and self-control had an interactive influence on students' academic performance. There was no statistical significance in the influence of cellphone-use frequency and self-control on academic performance. Simple slopes analysis revealed a negative relationship between cellphone-use duration and academic performance for those who were low on self-control, whereas there was no relationship between these constructs for those who were high on self-control. The results show that self-control plays a moderating role in the relationship between cellphone-use duration and academic performance. Self-control could weaken the influence of cellphone-use on academic performance. Furthermore, this study is helpful to better understand the way of cellphone-use affecting academic performance, and

suggests appropriate intervention of cellphone-use to help poor self-controlled students achieve better academic performance.

Mira, C. (2023). **Politiques publiques territorialisées pour la réussite éducative : s'appuyer sur les communs pour davantage d'effets ?** In P. Caro & A. Checcaglini (Éd.), *Territoires et parcours. De nouvelles trajectoires d'emploi et de formation à l'épreuve des territoires ? : XXVIIIèmes journées du longitudinal, 14-15 juin 2023, Caen* (p. 119-129). <https://doi.org/10.4000/books.cereq.2786>

Sanz, I., & Tena, J. D. (2023). **Do 2 weeks of instruction time matter? Using a natural experiment to estimate the effect of a calendar change on students' performance.** *Kyklos*, 76(4), 778-808. <https://doi.org/10.1111/kykl.12350>

This paper investigates the effect on academic performance of an exogenous educational reform that reduced the school calendar of non-fee-paying schools in the Madrid region (Spain) by approximately two weeks, leaving the basic curriculum unchanged. To identify the consequences of such a measure, we exploit the fact that it did not affect private schools (control group) and the existence of an external cognitive test that measures academic performance before and after its application in the region. We find that the reform worsened students' educational outcomes by around 0.13 of a standard deviation. This effect was especially strong in the subjects of Spanish and Mathematics. We further explored quantile effects across the distribution of exam scores, finding that the disruption had a more negative effect on students in the upper quartile than those in the lower quartile. Overall, the analysis shows a reduction in the gap across non-fee-paying schools and an increase in the gap between non-fee- and fee-paying schools.

Talsma, K., Chapman, A., & Matthews, A. (2023). **Self-regulatory and demographic predictors of grades in online and face-to-face university cohorts: A multi-group path analysis.** *British Journal of Educational Technology*, 54(6), 1917-1938. <https://doi.org/10.1111/bjet.13329>

Abstract Predictors of academic success at university are of great interest to educators, researchers and policymakers. With more students studying online, it is important to understand whether traditional predictors of academic outcomes in face-to-face settings are relevant to online learning. This study modelled self-regulatory and demographic predictors of subject grades in 84 online and 80 face-to-face undergraduate students. Predictors were effort regulation, grade goal, academic self-efficacy, performance self-efficacy, age, sex, socio-economic status (SES) and first-in-family status. A multi-group path analysis indicated that the models were significantly different across learning modalities. For face-to-face students, none of the model variables significantly predicted grades. For online students, only performance self-efficacy significantly predicted grades (small effect). Findings suggest that learner characteristics may not function in the same way across learning modes. Further factor analytic and hierarchical research is needed to determine whether self-regulatory predictors of academic success continue to be relevant to modern student cohorts. Practitioner Notes What is already known about this topic Self-regulatory and demographic variables are important predictors of university outcomes like grades. It is unclear whether the relationships between predictor variables and outcomes are the same across learning modalities, as research findings are mixed. What this paper adds Models predicting university students' grades by demographic and self-regulatory

predictors differed significantly between face-to-face and online learning modalities. Performance self-efficacy significantly predicted grades for online students. No self-regulatory variables significantly predicted grades for face-to-face students, and no demographic variables significantly predicted grades in either cohort. Overall, traditional predictors of grades showed no/small unique effects in both cohorts. Implications for practice and/or policy The learner characteristics that predict success may not be the same across learning modalities. Approaches to enhancing success in face-to-face settings are not automatically applicable to online settings. Self-regulatory variables may not predict university outcomes as strongly as previously believed, and more research is needed.

Tvedt, M. S., & Bru, E. (2023). **Completion of upper secondary education: Predictions of the psychosocial learning environment and academic achievement.** *Learning and Instruction*, 88, 101824. <https://doi.org/10.1016/j.learninstruc.2023.101824>

Background Lack of upper secondary school completion (dropout) is a serious concern. Psychosocial factors of the learning environment, such as perceived emotional support from teachers and loneliness among peers remain largely unstudied as predictors of completion. **Aims** The main aim of this five-year longitudinal study was to investigate whether psychosocial learning environment factors experienced early in upper secondary school contribute to the likelihood of school completion; either directly, or indirectly via academic achievement. **Sample** Participants were 1241 upper secondary school students in Norway. **Methods** A longitudinal panel design combining register data and student self-reports was implemented. Register data included GPA from the end of lower secondary school, GPA from the end of first of year of upper secondary school, and upper secondary school completion. Self-reports included perception of emotional support from teachers and loneliness among peers in the first year of upper secondary school. Control variables were gender, study track, and immigrant background. A structural equation model with completion (vs. dropout) as the outcome was estimated in Mplus. **Results** An indirect positive effect on completion was found for emotional support from teachers, mediated by subsequent academic achievement. A direct negative effect on completion was found for loneliness among peers. Among students with pronounced loneliness, completion rate was 10 percentage points lower than among those reporting no loneliness. **Conclusions** Loneliness among peers was identified as a substantial risk factor for school dropout. On the other hand, findings indicate that sufficient perceived emotional support from teachers can promote completion.

Valeurs

Alsina, I. (2023). **La construction d'une éthique de vie à travers l'apprentissage transformationnel: la Franc-maçonnerie comme espace d'éducation au «savoir-exister»?** *Éducation et socialisation. Les Cahiers du CERFEE*, (69). <https://doi.org/10.4000/edso.24589>

La Franc-maçonnerie comme instance organisationnelle cherche à construire des sujets dotés d'une conscience accrue de leur potentialité et désirant agir avec implication aux transformations sociétales. Son évolution au fil des siècles a façonné une idéologie fondée historiquement sur des principes religieux et plus tard humanistes. Les sujets l'intégrant doivent s'imprégner progressivement des différents apprentissages formels et informels propres à l'espace maçonnique afin d'intégrer une idéologie fondée sur une recherche de la vertu semblant questionner les paradigmes et les visions du monde des

apprenants. Cet apprentissage transformationnel se fonde sur la restructuration des perspectives cognitives à travers une réflexion critique des présupposés épistémiques. En se basant sur une recherche qualitative et des tests psychométriques mesurant l'évolution du niveau de compétences émotionnelles, les résultats montrent que cette restructuration biographique semble impacter le développement du capital émotionnel. En effet, l'appropriation de nouveaux comportements fondés sur la réflexivité, la connaissance de soi et la rencontre de l'altérité semble permettre au sujet de tendre vers l'appropriation du concept de « savoir-exister » dont nous d'exposerons les contours et les bienfaits d'un point de vue psychosociologique et organisationnel

