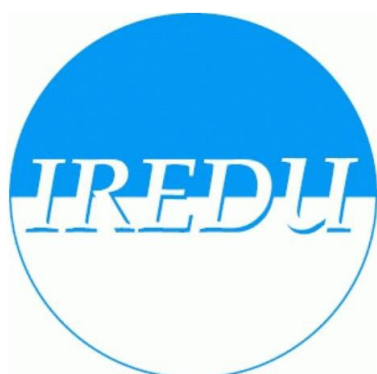


Veille de l'IREDU



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Acquisition de compétences

Alexandre, F., Émery-Bruneau, J., & Messier, G. (2022). **Utilisation de la méthode Delphi pour valider deux séquences d'enseignement-apprentissage de la littérature dans le cadre d'une recherche sur les compétences lectorales d'étudiants du cégep.** *Revue des sciences de l'éducation*, 48(3). <https://doi.org/10.7202/1100678ar>

Cet article présente le processus de validation didactique de deux séquences d'enseignement-apprentissage de la littérature réalisé dans le cadre d'une recherche en éducation. Le recours à la méthode Delphi a permis de consulter un panel d'experts pour assurer la validité didactique des deux séquences. Les résultats issus du processus de validation soulignent la nécessité de valider les ressources didactiques utilisées dans une recherche afin d'en solidifier la scientificité.

Ay, K., & Dağhan, G. (2023). **The effect of the flipped learning approach designed with community of inquiry model to the development of students' critical thinking strategies and social, teaching and cognitive presences.** *Education and Information Technologies*, 28(11), 15267-15299. <https://doi.org/10.1007/s10639-023-11809-2>

Considering the lack of interaction and feedback process of the pre-class component of the flipped learning approach, in this research this component was designed with the community of inquiry model and an e-learning environment was developed in line with the model's theoretical framework. By exposing its impacts on students' development of critical thinking skills and social, teaching and cognitive presences, this study aimed to determine the working and failing aspects of this learning approach. In this study, in which repeated measures design was used, the study group consisted of 35 undergraduate students studying at a state university. Scales were used to measure students' critical thinking strategies and their perceived presences, and the forum tool was used to collect student posts. The implementation process lasted for 15 weeks. Findings demonstrated that it was possible to eliminate the lack of the interaction and feedback processes, and to develop students' critical thinking strategies and their perceptions of teaching, social and cognitive presences, by designing the pre-class component of the flipped learning approach with the community of inquiry framework. Additionally, it was discovered that the critical thinking strategy had a positive and significant link with how the community of inquiry was perceived, and that this relationship accounted for 60% of the variance in the perception of community of inquiry. The study's conclusions are supported by recommendations for future research.

Baltzaki, M., & Chlapana, E. (2023). **Fostering receptive vocabulary development of kindergarten children with the use of Information and Communication Technologies (ICT).** *Education and Information Technologies*, 28(11), 14019-14049. <https://doi.org/10.1007/s10639-023-11707-7>

The aim of the present study was to compare the impact of two different didactic techniques, blended teaching and teaching by the exclusive use of ICT, on preschool children's vocabulary development. Additional aim of the present study was to investigate whether the impact of the two didactic techniques is differentiated by several language and non-language factors. The sample consisted of 48 children aged 5–6 years old. The experimental design of the present study included two experimental groups and a business-as-usual control group. In the first experimental group, the blended learning approach was implemented combining face to face and ICT assisted activities for teaching vocabulary. In the second experimental group, vocabulary teaching was

accomplished by the exclusive use of ICT. In the business-as-usual control group children participated in curriculum activities anticipated by the typical education program of the kindergarten. Children were pretested and posted for target word knowledge with a researcher designed measure. The results showed that both didactic techniques had a positive impact on young children's vocabulary development. These outcomes point to the value of using ICT, especially tablet games, for vocabulary instruction in early childhood classrooms. The present study implies that appropriate scaffolding provided in practices using ICT is a teaching recommendation that needs to be adopted to reach the goal of effective vocabulary instruction.

Bernstein, K. A., van Huisstede, L., Marley, S. C., Gao, Y. (Blanche), Pierce-Rivera, M., Ippolito, E., ... Gantwerker, J. (2024). **Gesture like a kitten and you won't forget your tale: Drama-based, embodied story time supports preschoolers' narrative skills.** *Early Childhood Research Quarterly*, 66, 178-190. <https://doi.org/10.1016/j.ecresq.2023.10.004>

Oral narrative comprehension is an important precursor to reading comprehension. Supporting preschool students in building strong oral narrative comprehension skills prepares them to be successful once they enter formal schooling. Gesture and body movement have been shown to support children's oral narrative comprehension and recall skills. This study examines whether drama-based instruction (DBI)—an organic, inherently gesture- and movement-based approach to teaching—during storytime fosters preschool children's narrative comprehension and recall. In this paper, we compare story retells by preschool students who participated in a DBI storybook reading (n = 90) with retells by preschool students who heard the same book during a business-as-usual (BAU) storytime (n = 106). Results show that using embodied behaviors (i.e., gesture, facial expression, body movement, vocal change) during story retelling was associated with recalling more story elements during a free retell task (when children are asked to retell the story without additional prompts), although not during a prompted retell task (when children retell the story by responding to questions). Students who participated in the DBI storytime used twice as many story-relevant embodied behaviors during retell tasks compared to their BAU peers. Additionally, embodied behavior significantly mediated the relation between treatment status and free retell scores. This study offers promising evidence as to the efficacy of using drama-based storytime in preschool classrooms to support listening comprehension and recall of oral narratives. Findings support a theory of embodied language learning and suggest potential benefits of drama to enhance literacy learning.

Charles, S., & Peyret, N. (2023). **How to characterise performance in engineering freshmen's modelling tasks?** Consulté à l'adresse <https://hal.science/hal-04234738>

This paper presents a study aiming at characterising engineering freshmen's performance in modelling tasks, as well as the strategies they adopt to execute them, before and after taking a 3-D modelling course. 97 freshmen in a French engineering school were asked to produce 3-D models of a part, using three views and the product development platform Onshape. The accuracy of their models was assessed using geometrical, dimensional and functional criteria. The students' performance was also investigated with regards to their modelling strategies. We characterised more specifically the strategies they adopted to constrain the overall length of the part, and pierce the central key groove. We complemented this experiment with spatial visualisation and spatial orientation tests, to explore the potential relation between modelling performance and spatial ability. We identified two strategies for piercing the

key groove and three for defining the total length of the part. We observed that the latter was linked to the students' spatial ability, unlike the key groove piercing strategy. We observed a significant increase in the number of students who adopted an efficient strategy to define the length of the part after the 3-D modelling course. This increase seems to indicate that more students were able to take into account visual information regarding size. We nevertheless observed a lack of progression in the ability to dimension this element accurately. This confirms the unchanging need for teaching students, as well as pupils, how to read and interpret 2-D information.

Chavez, A. E., Troxel, M., Sheldrick, R. C., Eisenhower, A., Brunt, S., & Carter, A. S. (2024). **Child social-emotional and behavioral problems and competencies contribute to changes in developmental functioning during Early Intervention.** *Early Childhood Research Quarterly*, 66, 245-254. <https://doi.org/10.1016/j.ecresq.2023.10.009>

This study examined how social-emotional and behavioral (SEB) problems and competencies contribute to changes in developmental functioning among children enrolled in Part C Early Intervention (EI), a U.S. program supporting young children with developmental delays and disabilities. The sample included 1,055 children enrolled in EI from 2011-2019 (mean age at EI entry = 17 months; 64% male; 72% marginalized racial and ethnic backgrounds). Standardized developmental assessments, drawn from administrative records, characterized developmental functioning at EI entry and exit and parents reported SEB functioning. Hierarchical regression analyses revealed that SEB problems and competencies interacted in predicting change in developmental functioning from EI entry to exit. Monitoring, identifying, and addressing SEB problems and competencies may optimize developmental outcomes for young children with developmental delays and disabilities.

Crawford, M., Rutkowski, D., & Rutkowski, L. (2023). **Improving reading abilities, attitudes and practices: A home-based intervention of supplementary texts for young readers in Cambodia.** *International Journal of Educational Development*, 103, 102906. <https://doi.org/10.1016/j.ijedudev.2023.102906>

Through a Social Cognitive Theory framework, this experimental study examined the impact of high-quality, low-cost reading materials on young Cambodian students' literacy development. The intervention involved age-appropriate storybooks and reading supports for children and caregivers. Results demonstrated that a combination of books and support effectively improved reading outcomes. Caregivers observed increased reading confidence, while children exhibited higher reading frequency, duration, and increased proficiency. The study emphasizes the importance of accessible reading materials for literacy, particularly in low-resource settings. Findings suggest that policymakers and educators should consider prioritizing appropriate reading resources, local content creation, and caregiver involvement to foster a supportive learning environment.

de Checchi, K., Hémon, B., & Amadiou, F. (2023). **Comment les élèves de collège et lycée évaluent des vidéos? Premiers résultats du projet POUCEEC.** *L'argumentation collaborative : discussions en ligne, apprentissage de l'esprit critique (ARGUCOLL 2023)*. Présenté à Toulouse, France. Consulté à l'adresse <https://hal.science/hal-04297944>

The POUCEEC project Open and Competent Pathways for Critical Thinking Education e-FRAN3 project - continuation of the DIMEDD project - Development of a digital learning platform dedicated to the critical analysis of videos

Douglas, A.-A., & Rittle-Johnson, B. (2024). **Parental early math support: The role of parental knowledge about early math development.** *Early Childhood Research Quarterly*, 66, 124-134. <https://doi.org/10.1016/j.ecresq.2023.10.003>

Parents vary substantially in the frequency and complexity of the math support that they provide to their children, and this variability is often related to their children's math knowledge. We hypothesized that parents' knowledge about the development of two critical early math topics would help explain some of this variability in their early math support. U.S. parents of 3- and 4-year-olds (N = 196 mothers and 148 fathers, 94% identified as the child's primary caregiver and 77% as White; 79% had at least a bachelor's degree) reported on their knowledge about the development of early numeracy and repeating patterning skills, numeracy and repeating patterning beliefs related to their children, numeracy and repeating patterning support, and education, income, and employment status via a survey. Parents' knowledge about early repeating patterning development was positively related to all the measured child-specific repeating patterning beliefs and both were predictive of the frequency and complexity of their reported repeating patterning support. Their knowledge about early numeracy development was also positively related to most of their child-specific numeracy beliefs, but while their child-specific numeracy beliefs uniquely predicted their reported numeracy support, their knowledge did not. Parents' knowledge about early numeracy and repeating patterning development was not consistently related to their education, income, nor employment status, but their education and employment status uniquely predicted their numeracy and repeating patterning support. Implications of these findings for research, theory, and parent-based interventions are discussed.

Fidan, N. K., & Olur, B. (2023). **Examining the relationship between parents' digital parenting self-efficacy and digital parenting attitudes.** *Education and Information Technologies*, 28(11), 15189-15204. <https://doi.org/10.1007/s10639-023-11841-2>

Digital resources have begun to be used frequently by both children and parents. Digital resources, which are used very frequently, have entered our lives more and more with the pandemic with the development of technology. Children are now regular users of smartphones and tablets, so children's early digital interactions have brought new concepts into parent-child relationships and the role of the parent. It is thought that it will be important to re-examine the self-efficacy and attitudes of digital parents in this regard and the factors affecting the family-child relationship. Digital parenting is explained as parental efforts and practices aiming at understanding, supporting, and regulating children's activities in digital environments. Accordingly, this study aims to examine the correlation between parents' digital parenting self-efficacy and digital parenting attitudes. The study group of this research consists of 434 parents whose children attend primary school living in different provinces of Turkey. In the research, "Demographic Information Form" and "Digital Parenting Self-Efficacy Scale" and, "Digital Parenting Attitude Scale" were used as data collection tools. Frequency, percentage, standard deviation, correlation, regression, multiple regression, and two-way analysis of variance statistical techniques were used in the analysis of the data. As a result of the research, it was concluded that the digital parenting self-efficacy and digital parenting attitude have a moderate correlation and some of the variables are important predictors on the digital parenting self-efficacy.

Finch, M., Bhroin, N. N., & Krüger, S. (2023). **Unlearning, relearning, staying with the trouble: Scenarios and the future of education.** *PROSPECTS*. <https://doi.org/10.1007/s11125-023-09664-7>

In times of turbulence, uncertainty, novelty, and ambiguity—the so-called TUNA conditions—our experience of the past may prove a poor guide to the future times in which our decisions and their consequences will unfold. Under such conditions, the manufacture of scenarios that are plausible future contexts for a given issue and are designed to enrich strategic thinking by challenging expectations can help to inform decisions and debates. Education is often subject to such debates, as it is, among other things, a way of preparing for what the future holds. This article gives an account of learnings and unlearnings from a scenarios project applying the Oxford Scenario Planning Approach to the digitalization of education in Norwegian schools. It shows how challenging issues raised in the context of distant imagined futures proved to be immediately pertinent in the developing Covid-19 pandemic. This article sets this work in the wider context of education futures and ongoing debate about suitable methodological choices for institutions and communities wishing to explore how we will teach and learn together in times to come. As a wide range of actors explore the possibility of a new social contract for education, the article proposes that future scenarios can provide fresh perspectives on issues that are difficult or even impossible to resolve within current frames of reference, including questions of equity and justice that may be construed differently in times to come.

Forber-Pratt, A. J., Hanebutt, R., Minotti, B., Cobb, N. A., & Peagram, K. (2024). **Social-Emotional Learning and Motivational Interviews With Middle School Youth With Disabilities or At-Risk for Disability Identification.** *Education and Urban Society*, 56(1), 33-65. <https://doi.org/10.1177/00131245221110557>

Motivational interviewing (MI), a therapy strategy used to guide students to help students better understand how to develop their social emotional learning (SEL) skills to make positive choices that resolve social conflict, bodes promising for helping youth to cultivate the social and emotional skills needed to address bullying, peer drama, and other issues affecting their mental, physical, and emotional health. Bulldog Solution, Inc., a Chicago-based organization, utilized MI research-informed approach to increase students' social conflict management and leadership skills through self-awareness and self-discovery, as a mechanism for preventing bullying and supporting the social and emotional growth of young people. This study presents emerging themes resulting from a 9-week, motivational interview and SEL-based program titled, "Peace Over Drama," implemented with middle school students (sixth–seventh–eighth grade) with disabilities and/or at risk for disability-identification (n = 17) in one Chicago middle school on the south side. Implications for school-based prevention models and scaling of similar SEL and MI programming are discussed.

Gao, F., & Izadpanah, S. (2023). **The relationship between computer games and computer self-efficacy with academic engagement: the mediating role of students' creativity.** *Education and Information Technologies*, 28(11), 14229-14248. <https://doi.org/10.1007/s10639-023-11757-x>

Recent developments in EFL (English Foreign Language) have intensified the need for computer games (CGs). However, far too little attention has been paid to this issue. The sample was selected using the two-stage cluster sampling method in this descriptive and correlational study. In the first stage, two institutes for males were randomly selected from

10 institutes (20 institutes for females and 10 institutes for males) from Zanjan city, and 453 (lower and upper-intermediate based On Oxford Placement Test) were scrutinized. Of this sample, 25 people did not want to answer, 26 questionnaires were incomplete, and 402 correct questionnaires were examined. Data was collected by using these questionnaires: Computer Game Questionnaire by Sharifi et al.; Academic Engagement questionnaire by Ramazan Ali Zarandag; Creativity by Torrance and was standardized by Seif Hashemi, and Computer Self-Efficacy Questionnaire - A researcher-made questionnaire was used for this variable and it was standardized. The results showed a significant relationship between CG's experience, computer self-efficacy (CSE), creativity, and academic engagement (AE). This study implies that CGs, CSE, and creativity play an important role in AE. According to the results of the study, it is suggested that CGs-creativity- and network-related classes and courses be held in educational institutions to increase their skills in the field of computers and the Internet. Likewise, CGs and CSE should be addressed more systematically in educational institutions.

Gao, H., Yang, W., & Jiang, Y. (2023). **Computational thinking in early childhood is underpinned by sequencing ability and self-regulation: a cross-sectional study.** *Education and Information Technologies*, 28(11), 14747-14765. <https://doi.org/10.1007/s10639-023-11787-5>

Computational thinking (CT) is a new literacy of 21st century that can be transferred to and applied in different real-world situations, although being derived from the discipline of computer science. Tangible robots or child-friendly digital apps are used to implement coding education with the goal of promoting young children's CT. However, there are still controversies on the validity and applicability of CT in early childhood, mainly due to the vagueness of the learning mechanism underlying young children's CT. This cross-sectional study examined the associations among sequencing ability, self-regulation and CT among Chinese preschoolers (N = 101, Mage = 5.25 years, SD = 0.73). Results showed that sequencing ability and self-regulation have positive and significant associations with CT, and the relationship between sequencing ability and CT was fully mediated by self-regulation, even after controlling for child gender, age, and family socioeconomic status (SES). This implies CT in early childhood as a combination of sequencing ability and self-regulation. Findings of this study have implications for early childhood CT education programs, suggesting the need to assist children in learning sequencing and how to self-regulate in coding (both plugged and unplugged) and STEM activities.

González-Howard, M., Andersen, S., Méndez Pérez, K., & Suárez, E. (2023). **Language Views for Scientific Sensemaking Matter: A Synthesis of Research on Multilingual Students' Experiences with Science Practices Through a Translanguaging Lens.** *Educational Researcher*, 52(9), 570-579. <https://doi.org/10.3102/0013189X231206172>

This synthesis examines recent science education research on multilingual students' experiences with language-rich science practices. Adopting a translanguaging lens, we explore how researchers' language conceptualizations impact the science practices they study and the ways multilingual students are positioned. This analysis helps us understand the extent to which recent research is disrupting, or sustaining, minoritizing narratives about multilingual students and how they sensemake in science. Based on our findings, we suggest researchers: (1) reflect upon and expand their views of language, which will enable the field to develop more nuanced understandings of how language use across linguistic and multimodal resources permeates all science practices, and (2)

consider how to expand multilingual students' language repertoires for sensemaking while also valuing students' existing language resources and practices.

Gutiérrez-Santiuste, E., & Ritacco-Real, M. (2023). **Intercultural communicative competence in higher education through telecollaboration: typology and development.** *Education and Information Technologies*, 28(11), 13885-13912. <https://doi.org/10.1007/s10639-023-11751-3>

This study aims to analyse intercultural communicative competence, understood as the individual's ability to effectively and appropriately develop communication and behaviour, when interacting in an intercultural context. In this study, the Behavioural, Affective and Cognitive Dimensions, and their sub-dimensions, are considered by using videoconferencing as a tool for telecollaboration in Higher Education. These sub-dimensions are observed according to their positive and negative orientation (facilitating or inhibiting). The objectives of the current study are to analyse the dimensions and sub-dimensions distribution, to assess the incidence of the typology of generic and specific topics, and to assess the over time communication evolution. Content analysis of communications between university peers was carried out and we undertook a percentage frequency index. The results show behavioural communications to be in the majority, followed by affective and, finally, cognitive communications. Communications with a negative aspect are almost absent from this study. MANOVA was performed to investigate differences between typologies of topics (generic/specific) in dimensions. This research finds statistically significant differences in Affective Dimension. ANOVAs were conducted to observe if there are differences in the development over time of Behavioural, Affective and Cognitive Dimensions of intercultural online communications. There was a significant effect over time in Affective and Behavioural Dimension. The present study finds expressions that show a positive attitude towards communication, as well as interest in and an effort to maintain it. We can conclude that, in Affective Dimension, where generic topics enhance communication, while educational topics inhibit it. However, a sustained evolution over time has not been found, rather a significant incidence depending on topic themes.

Hamouda, L. B. (2023a, novembre 24). **Quand la musique classique fabrique de la citoyenneté.** Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/24/quand-la-musique-classique-fabrique-de-la-citoyennete/>

Pratiquer la musique classique, faire partie d'un orchestre symphonique, assister à un concert philharmonique reste pour beaucoup inaccessible et réservé à quelques privilégiés. C'est pour combattre cette exclusion culturelle qu'est né le Dispositif d'Education Musicale et Orchestrale à vocation Sociale, plus connu sous le nom de Démos, acronyme clin d'œil aux enjeux de démocratisation du...

Hamouda, L. B. (2023b, novembre 28). **Compétences numériques : des résultats corrélés à l'origine sociale des élèves.** Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/28/competences-numeriques-des-resultats-correles-a-lorigine-sociale-des-eleves/>

Pour la première fois, la direction de l'évaluation, de la prospective et de la performance (DEPP) a mesuré la maîtrise des compétences numériques des élèves en fin de collège. « Près de deux élèves sur trois (63,5 %) ont une maîtrise satisfaisante des compétences

numériques leur permettant d'utiliser les outils numériques de façon raisonnée, sécurisée et...

Han, W. (2023). **Music in the Sonata form for the saxophone: learning to play the Saxophone in online educational courses: online platforms vs. traditional education in a conservatory.** *Education and Information Technologies*, 28(11), 14767-14781. <https://doi.org/10.1007/s10639-023-11821-6>

Chinese musical instruments, both traditional and borrowed, play a pivotal role in the traditional music revival and help musicians to communicate the message, and express the national rhythm and rich musical texture. The purpose of this paper is to conduct a comparative analysis of the learning effectiveness regarding courses via online platforms and traditional teaching approaches. The learning program aims at the creation of music in the sonata genre and focuses on performance and composing quality. The realization of the article purpose was due to the use of analysis and observation methods, calculations of the variation coefficient, the efficiency coefficient, and the standard deviation coefficient. To achieve the goal and introduce the learning strategies, the scholars calculated the correlation coefficient of the rankings of the variables to identify the advantages of the learning platforms (Playground Sessions, Soundation Studio). The research finds that the advantages of the traditional approach are the quality of education (0.092), teamwork (0.086), time and cost savings (0.093) and motivation to master different styles of playing the saxophone (0.088). The scientists argue that to write sonatas, a musician should consider the expressiveness of sound, the musical melisma, the pitch, the colours of sound, and the timbre. It was found that in Group 1 (trained on the online learning platforms), the quality of written sonatas was higher (0.9), but the level of performance was lower (0.87) than among students in Group 2, who learnt to play the saxophone using traditional learning approaches (0.91). The difference in results is explained by the possibility of using the Soundation Studio computer programme. This programme helps musicians to work on and create musical compositions, however, the online platforms do not permit them to develop and acquire instrument-playing skills. The research significance is the possibility of using new approaches to writing sonatas as a part of an online learning course aimed to teach students to play the saxophone. The prospects for further research may be related to determining the most effective approaches for creating melodies in the sonata genre, considering the specifics of online learning, traditional teaching and blended learning system.

Kern, D., & Schmidt-Hertha, B. (2023). **Developing competencies to cope with transitions in later life. Particularities of learning offers for older adults.** *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education*, 18(2), 97-112. <https://doi.org/10.6092/issn.1970-2221/15779>

Beyond the transition to retirement, research rarely focuses on transitions in later life. This may be due to the absence of appropriate theoretical models. In order to remedy this, the article contains a theory-based reflection with the aim to work out aspects of educational offers for older people. It links the knowledge about 'transitions in later life', 'skills and competencies' to concepts of learning in later life. The systematic approach is based on a detailed review of the state of the art of the different concepts in the field of educational science and related academic disciplines. The analysis identifies the crucial aspects of different learning situations which help develop relevant competencies and skills useful for coping with transitions. Based on these reflections we derive some relevant features for programs to help develop older adults' abilities to cope with transitions.

Lamberti, G., Tomas, A.-B., & Laura, T. (2023). **University image, hard skills or soft skills: Which matters most for which graduate students?** *Quality & Quantity*, 57(4), 553-574. <https://doi.org/10.1007/s11135-021-01149-z>

We explore the relationships between student satisfaction and its antecedents—perceived value, university image, and perceived quality—from the perspective of employed graduate students from a Spanish technical university. To determine how students were segmented in our structural model, a general model was tested using partial least squares structural equation modelling and heterogeneity was tested using pathmox analysis. Our analysis indicated that student satisfaction varied according to demographics, university curricula, and job-related variables, resulting in three groupings differentiated by salary and grade point average (GPA): (1) higher-salary graduates, (2) lower-salary/lower-GPA graduates, and (3) lower-salary/higher-GPA graduates. We found student priorities to be as follows: perceived quality of soft skills was important for the higher-salary students, perceived quality of hard skills for lower-salary/higher-GPA students, and university image for lower-salary/lower-GPA students. Our findings contribute evidence concerning the satisfaction of graduates, exemplifying how an apparently representative global model can in fact mask different relationships between constructs due to heterogeneous data, underlining the importance of accounting for heterogeneity when analysing student preferences. Our results would suggest that higher education institutions could consider customizing policies according to student profiles reflecting labour market insertion and proficiency.

Landi, N. (2023). **Executive Function, Academic Skills, and Learning Disabilities: Integrative Commentary.** *Mind, Brain, and Education*, 17(4), 398-403. <https://doi.org/10.1111/mbe.12387>

This special issue of *Mind, Brain, and Education* includes articles on the role of executive functions (EFs) in academic skills and learning disabilities, a commentary on the construct of EF and the neurobiology of reading, and a commentary on connecting research to practice. These products are the result of a weeklong TDF (The Dyslexia Foundation) conference in Bermuda, during the summer of 2022. Each paper in the second half of this issue considers EFs from a different perspective or relates them to a different academic skill or outcome (e.g., reading, math, response to intervention). In this commentary, I discuss how consideration of EFs improves our understanding of individual differences in academic skills and learning disabilities, such as reading disability (RD) and math disability (MD). I also discuss the implications of the reported findings and ideas for improving future research, practice, and policy.

Le, S. (2023). **Team-based learning in online education: the development of students' creative thinking skills in digital art.** *Education and Information Technologies*, 28(11), 14967-14986. <https://doi.org/10.1007/s10639-023-11808-3>

A person cultivates their creative skills influenced by various types of activities. The purpose of the work is to study the peculiarities of the development of students' creative thinking skills, which are interrelated with the development of appropriate stages of team teaching, as well as to determine the impact of creative thinking on the indicators of academic performance and motivation to learn. The authors used the methods of sociological survey, which allowed them to determine that the largest number of students had mastered the skills of discipline (27%) and emotionality (21%) to a greater extent at the initial stage of the study. The results showed that 11% of the students in

creative subjects (painting, digital art) and 7% of students in general disciplines (history, sociology, pedagogy, mathematics, physics, Chinese, cultural studies) had their academic performance at a high level before the start of online learning. The process of online teaching to paint was based on teamwork using the technologies of online education through educational online platform in the context of digital art. The results of the survey showed that the students had developed their creative skills significantly after training. The development of creative manner (29%) and analytical thinking (28%) were most popular. The authors determined that 88% of the students had received high grades in creative disciplines and 83% of the students in general academic disciplines after training. Most students were characterized by a high level of knowledge. The results are valuable for researchers who study the relationship between the development of creative skills and knowledge in general academic subjects, as well as strive to develop new curricula.

Lederman, J. S., Bartels, S., Jimenez, J., Lederman, N. G., Acosta, K., Adbo, K., ... Zhu, Q. (2023). **Completing the progression establishing an international baseline of primary, middle and secondary students' views of scientific inquiry.** *International Journal of Science Education*, 0(0), 1-17. <https://doi.org/10.1080/09500693.2023.2256458>

Knowledge of scientific inquiry (SI) is considered essential to the development of an individual's Scientific Literacy (SL) and therefore, SI is included in many international science education reform documents. Two previous large scale international studies assessed the SI understandings of students entering middle school and secondary students at the end of their formal K-12 science education. The purpose of this international project was to use the VASI-E to collect data on what primary level students have learned about SI in their first few years of school. This study adds to previous research to bridge the landscape of SI understandings now with representation from primary, middle and high school samples. A total of 4,238 students from 35 countries/regions spanning six continents participated in the study. The results show that globally, primary students are not adequately informed about SI for their age group. However, when compared with the students in the previous international studies (grades seven and 12), the primary students' understandings were surprisingly closer to the levels of understanding of SI of the secondary school students than those in the seventh grade study.

Martinez, R. R., & Ellis, J. M. (2023). **A National Study Exploring Factors Promoting Adolescent College Readiness in Math and Science (STEM-CR).** *Educational Researcher*, 52(9), 553-569. <https://doi.org/10.3102/0013189X231193309>

Numerous national and state endeavors have advocated for approaches, funding, and programs focused on expanding the science, technology, engineering, and mathematics (STEM) workforce of the nation and investing in education to cultivate a more diverse and impactful cohort of students who pursue STEM pathways. Educators, support personnel, and policymakers are in a position to engage in discussions about expanding STEM college readiness (STEM-CR) and participation. However, few are cognizant that STEM-CR is a progression that students strive for in developing skills, behaviors, and attitudes that spans over time. The current study established and validated a measurement model of student STEM-CR in mathematics and science utilizing the High School Longitudinal Study of 2009. The model was created based on a multidimensional and theoretical perspective of college readiness using a confirmatory factor analysis and modeling approach that accounted for measurement invariance.

The sample (N = 16,044) comes from a racialized/ethnoracial and socioeconomically diverse high school population in the United States. The findings confirmed that STEM-CR involves four related yet distinct dimensions of Think, Know, Act, and Go. Results also demonstrated soundness of these STEM-CR dimensions by race and gender (key learning skills and techniques/Act). Academic self-efficacy was the strongest dimension of our STEM-CR model and strongly predicted academic achievement and college enrollment. Research and practice implications are discussed.

M'Bafoumou, A., Pac, S., & Thumerelle, J. (2023). **En fin de troisième, près de deux élèves sur trois ont une maîtrise satisfaisante des compétences numériques.** *Note d'Information*, (23.45). Consulté à l'adresse <https://www.education.gouv.fr/en-fin-de-troisieme-pres-de-deux-eleves-sur-trois-ont-une-maitrise-satisfaisante-des-competences-379947>

Près de deux élèves sur trois (63,5 %) ont une maîtrise satisfaisante des compétences numériques leur permettant d'utiliser les outils numériques de façon raisonnée, sécurisée et écoresponsable. À l'opposé, 15 % des élèves n'ont qu'une appréhension limitée de ces compétences. Les élèves des collèges les moins favorisés obtiennent des scores plus faibles que ceux issus des collèges les plus favorisés et les performances des filles sont comparables à celles des garçons.

Miao, X., Nadaf, A., & Zhou, Z. (2023). **Machine learning evidence from PISA 2018 data to integrate global competence intervention in UAE K–12 public schools.** *International Review of Education*, 69(5), 675-690. <https://doi.org/10.1007/s11159-023-10026-w>

This article investigates the importance of global competence and its incorporation in interventions from Grade 5 to Grade 12 public education in the United Arab Emirates (UAE) to prepare learners for local and global challenges, such as sustainable development, technological innovation, climate change, etc. Using data from the Programme for International Student Assessment (PISA 2018) and a machine learning model, the study presented here reveals that three key “global competence indicators” contribute to student academic performance in both the UAE and member countries of the Organisation for Economic Co-operation and Development (OECD). These three indicators are (1) self-efficacy regarding global issues; (2) awareness of global issues; and (3) awareness of intercultural communication. The study identifies that boys attending public (UAE government-funded) K–12 schools need particular interventions to improve all three key global competence skills, while girls would benefit from building stronger self-efficacy regarding global issues and from improving awareness of intercultural communication. This article details evidence on which global competence interventions can be built and integrated with efforts to close achievement gaps in UAE K–12 public schools. The authors recommend intervention designs and target population groups which would benefit most from the findings of this research study.

Montmasson-Michel, F. (2024). **Invented spelling for achieving literacy on one's own.** In J. Hangartner, H. Durler, R. Fankhauser, & C. Girinshuti (Éd.), *The Fabrication of the Autonomous Learner* (p. 41-60). <https://doi.org/10.4324/9781003379676-4>

This text analyses a pedagogical dispositif promoted in France from the 1980s under the name of “écriture inventée” (literally “invented writing”, more commonly used in English under the name of “invented spelling”) for the school literacy of young children in the école maternelle (preschool and kindergarten): without any systematic prior teaching, young children are supposed to learn the alphabetic code from practicing and engaging in the reflective analysis of their spontaneous writings. This analysis reveals an

elitist conception of the young child that is part of certain pedagogical norms of the French école maternelle. Assuming the existence of a young child who learns through his or her own reflexive resources, as the ideal child of the culturally dominant social classes, leads to valuing distal forms of socialization (in which the bodies of socializing agents and socialized children are distant) and regulations of activity that are not very explicit and produce vast differences. The chapter first offers a socio-history of the dispositif by tracing its genesis from the first discoveries of the "spontaneous" graphic productions of young children by English-speaking researchers in the 1960s and 1970s. It then shows the penetration of the paradigm of invented spelling, through the work of the psychologist Emilia Ferreiro promoted in the 1970s and 1980s, into the French educational field, and then its didactization and inclusion in the formal preschool and kindergarten curriculum from the 2000s. The real curriculum is then studied, based on the results of an ethnographic survey. First, the teachers' speech analysis show that they strongly perceive the social value that the pedagogical supervisors attribute to invented spelling while they are confronted with strong difficulties in its effective implementation. Finally, the observation of a classroom session shows three children with unequal literacy resources and demonstrates in concrete terms how the dispositif is socially unequal.

Moran, A. (2023). **Managing Your Own Learning at University**. Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/distributed/M/bo216868396.html>

A practical self-help guide for new and continuing students who are faced with taking responsibility for their own studies in college and university. This completely revised and updated third edition of Aidan Moran's best-selling book offers a wealth of practical tips on doing your best when it matters most. Moran, a widely-published expert in cognitive psychology, sport psychology and neuroscience, uses psychological principles, checklists and exercises to guide you through the crucial learning skills you will need in university. These include motivating yourself to study, taking useful lecture notes, concentrating effectively, and learning to think critically. You will also find tips on developing new skills that have become essential to the modern student, such as how to make the most of virtual learning environments, how to overcome digital distractions, and how to prepare and deliver engaging talks and poster presentations. Written in a lively, accessible style and laced with compelling examples, this book is essential reading for all students who wish to fulfil their academic potential in college and university.

OCDE: Organisation de coopération et de développement économiques. (2023). **AI and the future of skills, volume 2: methods for evaluating AI capabilities**. Consulté à l'adresse <https://www.oecd.org/publications/ai-and-the-future-of-skills-volume-2-a9fe53cb-en.htm>

Payne, T. (2024). **The math talk learning environment: Testing an early childhood math intervention**. *Early Childhood Research Quarterly*, 66, 224-233. <https://doi.org/10.1016/j.ecresq.2023.10.012>

Given the importance attributed to math talk, this study sought to test the effects of a Math Talk Learning Environment for exposing children to math talk and whether this effort would improve children's early math skills. The intervention used guided play in small group math games focused on numeracy skills. The analytic sample comprised 95 racially and ethnically diverse children enrolled in Head Start classrooms randomly assigned to one of two treatment groups or the counterfactual. Students in one group engaged in math games while being encouraged to use math language, whereas the other group

engaged in the same math games without any explicit math language encouragement. Linear mixed modeling was used to regress children's residualized math gains on condition. Results showed a significant difference in the general math skills and the specific numeracy skills gained by children who participated in the two treatment groups compared to the counterfactual. No significant differences could be detected between the treatment groups; yet, there are indicators that the intervention warrants further investigation. This research parallels prior research and contributes new findings that will inform early childhood practitioners, developmental psychologists, and others interested in applying cognitive science to the classroom. The discussion includes descriptions of the supports required and challenges to fostering young children's mathematical thinking.

professionnelle, C. : C. européen pour le développement de la formation, & CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2023). **Entrepreneurship competence in vocational education and training in Europe: synthesis report**. Consulté à l'adresse https://www.cedefop.europa.eu/files/5600_en.pdf
Ce rapport examine comment les compétences entrepreneuriales sont intégrées dans l'enseignement et la formation professionnels (EFP) en Europe. Il complète les connaissances existantes avec des exemples de méthodes, d'outils et d'approches qui peuvent aider les décideurs politiques, les prestataires d'EFP et d'autres parties prenantes à créer de meilleurs écosystèmes d'apprentissage entrepreneurial. Le rapport est basé sur l'étude du Cedefop sur les compétences entrepreneuriales ainsi que des études nationales (Espagne, France, Croatie, Italie, Lettonie, Autriche, Finlande, Suède).

Sabet, N. (2024). **Educational Social Enterprise and the Wicked Problem of Creativity and Literacy**. *Education and Urban Society*, 56(1), 66-92.
<https://doi.org/10.1177/00131245221110554>

This article examines the potential contribution of social enterprise to the "wicked" problem of creativity and literacy in a performative schooling environment, drawing on an ethnographic study of Ciento, a social enterprise organization that works with under-resourced young people, families, and communities in Melbourne, Australia. In light of the growing body of research on the ways in which schools navigate creativity and performativity, this article contributes new knowledge on non-school organizations that is largely missing from this conversation, as well as new insights on the operations of education-focused social enterprises in Australia. It considers the social, political, and historical factors that have shaped this unique space of educational "wickedity" and the ways in which organizational rationales and practices, as well as the experiences and views of staff and participants, indicate a complex, promising, and innovative approach to educational problem-solving.

Whittaker, J. E., Hofkens, T., Vitiello, V. E., Pianta, R. C., DeCoster, J., & Ansari, A. (2024). **Patterns of children's readiness at school entry and their association with kindergarten academic and social-emotional outcomes: Do classroom interactions matter?** *Early Childhood Research Quarterly*, 66, 112-123. <https://doi.org/10.1016/j.ecresq.2023.09.005>

This study used a person-centered approach to identify school readiness profiles in a sample of kindergartners (n=1,826) from a large and diverse school district in the United States. Using latent profile analyses and multi-level modeling, we examined three aims: 1) whether patterns of readiness skills at kindergarten entry could be detected, 2) the extent to which detected patterns predicted gains in academic and social-emotional

skills, and 3) whether the quality of teacher–child interactions moderated the associations between profile membership and end of kindergarten outcomes. Based on a comparison of fit indices, a 4-profile solution best represented the data. Eighteen percent of children were in the “High Risk” profile, 34 % were in the “Ready” profile, 20 % percent of children were in the “Social-Emotional Risk” profile, and 28 % of children were in the “High Readiness” profile. For all outcomes, we found that profile membership predicted spring scores, after controlling for fall scores of each skill, suggesting that the constellation of kindergarten readiness skills matters more than any one skill. We also found that the quality of teacher–child interactions moderated associations between profile membership and changes in achievement and problem behavior for children within some groups. Results suggest that children enter kindergarten with unique profiles of skills and that supports for children may need to be individualized based on profiles to maximize social, emotional, and academic development. Results also suggest that high-quality teacher–child interactions may serve as an important protective and promotive factor for children with certain clusters of readiness skills at kindergarten entry.

Wilkey, E. D. (2023). **The Domain-Specificity of Domain-Generality: Attention, Executive Function, and Academic Skills.** *Mind, Brain, and Education*, 17(4), 349-361. <https://doi.org/10.1111/mbe.12373>

Attention and executive functions (EFs) play a critical role in academic skill development, including literacy and numeracy. Deficits in attention and EFs often accompany learning disorders, such as dyslexia and dyscalculia. Despite their well-established link, we lack a nuanced understanding of the specific neurobiological mechanisms that integrate the higher order cognitive processes of EFs (e.g., cognitive control) with the control of lower-level cognition related to domain-specific skills (e.g., processing numerical information). While attention and EFs have been identified as key factors in domain-specific cognition and learning, the focus on its domain-generality may hinder exploration of its domain-specific roots. Using the example of number processing, I detail a series of neuroimaging studies exploring how domain-specific mechanisms interact with domain-general processing. They suggest that a better understanding of the hierarchical nature of higher order control of lower-level processing is necessary to explain the relation between attention, EFs, and academic skills.

Zhang, J., & Zhou, Y. (2023). **The peer effect of migrant children on students' non-cognitive outcomes: Evidence from China.** *International Journal of Educational Development*, 103, 102883. <https://doi.org/10.1016/j.ijedudev.2023.102883>

Promoting education equity and ensuring education quality may conflict in some cases. This article examines the peer effect of migrant children on students' non-cognitive outcomes in the context of China where many internal migrant children are enrolled in local public schools. We identify the peer effect by focusing on the students randomly assigned to classes based on a nationally representative survey of middle schools in China. We construct non-cognitive measures based on the Big Five personality theory using principal component analysis (PCA). The results show that having a higher proportion of migrant children in class impairs students' non-cognitive outcomes, which mainly work by negatively affecting the classroom atmosphere and reducing teacher-student interactions. Further analysis reveals that improving teacher quality and increasing the frequency of parent-child communications can alleviate the negative peer effects. These results can help governments formulate policies to achieve both education equity and education quality.

Zhang, S., Shan, C., Lee, J. S. Y., Che, S., & Kim, J. H. (2023). **Effect of chatbot-assisted language learning: A meta-analysis.** *Education and Information Technologies*, 28(11), 15223-15243. <https://doi.org/10.1007/s10639-023-11805-6>

Chatbots have shown great potential for language learning. However, previous studies have reported mixed results on the efficiency of chatbot-assisted language learning (CALL). This study integrated the results of previous experimental studies on CALL by using meta-analysis to explore its effectiveness. A total of 61 samples from 18 studies were examined. The results showed that CALL had a moderate average effect ($g = .527$). In addition, nine potential moderating variables (educational level, target language, language domain, learning outcome, instruction duration, chatbot interface, chatbot development, task dominance, and interaction way) were identified and discussed. The results of this study provided insights into the use and design of chatbots for language learning.

Zheng, W. (2023). **Emotional intercultural competence in contexts: an ethnographic study of Chinese international postgraduate students.** *Higher Education*, 86(6), 1307-1324. <https://doi.org/10.1007/s10734-022-00973-y>

This paper explores the understudied topic of international student sojourners' emotional intercultural competence in higher education by analysing Chinese postgraduate students' experiences of managing their emotions evoked during intercultural communication at a British university. Through ethnographic interviews, this study examines how students construct their emotion-management experiences as well as the effects of social interaction on the construction processes of these experiences. The findings shed light on the motives and pathways for deploying specific emotional intercultural competencies in practice. Furthermore, the findings manifest the central role of the interplay between individual agency and societal forces in shaping the substances, facilitators, constraints, two-way interactivity and dialectical tensions of emotional intercultural competencies that unfold in specific interpersonal, moral and structural contexts. By representing competence as a repertoire of action strategies performed by individuals to address their important concerns and by illuminating the meanings of competence in particular environments at particular moments, this study moves beyond the traditional 'list' approach which largely conceptualises competencies as fixed, individual-based and universal entities. The study emphasises the importance of taking a holistic, process-oriented, context-based and dialectical perspective in developing a deeper level of competence for empowering individuals engaged in intercultural communication. In addition, this study discusses practical implications regarding the development of emotion-management strategies towards competence for intercultural education in higher education.

Aspects économiques de l'éducation

ACEVEDO, I., FERNANDEZ, R., PAGES, C., & SZEQUELY, M. (2023). **Education Inequalities in Latin America and the Caribbean.** Consulté à l'adresse <https://publications.iadb.org/publications/english/viewer/Education-Inequalities-in-Latin-America-and-the-Caribbean.pdf>

L'éducation est un atout crucial pour les perspectives économiques d'un pays et pour ses habitants. Dans cette publication les auteurs analysent les inégalités en matière d'éducation dans la région Amérique latine et Caraïbes (en termes de quantité et de

qualité), évaluent la manière dont elles apparaissent et amplifient ou atténuent les inégalités existantes, et examinent l'interaction des inégalités en matière d'éducation avec d'autres formes d'inégalités, principalement les revenus et les résultats sur le marché du travail. Cette analyse est basée sur des données primaires provenant de sources multiples.

Adamecz, A. (2023). **Longer schooling with grade retention: The effects of increasing the school leaving age on dropping out and labour market success.** *Economics of Education Review*, 97, 102487. <https://doi.org/10.1016/j.econedurev.2023.102487>

This paper examines the effects of increasing the compulsory school leaving age from 16 to 18 in Hungary using a difference-in-regression-discontinuities design empirical strategy. While the reform increased the length of schooling, it did not decrease the probability of dropping out of secondary school, either on average or among the most at-risk group of Roma ethnic minority students. Due to grade retentions, marginal students were older than their peers and couldn't have reached the final grade of secondary school by age 18 to earn a degree. The reform also did not affect the probability of employment, hours worked, wages and the probability of working in low-skilled occupations at ages 20 and 25. In education systems that allow grade retention, compulsory education should have the explicit goal of keeping students in school until they earn a secondary degree, rather than just until a certain age.

AKYEAMPONG, K., ANDRABI, T., BANERJEE, A., BANERJI, R., DYNARSKI, S., GLENNERSTER, R., ... al, et. (2023). **2023 Cost-effective approaches to improve global learning. What does recent evidence tell us are « Smart Buys » for improving learning in low- and middle-income countries?** Consulté à l'adresse <https://documents1.worldbank.org/curated/en/099420106132331608/pdf/IDU0977f73d7022b1047770980c0c5a14598eef8.pdf>

Ce rapport fournit aux gouvernements des pays à revenu faible et intermédiaire un guide sur les bonnes pratiques pour améliorer les résultats de l'apprentissage et de l'éducation. Produit par le Global Education Evidence Advisory Panel (GEEAP), un groupe interdisciplinaire indépendant d'experts mondiaux en matière de données probantes et de mise en œuvre de l'éducation internationale, le rapport classe les politiques et les programmes éducatifs en différentes catégories. Ces catégories distinguent les très bons et les bons achats (interventions rentables et qui s'appuient sur un solide ensemble de preuves : offrir une éducation préscolaire de qualité, réduire les temps de trajet pour aller à l'école, proposer des bourses au mérite, etc.), mais également les mesures qui sont prometteuses mais dont les données probantes sur le rapport coût-efficacité font défaut (enseigner des compétences socio-émotionnelles et de vie, cibler les interventions sur les filles...), les mesures efficaces mais coûteuses et enfin les mauvais achats (dont le rapport coût-efficacité n'est pas bon : investissement dans du matériel informatique, les bâtiments, les salaires, les bibliothèques, etc.).

Alfano, M., & Goerlach, J.-S. (2023). **Instrumenting the Effect of Terrorism on Education in Kenya** (IZA Discussion Paper N° 16544). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16544.htm>

This paper estimates the effect of exposure to terrorist violence on education. Since terrorists may choose targets endogenously, we construct a set of novel instruments. To that end, we leverage exogenous variation from a local terrorist group's revenues and its affiliation with al-Qaeda. Across several Kenyan datasets we find that attacks suppress

school enrolment more than predicted by difference-in-differences-type estimators. This indicates that terrorists target areas experiencing unobserved, positive shocks. Evidence suggests fears and concerns as mechanisms of impact, rather than educational supply.

Anand, G., Atluri, A., Crawford, L., Pugatch, T., & Sheth, K. (2023). **Improving school management in low and middle income countries: A systematic review.** *Economics of Education Review*, 97, 102464. <https://doi.org/10.1016/j.econedurev.2023.102464>

Improving school quality in low and middle income countries (LMICs) is a global priority. One way to improve quality may be to improve the management skills of school leaders. In this systematic review, we analyze the impact of interventions targeting school leaders' management practices on student learning. We begin by describing the characteristics and responsibilities of school leaders using data from large, multi-country surveys. Second, we review the literature and conduct a meta-analysis of the causal effect of school management interventions on student learning, using 39 estimates from 20 evaluations. We estimate a statistically significant improvement in student learning of 0.033 standard deviations. We show that effect sizes are not related to program scale or intensity. We complement the meta-analysis by identifying common limitations to program effectiveness through a qualitative assessment of the studies included in our review. We find three main factors which mitigate program effectiveness: (1) low take-up; (2) lack of incentives or structure for implementation of recommendations; and (3) the lengthy causal chain linking management practices to student learning. Finally, to assess external validity of our review, we survey practitioners to compare characteristics between evaluated and commonly implemented programs. Our findings suggest that future work should focus on generating evidence on the marginal effect of common design elements in these interventions, including factors that promote school leader engagement and accountability.

Andrew, A., & Salisbury, A. (2023). **The educational experiences of Indian children during COVID-19.** *Economics of Education Review*, 97, 102478. <https://doi.org/10.1016/j.econedurev.2023.102478>

We explore the educational experiences of Indian children during the COVID-19 pandemic, using time-use and household expenditure data from a panel of over 110,000 households with school-aged children. We find that both 12–18-year old's average learning time and their average households' expenditure on education more than halved following the March 2020 school closures. Both had barely recovered by the end of 2021 throughout a period of phased but incomplete school reopenings. Interpreting the changed patterns of educational investments through a simple model of skill formation suggests skill inequalities between cohorts may increase, while implications for within-cohort inequalities are ambiguous. Children from households who experienced more-severe economic shocks during the pandemic saw larger losses in inputs although heterogeneity by socio-economic characteristics is more mixed. Overall, differences in losses across subgroups are dwarfed the average losses: every subgroup we analyze experienced average falls in learning time and educational expenditure, respectively, of at least 42 % and 60 %.

Aparicio Fenoll, A., Campaniello, N., & Monzón, I. (2023). **Parental Love Is Not Blind: Identifying Selection into Early School Start** (Working Paper N° 286). Consulté à l'adresse Red Nacional de Investigadores en Economía (RedNIE) website: <https://econpapers.repec.org/paper/aozwpaper/286.htm>

Do parents take into account their children's ability when deciding on their education? If so, are parents' perceptions accurate? We study this by analyzing a key educational decision. Parents choose whether their children start elementary school one year early. Do they select high ability kids to start early? We propose a novel methodology to identify the sign and strength of selection into early starting. We find robust evidence of positive selection. Had they started regularly, early starters would have obtained test scores 0.2 standard deviations higher than the average student. Our simple methodology applies to RDD settings in general

Archer, D. (2023). **Transforming the financing of education at the mid-point of the sustainable development goals**. *International Journal of Educational Development*, 103, 102931. <https://doi.org/10.1016/j.ijedudev.2023.102931>

The failure to address strategic issues in the financing of education is undermining progress towards SDG4. The Heads of State 'Transforming Education Summit' (TES) at the United Nations General Assembly in September 2022 outlined a progressive new agenda on financing. This new agenda includes recommending a much deeper engagement by the education community, nationally and internationally, in addressing action on tax reform, action on debt and action on wider macroeconomic policies around austerity. The TES finance agenda calls for a more strategic dialogue on financing between different ministries and argues that education spending needs to be understood as investment not consumption. Whilst it is now clear what needs to be done to transform the financing of education, little progress has been made over the past year in assuming this bold agenda.

BEHAGHEL, L., GRENET, J., & GURGAND, M. (2023). **Économie de l'éducation**. La découverte. Consulté à l'adresse https://www.collectionreperes.com/economie_de_l_education-9782348066429

Comment réduire les inégalités sociales à l'école ? Comment favoriser la diffusion des meilleures approches pédagogiques ? Tout se joue-t-il vraiment avant 3 ans ? La taille des classes influence-t-elle la réussite des élèves ? ...

Bertoni, M., Heller-Sahlgren, G., & Silva, O. (2023a). **Free to Improve? The Impact of Free School Attendance in England** (Working Paper Series N° 1476). Consulté à l'adresse <https://econpapers.repec.org/paper/hhsuiwop/1476.htm>

We investigate the impact of attending a free school in England – that is, a new start-up school that enjoys considerable autonomy while remaining in the state sector. We analyse the effects of two secondary free schools with different teaching philosophies: one follows a 'no excuse' paradigm, while the other one adopts a 'classical liberal', knowledge-rich approach. We establish causal effects exploiting admission lotteries and a distance-based regression discontinuity design. Both schools have a strong positive impact on student test scores on average. However, we also find heterogeneous effects: the 'no excuse' school mostly benefits boys, while the 'classical liberal' school mainly benefits White British and non-poor students. Both schools similarly reduce student absences and school mobility. Peer quality, teacher characteristics, and inspectorate ratings cannot fully explain the schools' effectiveness. Instead, a quantitative text analysis of the schools' 'vision and ethos' statements shows that the 'no excuse' and 'classical liberal' philosophies adopted by the two free schools clearly set them apart from the

counterfactual schools where rejected applicants enrol, and likely explain their heterogeneous effects.

Bertoni, M., Heller-Sahlgren, G., & Silva, O. (2023b). **Free to improve? The impact of free school attendance in England** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdp/dp1946.htm>

We investigate the impact of attending a free school in England - that is, a new start-up school that enjoys considerable autonomy while remaining in the state sector. We analyse the effects of two secondary free schools with different teaching philosophies: one follows a « no excuse » paradigm, while the other one adopts a « classical liberal », knowledge-rich approach. We establish causal effects exploiting admission lotteries and a distance-based regression discontinuity design. Both schools have a strong positive impact on student test scores on average. However, we also find heterogeneous effects: the « no excuse » school mostly benefits boys, while the « classical liberal » school mainly benefits White British and non-poor students. Both schools similarly reduce student absences and school mobility. Peer quality, teacher characteristics, and inspectorate ratings cannot fully explain the schools' effectiveness. Instead, a quantitative text analysis of the schools' « vision and ethos » statements shows that the « no excuse » and « classical liberal » philosophies adopted by the two free schools clearly set them apart from the counterfactual schools where rejected applicants enrol, and likely explain their heterogeneous effects.

Boyd, C. M., & Díez-Amigo, S. (2023). **Effectiveness of free financial education provided by for-profit financial institutions: Experimental evidence from rural Peru**. *Economics of Education Review*, 97, 102462. <https://doi.org/10.1016/j.econedurev.2023.102462>

The rural poor in developing countries often save and borrow in the non-formal financial sector. Providing financial education and access to formal savings products can help to improve their livelihoods. Nonetheless, financial education has traditionally been delivered on a not-for-profit basis. This paper experimentally evaluates the impact of a free in-person financial education program for rural women in Peru, implemented by a for-profit microfinance institution along with the marketing for a new microsavings account. We find very high take-up of the free financial education program (57.7% participation in at least one session), and using data collected 3 to 6 months after the intervention we observe a significant increase in the familiarity with and trust in the implementing financial institution. Also, we observe a significant positive impact on formal savings with the implementing financial institution, but no significant negative impact on savings with other formal financial institutions. These findings suggest that free financial education provided by for-profit financial institutions, paired with financial products tailored to the target population, could be a viable alternative to promote formal savings among the poor. However, we do not observe a significant short-term impact of the program on credit, income, assets, consumption, poverty, or female empowerment.

Burgess, S., & Thomson, D. (2023). **Beyond the threshold: The implications for pupil achievement of reforming school performance metrics**. *Economics of Education Review*, 97, 102477. <https://doi.org/10.1016/j.econedurev.2023.102477>

We study the effects of a major change to the school accountability system in England. In 2015, the leading published school performance metric was switched from a threshold

measure (essentially the fraction of students above a test score level) to an average score measure. Using 7 years of data on all secondary schools in England, we show that this intervention relatively reduced the test scores of students near the threshold, in favour of groups above the threshold (marginally) and below (substantially). We check the sensitivity of our results to different decisions, and present findings on heterogeneous treatments.

Burgoa, L. **Projet de loi de finances pour 2024 : Solidarité, insertion et égalité des chances.**, Pub. L. No. Avis n° 131 (2023-2024), tome V (2023).

Burlando, A. (2023). **Tuition fees and the intra-household allocation of schooling: Evidence from Uganda's Free Primary Education reform.** *Economics of Education Review*, 97, 102466. <https://doi.org/10.1016/j.econedurev.2023.102466>

Many education policies in low income countries impose eligibility limits, and these can generate household responses that distribute educational investments across children. In this paper, I study the effects of eligibility limits in the context of the Universal Primary Education (UPE) reform in Uganda. The program abolished elementary school fees for up to four children per household, with families paying fees on each additional child. Depending on the composition of children and their age at the onset of the reform, the policy generates costs for primary school that vary both within and across households. Children that are eligible for the tuition waiver but live in households with ineligible siblings complete fewer years of schooling. I estimate that the presence of ineligible siblings wiped out almost half of the overall impact of the UPE reform on educational attainment, with the effects concentrated among the poorest households. Household responses to the subsidy program are similar to those found in other types of schooling programs such as conditional cash transfers.

Chair, S. Y., Sit, T. Y., Ng, W. C., Mak, Y. Y., & Li, K. H. (2023). **The effects of a social service project on personal growth and academic performance in secondary school students from low socioeconomic status.** *International Journal of Inclusive Education*, 27(14), 1516-1529. <https://doi.org/10.1080/13603116.2021.1902001>

This study aimed to evaluate the impact of a social service project for disadvantaged students through pretest–posttest study design and qualitative interviews. All students joining the service project were invited to participate in this study. Data on personal growth and academic performance (exam scores and class ranks) before and after joining the project were collected. Two focus group interviews were conducted to explore the strengths and limitations of the project. Paired t-test and generalized estimating equation model and content analysis were conducted to analyse quantitative and qualitative data, respectively. Results showed significant improvements in personal growth including self-esteem, academic performance, interpersonal relationship and personal goal setting (all $p < 0.05$); while exam scores and class ranks were not improved. 'Being empathic', 'self-awareness' and 'interpersonal relationship' emerged from the qualitative interviews as the strength of the project; short duration, lack of follow up and practical strategies in the service contents were concerned as limitations of the project. To conclude, this social service project was proven effective in empowering the personal growth of disadvantaged youth.

Coffman, L. C., Conlon, J. J., Featherstone, C. R., Kessler, J. B., & Mixon, J. (2023). **Liquidity for teachers: Evidence from Teach For America and LinkedIn.** *Economics of Education Review*, 97, 102460. <https://doi.org/10.1016/j.econedurev.2023.102460>

There are teacher shortages in the U.S. and around the world. In a three-year field experiment with a large teacher placement program, Teach For America (TFA), Coffman et al. (2019) finds that providing upfront liquidity to prospective teachers in financial need dramatically increases the rate at which they start teaching through TFA. In this paper, we combine TFA administrative data, survey data, and publicly available data (e.g., LinkedIn profiles) to extend those results. We follow individuals for a few years post treatment and find that providing upfront liquidity not only increases the rate that financially constrained individuals join TFA but also increases the rate that they complete the full two years of teaching. Further, providing liquidity to those who need it increases their likelihood of being teachers at all – not just through TFA – through at least two years.

Deroeux, I. (2023, novembre 22). **En école de commerce, l'endettement des étudiants s'aggrave : « Je n'ai pas le droit à l'erreur et plus vraiment de flexibilité dans le choix de mon orientation »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/11/22/en-ecole-de-commerce-l-endettement-des-etudiants-s-aggrave-je-n-ai-pas-le-droit-a-l-erreur-et-plus-vraiment-de-flexibilite-dans-le-choix-de-mon-orientation_6201622_4401467.html

La hausse des frais de scolarité en école de commerce et l'inflation ont fait flamber le montant moyen des prêts étudiants : une sacrée pression sur les épaules de ces jeunes, bloqués s'ils veulent se réorienter.

Dessy, S., Gninafon, H., Tiberti, L., & Tiberti, M. (2023). **Free compulsory education can mitigate COVID-19 disruptions' adverse effects on child schooling**. *Economics of Education Review*, 97, 102480. <https://doi.org/10.1016/j.econedurev.2023.102480>

Developing countries are increasingly under siege from various adverse income shocks, including climate hazards and public health crises, which are known to increase households' opportunity cost of child schooling. This paper uses an individual fixed-effect linear probability model to test whether free compulsory education mitigates the permanent effect of COVID-19's containment measures on children's school attendance. In so doing, we exploit the variation across levels of education in the implementation of free compulsory education laws in Nigeria. Estimation results show that fifteen months after schools reopened, COVID-19's containment measures had no permanent effect on the school attendance of children whose schooling was free and compulsory. However, they decreased the school attendance of those whose schooling was neither free nor compulsory by 7.8 percentage points. Our findings suggest that pre-existing education policies, such as the scale of implementation of compulsory education laws, influence children's vulnerability to the negative effects of adverse aggregate income shocks on children's schooling outcomes.

Eshaghnia, S. S. M., & Heckman, J. J. (2023). **Intergenerational Transmission of Inequality: Maternal Endowments, Investments, and Birth Outcomes** (IZA Discussion Paper N° 16492). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16492.htm>

Newborn health is an important component in the chain of intergenerational transmission of disadvantage. This paper contributes to the literature on the determinants of health at birth in two ways. First, we analyze the role of maternal endowments and investments (education and smoking in pregnancy) on the probability of having a baby who is small for gestational age (SGA). We estimate both the total impact of maternal endowments on birth outcomes, and we also decompose it into a direct, « biological » effect and a

« choice » effect, mediated by maternal behaviors. Second, we estimate the causal effects of maternal education and smoking in pregnancy, and investigate whether women endowed with different traits have different returns. We find that maternal cognition affects birth outcomes primarily through maternal education, that personality traits mainly operate by changing maternal smoking, and that the physical fitness of the mother has a direct, « biological » effect on SGA. We find significant heterogeneity in the effects of education and smoking along the distribution of maternal physical traits, suggesting that women with less healthy physical constitutions should be the primary target of prenatal interventions.

Fisné-Koch, A. (2023, novembre 22). **Apprentissage : faut-il mettre fin à l'open bar des aides pour les entreprises ?** Consulté 24 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/apprentissage-faut-mettre-fin-a-lopen-bar-aides-entrepris/00108675>

Totem pour le gouvernement, les aides à l'apprentissage ne ciblent plus les jeunes qui en ont le plus besoin mais permettent aux entreprises d'être largement subventionnées.

Frumholtz, M., & Giret, J.-F. (2023). **« Au-delà de 10 heures par semaine, un job pénalise les étudiants »**. *Pour l'Éco*. Consulté à l'adresse <https://www.pourleco.com/politique-economique/au-dela-de-10-heures-par-semaine-un-job-penalise-les-etudiants>

Jean-François Giret, expert en formation-emploi, explore les conséquences du travail étudiant sur la réussite académique. Il souligne les inégalités et...

Gacquerre, A. **Projet de loi de finances pour 2024 : Recherche et enseignement supérieur**. , Pub. L. No. Avis n° 129 (2023-2024), tome V (2023).

Gooptu, S., & Mukherjee, V. (2023). **Does private tuition crowd out private schooling? Evidence from India**. *International Journal of Educational Development*, 103, 102885. <https://doi.org/10.1016/j.ijedudev.2023.102885>

The paper argues that private tuition to some extent crowds out private schooling. Ceteris paribus it compensates for the teaching quality deficiency in government schools. As long as the cost of private tuition is below a threshold, a household may prefer to send its child to a government school. Using the National Sample Survey 75th Round, 2017–18 data on education in India, we estimate a negative significant impact of the share of private tuition expenditure in monthly per capita expenditure of a household on government school enrolment of its child, who is in the 13–18 age group. With a lower cost of private tuition, the child is sent to a government school and private tuition, rather than to a private school. The result remains robust after controlling for district-level school-related variables. The paper also uses a theoretical model for explaining its empirical finding. The theory argues the empirical results derived in the paper provide hard-to-find evidence in support of the widely held view that on average the unaided private schools in India impart better teaching quality compared to the government schools. The results also help us to understand the likely impact of policies like the crackdown on private tuition as has happened in China recently on school choice and quality of education in a country.

Gregg, J. J., & Lavertu, S. (2023). **Test-based accountability and educational equity: Breaking through local district politics?** *Economics of Education Review*, 97, 102485. <https://doi.org/10.1016/j.econedurev.2023.102485>

A central premise of the U.S. No Child Left Behind Act (NCLB) was that test-based accountability systems would break through local politics and lead districts to prioritize the needs of disadvantaged students. Yet, no research examines the equity-related effects of NCLB's district accountability system. Focusing on a state with rich data, we find that negative ratings (which put districts at higher risk of state intervention) led to the disenrollment of economically disadvantaged students (ostensibly leading to a decline in income-based school segregation) and a corresponding (suspicious) jump in test scores. Negative ratings also led to changes in collectively bargained personnel policies and the replacement of teachers in disadvantaged students' schools. There was no redistribution of funds toward disadvantaged students' schools, however, and likely minimal impact on district elections. The results put into question whether a shift in district governance helps explain NCLB's well-documented positive impacts on low-income students' academic outcomes.

Gul, A., Ahmad, S., Ali, A., Khan, A. U., & Sulaiman, M. (2023). **Determinants of the Outcomes of a Household's Decision Concerning Child Labor or Child Schooling**. *Child Indicators Research*, 16(6), 2449-2473. <https://doi.org/10.1007/s12187-023-10064-8>

Child labour is an issue of global concern. It assumes more importance when it comes to developing countries like Pakistan. This study attempts to highlight this child labor issue in Mardan District of Khyber Pakhtunkhwa, a province of Pakistan. The analysis collects information through modified questionnaire by randomly interviewing households. Using Multinomial Logit model, the analysis finds that probability of child schooling is high, in case a child is already enrolled in primary school education. Similarly, child schooling is more likely when monthly income of a family head increases. However, with the increase in 'age' and 'monthly income' of a child, the probability of child labour tends to increase. Additionally, Poor financial position of a family also increases the chances for child's labour activities. Furthermore, the analysis finds variables like "initiative of work by child himself" and "working capacity" increase the chance for a child to combine school with labour activities. That is, if a child engages himself in labour work on permanent basis, such a child is more likely to combine school with labour work to finance his educational expenses. On the contrary, a household prefers his child neither to attend school nor labour work in case of increasing family's income. That is, in such a situation a household may prefer his child to engage in homecare activities. Finally, the analysis shows that probability of child schooling is high in case a child is living in rural areas. Based on empirical findings, the study suggests few practicable steps to the government for addressing the child labour issue. Opening more primary schools in remote areas and providing vocational training centers to children whose families cannot afford educational expenses, would be helpful in reducing child labour exclusively.

Gurantz, O., & Tsai, Y.-Y. (2023). **The impact of federal administrative burdens on college enrollment**. *Economics of Education Review*, 97, 102461. <https://doi.org/10.1016/j.econedurev.2023.102461>

Government programs impose eligibility requirements to balance the goals of improving welfare while minimizing waste. We study the impact of eligibility monitoring in the context of Federal Application for Federal Student Aid (FAFSA) submissions, where students may be subject to "verification" requirements that require them to confirm the accuracy of the data. Using a matching on observables design we do not find that students flagged for verification are less likely to enroll in college, which contrasts prior

research. Verification reduces grant aid received but average changes are small, raising questions about the benefits of this administrative process.

Harbatkin, E., Strunk, K. O., & McIlwain, A. (2023). **School turnaround in a pandemic: An examination of the outsized implications of COVID-19 on low-performing turnaround schools, districts, and their communities.** *Economics of Education Review*, 97, 102484. <https://doi.org/10.1016/j.econedurev.2023.102484>

Turnaround schools and districts that were charged with making rapid and dramatic improvements before the onset of the COVID-19 pandemic faced considerable challenges carrying out improvement efforts during pandemic schooling. Using survey and administrative data collected during the pandemic, we document some of the ways in which students and educators in Michigan's turnaround schools and districts experienced the pandemic. We show that the communities in which turnaround schools are located were hardest hit by the pandemic and school and district operations were substantially disrupted. By extension, turnaround districts and especially the lowest performing schools in those districts that were targeted for school-level turnaround experienced high rates of student absenteeism, low student and parent engagement, and, ultimately, significantly smaller gains on math and reading benchmark assessments than non-turnaround districts. Our findings have implications for policy as states resume school and district turnaround efforts that were disrupted by the pandemic.

Hoang, T. X., & Nguyen, H. (2023). **Multi-generational effects of school access in a developing country: Evidence from a mass education program in Vietnam.** *Economics of Education Review*, 97, 102481. <https://doi.org/10.1016/j.econedurev.2023.102481>

We study the long-run and multi-generational effects of a mass education program in Vietnam during the First Indochina War (1946–1954). Difference-in-difference estimations indicate that the girls exposed to the program had an average of 1.5 years of education, while their children had an average of 0.9 more years of education. Better household lifestyles and a stronger focus on education are possible transmission pathways between mothers and children.

Jones, M. E. C. (2023). **Post-secondary funding and the educational attainment of indigenous students.** *Economics of Education Review*, 97, 102475. <https://doi.org/10.1016/j.econedurev.2023.102475>

This paper uses cutbacks to a post-secondary funding program for Indigenous peoples in Canada to understand how changes in the costs of higher education affect the educational attainment and labour market outcomes of Indigenous groups. I exploit exogenous variation in exposure to student aid across cohorts and ethnicities to show that increasing the costs of post-secondary education not only affects post-secondary attainment but can also lead to a sizable decrease in high school graduation rates. After reductions in targeted student aid in the late 1980s, high school graduation rates declined by five percentage points on Indian reserves. I suggest that this finding is consistent with a model of human capital acquisition in which the return to a high school degree is low. In this framework, some students complete high school in order to attend a post-secondary institution. When post-secondary education is no longer affordable, some students may no longer find it worthwhile to complete high school. In the long-run, the program cutbacks had lasting adverse effects on labour supply.

Jones, T. R., & Karger, E. (2023). **School and Crime** (CESifo Working Paper Series N° 10702). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10702.htm>

Criminal activity is seasonal, peaking in the summer and declining through the winter. We provide the first evidence that arrests of children and reported crimes involving children follow a different pattern: peaking during the school year and declining in the summer. We use a regression discontinuity design surrounding the exact start and end dates of the school year to show that this pattern is caused by school: children aged 10–17 are roughly 50% more likely to be involved in a reported crime during the beginning of the school year relative to the weeks before school begins. This sharp increase is driven by student-on-student crimes occurring in school and during school hours. We use the timing of these patterns and a seasonal adjustment to argue that school increases reported crime rates (and arrests) involving 10–17-year-old offenders by 47% (41%) annually relative to a counterfactual where crime rates follow typical seasonal patterns. School exacerbates preexisting sex-based and race-based inequality in reported crime and arrest rates, increasing both the Black-white and male-female gap in reported juvenile crime and arrest rates by more than 40%.

Khelifa, S., & He, J. (2023). **Long-Term Effects of Environmental Policies on Educational Performance: Evidence from China** (IRENE Working Paper N° 23-04). Consulté à l'adresse IRENE Institute of Economic Research website: <https://econpapers.repec.org/paper/irnwpaper/23-04.htm>

This paper examines the overall long-term effects of the Two Control Zones policy, implemented by the Chinese government to reduce air pollution, on children's human capital development. Estimates show that exposure to this policy, during the year of birth, is associated, 15 years later, with an increased probability to obtain better standardized test scores and thus to join a higher quality high school and an increased probability to join an academic high school. These results provide an additional evidence in favor of environmental policies as promising inputs for human capital formation. The beneficial effects are found to be accentuated among girls and children born to fathers with low education levels, suggesting that environmental regulations may help reducing some of the educational disparities, in a developing country context. Projecting forward, results also suggest better future higher education and labor market outcomes. The findings are robust to various alternative hypotheses and specifications.

Kumar, G. N. (2023). **Improving public school productivity: Evidence from model schools in India.** *Economics of Education Review*, 97, 102465. <https://doi.org/10.1016/j.econedurev.2023.102465>

This paper studies the impact of India's "model" school program which aimed to provide high quality education to economically disadvantaged students. Model schools combine better infrastructure with more accountability, contract teachers, and lower per-pupil spending than regular public schools. Using a fuzzy Regression Discontinuity Design based on entrance exam cutoffs, I find attending a model school for five years increases test scores in math by 0.38 standard deviations, in science by 0.26 sd, and in social science by 0.26 sd on average. Furthermore, model schools increase the probability of joining pre-university by 11.5 percentage points. The results suggest it is possible to deliver substantial improvement of outcomes in public schools at a slightly lower level of school spending through a package of reforms.

Lee, J., & Choi, B. N. (2023). **A Study on Regional Return to Education in South Korea: Comparison of Male and Female Wages** (WORKING PAPERS SERIES IN THEORETICAL AND APPLIED ECONOMICS N° 202311). Consulté à l'adresse University of Kansas, Department of Economics website: <https://econpapers.repec.org/paper/kanwpaper/202311.htm>

This study examined the return to education in South Korea between metropolitan areas and non-metropolitan areas. In doing so, we used the Korean Labor and Income Panel Study 2018 and 2019 using the Mincer equation with fixed effects. We find that female workers' return to education was higher than male workers. In metropolitan areas, male workers' return to education was 5.4%, and female workers' return to education was 8.1%, while, in non-metropolitan areas, male workers' return to education was 5.4%, and female workers' return to education was 9.0%. Using the Oaxaca decomposition method, we find that private academies increase differential treatment between men and women while public education decreases the gap. RDD method shows that, in the non-metropolitan area, the income difference between respondents who went to universities and those who did not was more significant than in the metropolitan area. It suggests that by region the university premium is significantly different.

Markussen, S., & Røed, K. (2023). **The rising influence of family background on early school performance.** *Economics of Education Review*, 97, 102491. <https://doi.org/10.1016/j.econedurev.2023.102491>

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

Martirosyan, Y. (2023). **The Long-Term Impact of Energy Poverty and Its Mitigation on Educational Attainment: Evidence From China** [CERGE-EI Working Paper]. Consulté à l'adresse The Center for Economic Research and Graduate Education - Economics Institute, Prague website: <https://econpapers.repec.org/paper/cepapers/wp761.htm>

Existing studies demonstrate the short-run connection between environmental conditions and academic performance. However, the long-term effects of exposure to adverse living conditions on academic achievement remain underexplored. This study investigates the long-term impact of energy poverty, and policy interventions aimed at alleviating it, on the academic performance of Chinese schoolchildren starting from infancy. It specifically utilizes the Huai River Policy, which provides free winter heating exclusively to northern regions in China but not to adjacent southern regions. My findings suggest a significant positive influence of winter heating on schoolchildren's academic performance, with a more pronounced effect for children born during winter months. The insights gained from this research could inform policy debates to enhance educational outcomes and human well-being.

Mingat, A. (2023). **La dynamique des systèmes éducatifs avec la croissance économique dans les pays à revenu faible/intermédiaire**. Consulté à l'adresse <https://u-bourgogne.hal.science/hal-04299500>

Un très grand nombre de pays de revenu faible ou intermédiaire continuent à lutter pour obtenir des résultats tangibles dans trois domaines: étendre la couverture de l'enseignement primaire et secondaire, améliorer le niveau des apprentissages des élèves et réduire les disparités sociales sur ces deux plans. Cet article examine l'intensité des contraintes structurelles qui pèsent sur les systèmes éducatifs des différents pays, à partir d'une base de données comprenant notamment une centaine d'enquêtes ménages. Les résultats obtenus montrent que les contraintes structurelles ont une incidence majeure sur le développement des systèmes éducatifs et que les pays les moins développés sont très affectés par le poids de ces contraintes (structure par âges de la population, coût relatif des enseignants et capacité fiscale). Les pays ajustent leurs politiques éducatives sur leur chemin de développement, lorsque les contraintes deviennent moins pressantes et que la couverture s'améliore. Enfin, les résultats tangibles des systèmes éducatifs s'améliorent avec la croissance économique, la force de la relation statistique entre ces deux sphères étant plus forte pour la couverture scolaire et les disparités (urbain/rural, niveau de vie des parents).

Owen, S. (2023). **College major choice and beliefs about relative performance: An experimental intervention to understand gender gaps in STEM**. *Economics of Education Review*, 97, 102479. <https://doi.org/10.1016/j.econedurev.2023.102479>

Beliefs about relative academic performance may shape college major choice and explain gender gaps in STEM, but little causal evidence exists. To test whether these beliefs are malleable and salient enough to change behavior, I run a randomized experiment with 5,700 undergraduates across seven introductory STEM courses. Providing relative performance information shrinks gender gaps in biased beliefs substantially. However, students' course-taking and major choice are largely unchanged. If anything, initially overconfident men and women were discouraged by the intervention. Increasing female STEM participation may require more intensive or targeted intervention.

Paudel, J. (2023). **Do environmental disasters affect human capital? The threat of forest fires**. *Economics of Education Review*, 97, 102463. <https://doi.org/10.1016/j.econedurev.2023.102463>

Although the threat of forest fires is prevalent across the globe, there exists limited empirical evidence on how such environmental disasters influence access and equity in educational outcomes through economic channels. In this article, I combine satellite data on fire radiative power with an individual-level panel dataset to estimate the short-term and long-term impact of forest fires on human capital in rural Nepal. Using a fixed effects panel regression approach, I find that a one standard deviation increase in fire radiative power from last year's forest fires is associated with a 1.06 percentage point decline in the likelihood of completing middle school. Results indicate that a one standard deviation increase in fire radiative power from fires 6–10 years ago leads to a 6.34 percentage point decrease in the likelihood of completing middle school, implying that the impact of environmental shocks on educational outcomes can be larger in the long run. Subsequent analysis indicates that a yearly lagged fire radiative power exacerbates disparities in middle school completion between individuals that attend government schools and those that attend private schools. While the effects of fires on

self-reported measures of health outcomes and absenteeism in school are statistically insignificant, individuals report an increase in worry about inadequate food and scholarships in response to a one standard deviation increase in fire radiative power from last year's forest fires. These findings support the hypothesis that natural disasters lead to economic damage and food insecurity that, in turn, result in disinvestment in school supplies, higher grade repetition and lower likelihood of middle school completion in the developing world.

Penney, J., Lehrer, S. F., Bernal, G. L., & Reyes, L. C. (2023). **Do opportunities for low-income students at top colleges promote academic success? Evidence from Colombia's Ser Pilo Paga program** (CLEF Working Paper Series N° 64). Consulté à l'adresse Canadian Labour Economics Forum (CLEF), University of Waterloo website: <https://econpapers.repec.org/paper/zbwclefwp/279563.htm>

In 2014, the government of Colombia launched a unique meanstested and merit-based scholarship program called Ser Pilo Paga. We examine the effects of this scholarship on student performance on the country's university exit exam and other educational outcomes. Exploiting thresholds for socioeconomic status and test score performance on the high school exit exam for Ser Pilo Paga eligibility using a multi-score fuzzy regression discontinuity design, we find that the scholarship's effects on test scores to be quite limited in most cases. However, recipients of the scholarship do exhibit significant differences in enrollment, persistence, and test taking behaviour compared to non-recipients.

Piednoir, S. **Projet de loi de finances pour 2024 : Enseignement supérieur.**, Pub. L. No. Avis n° 133 (2023-2024), tome V, fascicule 2 (2023). <https://www.senat.fr/rap/a23-133-52/a23-133-52.html>

Polipciuc, M., Cörvers, F., & Montizaan, R. (2023). **Peers' race in adolescence and voting behavior.** *Economics of Education Review*, 97, 102486. <https://doi.org/10.1016/j.econedurev.2023.102486>

Using a representative longitudinal survey of U.S. teenagers, we investigate how peer racial composition in high school affects individual turnout of young adults. We exploit cross-cohort, within-school differences in peer racial composition. One within-school standard deviation increase in the racial diversity index leads to a 2.3 percent increase in the probability to be registered to vote seven years later and to a 2.6 percent higher probability to vote six years later. These effects are likely due to positive interracial contact when socialization has long-lasting effects: higher racial diversity in school is linked to more interracial friendships in school and later on.

Posso, C., Saravia, E., & Uribe, P. (2023). **Acing the test: Educational effects of the SaberEs test preparation program in Colombia.** *Economics of Education Review*, 97, 102459. <https://doi.org/10.1016/j.econedurev.2023.102459>

Education in Colombia and Latin America is characterized by significant gaps in the quality of education as measured by standardized test scores. This paper assesses the impact of a Colombian program called SaberEs, which strengthens preparation for standardized cognitive tests such as the high school exit exam in Colombia (Saber 11) for low socioeconomic status students. The program provides competency-based training sessions to develop skills for analyzing and solving specific types of questions within school hours. Our difference-in-differences estimates show that SaberEs increased Saber 11

scores by 2.22 ranks (or 0.074 standard deviations), which implies that the socioeconomic achievement gap was reduced by 23% regarding the control schools. Also, students affected by the program experienced a significant increase in access to tertiary education and merit-based scholarships in Colombia.

Richards, J. (2023). « **Schooling without learning is a terrible waste of precious resources and of human potential** » – **The South Asian paradox**. *International Journal of Educational Development*, 103, 102904. <https://doi.org/10.1016/j.ijedudev.2023.102904>

In 1990, at a prestigious conference all agreed that universal primary education is crucial for enhancing human capital – it is key to economic development, reduction in poverty, and empowering girls. The conference endorsed Education for All (EFA), a commitment to universal basic education focused on « actual learning acquisition and outcome ». In 2000, a subsequent conference endorsed EFA and the Dakar framework, which influenced the second Millennium Development Goal: enable, by 2015, universal primary education for all children. In terms of enrollment, gender parity, and survival to the terminal primary grade, MDG2 was a success. However, MDG2 failed in terms of learning outcomes. To demonstrate this failure, the article compares the impact of national survival and literacy rates on change in national per capita GDP (2015–19). Literacy is measured by the World Bank's learning poverty rate at ages 10–14. Regressing national per capita GDP change on learning poverty rate reveals a strong association with literacy; regressing on survival rate reveals a very weak association. The article analyzes major institutional obstacles to explain the paradox: why do governments in South Asia (and elsewhere) forgo the benefits, to all, from universal literacy?

Ritzen, J. (2023). **A personal history of the political economy of education**. *International Journal of Educational Development*, 103, 102916. <https://doi.org/10.1016/j.ijedudev.2023.102916>

The past sixty years have witnessed a stormy growth in the insights on the one hand concerning the importance of one's education for one's life, the importance of education and science for collective welfare and on the other hand on the delivery of education and science to strengthen individual and collective welfare. In that case –as one might imagine- we are ready for a golden age of education and science, as societies would organize themselves such as to deliver the best in human talents and in scientific advances. The insights in the political economy of education are less advanced. We understand little of the engineering for long run policies and for the social cohesion which generates the support for such policies. The notion of “institutions” has not yet reach a stage where it gives concrete support for political decision makers. Short term selfinterest of dominant political forces continues to rule the waves. The years ahead will require an essential role for education to share the insights in climate change and overall sustainability and to find democratic support for the transitions which have to be made to maintain a planet inhabitable for its eight plus billion inhabitants.

Rosinger, K., Ortagus, J., Kelchen, R., & Choi, J. (2023). **The Impact of Performance Funding Policy Design on College Access and Selectivity**. *Educational Evaluation and Policy Analysis*, 45(4), 655-681. <https://doi.org/10.3102/01623737221147905>

This study draws on a comprehensive performance-based funding (PBF) dataset and up-to-date difference-in-differences econometrics to examine the impacts of specific policy features (e.g., share of institutional revenue at stake and equity metrics) on college access and selectivity. We find suggestive evidence that increases in the share of

revenue at stake are associated with decreases in racially minoritized student enrollment. Meanwhile, equity metrics may not be enough to boost enrollment among underserved students. Ultimately, however, our conclusions are limited due to various potential sources of bias, unconvincing pre-trends, and wide confidence intervals. While findings offer limited insight into the impacts of specific design features, they point to limitations of PBF—regardless of design—in expanding access and reducing inequities at 4-year colleges.

Seebacher, M. (2023). **Pathways to progress: The complementarity of bicycles and road infrastructure for girls' education.** *Economics of Education Review*, 97, 102483. <https://doi.org/10.1016/j.econedurev.2023.102483>

In which settings can bicycles help to improve girls' education in low-income countries? This paper analyzes the complementarity between all-weather roads and a bicycle program in India aimed at increasing girls' secondary school enrollment. Using a triple-difference strategy, I find that the program benefits girls living 3–10 km away from schools with all-weather road connections, increasing their enrollment by 60 percent and reducing the gender enrollment gap by 51 percent. There are no effects for girls in villages without all-weather roads or girls living more than 10 km from school. The findings emphasize the importance and interdependence of road infrastructure, mode of transport, and distance to school for improving girls' education in India.

Spiess, J., Imbens, G., & Venugopal, A. (2023). **Double and Single Descent in Causal Inference with an Application to High-Dimensional Synthetic Control** (NBER Working Paper N° 31802). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31802.htm>

Motivated by a recent literature on the double-descent phenomenon in machine learning, we consider highly over-parameterized models in causal inference, including synthetic control with many control units. In such models, there may be so many free parameters that the model fits the training data perfectly. We first investigate high-dimensional linear regression for imputing wage data and estimating average treatment effects, where we find that models with many more covariates than sample size can outperform simple ones. We then document the performance of high-dimensional synthetic control estimators with many control units. We find that adding control units can help improve imputation performance even beyond the point where the pre-treatment fit is perfect. We provide a unified theoretical perspective on the performance of these high-dimensional models. Specifically, we show that more complex models can be interpreted as model-averaging estimators over simpler ones, which we link to an improvement in average performance. This perspective yields concrete insights into the use of synthetic control when control units are many relative to the number of pre-treatment periods.

Tooley, J. (2023). **A life in low-cost private education.** *International Journal of Educational Development*, 103, 102908. <https://doi.org/10.1016/j.ijedudev.2023.102908>

Two factors – my experience in developing countries coupled with an understanding of the potential role for private education – led to me leading a team that won a grant from the International Finance Corporation to study private education in developing countries. I felt that my life should be concerned with the poor, so was dissatisfied by being an expert in private education, which everyone knew was for the privileged only. My epiphany came in the slums of Hyderabad, India, where I found low-cost private schools serving the poor. I got a grant from the John Templeton Foundation to study the

nature and extent of low-cost private education in Africa and Asia. Thus my life's work in private education began. The work was extremely controversial in the beginning, but I became less of a pariah when in 2005 I won an international private sector development award. Taking four years unpaid leave from academia, I co-created chains and federations of low-cost private schools around the world. Many social entrepreneurs were inspired by my research findings to create loan companies – providing low-cost private schools with much-needed capital – and chains of school – capitalizing on economies of scale to improve low-cost schools even further. Some lessons for young academics are outlined.

Winters, M. A. (2023). **The Cost of Retention Under a Test-Based Promotion Policy for Taxpayers and Students.** *Educational Evaluation and Policy Analysis*, 45(4), 688-695. <https://doi.org/10.3102/01623737221138041>

Prior research substantially overstates the cost of retention under test-based promotion policies to both taxpayers and students who delay labor market entry because it omits two important factors. First, there is a delay between the intervention and the taxpayer's expenditure. Second, on average, the treatment leads to less than a full year of additional schooling. I provide formulas for calculating the cost of grade retention within a test-based promotion policy and illustrate using data from Florida. Retaining a third-grade student under Florida's policy was about 45% less costly to taxpayers and about 37% less costly to retained students than would be suggested by prior authors.

Zhang, K. (2023). **The long-term impact of higher education: Evidence from the Gaokao reinstatement in China.** *Economics of Education Review*, 97, 102488. <https://doi.org/10.1016/j.econedurev.2023.102488>

Whereas there is a large literature evaluating the impacts of education, most of the focus has been on getting to universal primary enrollment and understanding the returns to basic education; but it misses the major shifts toward higher education in many fast-growing parts of the developing world over the last 20 years. In this paper, I study the returns to higher education in China using the reinstatement of the National College Entrance Examination in 1977 as a natural experiment, investigating the causal impacts of higher education on later life outcomes and well-being. Through a combination of regression discontinuity and difference-in-difference methods, I find that cohorts that were more likely to complete high school and obtain a college education as a result of the reform were no more likely to be employed, but were more likely to have a high-socioeconomic (SES) occupation in their early 30s, and lesser of the same in their 40s. Cohorts with higher education work for fewer days in a week, and, on average, earn a higher monthly income by 56 percent in their late 40s.

Zhang, S., Guo, N., & Zhang, J. (2023). **Reexamining the effect of birth order on cognitive and non-cognitive abilities: New evidence from China.** *Economics of Education Review*, 97, 102476. <https://doi.org/10.1016/j.econedurev.2023.102476>

We present rich new evidence on birth order effects on cognitive and non-cognitive ability using a rural sample from China Family Panel Studies. Within families, being the later-born child confers both statistically and economically significant disadvantages in cognition, but has no effects on non-cognitive ability. In particular, the deficits in the cognition of the later-born are persistently large between the ages 10 and 18. We shed new light on the mediating role of school starting age, which explains more than a quarter of the total effect of birth order on cognition. We also find that birth order is

negatively associated with home environment and parent–child interactions. In addition, we find a negative relationship between birth order and education among adults.

Zhu, Z. (2023). **Discrimination against community college transfer students — Evidence from a labor market audit study**. *Economics of Education Review*, 97, 102482. <https://doi.org/10.1016/j.econedurev.2023.102482>

Anecdotal evidence suggests widespread discrimination against community college transfer students, despite their prevalence among bachelor's degree holders in the US. I send out fictitious job applications and conduct a labor market audit study to examine such discrimination. All applicants have bachelor's degrees, and a random subset are transfer students who attended community colleges for their first two years of college. I find that, for accounting jobs, community college experience significantly reduces callback rates and undermines the value of graduating from selective four-year colleges. In comparison, sales and marketing firms do not exhibit signs of discrimination.

Aspects psychologiques de l'éducation

Admiraal, W., Kittelsen Røberg, K.-I., Wiers-Jenssen, J., & Saab, N. (2023). **Mind the gap: Early-career teachers' level of preparedness, professional development, working conditions, and feelings of distress**. *Social Psychology of Education*, 26(6), 1759-1787. <https://doi.org/10.1007/s11218-023-09819-6>

In the first years of a teaching career, teachers experience high levels of distress, and the attrition rate appears to be high. Early-career teachers do not always feel well prepared for their job and feel insufficient support during their first experiences as a teacher. Induction programs, professional development, and school support could equip early-career teachers with the additional teaching repertoire they need and improve their well-being. The current study aimed to contribute insights into the importance of the level of preparedness, professional development, and working conditions for early-career teachers' well-being. Based on multi-level regression analysis of TALIS 2018 data of more than 77,000 teachers in 24 European countries, the impact of the level of preparedness, professional development, and working conditions have been examined on teachers' feelings of distress during their first years of teaching. Early-career teachers have been divided into two groups: novice teachers (with no more than 2 years of teaching experience) and advanced beginners (with between 2 and 5 years of teaching experience). These two groups were compared with mid- and late-career teachers (with more than 5 years of teaching experience). Level of preparedness and professional development variables were only weakly related to teachers' feelings of distress, whereas working conditions were strongly related to early-career teachers' feelings of distress. In particular, high workload and classroom discipline issues were strongly and positively related to teachers' feelings of distress. Differences between the two early-career teacher groups and the group of mid- and late-career teachers were marginal. Yet, additional research is needed into the quality and the variety of initial teacher education and induction programs to come to more rigorous conclusions about the potential effects of different programs.

Alexandersen, N., Zachrisson, H. D., Røysamb, E., Wilhelmsen, T., Wang, M. V., & Brandlistuen, R. E. (2024). **Preschool structural quality and student–teacher closeness are**

related to children's adjustment: sibling-informed design. *Early Childhood Research Quarterly*, 66, 48-60. <https://doi.org/10.1016/j.ecresq.2023.08.009>

This study aims at examining whether children's adjustment, social play behavior and Early Childhood Education and Care (ECEC) program-liking in universal ECEC are associated with the quality of student-teacher relationships and structural quality features of the classrooms they attend. The sample includes 7,436 5-year-old children (50% girls) and 195 sibling pairs (48% girls) participating in the nationwide Norwegian Mother, Father and Child Cohort Study (MoBa). Three sets of findings are presented. First, student-teacher closeness is associated with children's adjustment ($\beta = .47$; $SE = .01$), ECEC liking ($\beta = .14$; $SE = .02$) and social play behavior ($\beta = .06$; $SE = .02$) in the between-child analysis. Second, associations of student-teacher closeness with children's adjustment and ECEC liking are evident even after accounting for all confounders shared by siblings in the within-family analysis (sibling fixed effects). Third, structural quality indicators are related to the children's outcomes primarily via quality of student-teacher relationships.