Ben-Porath, S. (2023). **Learning to Avoid Extremism**. *Educational Theory*, 73(3), 376-393. <https://doi.org/10.1111/edth.12587>

Democracies are calling on schools to respond to a rise in extremist ideologies and actions. In this article Sigal Ben-Porath situates the rise in extremism within the broader context of political polarization. She suggests that the latter is a more appropriate target for school intervention than the former. She further suggests that addressing polarization can result in a reduction in extremism, and that polarization can be addressed by refocusing the use of existing teaching and learning tools, rather than by instituting new forms of intervention such as the Prevent strategy used in the UK. Tackling polarization through media literacy and the development of democratic habits can help rectify false beliefs, which contribute both to broad political polarization and to individuals' slide toward extremism. Focusing on strengthening knowledge as well as social ties can fortify individuals' and communities' resilience against extremism, as well as build bridges and connect people to a sense of shared fate across political divides. These practices are more effective and more justified than targeting individual students who are suspected of holding radical beliefs.

Blackmon, S. J., & Major, C. H. (2023). **Inclusion or infringement? A systematic research review of students' perspectives on student privacy in technology-enhanced, hybrid and online courses**. *British Journal of Educational Technology*, 54(6), 1542-1565. <https://doi.org/10.1111/bjet.13362>

This systematic review involved reexamining student perceptions of privacy in online, hybrid and technology-enhanced courses. The research questions included identifying key findings from studies on student privacy. The researchers followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology and completed three rounds of searching for studies, including general searches in Academic Search Complete and Education Research Complete and a targeted search using Google Scholar. The inclusion criteria for the studies were as follows: empirical data on privacy from students' perspectives, higher education setting and published in a top 10 educational technology journal. Once the articles were identified, they were screened and coded independently by two reviewers, and discrepancies were resolved through discussion and consensus. A narrative synthesis outlined three key themes from the original studies: privacy comforts, privacy concerns and privacy compromises. The study concluded with a discussion of the current state of knowledge of student privacy in online, hybrid and technology-enhanced courses, highlighting the need for greater focus on the balance of students' privacy and technology integration in higher education. Practitioner notes What is already known about this topic Integration of technology in higher education can pose student privacy concerns. Aspects of online and technology-supported courses can potentially compromise student privacy.

Personal information collected or shared without consent can be an issue. Digital tools and platforms used in online and hybrid courses can be associated with privacy risks. Learning management systems, online exams, virtual simulations and immersive virtual reality can pose privacy risks for students. Previous syntheses have explored technology in higher education but not from the students' perspectives across various course formats. What this paper adds This systematic review provides information about students' perspectives on privacy in online, hybrid and technology-enhanced courses. It offers a comprehensive analysis of key findings from studies on student privacy, including privacy comforts, concerns and compromises. It shares insight into how students perceive privacy concerns in online, hybrid and technology-supported learning and how these concerns might be addressed. It emphasizes the need for greater attention to the balance of students' privacy and technology integration in higher education. Implications for practice and/or policy The findings of this paper have important implications for policy and practice in higher education. Institutions should provide clear guidelines and policies on data privacy and security in online, hybrid and technology-supported learning environments, including transparent information on data collection, storage and usage. Institutions should prioritize the use of secure platforms and tools that protect students' data and privacy. Involving students in decision-making around technology integration and privacy policies can provide valuable insights and help develop policies that are responsive to their needs. Institutions should provide training and support to students focused on digital literacy and data privacy to empower them to take ownership of their privacy and security in online and technology-supported learning environments.

Bruneault, F. (2023). **Vers des environnements propices à la formation de citoyennes et citoyens numériques responsables en enseignement supérieur** (p. 74). Consulté à l'adresse Fonds de recherche du Québec website: <https://frq.gouv.qc.ca/histoire-et-rapport/vers-des-environnements-propices-a-la-formation-de-citoyennes-et-citoyens-numeriques-responsables-en-enseignement-superieur/>

Parmi les multiples activités effectuées par les étudiantes et les étudiants de cégep sur leurs téléphones mobiles, un élément se détache - une incroyable

Buttier, J.-C., & Panagiotounakos, A. (Éd.). (2023). **Des savoirs pour agir sur le monde**. Consulté à l'adresse <https://www.pug.fr/produit/2084/9782706153099/des-savoirs-pour-agir-sur-le-monde>

Byrne, V. L., Hollingsworth, J., & Kumar, P. C. (2023). **Navigating privacy tensions when responding to online aggression at postsecondary institutions**. *British Journal of Educational Technology*, 54(6), 1636-1652. <https://doi.org/10.1111/bjet.13377>

Abstract Postsecondary institutions have a legal responsibility to ensure that students have access to a safe learning environment. While institutions adopt policies and hire administrators to protect students from harm, many are underprepared to support students when these harmful incidents happen online. This is of increased concern now that online aggression is pervasive across universities worldwide. While faculty, administrators and students agree that online aggression is a significant issue and that institutions ought to provide prevention and response services, there is concern that these efforts might violate privacy norms. We used the theory of privacy as contextual integrity (CI) to explore the tensions that postsecondary students and staff perceive regarding student privacy when responding to incidents of online aggression. To do so, we

conducted focus groups with undergraduate students and student affairs administrators from a Historically Black College and University (HBCU) in the Mid-Atlantic USA. Our analysis surfaced three considerations that inform students' and staff's decision to report an incident of online aggression: their closeness to the person making the post, their perception of the online post content as a real threat and their knowledge of an authority figure who could help resolve the situation. We used CI theory to explain how these considerations can inform institutional policy, practice and future research. Practitioner notes What is already known about this topic Online aggression is a pervasive issue at postsecondary institutions worldwide that can contribute to psychological, academic and developmental issues. Postsecondary students and staff are unsure of how to respond to incidents of online aggression. There is a gap in policies and procedures for responding to online aggression at postsecondary institutions. What this paper adds A novel use of Nissenbaum's (2010) theory of contextual integrity to understand students' and staff's perceptions of privacy. Students' and staff's decisions to intervene or report an online aggression incident are determined by their relationship to the perpetrator, the severity of the social media post and their knowledge of who to tell on campus. Students and staff are reluctant to inform the police out of fear of violence against the perpetrator. Implications for practice and/or policy Raise awareness about responding to online aggression incidents. Implement online bystander intervention training programs to increase awareness and self-efficacy to intervene in unclear situations. Develop clear policies regarding online aggression, as well as a trustworthy procedure for how to respond.

Commission européenne. Direction générale de l'emploi, des affaires sociales et de l'inclusion. (2023). **Vocational education and training and the green transition: a compendium of inspiring practices.** Consulté à l'adresse <file:///C:/Users/Btesse.AD/Downloads/vocational%20education%20and%20training%20and%20the%20green%20transition-KE0423617ENN.pdf>

de Ruyter, D., & Sieckelinck, S. (2023). **Creating Caring and Just Democratic Schools to Prevent Extremism.** *Educational Theory*, 73(3), 413-433. <https://doi.org/10.1111/edth.12583>

Secondary schools are well placed to avert radicalization processes toward extremism because such trajectories often begin in adolescence. Adolescents are in the process of forming their identities, and most adolescents are idealistic, which makes them susceptible to groups that passionately pursue utopian visions. To avert the path toward extremism, Doret de Ruyter and Stijn Sieckelinck propose to balance a prevention approach with a positive educative ethos that is sensitive to the emotions involved in students' quest for meaning in life and identity formation. This involves schools being places where all students experience that they matter and where they can express their passion for their ideals and experiment with their identities without being ridiculed; at the same time, schools must guide students in learning that not everything they value will be accepted and that they must also take into account the interests and rights of others. The schools' role is thus complex and precarious, and teachers are in a position of navigating a politically sensitive minefield daily. Therefore, any theoretical proposition regarding what schools can realistically do to prevent extremism must be informed by everyday educational practice.

D'Olimpio, L. (2023). **Educating the Rational Emotions: An Affective Response to Extremism**. *Educational Theory*, 73(3), 394-412. <https://doi.org/10.1111/edth.12579>

Educating against extremism doesn't just involve seeking to prevent individuals from becoming extremists or radicalized, although that, of course, is a significant concern. There is also an important role for education in teaching the rest of us, the general populace, the best way to react and respond when we learn of a terrorist attack or consider the potential risk of violent extremism in our community, or even worldwide, given we are connected globally via technology. In this article, Laura D'Olimpio argues that educators have a central role to play in teaching young people to respond to the news of violent extremism and the worry about terrorists and terrorism in ways that support our sense of community and personal well-being. Among the ways in which educators may support such aims is by educating the emotions. There are practical and moral reasons to temper our fearful reactions, and it is in our best interest to educate pupils to avoid allowing fear of terrorists or violent extremism to interfere with their daily lives and actions. D'Olimpio claims that our best response to extremism, both representationally and practically, is to refuse to be terrified. By not being overwhelmed by fear or altering our day-to-day activities, we not only better support a well-functioning democracy and our own happiness or flourishing, but we also disempower rather than empower extremists.

D'Olimpio, L., & Hand, M. (2023). **Symposium Introduction: Education Against Extremism**. *Educational Theory*, 73(3), 337-340. <https://doi.org/10.1111/edth.12580>

Draelants, H. (2023). **Une vérité qui ne dérange pas ? Pour une sociologie de l'éducation au changement climatique**. *Les Cahiers de Recherche du Girsef*, (132). Consulté à l'adresse <https://ojs.uclouvain.be/index.php/cahiersgirsef/article/view/78743>

L'objectif de ce Cahier est de jeter les bases d'une sociologie de l'éducation au changement climatique et de faire apparaître la pertinence d'une telle approche. Pour ce faire, nous discutons le récit paradoxal sur l'urgence climatique selon lequel nos sociétés ne réagissent pas alors même qu'elles entendent l'alerte. Notre hypothèse est que ce récit, devenu lieu commun tant il est répandu, cadre inadéquatement la manière dont l'éducation (informelle) au changement climatique est pensée et conduite actuellement. Nous montrons que ce récit est contredit par ce que les études d'opinion existantes nous apprennent sur l'information du public à ce sujet, et sur le lien entre la connaissance et l'action individuelle ou collective. Nous synthétisons également ce que nous apprennent les recherches en sciences sociales sur les obstacles à l'engagement public et à la transformation profonde de la société.

Falaize, B. (2023). **Enseigner l'EMC à l'école**. Consulté à l'adresse <https://www.hisler.fr/livre/22823740-enseigner-l-emc-a-l-ecole-benoit-falaize-retz>

Un ouvrage clair et concis pour comprendre les enjeux de l'enseignement moral et civique qui participe à la formation du citoyen de demain. Construire le citoyen... Voilà la grande affaire de l'école. Et l'idée n'est pas neuve. Elle naît très tôt, en France, dans l'atmosphère de la révolution pour se poursuivre tout au long du XIXe et du XXe siècle. Hérité de la leçon de morale, cet enseignement a pu être contesté, mais il a désormais été profondément renouvelé pour intégrer les programmes officiels. Il apparaît aussi comme une réponse aux nombreux défis et événements tragiques que la société française contemporaine doit affronter. Comme le montre cette première synthèse sur le sujet, cet enseignement a aussi une histoire. Il est traversé par des visions antagonistes. L'une vise à transmettre les principes et les valeurs par une pédagogie

descendante, avec restauration de l'autorité et des sanctions. L'autre s'inspire des pédagogies nouvelles, davantage attentives à la manière de faire partager les valeurs et les principes. L'auteur s'attache à décrypter cette histoire, ainsi que les grandes thématiques liées aux apprentissages notionnels : les valeurs et principes de la République, la laïcité, la solidarité, la responsabilité individuelle et collective. Au-delà, il montre comment les enseignants peuvent s'approprier l'EMC pour favoriser l'engagement des élèves dans une citoyenneté pleine et entière.

Gereluk, D. (2023). **A Whole-School Approach to Address Youth Radicalization.** *Educational Theory*, 73(3), 434-451. <https://doi.org/10.1111/edth.12581>

Schools are increasingly being asked to identify and monitor youth who may be susceptible to recruitment toward radical groups. Rather than asking teachers to identify at-risk behaviors, Dianne Gereluk argues here that a whole-school approach may help to foster belonging and connection among youth that is not additive, but a central component of safe and inclusive schools. Whole-school approaches attend to the different power relationships that occur within the school community, focusing on the classroom environment, the school organization, and the broader school environment. Insofar as radicalization is partly a response to the perception of exclusion and oppression, these factors may go some way toward mitigating the appeal of extremism.