Almogren, A. S. (2023). **Art students' interaction and engagement: the mediating roles of collaborative learning and actual use of Social Media affect academic performance.** *Education and Information Technologies*, 28(11), 14423-14451. <https://doi.org/10.1007/s10639-023-11735-3>

Social media has significantly impacted students' academic success in recent years. These networks offer plenty of chances and dangers for students from a range of backgrounds. In order to investigate the link between the mediation roles of social contact, social engagement, and collaborative learning on the academic performance of students from Saudi Arabia, this research develops a new framework based on social cognition and constructivism theories. As a result, 318 university students completed a questionnaire that served as the initial dataset for the research study, and the suggested research prototype was comprehensively assessed using SEM. The study's findings demonstrated how social connection and engagement have always had a significant impact on social impact, support networks, social identity, social presence, and social space. Similarly, it was discovered that social engagement and interaction have always been significantly impacted by collaborative learning and social media use. So, in Saudi Arabia's higher education, collaborative learning and practical social media use have a strong and considerable impact on students' academic achievement. Therefore, it is almost certain that this research study will aid university authorities in deciding whether or not completely implement an actual usage of social media for academic purposes in educational institutions throughout Saudi Arabia.

André, A., Tessier, D., Louvet, B., & Girard, E. (2023). **Teachers' perception of classes' engagement, observed motivating teaching practices, and students' motivation: A mediation analysis.** *Social Psychology of Education*, 26(6), 1527-1542. <https://doi.org/10.1007/s11218-023-09805-y>

Based on self-determination theory, this study examines the relations between teachers' perception of classes' engagement, their motivating teaching practices, and students' motivation. Fifty-two physical education (PE) teachers and their 1,040 students from 52 classes participated in this study. Teachers' perception of classes' engagement was self-reported one week before their motivating teaching practices were observed. At the end of the observed lesson, students completed a questionnaire assessing their situational motivation toward PE. Results indicated that teachers' perception of class

engagement predicted different dimensions of students' self-determined motivation, and that these relations were fully mediated by teachers' behaviors. More specifically, the more teachers reported high scores in class engagement, the more they displayed need-supportive behaviors that were, in turn, related to positive students' motivational outcomes. These results suggest that teachers' perception of class engagement could exacerbate motivational differences between classes.

Appleton, J. J., Reschly, A. L., & Richard, R. A. (2023). **A Preliminary Examination of Student Engagement Before and During COVID-19 in the U.S.** *Child Indicators Research*, 16(6), 2347-2372. <https://doi.org/10.1007/s12187-023-10059-5>

The purpose of this study was to examine students' self-reported cognitive and affective engagement before and during the COVID-19 pandemic. Student engagement was examined in three ways: Fall 2020 survey responses for digital and in-person instruction were compared to those from Fall 2018 and Fall 2019; the engagement of students who remained in the same school (n = 49,161) from fall 2019 to fall 2020 was examined; and among those students in the same schools with prior year responses, we examined predictors of a change in their self-reported engagement. Students were also asked to rate their perceptions of learning and support compared to before their district transitioned to remote learning in March of 2020. All in-person student responses showed slight to large increases across grades for Teacher-Student Relationships and some slight declines on other factors. For students responding for the same schools across years, overall engagement decreased, with in-person students reporting consistent increases in Teacher-Student Relationships but varied changes across other factors. Statistical models indicated prior engagement predicted nearly all of the variance in fall 2020 engagement. Student reflections on the spring 2020 transition to online learning found the continued digital learners (into fall 2020) reporting worse engagement and support. In general, changes in student engagement were more positive for students receiving in-person instruction, and greater initial student engagement was related to greater subsequent engagement.

Apsley, H. B., Knapp, K. S., Eng, S., & Cleveland, H. H. (2023). **Validation and Psychometric Properties of the Original Grit Scale (Grit-O) Among Cambodian Adolescents.** *Journal of Psychoeducational Assessment*, 41(8), 900-915. <https://doi.org/10.1177/07342829231187238>

Background Cambodian youth face many unique challenges, such as high instances of poverty and intergenerational trauma. Grit, a person-level trait defined as having "perseverance and passion for long-term goals", may be particularly important in helping Cambodian youth to succeed despite the extreme challenges they face. To date, the Original Grit Scale (Grit-O) has not been translated in Khmer or validated for a sample of Cambodian youth. Purpose This study aimed to assess the reliability and validity of a Khmer translation of the Original Grit Scale (Grit-O) among urban Cambodian youth. Research Design A cross-section survey battery --including Grit-O and other relevant covariates --was administered to Cambodian youth. Study Sample Data were collected from 580 Cambodian adolescents (Mage = 15.85 years, SDage = 2.05, 63.7% female). Data Collection and Analysis Paper and pencil surveys were sent home from school with each participant and returned to the study team the next day. Analyses included calculating Cronbach's alphas, interitem correlations, correlations with relevant covariates and both a confirmatory and exploratory factor analysis. Results Cronbach's alphas and interitem correlations indicated that the full scale was not reliable for this

sample, and that reliability improved when two items (I become interested in new pursuits every few months --reverse-scored and I finish whatever I begin) were excluded. The subscales Consistency of Interests and Perseverance of Effort were more reliable than the full scale. Correlations with relevant covariates indicated that the full scale was moderately valid. Factor analyses suggested that items 6 and 7 did not load well onto either identified factor. Conclusions Investigators measuring grit in a sample of Cambodian youth should consider excluding items 6 and 7 of Grit-O, and assessing the two subscales on their own, rather than treating them as indicators of a single higher-order construct.

Arslan, G. (2023). **My Parents Inspire Me to Succeed: Enhancing Academic Well-Being Through Resilient Mindset and Mental Toughness.** *Child Indicators Research*, 16(6), 2475-2488. <https://doi.org/10.1007/s12187-023-10063-9>

The present study aimed to explore whether resilient mindset and mental toughness mediated the relationship between strength-based parenting and student academic wellbeing, encompassing both subjective academic wellbeing and school achievement. The sample of this study included 507 Turkish young people from two high schools. Of the participants, 50.2% were female and 49.8% were male, with an age range of 15 to 17 years (mean of 15.57 with a standard deviation of 0.56). The study utilized a cross-sectional survey design with a self-report questionnaire that measured strength-based parenting, academic well-being, resilient mindset, and mental toughness. Multiple mediator analysis showed that strength-based parenting had a significant predictive effect on adolescent resilient mindset, mental toughness, and academic wellbeing but did not predict student school achievement. Further, student academic wellbeing was significantly predicted by resilient mindset and mental toughness. Subsequent results revealed that student academic wellbeing was a strong predictor of school achievement, and strength-based parenting predicted student school achievement through academic wellbeing. However, resilient mindset and mental toughness did not significantly predict student school achievement. These findings indicate that strength-based parenting is a critical factor in promoting resilient mindset, mental toughness, and academic wellbeing, and that developing resilient mindset and mental toughness can enhance the beneficial effects of strength-based parenting on student positive academic functioning.

Banich, M. T., Wang, K., Kim, H., Leopold, D. R., Reineberg, A. E., Thompson, L. A., ... Petрил, S. A. (2023). **The Influence of Executive Processing on Reading Comprehension During Adolescence.** *Mind, Brain, and Education*, 17(4), 279-288. <https://doi.org/10.1111/mbe.12359>

This paper reviews three studies investigating the relationship between brain regions involved in executive control and those involved in reading comprehension in typically-developing teens. In the first study, three regions of posterior left lateral prefrontal cortex (i.e., precentral gyrus, inferior frontal junction, inferior frontal gyrus) were consistently activated across three task domains: reading comprehension, numerical estimation, and executive processes in working memory, suggesting these regions exert domain-general executive control. In a second study, brain activity in the precentral gyrus during reading comprehension was found to be associated with individual differences in reading achievement. A subsequent investigation indicated that while all three prefrontal regions exhibit greater connectivity to the angular gyrus during reading comprehension compared to symbol identification, each also exhibits unique connectivity to distinct

posterior regions implicated in reading processes. Hence, reading difficulties during adolescence may arise, in part, from difficulties in executive control over processing in language-related brain regions.

Barnes, M. A. (2023). **Executive Functions: What are they Good for? A Perspective from Intervention Research.** *Mind, Brain, and Education*, 17(4), 238-245. <https://doi.org/10.1111/mbe.12371>

Because deficits in executive functions (EFs) characterize most neurodevelopmental disorders, it is appropriate to question the value of EFs for understanding learning disabilities. Two types of studies—those testing whether EFs moderate treatment effects and those testing the direction of effects between EFs and academic skills—are presented to support the idea that EFs are useful for the study of learning disabilities in the context of intervention. Moderator effects in reading and math intervention studies suggest that considering EFs to be properties of not only persons, but also interventions is important for understanding treatment effects and for designing more effective interventions. An experimental study comparing math word problem solving interventions and EF interventions provides evidence for bidirectional development of working memory and math word problem solving. Directions for future experimental research that systematically and more rapidly investigate growth in EFs and academic skills in individuals with learning disabilities are presented.

Biskas, M., Sirois, F. M., & Webb, T. L. (2023). **Does Psychoeducation Help People to Respond to Goal Lapses With Self-Compassion?** *Journal of Psychoeducational Assessment*, 41(8), 839-851. <https://doi.org/10.1177/07342829231189010>

Despite research indicating that responding with self-compassion to lapses in goal pursuit can help people to achieve their goals, there is evidence that people often struggle to respond with self-compassion when it would benefit them. One reason is that people may not be familiar with the concept of self-compassion or may think negatively of self-compassion. We propose that providing information about self-compassion and its benefits can help people to respond with self-compassion to lapses in goal pursuit. To test this, we randomly assigned participants to a self-compassion psychoeducation condition or control condition and then tested whether they responded with self-compassion to a recalled lapse. The results suggested that, although psychoeducation seemed to influence participants' beliefs about self-compassion, there was no evidence that psychoeducation increased self-compassionate responding. This finding highlights the need to develop additional strategies to help people to translate knowledge about self-compassion into self-compassionate responses to lapses and difficulties.

Blanchard, C. (2023, novembre 28). **Et si l'école se préoccupait (vraiment) du bien-être des enfants ?** Consulté 4 décembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/cecile-blanchard/lecole-se-preoccupait-vraiment-bien-etre-enfants/00108691>

Buchweitz, A., de Azeredo, L. A., Esper, N. B., Dalfovo, N. P., Picoli, F., da Cunha, F. S., ... Grassi-Oliveira, R. (2023). **Developmental Dyslexia and the Stress of Reading: A Social Stress Study of Neuroendocrine Response in Children.** *Mind, Brain, and Education*, 17(4), 312-323. <https://doi.org/10.1111/mbe.12361>

Dyslexia is a neurodevelopmental disorder characterized by persistently slow and effortful reading. It is associated with core cognitive deficits in decoding words, but it also presents

significant challenges associated with, for example, anxiety and stress related to academic performance. We asked, thus, whether, reading out loud would be associated with elevated stress for readers with dyslexia, relative to good readers, and we investigated stress-related hormone response in these two groups. We carried out an acute psychosocial stress test (Trier Social Stress Test-Children adapted for children, TSST-C), which included a reading out loud task. We carried out a quasi-experimental study with an experimental group of participants with Developmental Dyslexia (n = 17), and a control group, with good readers (n = 18). During the stress test, we collected six saliva samples for evaluation of two stress-related hormones, cortisol, and adrenocorticotrophic hormone (ACTH) levels. We found a main effect for group for ACTH and for cortisol levels. We also found significantly higher levels of ACTH in the dyslexic group at the end of the task, and during the post-task recovery period. Results are discussed in the light of the less-understood emotional impact of dyslexia, and of a recently proposed role for stress as a trigger for increased risk of development of dyslexia. Lastly, we underscore the contribution for the evidence of the emotional impact of learning disorders, especially, as is the case, from a population generally underrepresented in cognitive neuroscience research (i.e., Latin-American children).

Burgess, A. N., & Cutting, L. E. (2023). **The Behavioral and Neurobiological Relationships between Executive Function and Reading: A Review of Current and Preliminary Findings.** *Mind, Brain, and Education*, 17(4), 267-278. <https://doi.org/10.1111/mbe.12378>

Despite decades of prior research, the mechanisms of skilled reading development remain elusive. Numerous studies have identified word recognition and oral language ability as key components to explain later reading comprehension performance. However, these components alone do not fully explain differences in reading achievement. There is ongoing work exploring other cognitive processes important for reading, such as the set of skills encompassed in the domain-general concept of executive function (EF). Here, we summarize our work on the behavioral and neurobiological connections between EF and reading and present preliminary neuroimaging findings from ongoing work. Together, these studies suggest (1) that EF plays a supportive and perhaps indirect role in reading achievement and (2) that EF-related brain regions interface with the reading and language networks. While further work is needed to dissect the specifics of how EF interacts with reading, these studies begin to reveal the complex role that EF plays in reading development.

Capin, P., Stevens, E. A., & Vaughn, S. (2023). **Self-Regulation and Reading Comprehension: Integrating and Aligning to Improve Reading Outcomes.** *Mind, Brain, and Education*, 17(4), 362-372. <https://doi.org/10.1111/mbe.12353>

Two potential pathways for improving reading outcomes for students with reading disabilities are presented: (a) systematically integrating self-regulation instructional practices within reading interventions and (b) aligning small-group reading intervention with core reading instruction to reduce the pressure on the executive system. Two separate studies conducted with fourth grade students with significant reading difficulties, one related to integrating self-regulation within a reading intervention and one related to aligning core instruction and reading intervention, are presented. Similar to many past high-quality studies conducted with older students with reading disabilities, results revealed no statistically significant differences on commercially developed measures of reading comprehension. However, results on standardized measures of word reading and text reading fluency and researcher-developed measures of vocabulary

and text comprehension underscore the promise of these approaches and support the notion that considering self-regulation in the context of reading instruction may be a productive conduit for supporting the needs of students with significant reading difficulties.

Chan, J. W. Y., & Chan, W. W. L. (2023). **Examining the learning effects of concrete and abstract materials among university students using a two-dimensional approach.** *British Journal of Educational Psychology*, 93(4), 1053-1071. <https://doi.org/10.1111/bjep.12619>

Background The debate on using concrete versus abstract materials in learning mathematics has been longstanding. For decades, research has focused on the physical characteristics of materials when defining them as concrete or abstract. **Aims** This study extends the field by proposing a two-dimensional classification, which defines materials as concrete or abstract based on the two dimensions of representation, namely object (i.e., appearance) and language (i.e., label). **Sample** A total of 120 university students participated in the study. **Methods** Participants were randomly assigned to learn the concept of modular arithmetic with one of four types of learning materials: concrete object labelled with concrete language, concrete object labelled with abstract language, abstract object labelled with concrete language and abstract object labelled with abstract language. They were also divided into high and low maths anxiety groups. **Results** Results showed that the students who learnt with abstract objects, regardless of the level of maths anxiety, outperformed their peers who learnt with concrete objects. However, for students with low maths anxiety only, those who learnt with materials labelled with abstract language showed better far-transfer performance compared with those who learnt with materials labelled with concrete language. **Conclusions** The findings offer a new direction in the conceptualization of concrete and abstract learning materials by specifying the dimensions of representation.

Chan, M., & Liem, G. A. D. (2023). **Achievement goal profiles and their associations with math achievement, self-efficacy, anxiety and instructional quality: A single and multilevel mixture study.** *British Journal of Educational Psychology*, 93(4), 1072-1088. <https://doi.org/10.1111/bjep.12620>

Background There is growing interest in studying the co-occurrence of multiple achievement goals and how different goal profiles relate to educational outcomes. Further, contextual aspects of the classroom have been known to influence the goals students pursue but existing studies remain confined within certain traditions and confounded by methods not well suited for studying classroom climate effects. **Aims** This study sought to investigate achievement goal profiles in mathematics and their associations with background covariates (i.e., gender, prior achievement) and correlates at the student-level (i.e., achievement, self-efficacy, anxiety) and class-level (instructional quality dimensions of classroom management, supportive climate, instructional clarity and cognitive activation). **Sample** Participants were 3836 Secondary-3 (Grade-9) students from 118 mathematics classes in Singapore. **Methods** Achievement goal profiles and their relationships with covariates and student-level correlates were examined with updated procedures of latent profile analysis. Subsequently, multilevel mixture analysis assessed the associations of student-level goal profiles and different class-level dimensions of instructional quality. **Results** Four profiles were identified: Average-All, Low-All, High-All and High-Approach. These profiles differed across covariates and correlates, with High-Approach students associated with positive outcomes and High-All students with math anxiety. Cognitive activation and instructional

clarity predicted stronger membership in High-Approach profile than Average-All and Low-All, but not High-All. Conclusion Certain goal profile patterns were consistent with past studies and supported the fundamental separation of approach and avoidance goals. Less differentiating profiles were associated with undesirable educational outcomes. Instructional quality can be considered as an alternative framework for examining classroom climate effects of achievement goals.

Chang, C.-C., & Chen, T.-C. (2023). **Effects of digitization/mobilization and emotional design of textbooks on emotion, various cognitive load and cognitive performance.** *Education and Information Technologies*, 28(11), 14827-14855. <https://doi.org/10.1007/s10639-023-11779-5>

The study aimed to examine how emotional design and digitalization/mobilization of textbooks influence students' emotion, cognitive load, and cognitive performance. Research samples were 147 undergraduate students enrolling in the "Introduction to Internet" course at a university. They were randomly divided into three groups: 51 students in the control group using traditional paper textbooks; 49 students in the experimental group I using e-textbooks with emotional design; 47 students in the experimental group II consisted using e-textbooks without emotional design. The MANCOVA was adopted to analyze gathered data. The results revealed learners' positive emotion was significantly higher when using e-textbooks with emotional design than when using paper textbooks. Three types of cognitive load was significantly better when using e-textbooks with emotional design than when using e-textbooks without emotional design and paper textbooks. Cognitive efficiency was significantly better when using two types of e-textbooks (with and without emotional design) than when using paper textbooks. In a word, "emotional design and digitalization/mobilization" of textbooks (i.e. e-textbooks with emotional design) would significantly improve positive emotion; emotional design would significantly decrease intrinsic and extraneous cognitive load when using e-textbooks, and significantly increase germane cognitive load; digitalization/mobilization of textbooks (i.e. e-textbooks) significantly improved cognitive efficiency. What the study learned was that learners might firstly adopt e-textbooks with emotional design, and those without emotional design secondly, and paper textbooks rank last; viz., digitalized/mobilized textbooks (namely e-textbooks) were better than paper textbooks. Practical and theoretical implications and suggestions were raised for practitioners and researchers to take as references.

Church, J. A. (2023). **The Brain's Control Networks in Reading: Insights From Cross-Task Studies of Youth.** *Mind, Brain, and Education*, 17(4), 257-266. <https://doi.org/10.1111/mbe.12372>

Humans engage multiple brain systems to read successfully, including using regions important for vision, language, and control. Control refers to the set of executive processes in the brain that guide moment-to-moment behavior in service of our goals. There is a growing appreciation for the role of the brain's control system in reading comprehension, in reading skill change over time, and in those who have difficulty with the reading process. One way to understand the brain's control engagement in reading may be to study control engagement across multiple tasks in order to study consistencies, or cross-task similarities, relative to reading-specific variations. In this commentary, I briefly summarize some of our recent work studying the brain's control networks across different tasks (e.g., when reading, or doing different executive function tasks). I then review our findings of when control activation does or does not relate to measures of reading ability,

and reading growth over time. The utility of cross-task comparisons in neuroimaging is noted, as well as the need to better understand multiple sources of heterogeneity in our developmental samples. I end by discussing a few of the many future directions for further study of the brain with regard to the brain's control processing and academic achievement.

Cirino, P. T. (2023). **Framing Executive Function as a Construct and its Relation to Academic Achievement.** *Mind, Brain, and Education*, 17(4), 226-237. <https://doi.org/10.1111/mbe.12360>

The goal of this work is to provide a framework for understanding the relationship between executive function (EF) to reading and other academic achievements to promote future work in this area. After briefly reviewing extant theoretical and empirical support about what is known in this area, we then more deeply evaluate the construct of EF itself. This is necessary because EF means any number of things to any number of individuals, scientists included. Review of several pertinent conceptualizations of EF, including our own, reveals agreement that EF is domain general (although the meaning of domain generality is varied); additional commonalities include a focus on control/management and goal direction. However, there is less agreement on whether EF is singular or plural, or whether EF is one or more "thing(s)" versus process(es). These alternatives are discussed with a focus on the implications for understanding the role of EF for important functional outcomes.

Darnon, C., Jury, M., Goudeau, S., & Portex, M. (2023). **Competitive and cooperative practices in education: How teachers' beliefs in school meritocracy are related to their daily practices with students.** *Social Psychology of Education*, 26(6), 1789-1805. <https://doi.org/10.1007/s11218-023-09824-9>

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

Demkowicz, O., Bagnall, C., Hennessey, A., Pert, K., Bray, L., Ashworth, E., & Mason, C. (2023). **'It's scary starting a new school': Children and young people's perspectives on wellbeing support during educational transitions.** *British Journal of Educational Psychology*, 93(4), 1017-1033. <https://doi.org/10.1111/bjep.12617>

Background Children and young people experience various transitions throughout their education. Theory and evidence highlight that these can be complex, and poor experiences of transitions can be associated with worsened outcomes, necessitating a need to develop and implement wellbeing support. However, children and young

people's views are lacking in the literature, and studies tend to focus on specific transitions rather than on what matters for wellbeing during transitions generally. Aims We explore children and young people's own perceptions of what would support wellbeing during educational transitions. Sample We engaged with 49 children and young people aged 6–17 years, using purposeful maximum variation sampling to facilitate engagement of a diverse sample across a variety of education setting types. Methods We undertook focus groups, using creative methods centred around a storybook, asking participants to make decisions as headteachers about wellbeing provision in a fictional setting. Data were analysed using reflexive thematic analysis. Analysis We constructed four themes: (1) helping children and young people understand what to expect; (2) developing and sustaining relationships and support; (3) being responsive to individual needs and vulnerabilities; and (4) managing loss and providing a sense of closure. Conclusions Our analysis highlights a desire among children and young people for a considered, supportive approach that recognizes their individual needs and their connection to educational communities. The study makes a methodological and conceptual contribution, demonstrating the value of adopting a multifocussed lens to researching and supporting transitions.

Dirin, A., Nieminen, M., Laine, T. H., Nieminen, L., & Ghalebani, L. (2023). **Emotional Contagion in Collaborative Virtual Reality Learning Experiences: An eSports Approach.** *Education and Information Technologies*, 28(11), 15317-15363. <https://doi.org/10.1007/s10639-023-11769-7>

Emotional contagion is an intriguing subject in many academic fields, and it is also relevant in collaborative learning where learners share a physical or virtual space. We aimed at exploring the possibilities of motivating, fascinating, and experiential elements of virtual reality (VR) in a collaborative learning context, with a focus on emotional contagion. We adopted the eSports mode as a competency development strategy in collaborative learning, using VR to evaluate emotional contagion that is invoked between the presenters and spectators. For this purpose, we created a VR application (HHVR) that allows freshmen students to learn about the premises and academic life at a university. We then divided 43 adult participants into presenters (N = 9) and spectators (N = 34); the presenters experienced the HHVR application first-hand, whereas the spectators watched the experience through a monitor. We used a questionnaire and semi-structured interviews to measure what feelings of being — existential feelings that affect the way we react to the world — the participants experienced. The collected data were analyzed by Principal Component Analysis and qualitative data coding and the results revealed emotional contagion; the spectators who followed the presenters on a monitor showed similar emotional engagement with the presenters who used the application. In conclusion, the proposed eSports mode can be a useful pedagogical technique in the context of collaborative learning with VR, as it engages emotionally both the presenters and spectators. These findings can be helpful for designing emotionally engaging collaborative learning experiences with VR and for conducting group-based UX evaluations of VR applications.

Duron, T., Gallon, L., & Aniorté, P. (2023, juin 13). **Détection de la persévérance en milieu scolaire.** Présenté à EIAH 2023 - Atelier Education 4.0: caractérisation des facteurs humains dans les parcours pédagogiques. Consulté à l'adresse <https://univ-pau.hal.science/hal-04313130>

L'objectif de nos travaux est de s'intéresser à la détection de la persévérance en milieu scolaire dans un contexte informatique. Peut-on trouver en temps réel, à partir des interactions de l'apprenant sur un EIAH, des indicateurs permettant de mesurer son état de persévérance ? Pour cela nous présenterons brièvement la méthodologie mise en place, ainsi que des résultats obtenus lors d'un cas d'étude sur l'utilisation d'un logiciel de programmation par bloc sur ordinateur avec souris.

Ebeid, M., & Witt, J. (2024). **Effect of the timing of initial exposure to maternal depression on children's school readiness.** *Early Childhood Research Quarterly*, 66, 86-97. <https://doi.org/10.1016/j.ecresq.2023.09.001>

This study investigates the impact of the timing of initial exposure to maternal depression on a comprehensive measure of children's school readiness that incorporates multidimensional developmental domains underlying school adaptation and later success. The Early Development Instrument scores of 59,413 children were linked to their mothers, who were observed from five years before the child's birth to the child's fifth birthday. Exposure to maternal depression was associated with developmental vulnerability in emotional, physical, social, and cognitive domains, and the effects were strongest if the child was first exposed during pregnancy or the preschool period. When controlling for health at birth, health of the child during early childhood, mother's health prior to pregnancy, and the family environment however, the effects of exposure to maternal depression were attenuated. Thus, although maternal depression is a risk factor for children's school readiness, their health and environment compound this effect. A number of different stratifications, variable definitions and robustness checks support the reliability of the findings. The results suggest that mitigating the effects of maternal depression on school readiness is important at any age, and that the programs to address this are likely to lead to improvements far beyond those for maternal depression alone.

Elamé, E. (2023). **Métacognition, autorégulation et production d'écrits.** Consulté à l'adresse <https://www.istegroup.com/fr/produit/metacognition-autoregulation-et-production-decrits/>

Les difficultés des étudiants à rédiger des textes conformes aux exigences de l'écriture académique sont une préoccupation récurrente des équipes pédagogiques et des responsables des formations universitaires. Des initiatives diverses se déploient, principalement en licence, pour aider les étudiants à améliorer la qualité de leurs écrits. Les recherches sur les processus métacognitifs et d'autorégulation de l'apprentissage peuvent servir d'appui à la conception de ces dispositifs de soutien à l'écriture, notamment en permettant une meilleure compréhension des difficultés des étudiants. Cet ouvrage fait le point sur les concepts de métacognition et d'autorégulation en lien avec les processus d'écriture. Il analyse les composantes métacognitives en jeu dans la production de textes, leurs liens avec la réussite en écriture et leurs déterminants individuels et contextuels. Il complète cette analyse en mobilisant des travaux sur les pratiques d'enseignement et d'évaluation de l'écriture dans le supérieur. L'ensemble de ces éléments est articulé autour d'une modélisation multifactorielle de l'apprentissage-enseignement de l'écriture académique. *L'auteure* « Dyanne Escorcia est professeure des universités en sciences de l'éducation et de la formation à l'Université Clermont-Auvergne. Ses travaux de recherche portent sur l'apprentissage et l'enseignement de l'écriture dans le contexte de l'enseignement supérieur. »

Ellis, A., Cosso, J., Duncan, R. J., Susperreguy, M. I., Simms, V., & Purpura, D. J. (2023). **International comparisons of the home mathematics environment and relations with children's mathematical achievement.** *British Journal of Educational Psychology*, 93(4), 1171-1187. <https://doi.org/10.1111/bjep.12625>

Background Home mathematics environment (HME) research has focused on parent-child interactions surrounding numerical activities as measured by the frequency of engaging in such activities. However, HME survey questions have been developed from limited perspectives (e.g., *Early Childhood Research Quarterly*, 27, 2012, 231; *Journal of Social Issues*, 64, 2008, 95; *Early childhood mathematics education research: Learning trajectories for young children*, Routledge, New York, 2009), by researchers from a small subset of countries (15; *Psychological Bulletin*, 147, 2020, 565), which may skew our interpretations. Aims and Sample This study broadened international representation by leveraging secondary data from the 2019 TIMSS to examine the variation of the frequency and reliability of the HME scale and its relation to children's mathematical achievement. Across 54 countries, 231,138 parents and children (M_{age} = 10.22 years; 51% male) participated in the larger study. Methods Parents completed a retrospective home environment survey and children were assessed on mathematics skills. Basic frequency descriptive statistics, Cronbach's alpha reliability coefficients, and Pearson's r correlation coefficients were used to assess variability across countries. Results Findings suggested that families in certain countries engaged in home mathematics activities more frequently than families in other countries; however, the HME scale demonstrated acceptable internal consistency across families in all countries (M_a = .79; range = [.73, .89]). Further, the average relation between HME and mathematical achievement was $r = .15$ with a range between $r = .02$ to $r = .41$. Conclusion Our results indicate substantial variation across countries in the HME-mathematical achievement association. These findings underscore the importance of international representation in advancing research on the diversity of a child's home environment.

Forber-Pratt, A. J., Hanebutt, R., Minotti, B., Cobb, N. A., & Peagram, K. (2024). **Social-Emotional Learning and Motivational Interviews With Middle School Youth With Disabilities or At-Risk for Disability Identification.** *Education and Urban Society*, 56(1), 33-65. <https://doi.org/10.1177/00131245221110557>

Motivational interviewing (MI), a therapy strategy used to guide students to help students better understand how to develop their social emotional learning (SEL) skills to make positive choices that resolve social conflict, bodes promising for helping youth to cultivate the social and emotional skills needed to address bullying, peer drama, and other issues affecting their mental, physical, and emotional health. Bulldog Solution, Inc., a Chicago-based organization, utilized MI research-informed approach to increase students' social conflict management and leadership skills through self-awareness and self-discovery, as a mechanism for preventing bullying and supporting the social and emotional growth of young people. This study presents emerging themes resulting from a 9-week, motivational interview and SEL-based program titled, "Peace Over Drama," implemented with middle school students (sixth-seventh-eighth grade) with disabilities and/or at risk for disability-identification ($n = 17$) in one Chicago middle school on the south side. Implications for school-based prevention models and scaling of similar SEL and MI programming are discussed.

Gan, Z., Yuan, Z., & Schumacker, R. (2023). **Examining the Psychometric Properties of the Motivational Scale of Motivated Strategies for Learning Questionnaire for English Learning**

Among Chinese Secondary Students. *Journal of Psychoeducational Assessment*, 41(8), 942-951. <https://doi.org/10.1177/07342829231193064>

This study examined the psychometric properties of the Motivational scale of the Motivated Strategies for Learning Questionnaire in a sample of 656 Chinese secondary students in an English learning context. Exploratory factor analysis and confirmatory factor analysis results suggested that a five-factor motivational structure fit the data better as opposed to the original six-factor motivational model reported by Pintrich and his colleagues. Reliability coefficients of these five motivational subscales (i.e., intrinsic value, extrinsic goal orientation, control of learning beliefs, self-efficacy for learning and performance, and test anxiety) were in the adequate to good range. All motivational subscales except test anxiety were positively correlated with metacognitive regulation and/or students' self-rated English proficiency. The second-order CFA further provided empirical evidence to consider a common and broad motivational factor that can be inferred from the five subscales.

Ganivet-Rapicault, A. R. (2023). **Désynchronisation en alternance et herméneutique de l'expérience : une recherche-action-sensibilisation à l'écoute du temps vécu par les jeunes de Maisons Familiales Rurales** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-04262667>

Il est parfois difficile, pour un moniteur en Maisons Familiales Rurales, de comprendre ce que vivent les jeunes en formation par alternance, les difficultés que ces derniers rencontrent et leurs conséquences sur leur formation. Après 15 années d'expérience en tant que monitrice, la praticienne-chercheuse auteure de cette thèse a conduit cette recherche dans le but de comprendre en quoi et comment les phénomènes vécus par les jeunes, et en particulier les « phénomènes de désynchronisation », sont constitutifs de leurs processus d'apprentissage et de développement ; l'un des objectifs secondaires de cette thèse était de transformer les pratiques d'accompagnement. Partant à l'origine des notions de rapport au temps, de rythme, de synchronicité et de construction de soi, la visée praxéologique de cette recherche a orienté le cadre vers une recherche-action-sensibilisation, sous un angle épistémologique à la croisée entre praxéologie, phénoménologie et herméneutique. Douze « entretiens de narration » d'anciens élèves et de jeunes en formation ont été recueillis, retranscrits et analysés puis complétés par la mise en place d'un dispositif d'utilisation en classe d'outils biographiques (« arbres de vie »), avec la participation de deux moniteurs. Les résultats ont contribué à rendre intelligibles les phénomènes de désynchronisation vécus en formation grâce à des caractéristiques liées au rapport au temps, à soi et aux autres, et ont permis de mettre en discussion plusieurs notions : la synchronicité et la notion de « bon moment », le lien entre confiance, estime de soi et construction de l'expérience, l'enjeu de l'accompagnement en Maisons Familiales Rurales ; de même, les questions d'engagement et de disponibilité des accompagnants ont été soulevées.

Garrote, A., Zurbriggen, C. L. A., & Schwab, S. (2023). **Friendship networks in inclusive elementary classrooms: Changes and stability related to students' gender and self-perceived social inclusion.** *Social Psychology of Education*, 26(6), 1479-1497. <https://doi.org/10.1007/s11218-023-09804-z>

Friendships with classmates play a significant role in student's development. However, only some friendships are maintained for longer than a school year and their formation depend on many factors. One important factor is gender because gender homophily is consistently found in friendship networks. In addition, there is evidence that same-gender

friendships are more stable. In the context of inclusive education, friendship can be considered as one of four key dimensions of social inclusion. While three of these dimensions are assessed from others' perspective, self-perception of social inclusion focuses solely on the individual students' view. However, hardly any studies investigated how students' self-perception of social inclusion is related to friendships, and more specifically, whether and how self-perceived social inclusion is related to changes in friendship networks in the classroom. To contribute to this research gap, friendship networks of 280 students aged 9–11 years (49% girls) in 15 classes of Grade 4 were examined at the beginning and at the end of one school year. Network changes were analyzed with longitudinal social network analyses. Students' gender and self-perception of inclusion were added as predictors of changes in the friendship networks. The results confirmed gender homophily for formation and stability. The analyses also showed that students who perceived themselves as socially included nominated more best friends at the end of the school year but were not necessarily perceived as best friends by their peers. This highlights the importance of considering different perspectives to better understand social inclusion in classrooms.

Gilbert, W., Bureau, J. S., Diallo, A., Morin, A. J. S., & Guay, F. (2023). **Undergraduate students' motivational profiles before and during the COVID-19 pandemic: The role of educational climate and trait self-control.** *British Journal of Educational Psychology*, 93(4), 1188-1206. <https://doi.org/10.1111/bjep.12626>

Background Universities faced important and sudden changes following the lockdown measures imposed during the COVID-19 pandemic. Traditional educational practices were disrupted as campuses were closed while distance learning was hastily adopted. Aims This study documents the evolution of university students' autonomous and controlled motivation for their studies following campus closures by relying on a person-centred perspective. More specifically, it examines motivation profiles and their temporal stability across two time points taken before and during the pandemic, while also considering the role of educational climate, trait self-control and control variables (sex and age) as predictors of profile membership. Sample A total of 1940 university students participated in this study by responding to online questionnaires at two time points, before (Time 1) and after (Time 2) the pandemic. Methods We relied on latent profile and latent transition analyses to estimate motivation profiles, their temporal stability and their predictors. Results A four-profile solution (Self-Determined, Moderately Motivated, Extrinsically Motivated, Amotivated) was selected and replicated at both time points. We observed a low degree of variability in profile membership over time, especially for the Amotivated profile. A need-supportive educational climate and trait self-control consistently predicted a greater likelihood of membership into more adaptive profiles (Self-Determined, Moderately Motivated). Conclusions The COVID-19 pandemic did not drastically change the motivational profiles of university students. Nevertheless, educational climate and self-control appeared to 'protect' students against the endorsement of more problematic motivation profiles both before and during the pandemic, making them important targets for intervention.

Grammer, J. K., & Ahmed, S. F. (2023). **Informing the Development of School-Based Strategies to Promote Children's Executive Function Skills: Considerations, Challenges, and Future Directions.** *Mind, Brain, and Education*, 17(4), 383-390. <https://doi.org/10.1111/mbe.12368>

In recent years awareness of the importance of executive function (EF) skills for students' academic growth has increased. Research suggests that experience in school promotes EF development; however, recommendations regarding evidence-based practices that educators can use to support EF in their classrooms are limited. Here we outline two main reasons that this may be the case. First, there are significant challenges in the measurement of EF, which have implications for our understanding of how children use EF skills in support of learning in the moment and in real-world settings like the classroom. Second, there is limited direct research on the types of classroom experiences that promote EF. In describing both, we highlight emerging evidence and new methods that are helping us better understand the development of EF and the ways in which school experiences shape this growth, which will ultimately inform the development of school-based strategies to promote these skills.

Graveleau, S. (2023, novembre 28). **Les difficultés des étudiants souffrant d'un trouble de l'attention : « Pourquoi j'ai cette impression de ne pas fonctionner comme les autres ? »**. Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/11/28/les-difficultes-des-etudiants-souffrant-d-un-trouble-de-l-attention-pourquoi-j-ai-cette-impression-de-ne-pas-fonctionner-comme-les-autres_6202694_4401467.html

Le nombre de jeunes atteints d'un TDAH est en hausse dans l'enseignement supérieur. Une meilleure reconnaissance qui pourrait s'expliquer par la libération de la parole sur les troubles cognitifs et les effets de la loi de 2005 sur l'inclusion des élèves en situation de handicap.

Gurcan, F., Erdogdu, F., Cagiltay, N. E., & Cagiltay, K. (2023). **Student engagement research trends of past 10 years: A machine learning-based analysis of 42,000 research articles**. *Education and Information Technologies*, 28(11), 15067-15091. <https://doi.org/10.1007/s10639-023-11803-8>

Student engagement is critical for both academic achievement and learner satisfaction because it promotes successful learning outcomes. Despite its importance in various learning environments, research into the trends and themes of student engagement is scarce. In this regard, topic modeling, a machine learning technique, allows for the analysis of large amounts of content in any field. Thus, topic modeling provides a systematic methodology for identifying research themes, trends, and application areas in a comprehensive framework. In the literature, there is a lack of topic modeling-based studies that analyze the holistic landscape of student engagement research. Such research is important for identifying wide-ranging topics and trends in the field and guiding researchers and educators. Therefore, this study aimed to analyze student engagement research using a topic modeling approach and to reveal research interests and trends with their temporal development, thereby addressing a lack of research in this area. To this end, this study analyzed 42,517 peer-reviewed journal articles published from 2010 to 2019 using machine learning techniques. According to our findings, two new dimensions, "Community Engagement" and "School Engagement", were identified in addition to the existing ones. It is also envisaged that the next period of research and applications in student engagement will focus on the motivation-oriented tools and methods, dimensions of student engagement, such as social and behavioral engagement, and specific learning contexts such as English as a Foreign Language "EFL" and Science, Technology, Engineering and Math "STEM".

Ha, S., & So, H.-J. (2023). **Examining the Effects of the Utility Value Intervention on Learners' Emotions and Conceptual Understanding in Online Video-based Learning.** *Education and Information Technologies*, 28(11), 15145-15172. <https://doi.org/10.1007/s10639-023-11755-z>

In asynchronous online video-based learning, learners experience various affective states, which may make them disengaged and negatively influence learning outcomes. This study aimed to examine the effect of the utility value (UV) intervention to help learners emotionally and behaviorally engage in online learning. The UV intervention includes pre-learning writing activity and UV feedback messages to help learners perceive the relevance between the lecture topic and their lives. In particular, we examined the effects of the UV intervention on learners' negative emotions (i.e., confusion, frustration, and boredom) and conceptual understanding. For the experiment, 30 Korean adult learners were randomly assigned to the control, feedback-only, and writing-feedback groups. The control group did not receive any UV intervention strategy. The feedback-only group received UV feedback messages when detected to experience negative emotions during learning. The writing-feedback group performed a pre-learning activity to write about the usefulness of the lecture topic and then received UV feedback messages during learning. We used Ekman's Facial Action Coding System (FACS) to analyze learners' facial expressions associated with negative emotions. Pre-test and post-test were administered to measure conceptual understanding. The findings revealed that the UV feedback messages significantly reduced the occurrence of boredom while the UV writing did not significantly improve conceptual understanding. Overall, this study suggests that additional strategies and longer timing in UV interventions are necessary to intervene in online learners' confusion and frustration. Implications are discussed regarding the design of affective feedback mechanisms in online video-based learning environments.

Hansen-Brown, A. A., Lavigne, C., & Frade, K. (2023). **"I'm proud to say I was the first in my family to go to college": How students perceive professor self-disclosure of first-generation status.** *Social Psychology of Education*, 26(6), 1499-1526. <https://doi.org/10.1007/s11218-023-09791-1>

First-generation college students, who are the first in their family to attend a four-year college, often face barriers while attending college. In a series of studies, we tested whether a professor self-disclosing their own status as a first-generation student would positively impact current students (particularly first-generation students). In each study, college students read a hypothetical professor's introduction on the first day of class, in which the intervention was embedded, and then answered questions about their perceptions of the professor and expectations for the class. Across several studies with several versions of the professor's introduction, the results generally showed that multiple variations of disclosure resulted in positive perceptions of the professor from both first-generation and continuing-generation college students, though our findings were somewhat inconsistent between studies. This research provides new insight into the power of self-disclosure and avenues for future research to continue testing interventions which may benefit first-generation college students.

Healy, A. E. (2023). **Race at the Top.** *Educational Researcher*, 52(9), 588-589. <https://doi.org/10.3102/0013189X231204011>

Race at the Top addresses topical subjects about parental anxiety, racial discrimination, and migrant assimilation in an upper-middle-class suburb where White and Asian-origin

families monopolize a high achieving public high school, Woodcrest. Behind the town's progressive façade and without overt racialization, White parents mobilize to advantage their children through school policies that curtail the academics stressed by Asian-origin parents. By seeing this clash through the frame of American assimilation theories, this otherwise novel and well-written book does not address it as biopolitical clash of class created by the expansion of the global upper-middle-class, a plausible alternative hypothesis.

Ho, S., & Kozhevnikov, M. (2023). **Cognitive style and creativity: The role of education in shaping cognitive style profiles and creativity of adolescents.** *British Journal of Educational Psychology*, 93(4), 978-996. <https://doi.org/10.1111/bjep.12615>

Background Previous research on cognitive styles (CSs) has often overlooked their complexity and the effect of the environment on their development. While research supports visual abilities as predictors of domain-specific creativity, there is a lack of studies on the predictive power of CS in relation to creativity beyond abilities. Aims The current study aimed to explore the validity of the CS construct as environmentally sensitive individual differences in cognition. We examined the internal structure of the CS construct, its predictive power in creativity beyond visual abilities, and how CSs of Singaporean secondary school students are shaped with age under specific sociocultural influences (Singapore's emphasis on STEM disciplines). Sample Data were collected from 347 students aged 13–16 from a secondary school in Singapore. Methods Students were administered nine tasks assessing their visual abilities and learning preferences, artistic and scientific creativity, and questionnaires assessing their CS profiles. Results The confirmatory factor analyses provided evidence for a matrix-type CS structure consisting of four orthogonal CS dimensions and third levels of information processing. Structural equation models demonstrated significant contributions of context independence and intuitive processing to artistic and scientific creativity, respectively, beyond visual abilities. The results also suggested that Singapore's education system could be contributing to significantly shaping adolescents' CS profiles. Conclusions Our findings support the validity of CS as individual differences in cognition that develop to cope with environmental demands. They highlight the importance of providing an appropriate environment in shaping adolescents' CS profiles to support the development of domain-specific creativity according to their strengths and talent.

Horowitz-Kraus, T. (2023). **The Role of Executive Functions in Fluent Reading: Lessons from Reading Acquisition and Remediation.** *Mind, Brain, and Education*, 17(4), 373-382. <https://doi.org/10.1111/mbe.12357>

This review paper aims to define the involvement of Executive Functions (EF) in reading fluency in typically developing children and those with reading difficulties (RD)/dyslexia using neuroimaging and cognitive measurements. The data presented in this review demonstrate how training reading fluency with EF principles improved reading fluency and associated neural circuits. The possible mechanism for this fluency improvement points to the utilization of EF during reading remediation and its relation to the synchronization between the auditory and visual modalities in RD. Overall, the studies reviewed in the current paper suggest that reading fluency is achieved through a better synchronization of EF-brain regions with sensory networks, which are linked to decreased neural noise. These results support embedding EF principles in reading training and point to the need to include the fluency component in the Simple View of Reading model and open up possible opportunities to improve reading in children.

Huang, J., Dong, Y., Han, C., & Wang, X. (2023). **Evaluating the Language- and Culture-Related Construct-Irrelevant Variance and Reliability of the Sense of School Belonging Scale: Suggestions for Revision.** *Journal of Psychoeducational Assessment*, 41(8), 852-871. <https://doi.org/10.1177/07342829231189319>

Using expert reviews and item response theory (IRT), this study evaluated the language- and culture-related construct-irrelevant variance and reliability of the 2019 TIMSS sense of school belonging scale (SSBS) for grades 4 and 8. The five items of the SSBS, which were identical for both grades, were reviewed for the language- and culture-related construct-irrelevant variance evidence by 10 assessment experts who have expertise in Chinese and English languages and cultures. Further, the existing TIMSS 2019 SSBS data associated with the countries of China (Hong Kong), Singapore, Australia, and America were analyzed within the framework of IRT for estimating the item and scale information function values (i.e., reliability) of the SSBS. The experts did find language- and culture-related evidence in each of the five items that might lead to the construct variance of the SSBS across these four countries. The IRT results further indicated that the SSBS item and scale information function values varied considerably across these four countries. Suggestions for revising the SSBS are proposed for TIMSS program developers.

Huang, J.-C. (2023). **Detecting the relationships of teacher's growth mindset, grit, and receptivity in curriculum reform responding to PISA key-competency assessment.** *Social Psychology of Education*, 26(6), 1543-1563. <https://doi.org/10.1007/s11218-023-09803-0>

To perform well in the Programme for International Student Assessment (PISA) and respond to rapid social changes, many countries have implemented curriculum reforms. The success of curriculum reform relies on teachers' rational, cognitive and emotional feelings for the challenge of implementation. Teachers' receptivity, growth mindset and grit has an important impact on how they implement new curriculum. In this study, the perspectives of incremental theories of intelligence and teachers' receptivity theory were used to analyze the effects of teachers' growth mindset and grit on their receptivity to key-competency-based curriculum reform. Data were collected from 560 teachers working in 112 elementary schools in Taiwan. A total of 402 valid responses were obtained, with the recovery rate being 71.8%. SEM and MANOVA methods were conducted to analyze the collected data. The results revealed the teachers' growth mindset and grit exhibited strong effects on their receptivity to curriculum reform. Moreover, the existence of significant differences in growth mindset and grit among teachers working at different positions. The findings of this study highlight the importance of the teachers' growth mindset and grit in promoting a curriculum reform. Therefore, schools' leaders could create a growth-oriented teaching culture and encourage teachers to establish a professional community for curriculum reform.

Jefferson, R., Barreto, M., Jones, F., Conway, J., Chohan, A., Madsen, K. R., ... Qualter, P. (2023). **Adolescent loneliness across the world and its relation to school climate, national culture and academic performance.** *British Journal of Educational Psychology*, 93(4), 997-1016. <https://doi.org/10.1111/bjep.12616>

Background Loneliness during adolescence has adverse consequences for mental health, education and employment outcomes. Yet, we know little about common correlates of loneliness among adolescents, making intervention work difficult. Aims In this study, we (1) explore individual-, school- and country-level correlates of loneliness to help identify potential intervention targets, and (2) examine the influence of loneliness on

academic performance. Sample A total of 518,210 students aged 15 years from 75 countries provided self-reported loneliness data. Results Using multilevel modelling, we found individual-, school- and country-level correlates of self-reported school-based loneliness, and showed that loneliness negatively influenced academic performance. Conclusions Based on the findings, interventions that focus on enhancing social and emotional skills, increasing trust between teachers and students and changing school climate to be more inclusive are likely to be the most effective for adolescents; they should also be culturally sensitive.

Kamber, E., Fuke, T. S. S., Alunni, M., & Mahy, C. E. V. (2024). **Procrastination in early childhood: Associations with self-regulation, negative affectivity, and the home environment.** *Early Childhood Research Quarterly*, 66, 75-85. <https://doi.org/10.1016/j.ecresq.2023.09.002>

To examine the roles of self-regulation, negative affectivity, and the home environment in the development of procrastination, the current study investigated children's procrastination in relation to conscientiousness, effortful control, negative affectivity, parenting, and socioeconomic status. Parents of 3- to 6-year-olds (N = 396; 81.8% White) completed questionnaires assessing the above-mentioned variables. Children's age ($\beta = .072$), conscientiousness ($\beta = -.512$), effortful control ($\beta = -.134$), and negative affectivity ($\beta = .269$) were significantly related to children's procrastination after controlling for parenting, and socioeconomic status. Although parental democratic participation, parental education, and family income were negatively related to children's procrastination, they were not associated with procrastination after considering children's personality and temperamental variables. When children were divided into younger (3- and 4-year-olds) and older (5- and 6-year-olds) age groups, the results did not change except for parental education. Parental education was not associated with younger children's procrastination, but it was negatively associated with older children's procrastination. Self-regulation and negative affectivity were most strongly associated with early childhood procrastination compared to aspects of the home environment. Thus, procrastination might be an early emerging tendency that is closely related to personality and temperament. Future studies should continue to investigate the developmental trajectory of procrastination and explore how contextual factors influence its early and ongoing development.

Karataş, E., & Özdemir, M. (2023). **Psychometric Properties of the Turkish Version of the Teacher Academic Optimism Scale.** *Journal of Psychoeducational Assessment*, 41(8), 952-962. <https://doi.org/10.1177/07342829231197460>

This study aimed to adapt Teacher Academic Optimism Scale-Secondary (TAOS-S) to Turkish culture. A total of 453 public school teachers in Turkey participated in the study. We examined the validity, reliability, and measurement invariance of the scale across school levels. The results indicated good internal consistency of the TAOS, suggesting a good measure to assess teacher academic optimism. Confirmatory factor analysis revealed that the three-dimensional individual teacher academic optimism construct showed a good fit with strong reliability evidence. Multigroup confirmatory factor analysis results indicated both configural and metric invariance was observed across school levels; however, scalar invariance was only partially confirmed. Overall, our results show the TAOS has sound psychometric properties, is culturally and linguistically acceptable, and is equally effective in assessing the academic optimism of Turkish teachers.

Kim, H. H., Chun, J., & Kim, H. J. (Katelyn). (2024). **Network Brokerage and Self-Rated Popularity Among Lao School-Based Children: Findings From Primary Survey Data.** *Youth & Society*, 56(1), 143-163. <https://doi.org/10.1177/0044118X221145538>

This study examines whether and how an individual's subjective, or self-rated, popularity is related to one's structural position in the peer network, as measured by betweenness centrality and structural hole measure. Data were drawn from the original fieldwork conducted in Laos (N = 1,490; boys = 40%; Mage = 13), a low-income country in Southeast Asia. Using friendship nominations, we constructed a global network matrix based on which sociometric variables were calculated. Findings from hierarchical linear models showed that net of sociometric and other controls, network brokers—those who span more structural holes or bridge across more disconnected dyads pairs—indeed perceive themselves as being “more popular.” Subjective, net of objective, measure of popularity should be incorporated as a critical component in the lives of young people.

Kim, L. E., Fields, D., & Asbury, K. (2023). **'It feels like I'm back to being a teacher': A longitudinal trajectory analysis of teachers' experiences during the first 8 months of COVID-19 in England.** *British Journal of Educational Psychology*, 93(4), 1105-1122.

<https://doi.org/10.1111/bjep.12622>

Background Understanding teachers' experiences throughout the school closures and reopenings that have characterized large periods of the COVID-19 pandemic provides us with unique insights into what it means to be a teacher during a global public health crisis. Aim and Method To investigate teachers' narratives of their experiences, we conducted 95 semi-structured interviews with 24 teachers in England across four time points between April and November 2020. We used a longitudinal qualitative trajectory analysis of participants' stories of their high-, low- and turning-points. Results We derived four themes that were evident at each time point and developed over time. The themes were: (1) growing frustration at uncertainties caused by poor government leadership, (2) expanding concern for pupil learning and well-being, (3) an increasingly labour-intensive and exhausting job and (4) declining pleasure and pride in being a teacher. Conclusions The findings shed light on the impact of COVID-19 on the professional identity of these teachers and we propose ways in which teachers can be supported now and in the future.

Kinda, S. (2023). **Comparing judgements of educational desirability between learner and instructor roles with low or high proficiency.** *British Journal of Educational Psychology*, 93(4), 1089-1104. <https://doi.org/10.1111/bjep.12621>

Background and Aims Individuals often consider the relative desirabilities of two types of educational methods: those oriented towards teacher guidance and those oriented towards student activity. This study examined whether the optimal methods perceived by individuals differ when they take the perspective of learners or instructors with low or high levels of proficiency in content knowledge. Samples and Methods Participants (N = 495) reported one subject in which they had low or high content knowledge proficiency and assumed one role (i.e., a learner enrolled in a class or an instructor responsible for a class). Participants then rated 10 items, each representing a typical classroom situation oriented towards teacher guidance or student activity, on the extent to which they considered the situation desirable as a learner or an instructor. Results and Conclusions Regardless of their proficiency, the instructor-role participants viewed educational methods oriented towards student activity as more desirable (teacher guidance as less desirable) than did the learner-role participants. Further, irrespective of their role,

participants with high proficiency considered student activity as more desirable (teacher guidance as less desirable) than did participants with low proficiency. Subject matter analysis of mathematics, language and history proficiencies produced the same judgement tendencies. Based on the premise that individuals generally increase in content knowledge (rather than decrease) and that they start as learners and become instructors (not vice versa), this study depicts the cognitive process of individuals as strengthening their preference for student activity by developing their content knowledge and transforming their role from learner to instructor.

Küçükaydın, M. A. (2023). **Career-Related Teacher Support in Turkey: Scale Adaptation and Validation.** *Journal of Psychoeducational Assessment*, 41(8), 916-933. <https://doi.org/10.1177/07342829231186231>

The aim of this study was to adapt the Career-related Teacher Support Scale to Turkish and to carry out validity and reliability studies. Data were collected from a total of 752 high school students studying in Turkey. Confirmatory factor analysis showed that the scale had an excellent fit. Students' perceptions of career-related teacher support were also examined in terms of demographic variables. The findings showed that female students perceived teacher support more. Also, students with a high socioeconomic level had a higher perception of support.

Küçükaydın, M. A., & Ulum, H. (2023). **The effects of Web 2.0 supported environmental education on self-efficacy belief regarding environmental education and environmental awareness.** *Education and Information Technologies*, 28(11), 14529-14551. <https://doi.org/10.1007/s10639-023-11783-9>

The aim of this study is to determine the effects of Web 2.0 supported environmental education on self-efficacy belief regarding environmental education and environmental awareness of teacher candidates studying in the primary school teacher program. The study took on a quasi-experimental design with a pre-test and post-test control group. There were 33 teacher candidates in the experimental group and 32 teacher candidates in the control group. The study was carried out with teacher candidates studying in their first year and enrolled in the Environmental Education course. While environmental education was carried out in the Web 2.0 environment with the students in the experimental group, environmental subjects were covered in the school environment in the control group. Data were collected with the Scale of Self-Efficacy Belief Regarding Environmental Education (SEEE) and the Environmental Awareness Scale. In data analysis, independent sample t-tests and two-way ANOVA were used for repeated measurements. The results of the analysis showed that Web 2.0 supported environmental education led to a statistically significant difference in the academic competence perception of SEEE, although Web 2.0 supported teaching did not have an effect on environmental awareness. The findings present different perspectives on the use of Web 2.0 technologies in environmental education.

Landi, N. (2023). **Executive Function, Academic Skills, and Learning Disabilities: Integrative Commentary.** *Mind, Brain, and Education*, 17(4), 398-403. <https://doi.org/10.1111/mbe.12387>

This special issue of *Mind, Brain, and Education* includes articles on the role of executive functions (EFs) in academic skills and learning disabilities, a commentary on the construct of EF and the neurobiology of reading, and a commentary on connecting research to practice. These products are the result of a weeklong TDF (The Dyslexia Foundation)

conference in Bermuda, during the summer of 2022. Each paper in the second half of this issue considers EFs from a different perspective or relates them to a different academic skill or outcome (e.g., reading, math, response to intervention). In this commentary, I discuss how consideration of EFs improves our understanding of individual differences in academic skills and learning disabilities, such as reading disability (RD) and math disability (MD). I also discuss the implications of the reported findings and ideas for improving future research, practice, and policy.

Liu, S., Wang, X., Ying, J., Shi, J., & Wu, X. (2023). **Emotional involvement matters, too: Associations among parental involvement, time management and academic engagement vary with Youth's developmental phase.** *British Journal of Educational Psychology*, 93(4), 903-920. <https://doi.org/10.1111/bjep.12605>

Background Prior studies have emphasized the importance of parents' educational involvement (a type of cognitive involvement) to academic engagement, although little is known about emotional involvement. **Aims** This study investigated whether and how different facets of involvement (cognitive vs. emotional, paternal vs. maternal) are differentially related to academic engagement and whether and how the associations among parental involvement, time management and academic engagement vary by adolescents' developmental phases. **Samples** The participants of this large national survey were students in elementary, middle and high school across different regions of mainland China. A total of 2687 adolescents (52.7% females, $M_{age} = 14.07 \pm 2.47$) participated in this study. **Methods** Structural equation models and multigroup analysis were conducted. **Results** We found that the total effect of paternal and maternal emotional involvement on academic engagement was positive in elementary-, middle- and high school students, and an indirect effect of time management underlying the above paths was found in all three groups. In contrast, the positive effect of maternal cognitive involvement on academic engagement as well as the indirect effects underlying the above pathways was established only in high school students. **Conclusions** The findings highlight the necessity of parents' emotional involvement and the consideration of adolescent developmental characteristics in the design of interventions.

Ma, L., Xiao, L., & Li, Q. (2023). **Mediation of self-concept and moderation of teacher support between SES and reading achievement: Evidence from China and the United States.** *British Journal of Educational Psychology*, 93(4), 921-940. <https://doi.org/10.1111/bjep.12607>

Background Socioeconomic status (SES) is important in students' reading development. The mechanism of how they are linked, however, is underexplored. **Aims** This research aimed to explore whether reading self-concept mediates the link between SES and reading achievement and whether teacher support moderates the direct and indirect link between SES and reading achievement. **Samples** Using PISA 2018 database, we selected 17,346 15-year-olds from 537 schools in B-S-J-Z (China) and the United States (U.S.). **Methods** Multilevel linear models were calculated to explore the potential mediation of self-concept and the potential moderation of teacher support between SES and reading achievement. **Results** Results reveal that reading self-concept mediated the link between SES and reading achievement at student level both in China and the United States, and teacher support moderated the link between SES and reading self-concept both at student level and school level only in China, but not in the United States. **Conclusion** Our research highlights the importance of self-concept and teacher support

in improving students' reading achievement, especially for students of low SES, which has important theoretical significance and practical enlightenment for reading instruction.

Margolis, A. E., Greenwood, P., Dranovsky, A., & Rauh, V. (2023). **The Role of Environmental Chemicals in the Etiology of Learning Difficulties: A Novel Theoretical Framework.** *Mind, Brain, and Education*, 17(4), 301-311. <https://doi.org/10.1111/mbe.12354>

Children from economically disadvantaged communities have a disproportionate risk of exposure to chemicals, social stress, and learning difficulties. Although animal models and epidemiologic studies link exposures and neurodevelopment, little focus has been paid to academic outcomes in environmental health studies. Similarly, in the educational literature, environmental chemical exposures are overlooked as potential etiologic factors in learning difficulties. We propose a theoretical framework for the etiology of learning difficulties that focuses on these understudied exogenous factors. We discuss findings from animal models and longitudinal, prospective birth cohort studies that support this theoretical framework. Studies reviewed point to the effects of prenatal exposure to polycyclic aromatic hydrocarbons on reading comprehension and math skills via effects on inhibitory control processes. Long term, this work will help close the achievement gap in the United States by identifying behavioral and neural pathways from prenatal exposures to learning difficulties in children from economically disadvantaged families.

Mavrogordato, M., Youngs, P., Donaldson, M. L., Kang, H., & Dougherty, S. M. (2023). **Motivating Leadership Change and Improvement: How Principal Evaluation Addresses Intrinsic and Extrinsic Sources of Motivation.** *Educational Administration Quarterly*, 59(5), 965-1001. <https://doi.org/10.1177/0013161X231188706>

Purpose: This mixed-methods study examined the association between the degree to which principal evaluation systems include intrinsic and extrinsic sources of motivation and principals' perceptions of whether their district's evaluation system promotes leadership change and improvement. We also investigated how principals experience intrinsic sources of motivation in the context of principal evaluation. Research Methods/Approach: For our quantitative analysis, we administered surveys to 82 elementary and middle school principals in 21 districts in Connecticut, Michigan, and Tennessee. We used multiple regression analysis to identify factors associated with principals' perceptions of their district evaluation systems. For our qualitative analysis, we selected six principals from the 82 survey participants. We used the constant comparative method and a consensus approach to coding the interview data; this enabled us to identify linkages between key codes and broader themes. Findings: Our quantitative analyses indicated that principals' perceptions of whether their evaluation system promoted leadership improvement were strongly associated with the degree to which they reported that their evaluation system included intrinsic sources of motivation. Our qualitative analysis revealed clear differences among principals with regard to their interactions with district administrators, the nature of their principal professional development activities, and their experiences with autonomy, feedback, and district expectations. Implications: Principal evaluation and professional development are under-researched topics. This study identified mechanisms through which principals seem to find evaluation intrinsically motivating. This is one of the first studies to empirically test Firestone's argument that evaluation systems that support intrinsic motivation are more effective than those that emphasize extrinsic motivation.

Mohammadi Zenouzagh, Z., Admiraal, W., & Saab, N. (2023). **Learner autonomy, learner engagement and learner satisfaction in text-based and multimodal computer mediated writing environments.** *Education and Information Technologies*, 28(11), 14283-14323. <https://doi.org/10.1007/s10639-023-11615-w>

Technology creates variant learning experiences which are context specific. This study examined the comparative potential of multimodal and text-based Computer Mediated Communication (CMC) in fostering learner autonomy, learner engagement and learner e-satisfaction as well as learner writing quality. To this end, 40 Iranian male and female EFL (English as foreign language) students were selected on the basis of their writing proficiency and were randomly assigned into text-based and multimodal CMC research groups. Learner autonomy was investigated using Van Nguyen and Habók 's learner autonomy questionnaire, which had 40 items rated on 5 point likert scale, both before and after the treatment. Student engagement was tracked by analyzing transcription of stored conversations of Moodle and Discussion logs of an online writing forum, using a coding scheme to identify cognitive, emotional, and behavioral student engagement. The potential of text-based CMC and Multimodal CMC in fostering writing quality was examined by comparing students' writing before and after treatment. Finally, students were asked to write reflective essays on their evaluation of efficacy of the learning environments. Content analysis was conducted on the open and axial coding of indicators of student satisfaction. The results of between group comparison indicated that students were more autonomous in text-based modality than in multimodal CMC. Chi-square analysis indicated that text-based CMC group outperformed multimodal CMC group in terms of behavioral and cognitive engagement. Yet, multimodal CMC group reported higher emotional and social engagement. One-way ANCOVA results also indicated that the students in text-based CMC group outperformed Multimodal CMC group in terms of writing quality. Learner e-satisfaction was examined by network mapping of open codes of student reflective essays. The study identified four categories that reflected students' e-satisfaction: learner dimension (including learners' attitude, learner internet self-efficacy), teacher dimension (including teacher presence, teacher digital competences), curriculum dimension (including curriculum flexibility, course quality, flexibility in interaction support system) and internet dimension (including internet quality and support system). However, internet dimension received negative judgments from both groups. The implications of the study and suggestions for further research are discussed.

Moran, A. (2023). **Managing Your Own Learning at University.** Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/distributed/M/bo216868396.html>

A practical self-help guide for new and continuing students who are faced with taking responsibility for their own studies in college and university. This completely revised and updated third edition of Aidan Moran's best-selling book offers a wealth of practical tips on doing your best when it matters most. Moran, a widely-published expert in cognitive psychology, sport psychology and neuroscience, uses psychological principles, checklists and exercises to guide you through the crucial learning skills you will need in university. These include motivating yourself to study, taking useful lecture notes, concentrating effectively, and learning to think critically. You will also find tips on developing new skills that have become essential to the modern student, such as how to make the most of virtual learning environments, how to overcome digital distractions, and how to prepare and deliver engaging talks and poster presentations. Written in a

lively, accessible style and laced with compelling examples, this book is essential reading for all students who wish to fulfil their academic potential in college and university.

Morency, L., Grenier, J., Bordeleau, C., Turcotte, S., Leroux, M., & Rivard, M.-C. (2023). **Motivation des enseignants en éducation physique et à la santé en début de carrière.** *Formation et profession*, 31(2), 1-13. <https://doi.org/10.18162/fp.2023.732>

O'Donnell, K. C., Reschly, A. L., & Appleton, J. J. (2023). **Assessment of Engagement and Disaffection With the Student Engagement Instrument.** *Journal of Psychoeducational Assessment*, 41(8), 934-941. <https://doi.org/10.1177/07342829231199314>

Research suggests the need to assess both positive and negative forms of student engagement. The purpose of this study was to pilot disaffection items with the Student Engagement Instrument (SEI) with a sample of middle school students from a rural area in the Southeastern U.S. This study explored the factor structure of the piloted items alongside the SEI, measurement invariance, and associations between student engagement and disaffection with educational outcomes such as mathematics and reading test scores, discipline referrals, and absences. Results hold implications for our theoretical understanding of engagement, suggesting that engagement and disaffection dimensions are theoretically and psychometrically distinct.

O'Hare, L., Stark, P., Cockerill, M., Lloyd, K., McConnellogue, S., Gildea, A., ... Connolly, P. (2023). **Comparing the effectiveness of two reciprocal reading comprehension interventions for primary school pupils in disadvantaged schools.** *British Journal of Educational Psychology*, 93(4), 1123-1145. <https://doi.org/10.1111/bjep.12623>

Background Effective reading comprehension teaching is an aspiration of education systems across the world. Teaching incorporating reciprocal reading theory and evidence is an internationally popular approach for improving comprehension. Aims This paper uses two large cluster randomized controlled trials of similar reciprocal reading interventions implemented in different ways to compare their effectiveness. Sample The two interventions had the same teacher professional development, reciprocal reading activities and dosage/exposure, but varied in their implementation, with one delivered as a whole-class ('universal') version for pupils aged 8–9 years and the other a small group ('targeted') version for pupils aged 9–11 years with specific comprehension difficulties. Methods Two large-scale cluster RCTs were conducted in 98 schools with N = 3699 pupils in the universal trial and N = 1523 in the targeted trial. Results Multi-level models showed significant effects for the targeted version of the intervention on pupil reading comprehension (g = .18) and overall reading (g = .14). No significant effects were found for the whole class version. A sub-group analyses of disadvantaged pupils showed the targeted intervention's effects were even larger on reading comprehension (g = .25). Conclusions The evidence suggested that this reciprocal reading intervention worked best when implemented in small groups and targeted for pupils with specific comprehension difficulties and particularly for pupils in disadvantaged circumstances. Comments This evaluation shows that even if a reading comprehension intervention is underpinned by strong theory and evidence-based practice, its effectiveness can still depend on implementation choices.

Parkin, J. R., Hajovsky, D. B., & Alfonso, V. C. (2023). **Evaluating Phonemic Awareness and Orthographic Mapping With the Woodcock–Johnson IV.** *Journal of Psychoeducational Assessment*, 41(8), 886-899. <https://doi.org/10.1177/07342829231196199>

Although phonemic awareness is an essential skill in learning to decode written words, practitioners may question which phonemic awareness tasks best operationalize their relationship with orthographic mapping, the process that converts a decoded word into one instantly recognized on sight. Tests from the Woodcock–Johnson IV were used to evaluate the effects of phonemic awareness tasks and vocabulary on measures of pseudoword decoding, word reading, and spelling in three age groups (ages 6 to 8, 9 to 13, and 14 to 19 years) within the WJ IV normative sample (N = 4082). Results from path analysis indicated the effects of phonemic awareness tasks and vocabulary varied depending on age and reading task type with mixed results based on theoretical expectations. Results from the 9 to 13 age group appeared closest to conforming to hypotheses. We discuss implications of measuring phonemic awareness, reading, and spelling in the context of comprehensive psychoeducational assessment.

Peng, A., Patterson, M. M., & Fite, P. J. (2023). **School Connectedness: Examining Measurement Invariance by Gender and Grade.** *Journal of Psychoeducational Assessment*, 41(8), 872-885. <https://doi.org/10.1177/07342829231191161>

School connectedness plays a critical role in multiple aspects of child development. The purpose of this study was to operationalize school connectedness as a multidimensional construct and further assess whether this construct was measured similarly across gender and grade level among a sample of upper elementary school children (age M = 9.57; N = 361) in the United States. Based on prior scholarship, we identified and validated three key elements of school connectedness: school attachment, teacher attachment, and school safety. The results of multigroup confirmatory factor analysis showed that these three elements were measured comparably across gender and grade (Grades 3, 4, and 5). As measurement invariances by gender and grade were supported, we further examined differences in latent means among these groups and found that there were no differences in the three elements of school connectedness by gender; fourth graders had lower school attachment than third graders.

Peng, P. (2023). **The Role of Executive Function in Reading Development and Reading Intervention.** *Mind, Brain, and Education*, 17(4), 246-256. <https://doi.org/10.1111/mbe.12375>

The current review of the role of executive function (EF) in reading provides a brief summary of analyses with a large-scale longitudinal dataset and a meta-analysis, along with proposing a framework for designing EF training studies. The 1st study, based on latent growth models with structured residuals, demonstrated a longitudinal reciprocal relation between reading and EF in Grades 2–5, but only for high-performing students and not for the general population sample or those with reading difficulties. The 2nd study, based on meta-profiling analysis and meta-analytical structural equation modeling of 378 studies, showed unique contributions of EF to reading difficulties after controlling for language skills and suggested a reading difficulty-EF deficit vicious cycle with development. The 3rd component of this review describes a framework for a domain-specific approach to intervention. Based on the findings of these studies, I propose that working memory training tasks should closely link the central executive (attentional control) with the use of long-term memory through retrieval practice in a specific academic domain, and training tasks should promote strategy use that can be effectively applied (i.e., transferred) to different academic tasks.

Pohl Zuckerman, A., Cutting, L. E., & McCardle, P. (2023). **Executive Functions and Reading: Implications for Neuroscience, Assessment, and Intervention—Introduction to the Special Issue.** *Mind, Brain, and Education*, 17(4), 224-225. <https://doi.org/10.1111/mbe.12394>

Qiao, W., & Yijun, C. (2023). **The role of live transcripts in synchronous online L2 classrooms: Learning outcomes and learner perceptions.** *Education and Information Technologies*, 28(11), 14783-14804. <https://doi.org/10.1007/s10639-023-11784-8>

This study explored the role of live transcripts in online synchronous academic English classrooms by focusing on how automatically generated live transcripts influence the learning outcomes of lower-proficiency and higher-proficiency learners and on their perceptions towards live transcripts. The study adopted a 2 × 2 factorial design, with the two factors being learner proficiency (high vs. low) and availability of live transcription (presence and absence). The participants were 129 second-year Japanese university students from four synchronous classes taught on Zoom by the same teacher under an academic English reading course. Learning outcomes in this study were evaluated according to the course syllabus through grades and participation in class activities. A questionnaire consisting of nine Likert-scale questions and a comment box was administered to explore participants' perceived usefulness of, perceived ease of use of, and perceived reliance on live transcripts. Results showed that contrary to previous studies reporting the effectiveness of captioned audiovisual materials in L2 learning, live transcripts as a special type of captions were not effective in promoting the grades of learners of either proficiency. However, it significantly improved the activity participation of lower-proficiency learners, but not that of higher-proficiency learners. Questionnaire results showed that there were no significant differences between learners of two proficiencies in their perceptions towards live transcription, which contradicts previous findings that lower-proficiency learners tend to rely more on captions. Besides enhancement of lecture comprehension, participants reported innovative uses of live transcripts such as screenshots with transcripts for notetaking purposes and transcripts downloaded for later review.

Reardon, A., Lushington, K., Junge, A., Crichton, J., & Agostini, A. (2023). **Boarding versus day-students: A mixed-methods analysis of sleep and its relationship with psychological distress.** *British Journal of Educational Psychology*, 93(4), 1146-1170. <https://doi.org/10.1111/bjep.12624>

Background Boarding students face unique challenges when entering school, including: adapting to a novel environment, where they are separated from family, friends and culture, for up to 40 weeks per year. A particular challenge is sleep. A further challenge is coping with the demands of boarding with its potential impact on psychological well-being. Aims To explore how boarders' sleep differs from that of their day-student peers, and how this relates to psychological well-being. Sample and Methods 309 students (59 boarding students and 250 day-students, at one Adelaide school) completed the School Sleep Habits Survey, Depression-Anxiety-Stress-Scale-21 (DASS-21), and Flourishing Scale. Boarding students additionally completed the Utrecht Homesickness Scale. Thirteen boarding students described experiences of sleeping in boarding through focus groups. Results Boarding students, compared to day-students reported 40 minutes more sleep per weeknight ($p < .001$), with earlier sleep onset ($p = .026$), and later wake-up ($p = .008$) times. No significant differences were observed between boarding' and day-students' DASS-21 scores. Hierarchical regression revealed longer total weekday sleep time

predicted higher psychological well-being in both boarding and day-students. Additionally, in boarding students, low homesickness-loneliness and homesickness-ruminations further predicted psychological well-being. Thematic analysis of boarding students' focus group responses revealed that night-time routine, and restricting technology use at night facilitated sleep. Conclusions This study supports – in both boarding and day-students – the importance of sleep for adolescent well-being. Sleep hygiene can play an important role in boarding student sleep, especially: regular night-time routine and restricting technology use at night. Finally, these findings suggest that poor sleep and homesickness have an adverse effect on boarding student psychological well-being. This study highlights the importance of strategies which promote sleep hygiene and minimize homesickness, in boarding school students.

Russell, A. E., Benham-Clarke, S., Ford, T., Eke, H., Price, A., Mitchell, S., ... Janssens, A. (2023). **Educational experiences of young people with ADHD in the UK: Secondary analysis of qualitative data from the CATCh-uS mixed-methods study.** *British Journal of Educational Psychology*, 93(4), 941-959. <https://doi.org/10.1111/bjep.12613>

Background Attention deficit/hyperactivity disorder (ADHD) is a neurodevelopmental disorder characterized by inattention, hyperactivity and/or impulsivity. Young people with ADHD have poorer educational and social outcomes than their peers. We aimed to better understand educational experiences of young people with ADHD in the UK, and make actionable recommendations for schools. Methods In this secondary analysis of qualitative data, we used Thematic Analysis to analyse information relating to experiences of education from 64 young people with ADHD and 28 parents who participated in the Children and adolescents with ADHD in Transition between Children's services and adult Services (CATCh-uS) study. Emerging patterns within and across codes led to organization of the data into themes and subthemes through an iterative process. Results Two main themes were generated. The first described young people's early experiences of education, often within a mainstream setting; we labelled this the problematic provision loop, as this was a negative cycle that was repeated several times for some participants. The second theme described young people's more positive progression through education once they progressed out of the problematic loop. Conclusions Educational experiences for young people with ADHD are often negative and fraught with complication. Young people with ADHD often found themselves on a more positive trajectory after they were placed in an alternative form of education provision (mainstream or otherwise), or where they were able to study topics that interest them and play to their strengths. We make recommendations that commissioners, local authorities and schools could consider in order to better support those with ADHD.

Schmitt, L., Weber, A., Venitz, L., & Leuchter, M. (2023). **Preschool teachers' pedagogical content knowledge predicts willingness to scaffold early science learning.** *British Journal of Educational Psychology*, 93(4), 1034-1052. <https://doi.org/10.1111/bjep.12618>

Background The importance of diagnostic and scaffolding activities for early science learning has been shown consistently. However, preschool teachers scarcely engage in them. We developed an instrument to assess preschool teachers' willingness to engage in diagnostic and scaffolding activities in science learning situations and examined its relation with teachers' knowledge, beliefs and practice. Aims We validate an instrument to assess willingness to engage in scaffolding and diagnostic activities and study the interplay between willingness, learning beliefs, content knowledge (CK) and pedagogical content knowledge (PCK) in the context of science learning, particularly

block play. Sample(s) A total of N = 151 preschool teachers from 41 kindergartens in Germany participated in our study. Methods Preschool teachers completed a questionnaire, which took approximately 1 hour of time. We drew a subsample of N = 73 teachers and observed their practice during a 30 min block play episode. Results With our instrument, we were able to distinguish between preschool teachers' willingness to diagnose and to scaffold. Preschool teachers' co-constructivist beliefs and PCK predicted willingness to engage in diagnosing, PCK also predicted willingness to engage in scaffolding. Associations between learning beliefs and practice were inconsistent. Conclusions Our study highlights aspects of the association between preschool teachers' PCK and their willingness to engage in diagnosing and scaffolding. However, we found inconsistencies between preschool teachers' beliefs and practice, which call for further clarification.

Schoch, A. D., Tidus, K. M., Catherine, E., Perry, D. F., Duran, F., & Rabinovitz, L. (2024). **Essential elements of infant and early childhood mental health consultation: Inside the black box of preschool expulsion prevention.** *Early Childhood Research Quarterly*, 66, 24-33. <https://doi.org/10.1016/j.ecresq.2023.08.005>

Exclusionary discipline practices differentially harm young children of color. As early childhood education systems seek to close these gaps to ensure all young children have access to high quality early learning experiences, the field requires more evidence-based approaches that can be scaled and replicated. Infant and early childhood mental health consultation (IECMHC) has been associated with lower rates of preschool expulsion; but the field lacks clear guidance on the essential elements of high quality IECMHC. Without such guidance, researchers cannot build a credible evidence base for the causal link between IECMHC and exclusionary discipline. An interdisciplinary research team, with support from the national Center for Excellence in IECMHC, led a consensus-building process to identify the essential activities of IECMHC as implemented across settings. The three-stage Delphi Process resulted in a list of five essential elements and 26 activities that define IECMHC and make concrete its emphasis on relationships and equity. This greater clarity around the activities of IECMHC can help inform future research and evaluation, as well as workforce and professional development.

Serpas, D. G., & Ignacio, D. A. (2024). **COVID-19 Pandemic Psychological Distress, Multi-Dimensional Social Support, and Mental Health Symptoms Among Hispanic Undergraduates.** *Journal of Hispanic Higher Education*, 23(1), 3-16. <https://doi.org/10.1177/15381927221147625>

This study examined the association between COVID-19 psychological distress and mental health symptoms as moderated by social support among 107 Hispanic undergraduates at a large public Hispanic-Serving Institution in Southern California. Results indicated pandemic distress was positively, and social support was negatively, associated with mental health symptoms; social support did not moderate this relationship. Findings signal the need to identify protective factors that buffer mental health symptoms among Hispanic undergraduates during global crises.

Shin, D. D., Park, Y., Lee, M., Kim, S., & Bong, M. (2023). **Are curiosity and situational interest different? Exploring distinct antecedents and consequences.** *British Journal of Educational Psychology*, 93(4), 1207-1223. <https://doi.org/10.1111/bjep.12627>

Background A controversy over the distinction between curiosity and situational interest has recently resurfaced. Nonetheless, empirical research comparing the two is

noticeably lacking. **Aims** We attempted to fill this gap and provide much-needed evidence of the distinction between curiosity and situational interest by examining the antecedents and consequences of the two constructs. **Methods** We assessed enjoyment, novelty, uncertainty and surprise as potential antecedents and information seeking, individual interest, career intention and achievement as potential outcomes of curiosity and situational interest among 219 Korean sixth graders in the domain of science. **Results** Of the hypothesized antecedents, enjoyment during science class related most strongly to students' situational interest in science, whereas novelty in science class related most strongly to students' science curiosity. Uncertainty and surprise in science class related to only science curiosity and not situational interest in science. Among the outcomes considered, situational interest in science related to only students' individual interest in science. In comparison, science curiosity related significantly to all science outcomes measured in this study. Science curiosity also significantly mediated the relationships between the antecedents and outcomes in science. **Conclusions** Together, these results support the distinction between curiosity and situational interest and suggest different ways to promote each motivation construct depending on desired outcomes in the science classroom.

Silverman, D. M., Hulleman, C. S., & Tibbetts, Y. (2023). **Identifying the psychological mechanisms of utility-value activities to inform educational research and practice.** *British Journal of Educational Psychology*, 93(4), 960-977. <https://doi.org/10.1111/bjep.12614>

Background Utility-value interventions have been shown to promote students' achievement and motivation in mathematics through encouraging them to identify connections between course content and their real lives. To extend the benefits of these interventions, additional research is necessary to test their efficacy in diverse high school contexts, as well as investigate the psychological mechanisms through which they benefit students. **Aims** To inform efforts within broader learning contexts to develop activities and messages based on utility-value interventions that effectively target the psychological mechanisms that support student learning. **Samples** Study 1 (N = 375) and Study 2 (N = 2894) include racially and socioeconomically diverse samples of students enrolled in mathematics courses across four high schools in the United States. **Methods** We conducted two randomized field experiments to test the effects of brief utility-value activities on students' motivation. Using multi-level path analyses, we then investigated the mechanisms through which utility-value activities bolster students' interest and achievement in mathematics. **Results** In pre-registered analyses, we found that the utility-value activities promoted students' perceived value of mathematics, as well as their novel engagement and sense of social identity congruence with mathematics. In turn, these outcomes mediated the indirect effects of the activities on students' grades and interest in mathematics. **Conclusions** Our results underscore the potential of utility-value activities to promote students' success. Based on our mediation findings, we also provide a roadmap for how learning contexts can develop activities and messages that effectively target key processes to advance student success.

Streck, H., & Kessels, U. (2023). **Nice, but not smart? Attributional backlash from displaying prosocial behavior in the classroom.** *Social Psychology of Education*, 26(6), 1621-1649. <https://doi.org/10.1007/s11218-023-09811-0>

According to attributional theory, when the application of effort leads to success we praise the achievement. Effort and ability, however, are seen as compensatory and thus, paradoxically, being praised can lead to attributions of low ability. Our study investigates

whether praise, not for academic performance, but for social classroom behavior, would also incur attributional backlash. We examined whether prosociality relates to attributions of high effort and low ability, mediated by expected teacher praise and happiness. In adolescence, prosocial behavior is displayed more by females and aligns with femininity. We conducted an experimental vignette study with 324 German ninth graders to examine whether prosocial students experience a denigration of achievement via expected teacher reaction. Multilevel modelling showed that compared to nondescript students, prosocial students were judged to receive good grades as a result of effort and less due to ability, but this was not related to expected teacher reactions. Prosocial students were also judged to be more likeable and popular. Examination of gender-related outcomes showed that prosocial students were believed to be more feminine, but also more masculine than the nondescript student. Female prosocial targets were thought to be more typical, but not as occurring more frequently than their male counterparts. The results are discussed in reference to the paradox of praise. The limitations and implications of the research are discussed, particularly regarding female students' achievements.

Sumardani, D., & Lin, C.-H. (2023). **Cognitive processes during virtual reality learning: A study of brain wave.** *Education and Information Technologies*, 28(11), 14877-14896. <https://doi.org/10.1007/s10639-023-11788-4>

Virtual Reality (VR) has gained popularity in educational fields enabling new learning possibilities. In the implementation process, VR could improve learning by increasing positive affective and cognitive processing, whereas VR also could hurt learning by increasing distraction and leading to poorer learning outcomes. Thus, understanding the cognitive processes that occur during the learning process using VR can provide sufficient information to unlock the learning potential. This research aims to determine cognitive processes through brain waves when participants perform VR learning and reading activity. Cognitive processing during VR learning was compared to the reading process because reading was a fundamental activity of the learning process and one of the most common ways of accessing knowledge. Brain Wave data on attention and meditation were collected using the Mindset EEG headset developed by Neurosky Inc., in which participants read the material and experienced VR simulation regarding the weightlessness concept. The results show that reading activity has a higher attention level than VR learning due to the many learning modalities in VR learning causing cognitive overload. Regarding the level of meditation, the brain activities indicate that the reading activity and VR learning activities have the same level of meditation. One of the most plausible explanations is the absence of cybersickness in VR learning. Moreover, according to the trend analysis of the brain wave activity, VR learning can possibly enhance the learning process in specific scenarios, such as when participants complete their mission in the VR simulation and start free exploration and when participants see something that they thought was extraordinarily embodied in VR. Besides that, VR learning can also distort the learning process, such as when participants are confused during instruction about which path to take and what the next step is, then cause distraction in learning.

Supplee, L. H. (2023). **Connecting Reading Research on with Educational Practice and Policy.** *Mind, Brain, and Education*, 17(4), 391-397. <https://doi.org/10.1111/mbe.12385>

There is a well-known gap between research and practice. While there are investments in some strategies to address this gap, they are often not drawing from the existing

research on how to improve research use. This article shares what we understand about the many ways research is used in education, why educators may use research, and under what conditions research is used in policy and practice. If scientists understand the levers that support research use, they may be able to create research that is more useful to decision-makers and share that research through effective strategies such as using boundary spanners, individuals who straddle both the research and practice worlds. The article concludes by sharing some examples of promising strategies to improve the use of research in education such as research–practice partnerships.

Taylor, E. K., Abdurokhmonova, G., & Romeo, R. R. (2023). **Socioeconomic Status and Reading Development: Moving from “Deficit” to “Adaptation” in Neurobiological Models of Experience-Dependent Learning.** *Mind, Brain, and Education*, 17(4), 324-333. <https://doi.org/10.1111/mbe.12351>

Childhood socioeconomic status (SES) is one of the strongest predictors of student reading outcomes, and these disparities have persisted for decades. Relatedly, two underlying skills that are required for successful reading—oral language and executive function (EF)—are also the two neurocognitive domains most affected by SES. In this review, we summarize current knowledge on how SES influences the neurobiology of language, EF, and their intersection, including the proximal factors that drive these relationships. We then consider the burgeoning evidence that SES systematically moderates certain brain–behavior relationships for language and EF, underscoring the importance of considering context in investigations of the neurobiological underpinnings of reading development. Finally, we discuss how disparities in reading may be conceptualized as neurobiological adaptations to adversity rather than deficit models. We conclude that by harnessing children’s stress-adapted relative strengths to support reading development, we may address opportunity gaps both ethically and efficaciously.

Thumvichit, A. (2023). **Understanding emotion-regulation strategies among foreign language teachers in response to classroom stressors: Findings from a Q methodology study.** *Social Psychology of Education*, 26(6), 1593-1620. <https://doi.org/10.1007/s11218-023-09809-8>

This study presents an analysis of emotion-regulation (ER) strategies used by Thai tertiary-level English as a Foreign Language (EFL) teachers in response to different classroom stressors. Q methodology—a mixed-methods approach that combines qualitative and quantitative techniques—was employed to identify, characterize, and compare teachers’ divergent viewpoints regarding classroom stressors and corresponding ER strategies. Specifically, a card-sorting task, known as Q sorting, was conducted with a sample of 44 teachers. The data were analyzed using by-person factor analysis to capture shared configurations across the Q sorts. The analysis unveiled three distinct factors, each characterized by a unique combination of stressors and ER strategies. The first group of teachers mitigated the stress arising from poor student performance by seeking social support. The second and third groups used situation modification to manage stress related to self-esteem and student engagement, respectively. While situation modification appeared promising, potentially benefiting both teachers and students, it also carried the risk of escalating teacher stress. The findings provide contextualized insights and a broader understanding of ER strategies among EFL teachers.

Tugtekin, U., & Odabasi, H. F. (2023). **Effect of multitasking and task characteristics interaction on cognitive load and learning outcomes in virtual reality learning environments.** *Education and Information Technologies*, 28(11), 14915-14942. <https://doi.org/10.1007/s10639-023-11813-6>

Learning environments are undergoing a dynamic alteration with the robust impact of technological transformation. Therefore, adapting to dynamic learning settings has now become a key criterion for academic performance. The factors that we know have a detrimental effect on learners' academic performance and cognitive capacity are related to today's traditional learning settings, but the circumstances in interactive learning environments such as virtual reality learning environments remains uncertain. To address this gap, we aimed to investigate the circumstances in virtual reality learning environments by considering both task characteristics and multitasking, both of which have been shown to have controversial effects on cognitive load and academic performance. The research was carried out with a total of 218 participants assigned to one of four treatment groups: (1) Multitasking & Regular Task (f = 59), (2) Multitasking & Hard Task (f = 56), (3) Monotasking & Regular Task (f = 52), and (4) Monotasking & Hard Task (f = 51), all with previous experience in virtual reality learning environments. Learners' working memory capacity and prior knowledge levels were measured as covariate variables. MANCOVA results showed significant differences across the treatment groups, in terms of achievement and retention scores. Findings not only reveal the more need for multifaceted empirical research in the field of education but also indicate that the outcomes of interactive learning environments may differ from those of traditional learning settings.

Uslukaya, A., & Demirtas, Z. (2023). **The relationships between teacher presenteeism, emotional demands, trust in principal and emotional exhaustion: A multilevel moderated mediated analysis.** *Social Psychology of Education*, 26(6), 1697-1722. <https://doi.org/10.1007/s11218-023-09820-z>

This study aims to analyze a moderated mediation model using the Job Demands-Resources model in order to test the mediation role of emotional exhaustion in the relationship between emotional demands in schools and teacher presenteeism, and moderator role of trust in principal in this mediation process. Using data from a sample of 796 teachers working in 87 schools (M = 9.149, SD = 0.347), this study used multilevel structural equation modelling with Bayesian estimation to estimate the structural relationships between emotional demands, trust in principal, emotional exhaustion and presenteeism. The results show that emotional demands have an indirect relationship with presenteeism by promoting emotional exhaustion. This study also reveals the findings that there is an indirect relationship between emotional demands and presenteeism through emotional exhaustion depends on the level of trust in principal. Finally, we discuss the implications for practitioners and researchers.

Vogel, S. N. T., Stang-Rabrig, J., & McElvany, N. (2023). **The importance of parents for key outcomes among socio-economically disadvantaged students: Parents' role in emergency remote education.** *Social Psychology of Education*, 26(6), 1565-1591. <https://doi.org/10.1007/s11218-023-09801-2>

Parents play an important role in shaping behavioral and motivational outcomes in their child's education, presumably even more so during the COVID-19 pandemic, where concomitant school closures forced students worldwide to learn remotely at home, affecting socio-economically disadvantaged students most negatively. However, it

remains unclear how different parent-focused family process variables (demanding-structuring and responsive-motivational parental involvement, responsibility for learning) and structure variables (socio-economic status, immigrant background) relate to important learning-related student outcomes, namely extrinsic and intrinsic motivation and actual participation in learning activities, during emergency remote education. Using questionnaire data from N = 117 German secondary school students (M_{age} = 15.14, SD = 0.93; 49.6% female) with a low average socio-economic status, structural equation models revealed associations between higher parental involvement and responsibility and higher motivational and behavioral student outcomes. Furthermore, immigrant background related negatively to some parent process variables, and indirectly negatively to extrinsic motivation. These results highlight parents' role in learning, particularly during emergency remote education.

Wang, H., Burić, I., Chang, M.-L., & Gross, J. J. (2023). **Teachers' emotion regulation and related environmental, personal, instructional, and well-being factors: A meta-analysis.** *Social Psychology of Education, 26*(6), 1651-1696. <https://doi.org/10.1007/s11218-023-09810-1>

Teachers experience and express various emotions of different qualities and intensities. They also adopt emotion regulation strategies to increase teaching effectiveness and maintain professionalism. Previous reviews of teachers' emotion regulation have focused on their emotional labor (i.e., deep and surface acting)—a subdimension of emotion regulation. The present review aims to incorporate multiple perspectives and conceptualizations, hence affording a more comprehensive understanding of teachers' emotion regulation by examining antecedent- and response-focused strategies. The present meta-analysis included 87 articles investigating the relationships between teachers' emotion regulation and seven related environmental, personal, instructional, and well-being factors (i.e., work-role interaction expectations, school context, classroom context, personal characteristics, motivation, teaching effectiveness, and teacher well-being). Antecedent-focused strategies demonstrated more adaptive associations with the related factors than response-focused strategies. More specifically, teachers who receive school support, have engaged and disciplined students, and possess favorable personal characteristics (e.g., conscientiousness) tend to adopt antecedent-focused emotion regulation; these teachers also have greater well-being. In contrast, teachers who work at unsupportive schools or who have relatively unfavorable personal characteristics (e.g., neuroticism) tend to use response-focused strategies; these teachers also have poor teaching effectiveness and well-being. Additional moderating analyses found differences concerning the conceptualizations of emotion regulation and cultural backgrounds.

Wang, X., & Feng, T. (2024). **Does executive function affect children's peer relationships more than emotion understanding? A Longitudinal study based on latent growth model.** *Early Childhood Research Quarterly, 66*, 211-223. <https://doi.org/10.1016/j.ecresq.2023.10.010>

Many researchers argue that emotion understanding and executive function can help people establish and maintain positive peer relationships, but the existing empirical evidence supporting this assertion in preschool children remains inconclusive. This study aimed to investigate the impact of emotion understanding and executive function on children's peer relationships (specifically, acceptance and rejection) by utilizing a conditional latent growth model. Longitudinal data were collected in three time points

within two years from a sample of 120 kindergarten children (Mage = 46.63 months, with 70 boys) in China. Our findings revealed a significant linear increase in both emotion understanding and executive function over time. The conditional latent growth model further showed that the initial level of emotion understanding and executive function positively predicted later peer acceptance, while the initial level of executive function negatively predicted peer rejection, even after accounting for covariates such as age, gender, family socioeconomic status, and vocabulary. Furthermore, children with faster growth rate of executive function were less likely to experience peer rejection. Intriguingly, the development of emotion understanding did not yield a discernible impact on peer relationships. Overall, these findings suggest that executive function plays a more crucial role than emotion understanding in facilitating positive peer relationships among Chinese preschool children, thereby highlighting the significance of executive function's developmental trends in social interactions.

Wilkey, E. D. (2023). **The Domain-Specificity of Domain-Generality: Attention, Executive Function, and Academic Skills.** *Mind, Brain, and Education*, 17(4), 349-361. <https://doi.org/10.1111/mbe.12373>

Attention and executive functions (EFs) play a critical role in academic skill development, including literacy and numeracy. Deficits in attention and EFs often accompany learning disorders, such as dyslexia and dyscalculia. Despite their well-established link, we lack a nuanced understanding of the specific neurobiological mechanisms that integrate the higher order cognitive processes of EFs (e.g., cognitive control) with the control of lower-level cognition related to domain-specific skills (e.g., processing numerical information). While attention and EFs have been identified as key factors in domain-specific cognition and learning, the focus on its domain-generality may hinder exploration of its domain-specific roots. Using the example of number processing, I detail a series of neuroimaging studies exploring how domain-specific mechanisms interact with domain-general processing. They suggest that a better understanding of the hierarchical nature of higher order control of lower-level processing is necessary to explain the relation between attention, EFs, and academic skills.

Willcutt, E. G., & Petrill, S. A. (2023). **Comorbidity Between Reading Disability and Attention-Deficit/Hyperactivity Disorder in a Community Sample: Implications for Academic, Social, and Neuropsychological Functioning.** *Mind, Brain, and Education*, 17(4), 338-348. <https://doi.org/10.1111/mbe.12393>

To better understand the implications of comorbidity between reading disability (RD) and attention-deficit/hyperactivity disorder (ADHD), a sample of 225 participants with RD but without ADHD, 139 participants with both RD and ADHD, and 1,502 children without reading or attentional difficulties was recruited through five large public school districts. In comparison to the group without RD or ADHD, both groups with RD exhibited elevations of comorbid internalizing and externalizing disorders and significant global, academic, and social impairment. However, the group with both RD and ADHD was most impaired on most measures, and analyses of neuropsychological measures indicate that the co-occurrence of RD and ADHD may be due at least in part to weaknesses in cognitive processing speed and working memory that are most severe in the comorbid group. These results indicate that psychoeducational assessments of RD should always screen for ADHD and other emotional and behavioral difficulties, and that when RD and ADHD co-occur interventions are likely to be needed for both disorders.

Wolff, F. (2023). **A longitudinal experiment examining the joint effects of social, dimensional, and temporal comparisons on self- and external assessments of students' abilities.** *Social Psychology of Education*, 26(6), 1723-1758. <https://doi.org/10.1007/s11218-023-09808-9>

This study examined the joint effects of social comparisons (comparisons of one's own achievements with those of others), dimensional comparisons (comparisons of one's own achievements in different domains), and temporal comparisons (comparisons of one's own achievements across time) on students' ability assessments. For the first time a longitudinal experiment, using N = 411 students from German universities, was conducted to examine these comparison effects on students' own self-concepts, their inferred self-concepts of a peer, and their own assessments of a peer's abilities in the figural and verbal domains. As expected, significant social and dimensional comparison effects on the different kinds of ability ratings were found. However, contrary to assumptions, most temporal comparison effects were nonsignificant. The social comparison effects were stronger than the dimensional and temporal comparison effects. Moreover, the social comparison effects were stronger, while one dimensional comparison effect was weaker, when students assessed their peers' abilities, rather than inferring the self-concepts of their peers.

Yamasaki, B. L., & Prat, C. S. (2023). **Individual Differences in Inhibitory Control Relate to Neural Efficiency During Reading.** *Mind, Brain, and Education*, 17(4), 289-300. <https://doi.org/10.1111/mbe.12382>

Neural efficiency, adaptability, and synchronization, or the ability to recruit, dynamically modulate, and coordinate neural resources on an "as needed" basis, have been proposed as hallmarks of skilled reading. The current study explored the relation between these aspects of neural functioning during reading, as measured by electroencephalography (EEG), and individual differences in inhibitory control, as measured by performance on the Simon task. Wireless 16-channel EEG headsets were used to record eyes-closed resting-state EEG and EEG during reading (recorded while participants completed a reading comprehension test). Results from 140 participants showed a significant correlation between inhibitory control and neural efficiency in the theta frequency band within the right posterior region-of-interest, but no significant correlations with neural adaptability or synchronization. Given the established relation between theta-based activity and linguistic processes, this finding suggests that readers with better inhibitory control demonstrate more efficient use of their language network while reading.

Yeatman, J. D. (2023). **Understanding the Interplay Between Executive Functions and Reading Development: A Challenge for Researchers and Practitioners Alike.** *Mind, Brain, and Education*, 17(4), 334-337. <https://doi.org/10.1111/mbe.12384>

In June of 2022, The Dyslexia Foundation (TDF) organized a convening of dyslexia researchers and practitioners around the topic of executive functions. There was consensus on the importance of executive functions for reading development. However, the difficulty of defining, measuring, and training executive functions emerged as a challenge for researchers and practitioners alike. This special issue presents a collection of articles that survey different perspectives, define the current knowledge base, highlight challenges and inconsistencies in research, and chart a path towards a more nuanced understanding of the role of executive functions in reading and dyslexia.

Zambrano R., J., Kirschner, F., Sweller, J., & Kirschner, P. A. (2023). **Effect of task-based group experience on collaborative learning: Exploring the transaction activities.** *British Journal of Educational Psychology*, 93(4), 879-902. <https://doi.org/10.1111/bjep.12603>

Background Collaborative learning is a widely used approach where students gather in small groups to solve problems and develop skills. However, grouping students is not always effective, and it may be necessary to provide task-specific collaborative experiences to optimize their interactions for subsequent learning tasks. Aims To test this hypothesis, we conducted an experiment with 90 Ecuadorian students in their mathematics class. Sample Participants were 90 Ecuadorian students (average age = 13.80 years, SD = .70; 48.89% female) from a private school in Sangolquí, who participated as part of their mathematics class. Method The experiment consisted of four phases: preparation, learning, retention one-day testing, and delayed seven-day testing. In the preparation phase, 15 triads received guidance on working collaboratively with quadratic equations (i.e., experienced groups), while 45 other individual learners worked independently. In the learning phase, 15 experienced triads and 45 individual learners (who were later divided into 15 non-experienced triads) received a new learning task in the domain of economics, precisely the break-even point. Results The experienced group outperformed the non-experienced group in the retention one-day test, investing less mental effort and demonstrating greater efficiency. However, there was no significant difference in the delayed one-week test. We analysed the interactions of the groups and found that experienced groups exhibited more cognitive, fewer regulatory, an equal number of emotional interactions, and fewer task-unrelated interactions than the non-experienced groups. Conclusions Providing task-specific collaborative experiences can reduce the cognitive load associated with transactional activities and increase learning in new tasks.

Aspects sociaux de l'éducation

ACEVEDO, I., FERNANDEZ, R., PAGES, C., & SZEQUELY, M. (2023). **Education Inequalities in Latin America and the Caribbean.** Consulté à l'adresse <https://publications.iadb.org/publications/english/viewer/Education-Inequalities-in-Latin-America-and-the-Caribbean.pdf>

L'éducation est un atout crucial pour les perspectives économiques d'un pays et pour ses habitants. Dans cette publication les auteurs analysent les inégalités en matière d'éducation dans la région Amérique latine et Caraïbes (en termes de quantité et de qualité), évaluent la manière dont elles apparaissent et amplifient ou atténuent les inégalités existantes, et examinent l'interaction des inégalités en matière d'éducation avec d'autres formes d'inégalités, principalement les revenus et les résultats sur le marché du travail. Cette analyse est basée sur des données primaires provenant de sources multiples.

Adamu, A. Y. (2023). **Student Ethnic Diversity Management in Ethiopian Universities: Practices, Challenges, and Way Forward.** *Higher Education*, 86(6), 1325-1340. <https://doi.org/10.1007/s10734-022-00974-x>

Ethnic-related issues have been the historic and prevalent questions of Ethiopian society. Student ethnic diversity management is one of the major challenges facing public universities in Ethiopia. I interviewed 48 deans to examine the practice, challenges, and way forward of student ethnic diversity management. The study revealed that the practice of student ethnic diversity management is low and there are different internal

and external factors that affect diversity management in higher education. Above all, the politicization of ethnicity is found to be the mother of all challenges associated with student ethnic diversity management in Ethiopia. This implies that addressing issues related to the ethnic political and administrative system at a national level is the highest priority, but is a long-term plan, and universities need to take different measures that help them to at least avoid or minimize the negative impacts of diversity.

Altidor, D. (2022). **La représentation des Noir·e·s dans les manuels d'histoire et la reproduction des rapports de domination.** *Revue des sciences de l'éducation*, 48(3). <https://doi.org/10.7202/1103275ar>

Cet article présente les résultats d'une recherche qui étudie comment les manuels du programme québécois d'« Histoire et éducation à la citoyenneté » représentent les Noir·e·s. Il s'agit d'une démarche qualitative fondée sur une analyse documentaire et une analyse de discours. L'approche théorique propose une conception de la représentation des Noir·e·s sous l'angle des rapports de domination. Nos résultats révèlent que les phénomènes de domination et d'exclusion des Noir·e·s dans la société, relevés par la littérature savante contemporaine, s'observent aussi dans ces manuels (2007-2010). L'invisibilité et le mutisme des Noir·e·s qui ressortent de ces manuels, où les personnages noirs restent à l'arrière-plan et où leurs témoignages sont censurés, même quand il s'agit de raconter l'esclavage par exemple. Les conclusions dégagées de cette étude nous permettent d'affirmer que la lutte contre l'exclusion et le racisme passe d'abord par l'école. Il est donc essentiel de changer les représentations des Noir·e·s et de transformer la manière dont l'histoire est racontée dans le système scolaire.

Aparicio Fenoll, A., Campaniello, N., & Monzón, I. (2023). **Parental Love Is Not Blind: Identifying Selection into Early School Start** (Working Paper N° 286). Consulté à l'adresse Red Nacional de Investigadores en Economía (RedNIE) website: <https://econpapers.repec.org/paper/aozwpaper/286.htm>

Do parents take into account their children's ability when deciding on their education? If so, are parents' perceptions accurate? We study this by analyzing a key educational decision. Parents choose whether their children start elementary school one year early. Do they select high ability kids to start early? We propose a novel methodology to identify the sign and strength of selection into early starting. We find robust evidence of positive selection. Had they started regularly, early starters would have obtained test scores 0.2 standard deviations higher than the average student. Our simple methodology applies to RDD settings in general

Bao, T. (2023). **Les diplômés d'universités françaises : vecteurs d'ascension sociale pour les étudiants chinois ?** *Cahiers de la recherche sur l'éducation et les savoirs*, (22), 77-96. <https://doi.org/10.4000/cres.6383>

La mondialisation dans le domaine de l'éducation génère de nouvelles formes de hiérarchisations sociales. Les différents groupes ayant des capacités à se mobiliser à l'échelle internationale pour réaliser des études supérieures à l'étranger mettent en place des stratégies différenciées. Qu'en est-il des Chinois, qui constituent désormais en France la première communauté d'étudiants étrangers issus d'un pays non francophone ? Dans leur très grande majorité, ce séjour d'études n'est qu'une étape passagère pour préparer leur future carrière en Chine. La valorisation de leurs diplômes français en Chine est pourtant moins étudiée que leur motif de départ vers l'enseignement supérieur français. Or, ces diplômes sont mis en concurrence avec les

diplômes des universités chinoises et ceux de tous les autres pays. Dans ce contexte, cet article vise à observer la (re)production des inégalités intergénérationnelles chez les diplômés chinois de différents milieux sociaux à l'issue de leurs études en France.

Bayas, A., & Grau, N. (2023). **Inequality of opportunity in juvenile crime and education.** *International Journal of Educational Development*, 103, 102901. <https://doi.org/10.1016/j.ijedudev.2023.102901>

To what extent should young people be normatively held responsible for committing a crime? To contribute to this ongoing debate, our study explores the influence of inequality of opportunity on juvenile crime and education outcomes. Drawing upon Roemer's theoretical framework and utilizing administrative data from Chile, we conduct an empirical analysis to gauge the degree to which culpability for criminal behavior or failure to graduate can be attributed to structural determinants (referred to as circumstances) versus the choices made by individuals (referred to as agency). Our findings provide compelling evidence of significant inequality of opportunity within this context. Specifically, when explaining crime among males, the contribution of circumstances varies between 46.44% and 39.58%. In contrast, the role of circumstances in high school completion appears less pronounced, with levels spanning from 34.80% to 26.01%. Importantly, our study challenges existing literature, suggesting that alternative conceptualizations of equality of opportunity yield a distinct understanding regarding the relative contributions of agency versus circumstances.

Bentaouet Kattan, R., Khan, M. M., & Merchant, M. (2023). **Achieving Gender Equality in Education: Examining Progress and Constraints.** <https://doi.org/10.1596/40595>

The World Bank is the largest external financier of education worldwide. This note examines trends in girls' education and spotlights interventions that support girls' education. Key takeaways include the following: It is simply not enough to get girls into school. Efforts must ensure they stay in school, learn well, and are able to translate their schooling into future gains. Programs that focus on getting girls into school through scholarships, cash transfers, and stipends improve girls' enrollment outcomes. Interventions that address additional challenges that girls face while in school, such as improving conditions for menstrual health and hygiene and reducing gender-based violence (GBV), make girls feel safe and included in schools. Teaching and learning-focused programs for girls, such as combating stereotypical gender norms in pedagogy, textbooks, and curriculum, help reduce gender-bias in schools and empower them to reach their full potential. It is important to strengthen the role of schools for adolescent girls' empowerment and for shifting mindsets and norms by engaging girls and boys on issues pertaining to gender equality including on GBV, Sexual and Reproductive Health and Rights (SRHR), and women's economic participation.

Bolduc, S., & Manningham, S. (2022). **Qualité des services de garde éducatifs à l'enfance et préparation scolaire des enfants immigrant-e-s et non immigrant-e-s.** *Revue des sciences de l'éducation*, 48(3). <https://doi.org/10.7202/1103276ar>

Cette étude examine l'association entre la qualité de l'environnement éducatif du service de garde éducatif à l'enfance (SGEE) et la préparation scolaire des enfants immigrant-e-s et non immigrant-e-s en voie d'entrer à la maternelle 5 ans. La préparation scolaire de 76 enfants fréquentant 14 groupes en SGEE a été évaluée à deux reprises. Les analyses multiniveaux indiquent que le niveau de qualité du mobilier et de l'aménagement de l'environnement éducatif,

combiné au niveau de préparation scolaire des enfants au temps 1 et à l'effet aléatoire du groupe, sont prédictifs de trois domaines de développement de la préparation scolaire des enfants au temps 2. La sensibilité de l'éducateur-riche à organiser un environnement physique et social qui répond aux besoins développementaux des enfants s'avère primordiale.

Bornand, E., & Letourneux, F. (2023, octobre 6). **Sport: les filles sont-elles hors-jeu ?** Consulté 27 novembre 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.

Bozonnet, C. (2023, novembre 14). **Le destin bousculé des étudiants aidants : « J'étais épuisée physiquement et moralement, je me suis dit que je n'arriverais pas à tout concilier ».** Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/11/14/le-destin-bouscule-des-etudiants-aidants-j-etais-epuee-physiquement-et-moralement-je-me-suis-dit-que-je-n-arriverais-pas-a-tout-concilier_6199972_4401467.html

Selon une étude récente, 16 % des étudiants sont des « aidants », une situation qui façonne l'orientation dans le supérieur de ces jeunes et peut peser durablement sur leur santé mentale.

Buckner, E., & Abdelaziz, Y. (2023). **Wealth-Based Inequalities in Higher Education Attendance: A Global Snapshot.** *Educational Researcher*, 52(9), 544-552. <https://doi.org/10.3102/0013189X231194307>

This study provides a comprehensive global snapshot of wealth-based inequalities in higher education attendance. We draw on data from 117 countries to describe cross-national patterns in higher education attendance rates, disaggregated by wealth quintile and country income group. We then calculate four different indicators to quantify the size of wealth-based inequality in higher education attendance and completion for each country. Our findings point to large wealth-based inequalities in higher education attendance cross-nationally, which are: substantially larger than inequalities in secondary completion, larger in low- and middle-income countries than high-income countries, and negatively associated with national wealth. The results serve as a foundation for future studies on how country-level factors and policies exacerbate or reduce wealth-based inequalities.

Burgoa, L. **Projet de loi de finances pour 2024 : Solidarité, insertion et égalité des chances.** , Pub. L. No. Avis n° 131 (2023-2024), tome V (2023).

Carcassonne, M., Chauvel, S., Farges, G., Frouillou, L., Marquez, C., Szerdahelyi, L., & Tenret, E. (2023). **“Qui trop embrasse, mal étirent” ? Ambiguïtés et limites des politiques de diversité dans l'enseignement supérieur en France et en Espagne.** *Cahiers de la recherche sur l'éducation et les savoirs*, (22), 97-126. <https://doi.org/10.4000/cres.6410>

À partir d'une analyse documentaire menée en France et en Espagne et de seize entretiens réalisés en 2017 et 2018 dans trois universités françaises et deux universités espagnoles aux profils contrastés, avec des acteurs et actrices en charge de la politique de diversification des publics ou des personnels, cet article interroge les politiques de diversité dans l'enseignement supérieur dans une perspective comparative. L'article montre tout d'abord l'influence des institutions états-uniennes et européennes sur ces

politiques, ainsi que leur lien avec des notions importées des politiques d'entreprise. Une comparaison des critères mobilisés dans les différents dispositifs visant à promouvoir la diversité dans les universités en France et en Espagne met en évidence, dans un second temps, le caractère protéiforme de celle-ci, avec des variations selon le contexte ou les publics visés : étudiant·es ou personnels. En effet, les politiques de diversité en France semblent notamment davantage tournées vers le caractère international ou « divers » d'un point de vue territorial – voire indirectement migratoires – des publics étudiants ; en Espagne, une place beaucoup plus centrale est accordée au handicap dans les mesures d'ouverture sociale des publics. Lorsque ces politiques sont orientées vers les personnels, elles s'articulent essentiellement autour de l'égalité des sexes et de l'attention au handicap dans les deux pays. L'article s'interroge enfin sur l'enjeu politique du maintien du flou autour de cette notion, en examinant ses interprétations et mises en pratique par des personnes en charge des politiques de diversité dans les universités.

Chabot, T. (2023). **Origine sociale et configurations amicales parmi des élèves de collège.** *Sociétés contemporaines*, 129(1), 137-191.
<https://doi.org/10.3917/soco.129.0137>

L'ambition de ce dossier est d'observer les personnes âgées comme des travailleurs et travailleuses et d'interroger leur place dans le travail productif, mais aussi reproductif et thérapeutique. La vieillesse est ici appréhendée comme un âge statutaire que nul âge civil ne borne avec précision. En considérant les « âgé·es » comme des acteurs et actrices économiques et pas seulement comme des pris·es en charge, l'objectif est de nourrir une réflexion sur le travail, ses frontières et ses marges. Marie Derrien et Mathilde Rossigneux-Méheust interrogent les processus de disqualification des « nourricières » qui tout au long du xxe siècle prennent soin chez elles de personnes souffrant de maladies mentales sans se voir conférer de statut. Leur âge est une clé d'analyse capitale pour comprendre la pérennité de ce modèle alternatif de prise en charge des malades mentaux. Caitrin Lynch a, elle, mené une enquête dans une usine du Massachusetts employant des personnes retraitées. Son article permet de réfléchir au sens que recouvre le prolongement d'une activité professionnelle bien après 65 ans dans un pays où la retraite n'est ni généralisée ni institutionnalisée. Pour valoriser leurs patient·es âgé·es, les professionnel·les de la gérontopsychiatrie étudié·es par Martin Sarzier mobilisent largement le vocabulaire du travail. Prendre au sérieux l'analogie de la « mise au travail » des malades lui permet de questionner différemment les rapports entre professionnel·les et patient·es et de mieux cerner l'expérience des personnes hospitalisées. À partir d'une étude sur la reconversion de responsables cégétistes à l'université, Nicolas Simonpoli montre comment leurs expériences militantes modifient leur approche du travail universitaire. Enfin, Timothée Chabot aborde les relations amicales en collège pour souligner les disparités de classe qui s'opèrent dans la constitution des réseaux amicaux de plus de 800 élèves suivi·es pendant un an et demi.

Chair, S. Y., Sit, T. Y., Ng, W. C., Mak, Y. Y., & Li, K. H. (2023). **The effects of a social service project on personal growth and academic performance in secondary school students from low socioeconomic status.** *International Journal of Inclusive Education*, 27(14), 1516-1529. <https://doi.org/10.1080/13603116.2021.1902001>

This study aimed to evaluate the impact of a social service project for disadvantaged students through pretest–posttest study design and qualitative interviews. All students joining the service project were invited to participate in this study. Data on personal growth and academic performance (exam scores and class ranks) before and after

joining the project were collected. Two focus group interviews were conducted to explore the strengths and limitations of the project. Paired t-test and generalized estimating equation model and content analysis were conducted to analyse quantitative and qualitative data, respectively. Results showed significant improvements in personal growth including self-esteem, academic performance, interpersonal relationship and personal goal setting (all $p < 0.05$); while exam scores and class ranks were not improved. 'Being empathic', 'self-awareness' and 'interpersonal relationship' emerged from the qualitative interviews as the strength of the project; short duration, lack of follow up and practical strategies in the service contents were concerned as limitations of the project. To conclude, this social service project was proven effective in empowering the personal growth of disadvantaged youth.

Channing & Patterson. (2023). **Critical Race Theory and U.S. Community Colleges: Contending with Controversy**. *Community College Journal of Research and Practice*, 47(12), 748-752. <https://doi.org/10.1080/10668926.2023.2256247>

Critical Race Theory (CRT) can be used as an analytical framework for understanding the propagation of systemic racism within societal structures and institutions, particularly in community colleges. CRT provides insights into the structural nature of racism as an issue of individual prejudice and one built into society's fabric. However, many states are attempting to or have successfully banned CRT and its related concepts. Despite the chilling effect of these regulations, community colleges still have a role to play in integrating CRT and other culturally responsive pedagogies. Liberating the hidden curriculum refers to instructional methods and practices for challenging the implicit norms, values, structures, and practices in schools that perpetuate social norms and reproduce racial oppression. The principles of CRT can also help challenge microaggressions and encourage candid discussions of biases to reduce their impact and alter hidden curricula, thus engendering more equitable student experiences, opportunities, and outcomes. Implications for institutional and classroom practices include the importance of professional development and integrating culturally relevant and responsive pedagogy to provide more empowering educational experiences for all community college students.

Charousset, P., Monnet, M., & Souidi, Y. (2023). **Ségrégation sociale en milieu scolaire : appréhender ses causes et déterminer ses effets**. *Notes IPP*, (97), 1-8. Consulté à l'adresse <https://u-bourgogne.hal.science/hal-04304504>

Cette note synthétise les principaux résultats d'une revue de littérature réalisée par les auteurs pour le Conseil d'évaluation de l'École.

Charrin, È. (2023). **L'école, miroir de nos crises**. *Sciences Humaines*, (364). Consulté à l'adresse https://www.scienceshumaines.com/l-ecole-miroir-de-nos-crisis_fr_46630.html

Omniprésente dans la littérature contemporaine, l'école est vécue par les élèves comme le lieu de basculement : celui de la relégation ou de l'émancipation sociale. Les enseignants, eux, dépeignent l'inertie d'un système miné par les

Cuellar, S. (2024). **Cultural Wealth Coping as Protective Factors of Resilience for Latine Students**. *Journal of Hispanic Higher Education*, 23(1), 56-68. <https://doi.org/10.1177/15381927231186567>

Despite intersectional barriers to accessing and navigating institutions of higher education, Latine college student enrollment and attainment rates are increasing. This

critical quantitative study employed Community Cultural Wealth framework to identify connections between cultural coping strategies and resilience among 143 Latine students at a Predominantly White Institution. Using the newly developed Cultural Wealth Coping Scale, this study revealed that linguistic capital and cognitive resilience capital promote resilience. Recommendations for future research and practice are provided. A pesar de las barreras interseccionales para acceder y navegar por las instituciones de educación superior, las tasas de matriculación y logros de los estudiantes universitarios Latine están aumentando. Este estudio cuantitativo crítico empleó el marco de la Riqueza Cultural Comunitaria para identificar las conexiones entre las estrategias de afrontamiento cultural y la resiliencia entre 143 estudiantes Latine en una institución predominantemente blanca. Usando la Escala de Afrontamiento de Riqueza Cultural recientemente desarrollada, este estudio reveló que el capital lingüístico y el capital de resiliencia cognitiva promueven la resiliencia. Se proporcionan recomendaciones para futuras investigaciones y prácticas.

Delprato, M. (2023). **Children and adolescents educational gender gaps across the lifecourse in sub-Saharan Africa: On the role of mothers' lack of empowerment as a barrier for girls' educational performance.** *International Journal of Educational Development*, 103, 102902. <https://doi.org/10.1016/j.ijedudev.2023.102902>

We estimate the impact of lack of mothers' empowerment on an array of educational outcomes for their children in sub-Saharan Africa (SSA), focusing on the gender gap. Further, we look into how this operates by the degree of marginalisation of communities and on weakening educational transfers. We find that gender inequality is still a significant barrier in SSA compounded by weak mothers' empowerment for improving educational outcomes for girls in comparison to boys. Thus, different barriers behind weak women agency need to be addressed to improve gender inequality across SDG4 gender-targets in the region.

Deluigi, R., & Ricci, A. (2023). **Rebuilding "we ourselves" after the pandemic: Intergenerational dialogue as a protective factor against loneliness and social isolation in older adults.** *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education*, 18(2), 17-35. <https://doi.org/10.6092/issn.1970-2221/17775>

The compulsory measures implemented by governments to control the COVID-19 pandemic affected the global population's physical, psychological, and behavioural health. In particular, the pandemic further exacerbated social isolation and loneliness among older adults, and the interaction between ageism and the pandemic heightened the sense of loneliness and social disconnection among older adults, necessitating work to increase social cohesion. This paper aims to explore the impact of the pandemic on older people, focusing on the social dimension and intergenerational education as protective factors capable of mitigating the negative effects of the pandemic on social isolation in the elderly and thus preventing its consequences. Finally, several perspectives for rebuilding a democratic community alliance are reflected upon. The revision of community dynamics from an intergenerational perspective can give renewed value to the interweaving of biographies and social projects in an inclusive and participatory way.

Descamps, D., & Siloret, M. (2023, novembre 14). **Lycées : le clivage public/privé, au cœur de la ségrégation scolaire.** Consulté 24 novembre 2023, à l'adresse The

Conversation website: <http://theconversation.com/lycees-le-clivage-public-privé-au-coeur-de-la-segregation-scolaire-215638>

En quoi la concurrence entre lycées publics et privés favorise-t-elle les inégalités sociales entre établissements ?

Douglas, A.-A., & Rittle-Johnson, B. (2024). **Parental early math support: The role of parental knowledge about early math development.** *Early Childhood Research Quarterly*, 66, 124-134. <https://doi.org/10.1016/j.ecresq.2023.10.003>

Parents vary substantially in the frequency and complexity of the math support that they provide to their children, and this variability is often related to their children's math knowledge. We hypothesized that parents' knowledge about the development of two critical early math topics would help explain some of this variability in their early math support. U.S. parents of 3- and 4-year-olds (N = 196 mothers and 148 fathers, 94% identified as the child's primary caregiver and 77% as White; 79% had at least a bachelor's degree) reported on their knowledge about the development of early numeracy and repeating patterning skills, numeracy and repeating patterning beliefs related to their children, numeracy and repeating patterning support, and education, income, and employment status via a survey. Parents' knowledge about early repeating patterning development was positively related to all the measured child-specific repeating patterning beliefs and both were predictive of the frequency and complexity of their reported repeating patterning support. Their knowledge about early numeracy development was also positively related to most of their child-specific numeracy beliefs, but while their child-specific numeracy beliefs uniquely predicted their reported numeracy support, their knowledge did not. Parents' knowledge about early numeracy and repeating patterning development was not consistently related to their education, income, nor employment status, but their education and employment status uniquely predicted their numeracy and repeating patterning support. Implications of these findings for research, theory, and parent-based interventions are discussed.

Erez, T., & Shoshana, A. (2023). **Coaching for privilege: coaches, soccer, and education in professional sports clubs in high-SES cities in Israel.** *British Journal of Sociology of Education*, 44(7), 1182-1198. <https://doi.org/10.1080/01425692.2023.2244180>

This article examines two key questions: How do coaches working in professional soccer clubs with high socioeconomic class (SES) high-school student define their role? Do the coaches' definitions of the role affect the reproduction of privilege, and how so? Drawing on qualitative interviews with 15 coaches operating in professional soccer clubs in high-SES cities in Israel, we identified four key components of the coaches' role: coaches' descriptions of the youth and their class's living spaces; the coaches' role perception; key values subscribed to by coaches; and students' future orientation (How does the coach see the youths in adulthood). These findings were discussed in light of their significance and implications for forming and cultivating habitus and elite or privileged identity among high-SES youth-players (the linkage of position and disposition) in informal educational spaces.

Fisné-Koch, A. (2023, novembre 24). **Pourquoi on a tout à gagner à avoir plus de mixité sociale à l'école.** Consulté 27 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/on-a-a-gagner-a-plus-de-mixite-sociale-a-lecole/00108701>

La mixité sociale à l'école ne conduit pas à un « nivellement par le bas » des compétences scolaires. Elle est bénéfique pour les performances et les trajectoires professionnelles des élèves plus défavorisés.

Frumholtz, M., & Giret, J.-F. (2023). « **Au-delà de 10 heures par semaine, un job pénalise les étudiants** ». *Pour l'Éco*. Consulté à l'adresse <https://www.pourleco.com/politique-economique/au-dela-de-10-heures-par-semaine-un-job-penalise-les-etudiants>
Jean-François Giret, expert en formation-emploi, explore les conséquences du travail étudiant sur la réussite académique. Il souligne les inégalités et...

Gonzalez, J. E., Kim, H., Anderson, J., & Pollard-Durodola, S. (2024). **The Effects of a Science and Social Studies Content Rich Shared Reading Intervention on the Vocabulary Learning of Preschool Dual Language Learners**. *Early Childhood Research Quarterly*, 66, 34-47. <https://doi.org/10.1016/j.ecresq.2023.08.011>

This study examined the effects of a content-based shared book reading (SBR) intervention on receptive and expressive vocabulary outcomes of dual language learner (DLL) preschool children enrolled in two school districts in south Texas. Using SBR as the target of instruction, 50 preschool teachers and 298 preschoolers were randomly assigned at the class level to either a well-specified and scripted SBR condition or a comparison SBR condition. Children in the study were selected based on their scores on the school district administered and thereby archival Preschool Language Assessment Scales (Pre-LAS©) and determined to be at the Limited English Speaker (LES) level of English. Teachers in the intervention condition implemented the curriculum for 18 weeks in 5-day instructional cycles of about 20 minutes per day. Results revealed significant and robust effects on proximal measures of expressive and receptive vocabulary; whereas no significant effects on standardized measures were indicated. Limitations and implications are discussed.

Görmüş, A., & Baytur, M. (2023). **Distance education and work-family conflict during COVID-19: Evidence from Turkey for a gender-moderated model**. *International Review of Education*, 69(5), 625-649. <https://doi.org/10.1007/s11159-023-10030-0>

As in much of the world, during the COVID-19 pandemic Turkey switched to mandatory distance education at all formal educational levels, and teachers were required to work from home. Despite the flexibility of working from home, infrastructural challenges adversely affected the effectiveness and quality of teaching and boosted work-family conflict (WFC), creating compatibility issues between teachers' work and family roles. The study presented in this article used structural equation modelling to explore the moderating effects of gender on the relationship between infrastructural and distance education-related challenges and WFC among teachers in Turkey. Data were drawn from an online survey conducted in December 2021 as part of a master's project at Tekirdağ Namık Kemal University. In the survey, 562 teachers (367 female, 195 male) were asked about challenges they faced in mandatory distance education that adversely affected their work and family balance during the COVID-19 pandemic. The results reveal that infrastructural and distance education-related challenges were positively associated with WFC among teachers during the pandemic. Gender was found to play a significant moderating role in the effect of infrastructure-related challenges on WFC during mandatory distance education: the interaction was stronger among female teachers. However, gender was not found to play a significant moderating role with regard to distance education-related challenges and WFC. The article concludes with

several practical implications to help mitigate WFC for teachers and to improve distance education in the future.

Hailu, M. F., Lee, E. E., Halkiyo, A., Tsotniashvili, K., & Tewari, N. R. (2023). **Gender and higher education in African universities: A critical discourse analysis of key policy mandates in Kenya, Rwanda, and Uganda.** *Education Policy Analysis Archives*, 31. <https://doi.org/10.14507/epaa.31.7371>

In this comparative project, we analyze three policy documents that have guided gender-based higher education initiatives in Kenya, Rwanda, and Uganda. Two research questions guided our work: (1) How do key policy documents conceptualize gender equity? and (2) How is gender equity discussed in relation to economic priorities and sociopolitical realities in each country? To address these questions, we conducted a critical discourse analysis of the following: Kenya's Education and Training Gender Policy in Kenya, Rwanda's Education Sector Strategic Plan 2018/19—022/23, and Uganda's Gender in Education Policy. Corroborating the work of other scholars, we found that all three documents shared (1) an increased commitment to gender equality, (2) persistent underrepresentation of women in higher education despite increased participation of women over time, and (3) markedly low gender parity in STEM disciplines. Our findings are significant because they confirm that there is a disconnect between stated policy goals and actual student outcomes, which limits institutional success and economic development. Additionally, our analysis highlights differences in the strength in commitment to gender equity in policy mandates in these three countries. This is a key issue which warrants further research attention.

Hamouda, L. B. (2023a, novembre 20). **Le choix d'Attal.** Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/20/le-choix-dattal/>

Pourquoi G Attal remet-il en selle les classes de niveau ? L'annonce semble irraisonnée si l'on se fie aux recherches des sociologues de l'éducation. Elle l'est moins si l'on prend en compte celles des économistes de l'éducation. Et surtout si l'on suit le calendrier politique marqué par la publication de Pisa le 5 décembre. Face...

Hamouda, L. B. (2023b, novembre 21). **La mixité sociale à l'école : un enjeu de cohésion nationale.** Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/21/la-mixite-sociale-a-lecole-un-enjeu-de-cohesion-nationale/>

L'Institut des Politiques Publiques remet aujourd'hui un rapport sur la ségrégation sociale en milieu scolaire au Conseil d'Évaluation de l'École. Rédigé par trois économistes : Pauline Charousset, Marion Monnet et Youssef Souidi, il répond à une commande de l'institution. Son objectif ? « Dresser un état des lieux des articles publiés en économie sur les...

Hamouda, L. B. (2023c, novembre 28). **Compétences numériques : des résultats corrélés à l'origine sociale des élèves.** Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/28/competences-numeriques-des-resultats-correles-a-lorigine-sociale-des-eleves/>

Pour la première fois, la direction de l'évaluation, de la prospective et de la performance (DEPP) a mesuré la maîtrise des compétences numériques des élèves en fin de collège. « Près de deux élèves sur trois (63,5 %) ont une maîtrise satisfaisante des compétences

numériques leur permettant d'utiliser les outils numériques de façon raisonnée, sécurisée et...

Healy, A. E. (2023). **Race at the Top**. *Educational Researcher*, 52(9), 588-589. <https://doi.org/10.3102/0013189X231204011>

Race at the Top addresses topical subjects about parental anxiety, racial discrimination, and migrant assimilation in an upper-middle-class suburb where White and Asian-origin families monopolize a high achieving public high school, Woodcrest. Behind the town's progressive façade and without overt racialization, White parents mobilize to advantage their children through school policies that curtail the academics stressed by Asian-origin parents. By seeing this clash through the frame of American assimilation theories, this otherwise novel and well-written book does not address it as biopolitical clash of class created by the expansion of the global upper-middle-class, a plausible alternative hypothesis.

Hordósy, R. (2023). **The degree generation: the making of unequal graduate lives**. *British Journal of Sociology of Education*, 44(7), 1229-1237. <https://doi.org/10.1080/01425692.2023.2269504>

INEE : réseau inter-agences pour l'éducation en situations d'urgence. (2023). **MIND THE GAP 3: Equity and inclusion in and through girls' education in crisis**. Consulté à l'adresse <https://inee.org/sites/default/files/resources/INEE%20Mind%20the%20Gap%203%20v1.1%20LowRes.pdf>

Ce rapport résume les progrès, les lacunes, les défis et les opportunités dans l'amélioration de l'éducation et de la formation des filles et des femmes touchées par les conflits et les crises. S'appuyant sur des données sur 44 pays, des recherches récentes et des études de cas d'interventions en divers contextes, il suit les progrès depuis le rapport « Mind the Gap 2 », met en évidence plusieurs thèmes (recrutement et rétention d'enseignantes, filles handicapées et éducation inclusive sensible au genre, éducation à la santé et aux droits sexuels et reproductifs) et formule des recommandations à l'intention des responsables de la mise en œuvre, des décideurs politiques et des donateurs.

Kakuba, C., & Pilon, M. (2023). **Access to Boarding Secondary Schools in Uganda: the Extent of the Exacerbation of Social Inequalities**. *Cahiers de La Recherche Sur l'éducation et Les Savoirs*, (22), 171-194. <https://doi.org/10.4000/cres.6550>

In 2007, Uganda became one of the first countries in Sub-Saharan Africa to implement universal secondary education. This increased access, but in 2010, 70% of secondary schools were privately owned and 41% of public schools were boarding schools. Boarding schools have a good reputation in Uganda for academic performance compared with day schools. We used Uganda National Household Survey data for 2005/2006 and 2009/2010 to measure inequalities and trends in access to boarding schools. Our findings indicate that the policy has failed to resolve the existing inequalities, as children of the poor, children who are not related to the head of household and children living with an unmarried head of household had less chance of being boarders both before and after the policy was implemented. Additionally, the fact that more parents from the poorer Northern region continue to place their children in boarding facilities is due more to the government's failure to build day secondary schools.

Kalalahti, M. (2023). **Urban neighbourhoods and guidance counselling in basic education: a spatial justice approach.** *British Journal of Sociology of Education*, 44(7), 1127-1143. <https://doi.org/10.1080/01425692.2023.2238908>

This study sought to gain a deeper understanding of the spatiality and spatial justice of guidance counselling in basic education. The spatial framework was applied to analyse the recognition of diversity and adolescents' positioning in guidance counselling (lessons, excursions and information events). This study used a phenomenological research approach based on fieldwork, observations and lifespan interviews conducted with a class located in a disadvantaged urban neighbourhood in Finland. The outcomes reveal how adolescents adjust or take counter positions to prevailing expectations attached to their neighbourhoods. The transition to upper-secondary education was geographical, social and cultural, and the guidance counselling was able to provide inclusive and affirmative support for transitions. Simultaneously, guidance is vehicle for cultural adaptation to the working-class position and tend to lack a recognition of the diversity and counter positions of adolescents. This paper discusses the multicultural competence of counsellors and the potentiality of group-based guidance.

Kim, H. H., Chun, J., & Kim, H. J. (Katelyn). (2024). **Network Brokerage and Self-Rated Popularity Among Lao School-Based Children: Findings From Primary Survey Data.** *Youth & Society*, 56(1), 143-163. <https://doi.org/10.1177/0044118X221145538>

This study examines whether and how an individual's subjective, or self-rated, popularity is related to one's structural position in the peer network, as measured by betweenness centrality and structural hole measure. Data were drawn from the original fieldwork conducted in Laos (N = 1,490; boys = 40%; Mage = 13), a low-income country in Southeast Asia. Using friendship nominations, we constructed a global network matrix based on which sociometric variables were calculated. Findings from hierarchical linear models showed that net of sociometric and other controls, network brokers—those who span more structural holes or bridge across more disconnected dyads pairs—indeed perceive themselves as being “more popular.” Subjective, net of objective, measure of popularity should be incorporated as a critical component in the lives of young people.

Kobakhidze, M. N., Ying, M., & Tsaloukidis, A. A. (2023). **The impact of social class on out-of-school activities: Converging trends in parental choices?** *International Journal of Educational Development*, 103, 102881. <https://doi.org/10.1016/j.ijedudev.2023.102881>

Research has shown that children's enrolment in both academic and non-academic out-of-school activities is related to their parents' social class. Middle-class parents, rather than working-class parents, are the primary consumers of these activities. Drawing on literature on shadow education, parenting, and social class, our paper analyzes class differences in parents' choices of activity types, spending habits, and reasons for participation. We found that parents from all social classes have remarkably similar preferences, although there are some nuances. These similarities may be attributed to Hong Kong's unique educational setting or converging trends in parenting more globally. This study uses a qualitative comparative approach, based on interviews with 80 parents in Hong Kong, to provide new answers to the age-old question of whether parents from different social backgrounds make different parental choices. By comparing patterns of class-based academic tutoring and extracurricular activities, this paper contributes to theories that conceptualize social class as a factor that shapes parental choices and strategies.

Lao, Y. (2023). **The more male classmates, the worse: How male peers harm academic performance of a student.** *International Journal of Educational Development*, 103, 102880. <https://doi.org/10.1016/j.ijedudev.2023.102880>

This paper examines the influence of male peer proportion on a student's academic performance. The sex ratio at 10–14 was 117.16 in 2011, and it has increased to 119.1 in 2019. The sex ratio imbalance at 10–14 tends to expand. This paper uses China Education Panel Survey (CEPS) 2013–14 and 2014–15. Considering the selection bias, this paper restricts the sample to schools that satisfy randomly-assignment conditions. The results highlight that students with a high proportion of male classmates have a lower performance in Mathematics and English but not Chinese. To explain these effects, this paper uses three channels to interpret: (1) cognitive ability, (2) learning effort, and (3) the quality of the classroom environment. It provides implications for policymakers and school administrators to take precautions in advance.

Liu, R., & Hannum, E. (2023). **Parental absence and student academic performance in cross-national perspective: Heterogeneous forms of family separation and the buffering possibilities of grandparents.** *International Journal of Educational Development*, 103, 102898. <https://doi.org/10.1016/j.ijedudev.2023.102898>

Many children around the world reside separately from one parent or both parents. Analyzing cross-national student performance and survey data, we investigate whether forms of family separation show distinctive associations with academic performance. Three findings emerge: 1) Students separated from both parents are most academically disadvantaged, while those living separately from mothers are usually more disadvantaged than those living without fathers. 2) In households with co-resident grandparents and in national contexts conducive to multi-generational or extended family co-residence, disadvantages associated with father-absent and dual-parent-absent households attenuate. 3) Academic disadvantages associated with parental absence attenuate as national emigration exceeds immigration.

Lockheed, M. E. (2023). **Women, education and development: The experience of a female “scholar-doer”.** *International Journal of Educational Development*, 103, 102914. <https://doi.org/10.1016/j.ijedudev.2023.102914>

This article reviews the experience of a lifetime of working in the field of education and development. It covers encountering and researching gender bias and discrimination in education, education and development in applying research to World Bank operational practice, the inevitable move from research to management, teaching and other post retirement activities, and what I have learned that might be relevant to a new generation of « scholar-doers »

Lopez, J., & Droogsma Musoba, G. (2024). **Exploring the College Choice of Latina/o Students in Rural Texas.** *Journal of Hispanic Higher Education*, 23(1), 32-46. <https://doi.org/10.1177/15381927231172577>

Latina/o rural students are underrepresented in college and the research of their college choice process. Using Bourdieu's habitus, and Yosso's Community Cultural Wealth Conceptual Model, this qualitative study used interviews with 24 Latina/o rural high school students. Our findings explored how school habitus limits college options. Students use navigational capital when selecting a “good program” and rely on familial-capital, high aspirations, and other forms of capital to choose a college.

Madriaga, M. (2023a). **Countering whiteness and the culture trap in education.** *British Journal of Sociology of Education*, 44(7), 1222-1228. <https://doi.org/10.1080/01425692.2023.2269501>

Madriaga, M. (2023b). **Reframing race and widening access into higher education.** *Higher Education*, 86(6), 1455-1470. <https://doi.org/10.1007/s10734-022-00981-y>

This paper draws attention to empirical work on widening access to understand the silence on race matters in English higher education. This work repurposes a critical race theoretical framework that offers a glimpse of how the issue of unequal access to higher education has been framed in the research field. It is argued here that the framing of widening access reveals a persistent colour-evasiveness that is dominant. The findings show that widening access policy has not benefitted students of colour as they are not accessing higher education with the same kind of success as their white peers. The paper concludes for a call for race-conscious interventions to remedy the continued race inequity in accessing highly rejective institutions based on the evidence gathered.

Marey, T., Baker, S., Williams, L. A., & Tzelios, K. (2023). **Equity and STEM in elite contexts: challenging institutional assumptions and critiquing student support.** *International Journal of Inclusive Education*, 27(14), 1576-1591. <https://doi.org/10.1080/13603116.2021.1904016>

While there has been a sustained focus on widening participation in higher education internationally, there are few empirical accounts of the experiences and perceptions of 'equity' students in STEM subjects, and even less that examines this in the elite university context. Reporting from the Australian higher education context, this article outlines findings from an exploratory, mixed-method study of students enrolled in a Science Faculty in a 'prestigious' research-intensive university. The study involved a faculty-wide survey of students, collecting demographic data and perceptions of equity, and follow-up focus groups focusing on students' perceptions of equity and their experiences of studying STEM in the elite context. The findings provide new insights into the composition of the Science student cohort and their lived experiences of feeling like outsiders in the elite context. This article reflects on how structural barriers, institutional assumptions, navigational experiences and staff engagement impact on equity students' engagement and sense of belonging. We argue that supports must be visible, accessible and targeted, rather than limited to centralised services. We conclude by foregrounding the perceived importance of 'care' from Faculty staff and argue for more Faculty-embedded supports if we are to create a more diverse STEM student cohort and workforce.

Markowitz, D. M., Kittelman, A., Girvan, E. J., Santiago-Rosario, M. R., & McIntosh, K. (2023). **Taking Note of Our Biases: How Language Patterns Reveal Bias Underlying the Use of Office Discipline Referrals in Exclusionary Discipline.** *Educational Researcher*, 52(9), 525-534. <https://doi.org/10.3102/0013189X231189444>

The comments teachers write when sending students to the office have the potential to increase our understanding of how bias may contribute to longstanding racial disparities in school discipline. However, large-scale analysis of open text has traditionally had a prohibitive cost. Through natural language processing techniques, we examined over 3.5 million office discipline records from national samples of more than 4,000 schools for whether teachers' linguistic patterns differed when describing incidents depending on the race/ethnicity and gender of the students. Results of such analyses consistently showed that teachers wrote longer descriptions and included more negative emotion when disciplining Black compared to White students, especially for Black girls. In

conjunction with psychology of language theory, the patterns suggest that teachers may perceive and process student behavior differently depending on student identities. Implications of the findings and potential for research on naturally occurring language data in education are discussed.

Mordechay, K., & Ayscue, J. B. (2024). **Diversifying Neighborhoods, Diversifying Schools? The Relationship Between Neighborhood Racial Change and School Segregation in New York City.** *Education and Urban Society*, 56(1), 3-32. <https://doi.org/10.1177/00131245221110555>

College-educated White households have increasingly opted to live in central urban neighborhoods, transforming many parts of the urban core. While there is emerging evidence that schools may play a key part in this process, little is known about the extent of racial contract between children of gentrifier households and original residents. This study examines NYC's gentrifying areas, and the changing racial diversity in schools. Using data from the Census and the National Center for Educational Statistics, this study finds that schools in NYC's gentrifying areas have seen a reduction in racial segregation, more in traditional public schools than in charters. While this trend may be promising, high levels of segregation persist. Policy and research implications are discussed.

Nandi, A., Sahoo, S., Haberland, N., & Ngô, T. D. (2023). **A glass ceiling at the playhouse? Gender gaps in public and private preschool enrollment in India.** *International Journal of Educational Development*, 103, 102905. <https://doi.org/10.1016/j.ijedudev.2023.102905>

India has reduced male-biased gender gaps in primary school enrollment and progression rates in recent years. However, patterns of early childhood education enrollment, selection of preschool, and related gender gaps remain inadequately studied. This study uses data from India's National Family Health Survey (2019–2021), which collected preschool information for children aged 2–4 years, to examine female-male gaps in preschool enrollment. An estimated 40% of children were enrolled in preschools, and among them, 28% were enrolled in private preschools, with substantial variation across states. State, district, and household fixed-effects regressions, which accounted for a wide range of background characteristics of children, show that while preschool enrollment rates were 3.6–4.1% higher among girls than boys, girls were 9.3–16.7% less likely to be enrolled in higher quality private preschools. Using a mother fixed-effects regression, we found that while there was no gender gap in siblings' preschool enrolment rates, girls were 18.6% less likely to be enrolled in private preschool than their brothers. The relative bias towards males in private preschool enrollment decreased with standard of living and maternal schooling levels. The findings indicate gender discrimination in enrollment in higher quality private preschool against young girls.

Naylor, R. (2023). **Comblér l'écart 3: Promouvoir l'équité et l'inclusion dans et par l'éducation des filles en situations d'urgence. Note politique.** Consulté à l'adresse <https://inee.org/sites/default/files/resources/INEE%20Closing%20the%20Gap%203%20FR%20v1.0%20LowRes.pdf>

Cette note politique résume les conclusions du troisième rapport de suivi de l'INEE « MIND THE GAP 3 : Equity and inclusion in and through girls' education in crisis » qui suit les progrès de 44 pays touchés par une (des) crise(s) sur trois thèmes : recrutement et maintien des enseignantes ; filles en situation de handicap et éducation inclusive sensible au genre ; éducation à la santé et aux droits sexuels et reproductifs en situations d'urgence. La note résume les progrès réalisés en matière d'éducation et de formation des filles et des

femmes depuis 2022, examine les écarts en matière d'offre, de données, de preuves et de financement et émet des recommandations destinées aux parties prenantes.

O'Keeffe, L., Clarke, C., McDonald, S., & Comber, B. (2023). **Mathematics homework and the potential compounding of educational disadvantage**. *British Journal of Sociology of Education*, 44(7), 1144-1160. <https://doi.org/10.1080/01425692.2023.2240530>

Parental involvement in schooling has been shown to have a positive impact on children's educational outcomes. With changing mathematics curricula and pedagogical approaches as a context, we explore how mathematical dispositions emerge through gendered and classed experiences with mathematics homework. We share the experiences of mothers from eight Canadian families as they negotiate mathematics homework with their children. We consider the impact of their differing access to resources and highlight the way mathematics homework disrupts family time, creates tension, and contributes to a sense of inadequacy for some mothers. This results in mothers and children having negative experiences with mathematics homework, which can lead to the compounding of intergenerational negative mathematical dispositions and identities.

Oliver, D. M. (2023). **Underrepresented Minority Students in College: The Role of Classmates**. *Educational Evaluation and Policy Analysis*, 45(4), 598-621. <https://doi.org/10.3102/01623737221143133>

The role of racial diversity at colleges has been debated for over more than a half a century with limited quasi-experimental evidence from classrooms. To fill this void, I estimate the extent that classmate racial compositions affect Hispanic and African American students at a large and oversubscribed California community college where they are minorities. I find that when minority students are exposed to a greater share of same-race classmates, they are more likely to complete the class with a pass and are more likely to enroll in a same-subject course the subsequent term. The findings are robust to first-time students with the lowest registration priority versus all students and different combinations of fixed effects (e.g., student, class, and instructor race).

Pattison, S. A., Svarovsky, G., Ramos Montañez, S., López Burgos, V., Santiago, A., & De Los Santos, S. (2023). **Family-Centered Research: Reflections From a Zoom-Based Recording Method of Families Learning Together at Home**. *Educational Researcher*, 52(9), 580-587. <https://doi.org/10.3102/0013189X231204587>

Although schools are a primary focus of education research, we have long known that families are equally critical in supporting children's learning. However, many existing studies put families in situations that share little resemblance to what family learning looks like outside of school. These limitations undermine both the quality of the research and our commitments to equity. Based on our experiences during the global health pandemic, we reflect on these limitations and offer thoughts to motivate a new vision of family learning research. Among other things, the process revealed the power of allowing families to choose how and when they engage in learning experiences together and finding ways to capture more authentic family configurations beyond the parent-child dyad.

Peng, A., Patterson, M. M., & Fite, P. J. (2023). **School Connectedness: Examining Measurement Invariance by Gender and Grade**. *Journal of Psychoeducational Assessment*, 41(8), 872-885. <https://doi.org/10.1177/07342829231191161>

School connectedness plays a critical role in multiple aspects of child development. The purpose of this study was to operationalize school connectedness as a multidimensional construct and further assess whether this construct was measured similarly across gender and grade level among a sample of upper elementary school children (age $M = 9.57$; $N = 361$) in the United States. Based on prior scholarship, we identified and validated three key elements of school connectedness: school attachment, teacher attachment, and school safety. The results of multigroup confirmatory factor analysis showed that these three elements were measured comparably across gender and grade (Grades 3, 4, and 5). As measurement invariances by gender and grade were supported, we further examined differences in latent means among these groups and found that there were no differences in the three elements of school connectedness by gender; fourth graders had lower school attachment than third graders.

Plavgo, I., & Bernardi, F. (2023). **Trends and Determinants of Intergenerational Educational Inequality in Sub-Saharan Africa for Birth Cohorts 1974 to 2003**. *Sociology of Education*, 00380407231210279. <https://doi.org/10.1177/00380407231210279>

This article expands the scope of comparative social stratification research in education to rapidly developing, largely low-income sub-Saharan Africa. First, we investigate trends in the association between parental socioeconomic status (SES) and children's chances to attend and complete primary education, exploring whether and where educational expansion of the early twenty-first century led to equalization of educational opportunities. Drawing on data from 153 Demographic and Health Surveys and Multiple Indicator Cluster Surveys (1990–2017) from 40 countries, findings indicate that inequality in attendance declined, but inequality in completing six grades largely persisted. Cross-country analyses reveal a large variation in inequality levels and trends. We explore the role of national contextual factors and find that underweight prevalence, fertility rates, school fees, public spending on education, and the ratio of pupils to teaching staff systematically explain variation in SES gaps across countries and cohorts. Findings underline the importance of absolute material deprivation and school teaching resources in the stratification of educational opportunities in this region.

PME: Partenariat mondial pour l'éducation. (2023). **Aller plus loin ensemble: Le partenariat au service de l'égalité des genres**. Consulté à l'adresse <https://www.globalpartnership.org/fr/content/going-further-together-partnership-approach-gender-equality>

Issu d'une consultation auprès des partenaires du GPE (pays, bailleurs de fonds, fondations privées, organisations de la société civile (inter)nationales, jeunes leaders du GPE), ce document explique d'abord l'importance de promouvoir l'égalité des sexes en contexte mondial de transformation des systèmes éducatifs. Il montre ensuite comment cette égalité est mise en œuvre et les principes directeurs défendus par le GPE. La troisième examine comment la responsabilité mutuelle des partenaires contribue à sa promotion. La dernière conclut le document.

Populisme et anti-intellectualisme en démocratie-Aziz Jellab-Éditions Hermann. (2023, octobre 25). Consulté 28 novembre 2023, à l'adresse Hermann website: <https://www.editions-hermann.fr/livre/populisme-et-anti-intellectualisme-en-democratie-aziz-jellab>

Le populisme se caractérise par une rhétorique et une obsession narrative qui mettent en avant le parti pris du « peuple »;

contre les élites auxquelles est associée la figure de l’intellectuel. Ancré désormais dans le paysage social contemporain, le populisme développe un discours anti-intellectuel et séduit une partie de la population, notamment la plus vulnérable, qui se sent méprisée par les élites. Ainsi, une alliance objective s’opère entre le populisme et l’anti-intellectualisme et conduit à amplifier la défiance de la société civile à l’égard du savoir et de la culture, fragilisant la place de la science au profit de l’adhésion aux thèses complotistes et conspirationnistes. Face à ce constat, il faut lutter contre les inégalités sociales et économiques en mettant en &ouillevre une réelle mixité sociale et scolaire, seule à même de créer du commun et de conforter la confiance dans les apprentissages et les savoirs. Réenchanter les savoirs scolaires et promouvoir l’esprit éclairé et critique chez les élèves et les jeunes constituent une exigence démocratique.

Prior, L., & Leckie, G. (2023). **School differences on whether and where students apply to university.** *British Journal of Sociology of Education*, 44(7), 1161-1181. <https://doi.org/10.1080/01425692.2023.2244177>

Going to university is a key route to enhancing life opportunities for young people and for promoting social mobility. Despite the action of widening participation programs, substantial sociodemographic inequalities in participation persist. Few studies have focused on the role that school attended may play in exacerbating or mitigating these inequalities. We explore these issues for England via analysing student-level linked DfE-Ofqual-UCAS administrative data. We find substantial variation in application rates across schools, particularly regarding applications to Russell Group institutions. Crucially, meaningful school differences persist even after adjustment for school differences in student prior achievement and sociodemographics. These findings suggest that unmodelled school-level policies, practices, and context may be influencing students' decision-making. We conclude that policymakers and university admissions teams would benefit from closer monitoring of differences in application rates across schools and potentially using this information when devising interventions to widen participation and act on higher education inequalities.

Rossignol-Brunet, M., & Frouillou, L. (2023). **Une évolution rapide et différenciée de la stratification scolaire.** *SociologieS*. Consulté à l'adresse <https://journals.openedition.org/sociologies/21939>

Cet article s'intéresse aux évolutions récentes de la stratification socio-scolaires des formations supérieures. À travers la comparaison du profil des admis-es dans les formations franciliennes en droit et en histoire entre 2016 et 2019, nous montrons que le recrutement reste d'abord structuré par une opposition entre licences sélectives et non-sélectives. En droit, la possibilité offerte aux formations de classer l'ensemble des candidat-es, associée à la croissance de la population étudiante, conduit à une sélection scolaire accrue dans l'ensemble des formations non-sélectives. Pour certaines, le public admis se rapproche de celui des licences pratiquant officiellement la sélection. En histoire, les résultats montrent surtout une polarisation des formations selon l'académie.

Salam, P. L. (2023). **Rendre l'université accessible aux exilés malgré l'urgence**. *RANACLES 2023 - Transition(s) dans et pour les centres de Langues et de ressources en Langues*. Présenté à Lyon, France. Consulté à l'adresse <https://hal.science/hal-04313074>

Faire des études à l'université a toujours été un facteur d'inclusion sociale des migrants, car cela facilite à la fois les rencontres et des échanges tout en ouvrant l'accès à des emplois. Les centres de langues ont accompagné cette transition à travers des formations adaptées et des parcours préparatoires. Cependant, cette voie s'apparente parfois au parcours du combattant, surtout pour les étudiants en exil. Le premier obstacle à dépasser est la validation d'un niveau (B2-C1) du CECRL, en français écrit et oral. Même en maîtrisant la langue, la réussite dans le système universitaire nécessite aussi de développer des pratiques nouvelles d'affiliation, mission encore plus complexe pour un étudiant exilé ayant suivi une scolarité, et parfois un début de formation universitaire, dans un pays avec des codes culturels différents de ceux des étudiants français. Ces difficultés sont multipliées quand on est en situation d'exil, choisi ou pas, car il faut s'adapter rapidement pour retrouver une nouvelle stabilité. Pour répondre à ce besoin, comme de nombreuses universités françaises, nous avons construit en urgence des dispositifs comme le Diplôme Universitaire Passerelle (DUP), les cours du soir ou encore les formations en langue professionnelle. Pour y arriver, nous avons répondu à des appels à projets dédiés à l'intégration des migrants en France. Cette communication vise à la fois à rendre compte des actions développées pour répondre à cette urgence, urgence qui fut augmentée par les différentes crises comme celle en Afghanistan ou en Ukraine, et à prendre la distance nécessaire pour définir l'impact de ces actions. Après une présentation des actions, nous analyserons les choix pédagogiques et les méthodes développées par les enseignants pour répondre aux besoins des apprenants. Nous nous focaliserons sur les actions visant à les préparer à l'intégration à l'environnement universitaire. D'un point de vue institutionnel, nous nous interrogerons sur la place que peuvent prendre ces dispositifs d'inclusion des réfugiés dans la politique des langues d'une université ainsi que celle du territoire. Enfin, nous tenterons de comprendre les réactions des acteurs face à ces adaptations en urgence, afin de proposer des moyens de prévention et d'accompagnement à la transition.

Scheurich, J. J. (2023). **A Critique of Hallinger's "Empirical Reflection": How Systemic Racism and Systemic Sexism Can Structure Our Research "Choices?"** *Educational Administration Quarterly*, 59(5), 925-934. <https://doi.org/10.1177/0013161X231201393>

Hallinger in his "Critical Reflections," which is research on the most influential content within EAQ, 1965–2020 (55 years), fails to attend to the racism and sexism embedded within his research choices. Because he fails to critically examine or problematize his research choices, he privileges the White males and their biases who dominated EAQ, UCEA, and AERA Division A for nearly two-thirds of his time period. In response, I point out the specific research choices he made that ensure the continued privileging of those older White male scholars and suggest how he could have done his research in a more equitable way. However, Hallinger is only a small fraction of a larger racism and sexism problem. The K12 school system continues to fail miserably at equity and excellence, and since we have been training many of the school leaders, we too (including me) are complicit in Hallinger's failure.

Selwyn, N. (2023). **Emergency remote scholarship – publishing beyond the pandemic**. *British Journal of Sociology of Education*, 44(7), 1216-1221. <https://doi.org/10.1080/01425692.2023.2269500>

Shifrer, D., & Appleton, C. (2024). **Delineating Differences in How US High Schools are Racialized.** *Youth & Society*, 56(1), 67-93. <https://doi.org/10.1177/0044118X221138878>
Schools' overt or explicit practices are a dominant lens through which education researchers and policymakers attempt to understand how schools are racially inequitable. Yet, Lewis and Diamond argue that contemporary racial inequalities are largely sustained through implicit factors, like institutional practices and structural inequalities. Ray's framework on racialized organizations similarly outlines how our racialized sociopolitical structure becomes embedded in organizations, legitimating and perpetuating the racialized hierarchy. We apply illustrative cluster analysis techniques to rich data on schools, teachers, and students from the nationally representative High School Longitudinal Study of 2009 to find that structural inequities (e.g., student body, sector, average achievement) appear to be most salient in delineating the racialization of US high schools, whereas the characteristics of schools and teachers that are typically emphasized for closing racial inequities in educational outcomes (e.g., teacher qualifications, courses offered, stratification practices) are not salient differentiators across schools.

Solinas-Saunders, M., Hobson, C. J., Griffin, A., Azemi, Y., Szostek, J., & Novak, J. M. (2024). **Descriptive National Evidence Comparing Hispanic and White Student Graduate Degree Completion Rates.** *Journal of Hispanic Higher Education*, 23(1), 17-31. <https://doi.org/10.1177/15381927231172576>

Using data from the U.S. Department of Education National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS), longitudinal trends in graduate degree completion rates for Hispanic and White students were analyzed over a period of 17 years (2002–2019). The results indicated that there was a significant positive linear trend in graduation rates for both Hispanic and White graduate students, with no adverse impact in graduate degree completion rates for Hispanic students when compared to White students.

Tak, S., & Catsambis, S. (2023). **“Video games for boys and chatting for girls?”: Gender, screen time activities and academic achievement in high school.** *Education and Information Technologies*, 28(11), 15415-15443. <https://doi.org/10.1007/s10639-023-11638-3>

Using national longitudinal data of students during their 9th and 11th grades, we address popular concerns over screen time activities distracting students' academic pursuits. We examine gender differences in the types of screen time use, expecting the skill-based activity of video gaming to be more common among boys and the socially oriented activity of chatting online to be more common among girls. Following the displacement effect theory we hypothesize that screen time may displace educational activities, limiting time spent on math homework and lowering subsequent math test scores. Results confirm the gendered nature video gaming for boys, while the gendered nature of chatting online is less clear. Despite popular concerns, findings show no appreciable relationship of video gaming and online chatting with hours spent doing math homework. A very weak, negative association was detected between both screen activities and math test scores two years later, being strongest for the videogaming time of female students. Further research is needed on the full spectrum of screen time activities to determine any potential effects during this developmental stage.

Taylor, E. K., Abdurokhmonova, G., & Romeo, R. R. (2023). **Socioeconomic Status and Reading Development: Moving from “Deficit” to “Adaptation” in Neurobiological Models of Experience-Dependent Learning.** *Mind, Brain, and Education*, 17(4), 324-333. <https://doi.org/10.1111/mbe.12351>

Childhood socioeconomic status (SES) is one of the strongest predictors of student reading outcomes, and these disparities have persisted for decades. Relatedly, two underlying skills that are required for successful reading—oral language and executive function (EF)—are also the two neurocognitive domains most affected by SES. In this review, we summarize current knowledge on how SES influences the neurobiology of language, EF, and their intersection, including the proximal factors that drive these relationships. We then consider the burgeoning evidence that SES systematically moderates certain brain–behavior relationships for language and EF, underscoring the importance of considering context in investigations of the neurobiological underpinnings of reading development. Finally, we discuss how disparities in reading may be conceptualized as neurobiological adaptations to adversity rather than deficit models. We conclude that by harnessing children’s stress-adapted relative strengths to support reading development, we may address opportunity gaps both ethically and efficaciously.

Thomas, M. A. M., Serenje, J., & Chipindi, F. M. (2023). **Reconsidering and teaching sociologies in Zambian teacher education: seeking Mbuyi, Mulenga, and Munkombwe.** *British Journal of Sociology of Education*, 44(7), 1199-1215. <https://doi.org/10.1080/01425692.2023.2256987>

Global movements to decolonise sociology have gained significant momentum in recent decades and offer far-reaching implications for the field of education. One understudied area of research, however, concerns the sociologies of education taught and experienced in teacher education outside of Anglo/European contexts. This paper uses post-/decolonial theory to explore the teaching and learning of sociology of education for pre-service teachers at the University of Zambia. It draws on data from surveys (n = 318) and five focus groups with pre-service teachers (n = 20), a focus group with tutors (n = 3) working on the course, and reflections by course lecturers to examine Zambian pre-service teachers’ experiences and perspectives of sociology. We argue that a sociology of education which includes some elements of the classical canon but is grounded more firmly in sociological perspectives related to local social issues, contexts, and epistemologies may lead to a more informed and inspired cadre of pre-service teachers, and by extension, citizens.

UNESCO. (2023). **School violence: why gender matters and how to measure school-related gender-based violence.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000385788>

En 2021, un groupe de travail composé d'experts chargés d'étudier la prévalence de la violence sexuelle et sexiste (VSBG) en milieu scolaire à l'aide des sources de données existantes a été mis en place. Il a permis de dégager plusieurs idées à destination des professionnels de l'éducation et des décideurs qui souhaitent explorer ou recueillir ces données dans leurs propres pays. La présente note met en lumière certaines de ces idées et explore la manière dont les normes de genre constituent un facteur clé de la violence à l'école.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2023). **L'UNESCO en action pour l'égalité des genres : 2022-2023**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000387300_fre/PDF/387300fre.pdf.multi

Ce rapport présente les actions mises en œuvre par l'UNESCO en 2022 et 2023 pour faire progresser l'égalité des genres et propose une feuille de route pour un travail transformateur du genre. Contenant des données clés, des bonnes pratiques et des enseignements, il montre comment l'UNESCO collabore avec ses partenaires pour promouvoir l'égalité des genres, l'autonomisation des femmes et des filles à travers l'éducation, les sciences, la culture, la communication et l'information. Il met en avant le leadership de l'UNESCO en matière d'éducation des filles ou de promotion des femmes en science et technologie dans la lutte contre les crises climatiques et écosystémiques.

UNHCR : The UN refugee agency. (2023). **Libérer le potentiel : le droit à l'éducation et à l'égalité des chances**. Consulté à l'adresse <https://www.unhcr.org/fr/media/rapport-2023-du-hcr-sur-leducation-des-refugies-liberer-le-potentiel-le-droit-leducation-et>

Le rapport 2023 du Haut Commissariat des Nations unies pour les réfugiés révèle que plus de 7 millions d'enfants réfugiés ne sont pas scolarisés, soit plus de la moitié des 14,8 millions d'enfants réfugiés en âge d'être scolarisés dans le monde. S'appuyant sur des données provenant de plus de 70 pays d'accueil pour dresser un tableau aussi clair que possible de la situation en matière d'éducation à travers le monde, il montre qu'à la fin de 2022, le nombre de réfugiés en âge d'être scolarisés a augmenté de près de 50 % par rapport aux 10 millions de l'année précédente. Avec 20 % des réfugiés vivant dans les 46 pays les moins avancés du monde et plus des trois quarts d'entre eux vivant dans des pays à revenu faible ou intermédiaire, les coûts de l'éducation des enfants déracinés pèsent de manière disproportionnée sur les pays les plus pauvres. Le rapport met en lumière le cas d'élèves réfugiés qui ont su surmonter les obstacles, saisir des opportunités et faire preuve d'excellence. Il examine également plus en détail la situation en matière d'enseignement des réfugiés en âge scolaire sur le continent américain et en Ukraine. Enfin, il met en avant des mesures importantes pour soutenir l'éducation des réfugiés.

Valant, J., & Lincove, J. A. (2023). **Transportation Inequities and School Choice: How Car, Public Transit, and School Bus Access Affect Families' Options**. *Educational Researcher*, 52(9), 535-543. <https://doi.org/10.3102/0013189X231189465>

This study examines how the student transportation options available to families affect which schools are accessible to them in a choice-based setting. The study has two parts. First, we compare commute times by foot, public transit, school bus, and car. We show that providing school bus service reduces commute times and improves access for families without cars, but access to a car fundamentally shapes families' options. Second, we explore the relationship between neighborhood-level measures of vehicle access and families' school requests and placements. Car access is strongly associated with school requests and placements even after accounting for neighborhood characteristics. We consider car access as a pathway by which wealth disparities produce educational disparities in settings that emphasize school choice.

Vitral Rezende, S. (2023). **The opportunity to learn during the COVID-19 pandemic: Social inequalities and the digital divide in Brazil**. *International Journal of Educational Development*, 103, 102897. <https://doi.org/10.1016/j.ijedudev.2023.102897>

With the closure of schools during the COVID-19 pandemic, the education available to students depended heavily on home and family conditions and structure. This paper analyses the relationship between access to technology, demographic characteristics, and learning opportunities during the pandemic in Brazil in 2020. It uses logistic and ordinary least squares linear regression models to generate information based on two national household surveys in Brazil. Both demographics and technology access are related to learning during the pandemic, but demographics have a more constant relationship with learning opportunities than technology access throughout the studied period.

Walker, J. (2023). **Logiques méritocratiques et “barrière de la langue” : modes d'accès à la formation à la langue majoritaire des migrants dans une ville française et une ville anglaise.** *Cahiers de la recherche sur l'éducation et les savoirs*, (22), 59-76. <https://doi.org/10.4000/cres.6360>

En France, malgré la barrière que peut représenter la langue française pour les adultes socialisés à l'étranger dans d'autres langues, la formation linguistique financée par les pouvoirs publics ne s'adresse pas à tous ceux qui le souhaitent mais vise des publics prioritaires qui changent selon les périodes. La comparaison internationale, ici avec l'Angleterre, permet de questionner cet état de fait, ses origines et ses conséquences. En s'appuyant sur une enquête menée dans une ville française et une ville anglaise entre 2010 et 2015, cet article montre comment des catégories articulant le genre, la nationalité, le niveau de formation, l'ancienneté de l'immigration et le statut administratif déterminent l'accès à la formation et à la certification linguistique. En analysant l'organisation de la formation linguistique, dans les deux villes, dans des espaces de formation inégalement dotés en ressources, ce travail explore le rôle envisagé pour les cours dans la distribution des places sociales.

Walker, S., Tikly, L., Strong, K., Wallace, D., & Soudien, C. (2023). **The case for educational reparations: addressing racial injustices in sustainable development goal 4.** *International Journal of Educational Development*, 103, 102933. <https://doi.org/10.1016/j.ijedudev.2023.102933>

This paper presents an examination of the education Sustainable Development Goal (SDG 4) through the lens of race. It argues, at this mid-way point of the SDGs, that race continues to be erased, acting as an absent presence, in global educational policy, practice and goals. To address this, the paper calls for a radical review of contemporary development discourse such that the SDGs, and in particular SDG 4, are framed in ways that acknowledge histories of colonial exploitation and epistemic violence. Acknowledging these histories and their reproduction in the Western-led development project, the paper advocates for reparative redress. It argues for the re-orientation of SDG 4 in the interests of racial justice in education by calling for the material redistribution of resources, challenging the hegemony of the Western episteme in curriculum and languages of instruction, holding international agencies and governments to account and reforming the governance of SDG 4 in ways that prioritise racial justice. The paper takes the position that while education has been detrimentally implicated in the Western colonial and development project, it has a key role to play in challenging racist systems as the global community looks towards the 2030 Agenda and beyond.

Whitaker. (2023). **Recommendations to Improve African-American/Black Students' Experiences and Achievement in Asynchronous Online Community College Courses.**

Community College Journal of Research and Practice, 47(12), 725-731.
<https://doi.org/10.1080/10668926.2022.2059034>

This brief is rooted in the purpose and findings of a qualitative study that explored the experiences and perspectives of African-American/Black community college students in asynchronous online learning environments. A growing number of African-American/Black students are enrolling in California community colleges and online courses. However, African-American/Black students have disproportionately poor academic outcomes in online community college courses, and little is known regarding their online learning experiences. Key recommendations in this brief center on the importance of promoting and investing in online student services, providing opportunities for online student communities, and investing in ongoing online faculty training.

Wiggins, R. D., Parsons, S., Green, F., Ploubidis, G. B., & Sullivan, A. (2023). **Are Right-Wing Attitudes and Voting Associated with Having Attended Private School? An Investigation Using the 1970 British Cohort Study.** *Sociology*, 57(6), 1280-1301.
<https://doi.org/10.1177/00380385221141386>

This article addresses the question of whether attending a private school affects voting behaviour and political attitudes in adulthood in Britain. The analysis is based upon the British Cohort Study, a nationally representative cohort of children born in one week in April 1970. The 'effect' of attending a private school on the tendency to vote Conservative in four consecutive General Elections, and on the expression of conservative attitudes in mid-life is assessed using path analysis. The model includes multiple indicators for a range of antecedents: social origins at birth, cultural and material capital, academic achievements and early social class destination. Once these antecedents are included in the model, for both men and women a direct positive relationship remains between attending private school and voting Conservative and holding right-leaning attitudes. The main significance of these findings follows from the high proportion of private school alumni in influential positions in public life.

Wilson, J. Z., Chihota, C., & Marks, G. (2023). **Teaching white privilege: an auto-ethnographic approach.** *International Journal of Inclusive Education*, 27(14), 1642-1658.
<https://doi.org/10.1080/13603116.2021.1909154>

The teaching of white privilege in Australian tertiary settings is beset by a number of obstacles arising especially from resistance, disbelief and outright obstructionism in white students, and occasionally colleagues. The article summarises the historical and societal context regarding race relations, racism and white hegemony in Australia, then presents the personal accounts of three academics of diverse backgrounds who teach white privilege as components of courses in Social Work and Education. The three accounts make explicit connections between their authors' personal and ethnic origins and their respective pedagogical and epistemological approaches to teaching the topic, either explicitly, or embedded within other course content or encounters. The article contributes to the growing body of work on effective pedagogy in the area of white privilege, with emphasis on the increasingly urgent need for broad societal understanding of the issue in Australia.

Yang, H., Rao, N., & Pearson, E. (2024). **Inequality in access to early childhood care and education programs among 3- to 4-year-olds: Trends and variations across low- and middle-income countries.** *Early Childhood Research Quarterly*, 66, 234-244.
<https://doi.org/10.1016/j.ecresq.2023.10.013>

Despite growing acknowledgment of the role of early childhood care and education (ECCE) in reducing social inequality, there is limited understanding of the relation between ECCE expansion and inequality in access to ECCE in low- and middle-income countries. This study explored the relation between national enrollment rates in ECCE and inequality in access to ECCE in 30 low- and middle-income countries, using enrollment data among 3- and 4-year-olds (N=303,344) from the Multiple Indicator Cluster Survey and Demographic and Health Survey collected between 2001 and 2021. We found that higher ECCE enrollment rates were associated with lower inequality in access to ECCE, measured by concentration indices ($r = -.31$). Among 20 countries with significant increases in ECCE enrollment rate over time, six countries demonstrated a significant reduction in access inequality to ECCE. However, 13 countries did not show substantial changes. In addition, we demonstrated how four factors related to income-related inequality in access to ECCE, such as family wealth, maternal education, gender, and urbanicity, were associated with increases in ECCE use. A review of policies in selected countries provides a more nuanced understanding of the findings. Implications of our findings for ECCE expansion in low- and middle-income countries are discussed.

Zhang, J., & Zhou, Y. (2023). **The peer effect of migrant children on students' non-cognitive outcomes: Evidence from China.** *International Journal of Educational Development*, 103, 102883. <https://doi.org/10.1016/j.ijedudev.2023.102883>

Promoting education equity and ensuring education quality may conflict in some cases. This article examines the peer effect of migrant children on students' non-cognitive outcomes in the context of China where many internal migrant children are enrolled in local public schools. We identify the peer effect by focusing on the students randomly assigned to classes based on a nationally representative survey of middle schools in China. We construct non-cognitive measures based on the Big Five personality theory using principal component analysis (PCA). The results show that having a higher proportion of migrant children in class impairs students' non-cognitive outcomes, which mainly work by negatively affecting the classroom atmosphere and reducing teacher-student interactions. Further analysis reveals that improving teacher quality and increasing the frequency of parent-child communications can alleviate the negative peer effects. These results can help governments formulate policies to achieve both education equity and education quality.

Climat de l'école

Alfano, M., & Goerlach, J.-S. (2023). **Instrumenting the Effect of Terrorism on Education in Kenya** (IZA Discussion Paper N° 16544). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16544.htm>

This paper estimates the effect of exposure to terrorist violence on education. Since terrorists may choose targets endogenously, we construct a set of novel instruments. To that end, we leverage exogenous variation from a local terrorist group's revenues and its affiliation with al-Qaeda. Across several Kenyan datasets we find that attacks suppress school enrolment more than predicted by difference-in-differences-type estimators. This indicates that terrorists target areas experiencing unobserved, positive shocks. Evidence suggests fears and concerns as mechanisms of impact, rather than educational supply.

Blanchard, C. (2023, novembre 28). **Et si l'école se préoccupait (vraiment) du bien-être des enfants ?** Consulté 4 décembre 2023, à l'adresse Alternatives Economiques website:

<https://www.alternatives-economiques.fr/cecile-blanchard/lecole-se-preoccupait-vraiment-bien-etre-enfants/00108691>

Dagenais, C., Proulx, M., & Gingras, M.-E. (2022). **Conditions d'utilisation du référent ÉKIP et de sa plateforme numérique pour favoriser la santé, le bien-être et la réussite éducative des élèves du Québec.** *Revue des sciences de l'éducation*, 48(3). <https://doi.org/10.7202/1100675ar>

Par l'entremise de sa plateforme numérique, le référent ÉKIP est accessible aux professionnel·le·s du Québec des réseaux de l'éducation et de la santé et des services sociaux qui s'impliquent dans la promotion de la santé en milieu scolaire pour la santé, le bien-être et la réussite éducative des jeunes. Une cartographie conceptuelle, sept groupes de discussion et une revue systématique de portée ont permis de développer une stratégie favorisant l'utilisation d'ÉKIP dans les écoles primaires et secondaires du réseau scolaire public et privé du Québec. Nous présentons les résultats de la cartographie et des groupes de discussion ainsi que les grandes lignes d'une stratégie de déploiement d'ÉKIP. Les principaux résultats obtenus par la revue systématique de portée sont présentés brièvement en appui au développement de la stratégie.

Gümüş, M. M., Çakır, R., & Korkmaz, Ö. (2023). **Investigation of pre-service teachers' sensitivity to cyberbullying, perceptions of digital ethics and awareness of digital data security.** *Education and Information Technologies*, 28(11), 14399-14421. <https://doi.org/10.1007/s10639-023-11785-7>

Today, with digital technologies being in every aspect of our lives, cyberbullying and digital ethics, and digital security violations are emerging as concepts that threaten our digital world. It is thought that displaying ethical behavior and providing digital security in digital environments can increase sensitivity to cyberbullying. Here, it is necessary to learn and apply the concepts of digital ethics and security correctly. For this reason, we can say that the places where we can learn and apply these concepts in the best way are educational environments. Therefore, the adoption of digital ethics and digital security concepts by pre-service teachers, both for themselves and for their future students, will raise awareness about the sensitivity to cyberbullying. This study also revealed that the concepts of digital ethics and security should be considered to increase the sensitivity of pre-service teachers to cyberbullying. In the research, the scanning model, one of the quantitative research designs, was used. Data were collected from 879 pre-service teachers studying at a state university. Within the scope of the research, three scales were used for pre-service teachers: "Cyberbullying Sensitivity Scale," "Digital Data Security Scale" and "The information and Communication Technologies Usage Ethics Scale." T-test, ANOVA, MANOVA, and regression tests were used in the analysis of the data. Because of the research, it was seen that the digital data security awareness, cyberbullying sensitivities, and digital ethics perceptions of pre-service teachers did not differ according to grade level, but differed according to gender and department level. Additionally, while digital data security awareness did not differ according to the department, it did not differ according to the combined effect of gender and department variables. Additionally, it was concluded that digital data security awareness predicts sensitivity to cyberbullying. Suggestions were made regarding the findings obtained at the end of the research.

Haas, M. (2023). **Pour une pédagogie performative de la mémoire : performance et témoignage sur la violence d'Etat à l'école** (Phdthesis, Université de Nanterre - Paris X ;

Universidade do Rio Grande do Sul -- Porto Alegre (Brésil)). Consulté à l'adresse <https://theses.hal.science/tel-04216667>

Cette recherche a pour objectif principal d'étudier comment, en milieu scolaire, la performance peut contribuer à la transmission de la mémoire traumatique liée à la violence d'État. À cette fin, des expériences artistiques ont été réalisées avec la participation d'élèves d'établissements publics de Porto Alegre, au Brésil. La recherche présente l'idée que la performance est comme un acte de transfert, qui transmet la connaissance et la mémoire par la répétition d'un comportement. Cela permet de comprendre comment, dans son rapport au témoignage d'un évènement traumatisant, elle peut transformer une expérience douloureuse en quelque chose de collectif et partagé. Dans un premier temps, une révision bibliographique est réalisée, cherchant à s'appropriier les concepts utilisés dans la perspective des Performance studies et des études des traumatismes. La perspective méthodologique utilisée dans l'étude des expériences menées dans le cadre scolaire est celle de la Performance dans son croisement avec l'Éducation. Cette approche est adoptée en proposant le corps comme moyen d'apprentissage collectif. L'analyse montre que, dans le cadre d'une pédagogie mémorielle basée sur le témoignage, il est fondamental de ressentir et d'être à l'écoute du silence des victimes qui ne sont plus là pour parler. On arrive à la conclusion que les images de souvenirs de violence, incorporées par les élèves, permettent de remarquer un scénario commun de violence. Participer à une performance qui reprend dans la rue l'expérience étudiée en classe permet d'imaginer de nouvelles manières d'agir dans le monde. Au milieu de conflits sur le passé, les performances d'une mémoire insurgée, qui génèrent de l'empathie avec les vaincus, ont une fonction pédagogique et réparatrice.

Hamouda, L. B. (2023, novembre 24). **Jean-Pierre Bellon : « Harcèlement scolaire : réponse éducative ou retour à la case sanction ? »**. Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/24/jean-pierre-bellon-harcèlement-scolaire-reponse-educative-ou-retour-a-la-case-sanction/>

A la suite de la publication de l'article d'Eva Debray « Harcèlement, la sanction, une réponse adaptée ? » qui interrogeait Jean-Pierre Bellon, un des pionniers de la lutte contre le harcèlement scolaire en France, sur le rapport à la sanction de la Méthode de la Préoccupation Partagée, le professeur de philosophie lui répond. « Depuis quelques semaines, la...

Jones, T. R., & Karger, E. (2023). **School and Crime** (CESifo Working Paper Series N° 10702). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10702.htm>

Criminal activity is seasonal, peaking in the summer and declining through the winter. We provide the first evidence that arrests of children and reported crimes involving children follow a different pattern: peaking during the school year and declining in the summer. We use a regression discontinuity design surrounding the exact start and end dates of the school year to show that this pattern is caused by school: children aged 10–17 are roughly 50% more likely to be involved in a reported crime during the beginning of the school year relative to the weeks before school begins. This sharp increase is driven by student-on-student crimes occurring in school and during school hours. We use the timing of these patterns and a seasonal adjustment to argue that school increases reported crime rates (and arrests) involving 10–17-year-old offenders by 47% (41%) annually relative to a

counterfactual where crime rates follow typical seasonal patterns. School exacerbates preexisting sex-based and race-based inequality in reported crime and arrest rates, increasing both the Black-white and male-female gap in reported juvenile crime and arrest rates by more than 40%.

UNESCO. (2023). **School violence: why gender matters and how to measure school-related gender-based violence.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000385788>

En 2021, un groupe de travail composé d'experts chargés d'étudier la prévalence de la violence sexuelle et sexiste (VSBG) en milieu scolaire à l'aide des sources de données existantes a été mis en place. Il a permis de dégager plusieurs idées à destination des professionnels de l'éducation et des décideurs qui souhaitent explorer ou recueillir ces données dans leurs propres pays. La présente note met en lumière certaines de ces idées et explore la manière dont les normes de genre constituent un facteur clé de la violence à l'école.

Évaluation des dispositifs d'éducation-formation

Bruhn, J., Jones, N., Kanno, Y., & Winters, M. A. (2023). **Professional Development at Scale: The Causal Effect of Obtaining an SEI Endorsement Under Massachusetts's RETELL Initiative.** *Educational Evaluation and Policy Analysis*, 45(4), 546-568. <https://doi.org/10.3102/01623737221136101>

We apply a difference-in-difference design to measure the causal effect of a teacher obtaining an endorsement in Sheltered English Immersion under Massachusetts's Rethinking Equity in the Teaching of English Language Learners initiative on student's learning outcomes. More than 35,000 in-service public school teachers completed the semester-long course. We find no effect on English learners' (ELs) average test scores, but modest positive spillovers for students with disabilities and other non-EL students. Training benefited teachers recently hired by their district but had no effect on longer serving teachers.

Burns, J., Harbatkin, E., Strunk, K. O., Torres, C., Mcilwain, A., & Frost Waldron, S. (2023). **The Efficacy and Implementation of Michigan's Partnership Model of School and District Turnaround: Mixed-Methods Evidence From the First 2 Years of Reform Implementation.** *Educational Evaluation and Policy Analysis*, 45(4), 622-654. <https://doi.org/10.3102/01623737221141415>

The recent Every Student Succeeds Act (ESSA) requires states to identify and turn around their lowest performing schools, but it breaks somewhat from prior policies by granting states significant autonomy over how they identify and turn around these schools. This mixed-methods study, which draws on administrative, qualitative, and survey data, examines the effectiveness of Michigan's approach to school turnaround under ESSA. We find that students in turnaround schools experienced significant achievement gains in math and to a lesser extent in English language arts (ELA), with effects concentrated among the lowest achieving students. Analyses of qualitative and survey data suggest that these outcomes were influenced by state-level supports, strategic planning, the threat of accountability for continued low performance, and improved leadership quality in turnaround schools.

Perlot, O., & Mocquet, B. (2023). **Construction d'un Hub social devenu éducatif**. *Séminaire du laboratoire LHUMAIN de L'université Paul Valéry*. Présenté à Montpellier, France. Consulté à l'adresse <https://hal.science/hal-04287873>

Présentation lors du séminaire du laboratoire LHUMAIN de l'Université Paul Valéry de l'article sur la construction d'un hub social devenu éducatif. Notre article présente et analyse un dispositif, mis en place progressivement, d'un espace numérique d'échanges dans une formation de l'enseignement supérieur français se destinant au métier de l'ingénierie pédagogique répondant à une compétence de formation : répondre à un appel à projet fictif. Nous tentons de démontrer, en relatant la dernière année de formation, que cette pratique de formation intentionnelle de la part de l'enseignant fait apparaître toutes les caractéristiques d'un hub social (Gobert, 2009, 2020) dans la formation mais aussi dans les six mois qui la suivent. Par ailleurs, nous témoignons que le hub social construit ainsi des pratiques professionnelles d'anciens étudiants aujourd'hui praticiens, puisque les interactions sont encore effectives bien après la formation.