Giuffrida, I., & Hall, A. (2023). **Technology integration in higher education and student privacy beyond learning environments—A comparison of the UK and US perspective.** *British Journal of Educational Technology*, 54(6), 1587-1603. <https://doi.org/10.1111/bjet.13375>

Technology integration in higher education (HE) has brought immense innovation. While research is investigating the benefits of leveraging, through learning analytics, the data created by the greater presence of technology in HE, it is also analysing the privacy implications of vast universes of data now at the fingertips of HE administrators. This paper argues that student privacy challenges linked to technology integration occur not only within but also beyond learning environments, namely at the enterprise level. By analysing the UK and US legal frameworks surrounding how HE institutions respond to parents demanding disclosure of their adult children's personal data in the event of mental health crises, this paper offers an example of real and complex privacy issues, often overlooked by interdisciplinary inquiry, that exist in the 'interstitial space' between HE technology and privacy law. The purpose of conducting a comparative analysis was to demonstrate that countries with different privacy regimes are similarly ill-equipped to address certain student privacy issues at the HE enterprise level, leaving HEIs exposed to potential litigation/regulatory risks. The contribution of this work is to invite greater interdisciplinary awareness of, and inquiry into, student privacy beyond learning environments.

Gribbins, M., & Bonk, C. J. (2023). **An exploration of instructors' perceptions about online proctoring and its value in ensuring academic integrity.** *British Journal of Educational Technology*, 54(6), 1693-1714. <https://doi.org/10.1111/bjet.13389>

Abstract As universities moved to remotely taught courses during the COVID-19 pandemic, the importance of maintaining academic integrity in online environments intensified. In response, this study explores instructors' perceptions about the role of online proctoring as a tool for their courses with the intent of enhancing the understanding of online proctoring's usefulness in ensuring academic integrity and the factors that may be

swaying instructors' adoption decisions. An online survey was completed by 158 instructors at a variety of higher education institutions with 118 responding to an open-ended question that allowed respondents to share any additional thoughts about or experiences with using online proctoring. A thematic review of the qualitative comments illustrates the multifaceted impact of online proctoring on instructors and students. Results identified instructors' perceived benefits and challenges of online proctoring to them, their students and the learning process. In addition, instructors voiced numerous legal, ethical and social concerns about the use of online proctoring, including concerns related to students' privacy. Despite these concerns, some instructors identified strong use cases for online proctoring while others provided alternative strategies for ensuring academic integrity in online courses. As institutions consider the role of online proctoring in ensuring academic integrity, a holistic approach that balances instructional design best practices, student-friendly policies and proctoring tools is recommended to serve the complex needs and concerns of instructors, students and their institutions. Practitioner notes What is already known about this topic Prior research findings are mixed as to whether proctoring is valuable for ensuring academic integrity in online courses. Studies investigating grade performance in proctored versus unproctored exam settings have conflicting results; however, studies have found that students completing proctored formative exams perform better on summative exams than students completing non-proctored formative exams. What this paper adds Qualitative data were collected to provide an overview of instructors' perceptions about and experiences with online proctoring. Analysis suggests that online proctoring is beneficial to some instructors, students and the overall learning process. At the same time, its use is also concerning to other instructors and students. Among the issues raised by instructors are concerns for student privacy, increases in student test anxiety and discriminatory proctoring practices. Implications for practice and/or policy Institutions must be proactive in ensuring that the use of online proctoring aligns with their institutional values and the changing legal landscape. Institutional policies should strive to find a balance between ensuring academic integrity and promoting a positive experience for students and instructors. Since there are strong use cases for online proctoring, these policies should include flexibility whenever possible.

Hagadone-Bedir, M., Voithofer, R., & Kulp, J. T. (2023). **Contextualizing privacy with wearable data in higher education**. *British Journal of Educational Technology*, 54(6), 1619-1635. <https://doi.org/10.1111/bjet.13378>

Abstract This conceptual study uses dynamic systems theory (DST) and phenomenology as lenses to examine data privacy implications surrounding wearable devices that incorporate stakeholder, contextual and technical factors. Wearable devices can impact people's behaviour and sense of self, and DST and phenomenology provide complementary approaches for emphasizing the subjective experiences of individuals that occur with the use of wearable data. Privacy is approached through phenomenology as an individual's lived bodily experience and DST emphasizes the self-regulation and feedback loops of individuals and their uses of wearable data. The data collection, analysis and communication of wearable data to support learning systems alongside privacy implications for each are examined. The IoT, cloud computing, metadata and algorithms are discussed as they relate to wearable data, pointing out privacy risks and strategies to minimize harm. Practitioner notes What is already known about this topic Data privacy is a complex topic and is approached through different perspectives, influencing the degree of an individual's data autonomy. Wearable

technology is increasing in the consumer market and offers great potential to learning environments. What this paper adds Extends extant literature on dynamic systems theory and phenomenology, contributing these perspectives to educational research in the context of student data privacy and wearable technologies. Provides a framework to understand the complex and contingent ways that privacy can be understood in the collection, analysis, and communication of wearable data to support learning. Implications for practice and/or policy Higher education faculty and educational policymakers should consider various interactions in systems and among systems of how wearable data collection may be analysed, communicated and stored, potentially exposing students to privacy harms. Multiple actors in learning systems must engage in continuous and evolving feedback loops around data security, consent, ownership and control to determine who has access to student data, how it is used and for what purposes. The EU's General Data Protection and Regulation offers one of the most comprehensive frameworks for higher education institutions and faculty around the world to follow for protecting student data privacy.

Hand, M. (2023). **Education, Extremism, and Aversion to Compromise**. *Educational Theory*, 73(3), 341-354. <https://doi.org/10.1111/edth.12582>

Schools plausibly have a role to play in countering radicalization by taking steps to prevent the acquisition of extremist beliefs, dispositions, and attitudes. A core component of the extremist mindset is aversion to compromise. Michael Hand inquires here into the possibility, desirability, and means of educating against this attitude. He argues that aversion to compromise is demonstrably undesirable and readiness to compromise demonstrably desirable, so discursive teaching of these attitudes should guide pupils toward these verdicts. And he identifies three methods of formative teaching by which readiness to compromise can be cultivated in pupils.

Knight, S., Shibani, A., & Buckingham Shum, S. (2023). **A reflective design case of practical micro-ethics in learning analytics**. *British Journal of Educational Technology*, 54(6), 1837-1857. <https://doi.org/10.1111/bjet.13323>

Abstract A burgeoning literature, policy landscape, and set of practice resources and guidelines have emerged around ethical educational technology development and implementation, particularly in the context of data or artificial intelligence informed tools. However, while these resources provide valuable tools to support navigation of the ethical landscape, they suffer from some limitations. These include a focus on coarse-grained, clear cut cases; a lack of attention to dilemmas and tensions; and a potential focus on procedural aspects of ethics, rather than our moment-to-moment ethics-in-action. This paper provides a case study description, using a reflective design case to provide a more textured micro-ethics. The case approach, its exemplification as a tool for micro-ethics, and the features of interest in our particular case each provide valuable tools for the educational technology community. Practitioner notes What is already known about this topic Ethical concerns are central to the design, development and implementation of educational technologies (edtech). A range of guidelines, policies and law exist, providing principles that guide edtech research and use. However existing resources tend to reflect coarse procedural aspects of ethics, providing a navigation aid, but not a defined path, in ethical edtech practice. What this paper adds This paper provides a novel method—a reflective design case—for describing and exploring micro-ethics in edtech. Through applying this method, we demonstrate that micro-ethical analyses of ‘ethics-in-action’ help to uncover the nuanced decisions we make in ethical

conduct. This exemplification provides insight into a specific body of work on writing analytics, of relevance to the field. Implications for practice and/or policy Policy and guidance for ethical conduct should make use of cases that demonstrate how such ethical materials are drawn on in ethical conduct, and as demonstrations of micro-ethics in action. Practitioners?those who design, develop, and implement edtech?may use the method developed to explore and share their own cases to support their work. Practitioners?those who design, develop, and implement edtech?may draw on shared reflective design cases in learning regarding navigating application of procedural ethics and developing ethics-in-action.

Kumi-Yeboah, A., Kim, Y., Yankson, B., Aikins, S., & Dadson, Y. A. (2023). **Diverse students' perspectives on privacy and technology integration in higher education**. *British Journal of Educational Technology*, 54(6), 1671-1692. <https://doi.org/10.1111/bjet.13386>

Abstract The rapid increase and use of educational technologies have a significant impact on students' privacy, personal information and metadata in higher education. The past two decades have also witnessed the process where information about students is stored and handled outside premises and control of learning institutions. The personal information about students and their activity while they interact with learning management systems (LMS) and online learning tools is increasing and is stored in cloud computing platforms, software-as-a-service providers and other vendors. There are reported cases where students' personal data and information have been leaked, with possible privacy violations. Although this issue affects all students, it is important to understand the perspectives of culturally diverse students on the balancing of personal data/information and the use of technology integration in higher education. The purpose of this research was to investigate diverse students' perspectives on privacy, control of personal information, confidentiality and technology integration. The study also aimed to examine the challenges and experiences of loss of control over personal data and metadata encroachment, and protection of privacy in online education. Data were collected following a qualitative research design. Forty in-depth and semi-structured focus-group interviews (26 female and 24 male students) from four academic disciplines (Education, Social Sciences, Business, and Health Sciences) in a public university in the United States were obtained and analysed following a constant comparative analysis approach. Findings show evidence of fear and anxiety about data encroachment, challenges from bureaucratic procedures and lack of educational awareness, privacy concerns about LMS and social media. These results contribute to a new understanding regarding diverse students' knowledge, challenges and experiences on how to balance privacy, confidentiality and technology integration in higher education. Practitioner notes What is already known about this topic Considering the increasing Internet world, where new technologies and mobile computing are interwoven in the use of digital technologies and access to information, balancing students' privacy and technology integration is essential in providing students assurance of their data security and privacy. Few studies have explored diverse students' perspectives on privacy and technology integration that include control of personal information, confidentiality and technology integration. Further, there is a dearth of studies on the challenges and experiences of diverse students regarding the loss of control over personal data and metadata encroachment, and protection of privacy in online education. Although rapid digitalization sparked studies about privacy and data usage, such as the perception of privacy breaches for the purpose of COVID-19 pandemic control, few studies have also raised privacy issues related to student data usage in higher education institutions (HEIs)

in the post-COVID-19 context. To realise justice technology integration and data usage in HEIs, students' perspectives on privacy should be examined. What this paper adds The results show the following: fear and anxiety about data encroachment, challenges from bureaucratic procedures and lack of educational awareness, privacy concerns about LMS and social media. The result from this work also illustrates that it would be hard for students to evaluate their privacy risk due to lack of educational opportunity to balance privacy and technologies usage, and the blurred boundaries between LMS and third parties including social media in technology integration. Implications for practice and/or policy The paper identifies how the rapid increase and use of educational technologies have, in many ways, influenced diverse students' personal information and metadata in higher education. The paper makes detail recommendations on how HEIs can address the issue of balancing privacy and technology integration as an essential strategy by providing students assurance of their data security and privacy.

Lachheb, A., Abramenska-Lachheb, V., Moore, S., & Gray, C. (2023). **The role of design ethics in maintaining students' privacy: A call to action to learning designers in higher education.** *British Journal of Educational Technology*, 54(6), 1653-1670. <https://doi.org/10.1111/bjet.13382>

Abstract Maintaining students' privacy in higher education, an integral aspect of learning design and technology integration, is not only a matter of policy and law but also a matter of design ethics. Similar to faculty educators, learning designers in higher education play a vital role in maintaining students' privacy by designing learning experiences that rely on online technology integration. Like other professional designers, they need to care for the humans they design for by not producing designs that infringe on their privacy, thus, not causing harm. Recognizing that widely used instructional design models are silent on the topic and do not address ethical considerations such as privacy, we focus this paper on how design ethics can be leveraged by learning designers in higher education in a practical manner, illustrated through authentic examples. We highlight where the ethical responsibility of learning designers comes into the foreground when maintaining students' privacy and well-being, especially in online settings. We outline an existing ethical decision-making framework and show how learning designers can use it as a call to action to protect the students they design for, strengthening their ethical design capacity. Practitioner notes What is already known about this topic Existing codes of ethical standards from well-known learning design organizations call upon learning designers to protect students' privacy without clear guidance on how to do so. Design ethics within learning design is often discussed in abstract ways with principles that are difficult to apply. Most, if not all, design models that learning design professionals have learned are either silent on design ethics and/or do not consider ethics as a valid dimension, thus, making design ethics mostly excluded from learning design graduate programs. Practical means for engaging in ethical design practice are scarce in the field. What this paper adds A call for learning designers in higher education to maintain and protect students' privacy and well-being, strengthening their ethical design capacity. A demonstration of how to use a practical ethical decision-making framework as a designerly tool in designing for learning to maintain and protect students' privacy and well-being. Authentic examples?in the form of vignettes?of ethical dilemmas/issues that learning designers in higher education could face, focused on students' privacy. Methods?using a practical ethical decision-making framework?for learning design professionals in higher education, grounded in the philosophy of designers as the guarantors of designs, to be employed to detect situations where students' privacy and

best interests are at risk. A demonstration of how learning designers could make stellar design decisions in service to the students they design for and not to the priorities of other design stakeholders. Implications for practice and/or policy Higher education programs/institutions that prepare/employ learning designers ought to treat the topics of the designer's responsibility and design ethics more explicitly and practically as one of the means to maintain and protect students' privacy, in addition to law and policies. Learning designers in higher education ought to hold a powerful position in their professional practice to maintain and protect students' privacy and well-being, as an important aspect of their ethical design responsibilities. Learning designers in higher education ought to adopt a design thinking mindset in order to protect students' privacy by (1) challenging ideas and assumptions regarding technology integration in general and (2) detecting what is known in User Experience (UX) design as 'dark patterns' in online course design.