Rosinger, K., Ortagus, J., Kelchen, R., & Choi, J. (2023). **The Impact of Performance Funding Policy Design on College Access and Selectivity**. *Educational Evaluation and Policy Analysis*, 45(4), 655-681. <https://doi.org/10.3102/01623737221147905>

This study draws on a comprehensive performance-based funding (PBF) dataset and up-to-date difference-in-differences econometrics to examine the impacts of specific policy features (e.g., share of institutional revenue at stake and equity metrics) on college access and selectivity. We find suggestive evidence that increases in the share of revenue at stake are associated with decreases in racially minoritized student enrollment. Meanwhile, equity metrics may not be enough to boost enrollment among underserved students. Ultimately, however, our conclusions are limited due to various potential sources of bias, unconvincing pre-trends, and wide confidence intervals. While findings offer limited insight into the impacts of specific design features, they point to limitations of PBF—regardless of design—in expanding access and reducing inequities at 4-year colleges.

Weiss, M. J., Bloom, H. S., & Singh, K. (2023). **What 20 Years of MDRC RCTs Suggest About Predictive Relationships Between Intervention Features and Intervention Impacts for Community College Students**. *Educational Evaluation and Policy Analysis*, 45(4), 569-597. <https://doi.org/10.3102/01623737221139493>

This article provides evidence about predictive relationships between features of community college interventions and their impacts on student progress. This evidence is based on analyses of student-level data from large-scale randomized trials of 39 (mostly) community college interventions. Specifically, the evidence consistently indicates that impacts tend to be larger as the number of intervention components increases and with the degree to which interventions promote full-time enrollment in fall and spring and/or summer enrollment. Less consistent evidence suggests that impacts tend to be larger for interventions that increase advising, tutoring, and, to a lesser extent, financial support. These results provide food for thought about the design of future community college innovations to be tested by researchers or tried by practitioners.

Formation continue

Brink, S. (2023). **Model of environmental intergenerational learning extending to the later years**. *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education*, 18(2), 67-79. <https://doi.org/10.6092/issn.1970-2221/15669>

The existential threat of climate change can draw living generations together through lifelong learning for a cohesive response. People in their later years must understand environmental impacts on themselves and future generations. A useful model of environmental learning must work well for every generation. This policy paper has two objectives based on the value of combining the theory of Nature Relatedness and Nudge theory for a model of environmental learning. First, to examine if the theory of Nature Relatedness which measures the individual's relationship with nature is appropriate. It categorizes the relationship into four categories: passive, aware, responsive, and active based on observable characteristics of knowledge seeking, favourable attitudes, personal behaviour, and social action. Second, to investigate if learning based on Nudge theory can advance the relationship with nature to result in behavioural change. This model provides a useful framework to design environmental learning by all generations.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2023). **Towards European standards for monitoring and evaluation of lifelong guidance systems (Vol. II): a preliminary list of indicators for quality frameworks**. Consulté à l'adresse https://www.cedefop.europa.eu/files/5601_en.pdf

Alors que l'importance de l'orientation professionnelle est de plus en plus soulignée au sein de l'Union européenne et dans les stratégies nationales en matière de compétences et d'autres politiques, on constate un manque de normes de suivi et d'évaluation des activités d'orientation dans la plupart des États membres. Deuxième opus d'une étude sur le développement de ces normes pour les systèmes d'orientation tout au long de la vie. En vue de mettre en place des systèmes de axés sur les résultats, ce rapport se concentre sur les données recueillies sur l'orientation professionnelle des adultes. La liste des indicateurs proposée est destinée à servir de base à développer dans des cadres de qualité adéquats pour l'éducation tout au long de la vie.

Chauffriasse, C. (2022). **Le processus de référentialisation dans l'évaluation de la formation. Le cas d'une recherche-intervention au sein du Service Départemental d'Incendie et de Secours de la Haute-Garonne** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse <https://theses.hal.science/tel-04310175>

Cette thèse porte un double intérêt à l'évaluation en éducation et formation, à la fois théorique et pratique. Elle présente la mise en œuvre d'une évaluation d'un dispositif de formation et analyse son fonctionnement : ce qui fonde les choix, par les acteurs et actrices qui la mènent, des dimensions qui la composent. Cette recherche explore le processus de référentialisation et en propose une modélisation. Cette évaluation, réalisée dans le cadre d'une RI, est contractualisée par une CIFRE avec le SDIS 31. La commande poursuit un double objectif : praxéologique, en accompagnant le SDIS 31 dans l'ingénierie de formation des sapeurs-pompiers et sapeuses-pompières (SP), et heuristique, en produisant des connaissances sur le processus de référentialisation. L'évaluation est mise en œuvre par la participation des acteurs et actrices au sein du tiers-espace socio-scientifique. La référentialisation est le processus de recherche de

références qui permet d'attribuer du sens à l'évaluation. Il se construit, entre autres, par la mise en jeu des valeurs des évaluateurs et évaluatrices. Nous avons interrogé le lien entre l'évaluation, les valeurs professionnelles et l'identité professionnelle des évaluateurs et évaluatrices. Pour instruire cette problématique, nous avons caractérisé les valeurs en jeu au sein de la référentialisation, et mis en lumière la manière dont celles-ci s'articulent avec la dimension technique de l'évaluation. Pour cela, des éléments empiriques co-construits avec le groupe de travail ont été mobilisés. Les résultats ont dévoilé les valeurs sous-tendues par les évaluateurs et évaluatrices, membres du groupe de travail, que nous avons mis en relation avec leur identité professionnelle. La praxis, processus au travers duquel les évaluateurs et évaluatrices mobilisent leurs valeurs pour définir la dimension technique de l'évaluation, fut un élément déterminant dans leur mise au jour. Enfin, nos résultats nous ont permis de caractériser la RI évaluative.

Hachem, H. (2023). **Older learners partaking in intergenerational learning: Freirean-inspired remarks.** *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education*, 18(2), 81-96. <https://doi.org/10.6092/issn.1970-2221/15782>

Intergenerational learning (IL) is a popular yet slippery educational concept. IL comprises generations learning from each other, learning together, or learning about each other. IL has recently gained much terrain in policy, research, and practice, to the point where it serves the notorious Ten Principles of an Age-Friendly University and other ageing-related policy frameworks. Reckoning that the theorisation about IL is vital but unfinished work, this paper critically examines a few central educational questions around its theory and practice. Then, inspired by feedback from the field, critical educational gerontology, critical geragogy, and Freire's Pedagogy of the Oppressed, I raise concerns over the role of generational actors (learners and teachers) in IL, its goal, as well as the intended object of study. After theoretically unpacking IL, I conclude by drawing demarcation lines beyond which IL risks stultifying older learners in lieu of emancipating involved generational actors.

Kern, D., & Schmidt-Hertha, B. (2023). **Developing competencies to cope with transitions in later life. Particularities of learning offers for older adults.** *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education*, 18(2), 97-112. <https://doi.org/10.6092/issn.1970-2221/15779>

Beyond the transition to retirement, research rarely focuses on transitions in later life. This may be due to the absence of appropriate theoretical models. In order to remedy this, the article contains a theory-based reflection with the aim to work out aspects of educational offers for older people. It links the knowledge about 'transitions in later life', 'skills and competencies' to concepts of learning in later life. The systematic approach is based on a detailed review of the state of the art of the different concepts in the field of educational science and related academic disciplines. The analysis identifies the crucial aspects of different learning situations which help develop relevant competencies and skills useful for coping with transitions. Based on these reflections we derive some relevant features for programs to help develop older adults' abilities to cope with transitions.

Kulmus, C. (2023). **The role of intergenerational issues in post-pandemic programs for older adults: Between cross-regional digitization and local networking.** *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education*, 18(2), 113-129. <https://doi.org/10.6092/issn.1970-2221/15927>

This paper presents the results of an expert interview study with planning staff in several types of education providers that cater for older adults, such as senior citizen and adult education centers. The study includes 12 qualitative expert interviews conducted from 2021 to 2022, which were analysed using content analysis. The paper shows that the planners anticipate the pandemic will have serious and long-term consequences for their target groups. Four strategies were found: continuous innovation, cautious observation of the current situation, hope for a return to the old ways, and structural innovation. These are ordered along two dimensions (knowledge provision vs. encounter; paralysis vs. innovation). At first glance, intergenerational concepts seem to be pushed into the background. On closer inspection, however, it turns out that, for some planners, future considerations are strongly geared towards structurally anchoring forms of intergenerational encounter.

Luppi, E. (2023). **Exploring contemporary challenges of intergenerational education in lifelong learning societies: An introduction.** *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education*, 18(2), 1-15. <https://doi.org/10.6092/issn.1970-2221/17740>

The concept of generation refers to the idea of generativity, and recalls a link of ancestry and descendance, yet in the full sense of the notion of generations and intergenerational relations, we go beyond the generative connections to recall the idea of identity constructions as a crossroads of family, social, historical, and political relationships. In this contribution and, more generally, in this special issue, we will try to look at the concept of generations from an educational perspective, focusing on the potential of intergenerational relations as a space for building communities based on heritage transmission, active citizenship and solidarity. The concept of positive intergenerational interdependence is increasingly common in the institutional and academic debate, and education can play an important role in promoting intergenerational solidarity: a strategic response to the major challenges affecting our communities.

Oshodi, D. P. (2023). **Reimagining learning provisions for asylum seekers in Italy: An exploration of asylum seekers' experiences of recognition and misrecognition in adult learning centres.** *International Review of Education*, 69(5), 651-673. <https://doi.org/10.1007/s11159-023-10012-2>

This article employs narrative methodologies to present the stories of three asylum seekers enrolled in two adult learning centres in the Lombardy region of Italy. The author draws on Axel Honneth's theory of recognition to provide an understanding of how these adult learners' experiences might impact their self-identity. Based on the narratives the participants provided in the course of interviews the author conducted with them, this article highlights some shortcomings in the learning provision for asylum seekers in Italy. Using interpretative analysis, the participants' experiences are discussed under three categories: (1) valorisation of certificates; (2) appropriateness of teaching methods; and (3) recognition of prior learning. The author concludes that greater efforts should be put into recognising the asylum seekers' previous experiences, and training adult educators who work with asylum seekers in adult learning principles.

Piliri, A., & Gravani, M. N. (2023). **Older adults' and young educators' experiences and perceptions of Intergenerational Learning (IGL) in non-formal education: A case study from the Adult Education Centres in Cyprus.** *Ricerche Di Pedagogia e Didattica. Journal*

of *Theories and Research in Education*, 18(2), 131-149. <https://doi.org/10.6092/issn.1970-2221/15929>

The paper explores the experiences and perceptions of older adults and their young educators regarding Intergenerational Learning (IGL) in the course of a non-formal adult education programme in Cyprus. It aims to identify the forms that IGL takes in the programme as well as any possible components of the programme that foster IGL. The research was located in the Adult Education Centres (AECs), a non-formal adult education programme, offered in the Republic of Cyprus. It is based on a qualitative research design and adopts a bottom-up approach, as it gives voice to older adults and their educators and makes meaning out of their IGL experiences. The results of the study present the different forms that IGL take in the programme under three different axes: the cognitive, the social and the psychological. They view IGL as a multilevel mutual beneficial form of learning for both the older adults and their younger educators. They also highlight the necessity of a learner-centered and cooperative learning approach for fostering IGL.

Puech, F. (2023). **Older adults and training: Educational characteristics and pedagogical issues.** *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education*, 18(2), 151-167. <https://doi.org/10.6092/issn.1970-2221/15784>

The training of older adults is a complex and recent field problem in education and training sciences. This discipline has only existed for about fifty years, and epistemological reflection is in its infancy. Scientific knowledge on this subject is still weak and studies are rare. Older adults are therefore a new public to be taken into consideration in adult training. Through a disciplinary approach, the article proposes to address the demographic, economic, ergonomic, etc. findings that help to better target the growing interest in this research topic. The presentation of several key results of our exploratory survey also opens up the reflection on educational issues for this public, which is not fundamentally different from other learners, but which requires special attention with respect to specificities of which diversity is an essential element.

Wongmonta, S. (2023). **Revisiting the wage effects of vocational education and training (VET) over the life cycle: The case of Thailand.** *International Journal of Educational Development*, 103, 102886. <https://doi.org/10.1016/j.ijedudev.2023.102886>

This paper estimates the potential impact of vocational education on wage differentials between vocational and general graduates over the life cycle in Thailand, using the national Labor Force Survey (LFS) from 2017 to 2022. The returns to vocational education are analyzed at three levels of education: upper secondary, diploma, and college. The inverse-probability-weighted regression adjustment (IPWRA) method is implemented to account for non-random assignment in choosing the academic track. The results show, on average, that vocational educated workers receive higher wages than those with general education, but it has no significant differences by comparing to university graduates in science and engineering with the same years of education. Additionally, the wage premiums associated to vocational education tend to increase at older ages. The empirical evidence corroborates the crucial role of vocational education in increasing long-term earnings and the number of technical-skilled workers in the Thai labor market.

Žemaitaitytė, I., Pivorienė, J., Bardauskienė, R., & Katkonienė, A. (2023). **Intergeneration learning as a dialog in overcoming loneliness of older adults.** *Ricerche Di Pedagogia e*

Didattica. Journal of Theories and Research in Education, 18(2), 37-49.
<https://doi.org/10.6092/issn.1970-2221/15941>

Increasing life expectancy and inclusion of older people in care system changes the intergenerational communication. Various professionals such as social workers and caregivers take care of older people needs. Little attention is paid to intergenerational learning and education in social care organizations despite it may help to overcome feeling of loneliness among older people. Loneliness is a negative emotion associated with a perceived gap between existing relationships and desired ones. It is widely recognized as one among the most significant and entrenched issues facing our aging society. The effect of loneliness is harmful to health and increases the risk of disability. Intergenerational links have been identified as an important issue in elderly care. Educational activities for the elderly are offered in various social care institutions in Lithuania. The research data reveal several predominant topics that would be relevant to older learners, such as loneliness, activity of older people, and communication.

Zeng, S. (2023). **Insights into senior foreign language education.** *International Review of Education*, 69(5), 743-745. <https://doi.org/10.1007/s11159-023-10043-9>

Marché du travail

Bigi, M. (2023, novembre 19). **Quand les conditions de travail se dégradent, faut-il s'en accommoder ou changer d'emploi?** Consulté 24 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/quand-les-conditions-de-travail-se-degradent-faut-il-sen-accommoder-ou-changer-demploi-217844>

Entre le départ et la résignation, une troisième voie apparaît dans le contexte actuel de pénurie de main-d'œuvre : peser sur les employeurs pour refuser l'intensification des contraintes.

Lawani, A. A. (2023). **L'entrepreneuriat au Togo: Opter pour des politiques audacieuses.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140499142&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_13_au_17_novembre_2023_36610&utm_medium=email&utm_content=lienTitre

Comment faire de l'entrepreneuriat un facteur de développement en Afrique ? Cet ouvrage propose une analyse approfondie de l'écosystème entrepreneurial au Togo avec treize mesures de politiques publiques afin de répondre aux défis que rencontrent les entrepreneurs togolais aujourd'hui. Ce livre s'adresse à celles et ceux qui mettent en œuvre des initiatives de promotion de l'entrepreneuriat et également aux chercheurs, aux entrepreneurs eux-mêmes, et à toute personne qui a le désir de comprendre l'entrepreneuriat de façon générale, et dans le contexte africain en particulier.

Ponton, C., Saumon, R., Millot, C., & Hoibian, S. (2023). **Le rapport des jeunes au travail en 2023 : Résultats du baromètre DJEPVA sur la jeunesse** (p. 51). Consulté à l'adresse INJEP website: https://injep.fr/wp-content/uploads/2023/11/rapport-2023-11-Baro_jeunes_2023_travail.pdf*

Afin d'éclairer le rapport au travail et à l'emploi des jeunes, l'édition 2023 du baromètre DJEPVA sur la jeunesse a dédié un module de son questionnaire à ce sujet d'actualité.

La taille relativement importante de l'échantillon – environ 4 500 jeunes âgés de 15 à 30 ans et 1 000 personnes âgées de plus de 30 ans – permet d'approfondir les connaissances sur cette thématique et de comparer le point de vue de l'ensemble des jeunes à celui des plus âgés. Structuré en trois parties, ce rapport présente des résultats sur les attentes et aspirations des jeunes et de leurs aînés en matière de travail, sur le regard des jeunes actifs concernant leur emploi actuel et leur réussite professionnelle, et sur la façon dont ils se projettent dans leur devenir professionnel. Les jeunes ont globalement un rapport au travail et à l'emploi qui n'est pas très différent de celui des plus âgés. Les écarts entre générations, bien réels sur certains points, n'effacent pas ceux observés à partir d'autres caractéristiques sociodémographiques des enquêtés (genre, situation d'activité, catégorie socioprofessionnelle...). À titre d'illustration, les jeunes femmes apparaissent plus attentives que leurs homologues masculins à l'équilibre entre vie privée et vie professionnelle. Elles se déclarent également moins enclines à assumer de nombreuses responsabilités au travail et s'estiment moins bien payées. Autre exemple, les jeunes cadres se sentent davantage utilisés à leur juste niveau de compétence dans leur emploi, et davantage préservés du déclassement par rapport aux autres catégories socioprofessionnelles.

Seck, Y., Le Roy, C., & Rochefort, M. (2023). **Rapport annuel sur l'égalité professionnelle entre les femmes et les hommes dans la fonction publique - Édition 2023** (p. 138). Consulté à l'adresse Ministère de la transformation et de la fonction publiques ; Direction générale de l'Administration et de la Fonction publique website: <http://www.vie-publique.fr/rapport/291677-fonction-publique-egalite-professionnelle-femmes-hommes-2022-2023>

Le Rapport annuel sur l'égalité professionnelle entre les femmes et les hommes dans la fonction publique – édition 2023, rédigé en application de l'article L. 132-11 du code général de la fonction publique. Le rapport détaille les mesures et les réalisations accomplies en faveur de l'égalité professionnelle au cours de l'année 2022 et au début de l'année 2023. Il présente d'abord l'actualité de la politique d'égalité professionnelle en dressant le bilan de l'accord du 30 novembre 2018 relatif à l'égalité professionnelle entre les femmes et les hommes dans la fonction publique et de la loi du 6 août 2019 relative à la transformation de la fonction publique. Il revient également sur l'engagement des employeurs publics, toujours plus nombreux à s'impliquer dans des démarches de labellisation en faveur de l'égalité professionnelle et de la diversité. Le rapport met aussi en lumière les dispositifs et programmes d'accompagnement visant à favoriser et faciliter la progression des femmes dans leurs parcours professionnels. Enfin, il met en perspective sous forme de fiches des retours d'expériences et des pratiques innovantes issus des trois versants de la fonction publique autour de la diffusion d'une culture de l'égalité, de la lutte contre les violences sexuelles et sexistes, de la prise en compte de la parentalité et fait un focus sur les projets déployés dans le cadre du fonds relatif à l'égalité professionnelle.

Métiers de l'éducation

Bank, W. (2023). **Making Teacher Policy Work**. <https://doi.org/10.1596/40579>

This report zooms into what lies behind the success or failure of teacher policies: how teachers experience these policies, and how systems scale and sustain these policies. The report argues that for policies to be successful, they need to be designed and

implemented with careful consideration of the barriers that could hinder teachers' take-up of the policy (individual-level barriers), and the barriers that could hinder the implementation and sustainability of policies at scale (system-level barriers). Teacher policies too often fail to yield meaningful changes in teaching and learning because both their design and implementation overlook how teachers perceive, understand, and act in response to the policy and because they miss what is needed at a system level to achieve and sustain change. To avoid this, policymakers need to go beyond what works in teacher policy to how to support teachers in different contexts to adopt what works, while making sure it is implementable at scale and can be sustained over time. This requires unpacking teacher policies to consider the barriers that might hinder success at both the individual and system levels, and then putting in place strategies to overcome these barriers. The report proposes a practical framework to uncover the black box of effective teacher policy and discusses the factors that enable their scalability and sustainability. The framework distills insights from behavioral science to identify the barriers that stand in the way of the changes targeted by the policy and to develop strategies to overcome them. The framework is used to examine questions such as: What changes are required at an individual level to achieve the specific goals of a given teacher policy? What barriers constrain the adoption of these changes? How can the policy be better designed and implemented to tackle these barriers? Moreover, the report draws on evidence from quantitative and qualitative studies on successful and failed teacher policies to examine the factors that make teacher policy operationally and politically feasible such that it can work at scale and be sustained over time.

Bastian, K. C., & Drake, T. A. (2023). **School Leader Apprenticeships: Assessing the Characteristics of Interns, Internship Schools, and Mentor Principals.** *Educational Administration Quarterly*, 59(5), 1002-1037. <https://doi.org/10.1177/0013161X231196502>

Background: Recent empirical work shows that student teaching in a high-quality learning environment and with a highly effective cooperating teacher predicts the performance and retention of early-career teachers. Little is known about principal internships and their impacts on school leader outcomes. Purpose: To examine the characteristics of principal interns, internship schools, and mentor principals. Setting: Principal preparation programs and K-12 public schools in North Carolina. Sample: A total of 1,135 principal interns from 12 preparation programs in North Carolina over a 4-year period (2015–2016 to 2018–2019). Data: Preparation program data on principal interns and when/where their internship occurred and administrative data from the state of North Carolina, from 2011–2012 to 2018–2019, on all school personnel and schools. Research Methods: Descriptive statistics and multiple regression analyses to compare interns to noninterns, internship schools to noninternship schools, and mentor principals to nonmentor principals. Findings: We find that interns are more likely to be a person of color and have higher evaluation ratings and value-added estimates than teachers in their buildings. Internship schools have lower levels of quality than noninternship schools, particularly for interns of color. Mentor principals are slightly more effective than nonmentors. Conclusions: Our findings suggest that preparation programs and school districts could be working in closer partnership to make placements in high-quality learning environments and with more effective mentor principals. There is a need for future work to assess the geography of placements, the placement process, and the associations between placement schools and mentor principal characteristics and subsequent outcomes for principal interns.

Bertrand, F., Pasco, D., & Reffay, C. (2022). **Les communautés d'apprentissage professionnelles en éducation: une revue de la littérature.** *Revue des sciences de l'éducation*, 48(3). <https://doi.org/10.7202/1103274ar>

Cette note de synthèse vise à offrir un panorama de la littérature scientifique concernant les communautés d'apprentissage professionnelles considérées aujourd'hui comme une voie prometteuse pour améliorer les écosystèmes scolaires. Nous présentons les résultats de l'analyse de 109 articles scientifiques repérés sur des bases de données dans trois directions : les conditions favorables et les défis au développement d'une organisation en communautés d'apprentissage professionnelles, l'étude du fonctionnement de ce type d'organisation et ses effets. Nous concluons en discutant la question de l'émergence et de la diffusion du concept de communautés d'apprentissage professionnelles, le « défi conceptuel » qui traverse ce champ de recherche et les perspectives offertes par cette revue de la littérature.

Biemar, S., Daele, A., & Huez, J. (2023). **Transformations identitaires dans des contextes en mouvement.** *Éducation & Formations*, (e-318). Consulté à l'adresse <https://researchportal.unamur.be/fr/publications/transformations-identitaires-dans-des-contextes-en-mouvement>

Bonniol, V. (2023). **Approcher l'identité professionnelle des enseignants-chercheurs en sciences de l'éducation et de la formation: un levier pour rénover les pratiques de recherche?** *L'Année de la Recherche en Sciences de l'Éducation*, (2023), 147-162. Consulté à l'adresse <https://hal.science/hal-04293890>

En 2022, la 70e section du Conseil national des universités regroupe 725 enseignants-chercheurs (EC) développant des activités de recherche en éducation et en formation. Nous avons répertorié un échantillon de ces EC français en sciences de l'éducation et de la formation (SEF) en dégageant les éléments constitutifs de leur identité professionnelle (IP) explorée selon différents axes : spécialité disciplinaire de la thèse, référence à un champ théorique spécifique, approche méthodologique privilégiée, thématiques des derniers articles publiés. Nous posons le postulat que l'ancrage théorique et épistémologique de leurs travaux participe de la construction de leur IP. À partir de ces représentants de notre discipline, l'analyse des données recueillies nous permet d'identifier plusieurs grandes tendances parmi les profils de ces EC, comme le fait qu'ils restent très attachés aux fondements épistémologiques de la spécialité disciplinaire dans laquelle ils ont réalisé leur thèse. Elle nous permet également de mettre en lumière une tension principale entre de nombreux EC en SEF dont l'identité scientifique est construite autour de théories et pratiques descriptives vs peu d'EC dont les travaux reposent sur une épistémologie de recherche expérimentale ou quasi expérimentale.

Bouabdallah, I., Reda Tazi, M., & Ayoujil, A. (2023). **La formation d'une nouvelle génération d'enseignants du secondaire au Maroc.** *Formation et profession*, 31(2), 1-16. <https://doi.org/10.18162/fp.2023.639>

Bozeman, B., & Gaughan, M. (2023). **The 'Zoomification' of Collaboration: How Timely Technology has Affected Academic Research.** *Minerva*, 61(4), 467-493. <https://doi.org/10.1007/s11024-023-09500-4>

We use the term "Zoomification" to refer to the primary mode of research collaboration used by academic researchers during much of the COVID-19 pandemic. While neither

video-enabled technology or remote collaboration is new, the technology developments and needs that occurred during the pandemic proved exceptional, indeed a step-change in approaches to research collaboration. This study, based on in-depth interviews with 65 tenured and tenure track professors in dozens of United States universities in a wide variety of STEM disciplines, focuses on collegial effects of Zoomification on research collaboration, including research with graduate students. We find diverse impacts according to career status, with younger faculty and doctoral students faring least well with an absence of face-to-face communication. As expected, impacts vary according to the nature of work, including the need to work in the field, reliance on laboratory equipment, laboratory animals, samples and high cost, centralized equipment. The effects of remote collaboration are to some extent predictable but there are results that point toward realignment in some of the ways research collaboration is established and maintained. We conclude with speculations about the long-range implications of Zoomification of research collaboration.

Bray, N. J., D'Entremont, A., & Braxton, J. M. (2023). **The Value of Articles Published in Journals Focused on the Scholarship of Teaching and Learning: A Use of Citations and Altmetrics as Indicators of Value.** *Innovative Higher Education*, 48(6), 1055-1070. <https://doi.org/10.1007/s10755-023-09671-8>

The value of articles published in journals devoted to the scholarship of teaching and learning constitutes a relatively unexplored topic of inquiry within the broader field of inquiry on the scholarship of teaching and learning. This article addresses this topic using citations and four types of altmetrics as indicators of value. We used a sample of 100 articles published in four SOTL focused journals: two high consensus journals (BioScience: Journal of College Biology Teaching and The Journal of Chemical Education) and two low consensus journals (Teaching History and Teaching Sociology). In addition to the level of consensus of the discipline of these journals, we also measured the institutional type of the first authors of these articles and the type of study of the article. We advanced three conclusions from our data analysis with the first one being of particular significance to SOTL work. This conclusion is that the pattern of findings of this study cry out fairly loudly that articles published in SOTL-focused journals hold value to users of the articles as expressed through citations of them, as well as mentions of them through various altmetrics. Moreover the similar magnitudes of this value transpires regardless of the institutional type of the article's first author and whether the article recommended a practice or recommended content. However, the value ascribed to articles differ according to the level of consensus of the field of the SOTL journal, which show a difference in article views, Twitter mentions and Mendeley uses.

Crouch, L. (2023). **Failing at agriculture but finding education: Reflections on planning, fate, and flexibility in a career.** *International Journal of Educational Development*, 103, 102921. <https://doi.org/10.1016/j.ijedudev.2023.102921>

This essay explains some of the choices that shaped my career, to help colleagues in the early or middle stages of theirs. The tips I provide are not meant for geniuses, who may not face the same constraints as the rest of us. Four tips are crucial. First, be open to changes forced by fate. If you're well-prepared—and maintain the methodological skills that led to your MA or PhD—you can exploit almost any forced change. And if you're curious and open-minded, forced changes will feel less like an imposition and more like an opportunity. Second, choose carefully among careers in academia, large development organizations (such as the World Bank and UNICEF), and NGOs (whether a

front-line NGO like World Vision or a research-based one like RTI). Large organizations are more bureaucratic and will often assign you less meaningful tasks. All organizations require that you “pay your dues,” but especially large ones. That said, large organizations can provide more engagement with governments and data to work with. You can always switch between types of organizations. If that's your intention, it might be wise to first work for big development agencies. Note that it might be hard to switch to academia if you have not kept up your writing, especially by getting published in peer-reviewed journals. Third, if you want to be a warrior, you must fight noble battles. You cannot simply seek to be a warrior for fun and glory, then look for causes. To be a warrior, you'll have to choose between being a “guerrilla” (going alone to go fast) or part of a larger “army” (going together to go far). A nimble guerilla helps advance advocacy and get things started, and coalitions of guerrillas can get a lot done. But to reach scale, you'll ultimately have to work with governments and large agencies. Fourth, recognize that in most cases you won't be implementing anything. That's the task of your colleagues in the countries where you work. Working through and with those colleagues requires trust, which is built by doing the hard work together. To earn and keep trust, you must ensure that your advice is solid and effective, rather than just derived from the latest intellectual fad or institutional agenda. Advice based solely on bureaucratic mandates often fails. And though bureaucracies rarely lose face, you might. Finally, trust involves understanding the local political economy and identifying who to work with. Many groups may not like your advice: what's good for kids is often not good for elites, and elites are not always the obviously privileged. Knowing how to work the scene, with your colleagues, is far more likely to get the results you seek than relying only on research and data (though data are obviously crucial).

de Moura Castro, C. (2023). **The many incarnations of a curious researcher.** *International Journal of Educational Development*, 103, 102915. <https://doi.org/10.1016/j.ijedudev.2023.102915>

The author describes his early interests, meandering from areas such as woodworking, electronics, economics, and education. Not surprisingly, his career also takes many kinks and detours. From a researcher in a government think tank he moves to coordinate a joint research in ten Latin American countries. He then becomes the head of the Brazilian agency in charge of masters and doctoral programs (and scholarships). From there, he leads the social policy unit of the Planning Ministry. At the ILO, he directs a group devoted to vocational training policies. Then comes the World Bank and the Interamerican Development Bank (where he became Chief Educational Advisor). Returning to Brazil, he designs a new college and then joins another large proprietary institution. Next project is to rescue a failing medical school. In this zigzagging trek, with successes and failures, there are some constants: curiosity, research and collisions with the bureaucracy.

Deschênes, M., & Parent, S. (2022). **Vers une définition de l'agentivité du personnel enseignant : une revue systématique de la littérature.** *Revue des sciences de l'éducation*, 48(3). <https://doi.org/10.7202/1103273ar>

L'agentivité est un concept dont la présence est croissante dans la recherche en éducation. Toutefois, le manque de clarté conceptuelle appelle une réponse à la question suivante : comment l'agentivité des enseignant·e·s est-elle définie dans les études empiriques et dans quel contexte l'agentivité des enseignant·e·s se manifeste-t-elle ? Pour y répondre, nous avons mené une revue systématique de la littérature appliquant l'approche de type EPPI (evidence for policy and practice information). Les

160 articles repérés dans trois bases de données ont été analysés afin de proposer une définition, en français, de l'agentivité des enseignant·e·s respectant les thèmes présents dans les définitions recensées. La définition s'intéresse aux actions et à leur contexte.

Di Pietro, G. & Commission européenne. Centre commun de recherche. (2023). **Indicators for monitoring teacher shortage in the European Union: possibilities and constraints**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/c538fe41-8828-11ee-99ba-01aa75ed71a1/language-en/format-PDF/source-296928950>

Dans de nombreux pays de l'Union européenne (UE), le manque d'enseignants qualifiés s'est aggravé ces dernières années. Même si la plupart des États membres produisent leurs propres indicateurs de pénurie d'enseignants, ceux-ci reposent sur des définitions et des méthodologies différentes, ce qui rend leur comparabilité extrêmement difficile. En outre, même si Eurostat collecte des données sur deux indicateurs liés à la pénurie d'enseignants (le ratio élèves/enseignant et la proportion d'enseignants âgés de 60 ans ou plus), il serait problématique de s'appuyer sur eux pour surveiller la situation au niveau de l'UE. Une difficulté majeure dans l'élaboration d'une approche européenne commune pour mesurer la pénurie d'enseignants réside dans les différents systèmes de certification des enseignants adoptés par les pays. Ce rapport tente de résoudre ces problèmes en examinant les différents indicateurs de pénurie d'enseignants disponibles dans chaque État membre de l'UE.

Donaldson. (2023). **Role Identity in Professional Community College Tutors**. *Community College Journal of Research and Practice*, 47(12), 715-724. <https://doi.org/10.1080/10668926.2022.2056776>

Learning assistance services offered by U.S. community colleges are vital to the academic success of many students, but the tutors themselves remain understudied. This paper attempts to narrow both the research and recognition gaps by exploring and categorizing prominent aspects of professional community college tutors. Using a small-scale, intrinsic case study, the researcher conducted four online interviews of full-time tutors working in a variety of academic disciplines (e.g., math, writing) for an established learning center in a North Carolina community college. Participant self-descriptions of experiences, ideals, and influences were analyzed and thematically coded according to a sociocultural framework of role identity. The trustworthiness of the coding frame was evaluated through intercoder agreement trials. The emergent themes, as well as several relationships between them, suggest the distinctiveness of the professional community college tutor role relative to more well-known instructional roles in higher education such as the peer tutors typically found in four-year institutions. The results could also serve as a guide for learning center directors in the recruitment, development, and evaluation of their professional tutors.

Éducation 2030, E. spéciale internationale sur les enseignants pour. (2023). **Rapport mondial sur les enseignants: remédier aux pénuries d'enseignants: grandes lignes**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000387400_fre

Les systèmes éducatifs du monde entier ont urgemment besoin de 44 millions d'enseignants du primaire et du secondaire d'ici 2030. Cela correspond à la nécessité de remplacer plus de la moitié des enseignants actuels, qui vont quitter la profession dans les années à venir. L'Afrique subsaharienne est particulièrement touchée par ce problème : elle aurait besoin de 15 millions de nouveaux enseignants d'ici 2030. Ce

document offre un aperçu du premier rapport mondial sur les enseignants. S'appuyant sur de nouvelles données et des recherches approfondies, il comblera un manque de connaissances et plaidera en faveur d'un nombre d'enseignants suffisant, compétents et bien formés, soutenus au sein de systèmes éducatifs dotés de ressources adéquates et efficacement gouvernés. Il abordera les pénuries d'enseignants et les défis entravant l'accès à des enseignants qualifiés dans le monde entier. Le rapport mettra en lumière les dynamiques complexes de la profession enseignante et proposera une vision transformative pour l'avenir.

Elbaum, B., Perry, L. K., & Messinger, D. S. (2024). **Investigating children's interactions in preschool classrooms: An overview of research using automated sensing technologies.** *Early Childhood Research Quarterly*, 66, 147-156.
<https://doi.org/10.1016/j.ecresq.2023.10.005>

New technologies that combine digital sensors with automated processing algorithms are now being deployed to study preschool classrooms. This article provides an overview of these new sensing technologies, focusing on automated speaker classification, the analysis of children's and teachers' speech, and the detection and analysis of their movements over the course of the school day. Findings from recent studies utilizing these technologies are presented to illustrate the contribution of these sensing technologies to our understanding of classroom processes that predict children's language and social development. In particular, the potential to collect extended real-time data on the speech and movement of all children and teachers in a classroom provides a broader window on the variability of individual children's interactions with peers and teachers and their integration into classroom social networks. The article describes current challenges related to the use of sensing technologies in preschool settings, as well as advances that may overcome these challenges and allow for more in-depth investigations of children's early classroom experiences.

ELSTAD, E. (2023). **Teacher education in the Nordic region: challenges and opportunities.** Consulté à l'adresse <https://link-springer-com.proxy-bu2.u-bourgogne.fr/book/10.1007/978-3-031-26051-3>

L'ouvrage est le premier sur la diversité de la formation des enseignants dans les pays nordiques (Norvège, Suède, Finlande, Danemark, Islande, Groenland, îles Féroé, îles Åland et Sápmi). Si elle suscite une admiration mondiale, elle est aussi confrontée à de nouveaux défis. L'ouvrage donne un aperçu et propose des analyses approfondies de la formation enseignante dans la région et aborde les défis et les opportunités auxquels les environnements professionnels sont confrontés. Il traite de l'évolution de la formation des enseignants, de leur formation dans la région et les zones autonomes et présente des études transnationales et comparatives sur la formation des enseignants.

Frisch, M., & Henrion-Latché, J. (Éd.). (2023). **Regards croisés de chercheurs sur le concept de territoires apprenants.** Consulté à l'adresse <https://www.editions-harmattan.fr/livre-regards-croises-de-chercheurs-sur-le-concept-de-territoires-apprenants-muriel-frisch-johanna-henrion-latche-9782140353055-77921.html>

Cet ouvrage constitue le troisième volume des actes du 4^e Colloque international IDEKI Didactiques et métiers de l'humain, organisé par le réseau IDEKI, l'Université de Reims Champagne-Ardenne et la Maison des Sciences Humaines et Sociales ainsi que le laboratoire Cérep (Centre d'études et de recherches sur les emplois et les professionnalisations) les 2 et 3 décembre 2021, à l'Abbaye des Prémontrés de Pont-à-

Mousson (France). Ce dernier volume est consacré entièrement au concept de Territoires Apprenants. Il nous invite à croiser nos regards tant du point de vue des recherches engagées qu'en référence à des situations mobilisatrices de travail dans différents secteurs d'activités et dans le respect du travail original et singulier de chacun pour développer des compétences professionnelles dans les métiers de l'humain. Les contributeurs ont choisi une entrée, parfois en ont croisé deux en produisant tantôt des émergences, tantôt des cheminements, tantôt des constructions de savoirs à différents niveaux.

Gansemer-Topf, A. M., Mendee, A., Liang, Y., Kensington-Miller, B., & Alqahtani, N. (2023). **SoTL Support at the "Best" Undergraduate Teaching Institutions.** *Innovative Higher Education*, 48(6), 991-1007. <https://doi.org/10.1007/s10755-023-09657-6>

The scholarship of teaching and learning (SoTL), whose primary purpose is to improve teaching and learning, has a powerful potential to strengthen educational quality in postsecondary institutions, yet the relationship between a single institution's teaching effectiveness and SoTL support is understudied. We examined evidence for SoTL support at 78 research institutions identified for "best teaching" to address this gap. Our findings paint an ambiguous picture of this relationship: over 80% of institutions had some evidence of SoTL support, but less than 20% of institutions formally identified SoTL within their faculty handbooks. Institutions provided several different types of support (e.g., electronic resources, grant support, SoTL learning communities); large, public institutions were most likely to offer more and a wider variety of support than smaller, private institutions. Most SoTL evidence was found within an institution's center for teaching and learning (CTLs), illustrating the important role of these centers in supporting SoTL efforts. Almost three quarters of institutions ranked in the first tier best teaching provided support through a CTL, but they were less likely than their peers in the second tier to acknowledge SoTL in their faculty handbook. Overall, institutions provided support for SoTL but we could not identify a clear connection between SoTL evidence and teaching and learning quality.

Goldhaber, D., & Theobald, R. (2023). **Teacher Attrition and Mobility in the Pandemic.** *Educational Evaluation and Policy Analysis*, 45(4), 682-687. <https://doi.org/10.3102/01623737221139285>

We contextualize the magnitude of teacher attrition during the pandemic, including from the 2020–2021 school year to the 2021–2022 school year, using longitudinal data on teachers in Washington since the 1984–1985 school year. The teacher attrition rate after the 2020–2021 school year (7.3%) increased by almost one percentage point from the attrition rate after the 2019–2020 school year (6.4%), but these rates are well within the range of turnover rates observed during pre-pandemic years. The increase in turnover during the pandemic was also smaller than pre-pandemic differences in turnover between high- and low-poverty classrooms in the state, and these inequities in turnover between high- and low-poverty classrooms decreased during the pandemic relative to pre-pandemic years.

Gruber, M., Crispeels, T., & D'Este, P. (2023). **Who Am I? The Influence of Knowledge Networks on PhD Students' Formation of a Researcher Role Identity.** *Minerva*, 61(4), 521-552. <https://doi.org/10.1007/s11024-023-09492-1>

Higher education institutes both foster the advancement of knowledge and address society's socioeconomic and environmental challenges. To fulfil these multiple missions

requires significant changes to how the role of a researcher is perceived e.g. a researcher identity that is congruent with the objective of contributing to fundamental knowledge while also engaging with non-academic actors, broadly, and entrepreneurship, in particular. We argue that the early stages of an academic career—namely the PhD training trajectory—and the knowledge networks formed during this period have a major influence on the scientist's future capacity to develop an appropriate researcher role identity. We draw on knowledge network and identity theories to investigate how the knowledge networks (i.e. business, scientific and career knowledge networks) of PhD students promote changes to, reinforce or conflict with the perception of a researcher role identity. Our longitudinal qualitative network study includes PhD students and their supervisors funded by the H2020 FINESSE project. At the network level, we show that scientific knowledge is distributed equally throughout young academics' networks but that entrepreneurial (business) and career knowledge tend to be concentrated around certain individuals in these networks. On the PhD student level, we observe different pronunciations of the researcher role identity linked to students' interactions with their knowledge networks. We distinguish identity conflicts due to misalignment between ego and alters which leads to withdrawal from the network. Our findings have practical implications and suggest that universities and PhD student supervisors should support PhD students to develop a researcher identity which is in line with the individual PhD student's expectations.

Hassan, T., & Berkovich, I. (2023). **Digital instructional leadership in schools facing different levels of challenging contexts: A survey study during the COVID-19 pandemic.** *Management in Education*, 08920206231207586. <https://doi.org/10.1177/08920206231207586>

This study highlights the growing significance of integrating digital technology into instructional leadership in schools. Educational administration research cannot ignore the fact that digital technology has become an integral part of human interactions and organizational processes in twenty-first-century workplaces. This paper aims to explore digital instructional leadership behaviours of principals during the COVID-19 pandemic and explain behavioural differences in leadership related to different levels of socio-economic school settings. Data were collected through an online study from 380 teachers in Bahrain. We used a series of two-sample t-tests between percentages to compare differences in digital instructional leadership behaviours. The study revealed that means of principals' digital instructional leadership behaviours were generally higher in schools serving student populations with a high rather than low socio-economic background. Principals in schools serving student populations with low socio-economic background were higher than their peers only in one digital instructional leadership behaviours, and this was related to socio-economic gaps. The study contributes to better understanding of digital instructional leadership, an approach that is becoming highly prevalent because of the pandemic, and sheds light on how levels of principals' behaviours vary in different circumstances. Overall, the findings attest to the presence of a digital instructional leadership divide.

Hill, L. B. (2023). **Advancing SoTL through Boundary-Spanning Leadership: A Study of Four CIRTL Institutions.** *Innovative Higher Education*, 48(6), 1033-1054. <https://doi.org/10.1007/s10755-023-09667-4>

Despite Scholarship of Teaching and Learning (SoTL) advancements, general faculty adoption of effective teaching strategies has been slow, especially within science,

technology, engineering, and mathematics (STEM) disciplines. One solution has been to focus on preparing future faculty. The Center for the Integration of Research, Teaching, and Learning (CIRTL) is a national network preparing future STEM faculty for the professoriate through teaching professional development. CIRTL emphasizes a SoTL-parallel concept known as teaching-as-research (TAR), which trains future faculty to integrate research with teaching to promote ongoing pedagogical improvement. The local CIRTL leaders who run institutional-level programs connect their institution to the Network and engage in vital campus-based boundary-spanning roles. However, it is not clear what individual and institutional attributes influence their boundary-spanning behaviors. This article presents the results of four CIRTL institutional case studies that identified six boundary-spanning leadership traits and three institutional characteristics found to influence local CIRTL programs. The article concludes with six boundary-spanning leadership principles that can be applied more generally within the SoTL community.

Javier, C. (2023). **La thèse à l'épreuve d'une pandémie : entre vulnérabilité et plasticité.** *Formation et profession*, 31(2), 1-16. <https://doi.org/10.18162/fp.2023.757>

Kasa, R., & Ait Si Mhamed, A. (2023). **Controlled autonomy: Experiences of principals under two school funding regimes in Kazakhstan.** *International Journal of Educational Development*, 103, 102875. <https://doi.org/10.1016/j.ijedudev.2023.102875>

This article focuses on the experiences of the autonomy of principals to make decisions for the development of their school under two different regimes of funding. In the context of Kazakhstan, this research explores how formula-based per-capita funding (PCF) compares to historically existing incremental line-item funding concerning decision-making autonomy for meeting the needs of the school. It also examines whether these two public school funding modes lead to a different managerial accountability experience for principals. Evidence in this paper comes from a concurrent mixed methods study. Quantitative data consists of an online survey of 498 mainstream school principals representing schools with and without PCF. Qualitative data includes 15 semi-structured interviews with principals at schools with PCF. This research finds that principals at schools with PCF feel they have more freedom to make decisions about the development of their schools than their counterparts with incremental school budgets. This, however, is due to more adequate funding in the scope of PCF. Regardless of the mode of school funding, principals feel overregulated, and experience managerial accountability demands similarly. This research concludes that school principals work in the context of « controlled autonomy ». Governmental authorities control schools by limiting funding and requiring compliance.

Keese, J., Ford, D. J., Luke, S. E., & Vaughn, S. M. (2023). **An individualized Professional Development Approach for Training University Faculty in using a Technological Tool.** *Education and Information Technologies*, 28(11), 14577-14594. <https://doi.org/10.1007/s10639-023-11792-8>

As university faculty must continually grow in their instructional skills and proficiencies with new tools to remain relevant to the educational needs of their students, effective models of professional learning and development are important areas of need and topics for research. However, many outdated professional development models do not create the desired results of technology integration into university teaching. More responsive and innovative models of faculty learning could be the answer. The purpose of the current

research study was to explore the impact individualized professional development had on faculty's understanding, experience, and use of a technological tool. A qualitative research design was implemented to analyze data from interviews and surveys. The participants were a convenience sample of six faculty members across five different programs within one university located in the southeastern United States. Data were analyzed using a hybrid coding method and the results revealed that the procedures facilitated implementation of a technological tool within the specific contexts of their courses. Participating faculty appreciated the utility of the provided training and how closely the designed resources mirrored those they would encounter in their instruction of students. Based on study findings and other relevant research, a new model for individualized professional development using a technological tool is proposed which can help to guide future faculty learning.

Ko, M. E. (2023). **The Current Landscape of Faculty Developers in Scholarship of Teaching and Learning Across Diverse Campuses in the United States.** *Innovative Higher Education*, 48(6), 1009-1032. <https://doi.org/10.1007/s10755-023-09666-5>

Centers for Teaching and Learning (CTLs) are uniquely poised to support instructors engaging in Scholarship of Teaching and Learning (SoTL) through professional expertise in evidence-based teaching practice and dedicated staff resources. Models for this support have ranged from purely a funding source, to learning communities, to one-off technical training and consultations, to comprehensive mentoring and partnerships. In the decade since Schwartz and Haynie published "Faculty Development Centers and the Role of SoTL," we aimed to profile the current landscape of university CTLs and their involvement in SoTL. In this review, we draw on the multiple models of CTL participation in SoTL developed by Lukes et al. to categorize the work conducted at a sample of American institutions. Using a data mining approach of publicly available information online, we compiled a sample dataset that shows the distribution of CTLs across the US engaging in various forms of SoTL. We examine current trends of CTL and SoTL presence amongst institution types and geographic regions, with consideration for different SoTL program models. We conclude with a discussion of the current landscape of CTLs and their SoTL involvement compared to our aspirations: what will the future of faculty development look like, and what role will SoTL play? Given the pros and cons of each different model for CTL and SoTL integration, is the current distribution of these models as effective as it could be? What changes could lead to greater impact both for CTLs and for SoTL?

Li, J.-B., & Yang, A. (2024). **Group adjustment links employability and turnover intention among Hong Kong kindergarten teachers: A school-to-work transition study.** *Early Childhood Research Quarterly*, 66, 191-198. <https://doi.org/10.1016/j.ecresq.2023.10.011>

Turnover intention of kindergarten teachers is a concerning issue. This issue is particularly salient for novice teachers who, although employed, are still actively exploring their career choices. Scant research has examined what factors during the pre-service period can predict newly appointed kindergarten teachers' turnover intention and the underlying mechanisms. To fill these gaps, we examined a possible, yet understudied, idea that kindergarten teachers' employability during the pre-service period would shape their work adjustment after being employed (i.e., how well newcomers adjust to the job demands, work group, and organizational culture), and poor work adjustment would further elicit turnover intention. We tested this idea with a longitudinal, school-to-work transition study among 117 novice kindergarten teachers in Hong Kong. Participants

reported their employability at the last semester of a pre-service teacher training program (T1). One to two months after the fall semester began, participants employed as in-service teachers reported their adjustment at work (T2). Then, they reported turnover intention at the beginning of the spring semester (T3). The results showed that T1 employability positively predicted T2 task and group adjustment but not organizational adjustment. More importantly, the indirect effect of T2 group adjustment was significant in the link between T1 employability and T3 turnover intention, but the indirect effects of task and organizational adjustment were insignificant. These findings illuminate the group adjustment mechanism behind the association between novice kindergarten teachers' employability during the pre-service period and later turnover intention at work, contributing to the socialization process and professional development for novice teachers in the kindergarten context.

Lockheed, M. E. (2023). **Women, education and development: The experience of a female "scholar-doer"**. *International Journal of Educational Development*, 103, 102914. <https://doi.org/10.1016/j.ijedudev.2023.102914>

This article reviews the experience of a lifetime of working in the field of education and development. It covers encountering and researching gender bias and discrimination in education, education and development in applying research to World Bank operational practice, the inevitable move from research to management, teaching and other post retirement activities, and what I have learned that might be relevant to a new generation of « scholar-doers »

McGarry, K. M., Kelley, M. E., Sloman, K. N., & Albert, K. M. (2023). **Training Teachers to Conduct Trial-Based Functional Analyses via Telehealth**. *Journal of Behavioral Education*, 32(4), 726-742. <https://doi.org/10.1007/s10864-022-09469-2>

Previous studies have supported the use of trial-based functional analysis performed by teachers in classroom settings. This study aimed to determine the efficacy of training technicians to conduct trial-based functional analyses via telehealth. Telehealth-based training was effective for producing high-integrity implementation by technicians. Using Trial-Based Functional Analyses in classrooms resulted in an efficient means of conducting functional analysis in areas with limited resources.

Mendoza, L., Lindblom-Ylänne, S., Lehtonen, T., & Hyytinen, H. (2023). **Understanding master's thesis writers in a Finnish EMI context: Writing conceptions, apprehension about grammar, self-efficacy for thesis writing and thesis grade**. *International Journal of Educational Development*, 103, 102874. <https://doi.org/10.1016/j.ijedudev.2023.102874>

English as a Medium of Instruction (EMI) results in an increasing number of students writing their master's theses in English as a second language (L2). The thesis process is challenging for many students, and academic writing in L2 English could add to these challenges. However, in EMI contexts, little is known about students' writing and language-related conceptions and their relationship with writing success. Hence, this study investigates variation within and interconnections between master's thesis writers' (N = 283, both L1 and L2 writers) self-efficacy for thesis writing, writing conceptions, apprehension about grammar, and thesis grade in a multilingual EMI university context in Finland. Data analyses included various statistical methods such as t-tests, two-step clustering, and ANOVAs. The findings indicate a positive connection between adaptive writing conceptions, thesis grade, and self-efficacy for thesis writing. Three groups of writers were identified, reflecting different combinations of writing conceptions, with

significant differences in thesis grade, self-efficacy for thesis writing and apprehension about grammar. No significant differences were found between L1 and L2 writers.

Ministère de l'Enseignement supérieur et de la recherche. (2023). **Référentiel des directeurs généraux des services d'établissement public d'enseignement supérieur** (p. 16). Consulté à l'adresse Ministère de l'Enseignement supérieur et de la recherche website: <https://www.aefinfo.fr/assets/medias/documents/5/3/537591.pdf>

Morency, L., Grenier, J., Bordeleau, C., Turcotte, S., Leroux, M., & Rivard, M.-C. (2023). **Motivation des enseignants en éducation physique et à la santé en début de carrière.** *Formation et profession*, 31(2), 1-13. <https://doi.org/10.18162/fp.2023.732>

Niyubahwe, A., Sirois, G., & Bergeron, R. (2023). **Les conditions d'insertion professionnelle des enseignants de l'Abitibi-Témiscamingue et du Nord-du-Québec et les mesures de soutien dont ils bénéficient en début de carrière.** *Formation et profession*, 31(2), 1-14. <https://doi.org/10.18162/fp.2023.779>

OCDE. (2023). **What do OECD data on teachers' salaries tell us?** *Education indicators in focus*, (83), 1-7. <https://doi.org/10.1787/de0196b5-en>

Oliveira, J. B. A. e. (2023). **The education of international educators: A personal view.** *International Journal of Educational Development*, 103, 102913. <https://doi.org/10.1016/j.ijedudev.2023.102913>

Background "Que voyager c'est apprendre à vivre". This is how Montaigne starts one his essays, "traveling is learning to live". It was certainly my story. And this story begins in the 1970s. I went to the U.S. for graduate education, my interests have always been the psychology of learning and its practical implications for education. During my doctoral studies, I had the opportunity to engage in international projects led by my thesis advisor, Robert Morgan. At the time he was one of the principal advisors of the educational reform in Korea. In the early seventies there was great optimism about the potential of « new technologies, » including emerging ones like Educational Radio, Educational TV, and Computer-based education. Ronald Gass was leading CERI – a Center for Educational Innovation at the OCDE, sponsored a tour which provided me with a taste of educational developments in Europe and also gave me to opportunity to evaluate a distance-learning program in Portugal. This is how I entered the world of international education. Returning to Brazil after completing my doctorate in the USA – I think I was the first Brazilian to obtain a doctoral degree in Education - I actively participated in various initiatives in Brazil between 1973 and 1986, including the Ministry of Education, in the area of distance education, in the Ministry of Planning, in the areas of Science and Technology and in a special non-portfolio Ministry in charge of "De-bureaucratization". These experiences in my own country provided me with valuable insights into the possibilities and limitations of change, innovation, technology, and reforms in general. Three significant experiences shaped my understanding of change processes and their impact. First and more important, I learned that implementing educational technology projects was an attractive proposition, innovations are always welcome, but scaling up and interfering with regular school operations remained a chimera. Second, I witnessed the launching and implementation of policies and institutions in the fields of science and technology, the major push came from the Ministry of Planning. This effort taught me the importance of a strong start, selecting competent leaders and individuals with

appropriate credentials. I also learned to recognize the significance of institution-building as a foundation for sustainable change. A third, and pivotal experience, was related to large-scale administrative reform. A special ministry was created to simplify rules and regulations in a highly bureaucratic and formalistic culture. I learned how power, bureaucracy and corruption were deeply intertwined. I also learned that while initiating change may be relatively straightforward, the resilience of bureaucracies often undermines the best intentions. Bringing about and sustaining change requires addressing both structural and attitudinal transformations. Leadership, continuity, and accountability are essential. Chance can also play a role. These experiences led me to delve into the study of organizations and organizational change. A post-doc at Stanford Business School gave me the opportunity to study, learn, and exchange ideas with various experts on the sociology of organizations, such as Jim March (bounded rationality), Richard Scott (formal organizations), Judith Tendler (Inside Foreign Aid), Aaron Wildavsky (Implementation), and John Meyer (Formal Structure as Myth and Ceremony), among many others. Despite the warnings, knowledge, and experience, hope prevailed. Despite being based in Brazil, throughout this period, I was engaged in numerous consultancy activities over the years, collaborating with organizations such as the Organization of American States (OAS), UNESCO, OECD, and USAID in various countries. I learned a great deal from Dean Jamison and François Orivel about economics and cost/effectiveness studies, and also learned how evidence played such a minor role in actual decision-making. I also learned a great deal about implementation of large-scale projects in several consulting missions with Emile McAnany and John Mayo. Throughout these experiences, I learned far more than I contributed. Just before joining the World Bank in 1986, I sought to understand how Brazil interacted with the institution. In a conversation with the Brazilian Minister of Planning at the time, I obtained an extremely valuable piece of information: Brazil was primarily interested in obtaining « hard currency » rather than specific projects. This revelation made me realize that the logic and intentions of the local government differed significantly from those of financiers or even sectoral ministries. This early insight made me aware of the limitations of project-based change. With this background, I could not be accused of naivety. And so, my international journey continued.

Padis, M. O., & Rizzo, F. (2023). **De l'urgence d'une grande réforme de la formation continue des enseignants**. Consulté à l'adresse <https://tnova.fr/societe/education/de-urgence-dune-grande-reforme-de-la-formation-continue-des-enseignants/>

Les comparaisons internationales montrent que la réussite des élèves est renforcée par la formation continue des enseignants. Or, l'offre institutionnelle en France est insuffisante et peu adaptée malgré une évidente appétence des enseignants. C'est pourquoi le chantier de la formation continue apparaît aujourd'hui de manière réaliste comme le meilleur levier de transformation de l'école pour répondre à l'érosion des performances scolaires de notre système.

Panero, A. (2023). **La question des finalités éducatives: un faux débat?** *Journée Interthèmes " Quelle est la réflexion des enseignants-chercheurs en sciences de l'éducation et de la formation (SEF) sur la portée éducative de leurs recherches ?"*(UPJV/CAREF). Présenté à AMIENS, France. Consulté à l'adresse <https://hal.science/hal-04292711>

Resnick, A. F. (2023). **Professional Identity as an Analytic Lens for Principal Learning in Contexts of Transformation.** *Educational Administration Quarterly*, 59(5), 1038-1072. <https://doi.org/10.1177/0013161X231204883>

Purpose: Many efforts for educational transformation involve fundamentally new visions of the principal's role. This article examines the potential of an analytic framework for understanding principal learning in such contexts. An adaptation of an analytic approach to studying teacher learning, the framework examines learning as individual professional identity development situated within shifts in local definitions of competence for the role of the principal. Research Approach: Grounded in a sociocultural perspective, the analytic framework is designed for analysis of (a) how individuals develop new professional identities, and (b) how such learning is situated in contexts of shifting, local narratives and expectations about professional roles, responsibilities, and competence. The use of the analytic framework is illustrated through qualitative analysis of a case of a district effort to support four elementary principals to develop fundamentally different leadership practice specific to participation in teacher professional development. Findings: Illustrative findings reveal the gradual and complex development of principal role identities specific to the emerging expectations for practice. For the first part of the year, principals demonstrated evidence of enacting new practice out of compliance. As the year progressed, the analysis indicated that principals began to identify with new expectations for practice and shift their underlying conceptions of student and teacher learning. Implications: The analytic framework has methodological implications for how principal learning for the transformation of practice is conceptualized, studied, and supported in local contexts.

Sakurai, Y., & Mason, S. (2023). **Foreign early career academics' well-being profiles at workplaces in Japan: a person-oriented approach.** *Higher Education*, 86(6), 1395-1413. <https://doi.org/10.1007/s10734-022-00978-7>

The well-being of foreign early career academics (FECAs) has been the subject of research attention in relation to present demanding academic milieux in general and to those unfamiliar workplace settings in particular. A traditional variable-oriented approach that focuses on mean scores can easily gloss over the diverse nature of the group under study. Our study, conducted in Japan, took a person-oriented approach and identified FECAs' distinct well-being profiles and the associations of their personal attributes with the profiles. Most (64%) were classified as having the highest stress scores and moderate scores for sense of belonging, control of workload and career development engagement. The second-largest profile (29%) included FECAs characterised by the lowest stress score and a strong sense of belonging, control of workload and career development engagement. Those in the smallest profile (8%), who had moderate levels of workload control and stress, lacked a sufficient sense of belonging and career development engagement. Among FECAs' personal attributes, contract type was significantly associated with their distribution across the three well-being profiles, whereas no attributes of FECAs' unique nature significantly pertained to their distribution. Our results suggested that support for well-being may be important regardless of background. Our investigation, using multifaceted well-being subscales over a composite scale, offers analytical, strategic support for academics in globalised higher education.

Simonpoli, N. (2023). **Des cégétistes en Sorbonne. Conflits pédagogiques et adaptations collectives de syndicalistes entrés à l'université (1983-2001)**. *Sociétés contemporaines*, 129(1), 107-136. <https://doi.org/10.3917/soco.129.0107>

L'ambition de ce dossier est d'observer les personnes âgées comme des travailleurs et travailleuses et d'interroger leur place dans le travail productif, mais aussi reproductif et thérapeutique. La vieillesse est ici appréhendée comme un âge statutaire que nul âge civil ne borne avec précision. En considérant les « âgé·es » comme des acteurs et actrices économiques et pas seulement comme des pris·es en charge, l'objectif est de nourrir une réflexion sur le travail, ses frontières et ses marges. Marie Derrien et Mathilde Rossigneux-Méheust interrogent les processus de disqualification des « nourricières » qui tout au long du xx^e siècle prennent soin chez elles de personnes souffrant de maladies mentales sans se voir conférer de statut. Leur âge est une clé d'analyse capitale pour comprendre la pérennité de ce modèle alternatif de prise en charge des malades mentaux. Caitrin Lynch a, elle, mené une enquête dans une usine du Massachusetts employant des personnes retraitées. Son article permet de réfléchir au sens que recouvre le prolongement d'une activité professionnelle bien après 65 ans dans un pays où la retraite n'est ni généralisée ni institutionnalisée. Pour valoriser leurs patient·es âgé·es, les professionnel·les de la gérontopsychiatrie étudié·es par Martin Sarzier mobilisent largement le vocabulaire du travail. Prendre au sérieux l'analogie de la « mise au travail » des malades lui permet de questionner différemment les rapports entre professionnel·les et patient·es et de mieux cerner l'expérience des personnes hospitalisées. À partir d'une étude sur la reconversion de responsables cégétistes à l'université, Nicolas Simonpoli montre comment leurs expériences militantes modifient leur approche du travail universitaire. Enfin, Timothée Chabot aborde les relations amicales en collège pour souligner les disparités de classe qui s'opèrent dans la constitution des réseaux amicaux de plus de 800 élèves suivi·es pendant un an et demi.

Thompson, Q. (2023). **Trials and tribulations of a life in education consultancy**. *International Journal of Educational Development*, 103, 102911. <https://doi.org/10.1016/j.ijedudev.2023.102911>

This short note outlines some of the rewards and frustrations that have arisen during my 40 years as a consultant in education – mainly, but not entirely, in higher education. It is a personal picture, with no pretence to be an academic paper. It is illustrated by references based on my own experience rather than references to the work of others. The note considers consultancy projects in two parts: first, the set up stage before the work really begins, and then the analysis stage. A primary problem in the set up stage is to determine with true clarity who is actually the 'client' for the work and who is the 'decision maker' about it. This is often no easy task and the answer is rarely simple – especially for projects that are commissioned and paid for by one party, but with the claimed intention being that they are for the benefit of another. During the work, conflicts of objectives can appear that were not apparent at the start, sometimes between the parties, sometimes within them. Difficulties can also arise from being a 'foreign' consultant, in terms of needing to understand – and to take into account, the local culture and ways of doing things – not least, interpretations of corruption. Sometimes an attempt is made to 'import' a solution developed for one country into another, which in my view is a disgrace. A very rewarding 'result' for any consultancy work is for the 'client' to think that the answer developed is 'obvious'. The note also reflects on the frequent uselessness of so-called 'hard data'. The paper concludes by drawing on the 40 years to say a few brief words about the world of higher education and the importance of

leadership both by and within universities. This is followed by four examples of issues in education more generally which, in my view, have not yet been satisfactorily resolved. It concludes with a brief note on my views as to whether it was all worth it. It was!

Uzorka, A., Namara, S., & Olaniyan, A. O. (2023). **Modern technology adoption and professional development of lecturers.** *Education and Information Technologies*, 28(11), 14693-14719. <https://doi.org/10.1007/s10639-023-11790-w>

This qualitative study investigated the professional development needs of lecturers who are transiting to a technology-mediated environment following advancements in technology. This research work was conducted to address the increasing use of digital tools and platforms in education, shed light on the challenges that lecturers face when adopting modern technology in their teaching, and provide insights on how to design compelling professional development opportunities that address their needs. A convenience sample of faculty and administrators in the faculty of education at a university in Uganda was selected, and 89 participants were interviewed using an interview guide. The study found that most lecturers view time as a significant barrier to their professional development, and therefore, they require professional development opportunities that are tailored to their needs, relevant to their application of technology, and delivered by trainers who use principles of adult education and constructivism. The study shows a need for those involved in planning and implementing professional development opportunities to consider the needs of administrators and lecturers, and the principles of adult education and constructivism when designing and implementing professional development opportunities.

Valette, C. (2023). **Profil des admis aux concours enseignants 2022.** *Note d'Information*, (23.46). Consulté à l'adresse <https://www.education.gouv.fr/en-fin-de-troisieme-pres-de-deux-eleves-sur-trois-ont-une-maitrise-satisfaisante-des-competences-379947>

Le nouveau positionnement des concours externes en fin de deuxième année de master a réduit le vivier de candidats étudiants. La part des étudiants parmi les admis est en net recul en 2022. Au contraire, celle des lauréats exerçant déjà des fonctions d'enseignement augmente fortement. Les lauréats des concours enseignants du public sont un peu moins majoritairement des femmes et sont en moyenne plus jeunes que dans le privé sous contrat. Certains admis sont des candidats qui avaient échoué l'année précédente. Ainsi, 23 % des recalés en 2021 ont réussi un concours externe du premier degré public en 2022, 12 % pour le second degré public.

Witt, A. (2023). **Postpandemic futures of Global Citizenship Education for preservice teachers: Challenges and possibilities.** *PROSPECTS*, 53(3), 299-312. <https://doi.org/10.1007/s11125-022-09599-5>

Rather than returning to prepandemic normal, initial teacher education (ITE) must reexamine strategies to instill global citizenship education (GCE) skills in all preservice teachers. This article considers the impact of higher education's neoliberal internationalization context on efforts to provide GCE to preservice teachers in university-based teacher education. Examining study abroad, one prominent example of GCE in ITE, reveals how higher education's neoliberal internationalization practice limits potential transformation. This article asserts that ITE should follow school and community partnership models based on education theories that value diversity and social justice. Theories of boundary crossing offer one approach for reimagining study abroad for GCE in ITE and may have implications for other efforts at GCE for preservice teachers. In this

moment, ITE must radically reimagine GCE in response to the generation of students and teachers who know they live in a deeply connected, unjust world.

Numérique et éducation

Abdelghani, R., Sauzéon, H., & Oudeyer, P.-Y. (2023). **Generative AI in the Classroom: Can Students Remain Active Learners?** *2023 Conference on Neural Information Processing Systems - GAIED Workshop*. Présenté à New orleans, USA, France. <https://doi.org/10.48550/arXiv.2310.03192>

Generative Artificial Intelligence (GAI) offers both great opportunities and challenges in education. On one hand, it may provide personalized and interactive pedagogical content that could favor students' intrinsic motivation and active engagement. This may empower them to have more control over their learning, and access diverse knowledge in diverse cultural backgrounds. On the other hand, GAI properties such as lack of uncertainty signalling, low reliability, and steerability could lead to opposite effects, e.g. over-estimation of one's own competencies, persistence in inadequate beliefs, passiveness, impaired curiosity and critical-thinking. These negative effects are amplified by the lack of a pedagogical stance in these models' behaviors. Indeed, as opposed to standard pedagogical activities, GAI systems are often designed to answers users' inquiries in ways that aim to please them, without asking to make efforts, and without considering their learning process. This article outlines some of these opportunities and challenges, with a focus on students' active learning strategies and related metacognitive skills when they use GAI in an educational context. To leverage opportunities and mitigate challenges, we present a framework introducing pedagogical transparency in GAI-based educational applications. This includes 1) methods for training models that consider pedagogical principles; 2) methods to ensure controlled and pedagogically-relevant interactions when designing activities with GAI, involving teachers and other stakeholders and 3) educational methods enabling students and teachers to acquire the relevant skills to properly benefit from the use of GAI in education (meta-cognitive skills, GAI literacy).

Adascalitei, A. (2023). **Some contributions to the foundation of the e-Learning Pedagogy**. Consulté à l'adresse <https://hal.science/hal-04302411>

This article presents contributions to the introduction and use of the Internet and educational platforms at the Teacher Training Departments of Gh. Technical University Asachi and Al. I. Cuza University, Iasi, Romania. Collaboration with state universities from the Republic of Moldova, and with Menoufia University, Egypt, is also mentioned. Efforts to define the notions of e-Learning Pedagogy needed by teachers using online STEM education are reviewed.

Ajjawi, R., Fischer, J., Tai, J., Bearman, M., & Jorre de St Jorre, T. (2023). **"Attending lectures in your pyjamas": student agency in constrained circumstances**. *Higher Education*, 86(6), 1363-1376. <https://doi.org/10.1007/s10734-022-00976-9>

COVID-19 forced the digitalisation of teaching and learning in a response often described as emergency remote teaching (ERT). This rapid response changed the social, spatial, and temporal arrangements of higher education and required important adaptations from educators and students alike. However, while the literature has examined the constraints students faced (e.g. availability of the internet) and the

consequences of the pandemic (e.g. student mental health), students' active management of these constraints for learning remains underexplored. This paper aims to "think with" COVID-19 to explore student agency in home learning under constrained circumstances. This qualitative study used semi-structured interviews to understand the day-to-day actions of nineteen undergraduate students managing their learning during the COVID-19 lockdowns in Victoria, Australia. Emirbayer and Mische's multiple dimensions of agency — iterative, projective, and practical-evaluative — are used to explore student experience. The findings illustrate students' adaptability and agency in navigating life-integrated learning, with most of their actions oriented to their present circumstances. This practical evaluative form of agency was expressed through (1) organising self, space, time, and relationships; (2) self-care; and (3) seeking help. Although this study took place in the context of ERT, it has implications beyond the pandemic because higher education always operates under constraints, and in other circumstances, many students still experience emotionally and materially difficult times.

Al-Adwan, A. S., Li, N., Al-Adwan, A., Abbasi, G. A., Albelbisi, N. A., & Habibi, A. (2023). **"Extending the Technology Acceptance Model (TAM) to Predict University Students' Intentions to Use Metaverse-Based Learning Platforms"**. *Education and Information Technologies*, 28(11), 15381-15413. <https://doi.org/10.1007/s10639-023-11816-3>

Metaverse, which combines a number of information technologies, is the Internet of the future. A media for immersive learning, metaverse could set future educational trends and lead to significant reform in education. Although the metaverse has the potential to improve the effectiveness of online learning experiences, metaverse-based educational implementations are still in their infancy. Additionally, what factors impact higher education students' adoption of the educational metaverse remains unclear. Consequently, the aim of this study is to explore the main factors that affect higher education students' behavioral intentions to adopt metaverse technology for education. This study has proposed an extended Technology Acceptance Model (TAM) to achieve this aim. The novelty of this study resides in its conceptual model, which incorporates both technological, personal, and inhibiting/enabling factors. The empirical data were collected via online questionnaires from 574 students in both private and public universities in Jordan. Based on the PLS-SEM analysis, the study identifies perceived usefulness, personal innovativeness in IT, and perceived enjoyment as key enablers of students' behavioral intentions to adopt the metaverse. Additionally, perceived cyber risk is found as the main inhibitor of students' metaverse adoption intentions. Surprisingly, the effect of perceived ease of use on metaverse adoption intentions is found to be insignificant. Furthermore, it is found that self-efficacy, personal innovativeness, and perceived cyber risk are the main determinants of perceived usefulness and perceived ease of use. While the findings of this study contribute to the extension of the TAM model, the practical value of these findings is significant since they will help educational authorities understand each factor's role and enable them to plan their future strategies.

Alamri, H. (2023). **Instructors' self-efficacy, perceived benefits, and challenges in transitioning to online learning**. *Education and Information Technologies*, 28(11), 15031-15066. <https://doi.org/10.1007/s10639-023-11677-w>

Drawing on social cognitive theory, this study investigated instructors' online teaching self-efficacy during the sudden, COVID-19-induced transition to online teaching. The pandemic has forced instructors to shift to online teaching, arming them with valuable hands-on experience in this alternative teaching mode. This study examined instructors'

online teaching self-efficacy, perceived benefits, intention to implement online teaching strategies in their future teaching, and the challenges encountered during this transition. A total of 344 instructors completed the developed and validated questionnaire. The data were analyzed using multiple linear regression modeling, using the stepwise estimation technique. The findings demonstrate that affiliated universities, the quality of online learning, and previous use of learning management systems (LMS) are significant predictors of instructors' online teaching self-efficacy. Online teaching self-efficacy, along with gender, quality of online learning, and professional training are significant predictors of the perceived benefits of online learning during emergencies. Meanwhile, the quality of online learning and professional training are significant predictors of instructors' intention to implement online teaching strategies and learning technology tools. Instructors ranked remote assessment as the most challenging factor in online teaching during emergencies, and internet access or internet speed as the first and most complicated hindrance for students in this transition. This study helps in understanding instructors' online teaching self-efficacy during the sudden transition and the positive consequences of shifting to the online mode due to the COVID-19 pandemic on the higher education field. Recommendations and implications are discussed.

Aldahdouh, T. Z., Murtonen, M., Riekkinen, J., Vilppu, H., Nguyen, T., & Nokelainen, P. (2023). **University teachers' profiles based on digital innovativeness and instructional adaptation to COVID-19: Association with learning patterns and teacher demographics.** *Education and Information Technologies*, 28(11), 14473-14491. <https://doi.org/10.1007/s10639-023-11748-y>

The purpose of this study was to understand the factors behind university teachers' ability to implement instructional changes during the COVID-19 pandemic. An online questionnaire comprised of open-ended and Likert-scale questions was administered to teachers at a Finnish university in April 2020. The sample consisted of 378 university teachers who were categorised into four groups based on their digital innovativeness and the extent to which they implemented changes to adapt their teaching practices to COVID-19 restrictions: Avoider Survival Adapters, Avoider Ambitious Adapters, Embracer Survival Adapters, and Embracer Ambitious Adapters. We examined the association between the teacher groups and their learning patterns and background characteristics. The findings showed that Embracer Ambitious Adapters have significantly more meaning-oriented and application-oriented learning patterns than Embracer Survival Adapters, though Avoider Survival Adapters have more problematic learning patterns. Furthermore, the results indicated that pedagogical training and having more teaching experience helped innovative teachers embrace more changes in their teaching practices during the COVID-19 pandemic. In terms of discipline, the results showed that teachers working in hard disciplines (e.g., physics) were more likely to belong to the Embracer Survival Adapters group, while teachers working in soft disciplines (e.g., history) were more likely to belong to the Embracer Ambitious Adapters group. Possible interpretations of these findings and perspectives for further research are discussed.

Almogren, A. S. (2023). **Art students' interaction and engagement: the mediating roles of collaborative learning and actual use of Social Media affect academic performance.** *Education and Information Technologies*, 28(11), 14423-14451. <https://doi.org/10.1007/s10639-023-11735-3>

Social media has significantly impacted students' academic success in recent years. These networks offer plenty of chances and dangers for students from a range of backgrounds. In order to investigate the link between the mediation roles of social contact, social engagement, and collaborative learning on the academic performance of students from Saudi Arabia, this research develops a new framework based on social cognition and constructivism theories. As a result, 318 university students completed a questionnaire that served as the initial dataset for the research study, and the suggested research prototype was comprehensively assessed using SEM. The study's findings demonstrated how social connection and engagement have always had a significant impact on social impact, support networks, social identity, social presence, and social space. Similarly, it was discovered that social engagement and interaction have always been significantly impacted by collaborative learning and social media use. So, in Saudi Arabia's higher education, collaborative learning and practical social media use have a strong and considerable impact on students' academic achievement. Therefore, it is almost certain that this research study will aid university authorities in deciding whether or not completely implement an actual usage of social media for academic purposes in educational institutions throughout Saudi Arabia.

Al-Shammari, A. H., & Sahiouni, A. A. (2023). **Impact of textual enhancement and input processing on syntactic development of EFL university students in Kuwait.** *Education and Information Technologies*, 28(11), 15205-15221. <https://doi.org/10.1007/s10639-023-11799-1>

This research investigated the consequence of textual enhancement and input processing on developing EFL university learners' linguistic development. It aimed to examine the extent to which these two techniques are useful for learning and teaching the passive voice. A total of 60 in the non-credit remedial foundation course (090) students were selected from the English department at Kuwait University as the study sample. The current research used an apparent experimental flow with a pre-test, post-test, and treatment, and the students were split up into three categories: they are the first, second, and third empirical groups. (N = 20), was trained using textual enhancement, the second empirical group (N = 20) was trained using input processing and the third group (N = 20) was trained using the traditional method, Letter « N » represents the number of students. The three groups were taught the passive voice for six weeks (around 90 h of teaching period). The individual post and pre-test scores were analyzed and the variation between the student's scores in the post, as well as a pre-test for the three groups, were identified. However, the qualitative information collected via interviews was qualitatively analyzed through content analysis. In this study, textual improvement and input were investigated. According to the findings, the post-test dramatically improved the pre-test in terms of participant scores. However, the first and second empirical groups got maximum scores than the traditional model, indicating that the two treatments are effective for teaching grammar. Moreover, the interviewees argued that textual enhancement and input processing are useful for learning and teaching grammar. Related to the obtained results, the present study recommends that EFL faculty should employ these techniques in teaching grammar and that curriculum designer should also incorporate these techniques in their curriculum. The study provides implications that could be useful for EFL learners, teachers, curriculum designers, and interested researchers.

Anthony, A. B., & Miller, D. (2024). **Leading Equitable Distance Education During Times of Crisis.** *Education and Urban Society*, 56(1), 121-138. <https://doi.org/10.1177/00131245221121665>

COVID-19 shed light on persistent disparities among K-12 school districts, particularly regarding technology access, its use, and educational outcomes. Although resources exist to inform the design and delivery of distance education at the course level, there is a lack of resources to inform program-level decisions about equitable distance education that impact educators and learners across a school system. Drawing on existing literature on educational equity, this article discusses four ways schools may frame equitable distance education. This article also discusses critical lessons schools learned from the COVID-19 pandemic about sustaining equitable technology-supported learning environments during times of crisis.

Ay, K., & Dağhan, G. (2023). **The effect of the flipped learning approach designed with community of inquiry model to the development of students' critical thinking strategies and social, teaching and cognitive presences.** *Education and Information Technologies*, 28(11), 15267-15299. <https://doi.org/10.1007/s10639-023-11809-2>

Considering the lack of interaction and feedback process of the pre-class component of the flipped learning approach, in this research this component was designed with the community of inquiry model and an e-learning environment was developed in line with the model's theoretical framework. By exposing its impacts on students' development of critical thinking skills and social, teaching and cognitive presences, this study aimed to determine the working and failing aspects of this learning approach. In this study, in which repeated measures design was used, the study group consisted of 35 undergraduate students studying at a state university. Scales were used to measure students' critical thinking strategies and their perceived presences, and the forum tool was used to collect student posts. The implementation process lasted for 15 weeks. Findings demonstrated that it was possible to eliminate the lack of the interaction and feedback processes, and to develop students' critical thinking strategies and their perceptions of teaching, social and cognitive presences, by designing the pre-class component of the flipped learning approach with the community of inquiry framework. Additionally, it was discovered that the critical thinking strategy had a positive and significant link with how the community of inquiry was perceived, and that this relationship accounted for 60% of the variance in the perception of community of inquiry. The study's conclusions are supported by recommendations for future research.

Baltzaki, M., & Chlapana, E. (2023). **Fostering receptive vocabulary development of kindergarten children with the use of Information and Communication Technologies (ICT).** *Education and Information Technologies*, 28(11), 14019-14049. <https://doi.org/10.1007/s10639-023-11707-7>

The aim of the present study was to compare the impact of two different didactic techniques, blended teaching and teaching by the exclusive use of ICT, on preschool children's vocabulary development. Additional aim of the present study was to investigate whether the impact of the two didactic techniques is differentiated by several language and non-language factors. The sample consisted of 48 children aged 5-6 years old. The experimental design of the present study included two experimental groups and a business-as-usual control group. In the first experimental group, the blended learning approach was implemented combining face to face and ICT assisted activities for teaching vocabulary. In the second experimental group, vocabulary teaching was

accomplished by the exclusive use of ICT. In the business-as-usual control group children participated in curriculum activities anticipated by the typical education program of the kindergarten. Children were pretested and posted for target word knowledge with a researcher designed measure. The results showed that both didactic techniques had a positive impact on young children's vocabulary development. These outcomes point to the value of using ICT, especially tablet games, for vocabulary instruction in early childhood classrooms. The present study implies that appropriate scaffolding provided in practices using ICT is a teaching recommendation that needs to be adopted to reach the goal of effective vocabulary instruction.

Beckmann, V. (2023). **GTnum CREM ELN #ELN – Monographie de terrain : CM1-CM2 – REP+ – Zone urbaine – Nouvelle-Aquitaine - Groupes thématiques numériques de la Direction du numérique pour l'éducation (Ministère de l'Éducation nationale et de la jeunesse) 2020-2022**. Consulté à l'adresse <https://hal.science/hal-04293191>

Cette monographie de terrain est rédigée dans le cadre du GTnum «Enfances et Littératies Numériques», mené par le CREM, Université de Lorraine, et EPSYLON, Université de Montpellier, ainsi que les laboratoires CCLE, ESO et IMS. Elle rend compte des données recueillies sur un temps long au sein d'un établissement scolaire, et d'une classe où ont été observés et interrogés les usages numériques développés dans l'acte d'enseignement-apprentissage, ainsi que les compétences numériques en lien, et la prise en compte des pratiques numériques enfantines au sein de la pratique de classe. Ce travail s'inscrit dans le cadre du GTnum CREM ELN, Enfances et Littératies Numériques, dans la thématique «Numérique et éducation : pour une prise en compte des disparités sociales et territoriales» des GTnum 2020/2022 soutenus par la Direction du numérique pour l'éducation (DNE).

Bozeman, B., & Gaughan, M. (2023). **The 'Zoomification' of Collaboration: How Timely Technology has Affected Academic Research**. *Minerva*, 61(4), 467-493. <https://doi.org/10.1007/s11024-023-09500-4>

We use the term "Zoomification" to refer to the primary mode of research collaboration used by academic researchers during much of the COVID-19 pandemic. While neither video-enabled technology or remote collaboration is new, the technology developments and needs that occurred during the pandemic proved exceptional, indeed a step-change in approaches to research collaboration. This study, based on in-depth interviews with 65 tenured and tenure track professors in dozens of United States universities in a wide variety of STEM disciplines, focuses on collegial effects of Zoomification on research collaboration, including research with graduate students. We find diverse impacts according to career status, with younger faculty and doctoral students faring least well with an absence of face-to-face communication. As expected, impacts vary according to the nature of work, including the need to work in the field, reliance on laboratory equipment, laboratory animals, samples and high cost, centralized equipment. The effects of remote collaboration are to some extent predictable but there are results that point toward realignment in some of the ways research collaboration is established and maintained. We conclude with speculations about the long-range implications of Zoomification of research collaboration.

Broberg, N., & Golden, G. (2023). **How are OECD governments navigating the digital higher education landscape?: Evidence from a comparative policy survey**. <https://doi.org/10.1787/93468ccb-en>

Module A of the OECD Higher Education Policy Survey (HEPS) 2022 elicited information on policies to promote digitalisation of higher education in OECD member and accession countries. In total, 30 jurisdictions responded, providing comparative information on various areas of digitalisation policy, from regulation and governance to financial and human resources. The survey results provide insight into the role of public authorities in guiding, coordinating and resourcing the digital transformation of higher education institutions. The analysis and comparative tables in this working paper provide insights that can support the development of strategic digitalisation policies.

Brom, C., Yaghobová, A., Drobná, A., & Urban, M. (2023). **'The internet is in the satellites!': A systematic review of 3–15-year-olds' conceptions about the internet.** *Education and Information Technologies*, 28(11), 14639-14668. <https://doi.org/10.1007/s10639-023-11775-9>

Children aged 3–15 frequently use internet-enabled technologies for leisure and educational purposes, yet they have limited knowledge about how the internet works. Literature also indicates that children possess varied and often contradictory internet-related ideas, which have not yet been systematized. This systematic review, drawing from 27 mixed-methods and qualitative studies (N = 2,214) from the last two decades (2002 – 2022), organizes these ideas through a thematic analysis with a specific focus on the age when individual child conceptions start to appear at the earliest. The findings are interpreted through the lenses of a Vygotskian framework. The results highlight 60 conceptions concerning general perceptions of the internet, internet infrastructure, and dataflow. Children appear to understand the internet primarily through their personal experiences. Perception of the internet as online activities is dominant in younger children, but also present among older ones. Children in all age groups are confused about what Wi-Fi really is; some equate it to the internet, others to the 'Wi-Fi box' (Wi-Fi router). The most knowledgeable older children view the internet as a global network with a complex internal, but only vaguely understood, structure. Typical reasoning among older children about the internet's structure includes satellites, central computers or central towers. Only expert children know about distributed, server-like storage. These results imply that children at the K-8 level need to be familiarized gradually with how the internet works, but teaching them this topic may prove to be challenging. This review also highlights the limitations of existing literature and presents suggestions for future research and designing technology-based curricula.

Bryant, P. (2023). **Student experience and digital storytelling: Integrating the authentic interaction of students work, life, play and learning into the co-design of university teaching practices.** *Education and Information Technologies*, 28(11), 14051-14069. <https://doi.org/10.1007/s10639-022-11566-8>

Designing strategic pedagogical change through the lens of a student experience that is yet to be experienced offers a critical frame for embedding the impacts of transition, uncertainty, belonging and the complexity of the student journey into the co-design of teaching and learning. A digital storytelling approach extends the notion of the student experience beyond the singular and metricised descriptions common in online student satisfaction survey instruments into a rhizomatic, resonant living community that resides in the intersecting spaces of work, life, play and learning. This paper describes an ethnographic-like model of collecting and evaluating the student experience through a semi-structured digital storytelling methodology that supports both co-design and cogenerative dialogue as a form of curriculum enhancement. The paper outlines how

the Student Experience Digital Storytelling model was iteratively designed, deployed, and then evaluated through participatory action research-informed case studies at the University of Sydney Business School (Australia) and the London School of Economics and Political Science (United Kingdom) that embedded the student experience into the co-design of curriculum and assessment interventions.

Chang, C.-C., & Chen, T.-C. (2023). **Effects of digitization/mobilization and emotional design of textbooks on emotion, various cognitive load and cognitive performance.** *Education and Information Technologies*, 28(11), 14827-14855. <https://doi.org/10.1007/s10639-023-11779-5>

The study aimed to examine how emotional design and digitalization/mobilization of textbooks influence students' emotion, cognitive load, and cognitive performance. Research samples were 147 undergraduate students enrolling in the "Introduction to Internet" course at a university. They were randomly divided into three groups: 51 students in the control group using traditional paper textbooks; 49 students in the experimental group I using e-textbooks with emotional design; 47 students in the experimental group II consisted using e-textbooks without emotional design. The MANCOVA was adopted to analyze gathered data. The results revealed learners' positive emotion was significantly higher when using e-textbooks with emotional design than when using paper textbooks. Three types of cognitive load was significantly better when using e-textbooks with emotional design than when using e-textbooks without emotional design and paper textbooks. Cognitive efficiency was significantly better when using two types of e-textbooks (with and without emotional design) than when using paper textbooks. In a word, "emotional design and digitalization/mobilization" of textbooks (i.e. e-textbooks with emotional design) would significantly improve positive emotion; emotional design would significantly decrease intrinsic and extraneous cognitive load when using e-textbooks, and significantly increase germane cognitive load; digitalization/mobilization of textbooks (i.e. e-textbooks) significantly improved cognitive efficiency. What the study learned was that learners might firstly adopt e-textbooks with emotional design, and those without emotional design secondly, and paper textbooks rank last; viz., digitalized/mobilized textbooks (namely e-textbooks) were better than paper textbooks. Practical and theoretical implications and suggestions were raised for practitioners and researchers to take as references.

Chen, M., Liu, Y., Yang, H. H., Li, Y., & Zhou, C. (2023). **Investigating teachers' participation patterns in online teacher professional development: what is the relationship between participation frequency and participation quality?** *Education and Information Technologies*, 28(11), 15011-15030. <https://doi.org/10.1007/s10639-023-11829-y>

Online teacher professional development (OTPD) opportunities are made available to teachers and draw increasing research attention. As the key characteristics of teachers' participation in OTPD, the frequency and quality of participation are increasingly concerned. However, the relationship between teacher participation frequency and participation quality is still unclear. Addressing this problem not only helps reveal teachers' participation patterns in OTPD, but also provides support for promoting teachers' online professional learning and improving OTPD organization and management. To identify teachers' participation patterns and the relationship between participation frequency and participation quality in OTPD, this study analyzed 5,064 log records of 415 teachers using lag sequential analysis, t-test, and Chi-square test. The findings indicated that teachers preferred shallow participation behaviors, such as

sharing resources and experience, and seldom carried out deep participation/engagement behaviors (e.g., proposing knowledge topics, establishing teaching and research practices). Teachers with higher participation frequency had lower participation quality in OTPD and tended to repeat shallow participation behaviors. Finally, the study proposed some suggestions for better supporting teachers' participation in online professional development, such as strengthening the links between information sharing activities, knowledge construction activities, and teaching and research practices.

Cheruvath, R. (2023). **Teaching-learning via telepresence classrooms: does telepresence really provide 'presence'?** *Education and Information Technologies*, 28(11), 14205-14227. <https://doi.org/10.1007/s10639-023-11782-w>

Universities invest in Telepresence (TP) classroom methods to ensure quality teaching and learning while reaching as many students as possible at one time. However, TP classrooms are challenging. Existing research points out the limitations in guaranteeing presence in TP as that of face-to-face classes, which positively impacts learning. Presence in a classroom is the product of the unification of many factors, such as the organization of course content and structure (CCS), teaching content and pedagogy (TPC), the approachability of instructors (APP), and the evaluation processes (EVA). The existing tools to measure presence focus on either one or two components or interactions and miss out on the other components of presence. The present study examined 'presence' in 'telepresence' in terms of the four factors mentioned above. A comparative study of students who completed a course via TP classroom and those taught via the face-to-face method by the same instructor showed the existence of presence in both and that the modes of teaching have a statistically significant effect on these four factors. Removing the challenges to technology integration in TP classrooms and the psychological issues associated with it can improve the presence in TP classrooms.

Chou, S.-F., Horng, J.-S., Liu, C.-H., Lin, J.-Y., & Chen, L. (2023). **Discovering the processes of undergraduate hospitality students' acceptance of facebook teaching interventions.** *Education and Information Technologies*, 28(11), 15245-15265. <https://doi.org/10.1007/s10639-023-11836-z>

Technology drives innovation and reform in hospitality education, and Facebook has become a popular educational tool to facilitate students' classroom interactions. Understanding hospitality students' attitudes toward Facebook teaching interventions is important. Based on a survey of 289 undergraduate hospitality students, first, we expand the scope of the technology acceptance model (TAM) in this study, which integrates the two factors of social interaction and information exchange into the research structure. Second, this study also proposes a new moderated mediation model to account for the internal mechanism underlying Taiwanese undergraduate hospitality students' acceptance of Facebook teaching interventions in terms of perceived usefulness and ease of use. We illuminate the foundation of the application of Facebook media technology to teaching in hospitality higher education. The theoretical contributions and educational implications of this research are also discussed.