Lind, A. R. (2023). **Dewey, Experience, and Education for Democracy: A Reconstructive Discussion.** *Educational Theory*, 73(3), 299-319. <https://doi.org/10.1111/edth.12567>

In this article, Andreas Reichelt Lind explores the possibilities of a Deweyan account of education for democracy. To that end, an account emphasizing democratic habit formation, direct experience of democracy as a way of life, and the distinction between being and becoming is explicated and discussed. Lind shows how these elements together point to the issue of designing educational environments and then discusses in a preliminary way the implications of this insight from the perspective of education for democracy. The article's contribution is twofold. First, it explicitly contributes to a reconstruction of Dewey in relation to the issue of educating for democracy. This represents a reframing of his writings. Second, it highlights and discusses some theoretical implications of the possibilities inherent in the Deweyan account of education for democracy.

Liu, Q., & Khalil, M. (2023). **Understanding privacy and data protection issues in learning analytics using a systematic review.** *British Journal of Educational Technology*, 54(6), 1715-1747. <https://doi.org/10.1111/bjet.13388>

The field of learning analytics has advanced from infancy stages into a more practical domain, where tangible solutions are being implemented. Nevertheless, the field has encountered numerous privacy and data protection issues that have garnered significant and growing attention. In this systematic review, four databases were searched concerning privacy and data protection issues of learning analytics. A final corpus of 47 papers published in top educational technology journals was selected after running an eligibility check. An analysis of the final corpus was carried out to answer the following three research questions: (1) What are the privacy and data protection issues in learning analytics? (2) What are the similarities and differences between the views of stakeholders from different backgrounds on privacy and data protection issues in learning analytics? (3) How have previous approaches attempted to address privacy and data protection issues? The results of the systematic review show that there are eight distinct, intertwined privacy and data protection issues that cut across the learning analytics cycle. There are both cross-regional similarities and three sets of differences in stakeholder perceptions towards privacy and data protection in learning analytics. With regard to previous attempts to approach privacy and data protection issues in learning analytics, there is a notable dearth of applied evidence, which impedes the assessment of their effectiveness. The findings of our paper suggest that privacy and data protection

issues should not be relaxed at any point in the implementation of learning analytics, as these issues persist throughout the learning analytics development cycle. One key implication of this review suggests that solutions to privacy and data protection issues in learning analytics should be more evidence-based, thereby increasing the trustworthiness of learning analytics and its usefulness. Practitioner notes What is already known about this topic Research on privacy and data protection in learning analytics has become a recognised challenge that hinders the further expansion of learning analytics. Proposals to counter the privacy and data protection issues in learning analytics are blurry; there is a lack of a summary of previously proposed solutions. What this study contributes Establishment of what privacy and data protection issues exist at different phases of the learning analytics cycle. Identification of how different stakeholders view privacy, similarities and differences, and what factors influence their views. Evaluation and comparison of previously proposed solutions that attempt to address privacy and data protection in learning analytics. Implications for practice and/or policy Privacy and data protection issues need to be viewed in the context of the entire cycle of learning analytics. Stakeholder views on privacy and data protection in learning analytics have commonalities across contexts and differences that can arise within the same context. Before implementing learning analytics, targeted research should be conducted with stakeholders. Solutions that attempt to address privacy and data protection issues in learning analytics should be put into practice as far as possible to better test their usefulness.

Mansour, A. Z., Ahmi, A., Alkhuzai, A. S. H., Alhmoed, M. A., Popoola, O. M. J., & Altarawneh, M. (2023). **State of art in tax evasion research: A bibliometric review**. *Review of Education*, 11(3), e3422. <https://doi.org/10.1002/rev3.3422>

This study presents an extensive bibliometric review of research publications on tax evasion using the Scopus database. Data analysis was conducted using Microsoft Excel, Open Refine, Harzing's Publish or Perish, and VOSviewer. Since 1998, there has been a continuous growth in the number of research papers published on tax evasion. The United States emerged as the most productive country in terms of published tax evasion studies. Specifically, Florida International University ranked first as the most active institution in publishing important articles related to tax evasion research. The Journal of Public Economics stands out as the most renowned journal in this field. However, it should be noted that this research relies on the Scopus database, which may have certain limitations that can influence the results. Moreover, this study acknowledges the crucial role of education in comprehending and combating tax evasion. It highlights the significance of educational institutions, such as Florida International University, in generating valuable research on tax evasion. By promoting education and raising awareness about the intricate nature of tax evasion, scholars and practitioners can make well-informed decisions and formulate effective strategies to mitigate its adverse effects. To the best of the researcher's knowledge, this study represents the first extensive bibliometric analysis that offers a comprehensive overview of tax evasion research while recognising education's vital role in tackling this issue. Context and implications Rationale for this study A bibliometric study on tax evasion provides valuable insights into the existing literature, research trends and knowledge gaps, which can inform educational interventions and the development of effective strategies to promote tax compliance. It helps identify best practices and evidence-based approaches to enhance tax education and assess the impact of education on tax compliance. Why do the new findings matter? The findings of a tax evasion bibliometric study are crucial for education

as they inform and enhance educational initiatives. They provide insights into the existing research landscape, allowing educators to tailor their approaches and incorporate best practices. Ultimately, integrating the findings of a tax evasion bibliometric study into education enhances the effectiveness of educational efforts in reducing tax evasion. Implications for researchers and practitioners Tax evasion bibliometric study has significant implications for researchers and practitioners in education. Researchers can benefit from identifying research gaps, exploring collaborative opportunities, and gaining methodological insights to advance knowledge in the field. For practitioners, the findings support evidence-based decision-making, enable the tailoring of educational interventions, and foster collaboration with researchers. The study promotes a stronger connection between research and practice, enhancing the effectiveness of educational efforts in addressing tax evasion. Ultimately, the implications of a tax evasion bibliometric study contribute to the development of evidence-based strategies and interventions in the education sector.