Chubb, L. A., Fouché, C. B., Agee, M., & Thompson, A. (2023). **'Being there': technology to reduce isolation for young people with significant illness.** *International Journal of Inclusive Education*, 27(14), 1712-1729. <https://doi.org/10.1080/13603116.2021.1916106>

Young people in physical isolation because of significant illness experience disconnection from social and educational contexts. A ground-breaking intervention in New Zealand aimed to foster social inclusion for young people who are hospital-or-home-bound due to cancer treatment. A formative assessment of five young people aged 13–18, their parents, and their teachers was undertaken to determine the efficacy of telepresence technology to connect young persons to a chosen educational environment. Results indicate that the use of this technology enabled young people to experience being there in familiar educational environments and provided early evidence of the effectiveness of this intervention in helping to disrupt isolation, increase connectedness, and lift participants' moods. This paper highlights the implications for teachers, social workers, and counsellors.

Commission européenne. Direction générale éducation, jeunesse, DAY, L., COLONNESE, F., GASPARETTI, A., et al, & Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2023). **Digital education content in the EU: state of play and policy options: final report**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/0d219a7a-76dd-11ee-99ba-01aa75ed71a1/language-en/format-PDF/source-search>

Le rapport vise à comprendre l'état actuel des contenus éducatifs numériques (CNE) en Europe et à aider la Commission européenne à identifier les domaines possibles d'intervention de l'Union européenne (UE). Il propose une analyse approfondie de l'offre et de la demande de contenu éducatif numérique, des définitions à jour et une terminologie associée qui peuvent être partagées et utilisées par les parties prenantes. Il identifie les goulots d'étranglement technologiques, juridiques et tout autre goulot d'étranglement pertinent. Enfin, il examine les principaux défis liés au développement d'un cadre solide pour les contenus éducatifs numériques au niveau de l'UE. À l'heure actuelle, l'univers de l'éducation numérique est empreint d'une myriade de terminologies. On constate de grandes différences entre les États membres en ce qui concerne les modalités politiques et de gouvernance visant à superviser la production, la distribution et l'utilisation du CNE. Les défis et problèmes concernent la normalisation et dimension européenne, les investissements intelligents et durables, l'accès, l'équité et l'inclusion, et l'utilisation juste et responsable.

Cordier, A. (2023). **GTnum CREM ELN #ELN – Monographie de terrain : 6ème – REP+ Zone urbaine Hauts-de-France - Groupes thématiques numériques de la Direction du numérique pour l'éducation (Ministère de l'Éducation nationale et de la jeunesse) 2020-2022**. Consulté à l'adresse <https://hal.univ-lorraine.fr/hal-04293175>

Cette monographie de terrain est rédigée dans le cadre du GTnum « Enfances et Littératies Numériques », mené par le CREM, Université de Lorraine, et EPSYLON, Université de Montpellier, ainsi que les laboratoires CCLE, ESO et IMS. Elle rend compte des données recueillies sur un temps long au sein d'un établissement scolaire, et d'une classe où ont été observés et interrogés les usages numériques développés dans l'acte d'enseignement-apprentissage, ainsi que les compétences numériques en lien, et la prise en compte des pratiques numériques enfantines au sein de la pratique de classe. Ce travail s'inscrit dans le cadre du GTnum CREM ELN, Enfances et Littératies Numériques, dans la thématique « Numérique et éducation : pour une prise en compte des disparités sociales et territoriales » des GTnum 2020/2022 soutenus par la Direction du numérique pour l'éducation (DNE).

Dagenais, C., Proulx, M., & Gingras, M.-E. (2022). **Conditions d'utilisation du référent ÉKIP et de sa plateforme numérique pour favoriser la santé, le bien-être et la réussite éducative des élèves du Québec.** *Revue des sciences de l'éducation*, 48(3). <https://doi.org/10.7202/1100675ar>

Par l'entremise de sa plateforme numérique, le référent ÉKIP est accessible aux professionnel·le·s du Québec des réseaux de l'éducation et de la santé et des services sociaux qui s'impliquent dans la promotion de la santé en milieu scolaire pour la santé, le bien-être et la réussite éducative des jeunes. Une cartographie conceptuelle, sept groupes de discussion et une revue systématique de portée ont permis de développer une stratégie favorisant l'utilisation d'ÉKIP dans les écoles primaires et secondaires du réseau scolaire public et privé du Québec. Nous présentons les résultats de la cartographie et des groupes de discussion ainsi que les grandes lignes d'une stratégie de déploiement d'ÉKIP. Les principaux résultats obtenus par la revue systématique de portée sont présentés brièvement en appui au développement de la stratégie.

Danic, I. (2023). **GTnum CREM ELN #ELN – Monographie de terrain : CE2 - CSP mixtes – Zone urbaine – Bretagne - Groupes thématiques numériques de la Direction du numérique pour l'éducation (Ministère de l'Éducation nationale et de la jeunesse) 2020-2022.** Consulté à l'adresse <https://hal.science/hal-04293178>

Cette monographie de terrain est rédigée dans le cadre du GTnum «Enfances et Littératies Numériques», mené par le CREM, Université de Lorraine, et EPSYLON, Université de Montpellier, ainsi que les laboratoires CCLE, ESO et IMS. Elle rend compte des données recueillies sur un temps long au sein d'un établissement scolaire, et d'une classe où ont été observés et interrogés les usages numériques développés dans l'acte d'enseignement-apprentissage, ainsi que les compétences numériques en lien, et la prise en compte des pratiques numériques enfantines au sein de la pratique de classe. Ce travail s'inscrit dans le cadre du GTnum CREM ELN, Enfances et Littératies Numériques, dans la thématique « Numérique et éducation : pour une prise en compte des disparités sociales et territoriales » des GTnum 2020/2022 soutenus par la Direction du numérique pour l'éducation (DNE).

Desai, R., Magan, A., Maposa, I., Ruiter, R., RoCHAT, T., & Mercken, L. (2024). **A study Comparing Text-Based WhatsApp and Face-to-Face Interviews to Understand Early School Dropout.** *Youth & Society*, 56(1), 42-66. <https://doi.org/10.1177/0044118X221138609>

The majority of adolescents communicate via text-based messaging, particularly through WhatsApp, a widely used free communication application. Written content on WhatsApp has the methodological potential to provide rich qualitative interview data. This study compares data collected using text-based WhatsApp versus face-to-face interview techniques. Semi-structured interviews were conducted with a sample of early school leavers in South Africa, using WhatsApp (n = 9) and face-to-face (n = 27) followed by a focus group discussion with interviewers. Mann–Whitney U and chi-squared were used to assess associations. WhatsApp text-based interviews took significantly longer to complete but were comparable to face-to-face on the number of themes generated. Rapport, measured as the number of statements from the interviewer aimed at creating a sense of affinity, comfort, and distress reduction, differed between interview conditions. It may be methodologically appropriate for researchers to offer participants a choice of a preferred method of interviewing or consider pragmatic blended approaches of face-to-face and WhatsApp.

Dirin, A., Nieminen, M., Laine, T. H., Nieminen, L., & Ghalebani, L. (2023). **Emotional Contagion in Collaborative Virtual Reality Learning Experiences: An eSports Approach.** *Education and Information Technologies*, 28(11), 15317-15363. <https://doi.org/10.1007/s10639-023-11769-7>

Emotional contagion is an intriguing subject in many academic fields, and it is also relevant in collaborative learning where learners share a physical or virtual space. We aimed at exploring the possibilities of motivating, fascinating, and experiential elements of virtual reality (VR) in a collaborative learning context, with a focus on emotional contagion. We adopted the eSports mode as a competency development strategy in collaborative learning, using VR to evaluate emotional contagion that is invoked between the presenters and spectators. For this purpose, we created a VR application (HHVR) that allows freshmen students to learn about the premises and academic life at a university. We then divided 43 adult participants into presenters (N = 9) and spectators (N = 34); the presenters experienced the HHVR application first-hand, whereas the spectators watched the experience through a monitor. We used a questionnaire and semi-structured interviews to measure what feelings of being — existential feelings that affect the way we react to the world — the participants experienced. The collected data were analyzed by Principal Component Analysis and qualitative data coding and the results revealed emotional contagion; the spectators who followed the presenters on a monitor showed similar emotional engagement with the presenters who used the application. In conclusion, the proposed eSports mode can be a useful pedagogical technique in the context of collaborative learning with VR, as it engages emotionally both the presenters and spectators. These findings can be helpful for designing emotionally engaging collaborative learning experiences with VR and for conducting group-based UX evaluations of VR applications.

Dupret, C., & Cordier, A. (2023). **GTnum CREM ELN #ELN – Bulletin de veille : Enquêter auprès des enfants : méthodologies - Groupes thématiques numériques de la Direction du numérique pour l'éducation (Ministère de l'Éducation nationale et de la jeunesse) 2020-2022.** Consulté à l'adresse <https://hal.univ-lorraine.fr/hal-04293169>

Ce bulletin de veille est rédigé dans le cadre du GTnum «Enfances et Littératies Numériques», mené par le CREM, Université de Lorraine, et EPSYLON, Université de Montpellier, ainsi que les laboratoires CCLE, ESO et IMS. Il propose une brève revue historique des méthodologies d'enquête mobilisées et mobilisables pour étudier le public enfantin, qui sont autant de témoignages des conceptions de l'enfance. Ce travail s'inscrit dans le cadre du GTnum CREM ELN, Enfances et Littératies Numériques, dans la thématique « Numérique et éducation : pour une prise en compte des disparités sociales et territoriales » des GTnum 2020/2022 soutenus par la Direction du numérique pour l'éducation (DNE).

Ekinci, F., Bektaş, O., Karaca, M., & Yiğit, K. N. (2023). **The flipped learning perception scale: A validity and reliability study.** *Education and Information Technologies*, 28(11), 14139-14166. <https://doi.org/10.1007/s10639-023-11731-7>

This study aims to develop a scale to determine preservice science teachers' perceptions of flipped learning. The present study uses the survey design, a quantitative research method. For content validity, the authors created an item pool of 144 items based on the literature. After being checked by experts, the item pool dropped to 49 items for the five-point Likert-type draft scale. The current study has preferred cluster sampling due to

generalization concerns. The accessible population of the study is the preservice science teachers in Türkiye's provinces of Kayseri, Nevsehir, Nigde, Kirsehir, and Konya. We administered the draft scale to 490 preservice science teachers, which is the recommended 10 times the number of items. We also performed explanatory and confirmatory factor analyses to check the scale's construct validity. We ultimately obtained a four-factor structure with 43 items that explain 49.2% of the variance in scores and found the correlation between the criterion and draft scales to be greater than .70, thus ensuring criterion validity. We calculated Cronbach's alpha and composite reliability coefficients to check the reliability of the scale and determined the reliability coefficients for both the overall scale and the sub-factors to be greater than 0.70. As a result, we have obtained a scale consisting of 43 items and four dimensions that explains 49.2% of the variance. This data collection tool can be used by researchers and lecturers to determine preservice teachers' perceptions toward flipped learning.

Fang, X., Ng, D. T. K., Leung, J. K. L., & Chu, S. K. W. (2023). **A systematic review of artificial intelligence technologies used for story writing.** *Education and Information Technologies*, 28(11), 14361-14397. <https://doi.org/10.1007/s10639-023-11741-5>

With the digital revolution of artificial intelligence (AI) in language education, the way how people write and create stories has been transformed in recent years. Although recent studies have started to examine the roles of AI in literacy, there is a lack of systematic review to inform how it has been applied and what has been achieved in story-writing. This paper reviews the literature on the use of AI in story-writing during the last 5 years. The discussion explores the year of publication, countries of implementation, educational levels, participants and research methodology. In terms of research context, most studies were carried out in universities in the United States, and children and adult learners were the two most common participants. Most studies involved the collection and analysis of quantitative data. After that, the mechanisms of using AI for story-writing are investigated in terms of the types, approaches, and roles of AI. The pedagogies used in the learning context of AI-supported story-writing are discussed. Finally, the benefits of using AI in story-writing are pointed out. The findings show that the literature has paid most attention to learners' creativity, writing skills, presentation skills, motivation, and satisfaction. The review also suggested that human-AI collaboration could effectively improve story creation. Some studies had trained high-level AI to help students write better stories. As findings from the current body of research are not conclusive, more work is needed in exploring challenges of using AI in story-writing. Lastly, a set of limitations and recommendations for future research are summarized in this study.

Fidan, N. K., & Olur, B. (2023). **Examining the relationship between parents' digital parenting self-efficacy and digital parenting attitudes.** *Education and Information Technologies*, 28(11), 15189-15204. <https://doi.org/10.1007/s10639-023-11841-2>

Digital resources have begun to be used frequently by both children and parents. Digital resources, which are used very frequently, have entered our lives more and more with the pandemic with the development of technology. Children are now regular users of smartphones and tablets, so children's early digital interactions have brought new concepts into parent-child relationships and the role of the parent. It is thought that it will be important to re-examine the self-efficacy and attitudes of digital parents in this regard and the factors affecting the family-child relationship. Digital parenting is explained as parental efforts and practices aiming at understanding, supporting, and regulating children's activities in digital environments. Accordingly, this study aims to examine the

correlation between parents' digital parenting self-efficacy and digital parenting attitudes. The study group of this research consists of 434 parents whose children attend primary school living in different provinces of Turkey. In the research, "Demographic Information Form" and "Digital Parenting Self-Efficacy Scale" and, "Digital Parenting Attitude Scale" were used as data collection tools. Frequency, percentage, standard deviation, correlation, regression, multiple regression, and two-way analysis of variance statistical techniques were used in the analysis of the data. As a result of the research, it was concluded that the digital parenting self-efficacy and digital parenting attitude have a moderate correlation and some of the variables are important predictors on the digital parenting self-efficacy.

Filippas, A., & Xinogalos, S. (2023). **Elementium: design and pilot evaluation of a serious game for familiarizing players with basic chemistry.** *Education and Information Technologies*, 28(11), 14721-14746. <https://doi.org/10.1007/s10639-023-11791-9>

Serious games (SGs) about Chemistry have the potential to cope with challenges, such as students' low performance and lack of motivation for the subject. However, the majority of existing SGs for Chemistry have the form of educational applications infused with some elements of entertaining games. The aim of the study presented was to design and evaluate a new SG with rich game mechanics for Chemistry. The game is called Elementium and revolves around basic topics of Chemistry, such as chemical elements and compound terminology, creation and everyday usage of such elements. The main goal of the game is to familiarize junior high school students with the aforementioned subjects. The design of Elementium was carried out implementing the dimensions described in the Four-Dimensional framework, as proposed by de Freitas and Jarvis in 2006. After the development process, Elementium was evaluated by people in the field of education that are currently teaching or have taught Chemistry in the past. The participants play-tested the game at leisure in their homes and evaluated it based on the key criteria for SGs design proposed by Sanchez in 2011, as well as other quality indicators established in the literature. Elementium was positively evaluated by Chemistry teachers in terms of its acceptance, usability, didactic utility, and game environment. The positive results concluded from this evaluation show that Elementium is fulfilling its main purpose and can be used as a supplementary tool in the teaching process. However, its true didactical effectiveness has to be confirmed through a study with high school students.

Fu, C., Hao, X., Shi, D., Wang, L., & Geng, F. (2023). **Effect of coding learning on the computational thinking of young Chinese children: based on the three-dimensional framework.** *Education and Information Technologies*, 28(11), 14897-14914. <https://doi.org/10.1007/s10639-023-11807-4>

Coding learning can promote the development of computational thinking (CT) in young children. The effect of coding learning on CT may vary between different cultures. However, it lacks studies to evaluate the effect of coding learning on the various dimensions of CT in young Chinese children. To provide insight into this question, we recruited children aged 5–6 years to participate in the quasi-experimental study involving an experimental group and a control group. The experimental group learned collaboration- and robot-based coding for 12 lessons, whereas children in the control group attended school learning activities. The two groups showed significant changes in CT concepts after coding learning, but the changes were not different between the two groups. In addition, coding learning positively influenced the development of CT

practices, including algorithm and debugging skills. Finally, qualitative analyses showed that children could express, connect, and question after learning coding, suggesting that coding learning benefits the development of CT perspectives. To summarize, coding learning positively influences the ability to apply coding concepts to solve problems in practice and the perspectives about themselves and the world around them.

Gantheil, C., & Gallon, L. (2023, juin 13). **Caractérisation d'usages de robots de téléprésence en milieu scolaire**. Présenté à EIAH 2023 - Atelier Education 4.0: caractérisation des facteurs humains dans les parcours pédagogiques. Consulté à l'adresse <https://univ-pau.hal.science/hal-04313132>

Nos travaux sont réalisés dans le cadre du projet TELESOL, qui a pour objectif de faire le suivi et l'évaluation du déploiement de 4000 robots de téléprésence dans le système éducatif français (plan TED-i), à destination des élèves absents longtemps de leur établissement scolaire pour raisons de santé. Dans cet article, nous présentons la méthodologie recherche que nous suivons pour caractériser les profils d'usages des robots récurrents et atypiques, ainsi que l'ensemble des outils de récolte de données quantitatives et qualitatives permettant de faire cette caractérisation.

Gao, F., & Izadpanah, S. (2023). **The relationship between computer games and computer self-efficacy with academic engagement: the mediating role of students' creativity**. *Education and Information Technologies*, 28(11), 14229-14248. <https://doi.org/10.1007/s10639-023-11757-x>

Recent developments in EFL (English Foreign Language) have intensified the need for computer games (CGs). However, far too little attention has been paid to this issue. The sample was selected using the two-stage cluster sampling method in this descriptive and correlational study. In the first stage, two institutes for males were randomly selected from 10 institutes (20 institutes for females and 10 institutes for males) from Zanjan city, and 453 (lower and upper-intermediate based On Oxford Placement Test) were scrutinized. Of this sample, 25 people did not want to answer, 26 questionnaires were incomplete, and 402 correct questionnaires were examined. Data was collected by using these questionnaires: Computer Game Questionnaire by Sharifi et al.; Academic Engagement questionnaire by Ramazan Ali Zarandag; Creativity by Torrance and was standardized by Seif Hashemi, and Computer Self-Efficacy Questionnaire - A researcher-made questionnaire was used for this variable and it was standardized. The results showed a significant relationship between CG's experience, computer self-efficacy (CSE), creativity, and academic engagement (AE). This study implies that CGs, CSE, and creativity play an important role in AE. According to the results of the study, it is suggested that CGs-creativity- and network-related classes and courses be held in educational institutions to increase their skills in the field of computers and the Internet. Likewise, CGs and CSE should be addressed more systematically in educational institutions.

Gao, H., Yang, W., & Jiang, Y. (2023). **Computational thinking in early childhood is underpinned by sequencing ability and self-regulation: a cross-sectional study**. *Education and Information Technologies*, 28(11), 14747-14765. <https://doi.org/10.1007/s10639-023-11787-5>

Computational thinking (CT) is a new literacy of 21st century that can be transferred to and applied in different real-world situations, although being derived from the discipline of computer science. Tangible robots or child-friendly digital apps are used to implement coding education with the goal of promoting young children's CT. However, there are

still controversies on the validity and applicability of CT in early childhood, mainly due to the vagueness of the learning mechanism underlying young children's CT. This cross-sectional study examined the associations among sequencing ability, self-regulation and CT among Chinese preschoolers (N = 101, Mage = 5.25 years, SD = 0.73). Results showed that sequencing ability and self-regulation have positive and significant associations with CT, and the relationship between sequencing ability and CT was fully mediated by self-regulation, even after controlling for child gender, age, and family socioeconomic status (SES). This implies CT in early childhood as a combination of sequencing ability and self-regulation. Findings of this study have implications for early childhood CT education programs, suggesting the need to assist children in learning sequencing and how to self-regulate in coding (both plugged and unplugged) and STEM activities.

Gümüş, M. M., Çakır, R., & Korkmaz, Ö. (2023). **Investigation of pre-service teachers' sensitivity to cyberbullying, perceptions of digital ethics and awareness of digital data security.** *Education and Information Technologies*, 28(11), 14399-14421. <https://doi.org/10.1007/s10639-023-11785-7>

Today, with digital technologies being in every aspect of our lives, cyberbullying and digital ethics, and digital security violations are emerging as concepts that threaten our digital world. It is thought that displaying ethical behavior and providing digital security in digital environments can increase sensitivity to cyberbullying. Here, it is necessary to learn and apply the concepts of digital ethics and security correctly. For this reason, we can say that the places where we can learn and apply these concepts in the best way are educational environments. Therefore, the adoption of digital ethics and digital security concepts by pre-service teachers, both for themselves and for their future students, will raise awareness about the sensitivity to cyberbullying. This study also revealed that the concepts of digital ethics and security should be considered to increase the sensitivity of pre-service teachers to cyberbullying. In the research, the scanning model, one of the quantitative research designs, was used. Data were collected from 879 pre-service teachers studying at a state university. Within the scope of the research, three scales were used for pre-service teachers: "Cyberbullying Sensitivity Scale," "Digital Data Security Scale" and "The information and Communication Technologies Usage Ethics Scale." T-test, ANOVA, MANOVA, and regression tests were used in the analysis of the data. Because of the research, it was seen that the digital data security awareness, cyberbullying sensitivities, and digital ethics perceptions of pre-service teachers did not differ according to grade level, but differed according to gender and department level. Additionally, while digital data security awareness did not differ according to the department, it did not differ according to the combined effect of gender and department variables. Additionally, it was concluded that digital data security awareness predicts sensitivity to cyberbullying. Suggestions were made regarding the findings obtained at the end of the research.

Gurcan, F., Erdogdu, F., Cagiltay, N. E., & Cagiltay, K. (2023). **Student engagement research trends of past 10 years: A machine learning-based analysis of 42,000 research articles.** *Education and Information Technologies*, 28(11), 15067-15091. <https://doi.org/10.1007/s10639-023-11803-8>

Student engagement is critical for both academic achievement and learner satisfaction because it promotes successful learning outcomes. Despite its importance in various learning environments, research into the trends and themes of student engagement is scarce. In this regard, topic modeling, a machine learning technique, allows for the

analysis of large amounts of content in any field. Thus, topic modeling provides a systematic methodology for identifying research themes, trends, and application areas in a comprehensive framework. In the literature, there is a lack of topic modeling-based studies that analyze the holistic landscape of student engagement research. Such research is important for identifying wide-ranging topics and trends in the field and guiding researchers and educators. Therefore, this study aimed to analyze student engagement research using a topic modeling approach and to reveal research interests and trends with their temporal development, thereby addressing a lack of research in this area. To this end, this study analyzed 42,517 peer-reviewed journal articles published from 2010 to 2019 using machine learning techniques. According to our findings, two new dimensions, "Community Engagement" and "School Engagement", were identified in addition to the existing ones. It is also envisaged that the next period of research and applications in student engagement will focus on the motivation-oriented tools and methods, dimensions of student engagement, such as social and behavioral engagement, and specific learning contexts such as English as a Foreign Language "EFL" and Science, Technology, Engineering and Math "STEM".

Gutiérrez-Santiuste, E., & Ritacco-Real, M. (2023). **Intercultural communicative competence in higher education through telecollaboration: typology and development.** *Education and Information Technologies*, 28(11), 13885-13912. <https://doi.org/10.1007/s10639-023-11751-3>

This study aims to analyse intercultural communicative competence, understood as the individual's ability to effectively and appropriately develop communication and behaviour, when interacting in an intercultural context. In this study, the Behavioural, Affective and Cognitive Dimensions, and their sub-dimensions, are considered by using videoconferencing as a tool for telecollaboration in Higher Education. These sub-dimensions are observed according to their positive and negative orientation (facilitating or inhibiting). The objectives of the current study are to analyse the dimensions and sub-dimensions distribution, to assess the incidence of the typology of generic and specific topics, and to assess the over time communication evolution. Content analysis of communications between university peers was carried out and we undertook a percentage frequency index. The results show behavioural communications to be in the majority, followed by affective and, finally, cognitive communications. Communications with a negative aspect are almost absent from this study. MANOVA was performed to investigate differences between typologies of topics (generic/specific) in dimensions. This research finds statistically significant differences in Affective Dimension. ANOVAs were conducted to observe if there are differences in the development over time of Behavioural, Affective and Cognitive Dimensions of intercultural online communications. There was a significant effect over time in Affective and Behavioural Dimension. The present study finds expressions that show a positive attitude towards communication, as well as interest in and an effort to maintain it. We can conclude that, in Affective Dimension, where generic topics enhance communication, while educational topics inhibit it. However, a sustained evolution over time has not been found, rather a significant incidence depending on topic themes.

Ha, S., & So, H.-J. (2023). **Examining the Effects of the Utility Value Intervention on Learners' Emotions and Conceptual Understanding in Online Video-based Learning.** *Education and Information Technologies*, 28(11), 15145-15172. <https://doi.org/10.1007/s10639-023-11755-z>

In asynchronous online video-based learning, learners experience various affective states, which may make them disengaged and negatively influence learning outcomes. This study aimed to examine the effect of the utility value (UV) intervention to help learners emotionally and behaviorally engage in online learning. The UV intervention includes pre-learning writing activity and UV feedback messages to help learners perceive the relevance between the lecture topic and their lives. In particular, we examined the effects of the UV intervention on learners' negative emotions (i.e., confusion, frustration, and boredom) and conceptual understanding. For the experiment, 30 Korean adult learners were randomly assigned to the control, feedback-only, and writing-feedback groups. The control group did not receive any UV intervention strategy. The feedback-only group received UV feedback messages when detected to experience negative emotions during learning. The writing-feedback group performed a pre-learning activity to write about the usefulness of the lecture topic and then received UV feedback messages during learning. We used Ekman's Facial Action Coding System (FACS) to analyze learners' facial expressions associated with negative emotions. Pre-test and post-test were administered to measure conceptual understanding. The findings revealed that the UV feedback messages significantly reduced the occurrence of boredom while the UV writing did not significantly improve conceptual understanding. Overall, this study suggests that additional strategies and longer timing in UV interventions are necessary to intervene in online learners' confusion and frustration. Implications are discussed regarding the design of affective feedback mechanisms in online video-based learning environments.

Hamouda, L. B. (2023, novembre 28). **Compétences numériques : des résultats corrélés à l'origine sociale des élèves**. Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/28/competences-numeriques-des-resultats-correles-a-lorigine-sociale-des-eleves/>

Pour la première fois, la direction de l'évaluation, de la prospective et de la performance (DEPP) a mesuré la maîtrise des compétences numériques des élèves en fin de collège. « Près de deux élèves sur trois (63,5 %) ont une maîtrise satisfaisante des compétences numériques leur permettant d'utiliser les outils numériques de façon raisonnée, sécurisée et...

Han, W. (2023). **Music in the Sonata form for the saxophone: learning to play the Saxophone in online educational courses: online platforms vs. traditional education in a conservatory**. *Education and Information Technologies*, 28(11), 14767-14781. <https://doi.org/10.1007/s10639-023-11821-6>

Chinese musical instruments, both traditional and borrowed, play a pivotal role in the traditional music revival and help musicians to communicate the message, and express the national rhythm and rich musical texture. The purpose of this paper is to conduct a comparative analysis of the learning effectiveness regarding courses via online platforms and traditional teaching approaches. The learning program aims at the creation of music in the sonata genre and focuses on performance and composing quality. The realization of the article purpose was due to the use of analysis and observation methods, calculations of the variation coefficient, the efficiency coefficient, and the standard deviation coefficient. To achieve the goal and introduce the learning strategies, the scholars calculated the correlation coefficient of the rankings of the variables to identify the advantages of the learning platforms (Playground Sessions, Soundation Studio). The research finds that the advantages of the traditional approach are the quality of

education (0.092), teamwork (0.086), time and cost savings (0.093) and motivation to master different styles of playing the saxophone (0.088). The scientists argue that to write sonatas, a musician should consider the expressiveness of sound, the musical melisma, the pitch, the colours of sound, and the timbre. It was found that in Group 1 (trained on the online learning platforms), the quality of written sonatas was higher (0.9), but the level of performance was lower (0.87) than among students in Group 2, who learnt to play the saxophone using traditional learning approaches (0.91). The difference in results is explained by the possibility of using the Soundation Studio computer programme. This programme helps musicians to work on and create musical compositions, however, the online platforms do not permit them to develop and acquire instrument-playing skills. The research significance is the possibility of using new approaches to writing sonatas as a part of an online learning course aimed to teach students to play the saxophone. The prospects for further research may be related to determining the most effective approaches for creating melodies in the sonata genre, considering the specifics of online learning, traditional teaching and blended learning system.

Hassan, T., & Berkovich, I. (2023). **Digital instructional leadership in schools facing different levels of challenging contexts: A survey study during the COVID-19 pandemic.** *Management in Education*, 08920206231207586. <https://doi.org/10.1177/08920206231207586>

This study highlights the growing significance of integrating digital technology into instructional leadership in schools. Educational administration research cannot ignore the fact that digital technology has become an integral part of human interactions and organizational processes in twenty-first-century workplaces. This paper aims to explore digital instructional leadership behaviours of principals during the COVID-19 pandemic and explain behavioural differences in leadership related to different levels of socio-economic school settings. Data were collected through an online study from 380 teachers in Bahrain. We used a series of two-sample t-tests between percentages to compare differences in digital instructional leadership behaviours. The study revealed that means of principals' digital instructional leadership behaviours were generally higher in schools serving student populations with a high rather than low socio-economic background. Principals in schools serving student populations with low socio-economic background were higher than their peers only in one digital instructional leadership behaviours, and this was related to socio-economic gaps. The study contributes to better understanding of digital instructional leadership, an approach that is becoming highly prevalent because of the pandemic, and sheds light on how levels of principals' behaviours vary in different circumstances. Overall, the findings attest to the presence of a digital instructional leadership divide.

Hassoulas, A., de Almeida, A., West, H., Abdelrazek, M., & Coffey, M. J. (2023). **Developing a personalised, evidence-based and inclusive learning (PEBIL) model of blended learning: A cross-sectional survey.** *Education and Information Technologies*, 28(11), 14187-14204. <https://doi.org/10.1007/s10639-023-11770-0>

Whilst the use of various blended learning models preceded the COVID-19 pandemic, the abrupt shift to remote delivery served as catalyst within the sector in enhancing digital solutions to meet immediate student needs. As we emerge from the pandemic, a return to purely didactic and impersonal in-person teaching seems anticlimactic, with the return to the lecture theatre seeing many lecturers trialling various digital tools in creating more interactive in-person, synchronous, and asynchronous sessions. In evaluating students'

experiences of the various tools and approaches applied by academic staff, a survey was developed by a multidisciplinary team of educators at Cardiff University's School of Medicine exploring student perceptions of e-learning resources (ELRs), as well as student experiences of various blended learning approaches. The primary aim of this study was to evaluate student experience, satisfaction, and engagement with ELRs and blended learning. A total of 179 students (undergraduate and postgraduate) completed the survey. 97% confirmed that e-learning resources were blended within the teaching they received, with 77% rating the quality of e-learning as good-to-excellent and 66% reporting a preference for asynchronous resources that enable them to learn at their own pace. A variety of platforms, tools, and approaches were identified by students as meeting their diverse learning needs. We therefore propose a personalised, evidence-based and inclusive learning (PEBIL) model enabling the application of digital technologies both on and offline.

Huang, C.-K. (2023). **Coaching for change: preparing mathematics teachers for technology integration in differentiated classrooms.** *Education and Information Technologies*, 28(11), 13913-13941. <https://doi.org/10.1007/s10639-023-11684-x>

The purpose of this study was to deploy digital technology in ways that would help mathematics teachers in a remote rural Taiwanese middle school construct a differentiated classroom aligned with students' needs. We attempted to develop seventh-grade mathematics course modules that could meet quality educational requirements and equal opportunities for customized learning by empowering teachers through instructional coaching. Mixed methods were used to collect relevant qualitative and quantitative data from 4 mathematics teachers, 3 instructional coaches, and 16 students. Analysis of the findings reveals that instructional coaching contributes to teacher engagement and transformation for implementing differentiated strategies. The results also indicate the perceptions of the participating students in their learning motivation, anxiety, attitude, classroom interaction, and acceptance of technology. Based on the results of this study, pedagogical implications and future research directions are discussed regarding how instructional coaching can be executed to leverage professional development while preparing mathematics teachers for the improved interaction and involvement of ethnically and socioeconomically diverse students.

Inan, F. A., & Bolliger, D. U. (2023). **Online Instructor Clusters: Implementation Frequency of Instructional Activities.** *Education and Information Technologies*, 28(11), 13969-13986. <https://doi.org/10.1007/s10639-023-11721-9>

The purpose of this study was to group instructors based on their patterns of implementing activities in their online courses, to examine factors that influenced differences within clusters, and to explore whether cluster membership affected instructor satisfaction. Data were collected from faculty at a university in the western United States with the use of three instruments that measure pedagogical beliefs, implementation of instructional activities, and instructor satisfaction. Latent class analysis method was used to identify instructor groups and examine how the groups differed in pedagogical beliefs, characteristics, and satisfaction. The resulting two-cluster solution includes two orientations: content and learner-centric. Of the covariates examined, constructivist pedagogical beliefs and gender were the significant predictors of cluster membership. Results also showed a significant difference between the predicted clusters pertaining to online instructor satisfaction.

Jenßen, L., Eilerts, K., & Grave-Gierlinger, F. (2023). **Comparison of pre- and in-service primary teachers' dispositions towards the use of ICT.** *Education and Information Technologies*, 28(11), 14857-14876. <https://doi.org/10.1007/s10639-023-11793-7>

There is widespread agreement, that today's students must develop competencies in the efficient use of information and communication technology (ICT) to cope with the demands of the 21st century. To meet this requirement, teachers must integrate ICT into their classroom activities on a regular basis. Studies have shown that the use of ICT in the classroom correlates with the level of professional knowledge and with affective-motivational dispositions (such as emotions and self-efficacy) of teachers. However, the relations between these dispositions and the extent to which these relations differ between pre- and in-service teachers have not yet been investigated. Hence, the present study examines the dispositions of 148 German pre-service and 132 German in-service primary school teachers to use ICT in geometry classes and tests for differences between these groups. To this end, a series of path models have been investigated on the basis of control-value theory in a quantitative study. Results of the invariance testing revealed only minor differences in the relations between the investigated dispositions: For in-service teachers a negative correlation between the assumed value of ICT for teaching geometry and the professional knowledge regarding ICT was found. The same does not hold true for pre-service teachers. Apart from this difference, however, the two groups were very similar. It can therefore be concluded that learning opportunities regarding the use of ICT in geometry classes do not need to differ greatly for the pre-service and in-service teachers.

Jiawei, W., & Mokmin, N. A. M. (2023). **Virtual reality technology in art education with visual communication design in higher education: a systematic literature review.** *Education and Information Technologies*, 28(11), 15125-15143. <https://doi.org/10.1007/s10639-023-11845-y>

Virtual reality (VR) has been one of the most widely developed forms of an alternate reality for use in education over the past few decades. Educators in many subjects are experimenting with incorporating this technology into their teaching processes, with the intention of creating a learning environment that their students can interact with to increase their interest in learning. VR technology with immersive learning has been highly tested and developed for use with students of art and other subjects, and positive results have been reported. In this study, we focus on students at art colleges and explore the trends in the development of immersive learning with VR technology in art and design education. Art is often identified as a subject in which high-dimensional artistic interaction is required throughout the learning process. A systematic review of the topic over the past five years was conducted with the aim of demonstrating how this technology is evolving in terms of art teaching, the types of VR technology being used, and the groups of learners that this technology can help. The results indicate that in teaching art with visual communication design, no practitioners are currently using fully immersive VR technology. This represents an excellent opportunity for researchers to develop this area further in the future.

Joshpine, T., & Albina, A. P. (2023). **Influence of metacognitive awareness on Technological Pedagogical and Content Knowledge (TPACK) among preservice teachers.** *Education and Information Technologies*, 28(11), 14553-14576. <https://doi.org/10.1007/s10639-023-11764-y>

This study aims to assess the impact of metacognitive awareness of the Technological Pedagogical and Content Knowledge (TPACK) among preservice teachers. The investigation was carried out as descriptive research, involving a normative survey method. The sample consists of 200 preservice teachers in Karaikudi, drawn through a simple random sampling technique. To identify the metacognitive awareness of Technological Pedagogical and Content Knowledge among the preservice teachers, a self-made tool was constructed on the Metacognitive Awareness Scale (MAS) and Technological Pedagogical and Content Knowledge Assessment Scale (TPACK- AS) were used. The validity of the tools has been determined by following the opinion of the experts and is determined to be valid. The Cronbach's Alpha analysis was used to calculate the reliability value. The reliability value of the Metacognition Awareness Scale (MAS) is 0.78, and Technological Pedagogical and Content Knowledge Assessment Scale (TPACK-AS) is 0.82. The study attempted to find out the level of metacognitive awareness and Technological Pedagogical and Content Knowledge among the preservice teachers in relation to the selected demographic variables. The main finding of the present study shows that there is a positive correlation between metacognitive awareness and Technological Pedagogical and Content Knowledge.

Kabilan, M. K., Annamalai, N., & Chuah, K.-M. (2023). **Practices, purposes and challenges in integrating gamification using technology: A mixed-methods study on university academics.** *Education and Information Technologies*, 28(11), 14249-14281. <https://doi.org/10.1007/s10639-023-11723-7>

Literature emphasizes that gamification significantly enhances students' engagement in learning and their motivation level. Studies have also examined the benefits of gamification in learning across different levels of education. However, the focus on academics' pedagogical understanding, knowledge, and skills and how they utilize these in planning and carrying out their gamified lessons particularly in the context of higher education, are not well researched. A mixed-methods study was conducted at a Malaysian public university with the aim of uncovering the practices, purposes, and challenges of integrating gamification via technology from the academics' perspective. Findings show the academics' practices of gamification could be further enhanced and their pedagogical considerations revolve around five main themes: (i) motivating students' learning; (ii) facilitating thinking skills and solving problems; (ii) engaging students' learning; (iv) facilitating interactions and (v) achieving specific teaching and learning goals. Based on the findings, the researchers proposed two models that would be able to facilitate and enhance academics' pedagogical knowledge and skills in integrating gamification for students' learning.

Keese, J., Ford, D. J., Luke, S. E., & Vaughn, S. M. (2023). **An individualized Professional Development Approach for Training University Faculty in using a Technological Tool.** *Education and Information Technologies*, 28(11), 14577-14594. <https://doi.org/10.1007/s10639-023-11792-8>

As university faculty must continually grow in their instructional skills and proficiencies with new tools to remain relevant to the educational needs of their students, effective models of professional learning and development are important areas of need and topics for research. However, many outdated professional development models do not create the desired results of technology integration into university teaching. More responsive and innovative models of faculty learning could be the answer. The purpose of the current research study was to explore the impact individualized professional development had

on faculty's understanding, experience, and use of a technological tool. A qualitative research design was implemented to analyze data from interviews and surveys. The participants were a convenience sample of six faculty members across five different programs within one university located in the southeastern United States. Data were analyzed using a hybrid coding method and the results revealed that the procedures facilitated implementation of a technological tool within the specific contexts of their courses. Participating faculty appreciated the utility of the provided training and how closely the designed resources mirrored those they would encounter in their instruction of students. Based on study findings and other relevant research, a new model for individualized professional development using a technological tool is proposed which can help to guide future faculty learning.

Kerimbayev, N., Nuryim, N., Akramova, A., & Abdykarimova, S. (2023). **Educational Robotics: Development of computational thinking in collaborative online learning.** *Education and Information Technologies*, 28(11), 14987-15009. <https://doi.org/10.1007/s10639-023-11806-5>

In the previous study the work experience on organization of teaching Robotics to secondary school students at school lessons and in study groups was introduced. This study which was conducted within 2019 and 2021 covered the period of distant learning caused by COVID-19 pandemic and even post-pandemic period, when a part of school students continued learning online. The study deals with the problem of developing school students' computational thinking in online learning. We consider computational thinking as a set of cognitive skills of solving educational and cognitive problems. The research questions raised were aimed at solving the problem of the influence of Educational Robotics on developing computational thinking. During the research we have found out that due to the adaptability of robots, Educational Robotics, the development of individual learning programs, and the arrangement of collaborative online learning are instruments and a solution to the problem of developing computational thinking. The main components of computational thinking, which were studied within those 3 years, are the following: algorithmic thinking, ability to program, and efficiency in team work. The influence of the learning strategy we chose enabled us to determine the level of computational thinking and its dependence on learning Robotics. We used statistical criteria in order to summarize the results of our research. The statistics provided suggests progress in the indicator tracked. Based on the experimental data received we approximated reliability (R2) and relevant exponential equation (trend lines). The research we carried out also has led to the general conclusion that Educational Robotics helps to create synergistic learning environment for stimulating students' motivation, collaboration, self-efficacy and creativity.

Kim, S., Kang, V., Kim, H., Wang, J., & Gregori, E. (2023). **Online Literacy Instruction for Young Korean Dual Language Learners in General Education.** *Journal of Behavioral Education*, 32(4), 743-767. <https://doi.org/10.1007/s10864-022-09470-9>

English language development is a critical component for young children's school readiness. In this study, we examined the effect of Read it again-Pre-K! (Justice and McGinty in Read it again!-Prek: a preschool curriculum supplement to promote language and literacy foundations, Crane Center for Early Childhood Research and Policy, Columbus, 2013), a literacy curriculum designed to prepare young children's school readiness on the English literacy skills of Korean dual language learners in general education. Using a multiple probe design, eight 4- to 5-year-old Korean dual language

learners (1 female, 7 males) received 1:1 online synchronous daily instruction over 2 months during the summer before entering their kindergarten programs. Through the intervention, all eight children demonstrated increases in the use of English vocabulary, story comprehension, and oral fluency. Post-intervention data on vocabulary and reading fluency through three standardized tests, Dynamic Indicators of Basic Early Literacy Skills, Peabody Picture Vocabulary Test, and Expressive Vocabulary Test, showed improvement over baseline for most children. Discussion and implications for future research were provided.

Krishnan, S., Blebil, A. Q., Dujaili, J. A., Chuang, S., & Lim, A. (2023). **Implementation of a hepatitis-themed virtual escape room in pharmacy education: A pilot study.** *Education and Information Technologies*, 28(11), 14347-14359. <https://doi.org/10.1007/s10639-023-11745-1>

As we enter a world of blended learning in higher education, an increased need for adaptation of teaching strategies to enhance engagement has been recognised to amplify learning outcomes online. Gamification has been identified as a creative tool to engage the current cohort of learners who are also characteristically tech-savvy. To this end, escape room games have gained considerable traction in medical and pharmacy education to promote learning, critical thinking and teamwork. In this pilot study we describe the implementation of a 60-minute, web-based hepatitis-themed escape room game within a Year 3 Pharmacotherapy unit at Monash University. A total of 418 students participated in this activity. Students' knowledge gain on the topic was assessed through a pre- and post-intervention assessment, whereby a statistically significant improvement was seen in the knowledge score following implementation of the gaming activity (58.66% pre-intervention vs. 72.05% post-intervention, $p < 0.05$). The innovative learning activity was also well perceived by the students. Virtual escape room game is a viable pedagogical approach to teach and reinforce clinical concepts among pharmacy students. With the evolving landscape of education and learner demographics, investment in technology-enhanced game-based learning is a promising trajectory to support students' growth in a learner-centered environment. A comparison between virtual escape room game and traditional teaching will further inform effectiveness of the gamification on long term knowledge retention.

Küçükaydın, M. A., & Ulum, H. (2023). **The effects of Web 2.0 supported environmental education on self-efficacy belief regarding environmental education and environmental awareness.** *Education and Information Technologies*, 28(11), 14529-14551. <https://doi.org/10.1007/s10639-023-11783-9>

The aim of this study is to determine the effects of Web 2.0 supported environmental education on self-efficacy belief regarding environmental education and environmental awareness of teacher candidates studying in the primary school teacher program. The study took on a quasi-experimental design with a pre-test and post-test control group. There were 33 teacher candidates in the experimental group and 32 teacher candidates in the control group. The study was carried out with teacher candidates studying in their first year and enrolled in the Environmental Education course. While environmental education was carried out in the Web 2.0 environment with the students in the experimental group, environmental subjects were covered in the school environment in the control group. Data were collected with the Scale of Self-Efficacy Belief Regarding Environmental Education (SEEE) and the Environmental Awareness Scale. In data analysis, independent sample t-tests and two-way ANOVA were used for repeated

measurements. The results of the analysis showed that Web 2.0 supported environmental education led to a statistically significant difference in the academic competence perception of SEEE, although Web 2.0 supported teaching did not have an effect on environmental awareness. The findings present different perspectives on the use of Web 2.0 technologies in environmental education.

Le, S. (2023). **Team-based learning in online education: the development of students' creative thinking skills in digital art.** *Education and Information Technologies*, 28(11), 14967-14986. <https://doi.org/10.1007/s10639-023-11808-3>

A person cultivates their creative skills influenced by various types of activities. The purpose of the work is to study the peculiarities of the development of students' creative thinking skills, which are interrelated with the development of appropriate stages of team teaching, as well as to determine the impact of creative thinking on the indicators of academic performance and motivation to learn. The authors used the methods of sociological survey, which allowed them to determine that the largest number of students had mastered the skills of discipline (27%) and emotionality (21%) to a greater extent at the initial stage of the study. The results showed that 11% of the students in creative subjects (painting, digital art) and 7% of students in general disciplines (history, sociology, pedagogy, mathematics, physics, Chinese, cultural studies) had their academic performance at a high level before the start of online learning. The process of online teaching to paint was based on teamwork using the technologies of online education through educational online platform in the context of digital art. The results of the survey showed that the students had developed their creative skills significantly after training. The development of creative manner (29%) and analytical thinking (28%) were most popular. The authors determined that 88% of the students had received high grades in creative disciplines and 83% of the students in general academic disciplines after training. Most students were characterized by a high level of knowledge. The results are valuable for researchers who study the relationship between the development of creative skills and knowledge in general academic subjects, as well as strive to develop new curricula.

L'école à l'heure de l'intelligence artificielle. Grand angle. (2023). *Le courrier de l'Unesco*, (4). Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000387029/PDF/387029fre.pdf.multi>

Lehmans, A. (2023, juin 13). **Téléprésence à l'école : penser la place du dispositif technique dans les apprentissages pour les élèves empêchés.** Présenté à EIAH 2023 - Atelier Education 4.0: caractérisation des facteurs humains dans les parcours pédagogiques. Consulté à l'adresse <https://univ-pau.hal.science/hal-04313133>

Le projet de déploiement de robots de téléprésence Ted-I est l'occasion de mener une recherche sur l'efficacité du robot de téléprésence pour assurer la continuité des apprentissages pour les élèves empêchés par la maladie ou un accident, dans une perspective d'inclusion cognitive et sociale. Cette recherche, Telescol, interroge les méthodes d'investigation autour du facteur humain dans les pratiques liées aux apprentissages scolaires situées dans des dispositifs sociotechniques, dans le contexte très particulier de l'accompagnement des élèves empêchés. Elle invite à prendre en considération le mouvement et la circulation médiées par une machine dans le cadre de l'espace-temps scolaire, ainsi que la réorganisation cognitive et matérielle de ce cadre, susceptible d'ouvrir un horizon de communication.

Lotfizadeh, A. D., & Acosta, G. (2023). **Evaluation of a Reinforcement Contingency to Increase University Students' Webcam Usage During Online Classroom Instructions.** *Journal of Behavioral Education*, 32(4), 803-813. <https://doi.org/10.1007/s10864-022-09474-5>

During the COVID-19 pandemic, in-person classroom instruction was placed on hold and university courses transitioned to online instruction. This transition resulted in novel challenges for instructors, including reduced professor-student interactions due to limited student webcam usage. The purpose of this study was to assess the impact of a reinforcement contingency on students' use of webcams during synchronous online instruction. An alternating treatments design was used to assess the impact of a reinforcement contingency consisting of 0.5 points contingent on daily webcam usage. We also assessed the results based on how the contingency was communicated to the students (a verbal statement on the daily quiz plus a reminder on lecture slides versus a statement on the lecture slide only). The reinforcement contingency reliably increased webcam usage, but there was not a significant difference in results as a function of how the presence of the reinforcement contingency was communicated. These findings suggest that the behavior of using webcams can change with a simple reinforcement contingency.

Lv, H. Z. (2023). **Innovative music education: Using an AI-based flipped classroom.** *Education and Information Technologies*, 28(11), 15301-15316. <https://doi.org/10.1007/s10639-023-11835-0>

It is essential to develop and research new teaching methods in the era of online education. In this regard, one of the promising methods could be the flipped classroom model built on artificial intelligence (AI). The study aimed to determine the impact of flipped classroom teaching using a stylus-driven intelligent learning system on students' level of knowledge in the piano course and the degree of their involvement in the musical education process. The Mann-Whitney method was used to compare the results of the two groups to determine whether there were statistically significant differences in their results. The participants were 118 students from Lishui University. In particular, the students from the experimental group showed significantly higher results (Mean = 19.73) than those from the control group (Mean = 16.03), which proved the effectiveness of the proposed AI-based flipped classroom piano learning model and had statistical significance ($z = -2.43$; $p = .01$). The mean score of participants' engagement in piano learning using an experiential flipped classroom approach was 3.54 (SD = 1.07), which allowed concluding that the developed approach contributed to their involvement in educational progress. Further relevant research can be devoted to the development of new integrated teaching methods, creating alternative AI systems, and exploring the impact of new teaching methods on indicators of motivation, cognitive load, student self-regulation, etc. The present findings can be useful in the introduction of the developed teaching method into music education to improve learning outcomes and contribute to students' involvement.

Mamedova, L., Rukovich, A., Likhouzova, T., & Vorona-Slivinskaya, L. (2023). **Online education of engineering students: Educational platforms and their influence on the level of academic performance.** *Education and Information Technologies*, 28(11), 15173-15187. <https://doi.org/10.1007/s10639-023-11822-5>

The World Health Organization announced the COVID-19 pandemic, which led to considerable disruption of the global education system and required an early adaptation of the educational process. In addition to the resumption of the educational process, it was necessary to preserve the academic performance of students of higher educational institutions, including engineering ones. This study aims to develop a curriculum for engineering students to increase their level of success. Igor Sikorsky Kyiv Polytechnic Institute (Ukraine) hosted the study. The sample consisted of 354 fourth-year students of the Engineering and Chemistry Faculty: 131 "Applied Mechanics", 133 "Industrial Engineering", and 151 "Automation and Computer-Integrated Technologies". The sample included students of the Faculty of Computer Science and Computer Engineering: 121 "Software Engineering", and 126 "Information Systems and Technologies" – 154 students from the 1st year and 60 students from the 2nd year. The study was conducted during 2019–2020. The data includes grades for in-line classes and final test scores. The result of the research has shown that modern digital tools such as Microsoft Teams, Google Classroom, Quizlet, YouTube, Skype, and Zoom, among others, have provided a highly effective educational process. The results of the educational process are as follows: 63 + 23 + 10 students received "Excellent/Perfect" (A) in 2019, 65 + 44 + 8 in 2020; 146 + 64 + 20 and 159 + 81 + 18 received "Good (B, C)", respectively; 135 + 64 + 30 and 120 + 27 + 31 "Satisfactory" (D, E), respectively; – 10 + 3 + 0 and 10 + 2 + 3 "Unsatisfactory" (F), respectively. There was a tendency to increase the average score. The researchers found that the learning models were different before (offline) and during (online) the COVID-19 epidemic. However, the academic results of students were not different. The authors can conclude that e-learning (distance, online) is possible when training engineering students. The introduction of a new, jointly developed author's course "Technology of mechanical engineering in Medicine and Pharmacy" will also allow future engineers to be more competitive in the labor market.

Marrero Galván, J. J., Negrín Medina, M. Á., Bernárdez-Gómez, A., & Portela Pruaño, A. (2023). **The impact of the first millennial teachers on education: views held by different generations of teachers.** *Education and Information Technologies*, 28(11), 14805-14826. <https://doi.org/10.1007/s10639-023-11768-8>

The first people considered digital natives, the millennials, have already entered the teaching profession. As a result, we are faced with a remarkable generational diversity. This survey aimed to explore the generational change in teachers and the beginning of the incorporation of the first millennials (digital natives) into teaching. It was carried out through a qualitative study using focus groups and interviews with a total of 147 teachers. The main results found establish a generational clash between migrants and digital natives. This difference is present in the use and understanding of ICTs in the teaching task across the different teaching generations and in a generational diversity within the educational centres that has not been seen so far. However, this difference between teachers is also a condition that facilitates exchange between teachers of different generations. Junior teachers help veteran teachers in the use of ICTs and veteran teachers provide the expertise that new recruits lack.

Matczak, A., Akdogan, H., & Ashmore, D. (2023). **The paradox of technology in online education during the COVID-19 pandemic: the experiences of safety and security students in a Dutch university.** *Higher Education*, 86(6), 1269-1292. <https://doi.org/10.1007/s10734-022-00971-0>

The purpose of this paper is to reflect on the experiences of safety and security management students, enrolled in an undergraduate course in the Netherlands, and present quantitative data from an online survey that aimed to explore the factors that have contributed to students' satisfaction with, and engagement in, online classes during the COVID-19 pandemic. The main findings suggest an interesting paradox of technology, which is worth further exploration in future research. Firstly, students with self-perceived higher technological skill levels tend to reject online education more often as they see substantial shortcomings of classes in the way they are administered as compared to the vast available opportunities for real innovation. Secondly, as opposed to democratising education and allowing for custom-made, individualistic education schedules that help less-privileged students, online education can also lead to the displacement of education by income-generating activities altogether. Lastly, as much as technology allowed universities during the COVID-19 pandemic to continue with education, the transition to the environment, which is defined by highly interactive and engaging potential, may in fact be a net contributor to the feelings of social isolation, digital educational inequality and tension around commercialisation in higher education.

Matzavela, V., & Alepis, E. (2023). **An application of self-assessment of students in mathematics with intelligent decision systems: questionnaire, design and implementation at digital education.** *Education and Information Technologies*, 28(11), 15365-15380. <https://doi.org/10.1007/s10639-023-11761-1>

During the last decade an eruptive increase in the demand for intelligent m-learning environments has been observed since instructors in the online academic procedures need to ensure reliability. The research for decision systems seemed inevitable for flexible and effective learning in all levels of education. The prediction of the performance of students during their final exams is considered as a difficult task. In this paper, an application is presented, contributing to an accurate prediction which would assist educators and learning experts in the extraction of useful knowledge for designing learning interventions with enhanced outcomes.

M'Bafoumou, A., Pac, S., & Thumerelle, J. (2023). **En fin de troisième, près de deux élèves sur trois ont une maîtrise satisfaisante des compétences numériques.** *Note d'Information*, (23.45). Consulté à l'adresse <https://www.education.gouv.fr/en-fin-de-troisieme-pres-de-deux-eleves-sur-trois-ont-une-maitrise-satisfaisante-des-competences-379947>

Près de deux élèves sur trois (63,5 %) ont une maîtrise satisfaisante des compétences numériques leur permettant d'utiliser les outils numériques de façon raisonnée, sécurisée et écoresponsable. À l'opposé, 15 % des élèves n'ont qu'une appréhension limitée de ces compétences. Les élèves des collèges les moins favorisés obtiennent des scores plus faibles que ceux issus des collèges les plus favorisés et les performances des filles sont comparables à celles des garçons.

Michos, K., Schmitz, M.-L., & Petko, D. (2023). **Teachers' data literacy for learning analytics: a central predictor for digital data use in upper secondary schools.** *Education and Information Technologies*, 28(11), 14453-14471. <https://doi.org/10.1007/s10639-023-11772-y>

Since schools increasingly use digital platforms that provide educational data in digital formats, teacher data use, and data literacy have become a focus of educational research. One main challenge is whether teachers use digital data for pedagogical

purposes, such as informing their teaching. We conducted a survey study with N = 1059 teachers in upper secondary schools in Switzerland to investigate teacher digital data use and related factors such as the available technologies in schools. Descriptive analysis of the survey responses indicated that although more than half of Swiss upper-secondary teachers agreed with having data technologies at their disposal, only one-third showed a clear tendency to use these technologies, and only one-quarter felt positively confident in improving teaching in this way. An in-depth multilevel modeling showed that teachers' use of digital data could be predicted by differences between schools, teachers' positive beliefs towards digital technologies (will), self-assessed data literacy (skill), and access to data technologies (tool) as well as by general factors such as frequency of using digital devices in lessons by students. Teacher characteristics, such as age and teaching experience, were minor predictors. These results show that the provision of data technologies needs to be supplemented with efforts to strengthen teacher data literacy and use in schools.

Mohammadi Zenouzagh, Z., Admiraal, W., & Saab, N. (2023). **Learner autonomy, learner engagement and learner satisfaction in text-based and multimodal computer mediated writing environments.** *Education and Information Technologies*, 28(11), 14283-14323. <https://doi.org/10.1007/s10639-023-11615-w>

Technology creates variant learning experiences which are context specific. This study examined the comparative potential of multimodal and text-based Computer Mediated Communication (CMC) in fostering learner autonomy, learner engagement and learner e-satisfaction as well as learner writing quality. To this end, 40 Iranian male and female EFL (English as foreign language) students were selected on the basis of their writing proficiency and were randomly assigned into text-based and multimodal CMC research groups. Learner autonomy was investigated using Van Nguyen and Habók 's learner autonomy questionnaire, which had 40 items rated on 5 point likert scale, both before and after the treatment. Student engagement was tracked by analyzing transcription of stored conversations of Moodle and Discussion logs of an online writing forum, using a coding scheme to identify cognitive, emotional, and behavioral student engagement. The potential of text-based CMC and Multimodal CMC in fostering writing quality was examined by comparing students' writing before and after treatment. Finally, students were asked to write reflective essays on their evaluation of efficacy of the learning environments. Content analysis was conducted on the open and axial coding of indicators of student satisfaction. The results of between group comparison indicated that students were more autonomous in text-based modality than in multimodal CMC. Chi-square analysis indicated that text-based CMC group outperformed multimodal CMC group in terms of behavioral and cognitive engagement. Yet, multimodal CMC group reported higher emotional and social engagement. One-way ANCOVA results also indicated that the students in text-based CMC group outperformed Multimodal CMC group in terms of writing quality. Learner e-satisfaction was examined by network mapping of open codes of student reflective essays. The study identified four categories that reflected students' e-satisfaction: learner dimension (including learners' attitude, learner internet self-efficacy), teacher dimension (including teacher presence, teacher digital competences), curriculum dimension (including curriculum flexibility, course quality, flexibility in interaction support system) and internet dimension (including internet quality and support system). However, internet dimension received negative judgments from both groups. The implications of the study and suggestions for further research are discussed.

MOUSSA, M. S., & SAGAYAR MOUSSA, M. (2023). **Transition numérique et innovation pédagogique dans l'enseignement supérieur au Niger: contexte, solutions expérimentées et alternatives possibles.** *RISE: Revue interdisciplinaire en sciences de l'éducation*, (n° 1), 54-66, bibliogr. <https://doi.org/10.60481/revue-rise.N1.6>

Au Niger, dans les universités publiques, le développement du numérique est au stade des intentions et des réflexions stratégiques. Pour aller vers une transition numérique et des innovations pédagogiques susceptibles de transformer les pratiques enseignantes et les modalités d'apprentissage des étudiants, l'article tente d'analyser les contextes, les solutions expérimentées et les alternatives possibles d'intégration du numérique dans les pratiques et le fonctionnement du système de l'enseignement supérieur au Niger. S'appuyant sur l'utilisation du numérique en contexte universitaire de réformes, il montre que l'enseignement à distance est possible si l'engagement des enseignants est régi par des textes réglementaires.

Nayak, P., Vaheed, Sk., Gupta, S., & Mohan, N. (2023). **Predicting students' academic performance by mining the educational data through machine learning-based classification model.** *Education and Information Technologies*, 28(11), 14611-14637. <https://doi.org/10.1007/s10639-023-11706-8>

Students' academic performance prediction is one of the most important applications of Educational Data Mining (EDM) that helps to improve the quality of the education process. The attainment of student outcomes in an Outcome-based Education (OBE) system adds invaluable rewards to facilitate corrective measures to the learning processes. Furthermore, the explosive increase of e-learning platforms generates a large volume of data that demands the extraction of useful information using up-to-date techniques. Keeping this view in mind and to check the impact of various features on student outcomes during online classes, we have analyzed two sets of datasets; the Kalboard 360 dataset (a larger dataset) that contains academic, demographic as well as behavioral features which have been observed and recorded during the classes held and a local Institute dataset that does not acquire behavioral features. To achieve this, we have selected a few machine learning algorithms such as Decision Tree (J48), Naïve Bayes (NB), Random Forest (RF), and Multilayer Perceptron (MLP) to classify the students, along with a few filter-based feature selection methods like Info gain, gain ratio, and correlation features have been applied to select the key attributes. Finally, we have fine-tuned the learning parameters of MLP called "Opt-MLP" to get an optimized output and compared it with other classification models. Our experimental results conclude that Opt-MLP proves its superiority over other classification models by predicting an accuracy of 87.14% without the feature selection (WOFS) and 90.74% accuracy with the feature selection (WFS) method for data set 1 and an accuracy of 79.37% without feature selection and 97.08% with feature selection for dataset 2. But, when the students' behavioral feature is considered along with other features, the RF model provides 100% accuracy justifying that students' behavior during class hours has a great impact on attaining the students' outcomes.

OCDE : Organisation de coopération et de développement économiques. (2023). **AI and the future of skills, volume 2: methods for evaluating AI capabilities.** Consulté à l'adresse <https://www.oecd.org/publications/ai-and-the-future-of-skills-volume-2-a9fe53cb-en.htm>

O'Connor, J., Ludgate, S., Le, Q.-V., Le, H. T., & Huynh, P. D. P. (2023). **Lessons from the pandemic: Teacher educators' use of digital technologies and pedagogies in Vietnam before, during and after the Covid-19 lockdown.** *International Journal of Educational Development*, 103, 102942. <https://doi.org/10.1016/j.ijedudev.2023.102942>

This article reports on responses from an online survey designed to explore the before, during and after lockdown experiences of higher education teacher educators in Vietnam (n = 145) who were required to use digital technologies and pedagogies exclusively in their teaching during the 2020/21 lockdown. The data is interpreted using the TPACK framework (Koehler & Mishra, 2009) which enables analysis of the participants' technological, pedagogical and content knowledge in relation to teaching online using digital tools. The findings indicate mixed responses and experiences of teacher educators during this period with many having struggled with new technologies and unfamiliar pedagogical strategies whilst others enjoyed the opportunity to develop new approaches to their teaching. The paper concludes with key recommendations for best practice in this sector going forward post pandemic including the development of national and institutional e-learning policies, improvements in IT infrastructure and increased provision of professional training.

Page, A., Anderson, J., & Charteris, J. (2023). **Including students with disabilities in innovative learning environments: a model for inclusive practices.** *International Journal of Inclusive Education*, 27(14), 1696-1711. <https://doi.org/10.1080/13603116.2021.1916105>

The educational provision for students with disabilities has been debated for as long as the term inclusive education (IE) has been part of the educational discourse. Despite IE stemming from a social justice paradigm, globally there remain inconsistencies in access to quality education. As a result, policies and practices to shift towards more equitable access to education are evident across the world. Many IE commentators argue the need for a transformative and systemic change to the status quo, for IE outcomes to be achieved. Innovative learning environments (ILEs) offer the opportunity for new conversations around IE and systemic change. Although IE is generally seen as an important aspect of ILE design, there is a missed opportunity to fully appreciate and address the needs of students with disabilities. Moreover, we argue that ILEs can disrupt traditional paradigms in education in ways that enhance IE. A model is presented in this article that is designed to respond to the gaps in existing ILE models. This conceptual framework offers a means for architects, school leaders, and teachers to improve the educational outcomes of all students, through connecting the notions of inclusive design, inclusive practice and inclusive pedagogy.

Parhizkar, A., Tejeddin, G., & Khatibi, T. (2023). **Student performance prediction using datamining classification algorithms: Evaluating generalizability of models from geographical aspect.** *Education and Information Technologies*, 28(11), 14167-14185. <https://doi.org/10.1007/s10639-022-11560-0>

Increasing productivity in educational systems is of great importance. Researchers are keen to predict the academic performance of students; this is done to enhance the overall productivity of educational system by effectively identifying students whose performance is below average. This universal concern has been combined with data science leading to the creation of an interdisciplinary research area called Educational Data Mining. One of the recent issues which has been addressed by researchers is training generalizable models from different aspects such as gender, major, geography and etc. Therefore, in this research we use machine learning methods to predict student's

performance, emphasizing on training generalizable models from geographical aspect. For this purpose, a questionnaire containing 37 questions was designed, through which 536 answers were collected, including 111 international and 425 domestic answers. According to the literature, student performance is mostly determined based on the GPA (grade point average) of the entire course. In this research, information about the GPA of respondents in undergraduate and graduate courses was collected in the form of three classes. After a final review of the models employed in previous studies, the main models selected and used for classification purposes included SVM, CNN, Adaboost, RF, SVM, and DT. Feature selection is performed using XGBoost, random forest, as well as SVM. The main issue investigated in this study is the generalizability of the models trained on domestic (iranian) data and tested on international data (non-iranian). Experimental results show that the best models trained with specific dataset collected in this research had generalizability comparing to base models' outcomes which were trained and tested on domestic data. Meanwhile, Random forest and CNN models shows the best performance with the average of accuracy and F-score of 73.5 and 68.5, respectively.

Patil, H., & Undale, S. (2023). **Willingness of university students to continue using e-Learning platforms after compelled adoption of technology: Test of an extended UTAUT model.** *Education and Information Technologies*, 28(11), 14943-14965. <https://doi.org/10.1007/s10639-023-11778-6>

The COVID-19 pandemic has prompted the adoption of an e-Learning pedagogy. This forced teachers and students to shift to online learning and thus was compelled to adopt online educational technology. Educational institutes have been facing challenges like insufficient infrastructure and a shortage of quality teachers. Online learning can help to address these challenges as online classes can accommodate more students. However, before implementing e-Learning technology management of institutes wants to be sure whether students will adopt new technology. Therefore, the purpose of this study was to unveil which factors are important to adopt new technology if implemented mandatorily. We tested the most popular technology acceptance model the UTAUT to understand students' intentions to continue using the e-Learning system in a mandatory environment. The study used a quantitative approach of research. The participants for this study were selected from a private university in India. The questionnaire for the study was adapted from previous studies. The survey was conducted by sharing an online link while students were attending classes online during the pandemic. Thus, the study utilized a convenience sampling technique. The data were analyzed using structural equation modelling. The findings revealed that the UTAUT model can partially explain the forceful adoption of technology. The study found 'Performance expectancy' and the 'availability of resources' as significant indicators of 'intention for continued usage'. This study recommends educational institutes should ensure students attain academic goals by using e-Learning platforms and ensuring the availability of essential resources to use the e-Learning technology.

Perlot, O., & Mocquet, B. (2023). **Construction d'un Hub social devenu éducatif.** *Séminaire du laboratoire LHUMAIN de L'université Paul Valéry*. Présenté à Montpellier, France. Consulté à l'adresse <https://hal.science/hal-04287873>

Présentation lors du séminaire du laboratoire LHUMAIN de l'Université Paul Valéry de l'article sur la construction d'un hub social devenu éducatif. Notre article présente et analyse un dispositif, mis en place progressivement, d'un espace numérique d'échanges dans une formation de l'enseignement supérieur français se destinant au métier de

l'ingénierie pédagogique répondant à une compétence de formation : répondre à un appel à projet fictif. Nous tentons de démontrer, en relatant la dernière année de formation, que cette pratique de formation intentionnelle de la part de l'enseignant fait apparaître toutes les caractéristiques d'un hub social (Gobert, 2009, 2020) dans la formation mais aussi dans les six mois qui la suivent. Par ailleurs, nous témoignons que le hub social construit ainsi des pratiques professionnelles d'anciens étudiants aujourd'hui praticiens, puisque les interactions sont encore effectives bien après la formation.

Qiao, W., & Yijun, C. (2023). **The role of live transcripts in synchronous online L2 classrooms: Learning outcomes and learner perceptions.** *Education and Information Technologies*, 28(11), 14783-14804. <https://doi.org/10.1007/s10639-023-11784-8>

This study explored the role of live transcripts in online synchronous academic English classrooms by focusing on how automatically generated live transcripts influence the learning outcomes of lower-proficiency and higher-proficiency learners and on their perceptions towards live transcripts. The study adopted a 2 × 2 factorial design, with the two factors being learner proficiency (high vs. low) and availability of live transcription (presence and absence). The participants were 129 second-year Japanese university students from four synchronous classes taught on Zoom by the same teacher under an academic English reading course. Learning outcomes in this study were evaluated according to the course syllabus through grades and participation in class activities. A questionnaire consisting of nine Likert-scale questions and a comment box was administered to explore participants' perceived usefulness of, perceived ease of use of, and perceived reliance on live transcripts. Results showed that contrary to previous studies reporting the effectiveness of captioned audiovisual materials in L2 learning, live transcripts as a special type of captions were not effective in promoting the grades of learners of either proficiency. However, it significantly improved the activity participation of lower-proficiency learners, but not that of higher-proficiency learners. Questionnaire results showed that there were no significant differences between learners of two proficiencies in their perceptions towards live transcription, which contradicts previous findings that lower-proficiency learners tend to rely more on captions. Besides enhancement of lecture comprehension, participants reported innovative uses of live transcripts such as screenshots with transcripts for notetaking purposes and transcripts downloaded for later review.

Roy, N. (2023). **Créativité et innovation avec le numérique.** *Médiations et médiatisations - Revue internationale sur le numérique en éducation et en communication*, (16), 1-160. Consulté à l'adresse <https://revue-mediations.telug.ca/index.php/Distances/issue/view/22/Cr%C3%A9ativit%C3%A9%20et%20innovation%20avec%20le%20num%C3%A9rique>

Chaque année, les Nations Unies soulignent la créativité et l'innovation par une Journée mondiale le 21 avril, et ce, dans toutes les sphères de la vie. En éducation, cela prend une place toute particulière, alors qu'elles peuvent s'exprimer autant pour l'apprentissage que pour l'enseignement. Ce numéro propose d'examiner comment la créativité et l'innovation s'actualisent en présence du numérique. Les implications sont multiples, puisque l'on peut autant réfléchir aux enjeux en termes d'objets, d'espaces, de pratiques enseignantes, de moyens d'apprentissage, etc. La mise en place de processus ou d'activités mobilisant la créativité et l'innovation sont des vecteurs de changement en éducation. Les huit articles mettent en exergue l'hétérogénéité des

possibilités lorsqu'il vient le temps d'examiner les apports de la créativité et l'innovation en éducation.

Sahut, G. (2023). **GTnum CREM ELN #ELN – Monographie de terrain : CM2 – CSP mixtes – Zone rurale - Occitanie - Groupes thématiques numériques de la Direction du numérique pour l'éducation (Ministère de l'Éducation nationale et de la jeunesse) 2020-2022.** Consulté à l'adresse <https://hal.science/hal-04293194>

Cette monographie de terrain est rédigée dans le cadre du GTnum «Enfances et Littératies Numériques», mené par le CREM, Université de Lorraine, et EPSYLON, Université de Montpellier, ainsi que les laboratoires CCLE, ESO et IMS. Elle rend compte des données recueillies sur un temps long au sein d'un établissement scolaire, et d'une classe où ont été observés et interrogés les usages numériques développés dans l'acte d'enseignement-apprentissage, ainsi que les compétences numériques en lien, et la prise en compte des pratiques numériques enfantines au sein de la pratique de classe. Ce travail s'inscrit dans le cadre du GTnum CREM ELN, Enfances et Littératies Numériques, dans la thématique «Numérique et éducation : pour une prise en compte des disparités sociales et territoriales» des GTnum 2020/2022 soutenus par la Direction du numérique pour l'éducation (DNE).

Sakka, S., Liagkou, V., Stylios, C., & Ferreira, A. (2023). **On the privacy and security for e-education metaverse.** Consulté à l'adresse <https://hal.science/hal-04287943>

Metaverse brings a new era of digital networking, blurring the lines between the physical and digital realms, enabling users to engage in social, educational, commercial and entertainment activities in a distributed environment. Especially in the field of education, this innovation brings various facilities and benefits, empowering all involved in a new world of learning. However, like the physical world, metaverse raises security and privacy issues that generate concerns among users, hampering its integration especially into everyday life, such as education. Therefore, in this work we identify security and privacy challenges associated with e-education metaverse environments, posing a series of research questions encompassing a wide spectrum of concerns. We also analyse protocols intended to create a trustworthy metaverse environment.

SALVATIERRA, F., & KELLY, V. (2023). **Planeamiento educativo y tecnologías digitales en América Latina.** Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000386964_spa

L'objectif de ce document est, d'une part, de fournir des lignes directrices pour la planification de politiques éducatives qui tirent parti de l'apport des technologies numériques et contribuent ainsi à résoudre des problèmes persistants dans la région, et d'autre part d'aborder un processus de changement qui réponde aux besoins et aux exigences de la société numérique.

Sumardani, D., & Lin, C.-H. (2023). **Cognitive processes during virtual reality learning: A study of brain wave.** *Education and Information Technologies*, 28(11), 14877-14896. <https://doi.org/10.1007/s10639-023-11788-4>

Virtual Reality (VR) has gained popularity in educational fields enabling new learning possibilities. In the implementation process, VR could improve learning by increasing positive affective and cognitive processing, whereas VR also could hurt learning by increasing distraction and leading to poorer learning outcomes. Thus, understanding the cognitive processes that occur during the learning process using VR can provide

sufficient information to unlock the learning potential. This research aims to determine cognitive processes through brain waves when participants perform VR learning and reading activity. Cognitive processing during VR learning was compared to the reading process because reading was a fundamental activity of the learning process and one of the most common ways of accessing knowledge. Brain Wave data on attention and meditation were collected using the Mindset EEG headset developed by Neurosky Inc., in which participants read the material and experienced VR simulation regarding the weightlessness concept. The results show that reading activity has a higher attention level than VR learning due to the many learning modalities in VR learning causing cognitive overload. Regarding the level of meditation, the brain activities indicate that the reading activity and VR learning activities have the same level of meditation. One of the most plausible explanations is the absence of cybersickness in VR learning. Moreover, according to the trend analysis of the brain wave activity, VR learning can possibly enhance the learning process in specific scenarios, such as when participants complete their mission in the VR simulation and start free exploration and when participants see something that they thought was extraordinarily embodied in VR. Besides that, VR learning can also distort the learning process, such as when participants are confused during instruction about which path to take and what the next step is, then cause distraction in learning.

Sun, L., You, X., & Zhou, D. (2023). **Evaluation and development of STEAM teachers' computational thinking skills: Analysis of multiple influential factors.** *Education and Information Technologies*, 28(11), 14493-14527. <https://doi.org/10.1007/s10639-023-11777-7>

Computational thinking (CT) has become the basic foothold of STEAM education. The role of teachers as an essential element of CT education cannot be ignored. Therefore, measuring teachers' ability to integrate CT into classroom is necessary. There were two sub-studies in this study, the one was to develop a specialized scale for the evaluation of teachers' CT skills. The other was to take K-12 STEAM teachers as sample to measure their CT levels and analyze the impact of the influential factors of personal attributes, occupational attributes, and environmental support on teachers' CT skills. The results showed that the Computational Thinking Scale for Teachers (TCTS) has good reliability and validity. The CT skills of 925 STEAM teachers from China were at an upper-middle level. Further analysis revealed significant differences in teachers' CT skills in terms of gender, age, teaching experience, grade, subjects, and nature of school. Firstly, by contrast, male teachers' CT skills were slightly higher than female teachers'; 30–40-year-old teachers possessed the highest level of CT skills; Second, the longer the teaching experience, the higher the teachers' CT skills; primary school teachers' CT skills were higher than those of middle school and high school teachers; Interdisciplinary comprehensive courses and teaching methods may be more conducive to the improvement of teachers' CT skills, which acted elementary science teachers' CT skills were higher than those of teachers of other subjects. Third, the nature of the school also affected the CT skills of STEAM teachers. The CT of teachers in private schools was higher than those in public schools. Therefore, the regional differences and educational equity in teacher' CT training should also be concerned. Concerning the questions, this study carried out an in-depth discussion and put forward inspiration and suggestions. The research findings revealed the mechanism that affects teachers' CT skills and provided meaningful evidence support for the training and evaluation of K-12 STEAM in-service teachers.

Tak, S., & Catsambis, S. (2023). **“Video games for boys and chatting for girls?”: Gender, screen time activities and academic achievement in high school.** *Education and Information Technologies*, 28(11), 15415-15443. <https://doi.org/10.1007/s10639-023-11638-3>

Using national longitudinal data of students during their 9th and 11th grades, we address popular concerns over screen time activities distracting students' academic pursuits. We examine gender differences in the types of screen time use, expecting the skill-based activity of video gaming to be more common among boys and the socially oriented activity of chatting online to be more common among girls. Following the displacement effect theory we hypothesize that screen time may displace educational activities, limiting time spent on math homework and lowering subsequent math test scores. Results confirm the gendered nature video gaming for boys, while the gendered nature of chatting online is less clear. Despite popular concerns, findings show no appreciable relationship of video gaming and online chatting with hours spent doing math homework. A very weak, negative association was detected between both screen activities and math test scores two years later, being strongest for the videogaming time of female students. Further research is needed on the full spectrum of screen time activities to determine any potential effects during this developmental stage.

Tartas, V. (2023). **GTnum CREM ELN #ELN – Monographie de terrain : CE2-CM1-CM2 – CSP mixtes– Zone rurale – Occitanie - Groupes thématiques numériques de la Direction du numérique pour l'éducation (Ministère de l'Éducation nationale et de la jeunesse) 2020-2022.** Consulté à l'adresse <https://hal.science/hal-04293180>

Cette monographie de terrain est rédigée dans le cadre du GTnum «Enfances et Littératies Numériques», mené par le CREM, Université de Lorraine, et EPSYLON, Université de Montpellier, ainsi que les laboratoires CCLE, ESO et IMS. Elle rend compte des données recueillies sur un temps long au sein d'un établissement scolaire, et d'une classe où ont été observés et interrogés les usages numériques développés dans l'acte d'enseignement-apprentissage, ainsi que les compétences numériques en lien, et la prise en compte des pratiques numériques enfantines au sein de la pratique de classe. Ce travail s'inscrit dans le cadre du GTnum CREM ELN, Enfances et Littératies Numériques, dans la thématique « Numérique et éducation : pour une prise en compte des disparités sociales et territoriales » des GTnum 2020/2022 soutenus par la Direction du numérique pour l'éducation (DNE).

Thathsarani, H., Ariyananda, D. K., Jayakody, C., Manoharan, K., Munasinghe, A. A. S. N., & Rathnayake, N. (2023). **How successful the online assessment techniques in distance learning have been, in contributing to academic achievements of management undergraduates?** *Education and Information Technologies*, 28(11), 14091-14115. <https://doi.org/10.1007/s10639-023-11715-7>

The implementation of online teaching and assessments was prompted by the current COVID-19 pandemic. Therefore, all universities had to adopt the distance-learning method as the only choice to continue education delivery. This study's main objective is to understand the effectiveness of assessment techniques followed through distance learning in Sri Lankan management undergraduates during COVID-19. Furthermore, utilizing a qualitative approach and thematic analysis for data analysis, semi-structured interviews with 13 management faculty lecturers selected through the purposive sample technique were used for data collection. The survey was conducted via an online

questionnaire that was distributed to Sri Lankan undergraduates, and a total of 387 samples from management undergraduates were drawn for the quantitative data analysis using a simple random sampling technique. The study's main findings revealed that five online assessments are currently being utilized to evaluate management undergraduates' academic performance under distance learning, including online examinations, online presentations, online quizzes, case studies, and report submissions. In addition, this study statistically and with some qualitative empirical evidences in the existing literature proved that online examinations, online quizzes, and report submissions have a significant impact on undergraduates' academic performance. Further, this study also recommended that universities should implement procedures for online assessment techniques in order to assess the quality assurance of assessment techniques.

Thompson, Smith, & Jeffery. (2023). **Community or Efficiency? The Perceived Importance of Community of Inquiry in Online Community College Courses.** *Community College Journal of Research and Practice*, 47(12), 732-747.
<https://doi.org/10.1080/10668926.2022.2064366>

Online courses are popular in community colleges among students of different backgrounds. However, compared to community college students who take face-to-face courses, those who take online courses earn lower grades and are less likely to receive a diploma or transfer to a four-year institution. Designing courses to facilitate social presence, as defined in the Community of Inquiry framework, can support student persistence and retention, but activities that support social presence may be in conflict with community college students' expectations for efficiency in an online course. This study used an online survey to explore the value community college students placed on social presence, teaching presence and efficiency. Students reported that they valued efficiency most highly, followed by teaching presence. Social presence was the least valued of the three constructs. These findings have implications for how community college instructors design their online courses and how they communicate the relevance of course activities to students.

Tonbuloğlu, B., & Tonbuloğlu, İ. (2023). **Trends and patterns in blended learning research (1965–2022).** *Education and Information Technologies*, 28(11), 13987-14018.
<https://doi.org/10.1007/s10639-023-11754-0>

Blended learning (BL) applications, which are defined as a combination of online and face-to-face education processes and created with the strongest aspects of various teaching approaches, have attracted increasing attention particularly in recent years with the effect of the pandemic. Although blended learning studies, which have a wide range of content and variety of applications in the literature, have been examined by content analysis in many scientific studies, bibliometric studies that provide a comprehensive review of studies on BL and reveal a general map of scientific studies are extremely limited. The purpose of this research is to conduct a systematic analysis of BL studies around the world and to reveal general research trends by bibliometric method. In the scope of the research, 4,059 publications searched in the Scopus database between the years 1965—2022 were analyzed by VOSviewer and Leximancer software; the publications were examined from aspects such as year, subject, fund, citation, journal, country, common word, etc. An analysis of the research results reveals that studies on BL have increased in number in the literature since 2006; it has been found that the fields of social sciences, computer, medicine and engineering come to the forefront in the categorization of publications by subject, and the USA, UK, China and Australia are

the most cited countries. As revealed by the findings of common word analysis, the studies mostly focus on the use of technology during the pandemic, current trends in education and technology, online learning environment and learner characteristics, teaching approaches, social media, motivation and medical education. Furthermore, it is understood that the most common terms in abstracts—keywords and titles of the studies reflect the learning process, the learner, the classroom environment, the model adopted, the system designed and medical education.

Tricot, A., & Cordier, A. (2023). **GTnum CREM ELN #ELN – Enquête ELN auprès des parents : Rapport Complet - Groupes thématiques numériques de la Direction du numérique pour l'éducation (Ministère de l'Éducation nationale et de la jeunesse) 2020-2022**. Consulté à l'adresse <https://hal.univ-lorraine.fr/hal-04293206>

Ce rapport d'enquête est rédigé dans le cadre du GTnum «Enfances et Littératies Numériques», mené par le CREM, Université de Lorraine, et EPSYLON, Université de Montpellier, ainsi que les laboratoires CCLE, ESO et IMS. Il rend compte de l'ensemble des résultats de l'enquête menée par le groupe de recherche auprès de parents d'enfants scolarisés en cycles 2 et 3. Les parents ont été interrogés sur leurs perceptions des usages numériques de leurs enfants, mais aussi les compétences numériques de ces derniers, et leurs attentes vis-à-vis de l'école dans la prise en charge du développement de la littératie numérique. Ce travail s'inscrit dans le cadre du GTnum CREM ELN, Enfances et Littératies Numériques, dans la thématique « Numérique et éducation : pour une prise en compte des disparités sociales et territoriales » des GTnum 2020/2022 soutenus par la Direction du numérique pour l'éducation (DNE).

Tugtekin, U., & Odabasi, H. F. (2023). **Effect of multitasking and task characteristics interaction on cognitive load and learning outcomes in virtual reality learning environments**. *Education and Information Technologies*, 28(11), 14915-14942. <https://doi.org/10.1007/s10639-023-11813-6>

Learning environments are undergoing a dynamic alteration with the robust impact of technological transformation. Therefore, adapting to dynamic learning settings has now become a key criterion for academic performance. The factors that we know have a detrimental effect on learners' academic performance and cognitive capacity are related to today's traditional learning settings, but the circumstances in interactive learning environments such as virtual reality learning environments remains uncertain. To address this gap, we aimed to investigate the circumstances in virtual reality learning environments by considering both task characteristics and multitasking, both of which have been shown to have controversial effects on cognitive load and academic performance. The research was carried out with a total of 218 participants assigned to one of four treatment groups: (1) Multitasking & Regular Task (f = 59), (2) Multitasking & Hard Task (f = 56), (3) Monotasking & Regular Task (f = 52), and (4) Monotasking & Hard Task (f = 51), all with previous experience in virtual reality learning environments. Learners' working memory capacity and prior knowledge levels were measured as covariate variables. MANCOVA results showed significant differences across the treatment groups, in terms of achievement and retention scores. Findings not only reveal the more need for multifaceted empirical research in the field of education but also indicate that the outcomes of interactive learning environments may differ from those of traditional learning settings.

Uzorka, A., Namara, S., & Olaniyan, A. O. (2023). **Modern technology adoption and professional development of lecturers.** *Education and Information Technologies*, 28(11), 14693-14719. <https://doi.org/10.1007/s10639-023-11790-w>

This qualitative study investigated the professional development needs of lecturers who are transiting to a technology-mediated environment following advancements in technology. This research work was conducted to address the increasing use of digital tools and platforms in education, shed light on the challenges that lecturers face when adopting modern technology in their teaching, and provide insights on how to design compelling professional development opportunities that address their needs. A convenience sample of faculty and administrators in the faculty of education at a university in Uganda was selected, and 89 participants were interviewed using an interview guide. The study found that most lecturers view time as a significant barrier to their professional development, and therefore, they require professional development opportunities that are tailored to their needs, relevant to their application of technology, and delivered by trainers who use principles of adult education and constructivism. The study shows a need for those involved in planning and implementing professional development opportunities to consider the needs of administrators and lecturers, and the principles of adult education and constructivism when designing and implementing professional development opportunities.

Vázquez-Cano, E., Quicios-García, M.-P., Fombona, J., & Rodríguez-Arce, J. (2023). **Latent factors on the design and adoption of gamified apps in primary education.** *Education and Information Technologies*, 28(11), 15093-15123. <https://doi.org/10.1007/s10639-023-11797-3>

The main objective of this research is to determine the perception of teachers about the elements that increases the educational effectiveness of gamified apps in primary education. A methodology based on an importance-performance analysis was developed, using a structural equations model to calculate the degree of importance of each variable. The sample was formed of 212 Spanish teachers with experience using educational apps in the teaching-learning process. Six categories were identified as precursors of educational effectiveness: (1) curriculum connection, (2) feedback and operational experience, (3) assessment and learning analytics, (4) sustainability (Protection Personal data), (5) equal access and (6) flow. These six categories enhance the three traditional areas of gamification intervention: cognitive, emotional and social. In this sense, the design and adoption of an educational gamified app should: (1) establish a clear link between the game and curricular content and competence development; (2) promote self-regulated learning through individual and collaborative activities; (3) offer adapted learning by integrating differentiated personalized learning pathways; (4) integrate learning analytics that can be consulted by teacher, student and family; (5) comply with data protection regulation and promote a safe, sustainable and ethical use of the information generated; (6) take into account different levels of functional diversity. When the gamified app design incorporates these attributes, primary education teachers perceive that such resources can be integrated effectively into the teaching-learning processes.

Vitral Rezende, S. (2023). **The opportunity to learn during the COVID-19 pandemic: Social inequalities and the digital divide in Brazil.** *International Journal of Educational Development*, 103, 102897. <https://doi.org/10.1016/j.ijedudev.2023.102897>

With the closure of schools during the COVID-19 pandemic, the education available to students depended heavily on home and family conditions and structure. This paper analyses the relationship between access to technology, demographic characteristics, and learning opportunities during the pandemic in Brazil in 2020. It uses logistic and ordinary least squares linear regression models to generate information based on two national household surveys in Brazil. Both demographics and technology access are related to learning during the pandemic, but demographics have a more constant relationship with learning opportunities than technology access throughout the studied period.

Wang, M., Yu, R., & Hu, J. (2023). **The relationship between social media-related factors and student collaborative problem-solving achievement: an HLM analysis of 37 countries.** *Education and Information Technologies*, 28(11), 14071-14089. <https://doi.org/10.1007/s10639-023-11763-z>

Knowledge and abilities with social media technologies are perceived as critical premises for human development. Familiarity with different types of social media technologies has become pivotal for collaborative learning and successfully solving problems. This study examined the impact of social media technologies, compartmentalized into social media usage and students' attitudes towards social media usage, on their collaborative problem-solving (CPS) achievement by adopting the sample from the PISA 2015 dataset across 37 countries/regions. A three-level hierarchical linear model (HLM) was adopted to identify the significant factors related to CPS achievement. Results indicated that social media usage had a significant impact on CPS achievement and they are varied in terms of different learning contexts, different social media types (e.g., e-mails, social networking sites), and different purposes of social media use (leisure or academic use). Furthermore, students who had a more positive attitude toward social media were more likely to achieve higher CPS performance.

Whitaker. (2023). **Recommendations to Improve African-American/Black Students' Experiences and Achievement in Asynchronous Online Community College Courses.** *Community College Journal of Research and Practice*, 47(12), 725-731. <https://doi.org/10.1080/10668926.2022.2059034>

This brief is rooted in the purpose and findings of a qualitative study that explored the experiences and perspectives of African-American/Black community college students in asynchronous online learning environments. A growing number of African-American/Black students are enrolling in California community colleges and online courses. However, African-American/Black students have disproportionately poor academic outcomes in online community college courses, and little is known regarding their online learning experiences. Key recommendations in this brief center on the importance of promoting and investing in online student services, providing opportunities for online student communities, and investing in ongoing online faculty training.

Wijaya, M. I. (2023). **A decade of ERP teaching practice: A systematic literature review.** *Education and Information Technologies*, 28(11), 14117-14137. <https://doi.org/10.1007/s10639-023-11753-1>

ERP courses have been running for decades and are applied by various university majors, ranging from business school, information systems, and computer science to industrial engineering. Every major has a different ERP curriculum that is adapted based on the nature and goals of the major. In conjunction with this, a lot of research has been

conducted to measure the effectiveness of each approach and find the gap to improve ERP learning practice in the university. However, there is no comprehensive research that systematically presents and analyses all available literature that focuses on ERP pedagogy. Therefore, this systematic literature review research aims to present trend and emerging themes, and comprehensively analyses the practice of current ERP learning from all relevant publications in this decade. This research follows PRISMA method to conduct a systematic literature review which consists of four stages. This study found that research focusing on ERP pedagogy and curriculum has an increasing trend. Many influential studies on this topic are dominated by ERP Simulation games, such as the impact of the ERPSim game on the experience and cognitive side of learners. A lot of opportunities can be gained by conducting an ERP course. Yet, it also has challenges that need to be solved to maximize the learning process.

Wulff, P. (2023). **Network analysis of terms in the natural sciences insights from Wikipedia through natural language processing and network analysis.** *Education and Information Technologies*, 28(11), 14325-14346. <https://doi.org/10.1007/s10639-022-11531-5>

Scientists use specific terms to denote concepts, objects, phenomena, etc. The terms are then connected with each other in sentences that are used in science-specific language. Representing these connections through term networks can yield valuable insights into central terms and properties of the interconnections between them. Furthermore, understanding term networks can enhance assessment and diagnostics in science education. Computational means such as natural language processing and network analysis provide tools to analyze term networks in a principled way. This study utilizes natural language processing and network analysis to analyze linguistic properties of terms in the natural science disciplines (biology, chemistry, and physics). The language samples comprised German and English Wikipedia articles that are labelled according to the respective discipline. The different languages were used as contrasting cases. Natural language processing capabilities allowed us to extract term networks from the Wikipedia articles. The network analysis approach enabled us to gain insights into linguistic properties of science terms and interconnections among them. Our findings indicate that in German and English Wikipedia terms such as theory, time, energy, or system emerge as most central in physics. Moreover, the science-term networks display typical scale-free, complex systems behavior. These findings can enhance assessment of science learner's language use. The tools of natural language processing and network analysis more generally can facilitate information extraction from language corpora in the education fields.