Mbo, C., & Butnaru, S. (2023). **Éducation non formelle des orpailleurs à l'environnement et réduction de l'utilisation du mercure dans l'orpaillage : pour l'adoption de techniques d'extraction aurifère durables**. *International Review of Education*, 69(4), 447-465. <https://doi.org/10.1007/s11159-023-09999-5>

Non-formal environmental education for gold miners and reduction of mercury use in gold mining: Towards the adoption of sustainable gold mining techniques – The use of mercury in artisanal mining is being combated all over the world. Uncontrolled use of mercury has negative impacts on health and the environment. One way to limit the use of this neurotoxic heavy metal is to raise awareness and educate gold miners. To this end, many educational activities are being carried out, but many artisanal miners are still not changing the way they work. This exploratory study addresses gold miners' knowledge of the harmful effects of using mercury in gold mining, how they acquire this knowledge, and the conditions that should support their behaviour change. Data were collected in the town of Bétaré Oya in Eastern Cameroon using a mixed methods approach, interviews and questionnaires. It was found that the gold miners already have some knowledge about the reasons why they should change their behaviour in their working environment. However, experts are needed to properly train them and develop their artisanal skills to adopt and maintain gold mining practices that require little or no mercury. It is therefore necessary to consider intervention strategies based on non-formal environmental education that are conducive to developing and consolidating miners' skills towards sustainable artisanal mining.

Ministère de l'Enseignement supérieur et de la recherche. (2022). **Plan climat-biodiversité et transition écologique de l'Enseignement supérieur et de la Recherche** (p. 67). Consulté à l'adresse Ministère de l'Enseignement supérieur et de la recherche website: <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-06/plan-climat-biodiversit-et-transition-cologique-de-l-enseignement-sup-rieur-et-de-la-recherche-2022-28244.pdf>

OCDE: Organisation de coopération et de développement économiques. (2023). **Assessing and anticipating skills for the green transition: Unlocking talent for a sustainable future**. Consulté à l'adresse <https://www.oecd-ilibrary.org/sites/28fa0bb5-en/index.html?itemId=/content/publication/28fa0bb5-en>

Les politiques visant à réduire l'impact environnemental des activités humaines ont des conséquences importantes sur les marchés du travail, l'emploi et les compétences. Il est essentiel d'évaluer et d'anticiper les nouveaux besoins en compétences pour éviter les goulots d'étranglement et soutenir la transition verte. Le rapport met en lumière les méthodes de mesure de l'évolution de l'offre et de la demande de compétences liées à la transition verte à travers un examen approfondi des pratiques dans cinq pays de l'OCDE (Australie, Autriche, France, Norvège, Suède) et identifie les meilleures pratiques d'intégration de ces informations dans les politiques liées à l'emploi, l'orientation professionnelle, de l'éducation et la formation des adultes.

Panjwani, F. (2023). **(DIS)Locating Meaning: Toward a Hermeneutical Response in Education to Religiously Inspired Extremism.** *Educational Theory*, 73(3), 452-461. <https://doi.org/10.1111/edth.12585>

A key epistemological assumption in the ideologies of many of the groups termed extremist is that there is an unmediated access to a Divine Will. Driven by this assumption, and facilitated by several other factors, a range of coercive actions (including violence) to force others into submission to the perceived Will of God are seen as justified by some of these groups. A consideration of how religion is discussed in various contexts, from seminaries and schools to media and policy discourses, shows that this assumption about unmediated access to Divine Will is widely shared and that most children grow up socialized into it. In this paper, Farid Panjwani argues that challenging this assumption through educational settings can help young people acquire critical capacities that may lead to a critique of extremist narratives, thereby decreasing their attractions. In this regard, the paper draws upon a range of theoretical ideas, for example, the hermeneutical tradition (in particular the work of Hans-Georg Gadamer), as well as historical and textual examples, to make a case for a rethinking of religious education to develop more critical capacities among the students.

Prinsloo, P., Slade, S., & Khalil, M. (2023). **Multimodal learning analytics—In-between student privacy and encroachment: A systematic review.** *British Journal of Educational Technology*, 54(6), 1566-1586. <https://doi.org/10.1111/bjet.13373>

Abstract Since the emergence of learning analytics (LA) in 2011 as a distinct field of research and practice, multimodal learning analytics (MMLA), shares an interdisciplinary approach to research and practice with LA in its use of technology (eg, low cost sensors, wearable technologies), the use of artificial intelligence (AI) and machine learning (ML), and the provision of automated, mostly real-time feedback to students and instructors. Much of MMLA takes place in experimental and laboratory settings, researching students' learning in in-between spaces?between research and classroom application, in-between students' learning in private and public spaces as researchers track students' learning both in their use of social media and connected devices, and through the use of context-aware and adaptive devices; and lastly, in-between respecting students' privacy while increasingly using intrusive technologies. This study seeks to establish what is known about MMLA in terms of rationale for applications, the nature and scope of data collected, the study contexts, evidence of commercial interests and/or downstream uses of students' data, and consideration of ethics, privacy, and the protection of student data. This systematic review analysed 192 articles using a search string consisting of various combinations of multimodal (data) and learning analytics. The main findings include, inter alia, that though MMLA provide insights into learning and teaching, there is little evidence of MMLA findings successfully being applied to classroom settings, at scale.

Given that the nature of MMLA research often necessitates the use of a range of (intrusive) sensors and recording technologies and can include children in its samples; the encroachment of students' right to privacy is a huge concern that is not addressed. There is also a need to reconsider the rationale for collecting multimodal data, the conditions under which such data collection will be ethical and in service of students' wellness, and the boundaries that should protect their (multimodal) data. Practitioner notes What is already known about this topic Experimental educational research predates both multimodal learning analytics (MMLA) and educational data mining (EDM). MMLA has been an integral part of learning analytics as research focus and practice since its inception. The increased digitisation and datafication, advances in technology (eg, sensor technology, geo-tracking, etc.) and a growing normalisation of wearable technologies provides greater scope for collecting multimodal data. There is a vast body of published MMLA research providing a range of insight into students' and educators' behaviours aiming to increase the effectiveness of teaching. What this paper adds While there are several studies providing insights into the state of MMLA research, this study provides insight to a selected range of factors in MMLA research such as the type of research (empirical/conceptual); the nature and scope of data collected; the sample populations (pre-higher education, higher education, etc.); evidence of commercial interests or consideration of downstream uses; issues pertaining to consent, privacy, data protection and ethics; and evidence of how findings were used to improve teaching and learning. The vast majority of MMLA research targets higher education, is empirical in nature and is based on relatively small samples of participation in experimental settings. Confirms previous research that found the predominance of small samples, and a lack of replicability and, as a result, lacking scalability. That there is very little explicit discussion of the ethical and privacy implications and data protection, either at design stage or for future implementation. Similarly, that there is little consideration of potential commercial interests or downstream uses of data. Implications for practice and/or policy MMLA in its essence requires interdisciplinary approaches and teams. For MMLA to move beyond small-scale, experimental settings to application in real (classroom) settings, larger, replicable studies should be conducted together with ways to make study findings actionable for teachers and students. Ethical issues, commercial interests and downstream uses of collected data must be considered within the design and approval of MMLA research.