Xiao, M., Tian, Z., & Xu, W. (2023). **Impact of teacher-student interaction on students' classroom well-being under online education environment.** *Education and Information Technologies*, 28(11), 14669-14691. <https://doi.org/10.1007/s10639-023-11681-0>

The students' classroom well-being of college students has been widely concerned in online education researches. In order to implement effectively online education in colleges and universities, based on person-context interaction theory, this study investigates a theoretical model of the impact of teacher-student interaction, sound richness, sound pleasure, perceived ease of use and perceived usefulness on students' classroom well-being. By surveying 349 college students receiving online education, the research hypotheses are tested by the structural equation model approach. Research results show that: teacher-student interaction, sound richness, sound pleasure, perceived ease of use and perceived usefulness appreciably improve students' classroom well-

being, the sound richness and the students' perceived ease of use can moderate the effect of teacher-student interaction on students' classroom well-being. Finally some pedagogical implications are discussed.

Yan, D. (2023). **Impact of ChatGPT on learners in a L2 writing practicum: An exploratory investigation.** *Education and Information Technologies*, 28(11), 13943-13967. <https://doi.org/10.1007/s10639-023-11742-4>

Technology-enhanced language learning has exerted positive effects on the performance and engagement of L2 learners. Since the advent of tools based on recent advancement in artificial intelligence (AI), educators have made major strides in applying state-of-the-art technologies to writing classrooms. In November 2022, an AI-powered chatbot named ChatGPT capable of automatic text generation was introduced to the public. The study tried to apply ChatGPT's text generation feature in a one-week L2 writing practicum. The study adopted a qualitative approach to investigate students' behaviors and reflections in their exposure to ChatGPT in writing classrooms. The developmental features in learning activities and reflective perceptions were triangulated for the piloting evaluation of the impact of ChatGPT on L2 writing learners. The findings revealed the affordance and potential applicability of the tool in L2 writing pedagogy. Additionally, the tool also showcased an automatic workflow that could maximize the efficiency in composing writing. However, participants generally expressed their concern with its threats to academic honesty and educational equity. The study impelled the reconceptualization of plagiarism in the new era, development of regulatory policies and pedagogical guidance to regulate proper utilization of the tool. Being a pioneering effort, the study accentuated future research directions for more insights into the application of ChatGPT in L2 learning, and the establishment of corresponding pedagogical adjustments.

Yao, B., & Li, W. (2023). **The role of a teacher in modern music education: can a student learn music with the help of modernized online educational technologies without teachers?** *Education and Information Technologies*, 28(11), 14595-14610. <https://doi.org/10.1007/s10639-023-11786-6>

Music education is aimed at the development of musical abilities, emotionality during the performance of musical compositions, and all-round development. The aim of the article is to determine the possibilities of schoolchildren obtaining musical knowledge with the help of modernized online technologies, as well as to determine the importance of a teacher in modern music education. The indicators were determined by a questionnaire, the data collection for which was done using a Likert scale. Initially, the paper identified approaches to teaching students prior to the study. The results showed that more emphasis was placed on the use of book-based theoretical materials (46%), which allowed only 21% of students to achieve a high level of knowledge. The use of information technology was common among 9% of students, which allowed 76% of students to achieve high results, which is based on acquiring knowledge in a shorter time. The authors concluded that it is necessary to provide improved stages of learning, which will expand the use of modernized technology. Work on the theoretical basics of piano playing can be implemented with the Vivace app; Flow app helps one to work on sound features; Functional Ear Trainer app is about developing rhythm and hearing; and Chordana Play app helps one to work on a piece of music. After training, by calculating the coefficient of effectiveness, it was found that students in group #1 (0.791), who mastered the skills of playing the piano according to the developed training stages and without a teacher,

showed the quality of acquired knowledge lower than students in group #2 (0.853), who were trained under the direct influence of a teacher. The data obtained confirm the high quality of learning in the groups, as the educational process was built with the correct distribution of workload and providing opportunities for the development of musical skills. It is established that the students of group 1 to a greater extent developed independence (29%), and group 2 was good at the accuracy of musical tasks' sequence (28%). The practical significance of the work is based on the possibility of transforming the music learning system with the help of modern technology. Prospects for the study can be based on a comparison of the quality of teaching the piano and vocal training, excluding the participation of a teacher in the learning process.

Zhang, S., Shan, C., Lee, J. S. Y., Che, S., & Kim, J. H. (2023). **Effect of chatbot-assisted language learning: A meta-analysis.** *Education and Information Technologies*, 28(11), 15223-15243. <https://doi.org/10.1007/s10639-023-11805-6>

Chatbots have shown great potential for language learning. However, previous studies have reported mixed results on the efficiency of chatbot-assisted language learning (CALL). This study integrated the results of previous experimental studies on CALL by using meta-analysis to explore its effectiveness. A total of 61 samples from 18 studies were examined. The results showed that CALL had a moderate average effect ($g = .527$). In addition, nine potential moderating variables (educational level, target language, language domain, learning outcome, instruction duration, chatbot interface, chatbot development, task dominance, and interaction way) were identified and discussed. The results of this study provided insights into the use and design of chatbots for language learning.

Orientation scolaire et professionnelle

De Clercq, M., Roland, N., Dangoisse, F., Frenay, M., & De Ketele, J.-M. (2023). **La transition vers l'enseignement supérieur: Comprendre pour mieux agir sur l'adaptation des étudiants en première année.** Consulté à l'adresse <https://www.peterlang.com/document/1326448>

La question de la transition vers l'enseignement supérieur fait couler beaucoup d'encre tant elle constitue un enjeu de taille pour le système éducatif. En conséquence, de très nombreux travaux se sont penchés sur la question, ne permettant pas toujours de fournir une vision claire des principaux enjeux à l'oeuvre. Cet ouvrage propose de dresser un bilan des principales avancées sur les questions de réussite et de persévérance académiques gravitant autour du processus de transition. Au fil des chapitres, le lecteur ou la lectrice pourra ainsi se questionner sur les principaux déterminants de la réussite et de la persévérance académique, le processus d'adaptation étudiante à l'enseignement supérieur et les différentes formes de diversités étudiantes. D'autres thématiques seront également abordées, comme le rôle du contexte institutionnel et pédagogique sur l'adaptation à l'enseignement supérieur et les pratiques mises en place pour soutenir l'étudiant-e dans sa transition. Au final, les lecteurs et lectrices devraient ressortir de cet ouvrage avec des pistes plus claires d'action et une vision plus complète et nuancée de la transition vers l'enseignement supérieur

Yang, S., Ye, X., & He, D. (2023). **Global pathways: new evidence on the international graduate school choice of Chinese outbound students.** *Higher Education*, 86(6), 1415-1454. <https://doi.org/10.1007/s10734-022-00979-6>

China serves as an indispensable recruitment market for higher education institutions across the globe. Using large-scale administrative and survey data from one of China's pipeline provinces for sending students abroad, we provide new evidence on the factors influencing Chinese students' graduate school choices internationally. We model international student mobility as a function of schooling-constrained, international migration, and consumption values. Descriptive results from nested logit model and multinomial logit model support the model predictions. We also construct counterfactual policy simulations by examining what would have happened under different potential scenarios in both China and destination countries. The simulation results show that the changes in Chinese college quality and family income are likely to affect the number of Chinese students studying abroad but not their distribution patterns among destination countries. In the meanwhile, factors including scholarship opportunities, work visa policies, and recruitment efforts in the destination countries would substantially shift Chinese students' choice of destination country and therefore the specific graduate school location.

Politique de l'éducation et système éducatif

Adamu, A. Y. (2023). **Student Ethnic Diversity Management in Ethiopian Universities: Practices, Challenges, and Way Forward.** *Higher Education*, 86(6), 1325-1340. <https://doi.org/10.1007/s10734-022-00974-x>

Ethnic-related issues have been the historic and prevalent questions of Ethiopian society. Student ethnic diversity management is one of the major challenges facing public universities in Ethiopia. I interviewed 48 deans to examine the practice, challenges, and way forward of student ethnic diversity management. The study revealed that the practice of student ethnic diversity management is low and there are different internal and external factors that affect diversity management in higher education. Above all, the politicization of ethnicity is found to be the mother of all challenges associated with student ethnic diversity management in Ethiopia. This implies that addressing issues related to the ethnic political and administrative system at a national level is the highest priority, but is a long-term plan, and universities need to take different measures that help them to at least avoid or minimize the negative impacts of diversity.

Ahmed, M. (2023). **Education in perennial crisis: Have we been asking the right questions?** *International Journal of Educational Development*, 103, 102910. <https://doi.org/10.1016/j.ijedudev.2023.102910>

When a crisis is talked about for six decades, it begs the questions: How is the educational crisis being defined? If a crisis continues for sixty years, is it still a crisis; or are some inherent characteristics of the education system and process being misrepresented? In other words, are we asking the right questions? The writer, from five decades of involvement in efforts to enhance the relevance of education to fighting poverty, inequality and exclusion, suggests some likely missteps in conceptualizing and defining education system problems. The experience of Yidan education prize aim of 'creating a better world through education' is brought up to illustrate the complexities of navigating through some of the missteps raised in the article. The discussion of the challenges and

efforts to address them lead to a two-fold conclusion -- that the narrative of persistent crisis arises from a mismatch of expectations from education and the system's capacity to deliver in the larger socio-political context; and that political settlement determines chosen activities and priorities, what is implemented or not implemented – not necessarily the technical merits of a solution. Influencing the political dynamics of decision-making is critical for educational transformation, which education scholars and advocates of reform tend to neglect. The pragmatic way ahead lies in major stakeholders in education uniting to build a supportive social compact that changes the political dynamics for realizing the expectations from education.

Ajjawi, R., Fischer, J., Tai, J., Bearman, M., & Jorre de St Jorre, T. (2023). “**Attending lectures in your pyjamas**”: student agency in constrained circumstances. *Higher Education*, 86(6), 1363-1376. <https://doi.org/10.1007/s10734-022-00976-9>

COVID-19 forced the digitalisation of teaching and learning in a response often described as emergency remote teaching (ERT). This rapid response changed the social, spatial, and temporal arrangements of higher education and required important adaptations from educators and students alike. However, while the literature has examined the constraints students faced (e.g. availability of the internet) and the consequences of the pandemic (e.g. student mental health), students' active management of these constraints for learning remains underexplored. This paper aims to “think with” COVID-19 to explore student agency in home learning under constrained circumstances. This qualitative study used semi-structured interviews to understand the day-to-day actions of nineteen undergraduate students managing their learning during the COVID-19 lockdowns in Victoria, Australia. Emirbayer and Mische's multiple dimensions of agency — iterative, projective, and practical-evaluative — are used to explore student experience. The findings illustrate students' adaptability and agency in navigating life-integrated learning, with most of their actions oriented to their present circumstances. This practical evaluative form of agency was expressed through (1) organising self, space, time, and relationships; (2) self-care; and (3) seeking help. Although this study took place in the context of ERT, it has implications beyond the pandemic because higher education always operates under constraints, and in other circumstances, many students still experience emotionally and materially difficult times.

AKYEAMPONG, K., ANDRABI, T., BANERJEE, A., BANERJI, R., DYNARSKI, S., GLENNERSTER, R., ... al, et. (2023). **2023 Cost-effective approaches to improve global learning. What does recent evidence tell us are « Smart Buys » for improving learning in low- and middle-income countries?** Consulté à l'adresse <https://documents1.worldbank.org/curated/en/099420106132331608/pdf/IDU0977f73d7022b1047770980c0c5a14598eef8.pdf>

Ce rapport fournit aux gouvernements des pays à revenu faible et intermédiaire un guide sur les bonnes pratiques pour améliorer les résultats de l'apprentissage et de l'éducation. Produit par le Global Education Evidence Advisory Panel (GEEAP), un groupe interdisciplinaire indépendant d'experts mondiaux en matière de données probantes et de mise en œuvre de l'éducation internationale, le rapport classe les politiques et les programmes éducatifs en différentes catégories. Ces catégories distinguent les très bons et les bons achats (interventions rentables et qui s'appuient sur un solide ensemble de preuves : offrir une éducation préscolaire de qualité, réduire les temps de trajet pour aller à l'école, proposer des bourses au mérite, etc.), mais également les mesures qui sont prometteuses mais dont les données probantes sur le rapport coût-efficacité font défaut

(enseigner des compétences socio-émotionnelles et de vie, cibler les interventions sur les filles...), les mesures efficaces mais coûteuses et enfin les mauvais achats (dont le rapport coût-efficacité n'est pas bon: investissement dans du matériel informatique, les bâtiments, les salaires, les bibliothèques, etc.).

Ambasz, D., Nikolaev, D., Malinovskiy, S., Olszak-Olszewski, A., Zavalina, P., & Botero Álvarez, J. (2023). **Towards Higher Education Excellence in Central Asia: A Roadmap for Improving the Quality of Education and Research through Regional Integration.** <https://doi.org/10.1596/40502>

The purpose of this Report is to provide recommendations for addressing common challenges while promoting academic and research excellence in higher education in Central Asia through regional cooperation between Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. Regional integration of higher education systems in Central Asia has the potential to drive positive changes in the sector and to generate significant economic and social benefits overall. By fostering cooperation, knowledge sharing and resource pooling among universities, the quality of higher education, research and innovation in Central Asia can be enhanced. This can be achieved through the establishment of centers of excellence, world-class universities and regional hubs that can attract highly qualified students and workers. Moreover, the regional integration of higher education systems offers an effective platform for sharing best practices and receiving support from regional leaders. The harmonization of academic standards facilitates the recognition of qualifications across countries, contributing to the mobility of students, faculty and workers, enabling them to participate in regional labor markets. This, in turn, stimulates the development of industries that are important to the economies of Central Asian countries. Finally, greater cooperation in higher education can play a crucial role in establishing a dynamic knowledge-based economy and enable Central Asia to move away from extractive industries – to ultimately achieve competitiveness on the global level.

André, A., Tessier, D., & Didisse, J. (2023, novembre 21). **Créer des classes de niveau : atouts ou freins à la réussite des élèves ?** Consulté 24 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/creer-des-classes-de-niveau-atouts-ou-freins-a-la-reussite-des-eleves-217469>

Il n'est pas toujours facile pour les enseignants de répondre aux besoins des élèves dans une classe hétérogène. Mais créer des groupes de niveau est-il une alternative souhaitable ?

Anthony, A. B., & Miller, D. (2024). **Leading Equitable Distance Education During Times of Crisis.** *Education and Urban Society*, 56(1), 121-138. <https://doi.org/10.1177/00131245221121665>

COVID-19 shed light on persistent disparities among K-12 school districts, particularly regarding technology access, its use, and educational outcomes. Although resources exist to inform the design and delivery of distance education at the course level, there is a lack of resources to inform program-level decisions about equitable distance education that impact educators and learners across a school system. Drawing on existing literature on educational equity, this article discusses four ways schools may frame equitable distance education. This article also discusses critical lessons schools learned from the COVID-19 pandemic about sustaining equitable technology-supported learning environments during times of crisis.

Antoninis, M. (2023). **SDG 4 baselines, midpoints and targets: Faraway, so close?** *International Journal of Educational Development*, 103, 102924. <https://doi.org/10.1016/j.ijedudev.2023.102924>

International education agendas are often viewed with scepticism due to the large gap between ambitions, efforts and accomplishments. While the 2030 education targets are unattainable, the agenda is nevertheless helping advance a shared understanding of the global education goal. From a quantitative perspective, the introduction of national SDG 4 benchmarks is critical for accountability but also for formative purposes. From a qualitative perspective, concepts such as equity and inclusion, learning, sustainable development, lifelong learning and cross-sectoral as well as cross-national collaboration are being mainstreamed into education policies. As the benchmarking process matures, through wider country participation, stronger communication of results, greater awareness of long-term trends, more conscious efforts to link progress with policies, and more opportunities for cross-national policy dialogue, the ambition is that education development will accelerate.

Archer, D. (2023). **Transforming the financing of education at the mid-point of the sustainable development goals.** *International Journal of Educational Development*, 103, 102931. <https://doi.org/10.1016/j.ijedudev.2023.102931>

The failure to address strategic issues in the financing of education is undermining progress towards SDG4. The Heads of State 'Transforming Education Summit' (TES) at the United Nations General Assembly in September 2022 outlined a progressive new agenda on financing. This new agenda includes recommending a much deeper engagement by the education community, nationally and internationally, in addressing action on tax reform, action on debt and action on wider macroeconomic policies around austerity. The TES finance agenda calls for a more strategic dialogue on financing between different ministries and argues that education spending needs to be understood as investment not consumption. Whilst it is now clear what needs to be done to transform the financing of education, little progress has been made over the past year in assuming this bold agenda.

Bank, W. (2023). **Making Teacher Policy Work.** <https://doi.org/10.1596/40579>

This report zooms into what lies behind the success or failure of teacher policies: how teachers experience these policies, and how systems scale and sustain these policies. The report argues that for policies to be successful, they need to be designed and implemented with careful consideration of the barriers that could hinder teachers' take-up of the policy (individual-level barriers), and the barriers that could hinder the implementation and sustainability of policies at scale (system-level barriers). Teacher policies too often fail to yield meaningful changes in teaching and learning because both their design and implementation overlook how teachers perceive, understand, and act in response to the policy and because they miss what is needed at a system level to achieve and sustain change. To avoid this, policymakers need to go beyond what works in teacher policy to how to support teachers in different contexts to adopt what works, while making sure it is implementable at scale and can be sustained over time. This requires unpacking teacher policies to consider the barriers that might hinder success at both the individual and system levels, and then putting in place strategies to overcome these barriers. The report proposes a practical framework to uncover the black box of effective teacher policy and discusses the factors that enable their scalability and

sustainability. The framework distills insights from behavioral science to identify the barriers that stand in the way of the changes targeted by the policy and to develop strategies to overcome them. The framework is used to examine questions such as: What changes are required at an individual level to achieve the specific goals of a given teacher policy? What barriers constrain the adoption of these changes? How can the policy be better designed and implemented to tackle these barriers? Moreover, the report draws on evidence from quantitative and qualitative studies on successful and failed teacher policies to examine the factors that make teacher policy operationally and politically feasible such that it can work at scale and be sustained over time.

Bertoni, M., Heller-Sahlgren, G., & Silva, O. (2023a). **Free to Improve? The Impact of Free School Attendance in England** (Working Paper Series N° 1476). Consulté à l'adresse Research Institute of Industrial Economics website: <https://econpapers.repec.org/paper/hhsuiwop/1476.htm>

We investigate the impact of attending a free school in England – that is, a new start-up school that enjoys considerable autonomy while remaining in the state sector. We analyse the effects of two secondary free schools with different teaching philosophies: one follows a 'no excuse' paradigm, while the other one adopts a 'classical liberal', knowledge-rich approach. We establish causal effects exploiting admission lotteries and a distance-based regression discontinuity design. Both schools have a strong positive impact on student test scores on average. However, we also find heterogeneous effects: the 'no excuse' school mostly benefits boys, while the 'classical liberal' school mainly benefits White British and non-poor students. Both schools similarly reduce student absences and school mobility. Peer quality, teacher characteristics, and inspectorate ratings cannot fully explain the schools' effectiveness. Instead, a quantitative text analysis of the schools' 'vision and ethos' statements shows that the 'no excuse' and 'classical liberal' philosophies adopted by the two free schools clearly set them apart from the counterfactual schools where rejected applicants enrol, and likely explain their heterogeneous effects.

Bertoni, M., Heller-Sahlgren, G., & Silva, O. (2023b). **Free to improve? The impact of free school attendance in England** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdp/dp1946.htm>

We investigate the impact of attending a free school in England - that is, a new start-up school that enjoys considerable autonomy while remaining in the state sector. We analyse the effects of two secondary free schools with different teaching philosophies: one follows a « no excuse » paradigm, while the other one adopts a « classical liberal », knowledge-rich approach. We establish causal effects exploiting admission lotteries and a distance-based regression discontinuity design. Both schools have a strong positive impact on student test scores on average. However, we also find heterogeneous effects: the « no excuse » school mostly benefits boys, while the « classical liberal » school mainly benefits White British and non-poor students. Both schools similarly reduce student absences and school mobility. Peer quality, teacher characteristics, and inspectorate ratings cannot fully explain the schools' effectiveness. Instead, a quantitative text analysis of the schools' « vision and ethos » statements shows that the « no excuse » and « classical liberal » philosophies adopted by the two free schools clearly set them apart from the counterfactual schools where rejected applicants enrol, and likely explain their heterogeneous effects.

Boafo, R. K. (2023). **Les dispositifs d'accompagnement scolaire en France et au Togo: Analyse de deux politiques éducatives de lutte contre les difficultés d'apprentissage.** Consulté à l'adresse <https://www.editions-harmattan.fr/livre-les-dispositifs-d-accompagnement-scolaire-en-france-et-au-togo-analyse-de-deux-politiques-educatives-de-lutte-contre-les-difficultes-d-apprentissage-rodrique-komik-uma-boafo-9782140488856-78315.html>

Dans un contexte d'éducation inclusive, on observe l'émergence de plusieurs dispositifs pour assurer un accompagnement aux élèves dont la culture est éloignée des exigences scolaires. Plus en France qu'au Togo, on note un empilement des dispositifs éducatifs. Cette politique ambitieuse participe de l'activation des accompagnateurs extérieurs (artisans, ouvriers, étudiants et cadres) autour de la question scolaire. Bien qu'elle soit une aubaine pour les élèves qui en éprouvent le besoin, les recherches de terrain menées autour de ces dispositifs d'accompagnement révèlent des résultats mitigés. Cet ouvrage analyse l'influence des motivations et des profils des accompagnateurs d'une part et des valeurs institutionnelles d'autre part sur ces pratiques pédagogiques. L'auteur contribue ainsi par son travail de recherche à renforcer l'efficacité de ces activités éducatives dont l'importance dans les dispositifs de formation des jeunes n'est plus à démontrer, aussi bien au Togo qu'en France, en dépit de la spécificité et de la singularité des contextes éducatifs.

Bodin, M. (2023). **Mesure de la qualité de l'éducation en Zambie : analyse comparative des enquêtes nationales et internationales d'évaluation des apprentissages.** *Cahiers de la recherche sur l'éducation et les savoirs*, (22), 7-32. <https://doi.org/10.4000/cres.6214>

Depuis les années 1990, les enquêtes d'évaluation des apprentissages connaissent une importance croissante dans les pays en développement. Par exemple, la Zambie s'est dotée en vingt-six ans d'un système d'évaluation diversifié entre enquêtes nationales et internationales. L'objectif de cet article est d'éclairer les limites des évaluations d'apprentissage et les conséquences sur la construction du système d'évaluation zambien. En partant d'une analyse comparative des évaluations nationales et internationales, l'article s'intéresse aux caractéristiques des indicateurs produits par les cinq évaluations menées en Zambie. Il montre que les indicateurs produits se ressemblent dans leurs objectifs de mesure des acquis scolaires. Cependant, certains biais et incohérences sont soulignés, notamment en ce qui concerne les différences dans les contenus et modes d'évaluation. De plus, la représentativité et la comparabilité des indicateurs se trouvent limitées. Cette recherche essaie ainsi d'apprécier la capacité des évaluations à informer les décideurs politiques et pilotes de l'éducation à l'échelle d'un pays.

Bray, M., & Suante, P. K. (2023). **Managing illegitimacies: Teachers and private tutoring in Myanmar's shadow education sector.** *International Review of Education*, 69(5), 715-736. <https://doi.org/10.1007/s11159-023-10027-9>

Around the world, the provision of private supplementary tutoring, widely known as "shadow education", is attracting increased attention. In many countries, teachers are major providers of such tutoring outside their official school hours. Other providers include personnel in tutorial centres, and university students who operate informally. Governments commonly have reservations about teachers providing shadow education, and some authorities have regulations that limit or prohibit such provision. Myanmar is among the countries in this category, yet private tutoring by serving teachers

remains common. This article examines the reasons, presenting ways in which teachers manage activities which are technically illegitimate but, in the eyes of many teachers and the families they serve, can be justified on both practical and moral grounds. In so doing, the article contributes to the international literature to assist in the conceptual understanding of the roles of teachers in the expanding phenomenon of shadow education.

Broberg, N., & Golden, G. (2023). **How are OECD governments navigating the digital higher education landscape?: Evidence from a comparative policy survey.** <https://doi.org/10.1787/93468ccb-en>

Module A of the OECD Higher Education Policy Survey (HEPS) 2022 elicited information on policies to promote digitalisation of higher education in OECD member and accession countries. In total, 30 jurisdictions responded, providing comparative information on various areas of digitalisation policy, from regulation and governance to financial and human resources. The survey results provide insight into the role of public authorities in guiding, coordinating and resourcing the digital transformation of higher education institutions. The analysis and comparative tables in this working paper provide insights that can support the development of strategic digitalisation policies.

Burgoa, L. **Projet de loi de finances pour 2024 : Solidarité, insertion et égalité des chances.** , Pub. L. No. Avis n° 131 (2023-2024), tome V (2023).

Burns, J., Harbatkin, E., Strunk, K. O., Torres, C., McIlwain, A., & Frost Waldron, S. (2023). **The Efficacy and Implementation of Michigan's Partnership Model of School and District Turnaround: Mixed-Methods Evidence From the First 2 Years of Reform Implementation.** *Educational Evaluation and Policy Analysis*, 45(4), 622-654. <https://doi.org/10.3102/01623737221141415>

The recent Every Student Succeeds Act (ESSA) requires states to identify and turn around their lowest performing schools, but it breaks somewhat from prior policies by granting states significant autonomy over how they identify and turn around these schools. This mixed-methods study, which draws on administrative, qualitative, and survey data, examines the effectiveness of Michigan's approach to school turnaround under ESSA. We find that students in turnaround schools experienced significant achievement gains in math and to a lesser extent in English language arts (ELA), with effects concentrated among the lowest achieving students. Analyses of qualitative and survey data suggest that these outcomes were influenced by state-level supports, strategic planning, the threat of accountability for continued low performance, and improved leadership quality in turnaround schools.

Carcassonne, M., Chauvel, S., Farges, G., Frouillou, L., Marquez, C., Szerdahelyi, L., & Tenret, E. (2023). **“Qui trop embrasse, mal étirent” ? Ambiguïtés et limites des politiques de diversité dans l'enseignement supérieur en France et en Espagne.** *Cahiers de la recherche sur l'éducation et les savoirs*, (22), 97-126. <https://doi.org/10.4000/cres.6410>

À partir d'une analyse documentaire menée en France et en Espagne et de seize entretiens réalisés en 2017 et 2018 dans trois universités françaises et deux universités espagnoles aux profils contrastés, avec des acteurs et actrices en charge de la politique de diversification des publics ou des personnels, cet article interroge les politiques de diversité dans l'enseignement supérieur dans une perspective comparative. L'article montre tout d'abord l'influence des institutions états-uniennes et européennes sur ces politiques, ainsi que leur lien avec des notions importées des politiques d'entreprise. Une

comparaison des critères mobilisés dans les différents dispositifs visant à promouvoir la diversité dans les universités en France et en Espagne met en évidence, dans un second temps, le caractère protéiforme de celle-ci, avec des variations selon le contexte ou les publics visés : étudiant·es ou personnels. En effet, les politiques de diversité en France semblent notamment davantage tournées vers le caractère international ou « divers » d'un point de vue territorial – voire indirectement migratoires – des publics étudiants ; en Espagne, une place beaucoup plus centrale est accordée au handicap dans les mesures d'ouverture sociale des publics. Lorsque ces politiques sont orientées vers les personnels, elles s'articulent essentiellement autour de l'égalité des sexes et de l'attention au handicap dans les deux pays. L'article s'interroge enfin sur l'enjeu politique du maintien du flou autour de cette notion, en examinant ses interprétations et mises en pratique par des personnes en charge des politiques de diversité dans les universités.

Cashman, M., Strandh, M., & Högberg, B. (2023). **Have performance-based educational reforms increased adolescent school-pressure in Sweden? A synthetic control approach.** *International Journal of Educational Development*, 103, 102922. <https://doi.org/10.1016/j.ijedudev.2023.102922>

Increased levels of stress and other mental health problems have been reported amongst adolescents in high-income countries. In particular, rates of school-pressure have increased significantly. Despite such increases, little is known about the underlying determinants of increased adolescent stress, making this an emerging public health concern. The educational stressors hypothesis contends that increased rates of stress result from pronounced performance pressures placed on adolescents resulting from educational policy initiatives which emphasizes academic goal attainment. The present study tests this hypothesis using a synthetic control method and panel data techniques to analyse data from the Health Behavior in School-aged children (HBSC) survey, including more than 150,000 adolescents per survey wave in 25 European countries over 16 years, to assess if the Swedish Educational reforms implemented in the 2011–13 period were associated with increased self-reported school-pressure. These reforms implemented increased summative assessments, new grading systems and increased eligibility criteria in accessing further education. Results demonstrate that following the reforms, Swedish adolescents experienced greater levels of school-pressure and led to a greater gender difference in experienced school-pressure where girls were relatively more affected. We conclude that, consistent with the educational stressors hypothesis, the educational reforms have likely contributed to increasing levels of school-pressure for Swedish adolescents.

Chang, T.-S., Haynes, A. M., Boonsathirakul, J., & Kerdsomboon, C. (2023). **A comparative study of university students' 'English as medium of instruction' experiences in international faculty-led classrooms in Taiwan and Thailand.** *Higher Education*, 86(6), 1341-1362. <https://doi.org/10.1007/s10734-022-00975-w>

English as a medium of instruction and internationalisation projects have drawn increasing attention and participation among international higher education faculty, creating meso-level policies which directly affect the micro-level practices and respective learning experiences for undergraduates in these faculty's classrooms. This research explores undergraduates' perceptions of international faculty-led EMI courses, comparing Taiwan and Thailand and their private and public universities. A total of 436 Taiwanese and 306 Thai undergraduate students provided feedback on their learning experiences regarding classmate, faculty, and student traits. The primary research

question provides a comparison between Taiwan and Thailand, and between public and private universities. Private university students in Taiwan and Thailand reported significantly stronger perceptions of peer support, teacher support, teacher approachability, and class participation compared to public university students; perceived learning comprehension was significantly stronger in Taiwanese universities. The discussion highlights key implications for Taiwan and Thailand's meso-level policy of international recruitment which affect the micro-level practices of international faculty and their students' respective learning experiences in the EMI classroom.

Chubb, L. A., Fouché, C. B., Agee, M., & Thompson, A. (2023). **'Being there': technology to reduce isolation for young people with significant illness.** *International Journal of Inclusive Education*, 27(14), 1712-1729. <https://doi.org/10.1080/13603116.2021.1916106>
Young people in physical isolation because of significant illness experience disconnection from social and educational contexts. A ground-breaking intervention in New Zealand aimed to foster social inclusion for young people who are hospital-or-home-bound due to cancer treatment. A formative assessment of five young people aged 13–18, their parents, and their teachers was undertaken to determine the efficacy of telepresence technology to connect young persons to a chosen educational environment. Results indicate that the use of this technology enabled young people to experience being there in familiar educational environments and provided early evidence of the effectiveness of this intervention in helping to disrupt isolation, increase connectedness, and lift participants' moods. This paper highlights the implications for teachers, social workers, and counsellors.

Commission européenne. Direction générale éducation, jeunesse, DAY, L., COLONNESE, F., GASPAROTTI, A., et al, & Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2023). **Digital education content in the EU: state of play and policy options: final report.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/0d219a7a-76dd-11ee-99ba-01aa75ed71a1/language-en/format-PDF/source-search>

Le rapport vise à comprendre l'état actuel des contenus éducatifs numériques (CNE) en Europe et à aider la Commission européenne à identifier les domaines possibles d'intervention de l'Union européenne (UE). Il propose une analyse approfondie de l'offre et de la demande de contenu éducatif numérique, des définitions à jour et une terminologie associée qui peuvent être partagées et utilisées par les parties prenantes. Il identifie les goulots d'étranglement technologiques, juridiques et tout autre goulot d'étranglement pertinent. Enfin, il examine les principaux défis liés au développement d'un cadre solide pour les contenus éducatifs numériques au niveau de l'UE. À l'heure actuelle, l'univers de l'éducation numérique est empreint d'une myriade de terminologies. On constate de grandes différences entre les États membres en ce qui concerne les modalités politiques et de gouvernance visant à superviser la production, la distribution et l'utilisation du CNE. Les défis et problèmes concernent la normalisation et dimension européenne, les investissements intelligents et durables, l'accès, l'équité et l'inclusion, et l'utilisation juste et responsable.

Cornelius-Bell, A., Bell, P. A., & Dollinger, M. (2023). **Deterritorialising student voice and partnership in higher education.** *Higher Education*, 86(6), 1293-1305. <https://doi.org/10.1007/s10734-022-00972-z>

Extant literature depicts theoretical territories of student voice and partnership as discrete categories. In this article, we argue that this depiction limits practice. We posit instead that theorisation which advances holistic voice and partnership through an active student participation (ASP) approach is necessary for liberatory higher education informed by practitioners and researchers together. We draw on emergent examples in practice which offer opportunities for further development for theorists and practitioners to create novel research opportunities. Through drawing on conceptions of student partnership pedagogy as a tool to address grand challenges, and an acknowledgement of the power potential in student voice and representation roles, we advance new possibility for transformative higher education for students. Ultimately, we advance an ASP approach which crosses the student voice and partnership partition towards a holistic and integrated active and collective student engagement and responsibility for higher education.

Crawford, M., Rutkowski, D., & Rutkowski, L. (2023). **Improving reading abilities, attitudes and practices: A home-based intervention of supplementary texts for young readers in Cambodia.** *International Journal of Educational Development*, 103, 102906. <https://doi.org/10.1016/j.ijedudev.2023.102906>

Through a Social Cognitive Theory framework, this experimental study examined the impact of high-quality, low-cost reading materials on young Cambodian students' literacy development. The intervention involved age-appropriate storybooks and reading supports for children and caregivers. Results demonstrated that a combination of books and support effectively improved reading outcomes. Caregivers observed increased reading confidence, while children exhibited higher reading frequency, duration, and increased proficiency. The study emphasizes the importance of accessible reading materials for literacy, particularly in low-resource settings. Findings suggest that policymakers and educators should consider prioritizing appropriate reading resources, local content creation, and caregiver involvement to foster a supportive learning environment.

Culver, K. (2023). **All in All: Tearing Down Walls in the Scholarship of Teaching and Learning.** *Innovative Higher Education*, 48(6), 971-976. <https://doi.org/10.1007/s10755-023-09684-3>

Culver, K., Kezar, A., & Koren, E. R. (2023). **Improving Access and Inclusion for VITAL Faculty in the Scholarship of Teaching and Learning Through Sustained Professional Development Programs.** *Innovative Higher Education*, 48(6), 1071-1094. <https://doi.org/10.1007/s10755-023-09672-7>

Contingent, VITAL faculty make up the majority of faculty positions in the United States, and their role is primarily instruction. Yet they often face numerous barriers to participating in professional development and engaging in the scholarship of teaching and learning (SoTL), activities that can support their instructional effectiveness. This study explores how campuses can facilitate participation of contingent faculty in sustained professional development programs and how these programs can foster their engagement in SoTL. Based on a sample of fourteen campuses that have successfully created professional development for adjuncts and other contingent faculty, we first present the four models of sustained professional development programs we found—faculty learning communities, certification/badge programs, course transformation/departmental action teams, and discussion groups—and highlight the modifications that were made

to better meet the needs of contingent faculty. We then consider how various design and implementation choices can support higher-order engagement in SoTL using the multidimensional model of the scholarship of teaching (Trigwell et al., 2000). The results of our study emphasize the importance for campuses to address policy-related barriers that prevent access to sustained professional development for contingent faculty and reveal a number of good practices that instructional leaders can use to guide the design of such programs.

D'Agostino, T. (2023). **Examination reform for higher order thinking: A case study of assessment-driven reform in Uganda.** *International Journal of Educational Development*, 103, 102918. <https://doi.org/10.1016/j.ijedudev.2023.102918>

Instruction in African contexts remain overwhelmingly rote, limiting the cognitive benefits and skills fostered by education systems. These conditions are reinforced by the high stakes and content of national exams, which primarily measure lower-order thinking skills and so constrain teacher instruction to focus on recall and memorization. Reforming national exams has been proposed as a means of increasing the focus on higher order thinking skill development, but doing so is complex and politically fraught. We present findings from a qualitative case study of assessment-driven reform in Uganda aimed at strengthening higher order thinking on exams and strengthening teacher education curriculum and instruction to prepare teachers' capacity to instruct for higher order thinking skills within the system. Key findings focus on the capacity gaps within the system that generate the current conditions, the factors influencing the high policy prioritization of the current reform efforts, and the strengths and limitations of the implementation strategy pursued by the partners, in particular, to support teacher capacity strengthening. The paper concludes by discussing the promise and perils of assessment driven reform as a means of strengthening instructional quality in contexts like Uganda.

D'Angelo, S., Cameron, L., Sheria Nfundiko, J., Assane Igodoe, A., & Meirbekova, A. (s. d.). **Éducation et protection de la petite enfance: Document de travail de l'étude exploratoire du GPE KIX.** Consulté à l'adresse <https://www.gpekix.org/fr/knowledge-repository/education-et-protection-de-la-petite-enfance-document-de-travail-de-letude>

Ce document fait partie d'une série d'études exploratoires commandées par le Programme Partage de connaissances et d'innovations (KIX) du Partenariat mondial pour l'éducation (GPE), une initiative conjointe avec le Centre de recherches pour le développement international du Canada, afin d'informer ses activités de recherche appliquée et d'échange de connaissances.

Daviet, B. (2023). **Do Private Schools Provide a Better Quality of Education? Beyond the Private – Public Divide. A literature review 1981-2022.** *Cahiers de La Recherche Sur l'éducation et Les Savoirs*, (22), 33-58. <https://doi.org/10.4000/cres.6274>

The neoliberal theory argues that private schools provide better-quality education than public schools, thus justifying an increasing involvement of non-state actors in education over the past decades. This paper focuses on primary and secondary education with the aim of informing the neoliberal argument. First, it presents the theoretical debate on the quality of education and private schools' impact on it. Second, it reviews the empirical evidence on the differential impacts of the private and public education sectors on quality. It then looks at the public-private school debate through a different lens, assessing the two core characteristics of private schools, management autonomy and

market orientation. Finally, it proposes that the debate should be reframed by moving beyond the public-private divide.

De Villiers, D. J., & De Villiers, A. C. (2022). **A Comparative Review of Education Policy in Brazil and South Africa: Divergent Trends in Inequality**. *Athens Journal of Education*, 10(2), 323-344. <https://doi.org/10.30958/aje.10-2-8>

The literature identifies that education policies in Brazil are the backbone of their success in reducing inequality as measured by the GINI index. Since 1994, Brazil is the only BRICS (Brazil, Russia, India, China, South Africa) nation to achieve this. This article presents a comparative study of South Africa and Brazil, and the policies applied towards achieving the Sustainable Development Goals (SDG) of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Using the analytical framework of the SDG, the strategies of South Africa, and Brazil regarding education are considered in order to identify patterns and themes that can potentially explain the divergence of inequality trends of the two nations. The overarching finding is that subtle differences in education policies perpetuate inequality in South Africa, whereas analogous policies contribute to equality in Brazil. The main contribution of this study is that it locates faults in otherwise well-meaning education policies in South Africa. Keywords: comparative education, policies, Brazil, South Africa, inequality

Demo, H., Nes, K., Somby, H. M., Frizzarin, A., & Dal Zovo, S. (2023). **In and out of class – what is the meaning for inclusive schools? Teachers' opinions on push-and pull-out in Italy and Norway**. *International Journal of Inclusive Education*, 27(14), 1592-1610. <https://doi.org/10.1080/13603116.2021.1904017>

The research aim of the project presented in this paper is to contribute to an understanding of the meaning of push- and pull-out in inclusive school systems. We ask: How do Italian and Norwegian teachers regard the fact that it is sometimes seen as necessary for some students to spend time out of class? A vignette with short scenarios to stimulate responses was used for teacher interviews in lower secondary schools in Italy and Norway. Situations in two different contexts were designed for the vignette, including a description of some students, their class and the available resources. The main finding is that most teachers' opinions were sensitive to the context, here the way teaching and learning activities were organised. When presented for a traditional teacher-centred class situation (context 1), most of the respondents thought pull-out was a good solution for some students under certain conditions. Presented with the more differentiated and pupil-centred context 2, a clear majority found that the described learning environment would meet the educational and social needs of all learners within class, regardless of disabilities or learning challenges.

Descamps, D., & Siloret, M. (2023, novembre 14). **Lycées : le clivage public/privé, au cœur de la ségrégation scolaire**. Consulté 24 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/lycees-le-clivage-public-privé-au-coeur-de-la-segregation-scolaire-215638>

En quoi la concurrence entre lycées publics et privés favorise-t-elle les inégalités sociales entre établissements ?

Djennadi, L., Gardelle, L., & Benguerna, M. (2023). **Quelle place pour les enjeux environnementaux dans les formations d'ingénieurs en Algérie ? Le cas de l'École**

Nationale Polytechnique d'Alger. *Cahiers de la recherche sur l'éducation et les savoirs*, (22), 151-169. <https://doi.org/10.4000/cres.6508>

Alors que les questions environnementales résonnent comme des incontournables dans les formations d'ingénieurs contemporaines en France et en Europe, qu'en est-il dans les pays nord-africains confrontés encore davantage, et plus brutalement encore, aux impacts du réchauffement climatique ? Est ici proposée une étude de la formation des ingénieurs en Algérie, et de la place qui y est réservée aux questions environnementales. Elle est basée sur une analyse des programmes de formation de l'École Nationale Polytechnique d'Alger et sur une enquête par entretiens avec des enseignants menée de 2018 à 2020. Elle montre comment se réalise la production curriculaire dans une grande école d'ingénieurs, par qui et avec quels débats. Se dégage une certaine autonomie des enseignants, lesquels sont peu bridés par des référentiels et des prescriptions, mais confrontés à d'autres types de contraintes, en termes d'organisation institutionnelle et de ressources. Ces enseignants introduisent dans les programmes des cours relatifs à l'environnement, mais de manière réduite par rapport à leurs ambitions de formation. Ils s'accordent à dire qu'il y a une multiplicité d'urgences, l'urgence environnementale n'en étant qu'une parmi d'autres.

European University Association (EUA). (2023a). **Building on the success of Erasmus+**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3855> [Report]. Consulté à l'adresse European University Association (Transnational) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3855>

The Erasmus+ programme is of key importance to the higher education sector, but despite its success, it requires further enhancement. EUA has developed recommendations for Erasmus+ on behalf of the European higher education sector. They are grounded in the Association's longstanding engagement with and monitoring of Erasmus+, as well as consultations with members and partners, including a survey carried out in 2022/3, which gathered 500 institutional responses from 49 programme and partner countries. Erasmus+ provides unique opportunities for cross-border exchange and collaboration for individuals, institutions and systems. The programme successfully fosters peer-learning and sharing of good practice and innovation on a wide range of issues, from curriculum development and institutional governance to societal collaboration. For many institutions, it is their main funding source for international mobility and cooperation. There is probably no higher education institution in Europe that does not participate in the European Union's Erasmus+ programme, in one way or another. Increasing numbers of institutions from around the world also participate. The ongoing European Commission interim evaluation of the programme offers an opportunity to highlight these successes, but also point to some necessary improvements to the programme.

European University Association (EUA). (2023b). **Key considerations for the use of rankings by higher education institutions.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3853> [Report]. Consulté à l'adresse European University Association (Transnational) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3853>

With this text, the European University Association (EUA) presents a set of guiding considerations to support universities in using global rankings responsibly. University rankings have become a fact of (university) life. Since their emergence several decades ago, they have come to feature prominently, and often controversially, in discussions about demonstrating university performance and measuring quality and excellence in

higher education. While rankings may have had some positive impact (for some institutions), they continue to face sustained criticism for their choice and use of indicators, data collection methods, promotion of a single model of excellence, and lack of transparency on what they can – and cannot – tell their users about institutional quality and excellence. With this publication, EUA aims to raise further awareness and encourage reflection of some of the potential pitfalls of rankings and provide its members with guidance towards their responsible use.

Fesseau, N. (2023). **La mobilité européenne et internationale des jeunes : analyse de l'enquête Génération 2017 (Céreq)**. Consulté à l'adresse

https://agence.erasmusplus.fr/wp-content/uploads/2023/05/OBSERVATOIRE_N21.pdf

Ces Notes analysent des données issues de l'enquête portée par le Centre d'études et de recherches sur les qualifications (Céreq) en 2020 ; elles s'intéressent aux personnes sorties de formation initiale en 2017 et à leur parcours sur les trois années suivantes. Le profil des personnes parties en mobilité pendant leur formation initiale a été privilégié, pour savoir si des profils «mobilitaires» pouvaient être identifiés, puis sur les caractéristiques des mobilités réalisées, enfin, sur les spécificités en termes de trajectoires d'emploi. Cet état des lieux permet ainsi de dessiner des perspectives afin que les générations à venir bénéficient davantage, et plus largement, des apports de mobilités européennes et internationales.

Fisné-Koch, A. (2023, novembre 22). **Apprentissage : faut-il mettre fin à l'open bar des aides pour les entreprises ?** Consulté 24 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/apprentissage-faut-mettre-fin-a-lopen-bar-aides-entrepris/00108675>

Totem pour le gouvernement, les aides à l'apprentissage ne ciblent plus les jeunes qui en ont le plus besoin mais permettent aux entreprises d'être largement subventionnées.

Fleming, T. (2023). **Discourses, dialogue and diversity in biographical research: An ecology of life and learning**. *International Review of Education*, 69(5), 737-741. <https://doi.org/10.1007/s11159-023-10036-8>

Fontdevila, C. (2023). **Still waiting for the (data) revolution. Examining supply-demand mismatches in the production of SDG4 metrics**. *International Journal of Educational Development*, 103, 102928. <https://doi.org/10.1016/j.ijedudev.2023.102928>

In the context of the 2030 Agenda for Sustainable Development, high hopes were placed in the production of global metrics. Such expectations rest upon two main assumptions: first, that global data demands will lead to an increase in domestic data supply; and second, that global and domestic data needs are closely aligned. Having passed the halfway point of the SDGs, this paper critically examines each of these assumptions in relation to recent developments in the education field. In so doing, it highlights the need for greater reflection on the opportunity costs associated with the production of globally comparable data, and for an empirically-informed analysis of the necessary resources and conditions for strengthening education information systems and domestic statistical capacity.

Franssen, T., Borlaug, S. B., & Hylmö, A. (2023). **Steering the Direction of Research through Organizational Identity Formation**. *Minerva*, 61(4), 495-519. <https://doi.org/10.1007/s11024-023-09494-z>

Public research organizations respond to external pressures from national research evaluation systems, performance-based funding systems and university rankings by translating them into internal goals, rules and regulations and by developing organizational identities, profiles and missions. Organizational responses have primarily been studied at the central organizational level, and research on the steering of research has primarily focused on the impacts of performance-based funding systems. However, research evaluation exercises may also have a formative impact, especially below the central organizational level. This paper uses a case study of a research unit of a biomedical research school in the Netherlands to explore the organizational response to a relatively critical external assessment report. It shows that the participation in the Dutch research evaluation cycle legitimated the formation of a new organizational identity for the research unit, which functions as a frame that suggests to staff members a new interpretation of the type of research that is at the core of what the research unit does. We identify three additional steering mechanisms that support the enactment of the organizational identity: steering by resource allocation, by suggesting and by re-organizing. We, furthermore, explore the epistemic effects – the direction and conduct of research – of the organizational response, through interview data in combination with a bibliometric analysis.

Fredriksen, B. (2023). **100 years of international cooperation in education: Some takeaways from my 55 years of involvement.** *International Journal of Educational Development*, 103, 102917. <https://doi.org/10.1016/j.ijedudev.2023.102917>

This article reviews my involvement since the late 1960s in education development, largely in developing countries. It focuses on what became the two cornerstones of my career: (i) Achieving universal primary education (UPE), especially in sub-Saharan Africa (SSA), and (ii) Promoting international cooperation in education. Half of my career was spent working as staff or consultant for the World Bank. The remainder was spent as staff of UNESCO (ten years), OECD (two), and Norwegian institutions (five), and as an independent consultant. While the issues have evolved over time, the world community still faces major and urgent challenges in the afore-mentioned areas. A large proportion of young people in poor countries, especially in SSA, continue to enter adulthood without basic literacy and numeracy skills. And, while it is more needed than ever, effective multilateral cooperation -- that goes beyond pious wishes voiced at global conferences to actual implementation -- faces complex new challenges in today's increasingly interdependent, multi-polar world. Though progress has been mixed in the two areas to which I have devoted my career, I do not regret having done so. More than ever, progress in both areas is vital for securing the brighter future we all want, and I am happy to have been part of my generation's efforts in this regard. I hope that the next generations will turn past lessons into stronger and more effective actions. The onset of the COVID pandemic gave a strong impetus to improved education cooperation. I hope that the many urgent challenges threatening our common future -- challenges that no country, however strong, can handle alone -- will give the global community the necessary jolt to strengthen the ability of the multilateral system to deliver more effectively the global public good functions needed to address these challenges.

Fridlin, M. (2023). **MonMaster 2023 - Les candidatures à l'entrée en master.** *Note flash du SIES*, (25), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/monmaster-2023-les-candidatures-l-entree-en-master-93384>

En 2023, environ 209 300 étudiants ont confirmé au moins une candidature sur la nouvelle plateforme MonMaster, déposant en moyenne 9 candidatures pour des formations de master.

Frisch, M., & Henrion-Latché, J. (Éd.). (2023). **Regards croisés de chercheurs sur le concept de territoires apprenants**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-regards-croises-de-chercheurs-sur-le-concept-de-territoires-apprenants-muriel-frisch-johanna-henrion-latche-9782140353055-77921.html>

Cet ouvrage constitue le troisième volume des actes du 4^e Colloque international IDEKI Didactiques et métiers de l'humain, organisé par le réseau IDEKI, l'Université de Reims Champagne-Ardenne et la Maison des Sciences Humaines et Sociales ainsi que le laboratoire Cérep (Centre d'études et de recherches sur les emplois et les professionnalisations) les 2 et 3 décembre 2021, à l'Abbaye des Prémontrés de Pont-à-Mousson (France). Ce dernier volume est consacré entièrement au concept de Territoires Apprenants. Il nous invite à croiser nos regards tant du point de vue des recherches engagées qu'en référence à des situations mobilisatrices de travail dans différents secteurs d'activités et dans le respect du travail original et singulier de chacun pour développer des compétences professionnelles dans les métiers de l'humain. Les contributeurs ont choisi une entrée, parfois en ont croisé deux en produisant tantôt des émergences, tantôt des cheminements, tantôt des constructions de savoirs à différents niveaux.

Gacquerre, A. **Projet de loi de finances pour 2024 : Recherche et enseignement supérieur**. , Pub. L. No. Avis n° 129 (2023-2024), tome V (2023).

Gallenga, G., & Pesle, M. (Éd.). (2023). **La thèse Cifre en SHS. L'art de la double contrainte**. Consulté à l'adresse <https://presses-universitaires.univ-amu.fr/these-cifre-shs-0>

Avec les évolutions actuelles des financements de la recherche qui s'accompagnent d'une contractualisation, de baisses de dotations des universités et laboratoires, ainsi que d'une forte professionnalisation des étudiants, les thèses sous conventions industrielles de formation par la recherche (Cifre) se développent, notamment dans le champ des sciences humaines et sociales. Si ce dispositif est une opportunité pour les doctorants, il soulève un certain nombre d'enjeux et pose la question de l'hétéronomie de la pratique de la recherche. Du fait d'une situation de subordination et d'implication particulière dans laquelle est placée le jeune chercheur, il doit se construire une posture parfois délicate à tenir, de double socialisation, mais également de double contrainte. Il est ainsi au centre de deux mondes, parfois en grande tension, qu'il doit rassembler, accorder, et souvent faire dialoguer. Les retours sur enquêtes qui constituent cet ouvrage, enquêtes issues de plusieurs disciplines en sciences humaines et sociales, analysent les questions de posture, de négociation et d'implication qui s'imposent au doctorant au fil de sa recherche et dont il peut difficilement faire abstraction. Cet ouvrage défend ainsi l'idée que la thèse Cifre, si elle rejoint les problématiques qui peuvent être celles de tout chercheur impliqué sur son terrain d'enquête, agit comme un révélateur de questions épistémologiques en sciences humaines et sociales.

Garnier, L. **Projet de loi de finances pour 2024 : Recherche**. , Pub. L. No. Avis n° 133 (2023-2024), tome V, fascicule 1 (2023). <https://www.senat.fr/rap/a23-133-51/a23-133-51.html>

Gasparaux, J., Mérini, C., & Thomazet, S. (2022). **En chemin vers des formations accessibles : Analyse de deux formations inclusives**. *La nouvelle revue - Éducation et société inclusives*, 94(2), 147-164. <https://doi.org/10.3917/nresi.094.0147>

This article reports research carried out in collaboration with the association Trisomie 21 Alpes-Maritimes. The qualitative study conducted with two training organizations allowed us to confront the trainers with the video of their sessions, to organize professional debates around the salient points extracted from this first phase and then to map the ecosystem in which the two formations take place. Thus, we were able to identify the way in which trainers make their teaching inclusive, facilitate access to the core competencies targeted by the layout of the lessons and the interactivity in which the training takes place. Beyond that, we were able to identify how the standards of the « ordinary » ecosystem can act as a brake on the promotion of self-determination of trainees in their training course.

Geneva Global Hub for Education in Emergencies. (2023). **Leveraging Education in Emergencies for Climate Action** (p. 86). Consulté à l'adresse Geneva Global Hub for Education in Emergencies website: <https://eiehub.org/wp-content/uploads/2023/11/Leveraging-EiE-for-Climate-Action-FINAL-lowres.pdf>

Ginsberg, Y. C., Hollands, F. M., Holmes, V. R., Shand, R., Evans, P., Blodgett, R., ... Head, L. (2024). **Does ESSA Assure the Use of Evidence-based Educational Practices?** *Educational Policy*, 38(1), 161-185. <https://doi.org/10.1177/08959048221127989>

The Every Student Succeeds Act (ESSA) of 2015 requires that K-12 educational agencies invest federal education funds in evidence-based practices. We estimated what percentage of Title I funds at a large school district are invested in practices supported by a single study meeting one of the top three tiers of evidence as defined by ESSA. Over 95% met this bar. When studies about each practice from four research repositories were considered, the percentage of funds invested in practices with overall positive or mostly positive ratings fell below 60%. These proportions did not change substantially after the introduction of ESSA.

Gong, H. J., & Toutkoushian, R. K. (2024). **High School Students' Expectations and College Aspirations: Causes and Consequences**. *Educational Policy*, 38(1), 254-281. <https://doi.org/10.1177/08959048231153600>

This study focuses on the disparities between the educational aspirations and expectations of high school students in the U.S., and explores why students do not expect to earn a bachelor's degree despite their aspirations. Using a national dataset and logistic/multinomial logistic regression analyses, the study identified the factors associated with this diminished expectation, such as family background, school experiences, and college preparedness activities. Additionally, students with low expectations of reaching their college aspirations are less likely to search for, apply to, and/or enroll in 4-year colleges. This study provides new insights into the college access process.

Gooptu, S., & Mukherjee, V. (2023). **Does private tuition crowd out private schooling? Evidence from India**. *International Journal of Educational Development*, 103, 102885. <https://doi.org/10.1016/j.ijedudev.2023.102885>

The paper argues that private tuition to some extent crowds out private schooling. Ceteris paribus it compensates for the teaching quality deficiency in government schools. As

long as the cost of private tuition is below a threshold, a household may prefer to send its child to a government school. Using the National Sample Survey 75th Round, 2017–18 data on education in India, we estimate a negative significant impact of the share of private tuition expenditure in monthly per capita expenditure of a household on government school enrolment of its child, who is in the 13–18 age group. With a lower cost of private tuition, the child is sent to a government school and private tuition, rather than to a private school. The result remains robust after controlling for district-level school-related variables. The paper also uses a theoretical model for explaining its empirical finding. The theory argues the empirical results derived in the paper provide hard-to-find evidence in support of the widely held view that on average the unaided private schools in India impart better teaching quality compared to the government schools. The results also help us to understand the likely impact of policies like the crackdown on private tuition as has happened in China recently on school choice and quality of education in a country.

Hailu, M. F., Lee, E. E., Halkiyo, A., Tsofniasvili, K., & Tewari, N. R. (2023). **Gender and higher education in African universities: A critical discourse analysis of key policy mandates in Kenya, Rwanda, and Uganda.** *Education Policy Analysis Archives*, 31. <https://doi.org/10.14507/epaa.31.7371>

In this comparative project, we analyze three policy documents that have guided gender-based higher education initiatives in Kenya, Rwanda, and Uganda. Two research questions guided our work: (1) How do key policy documents conceptualize gender equity? and (2) How is gender equity discussed in relation to economic priorities and sociopolitical realities in each country? To address these questions, we conducted a critical discourse analysis of the following: Kenya's Education and Training Gender Policy in Kenya, Rwanda's Education Sector Strategic Plan 2018/19—022/23, and Uganda's Gender in Education Policy. Corroborating the work of other scholars, we found that all three documents shared (1) an increased commitment to gender equality, (2) persistent underrepresentation of women in higher education despite increased participation of women over time, and (3) markedly low gender parity in STEM disciplines. Our findings are significant because they confirm that there is a disconnect between stated policy goals and actual student outcomes, which limits institutional success and economic development. Additionally, our analysis highlights differences in the strength in commitment to gender equity in policy mandates in these three countries. This is a key issue which warrants further research attention.

Hamouda, L. B. (2023a, novembre 20). **Le choix d'Attal.** Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/20/le-choix-dattal/>

Pourquoi G Attal remet-il en selle les classes de niveau ? L'annonce semble irraisonnée si l'on se fie aux recherches des sociologues de l'éducation. Elle l'est moins si l'on prend en compte celles des économistes de l'éducation. Et surtout si l'on suit le calendrier politique marqué par la publication de Pisa le 5 décembre. Face...

Hamouda, L. B. (2023b, novembre 23). **Réforme du lycée professionnel: toujours plus d'entreprise et moins de cours.** Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/23/reforme-du-lycee-professionnel-toujours-plus-dentreprise-et-moins-dheures-de-cours/>

Mercredi 22 novembre, Carole Grandjean, ministre déléguée chargée de l'enseignement et de la formation professionnelle, présentait le parcours de terminale des lycéens de la voie professionnelle. Au programme de la scolarité des élèves du lycée professionnel, des heures de cours en moins et toujours plus d'entreprise. Annoncée par le Président lui-même en mai dernier,...

Hamouda, L. B. (2023c, novembre 27). **Pourquoi G. Attal remet-il le redoublement en débat?** Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/27/pourquoi-g-attal-remet-il-le-redoublement-en-debat/>

Le redoublement est-il réellement inefficace ? La recherche est plus nuancée que ce que l'on dit souvent. Mais la question dépasse largement les chercheurs. Et le redoublement est aussi une question sociale, politique et même budgétaire. Alors qu'a à gagner Gabriel Attal en remettant en question la quasi-disparition du redoublement ? Et qu'a-t-il à y...

Heyneman, S. P. (2023). **Comparative and international education in my experience: 1970–2022.** *International Journal of Educational Development*, 103, 102912. <https://doi.org/10.1016/j.ijedudev.2023.102912>

Because of good fortune, I have been privileged to practice the profession of Comparative and International Education for the last 60 years. This essay is supposed to be concise, so I have tried to summarize my efforts decade-by-decade. The text contains few references, but the results of the efforts described for each decade may be found in the appendix. At the end, the summary describes a few dilemmas which need to be addressed in the future.

Hong, Y. (2023). **How will a conceptualized GCE curriculum function within Chinese secondary schools?** *PROSPECTS*, 53(3), 443-457. <https://doi.org/10.1007/s11125-021-09596-0>

Global citizenship education (GCE) advocates global interdependency and interconnectedness, encouraging students to actively defend social justice, equity, and sustainable development at both local and global levels. When putting GCE into use, educators need specifications to transform it from normative ideals into knowledge suitable for conceptual learning. This case study explores Chinese educators' views on GCE regarding operationalized intents, practices, and preparation for implementation in a curriculum. It aims to understand how the conceptualization of GCE functions as a curriculum innovation at secondary school level. Principals (n = 6) and teachers (n = 10) from six participating schools in an anonymous city in Jiangsu province were purposely sampled, providing data for the researcher in semistructured interviews. The study reveals a GCE curriculum prototype in which the intents were subject to Confucian values and Moral Education's disciplines, whereas pedagogies and instructional approaches were planned to be consistent with constructivist teaching and delivered in an authentic learning context.

Hota, S. P. (2023). **Education infrastructure, expenditure, enrollment & economic development in Odisha, India.** *International Journal of Educational Development*, 103, 102903. <https://doi.org/10.1016/j.ijedudev.2023.102903>

A key part of human capital is education. The development of educational infrastructure and economic growth are closely linked. Realizing the value of infrastructure, both the

central and the state government have implemented a number of programmes to upgrade the physical facilities at public schools. Infrastructure is a key component of enabling high-quality education. This study intends to explore the linkage between economic development and spending on education for infrastructure development and quality of education. In 2019–20, the ratio of education department spending (revenue and capital account) to the gross state product (GSDP) is 2.84 %. In 2020–21, the gross enrollment ratios (GER) for primary and secondary education are 97.4 % and 84.5 % respectively. As part of the study's methodology, analytical and empirical data from secondary sources were compiled. The multiple regression analysis demonstrates that the GER of primary and secondary education, as well as the expenditure (Revenue and Capital) on education by education departments to GSDP is significant to economic growth. Here, the economic growth of Odisha as a whole is significantly influenced by the state's educational system. The study's conclusions show that public spending on infrastructure and education has a big impact on economic growth. It is recommended that the infrastructure in schools should be well-equipped in order to meet the needs of the current generation. The government should collaborate with private corporate sector, industrial unit in constructing the infrastructural facility such as smart class room, computer and internet facility, laboratory etc in schools.

Huaman, E. S., & Walker, J. (2023). **Beyond sustainability: Indigenous Knowledge Systems for locally and globally renewing earth relations.** *International Journal of Educational Development*, 103, 102935. <https://doi.org/10.1016/j.ijedudev.2023.102935>

This commentary challenges dominant national and global constructions of sustainable development, including conventional emphases on economic growth and human societies. As Indigenous scholars, we advocate for Indigenous communities through encouraging policymakers, practitioners, and educators to recognize Indigenous Knowledge Systems and multiple ways of valuing earth relations as central to more carefully (re)considering context and application of sustainable development while reframing human activities for life's sake. Written with our Indigenous educator and community member relatives in mind, we also discuss generative environmental pedagogies as a provocation for Indigenous community educators and allies to draw from their own senses of place and experiences to create learning opportunities that are based on regard for the spirit of all beings.

INEE : réseau inter-agences pour l'éducation en situations d'urgence. (2023). **MIND THE GAP 3: Equity and inclusion in and through girls' education in crisis.** Consulté à l'adresse <https://inee.org/sites/default/files/resources/INEE%20Mind%20the%20Gap%203%20v1.1%20LowRes.pdf>

Ce rapport résume les progrès, les lacunes, les défis et les opportunités dans l'amélioration de l'éducation et de la formation des filles et des femmes touchées par les conflits et les crises. S'appuyant sur des données sur 44 pays, des recherches récentes et des études de cas d'interventions en divers contextes, il suit les progrès depuis le rapport « Mind the Gap 2 », met en évidence plusieurs thèmes (recrutement et rétention d'enseignantes, filles handicapées et éducation inclusive sensible au genre, éducation à la santé et aux droits sexuels et reproductifs) et formule des recommandations à l'intention des responsables de la mise en œuvre, des décideurs politiques et des donateurs.

Inter-agency Network for Education in Emergencies. (s. d.). **Disability-Inclusive EiE Resources Mapping and Gap Analysis**. Consulté à l'adresse Inter-agency Network for Education in Emergencies website: <https://inee.org/resources/disability-inclusive-eie-resources-mapping-and-gap-analysis>

Jailobaeva, K., Jailobaev, T., Baialieva, G., Ismanbaeva, R., Kirbasheva, D., & Adam, M.-A. (2023). **Empowering parents and promoting school and teacher accountability and responsiveness: Case of Kyrgyzstan**. *International Journal of Educational Development*, 103, 102899. <https://doi.org/10.1016/j.ijedudev.2023.102899>

The Aga Khan Foundation in Kyrgyzstan implemented the Community Engagement for Better Schools project in Kyrgyzstan in 2017–2022. The project promoted three key mechanisms - performance and budget hearings, social contracts, and community scorecards – that were innovative for schools in the post-Soviet lower-middle-income country with multiple education reforms. This paper examines to what extent the project succeeded in improving the accountability and responsiveness of teachers and school management and empowering parents from the perspective of parents/caregivers. It draws on the survey with 1750 parents/caregivers from the project and comparison schools collected at the baseline and endline stages. The paper concludes that the project improved the accountability and responsiveness of teachers and school management to some extent from the perspective of parents/caregivers, especially women and those from low-income households. Most changes were observed in relation to making budget information available and reporting on school expenses. The project outcomes offer validated mechanisms for promoting accountability and responsiveness of schools that can be rolled out to other schools. However, a multi-actor commitment at the national and local levels is required for long-term sustainable results.

Jain, R., Ping Hung Li, E., & Lee, J. T.-H. (2023). **The Role of the Indian Political Regime in Higher Education Reforms for Innovation Drive: Key Comparisons With China**. *Journal of Asian and African Studies*, 58(8), 1665-1685. <https://doi.org/10.1177/00219096221097666>

As primary drivers of global growth, China and India as Asian giants are on the path to reforming their higher education systems to drive innovation. This paper based on both primary and secondary data sources investigates how India's democratic political leadership has facilitated higher education reform for fostering innovation while underlining key differences in the policy approach of the Chinese leadership. Findings identify the areas of reform for India and also reveal that epistemic boundaries between India and China are beginning to blur so far as right-wing ideological regimentation is concerned, with possible implications for innovation.

Jakiela, P., Ozier, O., Fernald, L. C. H., & Knauer, H. A. (2023). **Preprimary Education and Early Childhood Development: Evidence from Government Schools in Rural Kenya**. Consulté à l'adresse <https://www.cgdev.org/publication/preprimary-education-and-early-childhood-development-evidence-government-schools-rural>

Enrolling in preschool at age three has large positive impacts on vocabulary in children's mother tongue, which is the primary language of instruction in preprimary in Kenya. However, these short-term gains do not necessarily translate into persistent advantages in vocabulary or other measures of child development one to three years later.

Johnson, D. R. (2024). **Postsecondary Policy Environments in Citizen Legislatures**. *Educational Policy*, 38(1), 61-84. <https://doi.org/10.1177/08959048221142050>

Legislative professionalism is central to the politico-institutional context of postsecondary policy adoption in state governments. The core argument in existing research is that as legislative professionalism increases, structural capacity for decision-making increases. Evidence for this argument is mixed, exclusively quantitative, and assumes a bureaucratic logic. The goal of this study is to deepen understanding of legislative professionalism by examining how policy stakeholders perceive the postsecondary policy environment in a "citizen legislature." The study draws on 26 in-depth interviews with higher education stakeholders in Nevada. The findings contribute empirically to the literature by demonstrating that legislative professionalism can be understood in terms of the meanings assigned distinctive legislative environments. The results also make a conceptual contribution to this literature by showing how loose coupling in interorganizational relations and bounded rationality shape the policy environment—in ways that yield benefits for some institutions and disadvantages for others.

Justice, L., Zhang, X., & Steed, E. A. (2024). **COVID-19 and early childhood education: Implications for research, practice, and policy.** *Early Childhood Research Quarterly*, 66, 109-111. <https://doi.org/10.1016/j.ecresq.2023.09.003>

Kasa, R., & Ait Si Mhamed, A. (2023). **Controlled autonomy: Experiences of principals under two school funding regimes in Kazakhstan.** *International Journal of Educational Development*, 103, 102875. <https://doi.org/10.1016/j.ijedudev.2023.102875>

This article focuses on the experiences of the autonomy of principals to make decisions for the development of their school under two different regimes of funding. In the context of Kazakhstan, this research explores how formula-based per-capita funding (PCF) compares to historically existing incremental line-item funding concerning decision-making autonomy for meeting the needs of the school. It also examines whether these two public school funding modes lead to a different managerial accountability experience for principals. Evidence in this paper comes from a concurrent mixed methods study. Quantitative data consists of an online survey of 498 mainstream school principals representing schools with and without PCF. Qualitative data includes 15 semi-structured interviews with principals at schools with PCF. This research finds that principals at schools with PCF feel they have more freedom to make decisions about the development of their schools than their counterparts with incremental school budgets. This, however, is due to more adequate funding in the scope of PCF. Regardless of the mode of school funding, principals feel overregulated, and experience managerial accountability demands similarly. This research concludes that school principals work in the context of « controlled autonomy ». Governmental authorities control schools by limiting funding and requiring compliance.

Kenayathulla, H. B., & Yemini, M. (2023). **Recovering educational losses post-pandemic: What's next?** *International Journal of Educational Development*, 103, 102879. <https://doi.org/10.1016/j.ijedudev.2023.102879>

Kenney, A. W., Dulong Langley, S., Hemmler, V., Callahan, C. M., Gubbins, E. J., & Siegle, D. (2024). **Different or Differentiated? Recoupling Policy and Practice in an Era of Accountability.** *Educational Policy*, 38(1), 134-160. <https://doi.org/10.1177/08959048231153612>

Differentiation is an instructional practice teachers employ to modify their classroom content, process, and products based on student readiness, interest, and learning profile.

Many school districts recognize the benefits of differentiated instruction and thus mandate allotted classroom time for its implementation. In this article, we investigate how teachers in one such district resolved differentiation policy to practice in a high-stakes testing environment. We found, during the designated time for differentiation, teachers regularly remediated small groups but did not similarly address the academic needs of advanced students, thus not enacting the disciplinary standard for differentiation. We suggest teachers are recoupling practice and policy but misaligning it to the disciplinary definition of differentiation, which we contend has broader implications for instructional policymaking.

KIRDULYÉ, G., ABOZEID, O., MAKASKÉ, G., COGLIANO, D. D., PUPINIS, M., SCHOUENBORG, J., ... al, et. (2023). **Study on learning mobility: final report**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/768f5373-82b5-11ee-99ba-01aa75ed71a1/language-en/format-PDF/source-296359269>

KOUOTIP, H. D., & DJOMOU KOUOTIP, H. (2023). **Management des structures éducatives et enjeux de l'efficacité des systèmes éducatifs au Cameroun**. *RISE: Revue interdisciplinaire en sciences de l'éducation*, (1), 1-16. Consulté à l'adresse <http://www.revue-rise.uiz.ac.ma/index.php/rise/article/view/2/163>

La formation continue des chefs d'établissement accompagne les changements politiques. Essentielle à la mise à jour des connaissances, au développement professionnel et au leadership, elle accroît aussi l'autonomie et la capacité à gérer les changements quand inclut la formation par la recherche. Les 9 chefs d'établissement de Yaoundé interrogés pour cette étude déclarent n'avoir jamais suivi une formation de renforcement des capacités sur les pratiques managériales pour l'efficacité de système éducatif, entraînant l'échec des systèmes à répondre aux besoins de développement du pays. L'auteur formule 10 actions gage d'un bon management et d'une efficacité des systèmes éducatifs.

Lelièvre, C. (2023, novembre 28). **Le redoublement à l'école, un débat aux enjeux politiques ?** Consulté 4 décembre 2023, à l'adresse The Conversation website: <http://theconversation.com/le-redoublement-a-lecole-un-debat-aux-enjeux-politiques-218462>

De nombreuses enquêtes ont mis en cause l'efficacité du redoublement et sa pratique a considérablement décliné ces dernières années. Le ministre de l'Éducation vient pourtant de relancer le débat.

Levatino, A., Parcerisa, L., & Verger, A. (2024). **Understanding the Stakes: The Influence of Accountability Policy Options on Teachers' Responses**. *Educational Policy*, 38(1), 31-60. <https://doi.org/10.1177/08959048221142048>

Under test-based accountability, side-effects—including practices to inflate test results, often seen as cheating—are usually associated to so-called high-stakes policies. However, the influence of different types of stakes in the generation of this type of practices has been overlooked in education research. Based on a survey experiment, our results indicate that the type and level of stakes of accountability systems (e.g., high- vs. low-stakes, material vs. symbolic) do not differ in triggering side-effects. Counterintuitively, individual symbolic consequences trigger similar reactions among teachers than material incentives. In-depth interviews give insights into the social

mechanisms that lead to symbolic effects having such an influence in understanding teachers' reactivity to accountability.

LEWIS, J., BOLTON, P., & GOWER, M. (2023). **International students in UK higher education**. Consulté à l'adresse <https://researchbriefings.files.parliament.uk/documents/CBP-7976/CBP-7976.pdf>

Cette note fait le point sur les principales données de la politique d'accueil des étudiants internationaux au Royaume-Uni, dans le contexte post-Brexit. Outre les statistiques, dont ceux des étudiants britanniques partis à l'étranger, sont abordés: la stratégie d'éducation internationale, le programme Turing, la politique de visas et d'immigration, le financement de cette politique internationale, enfin, les coûts et les bénéfices de l'accueil des étudiants internationaux.

Li, X. (2023). **"He who knows one, knows none": Pluralism in global higher education development**. *Higher Education*, 86(6), 1527-1532. <https://doi.org/10.1007/s10734-022-00984-9>

Lo, W. Y. W., & Li, D. (2023). **Reimagining the notion of Hong Kong as an education hub: National imperative for higher education policy**. *International Journal of Educational Development*, 103, 102938. <https://doi.org/10.1016/j.ijedudev.2023.102938>

This article examines the evolving concept of Hong Kong as an education hub, with a focus on the influence of the Greater Bay Area (GBA) strategy on higher education development. It begins by reviewing the impacts of the policy of developing Hong Kong into an education hub on the city's educational landscape and global competitiveness. Subsequently, the article investigates the GBA's role as a subnational higher education region, highlighting the heightened strategic cooperation between Hong Kong and the Chinese Mainland in the higher education arena. The cases of the Chinese University of Hong Kong, Shenzhen and the Hong Kong University of Science and Technology, Guangzhou are examined as examples of cross-border education in the GBA, shedding light on their role in fostering research collaboration and knowledge exchange. The article reimagines the notion of an education hub, underscoring Hong Kong's transition from a gateway to a radiator, and discusses the implications of this shift for the city's global and national positioning. Through this analysis, the article examines the dynamics and future prospects of education hub in Hong Kong, particularly within the context of emphasising integration with the Chinese Mainland.

López, E. J., Watts, G. W., & Davis, M. T. (2024). **Considering Time: Practical Applications for Supporting Students With Disabilities in Hispanic Serving Institutions**. *Journal of Hispanic Higher Education*, 23(1), 47-55. <https://doi.org/10.1177/15381927231185318>

Time is a concept often spoken and written about, but rarely identified as an asset for individuals with disabilities, particularly in Hispanic Serving Institutions (HSI). The following discusses how systems and processes are impacted by time. The article further focuses on practical applications associated with time in supporting students with disabilities transitioning and acculturating to HSIs.

Lopez, J., & Droogsma Musoba, G. (2024). **Exploring the College Choice of Latina/o Students in Rural Texas**. *Journal of Hispanic Higher Education*, 23(1), 32-46. <https://doi.org/10.1177/15381927231172577>

Latina/o rural students are underrepresented in college and the research of their college choice process. Using Bourdieu's habitus, and Yosso's Community Cultural Wealth

Conceptual Model, this qualitative study used interviews with 24 Latina/o rural high school students. Our findings explored how school habitus limits college options. Students use navigational capital when selecting a "good program" and rely on familial-capital, high aspirations, and other forms of capital to choose a college.

McCowan, T. (2023). **The crosscutting impact of higher education on the Sustainable Development Goals.** *International Journal of Educational Development*, 103, 102945. <https://doi.org/10.1016/j.ijedudev.2023.102945>

The Sustainable Development Goals (SDGs) include access to higher education as a valued outcome, but universities also have a crucial role in supporting societies in achieving the full set of 17 goals. This task can be achieved through universities' diverse functions of education, research, innovation and public engagement, as well as through their own campuses and communities. Nevertheless, despite their huge potential in this regard, current configurations of political economy present significant constraints. Seven of these barriers are analysed here: resources, recognition, marketisation, status competition, labour market links, difficulties of measurement and lack of imagination. These barriers are not insurmountable, and reimagined forms of higher education can play a major role not only in achieving the SDGs, but also in reinventing them for the post-2030 era.

Menashy, F., & Zakharia, Z. (2023). **Partnerships for education in emergencies: The intersecting promises and challenges of SDG 4 and SDG 17.** *International Journal of Educational Development*, 103, 102934. <https://doi.org/10.1016/j.ijedudev.2023.102934>

In this commentary, we explore the intersection between Sustainable Development Goal (SDG) 4, which commits to ensuring access to quality and equitable education, and SDG 17, which promotes global partnerships to achieve the SDGs. We do this through a focus on education in emergencies (EiE), a field of global engagement that addresses education in situations of crisis, such as war, forced displacement, health emergencies, and climate disaster. Through exploring the nexus of SDG 4 and SDG 17, we argue that achieving education in emergencies through advancing partnerships faces numerous challenges. In particular, barriers relate to issues of power, colonial hierarchies, racism, and marketization in the wider humanitarian architecture.

Mikelatou, A., & Arvanitis, E. (2023). **Pluralistic and equitable education in the neoliberal era: paradoxes and contradictions.** *International Journal of Inclusive Education*, 27(14), 1611-1626. <https://doi.org/10.1080/13603116.2021.1904018>

Education, under the neoliberal doctrine, has undoubtedly undergone multiple reforms that have led to its economisation. They have also turned education into a mechanism that intensifies the reproduction of inequalities and suppresses diversity, which only helps to perpetuate social exclusion. Despite radical criticism of neoliberalism's effect on education, neoliberal educational strategies have emerged stronger in the aftermath of the 2008 financial crisis. The goal of this paper is to review the effect of the neoliberal paradox on diversity and equity in education and to consider a new socio-economic paradigm that would foster more progressive educational practices. Such practices are advocated by Kalantzis and Cope's New Learning model, which points to the relationship between senses of belonging and academic achievement in education. To achieve this, this paper adopts a polemical, critical approach to analysing the selected literature. It highlights the paradoxes and contradictions of neoliberalism on diversity and equity and analyses how inequity is perpetuated through neoliberal education. Then, it

discusses neoliberal education and considers the reasons criticism of neoliberalism has been rather ineffective. The paper concludes by exploring alternative pedagogical models and contemplating whether education can be recalibrated in the interest of an inclusive and just society.

Mingat, A. (2023). **La dynamique des systèmes éducatifs avec la croissance économique dans les pays à revenu faible/intermédiaire**. Consulté à l'adresse <https://u-bourgogne.hal.science/hal-04299500>

Un très grand nombre de pays de revenu faible ou intermédiaire continuent à lutter pour obtenir des résultats tangibles dans trois domaines: étendre la couverture de l'enseignement primaire et secondaire, améliorer le niveau des apprentissages des élèves et réduire les disparités sociales sur ces deux plans. Cet article examine l'intensité des contraintes structurelles qui pèsent sur les systèmes éducatifs des différents pays, à partir d'une base de données comprenant notamment une centaine d'enquêtes ménages. Les résultats obtenus montrent que les contraintes structurelles ont une incidence majeure sur le développement des systèmes éducatifs et que les pays les moins développés sont très affectés par le poids de ces contraintes (structure par âges de la population, coût relatif des enseignants et capacité fiscale). Les pays ajustent leurs politiques éducatives sur leur chemin de développement, lorsque les contraintes deviennent moins pressantes et que la couverture s'améliore. Enfin, les résultats tangibles des systèmes éducatifs s'améliorent avec la croissance économique, la force de la relation statistique entre ces deux sphères étant plus forte pour la couverture scolaire et les disparités (urbain/rural, niveau de vie des parents).

Morris, E. M., Qargha, G. O., & Winthrop, R. (2023). **Elevating the purpose of education to achieve the spirit of SDG 4**. *International Journal of Educational Development*, 103, 102926. <https://doi.org/10.1016/j.ijedudev.2023.102926>

This commentary reflects on the importance of acknowledging the diverse purposes and stories of schooling in education systems transformation. The authors caution against overreliance on quantifiable indicators and argue that elevating other purposes and historicizing the power dynamics in how we frame the purpose of education will help ensure that transformation efforts do not ignore the deeper philosophical, historical, and epistemological foundations that are critical for developing a shared purpose of education. The commentary argues for intentional dialogue on the multiple purposes of education at local and global levels to fully achieve the spirit and vision of Sustainable Development Goal 4 for inclusive, equitable, quality education.

Mundy, K. (2023a). **Living and learning in the field of international development education**. *International Journal of Educational Development*, 103, 102919. <https://doi.org/10.1016/j.ijedudev.2023.102919>

Karen Mundy is a Professor of Education Policy and Leadership at the University of Toronto, and an award-winning scholar in the field of International Education Development. Her career has included sustained engagement and leadership in international development organizations, most notably the Global Partnership for Education and UNESCO. In this piece she reflects on current challenges and opportunities for our field derived from three main autobiographical streams: her life as a scholar; within international development organizations; and her private or personal life.

Mundy, K. (2023b). **SDG4 and state capacity: The missing link**. *International Journal of Educational Development*, 103, 102937. <https://doi.org/10.1016/j.ijedudev.2023.102937>
Supporting the capacity of governments to improve education systems is essential to achieving the global goals for education. The shift from the MDGs to the SDGs; the demands for education systems to respond to the COVID19 pandemic, and what others describe as a global “polycrisis;” each lead to escalating and more complex demands for national action in education. Strengthening the capacity of governments to respond to such complexity is essential for progress on the global goals for education. Yet improving state capacity in education remains one of the least debated, most poorly researched, and least coordinated areas for international cooperation today.

Naylor, R. (2023). **Comblent l'écart 3 : Promouvoir l'équité et l'inclusion dans et par l'éducation des filles en situations d'urgence. Note politique**. Consulté à l'adresse <https://inee.org/sites/default/files/resources/INEE%20Closing%20the%20Gap%203%20FR%20v1.0%20LowRes.pdf>

Cette note politique résume les conclusions du troisième rapport de suivi de l'INEE « MIND THE GAP 3 : Equity and inclusion in and through girls' education in crisis » qui suit les progrès de 44 pays touchés par une (des) crise(s) sur trois thèmes : recrutement et maintien des enseignantes ; filles en situation de handicap et éducation inclusive sensible au genre ; éducation à la santé et aux droits sexuels et reproductifs en situations d'urgence. La note résume les progrès réalisés en matière d'éducation et de formation des filles et des femmes depuis 2022, examine les écarts en matière d'offre, de données, de preuves et de financement et émet des recommandations destinées aux parties prenantes.

Novelli, M. (2023). **Historicising the geopolitics of education and the SDGs: From Western hegemony to a multi-polar world?** *International Journal of Educational Development*, 103, 102925. <https://doi.org/10.1016/j.ijedudev.2023.102925>

This paper seeks to take a critical and historical look at the rise and fall of the SDGs, with a particular focus on education. At the core of the argument is that the SDGs (2015–2030), their predecessor the Millennium Development Goals (2000–2015), and the Education for All movement (1990 onwards), were the product of a post-Cold War, neoliberal, development agenda whose framing and logic were constructed in a moment of uni-polar, US-led, Western hegemony, which today is collapsing around us. Geopolitics and global power are changing in important ways and we need to recognise this, and think through ways to ensure that we can support this in the interests of the marginalised global majority, in education and beyond. 'Pax-Americana' needs to be replaced with a 'Pax-Pluralis' that can underpin new global models of security, development and growth that can better address the massive global challenges that we face.

OCDE. (2023). **Education and innovation for the digital and green transitions: How higher education can support teachers and school leaders**. <https://doi.org/10.1787/6407e9f4-en>

This analytical report was prepared by the OECD Higher Education Policy Team as part of the Education and Innovation Practice Community (EIPC), an action of the European Union's New European Innovation Agenda, flagship 4 on “Fostering, attracting and retaining deep tech talent”. EIPC seeks to bring together peers from policy and practice to advance understanding of the competencies that can trigger and shape innovation for the digital and green transitions, and the mechanisms through which higher

education can contribute to their development in secondary education (Strand 1), higher education (Strand 2), and adult upskilling and reskilling (Strand 3). This report for EIPC Strand 1 examines how higher education institutions (HEIs) can support teachers and school leaders in secondary schools to help their students develop competencies for innovation. Drawing on research evidence, practical examples and insights from the EIPC network and a wide range of OECD and EU education systems, it offers five options for consideration by education policy makers on how to strengthen HEIs' role in supporting secondary education to develop human capacity for innovation.

OECD. (2023a). **Education Policy Outlook 2023: Empowering All Learners to Go Green**. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/education-policy-outlook-2023_f5063653-en

The report « OECD Education Policy Outlook 2023 » aims to support countries to follow up on the goals established by the 2022 OECD Declaration on Building Equitable Societies Through Education.

OECD. (2023b). **Strengthening Upper Secondary Education in Lithuania**. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/strengthening-upper-secondary-education-in-lithuania_a69409d7-en

This report explores how Lithuania, and its young people can achieve higher returns on its investment in upper secondary education and provides Lithuania with policy recommendations to help improve it by strengthening vocational education pathways...

Oldac, Y. I. (2023). **The contributions of study abroad to home countries: an agential perspective**. *Higher Education*, 86(6), 1471-1487. <https://doi.org/10.1007/s10734-022-00980-z>

Contributions to home country after international higher education (IHE) have long been considered within the traditional frameworks of brain drain or brain circulation. However, recent scholarship has hinted at more nuances into this issue than what has been predominantly discussed. This study focuses on IHE graduate agency to investigate the contributions of studying abroad to a home country. It builds from international-comparative fieldwork that included interviews with 50 recent Turkish IHE graduates who studied in four purposefully selected countries—Azerbaijan, Bulgaria, Germany and the UK—and who either stayed or returned to their home country afterwards. The findings highlight the role of agency in IHE graduates' contributions to their home country. Returning to the home country does not equate to contributing to it, as some participants expressed that they contribute better from abroad while others refuse to contribute even after returning. The study also demonstrates that combining individual agency with push-pull factors emanating from the home country provides a more holistic explanation, as the home country dynamics have been found to be influential on agential stances regarding contributions.

Öztürk, A., Eren, M., & Kalender, B. (2023). **To What Extent Do Children in Primary Schools Have a Voice in Context of the Right to Participation in Türkiye?: A Case Study**. *Child Indicators Research*, 16(6), 2413-2448. <https://doi.org/10.1007/s12187-023-10055-9>

The purpose of the current research is to investigate the arrangements addressing primary school children's right to participation in education and the level of realization of the right to participate. To this end, the research conforms to the explanatory sequential design. The quantitative phase of the research was carried out with 2172

students enrolled in 77 primary schools whereas the qualitative phase was implemented with 4 teachers and 36 students. The research data yielded from the child's right to participation-based classroom scale and teacher and student interview forms regarding the realization of the right to participate in education developed within the scope of the research were analysed through statistical, content, and descriptive analyses. The findings highlighted certain deficiencies in terms of the arrangements on children's right to participation in schooling and the level of their participation in decision-making processes. In CHP (class with a high level of participation) and CLP (class with a low level of participation), 13 contexts concerning the children's participation in decision-making processes were identified. In this respect, it was determined that children's participation in the decision-making processes was ensured in both groups on some of the issues that may concern in their lives, while it was determined that the children in both groups were not included in decision-making processes in terms of participation in environmental protection and sustainable development. Besides, it was revealed that the children in CLP were not included in seven contexts including the processes of the election of class representatives of the student council and the establishment of classroom rules.

Page, A., Anderson, J., & Charteris, J. (2023). **Including students with disabilities in innovative learning environments: a model for inclusive practices.** *International Journal of Inclusive Education*, 27(14), 1696-1711. <https://doi.org/10.1080/13603116.2021.1916105>
The educational provision for students with disabilities has been debated for as long as the term inclusive education (IE) has been part of the educational discourse. Despite IE stemming from a social justice paradigm, globally there remain inconsistencies in access to quality education. As a result, policies and practices to shift towards more equitable access to education are evident across the world. Many IE commentators argue the need for a transformative and systemic change to the status quo, for IE outcomes to be achieved. Innovative learning environments (ILEs) offer the opportunity for new conversations around IE and systemic change. Although IE is generally seen as an important aspect of ILE design, there is a missed opportunity to fully appreciate and address the needs of students with disabilities. Moreover, we argue that ILEs can disrupt traditional paradigms in education in ways that enhance IE. A model is presented in this article that is designed to respond to the gaps in existing ILE models. This conceptual framework offers a means for architects, school leaders, and teachers to improve the educational outcomes of all students, through connecting the notions of inclusive design, inclusive practice and inclusive pedagogy.

PAM : Programme alimentaire mondial. (2023). **State of school feeding worldwide 2022.** Consulté à l'adresse https://docs.wfp.org/api/documents/WFP-0000147687/download/?_ga=2.201977042.2145498096.1698923385-907325591.1698659782

Ce rapport évalue l'impact de la COVID-19 et des autres événements mondiaux sur les programmes alimentaires et nutritionnels en milieu scolaire depuis le dernier rapport, datant de 2020. Il souligne ce qui a été accompli pour surmonter les défis sans précédent liés à la pandémie et surtout, il identifie les principes clés permettant d'assurer le succès des programmes d'alimentation scolaire, dans un contexte où les gouvernements sont en train de renforcer leurs systèmes éducatifs pour préparer l'avenir.

Partee, A., Williford, A., Downer, J., Conway, J., & Carroll, E. (2024). **Narrowing the Research-to-Practice Gap in Effective Professional Development in a State Preschool**

Program: Describing the Process and Findings from a Research-Practice Partnership. *Early Childhood Research Quarterly*, 66, 157-167. <https://doi.org/10.1016/j.ecresq.2023.09.004>
This study describes the implementation and findings from a consultation process designed to enhance the professional development (PD) offered to teachers working in Virginia's state-funded preschool program. A PD Rubric was developed to translate research on effective PD (i.e., PD practices linked to positive changes in teacher practice and/or child outcomes), systematically assess the extent to which "business as usual" PD across 122 school divisions aligns to evidence-based practices, and guide individualized PD consultation calls with preschool leaders. Findings indicated that the area of PD with the greatest room for improvement was providing PD that supports teachers to refine their teaching skills, as opposed to only gain knowledge. Early childhood leaders reported that the PD consultation process was valuable, particularly talking with their consultant. Findings from this study provide insight into how to bridge research and practice around supporting the delivery of effective PD for preschool teachers at scale.

Pattison, P., Bridgeman, A., Bulmer, A., McCallum, P., & Miles, R. (2023). **Renewing the Sydney undergraduate curriculum.** *Higher Education*, 86(6), 1489-1506. <https://doi.org/10.1007/s10734-022-00982-x>

A number of commentators have recently called for a re-examination of the purpose and value of undergraduate education, arguing that change is required if universities are to deliver the value in educational outcomes that students and communities now require for a changing and challenging world (for example, Aoun, 2017; Bok, 2020; Davidson, 2017; Fischman & Gardner, 2022). Indeed, some have argued that such change is necessary to stem an emerging crisis in universities' 'social license to operate' (Bok, 2020). In this paper, we review the case for undergraduate curriculum change and present a case study of one Australian university's engagement with this challenge, describing the reasons for change, the desired outcomes, and some early impacts on students' study patterns. The change took place at the University of Sydney over the period from 2014 to 2021 with a new undergraduate curriculum introduced for commencing students from 2018. Intended to prepare students for a changing world, the new curriculum sought a balance between graduates' expertise in a primary field of study and a set of broader capabilities that would support their capacity for future learning and for creative and effective engagement in life and career, including an understanding of broader intellectual landscapes; the skills for collaboration, invention, and influence; and the integration of knowledge with professional and personal ethics and values. The aspiration to develop such capabilities is shared with many universities around the world, and we describe here how the available evidence base was used to guide whole-of-University curriculum redesign in this case. We also identify areas where further research would be of value.

Pérez-Gutiérrez, M., Castanedo-Alonso, J. M., Salceda-Mesa, M., & Cobo-Corrales, C. (2023). **Scientific production on inclusive education and physical education: a bibliometric analysis.** *International Journal of Inclusive Education*, 27(14), 1679-1695. <https://doi.org/10.1080/13603116.2021.1916103>

The aim of this study was to develop a bibliometric analysis of the scientific production on inclusive education and physical education, focusing on productivity, topics and collaboration. Articles and reviews related to inclusive education and physical education published until 2018 in ERIC, PsycINFO, Scopus, SPORTDiscus and Web of Science databases were included. Regarding results, 664 documents published from 1969 to 2018

were discovered. Documents approaching from sociology (183) and focused on inclusive cultures (63.1%) were the most represented. The average percentage of collaboration was 76.96%. Block was the most productive author while Lieberman achieved the highest number of collaborators. Almost half of the scientific output was published in 13 journals, three of them specifically dedicated to adapted physical activity. In summary, the scientific production on inclusive education and physical education has been mainly published during the last decade, in collaboration, focused on inclusive cultures and playing social sciences a key role for studying it, reflecting the interests and approaches of scholars and their patterns of collaboration. The emergence of inclusive education from the social and political spheres, the misunderstanding of this concept and its low educational consolidation have contributed to an increasing production of studies about inclusive culture.

Perry, E. L. (2024). **The Choice and Evaluation of Sexual Harassment Interventions in Institutions of Higher Education.** *Educational Policy*, 38(1), 104-133. <https://doi.org/10.1177/08959048221142051>

This paper provides a qualitative review of research related to sexual harassment interventions employed in institutions of higher education (IHEs) and introduces a needs assessment process that IHE administrators can use to inform their choice of intervention. Additionally, this paper provides direction regarding how to assess the impact of sexual harassment interventions as prevention programs can only be effective if they are continuously evaluated. This review may help researchers identify under researched sexual harassment related topics in higher education and IHE administrators make evidence-based decisions related to the choice, implementation, and assessment of sexual harassment interventions.

Piednoir, S. **Projet de loi de finances pour 2024 : Enseignement supérieur.** , Pub. L. No. Avis n° 133 (2023-2024), tome V, fascicule 2 (2023).

PME: Partenariat mondial pour l'éducation. (2023). **Aller plus loin ensemble: Le partenariat au service de l'égalité des genres.** Consulté à l'adresse <https://www.globalpartnership.org/fr/content/going-further-together-partnership-approach-gender-equality>

Issu d'une consultation auprès des partenaires du GPE (pays, bailleurs de fonds, fondations privées, organisations de la société civile (inter)nationales, jeunes leaders du GPE), ce document explique d'abord l'importance de promouvoir l'égalité des sexes en contexte mondial de transformation des systèmes éducatifs. Il montre ensuite comment cette égalité est mise en œuvre et les principes directeurs défendus par le GPE. La troisième examine comment la responsabilité mutuelle des partenaires contribue à sa promotion. La dernière conclut le document.

Reyes, V. C. (2023). **What is most important in education reform? The impact of leadership, innovation and partnerships.** *International Journal of Leadership in Education*, 0(0), 1-18. <https://doi.org/10.1080/13603124.2023.2281353>

What is most important in education reform? Is it leadership that guides and steers education reform initiatives? Or is it perhaps the innovation that is highlighted in the education reform itself? Or is it the partnerships required to enable the reform to take hold? This article contributes to debates about the success or failure of international aid in education reform represented by technology transfers of evidence-informed policies and practices. This four-part inquiry describes the impact of evidence-based reform. The

first section provides a succinct description of Singapore – a developed nation – and the Philippines – a developing nation. The second part describes the education reform partnership. Particular emphasis will be placed on the education reform movement guiding the partnership between two contrasting nations and the overarching framework that guides it – the leadership premium. The third section describes the explanatory mixed methods research design employed in order to explore the participants' perceptions of the reform initiative. This part describes the results of a quantitative survey and exploratory models for explaining perceptions of education reform. The fourth and final section contextualizes the response to what is most important to education reform from the perspectives of the participants themselves. This section also critiques the dominant leadership premium paradigm.

Richards, J. (2023). « **Schooling without learning is a terrible waste of precious resources and of human potential** » – **The South Asian paradox**. *International Journal of Educational Development*, 103, 102904. <https://doi.org/10.1016/j.ijedudev.2023.102904>

In 1990, at a prestigious conference all agreed that universal primary education is crucial for enhancing human capital – it is key to economic development, reduction in poverty, and empowering girls. The conference endorsed Education for All (EFA), a commitment to universal basic education focused on « actual learning acquisition and outcome ». In 2000, a subsequent conference endorsed EFA and the Dakar framework, which influenced the second Millennium Development Goal: enable, by 2015, universal primary education for all children. In terms of enrollment, gender parity, and survival to the terminal primary grade, MDG2 was a success. However, MDG2 failed in terms of learning outcomes. To demonstrate this failure, the article compares the impact of national survival and literacy rates on change in national per capita GDP (2015–19). Literacy is measured by the World Bank's learning poverty rate at ages 10–14. Regressing national per capita GDP change on learning poverty rate reveals a strong association with literacy; regressing on survival rate reveals a very weak association. The article analyzes major institutional obstacles to explain the paradox: why do governments in South Asia (and elsewhere) forgo the benefits, to all, from universal literacy?

Ritzen, J. (2023). **A personal history of the political economy of education**. *International Journal of Educational Development*, 103, 102916. <https://doi.org/10.1016/j.ijedudev.2023.102916>

The past sixty years have witnessed a stormy growth in the insights on the one hand concerning the importance of one's education for one's life, the importance of education and science for collective welfare and on the other hand on the delivery of education and science to strengthen individual and collective welfare. In that case –as one might imagine- we are ready for a golden age of education and science, as societies would organize themselves such as to deliver the best in human talents and in scientific advances. The insights in the political economy of education are less advanced. We understand little of the engineering for long run policies and for the social cohesion which generates the support for such policies. The notion of "institutions" has not yet reach a stage where it gives concrete support for political decision makers. Short term selfinterest of dominant political forces continues to rule the waves. The years ahead will require an essential role for education to share the insights in climate change and overall sustainability and to find democratic support for the transitions which have to be made to maintain a planet inhabitable for its eight plus billion inhabitants.

Rosinger, K., Ortagus, J., Kelchen, R., & Choi, J. (2023). **The Impact of Performance Funding Policy Design on College Access and Selectivity**. *Educational Evaluation and Policy Analysis*, 45(4), 655-681. <https://doi.org/10.3102/01623737221147905>

This study draws on a comprehensive performance-based funding (PBF) dataset and up-to-date difference-in-differences econometrics to examine the impacts of specific policy features (e.g., share of institutional revenue at stake and equity metrics) on college access and selectivity. We find suggestive evidence that increases in the share of revenue at stake are associated with decreases in racially minoritized student enrollment. Meanwhile, equity metrics may not be enough to boost enrollment among underserved students. Ultimately, however, our conclusions are limited due to various potential sources of bias, unconvincing pre-trends, and wide confidence intervals. While findings offer limited insight into the impacts of specific design features, they point to limitations of PBF—regardless of design—in expanding access and reducing inequities at 4-year colleges.

Sabet, N. (2024). **Educational Social Enterprise and the Wicked Problem of Creativity and Literacy**. *Education and Urban Society*, 56(1), 66-92. <https://doi.org/10.1177/00131245221110554>

This article examines the potential contribution of social enterprise to the “wicked” problem of creativity and literacy in a performative schooling environment, drawing on an ethnographic study of Ciento, a social enterprise organization that works with under-resourced young people, families, and communities in Melbourne, Australia. In light of the growing body of research on the ways in which schools navigate creativity and performativity, this article contributes new knowledge on non-school organizations that is largely missing from this conversation, as well as new insights on the operations of education-focused social enterprises in Australia. It considers the social, political, and historical factors that have shaped this unique space of educational “wickedity” and the ways in which organizational rationales and practices, as well as the experiences and views of staff and participants, indicate a complex, promising, and innovative approach to educational problem-solving.

Salam, P. L. (2023). **Rendre l'université accessible aux exilés malgré l'urgence**. *RANACLES 2023 - Transition(s) dans et pour les centres de Langues et de ressources en Langues*. Présenté à Lyon, France. Consulté à l'adresse <https://hal.science/hal-04313074>

Faire des études à l'université a toujours été un facteur d'inclusion sociale des migrants, car cela facilite à la fois les rencontres et des échanges tout en ouvrant l'accès à des emplois. Les centres de langues ont accompagné cette transition à travers des formations adaptées et des parcours préparatoires. Cependant, cette voie s'apparente parfois au parcours du combattant, surtout pour les étudiants en exil. Le premier obstacle à dépasser est la validation d'un niveau (B2-C1) du CECRL, en français écrit et oral. Même en maîtrisant la langue, la réussite dans le système universitaire nécessite aussi de développer des pratiques nouvelles d'affiliation, mission encore plus complexe pour un étudiant exilé ayant suivi une scolarité, et parfois un début de formation universitaire, dans un pays avec des codes culturels différents de ceux des étudiants français. Ces difficultés sont multipliées quand on est en situation d'exil, choisi ou pas, car il faut s'adapter rapidement pour retrouver une nouvelle stabilité. Pour répondre à ce besoin, comme de nombreuses universités françaises, nous avons construit en urgence des dispositifs comme le Diplôme Universitaire Passerelle (DUP), les cours du soir ou encore les formations en langue professionnelle. Pour y arriver, nous avons répondu à des appels à projets dédiés à l'intégration des migrants en France. Cette communication vise à la fois

à rendre compte des actions développées pour répondre à cette urgence, urgence qui fut augmentée par les différentes crises comme celle en Afghanistan ou en Ukraine, et à prendre la distance nécessaire pour définir l'impact de ces actions. Après une présentation des actions, nous analyserons les choix pédagogiques et les méthodes développées par les enseignants pour répondre aux besoins des apprenants. Nous nous focaliserons sur les actions visant à les préparer à l'intégration à l'environnement universitaire. D'un point de vue institutionnel, nous nous interrogerons sur la place que peuvent prendre ces dispositifs d'inclusion des réfugiés dans la politique des langues d'une université ainsi que celle du territoire. Enfin, nous tenterons de comprendre les réactions des acteurs face à ces adaptations en urgence, afin de proposer des moyens de prévention et d'accompagnement à la transition.

Stanczak, A., Jury, M., Aelenei, C., Pironom, J., Toczek-Capelle, M.-C., & Rohmer, O. (2024). **Special Education and Meritocratic Inclusion**. *Educational Policy*, 38(1), 85-103. <https://doi.org/10.1177/08959048231153606>

In this theoretical article we present our hypothesis on the incompatibility of the inclusive education policy toward students with special educational needs with the meritocratic principle of education. If considering and recognizing the needs of these students is necessary to achieve a successful inclusive environment, we propose that this goal cannot be achieved within current educational systems driven by a meritocratic ideology. We base our rationale on social psychology theories such as system justification and backlash to argue that such incompatibility is particularly visible during the evaluation process. Finally, if we provide some incentives toward greater inclusion while considering the diverse contradictions such inclusivity generates, we also invite researchers to further empirically examine these contradictions in order to guide policy makers within their choices.

Stanistreet, P. (2023). **Life under lockdown: A fading dream of different and the search for a new "normal"**. *International Review of Education*, 69(5), 593-601. <https://doi.org/10.1007/s11159-023-10050-w>

Starostina, A., Bugrov, V., Kravchenko, V., Gatto, G., & Kochkina, N. (2023). **Entrepreneurial university: Exploring its essence, phases of development, and operating mechanism during wartime in Ukraine**. *International Journal of Educational Development*, 103, 102895. <https://doi.org/10.1016/j.ijedudev.2023.102895>

This study investigates the essence and characteristics of entrepreneurial universities during wartime in Ukraine by applying theoretical abstraction and expert survey methods. A statistical analysis of hypotheses reveals a positive impact of the entrepreneurial model on university innovativeness. The research highlights a notable deficiency in understanding the forms and methods of business-academia collaboration, constituting a significant hindrance. Factor analysis discloses three operating mechanisms for entrepreneurial universities based on internal, external, or combined resource orientation. A cluster of Ukrainian HEIs closely aligned with the entrepreneurial model is discerned, encompassing KNU Shevchenko, Kyiv and Lviv Polytechnic, Sumy National, and Ukrainian Catholic Universities. The study determines the most auspicious avenues of cooperation between businesses and HEIs. Hypothesis testing with regards to critical university activities during wartime underscores the importance of retaining students, professors, and other higher education staff and financial support for their activities. Financing HEIs during wartime involves state support, revenues from

educational services, and grants. The study findings can assist university management in selecting appropriate methods for implementing an entrepreneurial model during and after wartime. Public educational authorities could effectively deploy the proposed methodologies to scrutinize the efficacy of entrepreneurial models introduced by Ukrainian HEIs.

Supplee, L. H. (2023). **Connecting Reading Research on with Educational Practice and Policy**. *Mind, Brain, and Education*, 17(4), 391-397. <https://doi.org/10.1111/mbe.12385>

There is a well-known gap between research and practice. While there are investments in some strategies to address this gap, they are often not drawing from the existing research on how to improve research use. This article shares what we understand about the many ways research is used in education, why educators may use research, and under what conditions research is used in policy and practice. If scientists understand the levers that support research use, they may be able to create research that is more useful to decision-makers and share that research through effective strategies such as using boundary spanners, individuals who straddle both the research and practice worlds. The article concludes by sharing some examples of promising strategies to improve the use of research in education such as research–practice partnerships.

Suter, L. E. (2023). **Personal memories of the development of united states participation in large scale international assessment surveys**. *International Journal of Educational Development*, 103, 102909. <https://doi.org/10.1016/j.ijedudev.2023.102909>

This essay reflects on my personal experiences conducting international comparative statistical studies in education as an employee of two U.S. federal statistical agencies between 1981 and 2011. Before 1982, the U.S. government involvement with large-scale international studies had been sporadic. By 1990, as a result of my initial support for the IEA, two U.S. federal agencies, the National Center for Education Statistics (NCES) and the National Science Foundation (NSF) supported research and development projects that raised the quality of international statistical comparisons on student achievement. My goal was to enhance existing international surveys so that the resulting statistical analyses would be perceived as a valid measurement of the performance of elementary and secondary students in multiple countries.

Tebben, E., West, K., Golden, L., Lang, S., & Yoon, S. (2024). **Who calls for help? Assessing the reach of the Ohio preschool expulsion prevention partnership**. *Early Childhood Research Quarterly*, 66, 199-210. <https://doi.org/10.1016/j.ecresq.2023.10.007>

Early childhood expulsions are a systemic issue in early care and education (ECE) that have negative consequences for children, families, ECE programs, and communities. The Ohio Preschool Expulsion Prevention Partnership (OPEPP) represents one state's attempt to reduce the incidence of early childhood expulsions using infant and early mental health consultation distributed statewide in a hub-and-spoke arrangement. The study merges records from the first four years of OPEPP implementation (N = 569 expulsion prevention referrals) with child care licensing data (N = 3408 ECE programs) and data from the American Community Survey to assess OPEPP's reach in both the hub and spoke regions and identify what program and community characteristics were associated with OPEPP uptake. We found that 16.7 % of center-based ECE programs operating in Ohio between April 2016 and December 2019 participated in OPEPP, but distribution of referrals was uneven, with 36 % of ECE programs in the hub participating but just 10 % of programs outside of the hub doing so. ECE programs with higher quality ratings had

greater odds of participating in OPEPP, as did ECE programs outside of the hub area that accepted publicly funded child care reimbursements. The differences in participation rates and predictors of participation between the hub and spoke regions suggest a need to explore how the hub-and-spoke arrangement of OPEPP may need to be adjusted to reach ECE programs outside of the hub region more effectively and have implications for other large-scale early childhood expulsion prevention efforts.

Tilak, J. B. G. (2023). **Un/common schooling: Educational experiments in twentieth-century India.** *International Review of Education*, 69(5), 753-756.
<https://doi.org/10.1007/s11159-023-10047-5>

Tourneville, J. (2023, mai). **Questions éthiques en éducation dans les contextes de New Public Management.** Master présenté à Université de Bordeaux - Faculté des Sciences de l'éducation et de la Formation, France. Consulté à l'adresse <https://hal.science/hal-04297960>

Tucker, G. (2023). **Special educational needs and youth justice: How effective is the code of practice at supporting the resettlement population? A conceptual review.** *International Journal of Educational Development*, 103, 102907.
<https://doi.org/10.1016/j.ijedudev.2023.102907>

This paper is a conceptual evaluation of the 2014 code of practice for Special Educational Needs and Disabilities (SEND). The focus of the evaluation is the efficacy of the code for the youth justice population of England, with an emphasis on the resettlement cohort of young people leaving prison. The resettlement cohort has a range of complex needs, including SEND. These needs are reflected in the code of practice, which creates statutory expectations regarding SEND support for young people transitioning through resettlement. The paper uses secondary evidence to consider the efficacy of the code of practice.

UNESCO. BIE : Bureau international d'éducation. (2023). **Hybrid education, learning, and assessment: a reader; an overview of frameworks, issues and developments in light of COVID-19 and the way forward.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000387639?posInSet=5&queryId=1e0f99fe-8a81-4d03-8846-a7abab1b05c9>

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2023). **L'UNESCO en action pour l'égalité des genres : 2022-2023.** Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000387300_fre/PDF/387300fre.pdf.multi

Ce rapport présente les actions mises en œuvre par l'UNESCO en 2022 et 2023 pour faire progresser l'égalité des genres et propose une feuille de route pour un travail transformateur du genre. Contenant des données clés, des bonnes pratiques et des enseignements, il montre comment l'UNESCO collabore avec ses partenaires pour promouvoir l'égalité des genres, l'autonomisation des femmes et des filles à travers l'éducation, les sciences, la culture, la communication et l'information. Il met en avant le leadership de l'UNESCO en matière d'éducation des filles ou de promotion des femmes en science et technologie dans la lutte contre les crises climatiques et écosystémiques.

UNHCR : The UN refugee agency. (2023). **Libérer le potentiel : le droit à l'éducation et à l'égalité des chances**. Consulté à l'adresse <https://www.unhcr.org/fr/media/rapport-2023-du-hcr-sur-leducation-des-refugies-liberer-le-potentiel-le-droit-leducation-et>

Le rapport 2023 du Haut Commissariat des Nations unies pour les réfugiés révèle que plus de 7 millions d'enfants réfugiés ne sont pas scolarisés, soit plus de la moitié des 14,8 millions d'enfants réfugiés en âge d'être scolarisés dans le monde. S'appuyant sur des données provenant de plus de 70 pays d'accueil pour dresser un tableau aussi clair que possible de la situation en matière d'éducation à travers le monde, il montre qu'à la fin de 2022, le nombre de réfugiés en âge d'être scolarisés a augmenté de près de 50 % par rapport aux 10 millions de l'année précédente. Avec 20 % des réfugiés vivant dans les 46 pays les moins avancés du monde et plus des trois quarts d'entre eux vivant dans des pays à revenu faible ou intermédiaire, les coûts de l'éducation des enfants déracinés pèsent de manière disproportionnée sur les pays les plus pauvres. Le rapport met en lumière le cas d'élèves réfugiés qui ont su surmonter les obstacles, saisir des opportunités et faire preuve d'excellence. Il examine également plus en détail la situation en matière d'enseignement des réfugiés en âge scolaire sur le continent américain et en Ukraine. Enfin, il met en avant des mesures importantes pour soutenir l'éducation des réfugiés.

Uttermark, M. J., Mackie, K. R., Weissert, C. S., & Artilles, A. (2024). **The Boundaries of Competition: Examining Charter Schools' Impact on Traditional Schools**. *Educational Policy*, 38(1), 3-30. <https://doi.org/10.1177/08959048221142049>

For decades, charter schools have been promoted as a panacea for increasing competition in the educational marketplace. Supporters argue that increased choice forces neighboring schools to innovate, while opponents contend that charters "skim" students and funds away from traditional public schools (TPS). We test the two differing views by comparing academic achievement and school segregation in TPS in South Florida facing competition from charter schools compared to TPS with no competition. We find that when a charter school moves into the community, it fails to substantively change test scores or diversity of the nearby TPS, even 10 years after a charter is established.

Valant, J., & Lincove, J. A. (2023). **Transportation Inequities and School Choice: How Car, Public Transit, and School Bus Access Affect Families' Options**. *Educational Researcher*, 52(9), 535-543. <https://doi.org/10.3102/0013189X231189465>

This study examines how the student transportation options available to families affect which schools are accessible to them in a choice-based setting. The study has two parts. First, we compare commute times by foot, public transit, school bus, and car. We show that providing school bus service reduces commute times and improves access for families without cars, but access to a car fundamentally shapes families' options. Second, we explore the relationship between neighborhood-level measures of vehicle access and families' school requests and placements. Car access is strongly associated with school requests and placements even after accounting for neighborhood characteristics. We consider car access as a pathway by which wealth disparities produce educational disparities in settings that emphasize school choice.

van Pinxteren, B. (2023). **The relevance of medium of instruction and mother tongue for different types of educational systems**. *International Journal of Educational Development*, 103, 102923. <https://doi.org/10.1016/j.ijedudev.2023.102923>

The relationship between student performance in education and medium of instruction needs to be investigated in a systems-oriented way, comparing what educational systems are able to achieve given different medium of instruction policies. This article combines data on language, medium of instruction, participation in education and effectiveness of education to propose a new categorization of educational systems: colonial systems, decolonial systems and systems in transition. It shows that there is an evolution towards decolonial systems, but that such an evolution will require a transition to indigenous languages as medium of instruction. It briefly discusses the pitfalls and possibilities of such a transition.

Viano, S., & Henry, G. T. (2024). **Online Credit Recovery as an Intervention for High School Students Who Fail Courses.** *Educational Policy*, 38(1), 218-253.
<https://doi.org/10.1177/08959048231153597>

Online credit recovery (OCR) refers to online courses that high school students take after previously failing the course. Many have suggested that OCR courses are helping students to graduate from high school without corresponding increases in academic skills. This study analyzes administrative data from the state of North Carolina to evaluate the efficacy of OCR using full data from public and private OCR providers. Findings indicate that students who fail courses and enroll in OCR are 20 percentage points more likely to earn course credit, have lower test scores of up to two tenths of a standard deviation, and are about eight percentage points more likely to graduate high school within 4 years than students who repeat courses traditionally. Test score differences are particularly large for Biology compared to Math I and English II. Hispanic and economically disadvantaged OCR students are more likely to graduate high school than their peers.

Walker, S., Tikly, L., Strong, K., Wallace, D., & Soudien, C. (2023). **The case for educational reparations: addressing racial injustices in sustainable development goal 4.** *International Journal of Educational Development*, 103, 102933.
<https://doi.org/10.1016/j.ijedudev.2023.102933>

This paper presents an examination of the education Sustainable Development Goal (SDG 4) through the lens of race. It argues, at this mid-way point of the SDGs, that race continues to be erased, acting as an absent presence, in global educational policy, practice and goals. To address this, the paper calls for a radical review of contemporary development discourse such that the SDGs, and in particular SDG 4, are framed in ways that acknowledge histories of colonial exploitation and epistemic violence. Acknowledging these histories and their reproduction in the Western-led development project, the paper advocates for reparative redress. It argues for the re-orientation of SDG 4 in the interests of racial justice in education by calling for the material redistribution of resources, challenging the hegemony of the Western episteme in curriculum and languages of instruction, holding international agencies and governments to account and reforming the governance of SDG 4 in ways that prioritise racial justice. The paper takes the position that while education has been detrimentally implicated in the Western colonial and development project, it has a key role to play in challenging racist systems as the global community looks towards the 2030 Agenda and beyond.

Weldeegzie, S. (2023). **The persistent effect of conflict on educational outcomes: Evidence from Ethiopia.** *International Journal of Educational Development*, 103, 102884.
<https://doi.org/10.1016/j.ijedudev.2023.102884>

This paper examines the persistent effect of the 1998–2000 Ethiopia–Eritrea conflict on human capital accumulation. The empirical findings indicate that exposure to conflict during early childhood increases the probability of grade repetition (for boys and girls) and school dropout (especially for boys), and decreases student achievement in mathematics and language scores (mainly for girls) a decade later. Identification of the effect is based on a difference-in-difference approach that exploits temporal and regional variation of the conflict. These effects are robust when including region-specific trends, school, grade, class, and teacher level fixed effects, and other student and family characteristics. The paper provides the first estimates on the long-term effect of exposure to conflict at early (before school-age) childhood on test scores of primary school students.

Willse, C. (2024). **State Education Agency Governance, Virtual Learning, and Student Privacy: Lessons From the COVID-19 Pandemic.** *Educational Policy*, 38(1), 186-217. <https://doi.org/10.1177/08959048231153609>

The rapid transition to emergency remote teaching in the wake of the COVID-19 pandemic altered public education as schools closed across the United States. Eighty percent of teachers reported interacting with students online, often utilizing free technology like Zoom and Google Workspace for Education. This article provides a comprehensive overview of state education agencies' recommendations for emergency remote teaching during the COVID-19 school closures in early 2020. Reviewing 337 publicly available documents from 50 state education agencies reveals a fragmented response: state education agencies relied on nongovernmental organizations to do the work of governance.

Winters, M. A. (2023). **The Cost of Retention Under a Test-Based Promotion Policy for Taxpayers and Students.** *Educational Evaluation and Policy Analysis*, 45(4), 688-695. <https://doi.org/10.3102/01623737221138041>

Prior research substantially overstates the cost of retention under test-based promotion policies to both taxpayers and students who delay labor market entry because it omits two important factors. First, there is a delay between the intervention and the taxpayer's expenditure. Second, on average, the treatment leads to less than a full year of additional schooling. I provide formulas for calculating the cost of grade retention within a test-based promotion policy and illustrate using data from Florida. Retaining a third-grade student under Florida's policy was about 45% less costly to taxpayers and about 37% less costly to retained students than would be suggested by prior authors.

Yarrow, N., Cahu, P., Breeding, M., & Afkar, R. (2023). **What I Really Want: Policy Maker Views on Education in East Asia Pacific.** <https://doi.org/10.1596/1813-9450-10591>

This paper reports the views and perceptions of randomly selected education policy makers in the East Asia Pacific region, based on surveys of 651 senior public officials in 14 middle-income countries. The findings show that officials tend to prioritize increasing secondary school completion over improving learning quality, and they severely underestimate learning poverty and do so by a larger margin than officials in other countries. Officials were most likely to cite system capacity as the primary constraint to improving learning. The findings show that officials' support for gender equality and disability inclusion is high. Interviewed officials tend to oppose violence against students and prefer to invest in in-service teacher training or early-grade reading compared to other options, such as EdTech or inclusion for students with disabilities. This mix of

alignment and misalignment between policy makers' goals and the stated goals of development partners can inform future engagement in policy dialogue, analysis, and information campaigns.

Ydesen, C., & Elfert, M. (2023). **SDG4 as a global governance tool and the quest for recognizing diversity – Implications emerging from the intersections between inclusive education and assessment.** *International Journal of Educational Development*, 103, 102932. <https://doi.org/10.1016/j.ijedudev.2023.102932>

In this commentary, we venture to explore the “unity in diversity” dilemma revolving around the tension between human diversity and standardizations as it appears in the context of SDG4 and in the intersections between inclusive education and educational assessments. Since inclusive education and various forms of assessment data are at the very heart of SDG4 (Fontdevila, 2021), our argument is that the tension between diversity and standardization permeates both domains, and that there are valuable lessons to be learnt for the future administration of SDG4 from the paradoxes arising between inclusive education and assessment. The commentary concludes that greater attention to “diversity” and the finding of meaningful contextual solutions in the roll-out of standards are needed in order to avoid SDG4 turning into a global governance tool that distorts representations of success and failure in education.

Ydo, Y. (2023). **Values, knowledge, and curriculum in global citizenship education.** *PROSPECTS*, 53(3), 169-171. <https://doi.org/10.1007/s11125-023-09657-6>

Zembylas, M. (2023). **Affective governmentality, political sensitivity, and right-wing populism: Toward a political grammar of feelings in democratic education.** *PROSPECTS*, 53(3), 325-339. <https://doi.org/10.1007/s11125-021-09569-3>

This article utilizes feminist and postcolonial scholarship to shed light on the affective governmentality that takes place in the context of both liberal democracy and right-wing populism. In particular, it articulates a political grammar of feelings that makes visible in democratic education how affective modes of governing operate and what consequences they have. The pedagogical and political approach suggested here advocates nurturing a political sensitivity that identifies, critiques, and challenges modes of affective governmentality so that possibilities for solidarity emerge. This approach focuses on illuminating the twofold logic of the political grammar of feelings, namely, affects and emotions are not universal but are historically situated and that they are ambivalent rather than exclusively positive or negative forces. This twofold logic is a stark reminder that affects and emotions offer both political and pedagogical insights while broadening our understanding of the affective modalities of power.

Pratiques enseignantes

Adascalitei, A. (2023). **Some contributions to the foundation of the e-Learning Pedagogy.** Consulté à l'adresse <https://hal.science/hal-04302411>

This article presents contributions to the introduction and use of the Internet and educational platforms at the Teacher Training Departments of Gh. Technical University Asachi and Al. I. Cuza University, Iasi, Romania. Collaboration with state universities from the Republic of Moldova, and with Menoufia University, Egypt, is also mentioned. Efforts to define the notions of e-Learning Pedagogy needed by teachers using online STEM education are reviewed.

Agnès, F., Leduc, D., & Locker, M. (2023). **Peut-on dynamiser le travail des étudiants en Licence ?** Consulté à l'adresse <https://hal.science/hal-04212469>

In this paper, we present a feedback of active pedagogy with flipped teaching, carried out with undergraduate students in Life Sciences (second year of bachelor's degree; University Paris-Saclay, France). In a teaching context where biology programs are very busy, our students are subjected to significant cognitive overload, associated with difficulties to sort out and mobilise information, and a global lack of scientific methodological training. How combining the necessary assimilation of knowledge, vocabulary and basic concepts and the acquisition of higher-level cognitive skills (to describe, analyse, interpret, represent, model, link facts together ...)? More generally, how can we motivate students, empower them in their learning and boost their work? Facing these questions, our educational team has been experimenting for several years with active and reverse learning at Master level. We wanted to assay its applicability in a bachelor's degree, where the success of the greatest number of students is a major issue for the university, while constituting one of its main challenges (Annoot, 2012). With the aim of reinforcing motivation, volition and cognition (Houart, 2017), we designed and deployed for two consecutive years, a hybrid pedagogical device based on the alternation of distant assimilation phases and face-to-face applications (Charlier et al., 2006). Analysis of its benefits, carried out through questionnaires submitted to students, indicates a very strong support on their part to the process, increased motivation to work and a feeling of methodological progress.

Alamri, H. (2023). **Instructors' self-efficacy, perceived benefits, and challenges in transitioning to online learning.** *Education and Information Technologies*, 28(11), 15031-15066. <https://doi.org/10.1007/s10639-023-11677-w>

Drawing on social cognitive theory, this study investigated instructors' online teaching self-efficacy during the sudden, COVID-19-induced transition to online teaching. The pandemic has forced instructors to shift to online teaching, arming them with valuable hands-on experience in this alternative teaching mode. This study examined instructors' online teaching self-efficacy, perceived benefits, intention to implement online teaching strategies in their future teaching, and the challenges encountered during this transition. A total of 344 instructors completed the developed and validated questionnaire. The data were analyzed using multiple linear regression modeling, using the stepwise estimation technique. The findings demonstrate that affiliated universities, the quality of online learning, and previous use of learning management systems (LMS) are significant predictors of instructors' online teaching self-efficacy. Online teaching self-efficacy, along with gender, quality of online learning, and professional training are significant predictors of the perceived benefits of online learning during emergencies. Meanwhile, the quality of online learning and professional training are significant predictors of instructors' intention to implement online teaching strategies and learning technology tools. Instructors ranked remote assessment as the most challenging factor in online teaching during emergencies, and internet access or internet speed as the first and most complicated hindrance for students in this transition. This study helps in understanding instructors' online teaching self-efficacy during the sudden transition and the positive consequences of shifting to the online mode due to the COVID-19 pandemic on the higher education field. Recommendations and implications are discussed.

Aldahdouh, T. Z., Murtonen, M., Riekkinen, J., Vilppu, H., Nguyen, T., & Nokelainen, P. (2023). **University teachers' profiles based on digital innovativeness and instructional adaptation to COVID-19: Association with learning patterns and teacher demographics.** *Education and Information Technologies*, 28(11), 14473-14491. <https://doi.org/10.1007/s10639-023-11748-y>

The purpose of this study was to understand the factors behind university teachers' ability to implement instructional changes during the COVID-19 pandemic. An online questionnaire comprised of open-ended and Likert-scale questions was administered to teachers at a Finnish university in April 2020. The sample consisted of 378 university teachers who were categorised into four groups based on their digital innovativeness and the extent to which they implemented changes to adapt their teaching practices to COVID-19 restrictions: Avoider Survival Adapters, Avoider Ambitious Adapters, Embracer Survival Adapters, and Embracer Ambitious Adapters. We examined the association between the teacher groups and their learning patterns and background characteristics. The findings showed that Embracer Ambitious Adapters have significantly more meaning-oriented and application-oriented learning patterns than Embracer Survival Adapters, though Avoider Survival Adapters have more problematic learning patterns. Furthermore, the results indicated that pedagogical training and having more teaching experience helped innovative teachers embrace more changes in their teaching practices during the COVID-19 pandemic. In terms of discipline, the results showed that teachers working in hard disciplines (e.g., physics) were more likely to belong to the Embracer Survival Adapters group, while teachers working in soft disciplines (e.g., history) were more likely to belong to the Embracer Ambitious Adapters group. Possible interpretations of these findings and perspectives for further research are discussed.

Alexandre, F., Émery-Bruneau, J., & Messier, G. (2022). **Utilisation de la méthode Delphi pour valider deux séquences d'enseignement-apprentissage de la littérature dans le cadre d'une recherche sur les compétences lectorales d'étudiants du cégep.** *Revue des sciences de l'éducation*, 48(3). <https://doi.org/10.7202/1100678ar>

Cet article présente le processus de validation didactique de deux séquences d'enseignement-apprentissage de la littérature réalisé dans le cadre d'une recherche en éducation. Le recours à la méthode Delphi a permis de consulter un panel d'experts pour assurer la validité didactique des deux séquences. Les résultats issus du processus de validation soulignent la nécessité de valider les ressources didactiques utilisées dans une recherche afin d'en solidifier la scientificité.

Alkeraida, A. (2023). **Understanding teaching practices for inclusive participation of students with autism in Saudi Arabian primary schools.** *International Journal of Inclusive Education*, 27(14), 1559-1575. <https://doi.org/10.1080/13603116.2021.1904015>

Research indicates that students with autism tend to show more levels of non-engagement compared to their peers with other types of disabilities, and teachers struggle to enhance their participation in mainstream classrooms. The aim of this paper was to understand how teachers arrive at their teaching decisions to promote the participation of students with autism in inclusive classrooms by illustrating and analysing the phenomenon across several cases. This study adopted a longitudinal multiple case study design with four participating teachers from primary schools in Saudi Arabia using a combination of methods (observations, interviews and teaching efficacy scale). The findings indicated that teachers arrived at their teaching decisions regarding the

participation of students with autism in a complex way of thinking involving attitudes towards the inclusion of students with autism, levels of teaching efficacy, perceived causes of the students' needs and expectations of students' learning progress in their classrooms. A model grounded in the data was developed to show how these factors interact. Teachers who perceived students with autism as having intellectual difficulties, had lower expectations of their learning progress, lower level of teaching efficacy and less positive attitudes towards their inclusion, which set limits on their participation in the class.

Ay, K., & Dağhan, G. (2023). **The effect of the flipped learning approach designed with community of inquiry model to the development of students' critical thinking strategies and social, teaching and cognitive presences.** *Education and Information Technologies*, 28(11), 15267-15299. <https://doi.org/10.1007/s10639-023-11809-2>

Considering the lack of interaction and feedback process of the pre-class component of the flipped learning approach, in this research this component was designed with the community of inquiry model and an e-learning environment was developed in line with the model's theoretical framework. By exposing its impacts on students' development of critical thinking skills and social, teaching and cognitive presences, this study aimed to determine the working and failing aspects of this learning approach. In this study, in which repeated measures design was used, the study group consisted of 35 undergraduate students studying at a state university. Scales were used to measure students' critical thinking strategies and their perceived presences, and the forum tool was used to collect student posts. The implementation process lasted for 15 weeks. Findings demonstrated that it was possible to eliminate the lack of the interaction and feedback processes, and to develop students' critical thinking strategies and their perceptions of teaching, social and cognitive presences, by designing the pre-class component of the flipped learning approach with the community of inquiry framework. Additionally, it was discovered that the critical thinking strategy had a positive and significant link with how the community of inquiry was perceived, and that this relationship accounted for 60% of the variance in the perception of community of inquiry. The study's conclusions are supported by recommendations for future research.

Bargmann, C., & Kauffeld, S. (2023). **The interplay of time management and academic self-efficacy and their influence on pre-service teachers' commitment in the first year in higher education.** *Higher Education*, 86(6), 1507-1525. <https://doi.org/10.1007/s10734-022-00983-w>

The first academic year involves a variety of challenges students must overcome to maintain their commitment to enter the teaching profession. Students can build on their initial experience in the second semester, while everything is new in the first semester. This longitudinal study investigates the interplay of academic self-efficacy and time management, which are seen as crucial in the first year, and their effects on pre-service teachers' commitment to their studies in the first year. By considering three measurement points in a random intercept-cross lagged panel model (RI-CLPM) to data from 579 students, we distinguish for the first time between-person and within-person effects and compare the students' experiences in the first and second semester. As expected, students with higher self-efficacy were more committed to their studies and reported better time management. We found considerable differences in the relationships between the first and second semesters at the within-person level, revealing that students' prior time management was not significantly connected with subsequent

commitment in the first semester, but in the second semester. Surprisingly, students' self-efficacy showed a small negative relationship with commitment in both semesters. Theoretical and practical implications for students, lecturers, and higher education institutions are discussed.

Bird, A., Reese, E., Schaughency, E., Waldie, K., Atatoa-Carr, P., Morton, S., & Grant, C. (2024). **Talking, praising and teaching: How parent interaction during a learning task relates to children's early learning.** *Early Childhood Research Quarterly*, 66, 255-268. <https://doi.org/10.1016/j.ecresq.2023.10.001>

The foundational skills that children begin formal schooling with are subject to persistent inequities, and can have long-term academic, occupational and health consequences. Early learning is conceptualised as encompassing social, emotional, behavioral and motor functioning in addition to more traditional formal academic skills. Within a large, diverse, longitudinal child cohort - Growing Up in New Zealand - the aims of the current study were to examine: (1) how multiple indicators of children's social, emotional, behavioral, motor and cognitive development relate to one another at age four years prior to beginning formal schooling; and (2) whether parent behavior during an observed writing interaction at age 4 was associated with these early learning factors. Children (n = 4,697) and their primary caregiving parent were visited at home and completed the interactive writing task. Children completed direct assessments of language, executive functioning, self-regulation, writing (name and numbers) and emotion knowledge. The parent reported on the child's language, motor skills and social, emotional and behavioral functioning. Exploratory Factor Analysis indicated four early learning factors: literacy and numeracy skills; oral language and regulation; behavior difficulties; and interpersonal and motor skills. After controlling for multiple covariates, hierarchical regression analyses indicated that parent verbalisations during the writing interaction task predicted small but significant variance in children's early learning across all four factors. The current findings support holistic models of early learning and demonstrate associations with parent verbalisations during learning-based interactions.

Bjursell, C., Boström, A.-K., & Dybelius, A. (2023). **Intergenerational learning in a changing world. Knitting generations together.** *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education*, 18(2), 51-65. <https://doi.org/10.6092/issn.1970-2221/15942>

In intergenerational projects, learning a craft is an activity that may be of interest to people of different ages. This paper focuses on knitting as a craft. In most Western societies, knitting is often considered a craft for women, but on Taquile Island, Peru, it is the men who knit. This paper discusses knitting from an intergenerational perspective whilst focusing on gender and culture. To this aim, we introduce an intrinsic case study to examine the role of gender and culture in intergenerational learning. The data used in this study was collected during a visit to Taquile Island. In summary, the study's findings reveal that (i) on Taquile, members of the community invest in maintaining cultural traditions in opposition to being swept along by (con)temporary social changes; (ii) knitting on Taquile is approached as a practical technique in contrast to Western culture where knitting is connected to the concept of 'well-being'; and (iii) whilst gender structures may set frames for performance, the Taquile case demonstrates that what is typically considered 'male' or 'female' may vary.

Bosio, E., & Schattle, H. (2023). **Ethical global citizenship education: From neoliberalism to a values-based pedagogy.** *PROSPECTS*, 53(3), 287-297. <https://doi.org/10.1007/s11125-021-09571-9>

This article proposes an ethical global citizenship education (GCE) framework by offering the following five dimensions: values-creation, identity progression, collective involvement, glocal disposition, and an intergenerational mindset. Ethical GCE draws on a multiplicity of critical literatures to identify characteristics of each of these dimensions. It goes beyond neoliberal/market-driven principles toward ethical perspectives promoting social responsibility, justice, human rights, and glocal sustainability. With further theoretical development and strategies toward implementation, the framework has the potential to be deployed in future research and evaluation of the complex teaching and learning processes involved in GCE, particularly in a values-based perspective.

Bruhn, J., Jones, N., Kanno, Y., & Winters, M. A. (2023). **Professional Development at Scale: The Causal Effect of Obtaining an SEI Endorsement Under Massachusetts's RETELL Initiative.** *Educational Evaluation and Policy Analysis*, 45(4), 546-568. <https://doi.org/10.3102/01623737221136101>

We apply a difference-in-difference design to measure the causal effect of a teacher obtaining an endorsement in Sheltered English Immersion under Massachusetts's Rethinking Equity in the Teaching of English Language Learners initiative on student's learning outcomes. More than 35,000 in-service public school teachers completed the semester-long course. We find no effect on English learners' (ELs) average test scores, but modest positive spillovers for students with disabilities and other non-EL students. Training benefited teachers recently hired by their district but had no effect on longer serving teachers.

Bryant, P. (2023). **Student experience and digital storytelling: Integrating the authentic interaction of students work, life, play and learning into the co-design of university teaching practices.** *Education and Information Technologies*, 28(11), 14051-14069. <https://doi.org/10.1007/s10639-022-11566-8>

Designing strategic pedagogical change through the lens of a student experience that is yet to be experienced offers a critical frame for embedding the impacts of transition, uncertainty, belonging and the complexity of the student journey into the co-design of teaching and learning. A digital storytelling approach extends the notion of the student experience beyond the singular and metricised descriptions common in online student satisfaction survey instruments into a rhizomatic, resonant living community that resides in the intersecting spaces of work, life, play and learning. This paper describes an ethnographic-like model of collecting and evaluating the student experience through a semi-structured digital storytelling methodology that supports both co-design and cogenerative dialogue as a form of curriculum enhancement. The paper outlines how the Student Experience Digital Storytelling model was iteratively designed, deployed, and then evaluated through participatory action research-informed case studies at the University of Sydney Business School (Australia) and the London School of Economics and Political Science (United Kingdom) that embedded the student experience into the co-design of curriculum and assessment interventions.

Chachkine, E. (2023). **Numéro spécial. Accompagnement doctoral.** *Revue internationale de pédagogie de l'enseignement supérieur*, 39(1). <https://doi.org/10.4000/ripes.4404>

Chen, M., Liu, Y., Yang, H. H., Li, Y., & Zhou, C. (2023). **Investigating teachers' participation patterns in online teacher professional development: what is the relationship between participation frequency and participation quality?** *Education and Information Technologies*, 28(11), 15011-15030. <https://doi.org/10.1007/s10639-023-11829-y>

Online teacher professional development (OTPD) opportunities are made available to teachers and draw increasing research attention. As the key characteristics of teachers' participation in OTPD, the frequency and quality of participation are increasingly concerned. However, the relationship between teacher participation frequency and participation quality is still unclear. Addressing this problem not only helps reveal teachers' participation patterns in OTPD, but also provides support for promoting teachers' online professional learning and improving OTPD organization and management. To identify teachers' participation patterns and the relationship between participation frequency and participation quality in OTPD, this study analyzed 5,064 log records of 415 teachers using lag sequential analysis, t-test, and Chi-square test. The findings indicated that teachers preferred shallow participation behaviors, such as sharing resources and experience, and seldom carried out deep participation/engagement behaviors (e.g., proposing knowledge topics, establishing teaching and research practices). Teachers with higher participation frequency had lower participation quality in OTPD and tended to repeat shallow participation behaviors. Finally, the study proposed some suggestions for better supporting teachers' participation in online professional development, such as strengthening the links between information sharing activities, knowledge construction activities, and teaching and research practices.

Cheruvath, R. (2023). **Teaching-learning via telepresence classrooms: does telepresence really provide 'presence'?** *Education and Information Technologies*, 28(11), 14205-14227. <https://doi.org/10.1007/s10639-023-11782-w>

Universities invest in Telepresence (TP) classroom methods to ensure quality teaching and learning while reaching as many students as possible at one time. However, TP classrooms are challenging. Existing research points out the limitations in guaranteeing presence in TP as that of face-to-face classes, which positively impacts learning. Presence in a classroom is the product of the unification of many factors, such as the organization of course content and structure (CCS), teaching content and pedagogy (TPC), the approachability of instructors (APP), and the evaluation processes (EVA). The existing tools to measure presence focus on either one or two components or interactions and miss out on the other components of presence. The present study examined 'presence' in 'telepresence' in terms of the four factors mentioned above. A comparative study of students who completed a course via TP classroom and those taught via the face-to-face method by the same instructor showed the existence of presence in both and that the modes of teaching have a statistically significant effect on these four factors. Removing the challenges to technology integration in TP classrooms and the psychological issues associated with it can improve the presence in TP classrooms.

Chick, N. L. (2023). **"Rereading SoTL: Toward New Beginnings"**. *Innovative Higher Education*, 48(6), 977-989. <https://doi.org/10.1007/s10755-023-09679-0>

In this invited piece, I reread SoTL's origin story and some other foundational SoTL (scholarship of teaching and learning) texts to consider what's been "invisible" but "not necessarily 'not-there,'" to borrow a powerful lens from Nobel Prize-winning author Morrison (1989, p. 11). I conclude with a research agenda for 21st-century SoTL.

Chou, S.-F., Horng, J.-S., Liu, C.-H., Lin, J.-Y., & Chen, L. (2023). **Discovering the processes of undergraduate hospitality students' acceptance of facebook teaching interventions.** *Education and Information Technologies*, 28(11), 15245-15265. <https://doi.org/10.1007/s10639-023-11836-z>

Technology drives innovation and reform in hospitality education, and Facebook has become a popular educational tool to facilitate students' classroom interactions. Understanding hospitality students' attitudes toward Facebook teaching interventions is important. Based on a survey of 289 undergraduate hospitality students, first, we expand the scope of the technology acceptance model (TAM) in this study, which integrates the two factors of social interaction and information exchange into the research structure. Second, this study also proposes a new moderated mediation model to account for the internal mechanism underlying Taiwanese undergraduate hospitality students' acceptance of Facebook teaching interventions in terms of perceived usefulness and ease of use. We illuminate the foundation of the application of Facebook media technology to teaching in hospitality higher education. The theoretical contributions and educational implications of this research are also discussed.

Copeland, S. R., Head, S. L., & Keefe, E. B. (2023). **'It's all about community': educators' experiences addressing literacy instruction for adults with complex support needs.** *International Journal of Inclusive Education*, 27(14), 1627-1641. <https://doi.org/10.1080/13603116.2021.1909153>

Adults with and without complex support needs (CSN; e.g. with intellectual disability, autism spectrum disorder, multiple disabilities) experience benefit in many areas of their lives from developing or improving literacy skills. However, adults with CSN often face unique barriers to acquiring these critical skills, and few researchers have explored the nature of the available literacy instructional opportunities for them. In this qualitative study, we examined literacy instruction for this group of adults by interviewing 11 teachers who provide literacy instruction to adults with CSN in a variety of community agency settings about their definitions of literacy, how they structure literacy programmes, and how adults access these programmes. Findings revealed insights into the way instructors' personal definitions of literacy influenced their instructional planning and delivery and the multiple ways in which adults with CSN use literacy in their everyday lives. Barriers to effective literacy instruction were also revealed. Implications for future research and for policy and practice are discussed.

De Clercq, M., Jacquemart, J., Salmon, A., & Bachy, S. (2022). **Favoriser l'évaluation des pratiques d'accompagnement de l'étudiant dans l'enseignement supérieur: entre clarification conceptuelle et discussion méthodologique.** *Revue des sciences de l'éducation*, 48(3). <https://doi.org/10.7202/1100676ar>

La transition vers l'enseignement supérieur est une période éprouvante pour une majorité d'étudiants. Une grande diversité d'actions de soutien a vu le jour ces 30 dernières années. Cependant, il est difficile de catégoriser ces pratiques et l'évaluation rigoureuse de leurs effets reste trop rare. Le but de cet article est d'apporter une proposition de clarification conceptuelle et méthodologique venant pallier ces deux limites actuelles. Premièrement, une réflexion théorique couplée à l'analyse concrète de 60 pratiques d'accompagnement permettra de proposer un référentiel commun de classification. Deuxièmement, plusieurs

pistes de soutien à la conceptualisation d'évaluation rigoureuse d'une pratique d'accompagnement de l'étudiant seront présentées.

De Gioannis, E., Ballarino, G., & Cartagini, D. (2023). **Parents and teachers' compensatory strategies during COVID-19 school closures: A scoping review.** *International Review of Education*, 69(5), 603-623. <https://doi.org/10.1007/s11159-023-10011-3>

After the outbreak of the COVID-19 pandemic, most countries decided to close schools in 2020 to slow down the spread of the virus. The abrupt closure of schools required teachers and families to adapt quickly to an online setting for school activities. The literature review presented here focuses on this adaptive process, summarising research on how parents and teachers tried to curtail the potentially detrimental effects of school closure and remote schooling on students' learning, identifying the compensatory strategies adopted and analysing their impact on students' learning experience and performance. The review highlights that the shift from in-person to remote learning led to significant learning losses, as well as to the emergence of new inequalities and the exacerbation of old ones. Teachers and parents played a pivotal role in minimising learning loss due to emergency remote teaching (ERT). Concerning parents, the three main types of strategies were related to: (1) parental socioeconomic and/or demographic factors; (2) parental involvement and support in learning activities; and (3) the family environment. Concerning teachers, two strategies emerged: (1) the implementation of activities favouring interaction between teachers and students and/or among students; and (2) ad-hoc teaching activities. In almost all cases, the compensatory strategies identified were positively associated with students' learning experience, with a few exceptions.

Desbuissons, G., Vilacèque, N., Abraham, B., Ayada, S., Berera, F., Coignard, J.-M., ... Mo, C. (2023). **L'enseignement de la production d'écrits : état des lieux et besoins.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3858> [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3858>

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.

D'hondt, F., Maene, C., & Stevens, P. A. J. (2024). **Ethnic Microaggressions and Adolescents' Self-Esteem and Academic Futility: The Protective Role of Teachers.** *Youth & Society*, 56(1), 193-216. <https://doi.org/10.1177/0044118X221150021>

The central focus of this study is the perceived frequency and consequences of ethnic microaggressions. Research in this area of adolescent literature on ethnic discrimination is underdeveloped. Evidence showing that microaggressions are not interchangeable with blatant forms of discrimination and can have a severe negative impact on well-being is scarce. This study focuses on (a) three subdimensions of microaggressions (denial of ethnic reality, emphasis on differences, and negative treatment), (b) differences in frequency based on Muslim affiliation, country of origin, and generational status, (c) the relationship of microaggressions with self-esteem and sense of academic futility, and (d) the protective role of teachers. We use a dataset of 2,763 students of immigrant descent from 64 Belgian secondary schools. The results show that a denial of ethnic reality and negative treatment are related to less self-esteem and more academic futility. The opposite is true for emphasis on differences.

Doussot, S., & Wilgaux, J. (2022). **Une analyse didactique de pratiques pédagogiques en premier cycle universitaire d'histoire. Apprendre à lire historiquement en histoire ancienne.** *Revue des sciences de l'éducation*, 48(3). <https://doi.org/10.7202/1100677ar>

L'article interroge les rapports entre pratique de recherche en histoire et enseignement en premier cycle universitaire, afin d'identifier les conditions didactiques de la logique de certains choix pédagogiques. L'étude du cas d'un cours en histoire de la Grèce ancienne sur l'ostracisme est menée selon une approche qualitative dans le cadre didactique de l'apprentissage par problématisation. Elle rapporte les énoncés écrits et oraux des étudiant-e-s (un groupe de 36) à leurs lectures et aux discours du professeur, selon certains enjeux épistémologiques et historiographiques de la recherche historique sur l'institution politique de l'ostracisme. L'analyse met en lumière un malentendu entre l'enseignant et les étudiant-e-s qui provient de l'invisibilité des divergences de configurations historiographiques (au sens de Prost, 2006) qui sous-tendent leurs approches respectives.

Ekinci, F., Bektaş, O., Karaca, M., & Yiğit, K. N. (2023). **The flipped learning perception scale: A validity and reliability study.** *Education and Information Technologies*, 28(11), 14139-14166. <https://doi.org/10.1007/s10639-023-11731-7>

This study aims to develop a scale to determine preservice science teachers' perceptions of flipped learning. The present study uses the survey design, a quantitative research method. For content validity, the authors created an item pool of 144 items based on the literature. After being checked by experts, the item pool dropped to 49 items for the five-point Likert-type draft scale. The current study has preferred cluster sampling due to generalization concerns. The accessible population of the study is the preservice science teachers in Türkiye's provinces of Kayseri, Nevşehir, Niğde, Kırşehir, and Konya. We administered the draft scale to 490 preservice science teachers, which is the recommended 10 times the number of items. We also performed explanatory and confirmatory factor analyses to check the scale's construct validity. We ultimately obtained a four-factor structure with 43 items that explain 49.2% of the variance in scores and found the correlation between the criterion and draft scales to be greater than .70, thus ensuring criterion validity. We calculated Cronbach's alpha and composite reliability coefficients to check the reliability of the scale and determined the reliability coefficients for both the overall scale and the sub-factors to be greater than 0.70. As a result, we

have obtained a scale consisting of 43 items and four dimensions that explains 49.2% of the variance. This data collection tool can be used by researchers and lecturers to determine preservice teachers' perceptions toward flipped learning.

Felten, P., & Geertsema, J. (2023). **Recovering the Heart of SoTL: Inquiring into Teaching and Learning 'as if the World Mattered'**. *Innovative Higher Education*, 48(6), 1095-1112. <https://doi.org/10.1007/s10755-023-09675-4>

Much if not most work in the scholarship of teaching and learning is focused on measuring student learning and improving teaching quality. This is valuable, but a careful reading of foundational texts in the field shows that from the beginning another guiding motivation in SoTL went beyond the "didactic" yet is less apparent today: a commitment to addressing the urgent needs of the world. In this article, we trace how over time this second focus became less important as the professionalization of SoTL, likewise present from the beginning, became emphasized more and more. We then ask, how can we reconfigure SoTL theory and practice to retain the benefits of the didactic yet recover—or perhaps rediscover—SoTL's purposes and potential to contribute to the great challenges facing students, communities, and the world? We propose that Edward Said's argument for the worldly orientation of the public intellectual as "amateur" reveals how SoTL might resist his four pressures of professionalization: narrow specialization, certification of expertise, co-option by power, and intellectual conformity. Being alert to these pressures can help us to do SoTL with what Kasturi Behari-Leak calls a "situational ethos" that integrates the curiosity and passions of academics with the goals of students and the needs of the world.

Finch, W. H., Hernández Finch, M. E., & Avery, B. (2023). **Teacher support of non-native language students during the COVID-19 pandemic: A cross-national comparison**. *International Journal of Educational Development*, 103, 102900. <https://doi.org/10.1016/j.ijedudev.2023.102900>

The COVID-19 pandemic created a great deal of disruption in all segments of life across the world, including for education. There is evidence to suggest that these disruptions may have been particularly damaging to students from marginalized communities, including those whose native language is not that of the test. During the pandemic, schools were forced to change the mode of educational delivery from in person to largely online. In an effort to ease this transition they took a number of additional efforts to support teachers, parents, and students in meeting the challenges that arose due to the pandemic induced disruptions. The purpose of this study was to investigate the impact of these efforts on student perceptions of teacher support during the pandemic. Results demonstrated that when school support to non-native language parents increased, non-native language students were more likely to perceive that their teachers supported them in a variety of ways. Implications of these results are discussed.

Ganivet-Rapicault, A. R. (2023). **Désynchronisation en alternance et herméneutique de l'expérience: une recherche-action-sensibilisation à l'écoute du temps vécu par les jeunes de Maisons Familiales Rurales** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-04262667>

Il est parfois difficile, pour un moniteur en Maisons Familiales Rurales, de comprendre ce que vivent les jeunes en formation par alternance, les difficultés que ces derniers rencontrent et leurs conséquences sur leur formation. Après 15 années d'expérience en tant que monitrice, la praticienne-chercheuse auteure de cette thèse a conduit cette

recherche dans le but de comprendre en quoi et comment les phénomènes vécus par les jeunes, et en particulier les « phénomènes de désynchronisation », sont constitutifs de leurs processus d'apprentissage et de développement ; l'un des objectifs secondaires de cette thèse était de transformer les pratiques d'accompagnement. Partant à l'origine des notions de rapport au temps, de rythme, de synchronicité et de construction de soi, la visée praxéologique de cette recherche a orienté le cadre vers une recherche-action-sensibilisation, sous un angle épistémologique à la croisée entre praxéologie, phénoménologie et herméneutique. Douze « entretiens de narration » d'anciens élèves et de jeunes en formation ont été recueillis, retranscrits et analysés puis complétés par la mise en place d'un dispositif d'utilisation en classe d'outils biographiques (« arbres de vie »), avec la participation de deux moniteurs. Les résultats ont contribué à rendre intelligibles les phénomènes de désynchronisation vécus en formation grâce à des caractéristiques liées au rapport au temps, à soi et aux autres, et ont permis de mettre en discussion plusieurs notions : la synchronicité et la notion de « bon moment », le lien entre confiance, estime de soi et construction de l'expérience, l'enjeu de l'accompagnement en Maisons Familiales Rurales ; de même, les questions d'engagement et de disponibilité des accompagnants ont été soulevées.

Gausse, M. (2023). **Au cœur de l'éthique enseignante**. Dossier de veille de l'IFÉ, (145), 1-28. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/DA/detailsDossier.php?parent=accueil&dossier=145&lang=fr>

À l'heure où l'attrait des métiers de l'enseignement est au centre des discussions à travers l'Europe, les divergences d'opinions sur les objectifs de l'école exacerbent les défis déjà présents dans cette profession. Considérées de plus en plus comme des exécutantes assujetties aux contraintes de remaniements professionnels incessants, les personnes enseignantes s'agrippent à ce qui fait sens pour elles : leur attachement pour ce métier. Au-delà de la transmission de connaissances disciplinaires, elles sont interpellées par la dimension humaine, sociale, et affective de leur pratique éducative. Dans une quête de repères, elles mobilisent instinctivement un code moral façonné par leurs convictions personnelles et leur expérience professionnelle. Celui-ci s'exprime dans une conception plus large de leur profession intégrant le caractère éthique de cette relation plaçant les élèves au cœur de leurs préoccupations. Affectées dans leurs pratiques quotidiennes par des problématiques parfois « indécidables » (Ravon et Vidal-Naquet, 2016), les personnes enseignantes affrontent régulièrement des dilemmes éthiques nécessitant une prise de décision parfois déterminante pour le parcours et la vie scolaires de leurs élèves. À partir de travaux récents ou fondateurs, ce Dossier de veille de l'Ifé n°145 appréhende la façon dont les personnes enseignantes s'approprient le concept d'éthique comme composante indissociable de l'acte d'enseigner. Il se penche plus profondément sur cette dimension de la relation enseignante/élève et sur la question de sa formation à partir d'une mise en perspective de ses différentes acceptions philosophiques. Enfin, ce Dossier aborde les stratégies enseignantes élaborées au gré de leur boussole éthique, reposant intuitivement sur une ligne de conduite personnelle, pour les guider et maintenir le cap vers la « vie bonne » (Ricœur, 1990).

Gauthier, C., & Bissonnette, S. (2023). **Enseignement explicite et données probantes : 40 stratégies pédagogiques efficaces pour la classe et l'école**. Consulté à l'adresse <https://www.cheneliere.ca/fr/enseignement-explicite-donn-es-probantes-9782765069904.html>

Les chercheurs Gauthier et Bissonnette présentent dans Enseignement explicite et données probantes les stratégies pédagogiques les plus efficaces qui sont au cœur du travail du personnel enseignant. Leur ouvrage constitue une synthèse des recherches sur

Grolleau, Anne-Céline, & Gelly-Guichoux, S. (2022). **Créativité, enseignement-apprentissage et coopération**. AIPU 2022. Présenté à Rennes (France), France. Consulté à l'adresse <https://hal.science/hal-04310718>

La meta del taller que proponemos es facilitar la cooperación y el codiseño en la enseñanza-aprendizaje mediante el uso de métodos creativos. Animaremos a los participantes a reflexionar sobre cómo utilizan la creatividad para desarrollar las condiciones necesarias para que surja la cooperación dentro de un equipo docente. Así, el taller se desarrollará en dos partes: la primera permitirá a los participantes vivir y experimentar métodos creativos; la segunda se centrará en el análisis de la experiencia y la identificación de puntos de referencia para actuar.

Grolleau, Anne-Céline, Gelly-Guichoux, S., Chargé, P., Auvity, B., & Péculier, A. (2022). **Piloter un projet pédagogique à l'échelle d'une composante , une situation de développement professionnel?** AIPU 2022. Présenté à Rennes, France. Consulté à l'adresse <https://hal.science/hal-04310726>

In the context of the development of the Competency-Based Approach within the Polytech Nantes, graduate school of engineering of the University of Nantes, the communication questions how the « acting together » between the directors of training and pedagogy, pilots of the project, and the educational developers contributes to the professional development of the pilots, particularly with regard to intervention strategies in adult education. It is through the various situations of interaction generated by the project, such as information, concertation and validation meetings, workshops and debriefings, times of co-elaboration of supports and shared documents, that the development of competencies will be observed, on the basis of a co-construction of observation and measuring tools.

Grolleau, Anne-Celine, Gelly-Guichoux, S., Chaudet, B., Chervet, C., & Bouvier, M. (2023). **INEO, un jeu pour (re-)penser un espace physique d'enseignement-apprentissage**. QPES 2023. Présenté à Lausanne, Switzerland. Consulté à l'adresse <https://hal.science/hal-04310745>

In 2017, the Center for Educational Development (CDP) of Nantes University was mandated to structure an interventional research and training-action program around the issue of learningteaching spaces. Several components and services of Nantes University were asked to participate in a workshop led by teachers and students from the Nantes Atlantique School of Design and to contribute to the design of a game, understood as a tool, a method and a collaborative activity allowing the analysis of an existing or future teaching-learning space. The objective of this game is to imagine a physical space and its future uses in terms of learning and teaching by understanding this place in its different dimensions and by integrating different user profiles into the reflection. The experimentation of the game in its first versions tends to prove that the approach adopted for its conception makes it a relevant activity whatever the type of spaces analyzed in a higher education environment and that it allows to consider any place as a potential teaching-learning place. Our contribution proposes to let the workshop participants experience this game, Inéo, in its version 3. In a contributive mode,

the workshop will combine time for situational experiment, reflective analysis and crystallization of the key concepts mobilized so that the participants will be able to (re-)think the design and uses of a physical teaching-learning space in relation to the improvement of teaching-learning conditions.

Gümüş, M. M., Çakır, R., & Korkmaz, Ö. (2023). **Investigation of pre-service teachers' sensitivity to cyberbullying, perceptions of digital ethics and awareness of digital data security.** *Education and Information Technologies*, 28(11), 14399-14421. <https://doi.org/10.1007/s10639-023-11785-7>

Today, with digital technologies being in every aspect of our lives, cyberbullying and digital ethics, and digital security violations are emerging as concepts that threaten our digital world. It is thought that displaying ethical behavior and providing digital security in digital environments can increase sensitivity to cyberbullying. Here, it is necessary to learn and apply the concepts of digital ethics and security correctly. For this reason, we can say that the places where we can learn and apply these concepts in the best way are educational environments. Therefore, the adoption of digital ethics and digital security concepts by pre-service teachers, both for themselves and for their future students, will raise awareness about the sensitivity to cyberbullying. This study also revealed that the concepts of digital ethics and security should be considered to increase the sensitivity of pre-service teachers to cyberbullying. In the research, the scanning model, one of the quantitative research designs, was used. Data were collected from 879 pre-service teachers studying at a state university. Within the scope of the research, three scales were used for pre-service teachers: "Cyberbullying Sensitivity Scale," "Digital Data Security Scale" and "The information and Communication Technologies Usage Ethics Scale." T-test, ANOVA, MANOVA, and regression tests were used in the analysis of the data. Because of the research, it was seen that the digital data security awareness, cyberbullying sensitivities, and digital ethics perceptions of pre-service teachers did not differ according to grade level, but differed according to gender and department level. Additionally, while digital data security awareness did not differ according to the department, it did not differ according to the combined effect of gender and department variables. Additionally, it was concluded that digital data security awareness predicts sensitivity to cyberbullying. Suggestions were made regarding the findings obtained at the end of the research.

Haas, M. (2023). **Pour une pédagogie performative de la mémoire : performance et témoignage sur la violence d'Etat à l'école** (Phdthesis, Université de Nanterre - Paris X ; Universidade do Rio Grande do Sul -- Porto Alegre (Brésil)). Consulté à l'adresse <https://theses.hal.science/tel-04216667>

Cette recherche a pour objectif principal d'étudier comment, en milieu scolaire, la performance peut contribuer à la transmission de la mémoire traumatique liée à la violence d'État. À cette fin, des expériences artistiques ont été réalisées avec la participation d'élèves d'établissements publics de Porto Alegre, au Brésil. La recherche présente l'idée que la performance est comme un acte de transfert, qui transmet la connaissance et la mémoire par la répétition d'un comportement. Cela permet de comprendre comment, dans son rapport au témoignage d'un évènement traumatisant, elle peut transformer une expérience douloureuse en quelque chose de collectif et partagé. Dans un premier temps, une révision bibliographique est réalisée, cherchant à s'appropriier les concepts utilisés dans la perspective des Performance studies et des études des traumatismes. La perspective méthodologique utilisée dans

l'étude des expériences menées dans le cadre scolaire est celle de la Performance dans son croisement avec l'Éducation. Cette approche est adoptée en proposant le corps comme moyen d'apprentissage collectif. L'analyse montre que, dans le cadre d'une pédagogie mémorielle basée sur le témoignage, il est fondamental de ressentir et d'être à l'écoute du silence des victimes qui ne sont plus là pour parler. On arrive à la conclusion que les images de souvenirs de violence, incorporées par les élèves, permettent de remarquer un scénario commun de violence. Participer à une performance qui reprend dans la rue l'expérience étudiée en classe permet d'imaginer de nouvelles manières d'agir dans le monde. Au milieu de conflits sur le passé, les performances d'une mémoire insurgée, qui génèrent de l'empathie avec les vaincus, ont une fonction pédagogique et réparatrice.

Hamouda, L. B. (2023, novembre 28). **Les pédagogies différentes, réponses aux défis actuels de l'école française ?** Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/28/les-pedagogies-differentes-reponses-aux-defis-actuels-de-lecole-francaise/>

Depuis 1997, Marie-Laure Viaud observe et étudie les pédagogies différentes. Elle nous propose ici une synthèse de ces pratiques marginales, à partir de ses recherches et de travaux de sciences de l'éducation, en les resituant – et c'est tout l'intérêt de ce livre – dans le contexte du système scolaire français actuel. Mais Marie-Laure Viaud...

Huang, C.-K. (2023). **Coaching for change: preparing mathematics teachers for technology integration in differentiated classrooms.** *Education and Information Technologies*, 28(11), 13913-13941. <https://doi.org/10.1007/s10639-023-11684-x>

The purpose of this study was to deploy digital technology in ways that would help mathematics teachers in a remote rural Taiwanese middle school construct a differentiated classroom aligned with students' needs. We attempted to develop seventh-grade mathematics course modules that could meet quality educational requirements and equal opportunities for customized learning by empowering teachers through instructional coaching. Mixed methods were used to collect relevant qualitative and quantitative data from 4 mathematics teachers, 3 instructional coaches, and 16 students. Analysis of the findings reveals that instructional coaching contributes to teacher engagement and transformation for implementing differentiated strategies. The results also indicate the perceptions of the participating students in their learning motivation, anxiety, attitude, classroom interaction, and acceptance of technology. Based on the results of this study, pedagogical implications and future research directions are discussed regarding how instructional coaching can be executed to leverage professional development while preparing mathematics teachers for the improved interaction and involvement of ethnically and socioeconomically diverse students.

Inan, F. A., & Bolliger, D. U. (2023). **Online Instructor Clusters: Implementation Frequency of Instructional Activities.** *Education and Information Technologies*, 28(11), 13969-13986. <https://doi.org/10.1007/s10639-023-11721-9>

The purpose of this study was to group instructors based on their patterns of implementing activities in their online courses, to examine factors that influenced differences within clusters, and to explore whether cluster membership affected instructor satisfaction. Data were collected from faculty at a university in the western United States with the use of three instruments that measure pedagogical beliefs, implementation of instructional activities, and instructor satisfaction. Latent class analysis method was used to identify

instructor groups and examine how the groups differed in pedagogical beliefs, characteristics, and satisfaction. The resulting two-cluster solution includes two orientations: content and learner-centric. Of the covariates examined, constructivist pedagogical beliefs and gender were the significant predictors of cluster membership. Results also showed a significant difference between the predicted clusters pertaining to online instructor satisfaction.

Jenßen, L., Eilerts, K., & Grave-Gierlinger, F. (2023). **Comparison of pre- and in-service primary teachers' dispositions towards the use of ICT.** *Education and Information Technologies*, 28(11), 14857-14876. <https://doi.org/10.1007/s10639-023-11793-7>

There is widespread agreement, that today's students must develop competencies in the efficient use of information and communication technology (ICT) to cope with the demands of the 21st century. To meet this requirement, teachers must integrate ICT into their classroom activities on a regular basis. Studies have shown that the use of ICT in the classroom correlates with the level of professional knowledge and with affective-motivational dispositions (such as emotions and self-efficacy) of teachers. However, the relations between these dispositions and the extent to which these relations differ between pre- and in-service teachers have not yet been investigated. Hence, the present study examines the dispositions of 148 German pre-service and 132 German in-service primary school teachers to use ICT in geometry classes and tests for differences between these groups. To this end, a series of path models have been investigated on the basis of control-value theory in a quantitative study. Results of the invariance testing revealed only minor differences in the relations between the investigated dispositions: For in-service teachers a negative correlation between the assumed value of ICT for teaching geometry and the professional knowledge regarding ICT was found. The same does not hold true for pre-service teachers. Apart from this difference, however, the two groups were very similar. It can therefore be concluded that learning opportunities regarding the use of ICT in geometry classes do not need to differ greatly for the pre-service and in-service teachers.

Joshpine, T., & Albina, A. P. (2023). **Influence of metacognitive awareness on Technological Pedagogical and Content Knowledge (TPACK) among preservice teachers.** *Education and Information Technologies*, 28(11), 14553-14576. <https://doi.org/10.1007/s10639-023-11764-y>

This study aims to assess the impact of metacognitive awareness of the Technological Pedagogical and Content Knowledge (TPACK) among preservice teachers. The investigation was carried out as descriptive research, involving a normative survey method. The sample consists of 200 preservice teachers in Karaikudi, drawn through a simple random sampling technique. To identify the metacognitive awareness of Technological Pedagogical and Content Knowledge among the preservice teachers, a self-made tool was constructed on the Metacognitive Awareness Scale (MAS) and Technological Pedagogical and Content Knowledge Assessment Scale (TPACK- AS) were used. The validity of the tools has been determined by following the opinion of the experts and is determined to be valid. The Cronbach's Alpha analysis was used to calculate the reliability value. The reliability value of the Metacognition Awareness Scale (MAS) is 0.78, and Technological Pedagogical and Content Knowledge Assessment Scale (TPACK-AS) is 0.82. The study attempted to find out the level of metacognitive awareness and Technological Pedagogical and Content Knowledge among the preservice teachers in relation to the selected demographic variables. The main finding of the

present study shows that there is a positive correlation between metacognitive awareness and Technological Pedagogical and Content Knowledge.

Kabilan, M. K., Annamalai, N., & Chuah, K.-M. (2023). **Practices, purposes and challenges in integrating gamification using technology: A mixed-methods study on university academics.** *Education and Information Technologies*, 28(11), 14249-14281. <https://doi.org/10.1007/s10639-023-11723-7>

Literature emphasizes that gamification significantly enhances students' engagement in learning and their motivation level. Studies have also examined the benefits of gamification in learning across different levels of education. However, the focus on academics' pedagogical understanding, knowledge, and skills and how they utilize these in planning and carrying out their gamified lessons particularly in the context of higher education, are not well researched. A mixed-methods study was conducted at a Malaysian public university with the aim of uncovering the practices, purposes, and challenges of integrating gamification via technology from the academics' perspective. Findings show the academics' practices of gamification could be further enhanced and their pedagogical considerations revolve around five main themes: (i) motivating students' learning; (ii) facilitating thinking skills and solving problems; (ii) engaging students' learning; (iv) facilitating interactions and (v) achieving specific teaching and learning goals. Based on the findings, the researchers proposed two models that would be able to facilitate and enhance academics' pedagogical knowledge and skills in integrating gamification for students' learning.

Köb, S., & Janz, F. (2023). **Teachers' subjective theories regarding social dynamics management and social participation of students with Intellectual Disabilities in inclusive classrooms.** *International Journal of Inclusive Education*, 27(14), 1530-1543. <https://doi.org/10.1080/13603116.2021.1902002>

This study examines the social position of N=507 young people with and without intellectual disabilities (ID) in inclusive secondary classes, using a sociometric peer-rating method. In addition, their teachers (N = 21) were asked in topic-centred interviews about their subjective theories regarding the respective social position, as well as social dynamics management measures. It is shown that young people with special educational needs (SEN) have, on average, a significantly lower social position than those without SEN. Teachers justified this by means of (a) individual-related, (b) interaction-related, and (c) class level-related characteristics. The social dynamics management measures were related to the cooperation of teachers, the promotion of cooperation in the class, and the discourse on inclusion.

Kozanitis, A., & Nenciovici, L. (2023). **Effect of active learning versus traditional lecturing on the learning achievement of college students in humanities and social sciences: a meta-analysis.** *Higher Education*, 86(6), 1377-1394. <https://doi.org/10.1007/s10734-022-00977-8>

A previous meta-analysis found that active learning has a positive impact on learning achievements for college students in STEM fields of study. However, no similar meta-analyses have been conducted in the humanities and social sciences. Because major dissimilarities may exist between different fields or domain of knowledge, there can be issues with transferring research findings or knowledge across fields. We therefore meta-analyzed 104 studies that used assessment scores to compare the learning achieved by college students in humanities and social science programs under active instruction

versus traditional lecturing. Student performance on assessment scores was found to be higher by 0.489 standard deviations under active instruction ($Z = 6.521$, $p < 0.001$, $k = 111$, $N = 15,896$). The relative beneficial effect of active instruction was found to be higher for some course subject matters (i.e., Sociology, Psychology, Language, Education, and Economics), for smaller (≤ 20 students) rather than larger class or group sizes, and for upper level rather than introductory courses. Analyses further suggest that these findings are not affected by publication bias.

Krishnan, S., Blebil, A. Q., Dujaili, J. A., Chuang, S., & Lim, A. (2023). **Implementation of a hepatitis-themed virtual escape room in pharmacy education: A pilot study.** *Education and Information Technologies*, 28(11), 14347-14359. <https://doi.org/10.1007/s10639-023-11745-1>

As we enter a world of blended learning in higher education, an increased need for adaptation of teaching strategies to enhance engagement has been recognised to amplify learning outcomes online. Gamification has been identified as a creative tool to engage the current cohort of learners who are also characteristically tech-savvy. To this end, escape room games have gained considerable traction in medical and pharmacy education to promote learning, critical thinking and teamwork. In this pilot study we describe the implementation of a 60-minute, web-based hepatitis-themed escape room game within a Year 3 Pharmacotherapy unit at Monash University. A total of 418 students participated in this activity. Students' knowledge gain on the topic was assessed through a pre- and post-intervention assessment, whereby a statistically significant improvement was seen in the knowledge score following implementation of the gaming activity (58.66% pre-intervention vs. 72.05% post-intervention, $p < 0.05$). The innovative learning activity was also well perceived by the students. Virtual escape room game is a viable pedagogical approach to teach and reinforce clinical concepts among pharmacy students. With the evolving landscape of education and learner demographics, investment in technology-enhanced game-based learning is a promising trajectory to support students' growth in a learner-centered environment. A comparison between virtual escape room game and traditional teaching will further inform effectiveness of the gamification on long term knowledge retention.

KUKULSKA-HULME, A., BOSSU, C., CHARITONOS, K., COUGHLAN, T., FERGUSON, R., HERODOTOU, C., ... al, et. (2022). **Innovating pedagogy 2023: Open University innovation report 11.** Consulté à l'adresse https://prismic-io.s3.amazonaws.com/ou-iet/4acfab6d-4e5c-4bbd-9bda-4f15242652f2_Innovating+Pedagogy+2023.pdf

Ce rapport est le onzième d'une série sur les innovations dans l'enseignement, l'apprentissage et l'évaluation. Il analyse dix innovations déjà existantes et prometteuses, mais n'ayant pas encore une influence profonde sur l'éducation : 1. les « pédagogies utilisant des outils d'IA », tels que ChatGPT, pour soutenir l'enseignement et l'apprentissage ; 2. le « métavers pour l'éducation » ; 3. la « pédagogie multimodale » pour « valoriser l'apprentissage en diversifiant la communication et la représentation » ; 4. « se voir dans le curriculum, des "pédagogies permettant aux étudiants de se reconnaître dans le cursus" ; 5. la "pédagogie des soins en milieu numérique" afin de donner "la priorité au bien-être et à l'épanouissement des élèves" ; 6. les "podcasts comme pédagogie" ; 7. l'« apprentissage basé sur les défis » pour « relever les défis au profit des individus et des sociétés » ; 8. l'éducation entrepreneuriale pour considérer « les étudiants en tant qu'agents de changement dans la société » ; 9. les « pédagogies relationnelles » promouvant un « travail relationnel dans et au-delà des frontières

disciplinaires et professionnelles »;10. les « pédagogies enchevêtrées des espaces d'apprentissage » pour « connecter la technologie, la pédagogie et tous les éléments d'un contexte d'apprentissage ».

Ladage, C., & Redondo, C. (2022). **La place de la recherche comme ressource dans l'enseignement en IUT**. *Colloque international " Les ressources éducatives pour la formation au prisme de la professionnalisation dans l'enseignement supérieur "*. Présenté à Clermont-Ferrand, France. Consulté à l'adresse <https://hal.science/hal-03821770>

L'étude présentée au colloque RENOIR-IUT explore la place de la recherche comme ressource dans les enseignements des Instituts Universitaires de Technologie (IUT). Ces établissements, composantes universitaires, emploient des enseignants-chercheurs titulaires de thèses de doctorat et membres de laboratoires de recherche. La contribution examine comment ces enseignants-chercheurs, engagés dans la recherche, déclarent intégrer cette dimension dans leurs enseignements. La réforme du Bachelor Universitaire de Technologie (BUT) accentue la connexion avec le monde professionnel, qu'en est-il de celle avec le monde de la recherche ? L'étude s'interroge sur la culture scientifique au sein des IUT, où la proximité avec les entreprises mais aussi la diffusion des résultats de la recherche sont valorisées. Les résultats d'une enquête par questionnaire à large échelle (1033 participations) sont analysés, mettant en lumière que la place de la recherche dans les formations à l'IUT ne va pas de soi.

Leddy, S., & Miller, L. (2023). **Teaching Where You Are**. Consulté à l'adresse <https://staging-torontopress.kinsta.cloud/9781487554019/teaching-where-you-are>

Teaching Where You Are offers a guide for non-Indigenous educators to work in good ways with Indigenous students and provides resources across curricular are...

Levaillant, M., Tran, B., Lerolle, N., Richard, I., & Vaillant, L. (2023). **Service learning for health students: do it the French way**. *The Lancet*, 402(10415), 1833. [https://doi.org/10.1016/S0140-6736\(23\)01413-7](https://doi.org/10.1016/S0140-6736(23)01413-7)

Service learning is a pedagogical approach, in which the format of the course contributes as much to the training of students as the content itself. There has been a substantial increase in interest in service learning in various fields, including for medical students and public health courses

Lv, H. Z. (2023). **Innovative music education: Using an AI-based flipped classroom**. *Education and Information Technologies*, 28(11), 15301-15316. <https://doi.org/10.1007/s10639-023-11835-0>

It is essential to develop and research new teaching methods in the era of online education. In this regard, one of the promising methods could be the flipped classroom model built on artificial intelligence (AI). The study aimed to determine the impact of flipped classroom teaching using a stylus-driven intelligent learning system on students' level of knowledge in the piano course and the degree of their involvement in the musical education process. The Mann-Whitney method was used to compare the results of the two groups to determine whether there were statistically significant differences in their results. The participants were 118 students from Lishui University. In particular, the students from the experimental group showed significantly higher results (Mean = 19.73) than those from the control group (Mean = 16.03), which proved the effectiveness of the proposed AI-based flipped classroom piano learning model and had statistical significance ($z = -2.43$; $p = .01$). The mean score of participants' engagement in piano

learning using an experiential flipped classroom approach was 3.54 (SD = 1.07), which allowed concluding that the developed approach contributed to their involvement in educational progress. Further relevant research can be devoted to the development of new integrated teaching methods, creating alternative AI systems, and exploring the impact of new teaching methods on indicators of motivation, cognitive load, student self-regulation, etc. The present findings can be useful in the introduction of the developed teaching method into music education to improve learning outcomes and contribute to students' involvement.

Mann, G., & Gilmore, L. (2023). **Barriers to positive parent-teacher partnerships: the views of parents and teachers in an inclusive education context.** *International Journal of Inclusive Education*, 27(14), 1503-1515. <https://doi.org/10.1080/13603116.2021.1900426>

Productive parent-teacher partnerships are critical to positive student outcomes. This is especially so for students with disability in inclusive settings. Relationships between teachers and parents of students with disability, however, are often fraught, and improved parent engagement is thought to be one solution. Semi-structured interviews with 20 parents and 16 educators in four Australian schools discovered that teachers were less engaged in parent-teacher partnerships than parents. Teachers valued the partnership less, were less sensitive to other perspectives, and were less invested in the relationship. It was concluded that investment in teacher engagement is critical to more effective parent-teacher partnerships.

Many, H. (2023). **Construire un environnement capacitant dans l'enseignement supérieur pour un apprentissage épanouissant et réussi.** *Études & Pédagogies*. <https://doi.org/10.20870/eep.2023.7641>

This paper explores the concept of the enabling environment in the educational context, particularly in higher education, drawing on Sen's (2012) capability approach. The enabling environment focuses on learners, valuing their emotions, needs and expectations, and fostering their personal development. It aims to reconcile everyone's freedom to achieve with the resources available. The research presented in this article is based on an experiment carried out with Master 1 Education Science students at the University of Haute-Alsace, showing how to think about and build an empowering environment, considering individual differences and conversion factors. This study highlights the importance of rethinking the organization of space and adapting the environment to the specific needs of learners. It also highlights the crucial role of peer-to-peer interaction in creating an environment conducive to learners' learning and personal development. In addition, the focus is on developing learners' capabilities and power to act, enabling them to realize their full potential. By integrating the principles of the enabling environment, higher education teachers can create optimal conditions to support learners' development and foster positive, enriching learning experiences.

Marrero Galván, J. J., Negrín Medina, M. Á., Bernárdez-Gómez, A., & Portela Pruaño, A. (2023). **The impact of the first millennial teachers on education: views held by different generations of teachers.** *Education and Information Technologies*, 28(11), 14805-14826. <https://doi.org/10.1007/s10639-023-11768-8>

The first people considered digital natives, the millennials, have already entered the teaching profession. As a result, we are faced with a remarkable generational diversity. This survey aimed to explore the generational change in teachers and the beginning of the incorporation of the first millennials (digital natives) into teaching. It was carried out

through a qualitative study using focus groups and interviews with a total of 147 teachers. The main results found establish a generational clash between migrants and digital natives. This difference is present in the use and understanding of ICTs in the teaching task across the different teaching generations and in a generational diversity within the educational centres that has not been seen so far. However, this difference between teachers is also a condition that facilitates exchange between teachers of different generations. Junior teachers help veteran teachers in the use of ICTs and veteran teachers provide the expertise that new recruits lack.

Marty, O. (2023). **Les académiques. Terrains dans l'enseignement supérieur (France, 2011–2021): vers les humanités éducatives.** In <https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1838>. Consulté à l'adresse <https://new.peterlang.com/book/isbn/9782875748652>

Le lecteur trouvera dans cet ouvrage le récit d'expériences de travail avec des académiques et académiciens au XXI^e siècle : enseignement en présence ou à distance, ingénierie de formation et évaluation des étudiants – ainsi que l'administration des institutions par les conseils à huis clos. En somme : une anthropologie éthique, réflexive, qui s'ouvre vers les humanités éducatives. Elle relate des pratiques d'enseignement normées en explorant les arts et métiers d'un univers professionnel fascinant. Ce livre est le fruit d'observations participantes, de terrains, dans l'enseignement supérieur français de la décennie 2010. Le style se veut descriptif et accessible à un large public au-delà des anthropologues de l'éducation. Le familier et l'étranger se retrouvent dans un document qui illustre notre société de la connaissance.

Matzavela, V., & Alepis, E. (2023). **An application of self-assessment of students in mathematics with intelligent decision systems: questionnaire, design and implementation at digital education.** *Education and Information Technologies*, 28(11), 15365-15380. <https://doi.org/10.1007/s10639-023-11761-1>

During the last decade an eruptive increase in the demand for intelligent m-learning environments has been observed since instructors in the online academic procedures need to ensure reliability. The research for decision systems seemed inevitable for flexible and effective learning in all levels of education. The prediction of the performance of students during their final exams is considered as a difficult task. In this paper, an application is presented, contributing to an accurate prediction which would assist educators and learning experts in the extraction of useful knowledge for designing learning interventions with enhanced outcomes.

Mekkaoui, L., Schnitzler, C., Sidney, M., Gandrieau, J., Camporelli, F., & Potdevin, F. (2022). **Building the Foundation of Aquatic Literacy in 4–6 Years-Old Children: A Systematic Review of Good Pedagogical Practices for Children and Parents.** *International Journal of Environmental Research and Public Health*, 19(10), 6180. <https://doi.org/10.3390/ijerph19106180>

Children between the ages of 4–6 years represent the population most affected by drowning accidents, while their early involvement in physical activity, and more specifically in aquatic activities is a key factor in their future physical life journey. The systematic review's purpose was to identify aspects in the intervention's studies with children and/or their parents that had a significant impact on the Aquatic Literacy (AL) dimensions mentioned as motor, psychological, affective, and cognitive. The PICO method was used to define the research question and PRISMA checklist searched for

articles in nine databases: Cochrane, Embase, ERIC, ProQuest, PsychInfo, PubMed, Scopus, SportDiscus, and Web of Science. Eligibility criteria were: (1) English language, (2) primary research, (3) population of 4–6 year old children or their parents, (4) intervention study design, and (5) results related to at least one of the AL domains. The strength of evidence and the risk of bias were assessed. Results showed relatively poor number of studies for such a vulnerable population regarding the drowning risk ($n = 8$ for parents and $n = 14$ for children intervention). Studies did not show a consensus on which educational approach was more beneficial than others. Concerning parental education, results were rather homogeneous, especially concerning the theoretical frameworks employed and the relevancy to include parents in swimming programs. The development of pedagogical tools for promotion and evaluation, based on the AL theoretical framework, could help to clarify the question of “how to teach” children to prevent drowning and engage young children in long-term physical activities

Michos, K., Schmitz, M.-L., & Petko, D. (2023). **Teachers' data literacy for learning analytics: a central predictor for digital data use in upper secondary schools.** *Education and Information Technologies*, 28(11), 14453-14471. [https://doi.org/10.1007/s10639-023-11772-](https://doi.org/10.1007/s10639-023-11772-y)

[y](https://doi.org/10.1007/s10639-023-11772-y)
Since schools increasingly use digital platforms that provide educational data in digital formats, teacher data use, and data literacy have become a focus of educational research. One main challenge is whether teachers use digital data for pedagogical purposes, such as informing their teaching. We conducted a survey study with $N = 1059$ teachers in upper secondary schools in Switzerland to investigate teacher digital data use and related factors such as the available technologies in schools. Descriptive analysis of the survey responses indicated that although more than half of Swiss upper-secondary teachers agreed with having data technologies at their disposal, only one-third showed a clear tendency to use these technologies, and only one-quarter felt positively confident in improving teaching in this way. An in-depth multilevel modeling showed that teachers' use of digital data could be predicted by differences between schools, teachers' positive beliefs towards digital technologies (will), self-assessed data literacy (skill), and access to data technologies (tool) as well as by general factors such as frequency of using digital devices in lessons by students. Teacher characteristics, such as age and teaching experience, were minor predictors. These results show that the provision of data technologies needs to be supplemented with efforts to strengthen teacher data literacy and use in schools.