Ramezanzadeh, A., & Rezaei, S. (2023). **Higher education English language professors' conceptualisation of peace: A call for integrating critical peace practices into teaching and teacher education programmes.** *Teaching and Teacher Education*, 135, 104331. <https://doi.org/10.1016/j.tate.2023.104331>

This study explored English language professors' conceptualisation of peace in light of explicit theories of peace. The participants, 20 English language professors in the context of Iran, shared their ideas through interviews and personal documents. The data were hermeneutically analysed and two dominant themes were identified: the cultivation of critical being and transforming unequal power through de-centering dominant discourses, listening to muted voices, and expanding participatory processes. The participants called for critical pedagogy and a shift towards a multilingual-multicultural paradigm revolving around intercultural openness. The findings re-claimed criticality in peace practices in teaching and teacher education programmes.

Stevens, D. (2023). **Recasting “Fundamental ‘British’ Values”**: Education, Justice, and Preventing Violent Extremism. *Educational Theory*, 73(3), 355-375. <https://doi.org/10.1111/edth.12584>

Societies concerned with preventing acts of violent extremism often target the ideas that are thought to motivate such acts. The state's use of educational institutions is one mechanism by which those ideas are subjected to challenge. Teaching liberal democratic values to students is one method. Here, David Stevens argues that this model is misguided. First, commitment to violent methods is not primarily driven by the attractiveness of radical ideas themselves, but by material facts and circumstances. Second, an education that ignores the teaching of various socioeconomic values, such as a commitment to a certain degree of material equality and welfare provision, is inadequate as a conception of citizenship. These criticisms are related. Citizens are owed certain resources and commitments as citizens, and grounds for dissatisfaction and violence are reduced when citizens receive the holdings to which they are entitled, and when their fellow citizens recognize and endorse this. Consequently, it is the role of education to teach directly toward the adoption of such socioeconomic values and commitments.

Sun, J. C. (2023). **Gaps, guesswork, and ghosts lurking in technology integration: Laws and policies applicable to student privacy**. *British Journal of Educational Technology*, 54(6), 1604-1618. <https://doi.org/10.1111/bjet.13379>

Technology integration and learning analytics offer insights to improve educational experiences and outcomes. In advancing these efforts, laws and policies govern these environments placing protections, standards, and developmental opportunities for higher education, students, faculty, and even the nation-state. Nonetheless, evidence of educational restrictions, encumbered actions, and archaic approaches pervades the legal literature and case law demonstrating that these laws and policies do not always function well in evolving and emerging technology spaces. To examine these laws and policies of student privacy, the author employs the combination of a critical policy analysis, which derives from critical social research as a means to explore discourse and policy through drawing out the policy contexts, texts, and consequences, and Flood's liberating systems theory, which directs the analysis to a problem-solving approach by examining the policy discourse from a systems-thinking lens. Based on a review of 184 court cases, 74 policies from a diversified representation of US states/territories, and seven developed nations or multi-nation consortia, this examination illuminates how context and text such as the type and setting of the privacy matter (eg, various freedom of information acts, educational records under the Family Educational Rights and Privacy Act, and General Data Protection Regulation in the European Union) presents opportunities for protections and standardization efforts; however, they also illustrate significant protection gaps, guesswork and insufficiency around the type and degree of data subject consent, and ghosting effects of data subjects' protections. While the extant literature already supports aspects of these findings, it does not account for this holistic view of these three privacy vulnerabilities—especially in light of the principles to which these laws purport to achieve. Moreover, the three identified privacy vulnerabilities suggest overlooked inclusion of two overarching privacy concepts—transparency and equity. This study recommends that key actors in the policy construction realm (ie, university leaders, policymakers, and judges) should engage in analyses, dialogue, and consideration about transparency and equity by considering contemporary privacy problems in the contexts of artificial intelligence, quantum computing, and cybersecurity

as a way to improve transparent and equitable policies in these areas rather than exacerbating the privacy dilemmas already in place. Practitioner notes What is already known about this topic In the United States, the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) are well documented evidence of privacy protections for education and health records, but they fail to offer sufficient protections for students as data subjects with emerging technologies. Existing federal-level laws in the United States do not offer a systematic or uniform approach in the manner that data users obtain consent, so data subjects are largely unaware of what is being consented. Other than matters of consent, policy strategies based on student privacy laws (ie, voluntary consensus standards, basic practices to maintain privacy, an ethics review board, data/record retention and destruction, and data sanitation of equipment) are significant and informative largely from the university-perspective, not the students as data subjects. What this paper adds A new comprehensive examination of US laws including statutes, regulations, and cases as well as seven key nation-state or national consortia laws?especially the EU's General Data Protection Regulation and selected state laws in the United States, which offer consistent and greater student privacy protections. Insights about the principles designed among the laws, which centre around their application, essentiality, consent, and security. Attention to areas in which student privacy laws still present privacy concerns, but specifically identifying issues of significant gaps, guesswork and insufficiency around levels and types of consent, and ghosting effects of data subjects' protections. Implications for practice and/or policy Data subject consent should be established and consistent? whether an opt-out provision, opt-in provision, or some extensive engagement. Student privacy policies should incorporate principles of transparency and equity for data subjects and data treatment. Policymakers should consider now how the intersections of data subject privacy matters shall be addressed in the context of artificial intelligence, quantum computing, and cybersecurity.

Waked, J., & Moshel, S. (2023). **Ethical dilemmas facing female teachers in the Arab education system in Israel.** *Asia Pacific Education Review*, 24(4), 563-575. <https://doi.org/10.1007/s12564-022-09817-x>

Arab society in Israel is a minority in the process of change. Teachers are at the heart of these processes as agents of progress, education, and integration, while belonging at the same time to a traditional, religious, and patriarchal society that seeks to preserve its identity. The purpose of this study was to examine the ethical dilemmas that Arab teachers in Israel face in teaching students in Arab schools and to understand what considerations and values guide them in making ethical decisions and how they act on them. We interviewed 15 teachers who teach in Arab schools. The findings of the study show that four categories related to ethical dilemmas characterize the work of teachers: an ethics of fairness versus an ethics of care, the neoliberal concept of ethics versus a professional ethics, a cultural ethics versus a professional ethics, and a professional ethics versus an ethics of care. Teachers adopted five key strategies to address these dilemmas: equal treatment, customized teaching, compromise and appeasement, extra effort on the part of the teacher, and collaboration. This research contributes to the growing literature on ethics and education and adds a unique perspective that addresses the ethical dilemmas of teachers in traditional and conservative societies. The findings of the study suggest that the professional ethics of Arab teachers, who in Israel belong to an ethnic minority, should be strengthened.