Miranda, B. M., Gebhart, T., Early, D. M., & McDoniel, M. E. (2024). **Examining the child observation in preschool and teacher observation in preschool in community-based child care centers.** *Early Childhood Research Quarterly*, 66, 98-108. <https://doi.org/10.1016/j.ecresq.2023.08.012>

Previous research indicates that the Child Observation in Preschool (COP) and Teacher Observation in Preschool (TOP), a companion set of observational tools used to assess the quality of preschool classrooms, capture important aspects of the preschool environment that are associated with children's growth (Farran et al., 2017; Nesbitt et al., 2015; Spivak & Farran, 2016). This study is the first to assess the convergent and predictive validity of these tools in community-based child care centers and compare the tools to the Classroom Assessment Scoring System Pre-K (CLASS Pre-K), a widely used classroom observation tool. We collected COP-TOP and CLASS Pre-K data in 138 classrooms in Georgia as part of a validation study of Georgia's Quality Rated and Improvement

System. We also collected child assessment data from 583 preschool-aged children in those same classrooms. Over half of the COP-TOP classroom processes were moderately correlated with at least one of the three CLASS Pre-K domains. COP-TOP classroom processes related to time spent in transition, time spent engaging in sequential activities, involvement in learning activities, and opportunities for math learning were associated with children's math skills, preliteracy skills, and socioemotional development at the end of the year, after controlling for their scores at the start of the year and demographic characteristics. All three CLASS Pre-K domains were significantly associated with children's socioemotional development. We discuss the implications of these results for assessing quality in early care and education programs.

Morady Moghaddam, M. (2023). **An intercultural approach to English language teaching.** *International Review of Education*, 69(5), 747-752. <https://doi.org/10.1007/s11159-023-10048-4>

MOUSSA, M. S., & SAGAYAR MOUSSA, M. (2023). **Transition numérique et innovation pédagogique dans l'enseignement supérieur au Niger: contexte, solutions expérimentées et alternatives possibles.** *RISE: Revue interdisciplinaire en sciences de l'éducation*, (n° 1), 54-66, bibliogr. <https://doi.org/10.60481/revue-rise.N1.6>

Au Niger, dans les universités publiques, le développement du numérique est au stade des intentions et des réflexions stratégiques. Pour aller vers une transition numérique et des innovations pédagogiques susceptibles de transformer les pratiques enseignantes et les modalités d'apprentissage des étudiants, l'article tente d'analyser les contextes, les solutions expérimentées et les alternatives possibles d'intégration du numérique dans les pratiques et le fonctionnement du système de l'enseignement supérieur au Niger. S'appuyant sur l'utilisation du numérique en contexte universitaire de réformes, il montre que l'enseignement à distance est possible si l'engagement des enseignants est régi par des textes réglementaires.

Nicol-Bakaldina, E. (2023). **Les défis de l'enseignement d'une matière par intégration d'une langue étrangère (E.M.I.L.E.) en France: le rôle et l'utilisation de la langue à l'intersection entre deux disciplines dans l'enseignement secondaire** (Phdthesis, Université Savoie Mont Blanc). Consulté à l'adresse <https://hal.science/tel-04252531>

Le projet de thèse vise à décrire et analyser le fonctionnement et l'utilisation de la langue dans le contexte spécifique d'EMILE qui se situe au croisement de deux types d'enseignement : celui de la langue vivante et de la discipline non-linguistique (DNL). Le travail de recherche étudie dans quelle mesure un statut particulier de la langue en cours d'EMILE (à la fois un objet et un outil d'apprentissage) modifie les conditions et les résultats de l'apprentissage. Le projet prend en compte les attitudes, les choix pédagogiques et méthodologiques des professeurs de DNL et de LV2, les motivations et les représentations que les professeurs et les élèves construisent autour du concept EMILE dans le secondaire. Le fonctionnement, l'utilisation de la langue, les choix pédagogiques, méthodologiques et les attitudes sont étudiés par le biais de l'observation des cours d'EMILE (l'enseignement de la DNL-histoire en LV2). Les représentations et la motivation des professeurs et des élèves sont analysées à l'aide de questionnaires et d'entretiens. L'étude de ces éléments permet de tirer des conclusions concernant les conditions et les résultats de l'apprentissage de LV2 en EMILE en se basant sur le cadre théorique construit. La recherche menée permettra de déterminer si le concept de l'EMILE confère plus de réalité à l'apprentissage, s'il est susceptible de

modifier la motivation des élèves, ainsi que leurs attitudes envers la langue et même la façon dont ils se servent de la langue. En outre, la spécificité de ce type d'enseignement réside dans l'interdépendance des tâches pédagogiques entre les deux disciplines, ainsi que l'émergence de nouveaux matériaux conçus spécifiquement pour ce contexte particulier d'apprentissage. Les résultats des évaluations formatives et sommatives des élèves indiqueront s'il existe aussi une interdépendance des résultats des élèves en histoire et en anglais. Les analyses ouvriront des pistes de réflexion sur l'enjeu principal d'EMILE: donner une place à la langue étrangère en tant qu'outil d'accès aux connaissances de la DNL pour le plus grand nombre d'élèves possible.

O'Cadiz, M. del P., Pescador, O., Schugurensky, D., & Torres, C. A. (2023). **Teaching values, valuing experience: A pedagogical model from the Global South to address the ethical dimension of citizenship education.** *PROSPECTS*, 53(3), 341-353. <https://doi.org/10.1007/s11125-021-09592-4>

Education by Experience (Educación por la Experiencia, E × E) is a programme that offers an innovative model of teaching values to children, youth, and adults. Its materials include different grade-level student textbooks as well as educator and parent guidebooks. Since its establishment in 2010, the programme has achieved broad dissemination and success in Mexico, where hundreds of K-12 schools have implemented it, training 22,000 educators and reaching 7 million people with the distribution of programme materials. A pilot of E × E in California will inform efforts to implement the programme outside Mexico. The programme materials will be available in English and eventually in other languages. This article offers a brief history of the E × E programme, a conceptual, critical analysis of the methodology, an empirical analysis of one of the primary series textbooks (in this case for fourth grade), and new directions for E × E to evolve in the future.

O'Connor, J., Ludgate, S., Le, Q.-V., Le, H. T., & Huynh, P. D. P. (2023). **Lessons from the pandemic: Teacher educators' use of digital technologies and pedagogies in Vietnam before, during and after the Covid-19 lockdown.** *International Journal of Educational Development*, 103, 102942. <https://doi.org/10.1016/j.ijedudev.2023.102942>

This article reports on responses from an online survey designed to explore the before, during and after lockdown experiences of higher education teacher educators in Vietnam (n = 145) who were required to use digital technologies and pedagogies exclusively in their teaching during the 2020/21 lockdown. The data is interpreted using the TPACK framework (Koehler & Mishra, 2009) which enables analysis of the participants' technological, pedagogical and content knowledge in relation to teaching online using digital tools. The findings indicate mixed responses and experiences of teacher educators during this period with many having struggled with new technologies and unfamiliar pedagogical strategies whilst others enjoyed the opportunity to develop new approaches to their teaching. The paper concludes with key recommendations for best practice in this sector going forward post pandemic including the development of national and institutional e-learning policies, improvements in IT infrastructure and increased provision of professional training.

Page, A., Anderson, J., & Charteris, J. (2023). **Including students with disabilities in innovative learning environments: a model for inclusive practices.** *International Journal of Inclusive Education*, 27(14), 1696-1711. <https://doi.org/10.1080/13603116.2021.1916105>

The educational provision for students with disabilities has been debated for as long as the term inclusive education (IE) has been part of the educational discourse. Despite IE stemming from a social justice paradigm, globally there remain inconsistencies in access to quality education. As a result, policies and practices to shift towards more equitable access to education are evident across the world. Many IE commentators argue the need for a transformative and systemic change to the status quo, for IE outcomes to be achieved. Innovative learning environments (ILEs) offer the opportunity for new conversations around IE and systemic change. Although IE is generally seen as an important aspect of ILE design, there is a missed opportunity to fully appreciate and address the needs of students with disabilities. Moreover, we argue that ILEs can disrupt traditional paradigms in education in ways that enhance IE. A model is presented in this article that is designed to respond to the gaps in existing ILE models. This conceptual framework offers a means for architects, school leaders, and teachers to improve the educational outcomes of all students, through connecting the notions of inclusive design, inclusive practice and inclusive pedagogy.

Palazzo, E. & Shirleyana. (2024). **The TEA Evaluation Toolkit: Assessing Transdisciplinary, Experiential, and Adaptive Learning and Teaching in Urban Design Studios.** *Education and Urban Society*, 56(1), 93-120. <https://doi.org/10.1177/00131245221106732>

New pedagogic approaches combining Transdisciplinary, Experiential, and Adaptive perspectives are emerging to respond to increasingly complex urban conditions. By addressing the gap in current urban design studio education, the study defined a framework to assist teachers in designing novel teaching formats based on TEA learning approaches. The framework proposed provides a reference to set up TEA urban design studios and an assessment toolkit to assess their effectiveness in learning and teaching. The comparative analysis of two studio applications shows interdependence of TEA learning and teaching dimensions and generates transferrable recommendations to support a new urban design studio pedagogy that effectively responds to contemporary societal and environmental challenges.

Parey, B. (2023). **Exploring positive and negative teachers' attitudes towards inclusion of children with disabilities in schools in Trinidad: implications for teacher education.** *International Journal of Inclusive Education*, 27(14), 1544-1558. <https://doi.org/10.1080/13603116.2021.1902004>

This paper explores positive and negative attitudes towards the inclusion of children with disabilities in schools among primary and secondary school teachers in Trinidad via qualitative methods. Data is collected from 15 primary and secondary school teachers using semi-structured interviews and constant comparison analysis is employed to identify the themes. Among the teachers in the positive attitude category, two themes emerged, namely humanistic beliefs and recognition of benefits indicating the existence of a philosophy of inclusiveness. For teachers in the negative attitude category, two distinct themes emerged corresponding to limitations for children with and without disabilities and the lack of support for inclusion. The findings indicate the need for professional development for in-service teachers and the urgency for a compulsory pre-service programme for new teachers in Trinidad.

Partee, A., Williford, A., Downer, J., Conway, J., & Carroll, E. (2024). **Narrowing the Research-to-Practice Gap in Effective Professional Development in a State Preschool**

Program: Describing the Process and Findings from a Research-Practice Partnership. *Early Childhood Research Quarterly*, 66, 157-167. <https://doi.org/10.1016/j.ecresq.2023.09.004>

This study describes the implementation and findings from a consultation process designed to enhance the professional development (PD) offered to teachers working in Virginia's state-funded preschool program. A PD Rubric was developed to translate research on effective PD (i.e., PD practices linked to positive changes in teacher practice and/or child outcomes), systematically assess the extent to which "business as usual" PD across 122 school divisions aligns to evidence-based practices, and guide individualized PD consultation calls with preschool leaders. Findings indicated that the area of PD with the greatest room for improvement was providing PD that supports teachers to refine their teaching skills, as opposed to only gain knowledge. Early childhood leaders reported that the PD consultation process was valuable, particularly talking with their consultant. Findings from this study provide insight into how to bridge research and practice around supporting the delivery of effective PD for preschool teachers at scale.

Patey, M. J., Jin, Y., Ahn, B., Lee, W.-I., & Yi, K. J. (2023). **Engaging in inclusive pedagogy: how elementary physical and health educators understand their roles.** *International Journal of Inclusive Education*, 27(14), 1659-1678. <https://doi.org/10.1080/13603116.2021.1916102>

Elementary physical and health education (PHE) teachers play key roles in establishing inclusive learning environments. However, how they attend to inclusive pedagogy are not fully highlighted in the research literature. This study examined how elementary PHE teachers understand their roles in inclusion and how they attend to day-to-day inclusive pedagogy. Overall, 11 elementary PHE teachers from a province in Eastern Canada were invited to participate in an exploratory qualitative research study. Data were collected through one-on-one interviews and analysed thematically. Participants highlighted four areas where they attend day-to-day to enhance inclusiveness in their teaching: (1) plan universally from the beginning; (2) share ownership with students by providing students with leadership roles, responsibilities, and choices in learning; (3) create positive relationships and partnerships with students and co-educators; and (4) be responsive and reflexive in teaching. This study highlighted the experiences and insights of Canadian elementary PHE teachers in pursuing and enacting inclusive pedagogy. The findings will provide other in-service and pre-service elementary PHE teachers with pragmatic ideas of ensuring and/or strengthening inclusive PHE. The acquired empirical knowledge may also inform teachers in other disciplines, as well as school administrators, policy-makers, and stakeholders when developing/implementing future policies and actions concerning inclusion.

Pommier, S., Porcher, R., Milburn, P., Méric, C., Dalaut, M., Rigaud, T., ... Muller, H. (2023). **Le doctorat en France. Regards croisés des doctorants et de leurs encadrants.** Consulté à l'adresse Réseau National Des Collèges Doctoraux (RNCD) ; Université Paris-Saclay website: <https://hal.science/hal-04308895>

This report presents the results of the 2023 survey conducted by the national network of doctoral colleges between 16 January and 17 February 2023 among doctoral candidates enrolled in doctoral programs during the 2022-2023 academic year and their supervisors. 13412 doctoral students (i.e. 19% of all doctoral students) responded to the survey, an increase of 16% compared to the first edition of this survey. 7803 responses were also received from their supervisors, an increase of 34%. The first objective of the survey was to provide food for thought on the concrete actions to be taken by the

doctoral colleges to improve the practices, conditions and range of doctoral training, and to establish a diagnosis in order to identify avenues for improvement and guide the action of the doctoral colleges. The second objective was to update the general picture of the doctorate in France today, its importance for the relations between science and society, based on feedback from doctoral candidates and their supervisors, from the choice of subject to the preparation of the post-defense phase. This photograph is intended for all those who might be considering preparing a doctorate themselves, for those who support and train them, and for those who might be considering recruiting PhDs and calling in the academic or non-academic sector.

Prud'homme-Pelletier, F. (2023). **Intégration du yoga et de la méditation à l'éducation préscolaire : pratiques déclarées d'enseignantes** (Masters, Université du Québec à Rimouski). Consulté à l'adresse <https://semaphore.uqar.ca/id/eprint/2635/>

Selon le récent Programme-cycle de l'éducation préscolaire (Ministère de l'Éducation du Québec, 2021) et le Conseil Supérieur de l'Éducation (2020a, 2020b), le bien-être serait l'un des moyens favorisant la réussite éducative des enfants. Au Québec, les enseignantes à l'éducation préscolaire sont donc tenues d'outiller les enfants dans le développement de leur bien-être. Pour ce faire, elles doivent recourir à différentes pratiques afin de promouvoir le bien-être des enfants de leur classe. Les multiples bienfaits du yoga et de la méditation chez l'enfant ayant déjà été démontrés, il semblerait aller de soi que leur intégration en classe pourrait permettre aux enseignantes d'atteindre ces objectifs de bien-être. Cependant, qu'en est-il dans la réalité? Ces pratiques sont-elles connues des enseignantes et celles-ci les utilisent-elles? Cette recherche a comme objectif de documenter les pratiques déclarées des enseignantes à l'éducation préscolaire à l'égard de leur intégration du yoga et de la méditation dans la classe. Un questionnaire autodéclaré soumis aux enseignantes de l'éducation préscolaire de trois centres de services scolaires et un entretien semi-dirigé avec des volontaires parmi les répondantes au questionnaire ont permis de répondre à cet objectif. L'interprétation des pratiques déclarées de 39 enseignantes quant à l'intégration du yoga et de la méditation dans leur classe a été faite en fonction des recommandations de la littérature scientifique et a mis en lumière différentes pratiques présentes à l'éducation préscolaire. Cette recherche a aussi fait ressortir des besoins en matière de formation, afin d'optimiser l'intégration du yoga et de la méditation en classe. -- Mot(s) clé(s) en français : yoga, méditation, pratiques méditatives, éducation préscolaire, pratiques enseignantes, bien-être, éducation socioaffective, éducation à la santé. -- ABSTRACT : According to the recent Preschool Educational Program (Ministère de l'Éducation du Québec, 2021) and the Conseil supérieur de l'éducation (2020a, 2020b), well-being is an important element in fostering children's educational success. In the province of Quebec, preschool teachers are thus required to support and develop children's well-being. As a result, preschool teachers must deploy a variety of practices to promote the well-being of the children in their classroom. Since the numerous benefits of yoga and meditation for children have already been demonstrated, it would seem obvious that integrating them into the classroom would assist teachers in reaching these wellness objectives. However, what is the reality? Are teachers aware of these practices and are they using them? The purpose of this research is to document preschool teachers' self-reported practices regarding their integration of yoga and meditation into the classroom. A self-reported questionnaire, submitted to preschool teachers from three different School Boards, and a semi-structured interview, with volunteers from among the questionnaire respondents, addressed this objective. This interpretation of 39 teachers' reported practices

concerning the integration of yoga and meditation in their classroom in accordance with the scientific literature's recommendations highlighted different practices used in preschool education. This research also identified training needs to optimize the integration of yoga and meditation in preschool education classrooms. -- Mot(s) clé(s) en anglais: yoga, meditation, mindfulness, preschool education, teaching practices, well-being, wellness, socio-affective development, health education.

Puech, F. (2023). **Older adults and training: Educational characteristics and pedagogical issues**. *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education*, 18(2), 151-167. <https://doi.org/10.6092/issn.1970-2221/15784>

The training of older adults is a complex and recent field problem in education and training sciences. This discipline has only existed for about fifty years, and epistemological reflection is in its infancy. Scientific knowledge on this subject is still weak and studies are rare. Older adults are therefore a new public to be taken into consideration in adult training. Through a disciplinary approach, the article proposes to address the demographic, economic, ergonomic, etc. findings that help to better target the growing interest in this research topic. The presentation of several key results of our exploratory survey also opens up the reflection on educational issues for this public, which is not fundamentally different from other learners, but which requires special attention with respect to specificities of which diversity is an essential element.

QUINN, J., McEACHEN, J., FULLAN, M., GARDNER, M., & DRUMMY, M. (2021). **S'engager dans l'apprentissage en profondeur: des outils pratiques et stimulants**. Consulté à l'adresse <https://www.puq.ca/catalogue/livres/engager-dans-apprentissage-profondeur-3980.html>

Ce guide pratique explique comment développer la capacité des enseignants, des écoles, des conseils scolaires et des systèmes à concevoir des expériences d'apprentissage en profondeur, à mesurer les progrès et à cerner les conditions nécessaires pour stimuler et soutenir l'innovation. Il comprend : 1. un cadre permettant de développer les six compétences globales nécessaires pour s'épanouir dans un monde complexe (le caractère, citoyenneté, collaboration, communication, créativité, pensée critique) ; 2. des grilles de progression des apprentissages en profondeur pour aider les éducateurs à analyser les travaux des élèves et à mesurer les progrès ; 3. des grilles d'évaluation critériées de la conception de l'apprentissage, des modèles et des exemples illustrant la façon d'intégrer les quatre éléments de la conception de l'apprentissage (partenariats d'apprentissage, pratiques pédagogiques, environnements d'apprentissage, exploitation du numérique) ; des grilles d'évaluation critériées des conditions, des outils d'autoévaluation de l'enseignant et des guides de planification.

Schena, D., Rosales, R., & Rowe, E. (2023). **Teaching Self-Advocacy Skills: A Review and Call for Research**. *Journal of Behavioral Education*, 32(4), 641-689. <https://doi.org/10.1007/s10864-022-09472-7>

Self-advocacy is an effective means of attaining required accommodations and services for adults with developmental disabilities. Previous reviews exist on related topics but have not been comprehensive or specific to the act of teaching self-advocacy skills. The purpose of this review is to begin to fill this gap by identifying studies that have taught self-advocacy skills to this and similar populations through the deployment of a PRISMA-style literature review. A total of 67 publications were identified and coded for several

variables including participant age and diagnoses, training methods, setting, duration, target behaviors, reports of generalization, maintenance, and social validity, and research design and quality. The results are summarized with suggestions for future research on this important topic.

Schwaiger, M., Arneton, M., Moreau, C., Giorio, P., Cascio, V., Aloe, M., ... Nolan, S. (2022, janvier). **IO3 - VETREALITY Mobility Toolbox for VET teachers and trainers**. Doctoral présenté à Online, France. Consulté à l'adresse <https://hal.science/hal-04298842>

Die 6 LS sind die folgenden: 1. DiscoverEU Map (REATTIVA): Schaffung eines motivierenden und positiven Bildes der Mobilität und Unterstützung von Lernern mit speziellem Förderbedarf bei der Orientierung und Integration im Gastland. 2. e-Portfolio (CETB): Unterstützung eines Lerners mit speziellem Förderbedarf bei der Erstellung, Abbildung und Verwaltung eines persönlichen e-Profiles, das für eine erfolgreiche Bewerbung um ein Auslandspraktikum erforderlich ist. 3. Mobilitätsgespräch (AUXILIUM): Unterstützung eines Lerners mit speziellem Förderbedarfs bei der Vorbereitung des Praktikumsgesprächs mit dem ausgewählten Gastunternehmen. 4. « Mobility Skills Match » (TILI): Bereitstellung eines geeigneten und maßgeschneiderten Mobilitätsprogramms für einen Lerner mit speziellem Förderbedarf auf der Grundlage seiner persönlichen Fähigkeiten, Qualifikationen, Erfahrungen und Bedürfnisse/Erwartungen (z. B. Lernvereinbarung, Lernergebnisse). 5) Mobilitätsbewusstsein (CO&SO): Unterstützung von Lernern mit speziellem Förderbedarf beim Kennenlernen des aufnehmenden Unternehmens, der vorgeschlagenen Aufgaben und der Praktikumsziele mithilfe der virtuellen Realität (z. B. Blended Mobility). 6. die Durchführung der Mobilität (INSHEA): Überwachung, Bewertung und Nachbereitung von Lerner mit speziellem Förderbedarf, die an einer Mobilitätsmaßnahme teilnehmen.

Seven, Y., Irvin, D. W., Kothalkar, P. V., Dutta, S., Buzhardt, J. F., Rous, B., & Hansen, J. H. L. (2024). **Capturing the quantity and location of adult wh-words in the preschool classroom using a sensing tool system**. *Early Childhood Research Quarterly*, 66, 168-177. <https://doi.org/10.1016/j.ecresq.2023.10.008>

Observational approaches may limit researchers' ability to comprehensively capture preschool classroom conversations, including the use of wh-words. In the current proof-of-concept study, we present descriptive results using an automated speech recognition (ASR) system coupled with location sensors to quantify teachers' wh-words by preschool teachers in the literacy activity areas of a preschool classroom. Data from two children, one is 5.3 years old with attention-deficit/hyperactivity disorder (ADHD), and another is 5 years old without identified disabilities, along with teachers, were analyzed. We found that the ASR system is a viable solution for automatically quantifying the number of adult wh-words during interactions in preschool classrooms at different time points and locations. This paper reports how an ASR model, coupled with location sensors, quantifies the frequency of wh-words between two-time points and between a child with ADHD and a typically developing child. The results provide a proof of concept that an ASR model, including acoustic and language models, can automate the detection of wh-words in preschool teachers' classroom speech. However, further research with larger and more diverse samples is required to explore the cost and time implications of scaling up across a variety of settings and populations to inform efficient classwide and individualized data-driven instructional practices.

Splinter, S. E., Depaepe, F., Verschaffel, L., & Torbeyns, J. (2024). **A teacher's choice: Preschool teachers' selection and use of picture books for mathematics instruction.** *Early Childhood Research Quarterly*, 66, 135-146. <https://doi.org/10.1016/j.ecresq.2023.10.002>

Preschool teachers' selection and use of instructional materials play an important role in their provision of qualitative mathematics instruction. Picture books were recently shown effective for supporting early mathematical competencies. Picture book features further contributed to their effectiveness. The current study aimed to investigate teachers' selection and use of picture books for mathematics instruction with special attention for their evaluation of picture book features. We also analyzed the contribution of teachers' beliefs and children's age to teachers' picture book selection and use. Sixty-six preschool teachers participated in an online interview about (a) their picture book use for (mathematics) instruction and (b) the domain-specific (i.e., numeracy) and general features they rate important when selecting a picture book for mathematics instruction. Teachers also filled in a questionnaire regarding their beliefs about mathematics and learning and teaching mathematics. Results showed that more than 90 % of the teachers used picture books for mathematics instruction. About 40 % used them at least once and maximum four times a week and 6 % used them on a daily basis. When selecting picture books for mathematics instruction, teachers rated general features more important than domain-specific features and features related to basic mathematical content more important than features related to complex mathematical content. Teachers' instruction and scheme and formalism beliefs contributed to their preference for Arabic numerals and comparisons between quantities. Children's age was positively related to teachers' preference for complex mathematical content. The limited focus on mathematical content when selecting and using picture books points to the importance of teacher professional development on the selection and use of picture books for enhancing early mathematical competencies.

Sun, L., You, X., & Zhou, D. (2023). **Evaluation and development of STEAM teachers' computational thinking skills: Analysis of multiple influential factors.** *Education and Information Technologies*, 28(11), 14493-14527. <https://doi.org/10.1007/s10639-023-11777-7>

Computational thinking (CT) has become the basic foothold of STEAM education. The role of teachers as an essential element of CT education cannot be ignored. Therefore, measuring teachers' ability to integrate CT into classroom is necessary. There were two sub-studies in this study, the one was to develop a specialized scale for the evaluation of teachers' CT skills. The other was to take K-12 STEAM teachers as sample to measure their CT levels and analyze the impact of the influential factors of personal attributes, occupational attributes, and environmental support on teachers' CT skills. The results showed that the Computational Thinking Scale for Teachers (TCTS) has good reliability and validity. The CT skills of 925 STEAM teachers from China were at an upper-middle level. Further analysis revealed significant differences in teachers' CT skills in terms of gender, age, teaching experience, grade, subjects, and nature of school. Firstly, by contrast, male teachers' CT skills were slightly higher than female teachers'; 30–40-year-old teachers possessed the highest level of CT skills; Second, the longer the teaching experience, the higher the teachers' CT skills; primary school teachers' CT skills were higher than those of middle school and high school teachers; Interdisciplinary comprehensive courses and teaching methods may be more conducive to the improvement of teachers' CT skills, which acted elementary science teachers' CT skills were higher than those of teachers of other subjects. Third, the nature of the school also

affected the CT skills of STEAM teachers. The CT of teachers in private schools was higher than those in public schools. Therefore, the regional differences and educational equity in teacher' CT training should also be concerned. Concerning the questions, this study carried out an in-depth discussion and put forward inspiration and suggestions. The research findings revealed the mechanism that affects teachers' CT skills and provided meaningful evidence support for the training and evaluation of K-12 STEAM in-service teachers.

Supplee, L. H. (2023). **Connecting Reading Research on with Educational Practice and Policy.** *Mind, Brain, and Education*, 17(4), 391-397. <https://doi.org/10.1111/mbe.12385>

There is a well-known gap between research and practice. While there are investments in some strategies to address this gap, they are often not drawing from the existing research on how to improve research use. This article shares what we understand about the many ways research is used in education, why educators may use research, and under what conditions research is used in policy and practice. If scientists understand the levers that support research use, they may be able to create research that is more useful to decision-makers and share that research through effective strategies such as using boundary spanners, individuals who straddle both the research and practice worlds. The article concludes by sharing some examples of promising strategies to improve the use of research in education such as research–practice partnerships.

Thathsarani, H., Ariyananda, D. K., Jayakody, C., Manoharan, K., Munasinghe, A. A. S. N., & Rathnayake, N. (2023). **How successful the online assessment techniques in distance learning have been, in contributing to academic achievements of management undergraduates?** *Education and Information Technologies*, 28(11), 14091-14115. <https://doi.org/10.1007/s10639-023-11715-7>

The implementation of online teaching and assessments was prompted by the current COVID-19 pandemic. Therefore, all universities had to adopt the distance-learning method as the only choice to continue education delivery. This study's main objective is to understand the effectiveness of assessment techniques followed through distance learning in Sri Lankan management undergraduates during COVID-19. Furthermore, utilizing a qualitative approach and thematic analysis for data analysis, semi-structured interviews with 13 management faculty lecturers selected through the purposive sample technique were used for data collection. The survey was conducted via an online questionnaire that was distributed to Sri Lankan undergraduates, and a total of 387 samples from management undergraduates were drawn for the quantitative data analysis using a simple random sampling technique. The study's main findings revealed that five online assessments are currently being utilized to evaluate management undergraduates' academic performance under distance learning, including online examinations, online presentations, online quizzes, case studies, and report submissions. In addition, this study statistically and with some qualitative empirical evidences in the existing literature proved that online examinations, online quizzes, and report submissions have a significant impact on undergraduates' academic performance. Further, this study also recommended that universities should implement procedures for online assessment techniques in order to assess the quality assurance of assessment techniques.

Thompson, Smith, & Jeffery. (2023). **Community or Efficiency? The Perceived Importance of Community of Inquiry in Online Community College Courses.** *Community College*

Journal of Research and Practice, 47(12), 732-747.
<https://doi.org/10.1080/10668926.2022.2064366>

Online courses are popular in community colleges among students of different backgrounds. However, compared to community college students who take face-to-face courses, those who take online courses earn lower grades and are less likely to receive a diploma or transfer to a four-year institution. Designing courses to facilitate social presence, as defined in the Community of Inquiry framework, can support student persistence and retention, but activities that support social presence may be in conflict with community college students' expectations for efficiency in an online course. This study used an online survey to explore the value community college students placed on social presence, teaching presence and efficiency. Students reported that they valued efficiency most highly, followed by teaching presence. Social presence was the least valued of the three constructs. These findings have implications for how community college instructors design their online courses and how they communicate the relevance of course activities to students.

Wijaya, M. I. (2023). **A decade of ERP teaching practice: A systematic literature review.** *Education and Information Technologies*, 28(11), 14117-14137.
<https://doi.org/10.1007/s10639-023-11753-1>

ERP courses have been running for decades and are applied by various university majors, ranging from business school, information systems, and computer science to industrial engineering. Every major has a different ERP curriculum that is adapted based on the nature and goals of the major. In conjunction with this, a lot of research has been conducted to measure the effectiveness of each approach and find the gap to improve ERP learning practice in the university. However, there is no comprehensive research that systematically presents and analyses all available literature that focuses on ERP pedagogy. Therefore, this systematic literature review research aims to present trend and emerging themes, and comprehensively analyses the practice of current ERP learning from all relevant publications in this decade. This research follows PRISMA method to conduct a systematic literature review which consists of four stages. This study found that research focusing on ERP pedagogy and curriculum has an increasing trend. Many influential studies on this topic are dominated by ERP Simulation games, such as the impact of the ERPSim game on the experience and cognitive side of learners. A lot of opportunities can be gained by conducting an ERP course. Yet, it also has challenges that need to be solved to maximize the learning process.

Wilson, J. Z., Chihota, C., & Marks, G. (2023). **Teaching white privilege: an auto-ethnographic approach.** *International Journal of Inclusive Education*, 27(14), 1642-1658.
<https://doi.org/10.1080/13603116.2021.1909154>

The teaching of white privilege in Australian tertiary settings is beset by a number of obstacles arising especially from resistance, disbelief and outright obstructionism in white students, and occasionally colleagues. The article summarises the historical and societal context regarding race relations, racism and white hegemony in Australia, then presents the personal accounts of three academics of diverse backgrounds who teach white privilege as components of courses in Social Work and Education. The three accounts make explicit connections between their authors' personal and ethnic origins and their respective pedagogical and epistemological approaches to teaching the topic, either explicitly, or embedded within other course content or encounters. The article contributes to the growing body of work on effective pedagogy in the area of white

privilege, with emphasis on the increasingly urgent need for broad societal understanding of the issue in Australia.

Xiao, M., Tian, Z., & Xu, W. (2023). **Impact of teacher-student interaction on students' classroom well-being under online education environment.** *Education and Information Technologies*, 28(11), 14669-14691. <https://doi.org/10.1007/s10639-023-11681-0>

The students' classroom well-being of college students has been widely concerned in online education researches. In order to implement effectively online education in colleges and universities, based on person-context interaction theory, this study investigates a theoretical model of the impact of teacher-student interaction, sound richness, sound pleasure, perceived ease of use and perceived usefulness on students' classroom well-being. By surveying 349 college students receiving online education, the research hypotheses are tested by the structural equation model approach. Research results show that: teacher-student interaction, sound richness, sound pleasure, perceived ease of use and perceived usefulness appreciably improve students' classroom well-being, the sound richness and the students' perceived ease of use can moderate the effect of teacher-student interaction on students' classroom well-being. Finally some pedagogical implications are discussed.

Yao, B., & Li, W. (2023). **The role of a teacher in modern music education: can a student learn music with the help of modernized online educational technologies without teachers?** *Education and Information Technologies*, 28(11), 14595-14610. <https://doi.org/10.1007/s10639-023-11786-6>

Music education is aimed at the development of musical abilities, emotionality during the performance of musical compositions, and all-round development. The aim of the article is to determine the possibilities of schoolchildren obtaining musical knowledge with the help of modernized online technologies, as well as to determine the importance of a teacher in modern music education. The indicators were determined by a questionnaire, the data collection for which was done using a Likert scale. Initially, the paper identified approaches to teaching students prior to the study. The results showed that more emphasis was placed on the use of book-based theoretical materials (46%), which allowed only 21% of students to achieve a high level of knowledge. The use of information technology was common among 9% of students, which allowed 76% of students to achieve high results, which is based on acquiring knowledge in a shorter time. The authors concluded that it is necessary to provide improved stages of learning, which will expand the use of modernized technology. Work on the theoretical basics of piano playing can be implemented with the Vivace app; Flow app helps one to work on sound features; Functional Ear Trainer app is about developing rhythm and hearing; and Chordana Play app helps one to work on a piece of music. After training, by calculating the coefficient of effectiveness, it was found that students in group #1 (0.791), who mastered the skills of playing the piano according to the developed training stages and without a teacher, showed the quality of acquired knowledge lower than students in group #2 (0.853), who were trained under the direct influence of a teacher. The data obtained confirm the high quality of learning in the groups, as the educational process was built with the correct distribution of workload and providing opportunities for the development of musical skills. It is established that the students of group 1 to a greater extent developed independence (29%), and group 2 was good at the accuracy of musical tasks' sequence (28%). The practical significance of the work is based on the possibility of transforming the music learning system with the help of modern technology. Prospects for the study can

be based on a comparison of the quality of teaching the piano and vocal training, excluding the participation of a teacher in the learning process.

Réussite scolaire

Almogren, A. S. (2023). **Art students' interaction and engagement: the mediating roles of collaborative learning and actual use of Social Media affect academic performance.** *Education and Information Technologies*, 28(11), 14423-14451. <https://doi.org/10.1007/s10639-023-11735-3>

Social media has significantly impacted students' academic success in recent years. These networks offer plenty of chances and dangers for students from a range of backgrounds. In order to investigate the link between the mediation roles of social contact, social engagement, and collaborative learning on the academic performance of students from Saudi Arabia, this research develops a new framework based on social cognition and constructivism theories. As a result, 318 university students completed a questionnaire that served as the initial dataset for the research study, and the suggested research prototype was comprehensively assessed using SEM. The study's findings demonstrated how social connection and engagement have always had a significant impact on social impact, support networks, social identity, social presence, and social space. Similarly, it was discovered that social engagement and interaction have always been significantly impacted by collaborative learning and social media use. So, in Saudi Arabia's higher education, collaborative learning and practical social media use have a strong and considerable impact on students' academic achievement. Therefore, it is almost certain that this research study will aid university authorities in deciding whether or not completely implement an actual usage of social media for academic purposes in educational institutions throughout Saudi Arabia.

André, A., Tessier, D., & Didisse, J. (2023, novembre 21). **Créer des classes de niveau : atouts ou freins à la réussite des élèves ?** Consulté 24 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/creer-des-classes-de-niveau-atouts-ou-freins-a-la-reussite-des-eleves-217469>

Il n'est pas toujours facile pour les enseignants de répondre aux besoins des élèves dans une classe hétérogène. Mais créer des groupes de niveau est-il une alternative souhaitable ?

Andreu, S., Ballereau, M.-A., Bret, A., Chaaya, C., Durand de Monestrol, H., Garnero, M., ... Vourc'h, R. (2023). **Évaluations de début de sixième 2023 - Premiers résultats** (Document de travail N° 2023-E07). Consulté à l'adresse <https://www.education.gouv.fr/evaluations-de-debut-de-sixieme-2023-premiers-resultats-379869>

Andreu, S., Bernigole, V., Bret, A., Durand de Monestrol, H., Fernandez, A., Garnero, M., ... Wuillamier, P. (s. d.). **Test de positionnement de début de seconde 2023 - Premiers résultats** (Document de travail N° 2023-E09). Consulté à l'adresse <https://www.education.gouv.fr/test-de-positionnement-de-debut-de-seconde-2023-premiers-resultats-379875>

Andreu, S., Bourgeois, C., Conceicao, P., Etève, Y., Gill-Sotty, C., Laskowski, C., ... Vourc'h, R. (2023). **Évaluations 2023 Repères CM1 - Premiers résultats** (Document de travail N°

2023-E06; p. 49). Consulté à l'adresse <https://www.education.gouv.fr/evaluations-2023-reperes-cm1-premiers-resultats-379866>

Andreu, S., Bret, A., Durand de Monestrol, H., Heidmann, L., Lacroix, A., M'Bafoumou, A., ... Wuillamier, P. (2023). **Évaluations de début de quatrième 2023 - Premiers résultats** (Document de travail N° 2023-08; p. 79). Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/evaluations-de-debut-de-quatrieme-2023-premiers-resultats-379872>

Andreu, S., Conceicao, P., Desclaux, J., Eteve, Y., Gill-Sotty, C., Loi, M., ... Vourc'h, R. (2023). **Évaluations 2023 Repères CP, CE1 - Premiers résultats** (Document de travail N° 2023-E05; p. 91). Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/evaluations-2023-reperes-cp-ce1-premiers-resultats-379863>

Betancur, L., Miller, P., & Votruba-Drzal, E. (2024). **Urban-rural achievement gap in low- and middle-income countries: The role of early childhood education**. *Early Childhood Research Quarterly*, 66, 11-23. <https://doi.org/10.1016/j.ecresq.2023.08.008>

In low- and middle-income countries, rural children rank below their urban counterparts on academic achievement. Given the importance of early childhood education (ECE) in promoting early learning, the urbanicity disparities may be partially explained by limited ECE availability in rural areas and the proliferation of private centers in urban areas. Using data from 6,000 economically disadvantaged children from India, Peru, and Vietnam, this study estimated the size of the differences in academic achievement between urban and rural children at ages five and eight after controlling by child and family characteristics. Additionally, we explored whether participation in public and private ECE mediated the relation between urbanicity and achievement. Results showed that family characteristics explained around half of the urbanicity-related gaps in achievement in Peru and Vietnam and completely explained these gaps in India. Additional results indicated that living urban areas was positively associated with academic achievement through increased attendance to ECE, with larger gains related to attendance to private centers. These results suggest that ECE access may be a promising pathway to close the urban-rural achievement gap. However, monitoring the quality of ECE settings serving low-income children -especially those in rural areas- is necessary to reap the full benefits of early education on child development.

Chair, S. Y., Sit, T. Y., Ng, W. C., Mak, Y. Y., & Li, K. H. (2023). **The effects of a social service project on personal growth and academic performance in secondary school students from low socioeconomic status**. *International Journal of Inclusive Education*, 27(14), 1516-1529. <https://doi.org/10.1080/13603116.2021.1902001>

This study aimed to evaluate the impact of a social service project for disadvantaged students through pretest-posttest study design and qualitative interviews. All students joining the service project were invited to participate in this study. Data on personal growth and academic performance (exam scores and class ranks) before and after joining the project were collected. Two focus group interviews were conducted to explore the strengths and limitations of the project. Paired t-test and generalized estimating equation model and content analysis were conducted to analyse quantitative and qualitative data, respectively. Results showed significant improvements in personal growth including self-esteem, academic performance, interpersonal relationship and personal goal setting (all $p < 0.05$); while exam scores and class ranks

were not improved. 'Being empathic', 'self-awareness' and 'interpersonal relationship' emerged from the qualitative interviews as the strength of the project; short duration, lack of follow up and practical strategies in the service contents were concerned as limitations of the project. To conclude, this social service project was proven effective in empowering the personal growth of disadvantaged youth.

Cirino, P. T. (2023). **Framing Executive Function as a Construct and its Relation to Academic Achievement.** *Mind, Brain, and Education*, 17(4), 226-237.
<https://doi.org/10.1111/mbe.12360>

The goal of this work is to provide a framework for understanding the relationship between executive function (EF) to reading and other academic achievements to promote future work in this area. After briefly reviewing extant theoretical and empirical support about what is known in this area, we then more deeply evaluate the construct of EF itself. This is necessary because EF means any number of things to any number of individuals, scientists included. Review of several pertinent conceptualizations of EF, including our own, reveals agreement that EF is domain general (although the meaning of domain generality is varied); additional commonalities include a focus on control/management and goal direction. However, there is less agreement on whether EF is singular or plural, or whether EF is one or more "thing(s)" versus process(es). These alternatives are discussed with a focus on the implications for understanding the role of EF for important functional outcomes.

Dagenais, C., Proulx, M., & Gingras, M.-E. (2022). **Conditions d'utilisation du référent ÉKIP et de sa plateforme numérique pour favoriser la santé, le bien-être et la réussite éducative des élèves du Québec.** *Revue des sciences de l'éducation*, 48(3).
<https://doi.org/10.7202/1100675ar>

Par l'entremise de sa plateforme numérique, le référent ÉKIP est accessible aux professionnel-le-s du Québec des réseaux de l'éducation et de la santé et des services sociaux qui s'impliquent dans la promotion de la santé en milieu scolaire pour la santé, le bien-être et la réussite éducative des jeunes. Une cartographie conceptuelle, sept groupes de discussion et une revue systématique de portée ont permis de développer une stratégie favorisant l'utilisation d'ÉKIP dans les écoles primaires et secondaires du réseau scolaire public et privé du Québec. Nous présentons les résultats de la cartographie et des groupes de discussion ainsi que les grandes lignes d'une stratégie de déploiement d'ÉKIP. Les principaux résultats obtenus par la revue systématique de portée sont présentés brièvement en appui au développement de la stratégie.

De Clercq, M., Roland, N., Dangoisse, F., Frenay, M., & De Ketele, J.-M. (2023). **La transition vers l'enseignement supérieur: Comprendre pour mieux agir sur l'adaptation des étudiants en première année.** Consulté à l'adresse
<https://www.peterlang.com/document/1326448>

La question de la transition vers l'enseignement supérieur fait couler beaucoup d'encre tant elle constitue un enjeu de taille pour le système éducatif. En conséquence, de très nombreux travaux se sont penchés sur la question, ne permettant pas toujours de fournir une vision claire des principaux enjeux à l'oeuvre. Cet ouvrage propose de dresser un bilan des principales avancées sur les questions de réussite et de persévérance académiques gravitant autour du processus de transition. Au fil des chapitres, le lecteur ou la lectrice pourra ainsi se questionner sur les principaux déterminants de la réussite et de la persévérance académique, le processus d'adaptation étudiante à

l'enseignement supérieur et les différentes formes de diversités étudiantes. D'autres thématiques seront également abordées, comme le rôle du contexte institutionnel et pédagogique sur l'adaptation à l'enseignement supérieur et les pratiques mises en place pour soutenir l'étudiant-e dans sa transition. Au final, les lecteurs et lectrices devraient ressortir de cet ouvrage avec des pistes plus claires d'action et une vision plus complète et nuancée de la transition vers l'enseignement supérieur

Desai, R., Magan, A., Maposa, I., Ruitter, R., Rochat, T., & Mercken, L. (2024). **A study Comparing Text-Based WhatsApp and Face-to-Face Interviews to Understand Early School Dropout.** *Youth & Society*, 56(1), 42-66. <https://doi.org/10.1177/0044118X221138609>

The majority of adolescents communicate via text-based messaging, particularly through WhatsApp, a widely used free communication application. Written content on WhatsApp has the methodological potential to provide rich qualitative interview data. This study compares data collected using text-based WhatsApp versus face-to-face interview techniques. Semi-structured interviews were conducted with a sample of early school leavers in South Africa, using WhatsApp (n = 9) and face-to-face (n = 27) followed by a focus group discussion with interviewers. Mann-Whitney U and chi-squared were used to assess associations. WhatsApp text-based interviews took significantly longer to complete but were comparable to face-to-face on the number of themes generated. Rapport, measured as the number of statements from the interviewer aimed at creating a sense of affinity, comfort, and distress reduction, differed between interview conditions. It may be methodologically appropriate for researchers to offer participants a choice of a preferred method of interviewing or consider pragmatic blended approaches of face-to-face and WhatsApp.

Ewondo Mbebi, O. (2023). **School dropout in Cameroon and its determinants.** *International Review of Education*, 69(5), 691-714. <https://doi.org/10.1007/s11159-023-10017-x>

The study presented here examines the determinants of primary school dropout while highlighting the role of household characteristics in Cameroon. Data were drawn from the fourth Cameroonian household survey conducted in 2014 (ECAM 4). The author uses an extended production function to estimate a logit model that puts forward the marginal effects of the explanatory variables. The results show that the probability of dropping out of school is higher for children who have to work in order to meet household needs, and when the head of the household is a farmer or a worker in the informal sector, while the availability of textbooks and other school supplies is associated with a lower probability of dropout.

Gupta, S., Liu, C., Li, S., Chang, F., & Shi, Y. (2023). **Association between ability tracking and student's academic and non-academic outcomes: Empirical evidence from junior high schools in rural China.** *International Journal of Educational Development*, 103, 102927. <https://doi.org/10.1016/j.ijedudev.2023.102927>

Ability tracking, a practice of grouping students into different classrooms based on their test scores, is prevalent in schools around the world. However, evidence on the effects of ability tracking on students' learning outcomes remains mixed. Drawing on a longitudinal dataset of 9170 students across 119 rural junior high schools from 23 counties in two provinces of China, this paper examines how ability tracking affects students' math score, math academic self-concept, and math anxiety. We find that ability tracking had

no statistically significant effect on either students' academic or non-academic outcomes. Sub-group analyses by high and low-ability classrooms revealed similar results for math scores and math self-concept. However, ability tracking helped reduce the math anxiety of high-ability classroom students as they experienced a lower value added in their anxiety score by 0.103 SD ($p < 0.05$) relative to students in schools that do not practice ability tracking. Furthermore, heterogeneous analyses revealed that ability tracking is associated with a lower value added in math score of low-ability boarding students by 0.168 SD ($p < 0.05$) relative to non-boarding students in comparison schools.

Lao, Y. (2023). **The more male classmates, the worse: How male peers harm academic performance of a student.** *International Journal of Educational Development*, 103, 102880. <https://doi.org/10.1016/j.ijedudev.2023.102880>

This paper examines the influence of male peer proportion on a student's academic performance. The sex ratio at 10–14 was 117.16 in 2011, and it has increased to 119.1 in 2019. The sex ratio imbalance at 10–14 tends to expand. This paper uses China Education Panel Survey (CEPS) 2013–14 and 2014–15. Considering the selection bias, this paper restricts the sample to schools that satisfy randomly-assignment conditions. The results highlight that students with a high proportion of male classmates have a lower performance in Mathematics and English but not Chinese. To explain these effects, this paper uses three channels to interpret: (1) cognitive ability, (2) learning effort, and (3) the quality of the classroom environment. It provides implications for policymakers and school administrators to take precautions in advance.

Lefeuvre, S., Cosnefroy, L., Nir, M. L., Michalot, T., & Seguy, J.-Y. (2023). **Faire réussir des "bacs pro" en IUT.** *Cahiers de la recherche sur l'éducation et les savoirs*, (22), 127-150. <https://doi.org/10.4000/cres.6450>

Cet article propose de rendre compte d'une expérimentation singulière : celle menée au sein de l'Institut Supérieur Professionnel (ISP) d'accueillir uniquement des bacheliers professionnels en première année d'IUT afin qu'ils rejoignent, à l'issue de cette année, les étudiants d'IUT de deuxième année. Comparée aux taux de réussite nationaux des bacheliers professionnels en IUT, la réussite des étudiants de l'ISP s'avère supérieure. Par ailleurs, grâce à notre enquête quantitative menée au sein de cet IUT, nous avons également pu voir que leur implication, leur mise au travail et leur sentiment d'appartenance à l'institution étaient plus forts que ceux des étudiants bacheliers généraux et technologiques inscrits dans ce même IUT. Pour tenter de comprendre quels pouvaient être les facteurs expliquant ces résultats, nous avons mené des observations au sein des commissions de recrutement ainsi qu'une série d'entretiens auprès des équipes pédagogiques.

Mamedova, L., Rukovich, A., Likhouzova, T., & Vorona-Slivinskaya, L. (2023). **Online education of engineering students: Educational platforms and their influence on the level of academic performance.** *Education and Information Technologies*, 28(11), 15173-15187. <https://doi.org/10.1007/s10639-023-11822-5>

The World Health Organization announced the COVID-19 pandemic, which led to considerable disruption of the global education system and required an early adaptation of the educational process. In addition to the resumption of the educational process, it was necessary to preserve the academic performance of students of higher educational institutions, including engineering ones. This study aims to develop a curriculum for engineering students to increase their level of success. Igor Sikorsky Kyiv

Polytechnic Institute (Ukraine) hosted the study. The sample consisted of 354 fourth-year students of the Engineering and Chemistry Faculty: 131 "Applied Mechanics", 133 "Industrial Engineering", and 151 "Automation and Computer-Integrated Technologies". The sample included students of the Faculty of Computer Science and Computer Engineering: 121 "Software Engineering", and 126 "Information Systems and Technologies" – 154 students from the 1st year and 60 students from the 2nd year. The study was conducted during 2019–2020. The data includes grades for in-line classes and final test scores. The result of the research has shown that modern digital tools such as Microsoft Teams, Google Classroom, Quizlet, YouTube, Skype, and Zoom, among others, have provided a highly effective educational process. The results of the educational process are as follows: 63 + 23 + 10 students received "Excellent/Perfect" (A) in 2019, 65 + 44 + 8 in 2020; 146 + 64 + 20 and 159 + 81 + 18 received "Good (B, C)", respectively; 135 + 64 + 30 and 120 + 27 + 31 "Satisfactory" (D, E), respectively; – 10 + 3 + 0 and 10 + 2 + 3 "Unsatisfactory" (F), respectively. There was a tendency to increase the average score. The researchers found that the learning models were different before (offline) and during (online) the COVID-19 epidemic. However, the academic results of students were not different. The authors can conclude that e-learning (distance, online) is possible when training engineering students. The introduction of a new, jointly developed author's course "Technology of mechanical engineering in Medicine and Pharmacy" will also allow future engineers to be more competitive in the labor market.

Nayak, P., Vaheed, Sk., Gupta, S., & Mohan, N. (2023). **Predicting students' academic performance by mining the educational data through machine learning-based classification model.** *Education and Information Technologies*, 28(11), 14611-14637. <https://doi.org/10.1007/s10639-023-11706-8>

Students' academic performance prediction is one of the most important applications of Educational Data Mining (EDM) that helps to improve the quality of the education process. The attainment of student outcomes in an Outcome-based Education (OBE) system adds invaluable rewards to facilitate corrective measures to the learning processes. Furthermore, the explosive increase of e-learning platforms generates a large volume of data that demands the extraction of useful information using up-to-date techniques. Keeping this view in mind and to check the impact of various features on student outcomes during online classes, we have analyzed two sets of datasets; the Kalboard 360 dataset (a larger dataset) that contains academic, demographic as well as behavioral features which have been observed and recorded during the classes held and a local Institute dataset that does not acquire behavioral features. To achieve this, we have selected a few machine learning algorithms such as Decision Tree (J48), Naïve Bayes (NB), Random Forest (RF), and Multilayer Perceptron (MLP) to classify the students, along with a few filter-based feature selection methods like Info gain, gain ratio, and correlation features have been applied to select the key attributes. Finally, we have fine-tuned the learning parameters of MLP called "Opt-MLP" to get an optimized output and compared it with other classification models. Our experimental results conclude that Opt-MLP proves its superiority over other classification models by predicting an accuracy of 87.14% without the feature selection (WOFs) and 90.74% accuracy with the feature selection (WFS) method for data set 1 and an accuracy of 79.37% without feature selection and 97.08% with feature selection for dataset 2. But, when the students' behavioral feature is considered along with other features, the RF model provides 100% accuracy justifying that students' behavior during class hours has a great impact on attaining the students' outcomes.

Parhizkar, A., Tejeddin, G., & Khatibi, T. (2023). **Student performance prediction using datamining classification algorithms: Evaluating generalizability of models from geographical aspect.** *Education and Information Technologies*, 28(11), 14167-14185. <https://doi.org/10.1007/s10639-022-11560-0>

Increasing productivity in educational systems is of great importance. Researchers are keen to predict the academic performance of students; this is done to enhance the overall productivity of educational system by effectively identifying students whose performance is below average. This universal concern has been combined with data science leading to the creation of an interdisciplinary research area called Educational Data Mining. One of the recent issues which has been addressed by researchers is training generalizable models from different aspects such as gender, major, geography and etc. Therefore, in this research we use machine learning methods to predict student's performance, emphasizing on training generalizable models from geographical aspect. For this purpose, a questionnaire containing 37 questions was designed, through which 536 answers were collected, including 111 international and 425 domestic answers. According to the literature, student performance is mostly determined based on the GPA (grade point average) of the entire course. In this research, information about the GPA of respondents in undergraduate and graduate courses was collected in the form of three classes. After a final review of the models employed in previous studies, the main models selected and used for classification purposes included SVM, CNN, Adaboost, RF, SVM, and DT. Feature selection is performed using XGBoost, random forest, as well as SVM. The main issue investigated in this study is the generalizability of the models trained on domestic (iranian) data and tested on international data (non-iranian). Experimental results show that the best models trained with specific dataset collected in this research had generalizability comparing to base models' outcomes which were trained and tested on domestic data. Meanwhile, Random forest and CNN models shows the best performance with the average of accuracy and F-score of 73.5 and 68.5, respectively.

Sacko, I. (2022). **Parcours de réussite et d'échec scolaire des enfants maliens au Mali et en France** (Phdthesis, Université Paris-Saclay). Consulté à l'adresse <https://theses.hal.science/tel-04307316>

La question des parcours de réussite et d'échec scolaire des enfants maliens est abordée par immersion ethnographique et études de cas dans les écoles et les familles, dans cette thèse multi sites qui repose sur des données d'enquête recueillies au Mali et en France. Elle mobilise notamment une démarche de suivi longitudinal d'une durée de 3 ans, appliquée à huit élèves à partir de 10 ans : quatre dans chaque pays, à parité filles/garçons. Les atouts et difficultés de ces élèves dans chaque pays font l'objet d'une analyse sociologique ; ils sont mis en perspective avec les aspirations et la « doxa » intégrée par les parents d'élèves maliens au Mali et en France. En effet la thèse souligne les différences de contextes : d'un côté, il semble évident que les élèves maliens scolarisés au Mali notamment, en milieu rural dans l'école publique seraient « mal partis » pour réussir scolairement et faire des études longues. Inversement, du point de vue des parents d'élèves maliens rencontrés en France, leurs enfants « ont tout à l'école pour réussir ». Pourtant, ils ne réussissent pas souvent, d'après leurs aspirations et critères de la réussite. Pour éclairer ce paradoxe, la thèse précise les contraintes liées au contexte dans les écoles et les classes (observées entre 10 et 12 ans). Pour expliquer le manque de réussite apparent des enfants maliens en France, du point de vue de leurs parents, la thèse revient sur les conditions d'apprentissage et sur les difficultés familiales notamment,

en termes de précarité de logement de certaines familles maliennes en France qui sont de véritables obstacles à la scolarité de leurs enfants. Les portraits de famille illustrent comment, le faible niveau de scolarité des parents produit des difficultés pour eux à concilier travail et suivi de la scolarité des enfants. Pour autant, la thèse met en évidence des stratégies de réussite scolaire des familles, dans les deux pays. Au Mali, certaines familles s'engagent dans le suivi scolaire de leurs enfants. Les plus favorisés envoient leurs enfants en France après le baccalauréat. Pour les familles maliennes qui résident en France, venues par le canal de l'immigration, elles s'investissent aussi via notamment les aînés dans le suivi des enfants à la maison et comptent sur la qualité de l'école Française. Partant des parcours des 8 élèves suivis, la thèse élargit la réflexion en s'intéressant à la fratrie de chacun des enfants et aux circonstances dans lesquelles les aînés ont réussi ou non leurs études, devenant alors des bonnes ou « mauvaises » références pour leurs frères et sœurs qui étudient dans les petites classes. En termes de genre, les filles apparaissent comme les « grandes gagnantes » de la diaspora malienne en France, répondant alors mieux à l'attente de leurs parents. La thèse souligne par ailleurs la diversité des définitions de la réussite scolaire, qui complexifie l'analyse des stratégies. Ainsi en France, les enseignants considèrent comme une réussite scolaire l'accomplissement d'un projet d'étude y compris, dans le cadre d'une orientation en filière courte, alors que les parents d'élèves maliens aspirent pour leurs enfants à une réussite scolaire identifiée à la réalisation de longues études (bac+ 5 ou plus). De plus, il y a des degrés de réussite scolaire et les degrés d'échec scolaire dans les deux pays : au Mali, les élèves sont classés du premier de la classe au dernier (quand il n'y a pas « déperdition scolaire ») ; en France, les élèves ne sont plus classés mais, leur degré de réussite se mesure via l'orientation, à la fin de l'école élémentaire, en collège classique ou en SEGPA. Tout au long de la thèse apporte ainsi des éléments permettant d'éclairer les logiques différentielles des parcours scolaire des élèves maliens dans les systèmes scolaires au Mali et en France.

Solinas-Saunders, M., Hobson, C. J., Griffin, A., Azemi, Y., Szostek, J., & Novak, J. M. (2024). **Descriptive National Evidence Comparing Hispanic and White Student Graduate Degree Completion Rates.** *Journal of Hispanic Higher Education*, 23(1), 17-31. <https://doi.org/10.1177/15381927231172576>

Using data from the U.S. Department of Education National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS), longitudinal trends in graduate degree completion rates for Hispanic and White students were analyzed over a period of 17 years (2002–2019). The results indicated that there was a significant positive linear trend in graduation rates for both Hispanic and White graduate students, with no adverse impact in graduate degree completion rates for Hispanic students when compared to White students.

Tak, S., & Catsambis, S. (2023). **“Video games for boys and chatting for girls?”: Gender, screen time activities and academic achievement in high school.** *Education and Information Technologies*, 28(11), 15415-15443. <https://doi.org/10.1007/s10639-023-11638-3>

Using national longitudinal data of students during their 9th and 11th grades, we address popular concerns over screen time activities distracting students' academic pursuits. We examine gender differences in the types of screen time use, expecting the skill-based activity of video gaming to be more common among boys and the socially oriented activity of chatting online to be more common among girls. Following the displacement effect theory we hypothesize that screen time may displace educational activities,

limiting time spent on math homework and lowering subsequent math test scores. Results confirm the gendered nature video gaming for boys, while the gendered nature of chatting online is less clear. Despite popular concerns, findings show no appreciable relationship of video gaming and online chatting with hours spent doing math homework. A very weak, negative association was detected between both screen activities and math test scores two years later, being strongest for the videogaming time of female students. Further research is needed on the full spectrum of screen time activities to determine any potential effects during this developmental stage.

Thathsarani, H., Ariyananda, D. K., Jayakody, C., Manoharan, K., Munasinghe, A. A. S. N., & Rathnayake, N. (2023). **How successful the online assessment techniques in distance learning have been, in contributing to academic achievements of management undergraduates?** *Education and Information Technologies*, 28(11), 14091-14115. <https://doi.org/10.1007/s10639-023-11715-7>

The implementation of online teaching and assessments was prompted by the current COVID-19 pandemic. Therefore, all universities had to adopt the distance-learning method as the only choice to continue education delivery. This study's main objective is to understand the effectiveness of assessment techniques followed through distance learning in Sri Lankan management undergraduates during COVID-19. Furthermore, utilizing a qualitative approach and thematic analysis for data analysis, semi-structured interviews with 13 management faculty lecturers selected through the purposive sample technique were used for data collection. The survey was conducted via an online questionnaire that was distributed to Sri Lankan undergraduates, and a total of 387 samples from management undergraduates were drawn for the quantitative data analysis using a simple random sampling technique. The study's main findings revealed that five online assessments are currently being utilized to evaluate management undergraduates' academic performance under distance learning, including online examinations, online presentations, online quizzes, case studies, and report submissions. In addition, this study statistically and with some qualitative empirical evidences in the existing literature proved that online examinations, online quizzes, and report submissions have a significant impact on undergraduates' academic performance. Further, this study also recommended that universities should implement procedures for online assessment techniques in order to assess the quality assurance of assessment techniques.

Wang, M., Yu, R., & Hu, J. (2023). **The relationship between social media-related factors and student collaborative problem-solving achievement: an HLM analysis of 37 countries.** *Education and Information Technologies*, 28(11), 14071-14089. <https://doi.org/10.1007/s10639-023-11763-z>

Knowledge and abilities with social media technologies are perceived as critical premises for human development. Familiarity with different types of social media technologies has become pivotal for collaborative learning and successfully solving problems. This study examined the impact of social media technologies, compartmentalized into social media usage and students' attitudes towards social media usage, on their collaborative problem-solving (CPS) achievement by adopting the sample from the PISA 2015 dataset across 37 countries/regions. A three-level hierarchical linear model (HLM) was adopted to identify the significant factors related to CPS achievement. Results indicated that social media usage had a significant impact on CPS achievement and they are varied in terms of different learning contexts, different social media types (e.g., e-mails, social networking sites), and different purposes of social

media use (leisure or academic use). Furthermore, students who had a more positive attitude toward social media were more likely to achieve higher CPS performance.

Weiss, M. J., Bloom, H. S., & Singh, K. (2023). **What 20 Years of MDRC RCTs Suggest About Predictive Relationships Between Intervention Features and Intervention Impacts for Community College Students.** *Educational Evaluation and Policy Analysis*, 45(4), 569-597. <https://doi.org/10.3102/01623737221139493>

This article provides evidence about predictive relationships between features of community college interventions and their impacts on student progress. This evidence is based on analyses of student-level data from large-scale randomized trials of 39 (mostly) community college interventions. Specifically, the evidence consistently indicates that impacts tend to be larger as the number of intervention components increases and with the degree to which interventions promote full-time enrollment in fall and spring and/or summer enrollment. Less consistent evidence suggests that impacts tend to be larger for interventions that increase advising, tutoring, and, to a lesser extent, financial support. These results provide food for thought about the design of future community college innovations to be tested by researchers or tried by practitioners.

Weixler, F., Bruyère, C., Roser, E., & Zeggar, H. (2023). **Analyse du système de prévention et de lutte contre le décrochage en France.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3857> [Report]. Consulté à l'adresse Inspection générale des Affaires sociales (France) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3857>

L'expérimentation de la démarche Tous droits ouverts propose une palette de solutions permettant aux élèves de retrouver la motivation et de s'engager dans un parcours de formation ou d'insertion. À partir de l'observation des déclinaisons territoriales du dispositif, le rapport identifie les points d'appui, les ressources et les freins à son déploiement, en dégage les invariants et les dimensions plus contextuelles. Tous droits ouverts (TDO) est un dispositif de prévention issu du groupe de travail sur la voie professionnelle consacré au décrochage. Coordonné entre les établissements scolaires et les partenaires locaux de l'accompagnement, il vient soutenir l'action des équipes éducatives et pédagogiques auprès des élèves les plus fragiles, en priorité ceux issus de lycée professionnel. Compte tenu des évolutions du calendrier de l'expérimentation de TDO et de l'annonce de sa généralisation par le président de la République en mai 2023, le rapport concentre ses recommandations sur les étapes à venir: mise en œuvre concrète de la généralisation et effectivité de la dimension interministérielle et partenariale. Il insiste à la fois sur la nécessité d'éviter plus systématiquement d'externaliser des situations qui pourraient être résolues au sein de l'Éducation nationale, de garder en tête l'ambition et l'esprit initiaux en considérant avant tout la situation du jeune au-delà des contraintes, réelles ou supposées, relevant des structures et des statuts.

Whitaker. (2023). **Recommendations to Improve African-American/Black Students' Experiences and Achievement in Asynchronous Online Community College Courses.** *Community College Journal of Research and Practice*, 47(12), 725-731. <https://doi.org/10.1080/10668926.2022.2059034>

This brief is rooted in the purpose and findings of a qualitative study that explored the experiences and perspectives of African-American/Black community college students in asynchronous online learning environments. A growing number of African-American/Black students are enrolling in California community colleges and online

courses. However, African-American/Black students have disproportionately poor academic outcomes in online community college courses, and little is known regarding their online learning experiences. Key recommendations in this brief center on the importance of promoting and investing in online student services, providing opportunities for online student communities, and investing in ongoing online faculty training.

Valeurs

Allaire, S. (2022). **Quelques idées pour aplanir les tensions entourant le travail des comités d'éthique**. *Revue des sciences de l'éducation*, 48(3). <https://doi.org/10.7202/1103277ar>
Les comités d'éthique de la recherche avec des êtres humains (CER) font périodiquement l'objet de critiques par des chercheur·se·s. Ces remontrances ne datent pas d'hier. La question n'est pas tant de déterminer qui a tort ou raison que de trouver une voie de passage entre ce qui peut ressembler à deux solitudes. Ce texte prend la forme d'un récit relatant des mesures qui ont été prises par le CER d'une université québécoise dans l'espoir de réduire certaines tensions existantes.

Bosio, E. (2023). **Global human resources or critical global citizens? An inquiry into the perspectives of Japanese university educators on global citizenship education**. *PROSPECTS*, 53(3), 425-442. <https://doi.org/10.1007/s11125-021-09566-6>

This article examines how Japanese university educators understand the role of Global Citizenship Education (GCE) in higher education. Data were collected by means of questionnaires and responsive interviews with 22 educators, then analyzed with the use of grounded theory and the constant comparative method. Four notions of GCE emerged from the data. The Japanese educators expressed the opinion that GCE must: (1) foster students' sense of social efficiency and economic growth; (2) enhance their English-language proficiency to prepare them for work in the global market; (3) encourage overseas experiences to support them in acquiring global consciousness; and (4) develop students' understanding of different countries. Based on the findings, the study suggests that educators' approaches to GCE in Japan are generally oriented toward neoliberal notions of GCE aimed at fostering global human resources rather than critical global citizens. In contrast, this paper concludes by proposing a critical framework informed by the values of critical pedagogy ingrained in social justice to teach GCE in Japanese universities. This approach to GCE challenges dominant neoliberal notions of the linkages between globalization and education and orients learners toward social justice.

Bosio, E., & Schattle, H. (2023). **Ethical global citizenship education: From neoliberalism to a values-based pedagogy**. *PROSPECTS*, 53(3), 287-297. <https://doi.org/10.1007/s11125-021-09571-9>

This article proposes an ethical global citizenship education (GCE) framework by offering the following five dimensions: values-creation, identity progression, collective involvement, glocal disposition, and an intergenerational mindset. Ethical GCE draws on a multiplicity of critical literatures to identify characteristics of each of these dimensions. It goes beyond neoliberal/market-driven principles toward ethical perspectives promoting social responsibility, justice, human rights, and glocal sustainability. With further theoretical development and strategies toward implementation, the framework has the potential to be deployed in future research and evaluation of the complex teaching and learning processes involved in GCE, particularly in a values-based perspective.

Bosio, E., Torres, C. A., & Gaudelli, W. (2023). **Exploring values and knowledge in global citizenship education: Theoretical and empirical insights from scholars worldwide.** *PROSPECTS*, 53(3), 195-202. <https://doi.org/10.1007/s11125-023-09658-5>

Brink, S. (2023). **Model of environmental intergenerational learning extending to the later years.** *Ricerche Di Pedagogia e Didattica. Journal of Theories and Research in Education*, 18(2), 67-79. <https://doi.org/10.6092/issn.1970-2221/15669>

The existential threat of climate change can draw living generations together through lifelong learning for a cohesive response. People in their later years must understand environmental impacts on themselves and future generations. A useful model of environmental learning must work well for every generation. This policy paper has two objectives based on the value of combining the theory of Nature Relatedness and Nudge theory for a model of environmental learning. First, to examine if the theory of Nature Relatedness which measures the individual's relationship with nature is appropriate. It categorizes the relationship into four categories: passive, aware, responsive, and active based on observable characteristics of knowledge seeking, favourable attitudes, personal behaviour, and social action. Second, to investigate if learning based on Nudge theory can advance the relationship with nature to result in behavioural change. This model provides a useful framework to design environmental learning by all generations.

Djennadi, L., Gardelle, L., & Benguerna, M. (2023). **Quelle place pour les enjeux environnementaux dans les formations d'ingénieurs en Algérie? Le cas de l'École Nationale Polytechnique d'Alger.** *Cahiers de la recherche sur l'éducation et les savoirs*, (22), 151-169. <https://doi.org/10.4000/cres.6508>

Alors que les questions environnementales résonnent comme des incontournables dans les formations d'ingénieurs contemporaines en France et en Europe, qu'en est-il dans les pays nord-africains confrontés encore davantage, et plus brutalement encore, aux impacts du réchauffement climatique ? Est ici proposée une étude de la formation des ingénieurs en Algérie, et de la place qui y est réservée aux questions environnementales. Elle est basée sur une analyse des programmes de formation de l'École Nationale Polytechnique d'Alger et sur une enquête par entretiens avec des enseignants menée de 2018 à 2020. Elle montre comment se réalise la production curriculaire dans une grande école d'ingénieurs, par qui et avec quels débats. Se dégage une certaine autonomie des enseignants, lesquels sont peu bridés par des référentiels et des prescriptions, mais confrontés à d'autres types de contraintes, en termes d'organisation institutionnelle et de ressources. Ces enseignants introduisent dans les programmes des cours relatifs à l'environnement, mais de manière réduite par rapport à leurs ambitions de formation. Ils s'accordent à dire qu'il y a une multiplicité d'urgences, l'urgence environnementale n'en étant qu'une parmi d'autres.

Dominici, P. (2023). **The weak link of democracy and the challenges of educating toward global citizenship.** *PROSPECTS*, 53(3), 265-285. <https://doi.org/10.1007/s11125-022-09607-8>

Before discussing the prospects for educating young people toward becoming global citizens, we must ask ourselves: is global citizenship reality or illusion? What can be stated is that plain citizenship itself can no longer be considered merely a legal or judicial question. Today, citizenship is only partially linked to rights and duties deriving from the

recognition of an individual as belonging to a community (local, national or international). Future citizens of the digitally hyper-connected global village face two dangers: simulation of participation and the illusion of having a less asymmetrical relationship to power. The rules of engagement are not being written by legislators but by agencies producing and sharing knowledge; citizenship (global or otherwise) is intimately correlated with access to quality education. Three concepts form the basis for educating toward global citizenship: awareness that citizenship and education are inseparable, awareness that democracy and education are inseparable, and awareness that democracy is complexity.

Duarte, J. (2023). **“Global citizenship means different things to different people”**: Visions and implementation of global citizenship education in Dutch secondary education. *PROSPECTS*, 53(3), 407-424. <https://doi.org/10.1007/s11125-021-09595-1>

Many countries have recently called for educating global citizens, suggesting that global citizenship education (GCE) can contribute usefully to individuals and the greater world. However, so far there is no clear definition of how best to teach GCE. Educators in the Netherlands have recently given attention to citizenship education but not to GCE. This article investigates Dutch GCE, regarding the visions schools develop and their translation into pedagogical practice. In a mixed-method design, 15 teachers, 25 coordinators, and 11 school leaders from 47 Dutch secondary schools completed a survey. The results show that Dutch schools mainly operationalized GCE in terms of socialization and cultural GCE. School-level implementation of GCE occurred mostly by integrating it into the teaching of other subjects. Implementation on a class level was mainly focused on group conversations, group assignments, and excursions.

Elerian, M., & Solomou, E. A. (2023). **International schools, international mindedness, and the development of global citizenship: Reflections from a case study of international schools in Cyprus**. *PROSPECTS*, 53(3), 477-492. <https://doi.org/10.1007/s11125-021-09585-3>

International schools encourage international mindedness, which in turn supports global citizenship education (GCE). This article responds to the notion that GCE fits into the narrative of international schools, yet not much information indicates how it is being approached in practice. Although the international curriculum provides opportunities for GCE, it can also pose several challenges for these schools. On the one hand, international schools are, to a great extent, independent institutions that follow an international curriculum and foster an international orientation toward knowledge and attitude; on the other hand, they are committed to preserving the status quo, due to the various backgrounds of their students. They expand on teaching students about global issues in a manner that does not cross the boundaries of their school's socio-cultural context. Nonetheless, international school educators understand their responsibility to teach students skills that will allow them to function successfully in the new globalized reality. This includes an awareness of current affairs, the ability to navigate media and social media in the era of fake news, and an understanding that the actions of a few do not represent the entire culture. Furthermore, experimental learning and extracurricular activities give schools a major opportunity to internationalize and promote active citizenship. Such outsourcing helps international schools provide GCE education, yet at the same time, keep themselves relatively neutral in their core.

Elkorghli, E. A. B., & Bagley, S. S. (2023). **Cognitive mapping of critical global citizenship education: Conversations with teacher educators in Norway**. *PROSPECTS*, 53(3), 371-388. <https://doi.org/10.1007/s11125-022-09624-7>

In light of recent changes within Norway's teacher education and its perceived global position as a champion of human rights and equality, this exploratory study had two pursuits. First, we put forth a cognitive mapping heuristic for what we refer to as "critical/neoliberal" Global Citizenship Education (GCE), using a semiotic square that encourages greater nuance between and among two commonly used terms ("neoliberal" and "critical") and their "contraries". Second, based on ideas brought forth by our heuristic, we engaged in conversations with teacher educators in Norway who have published on global- and citizenship-related topics. We asked them to share their thoughts on how GCE is currently viewed and enacted across Norway, as well as what tensions and prospects exist. Our conversations highlighted that teacher educators in Norway have the freedom to incorporate global dimensions into their teaching and curriculum on an individualized and value-driven basis. However, there is a need to explicitly incorporate education about political economy when teaching GCE in order to ensure that the principles of a critical, not-neoliberal approach become known.

Gausse, M. (2023). **Au coeur de l'éthique enseignante**. *Dossier de veille de l'IFÉ*, (145), 1-28. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/DA/detailsDossier.php?parent=accueil&dossier=145&lang=fr>

À l'heure où l'attrait des métiers de l'enseignement est au centre des discussions à travers l'Europe, les divergences d'opinions sur les objectifs de l'école exacerbent les défis déjà présents dans cette profession. Considérées de plus en plus comme des exécutantes assujetties aux contraintes de remaniements professionnels incessants, les personnes enseignantes s'agrippent à ce qui fait sens pour elles : leur attachement pour ce métier. Au-delà de la transmission de connaissances disciplinaires, elles sont interpellées par la dimension humaine, sociale, et affective de leur pratique éducative. Dans une quête de repères, elles mobilisent instinctivement un code moral façonné par leurs convictions personnelles et leur expérience professionnelle. Celui-ci s'exprime dans une conception plus large de leur profession intégrant le caractère éthique de cette relation plaçant les élèves au cœur de leurs préoccupations. Affectées dans leurs pratiques quotidiennes par des problématiques parfois «indécidables» (Ravon et Vidal-Naquet, 2016), les personnes enseignantes affrontent régulièrement des dilemmes éthiques nécessitant une prise de décision parfois déterminante pour le parcours et la vie scolaires de leurs élèves. À partir de travaux récents ou fondateurs, ce Dossier de veille de l'Ifé n°145 appréhende la façon dont les personnes enseignantes s'approprient le concept d'éthique comme composante indissociable de l'acte d'enseigner. Il se penche plus profondément sur cette dimension de la relation enseignante/élève et sur la question de sa formation à partir d'une mise en perspective de ses différentes acceptions philosophiques. Enfin, ce Dossier aborde les stratégies enseignantes élaborées au gré de leur boussole éthique, reposant intuitivement sur une ligne de conduite personnelle, pour les guider et maintenir le cap vers la «vie bonne» (Ricœur, 1990).

Geneva Global Hub for Education in Emergencies. (2023). **Leveraging Education in Emergencies for Climate Action** (p. 86). Consulté à l'adresse Geneva Global Hub for Education in Emergencies website: <https://eiehub.org/wp-content/uploads/2023/11/Leveraging-EiE-for-Climate-Action-FINAL-lowres.pdf>

Hamouda, L. B. (2023, novembre 24). **Quand la musique classique fabrique de la citoyenneté**. Consulté 28 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/24/quand-la-musique-classique-fabrique-de-la-citoyennete/>

Pratiquer la musique classique, faire partie d'un orchestre symphonique, assister à un concert philharmonique reste pour beaucoup inaccessible et réservé à quelques privilégiés. C'est pour combattre cette exclusion culturelle qu'est né le Dispositif d'Education Musicale et Orchestrale à vocation Sociale, plus connu sous le nom de Démos, acronyme clin d'œil aux enjeux de démocratisation du...

Hayden, M. J. (2023). **Moral agonism: Acknowledging the moral in global citizenship education**. *PROSPECTS*, 53(3), 219-232. <https://doi.org/10.1007/s11125-022-09603-y>

If global citizenship education (GCE) is to become a pedagogical approach, it must recognize the embedded moral responsibilities contained in its presumptive domains. I propose a theoretical pedagogy that acknowledges the moral dimensions of GCE wherein the process is what matters, not a pre-identification of values that should be accepted as transmitted. This process of public education is grounded in cosmopolitan educational philosophy and articulated through a process called moral agonism, which is employed as a means to engage and create social bonds that allow for the public communication and construction of conceptions of the good, both political and moral. Its theoretical framework is grounded in cosmopolitanism and in Arendt's conceptions of natality, thinking, and public action as moral action, which lend civic action a moral imperative, and Mouffe's model for politics as agonism that facilitates the inevitable manifestations of political and moral plurality.

Heluwaert, M., & Renucci, R. (2023). **Pour l'Éducation populaire: La citoyenneté passe par la culture**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-pour-l-education-populaire-la-citoyennete-passe-par-la-culture-nouvelle-edition-michel-heluwaert-robin-renucci-9782336411491-78452.html>

Les diplômes sportifs et socio-éducatifs de Jeunesse & Sports se réfèrent à l'Éducation populaire. Ancien militant des Auberges de jeunesse, inspecteur de la Jeunesse & des Sports, Michel Héluwaert a rédigé, à l'intention de ceux qui souhaitent les obtenir, un ensemble de cours qui peuvent également intéresser les étudiants en science politique. Organisé en trois chapitres rappelant la saga de son établissement en France, il est complété par une bibliographie qui permettra au lecteur de compléter sa lecture. Robin Renucci, qui a découvert sa vocation théâtrale au cours de stages de réalisation de Jeunesse & Sports, a accepté de préfacier cet ouvrage qui se veut, essentiellement, un outil de formation et de réflexion.

Kasa, T., Karilainen, L., Rajala, A., Cantell, H., & Kallioniemi, A. (2023). **Finnish UNESCO school educators' understanding of global citizenship education: Analysis through typologies, ecosocial understanding, and human rights**. *PROSPECTS*, 53(3), 459-476. <https://doi.org/10.1007/s11125-021-09597-z>

This article sheds light on the unexplored field of UNESCO schools in Finland, and the results clarify the relationships between curricula, international commitments, and the understanding of educators in the educational field. It examines how teachers and principals of UNESCO's Associated Schools Network (ASPnet) in Finland describe their understanding of the role of global citizenship education (GCE). It draws on the typology proposed by Oxley and Morris in which forms of global education are divided into

cosmopolitan types and—more critically—advocacy types and subtypes. The article also draws on concepts connected to GCE in the Finnish curricula (namely, ecosocial understanding and human rights). Findings indicate that educators perceived equality, democracy, and ecological sustainability as part of UNESCO schools and their own work. On the other hand, the need for increasing student-centered approaches was noted, racism was perceived as a difficult topic, and active deconstruction of inequalities was less referenced. When analyzing the results through typologies of global citizenship, the critical, spiritual, and economic aspects of GCE received less attention.

Küçükaydın, M. A., & Ulum, H. (2023). **The effects of Web 2.0 supported environmental education on self-efficacy belief regarding environmental education and environmental awareness.** *Education and Information Technologies*, 28(11), 14529-14551. <https://doi.org/10.1007/s10639-023-11783-9>

The aim of this study is to determine the effects of Web 2.0 supported environmental education on self-efficacy belief regarding environmental education and environmental awareness of teacher candidates studying in the primary school teacher program. The study took on a quasi-experimental design with a pre-test and post-test control group. There were 33 teacher candidates in the experimental group and 32 teacher candidates in the control group. The study was carried out with teacher candidates studying in their first year and enrolled in the Environmental Education course. While environmental education was carried out in the Web 2.0 environment with the students in the experimental group, environmental subjects were covered in the school environment in the control group. Data were collected with the Scale of Self-Efficacy Belief Regarding Environmental Education (SEEE) and the Environmental Awareness Scale. In data analysis, independent sample t-tests and two-way ANOVA were used for repeated measurements. The results of the analysis showed that Web 2.0 supported environmental education led to a statistically significant difference in the academic competence perception of SEEE, although Web 2.0 supported teaching did not have an effect on environmental awareness. The findings present different perspectives on the use of Web 2.0 technologies in environmental education.

Le, H. M., & Duong, B.-H. (2023). **Global citizenship education in Vietnam: Exploring contested terrains for a new ideal citizen.** *PROSPECTS*, 53(3), 389-405. <https://doi.org/10.1007/s11125-021-09593-3>

Despite the explosion of global citizenship education in Vietnam in the past few years, there is no consensus on what the concept actually means. Through discourse analysis of both the state and non-state actors, this article maps the frictions in global citizenship discourses in Vietnam. Behind the shared call for global citizenship education (GCE) is a competition by different actors to reinterpret this trend for their own benefits. While GCE is promoted at the highest policy level in Vietnam for national competitiveness, it is simultaneously becoming a powerful marketing tool for private actors to expand a new market in education. This contestation over the meaning of “global citizenship” reflects global debates around global citizenship education, but with particular Vietnamese distinctions, dynamics, and anxieties that we frame as a sense of postcolonial instrumentalism. These attempts to define “global citizenship” are part of a broader struggle to redefine the ideal Vietnamese citizen—a new postsocialist, neoliberal, and postcolonial subject of the twenty-first century. As such, contestation also opens the ground for alternatives to flourish, which will require elevating local educators’ voices.

Léger, A., Loi, M., Persem, É., & Rogie, H. (2023). **ICCS 2022 : les résultats de la France en connaissances civiques et citoyennes dans la moyenne internationale.** *Note d'Information*, (23.47), 1-4. <https://doi.org/10.48464/ni-23-47>

Pour sa première participation à l'étude ICCS qui s'adresse aux élèves de quatrième, la France obtient des résultats en connaissances civiques et citoyennes dans la moyenne des pays participants.

Lehmans, A. (2023, novembre 15). **Comment la philosophie de John Dewey nous aide à former les citoyens de demain.** Consulté 23 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/comment-la-philosophie-de-john-dewey-nous-aide-a-former-les-citoyens-de-demain-209554>

Après une période d'oubli relatif, le philosophe américain John Dewey, figure du courant du pragmatisme, est largement mobilisé sur les questions de pédagogie depuis quelques années.

MacCallum, C., Mkubwa, S., Maslin, R., & Shone, N. (2023). **Global citizenship education in practice: A transformative approach to global learning in Zanzibar.** *PROSPECTS*, 53(3), 355-369. <https://doi.org/10.1007/s11125-022-09600-1>

Sazani Associates, a not-for-profit based in Wales (UK) and Zanzibar, supports the development of core competencies and behaviors that enable educators and learners to engage in the world and to contribute to a more just and sustainable society. By adapting the Northern construct of global learning, combined with the just pedagogies of global citizenship and education for sustainable development, and applying them to the context of a small island state in the Global South, Sazani has introduced critical pedagogy to education in Zanzibar. Taking Zanzibar to represent a microcosm of global society, this article reflects on how Sazani's work there has contributed toward Sustainable Development Goal 4.7. It includes a brief history of the theoretical constructs that underpin the work and reflects on how global learning has transformed the capabilities of Zanzibari teachers and students to address local and global challenges.

Majeed, N., & Jamshed, S. (2023). **Heightening citizenship behaviours of academicians through transformational leadership: Evidence based interventions.** *Quality & Quantity*, 57(4), 575-606. <https://doi.org/10.1007/s11135-021-01146-2>

The citizenship behavior of academicians in higher education is of pronounced significance that certainly requires consideration. Nevertheless, such behavior can be stimulated through a leadership style that has received rare attention. Therefore, this study proposed an integrated research model that explores how transformational leadership influences citizenship behaviors through rarely used dimensions Organizational Citizenship Behaviour Organization and Organizational Citizenship Behaviour Individual by addressing the mediating role of workplace spirituality and emotional intelligence. We integrated two theoretical models of social exchange and transformational leadership to describe the underlying linkages. Using data from 408 academicians working in public sector universities and by employing Partial Least Squares-Structural Equation Modeling we provided support for our hypothesis to validate the research model. This study focuses on a typology of the second-order hierarchical latent variable model that includes reflective—formative relationships with emphasis on the repeated indicator approach. The findings of this study provide empirical evidence and encouraging justifications for the substantial influence of workplace spirituality and emotional intelligence on the relationship between transformational leadership and citizenship behaviours.

O'Cadiz, M. del P., Pescador, O., Schugurensky, D., & Torres, C. A. (2023). **Teaching values, valuing experience: A pedagogical model from the Global South to address the ethical dimension of citizenship education.** *PROSPECTS*, 53(3), 341-353. <https://doi.org/10.1007/s11125-021-09592-4>

Education by Experience (Educación por la Experiencia, E × E) is a programme that offers an innovative model of teaching values to children, youth, and adults. Its materials include different grade-level student textbooks as well as educator and parent guidebooks. Since its establishment in 2010, the programme has achieved broad dissemination and success in Mexico, where hundreds of K-12 schools have implemented it, training 22,000 educators and reaching 7 million people with the distribution of programme materials. A pilot of E × E in California will inform efforts to implement the programme outside Mexico. The programme materials will be available in English and eventually in other languages. This article offers a brief history of the E × E programme, a conceptual, critical analysis of the methodology, an empirical analysis of one of the primary series textbooks (in this case for fourth grade), and new directions for E × E to evolve in the future.

OCDE. (2023). **Education and innovation for the digital and green transitions: How higher education can support teachers and school leaders.** <https://doi.org/10.1787/6407e9f4-en>

This analytical report was prepared by the OECD Higher Education Policy Team as part of the Education and Innovation Practice Community (EIPC), an action of the European Union's New European Innovation Agenda, flagship 4 on "Fostering, attracting and retaining deep tech talent". EIPC seeks to bring together peers from policy and practice to advance understanding of the competencies that can trigger and shape innovation for the digital and green transitions, and the mechanisms through which higher education can contribute to their development in secondary education (Strand 1), higher education (Strand 2), and adult upskilling and reskilling (Strand 3). This report for EIPC Strand 1 examines how higher education institutions (HEIs) can support teachers and school leaders in secondary schools to help their students develop competencies for innovation. Drawing on research evidence, practical examples and insights from the EIPC network and a wide range of OECD and EU education systems, it offers five options for consideration by education policy makers on how to strengthen HEIs' role in supporting secondary education to develop human capacity for innovation.

OECD. (2023). **Education Policy Outlook 2023: Empowering All Learners to Go Green.** Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/education-policy-outlook-2023_f5063653-en

The report « OECD Education Policy Outlook 2023 » aims to support countries to follow up on the goals established by the 2022 OECD Declaration on Building Equitable Societies Through Education.

Portera, A. (2023). **Global versus intercultural citizenship education.** *PROSPECTS*, 53(3), 233-248. <https://doi.org/10.1007/s11125-021-09577-3>

Given the growing presence of citizens with cultural differences, it is no longer appropriate to base citizenship on the individual belonging of a nation-state. It has become necessary to develop a new concept of citizenship that considers the existing multiple identities of people. This idea has gradually permeated educational policies on

citizenship of international institutions such as UNESCO, which has introduced the concept of global citizenship education (GCE). This article is intended to enrich readers' reflection on GCE through the incorporation of an intercultural approach, to overcome nationalistic, Western-centric, and neoliberal conceptions, and to promote dialogue and interaction between different learners. Research on citizenship education and intercultural competence carried out by the Centre for Intercultural Studies, University of Verona, Italy, provides additional stimuli to foster reflection.

Saada, N. (2023). **Educating for global citizenship in religious education: Islamic perspective.** *International Journal of Educational Development*, 103, 102894. <https://doi.org/10.1016/j.ijedudev.2023.102894>

This conceptual article expands our knowledge on the meaning and practice of spiritual global citizenship by focusing on the civic and global purposes of Islamic religious education in western societies. It reviews the literature written (in English) on Islamic religious education and global citizenship education and proposes educational strategies for considering the moral, socio-political, and reflective aspects of Islamic global citizenship education (IGCE). This includes, for instance, the recognizing of the possible contribution of Islamic traditions to peaceful and dialogic living; the significance of contextualizing, historicizing, and rationalizing religious interpretations; the recognizing of diversity within Islam and larger societies; the significance of moral reasoning in democratic and pluralistic societies; and the deconstructing of discourses of Islamophobia and extremism at the global level. Muslim students at middle and high school levels are encouraged to develop their global and self-reflective identities. The current study challenges the writings on the secular nature of global citizenship, and it illuminates the possible implications of spiritual global citizenship from an Islamic perspective.

Saperstein, E. (2023). **Post-pandemic citizenship: The next phase of global citizenship education.** *PROSPECTS*, 53(3), 203-217. <https://doi.org/10.1007/s11125-021-09594-2>

As globalization has grown, the concept of "global citizenship" has also evolved. The drive to expand citizenship beyond national borders spurred a nascent discipline known as global citizenship education (GCE). This article examines the continuum from globalization, to global citizenship, to a global pandemic (Covid-19)—and how the lessons from this growing age of globalism can serve as a blueprint for a new form of global citizenship following the pandemic, defined as "post-pandemic citizenship". The first part chronicles the drive toward globalization since the second half of the 20th century. The second part details the defining traits of global citizenship. The third part calls for a new form of global citizenship that should become part of GCE and be included in global-studies-related secondary-school courses and curricula in the wake of Covid-19—a so-called post-pandemic citizenship education (PPCE)—that emphasizes public health, empathy and compassion, self-sacrifice, and cooperative spirit.

Tourneville, J. (2023, mai). **Questions éthiques en éducation dans les contextes de New Public Management.** Master présenté à Université de Bordeaux - Faculté des Sciences de l'éducation et de la Formation, France. Consulté à l'adresse <https://hal.science/hal-04297960>

van der Walt, J. L., & Wolhuter, C. C. (2023). **Global citizenship education in a space of "flow"**. *PROSPECTS*, 53(3), 249-264. <https://doi.org/10.1007/s11125-021-09581-7>

The world has become a space of flow due to globalization resulting from great strides in communication, transport, and the use of social media. This flow has gained impetus due to national borders becoming more permeable, leading to increased migration and social mobility. Apart from all the advantages that this new space might offer, it has brought with it a number of deplorable phenomena such as religious and cultural intolerance, discrimination, stereotyping, xenophobia, and violence. The core argument of this article is that although there is as yet no consensus about the definitions of citizenship and of global citizenship education (GCE), about the best theoretical positions to adopt in the current circumstances, and about the dimensions of the global flow, GCE curriculum designers, and citizenship educators in particular, are confronted with several challenges. These challenges include: how to ontically deal with the flow in terms of the ontic balance between permanence and change, and how to educate learners to become informed, critical, and conscientized citizens of their own nation-states while at the same time preparing them for drawing on the global flow as a pedagogical resource that will enable them to deal with the injustices in the world that might be associated with, caused, or highlighted by that flow. Five such challenges are outlined and suggestions offered about how to address them in these times of “glocal” flow.

Veugelers, W., & Bosio, E. (2023). **Linking moral and social-political perspectives in global citizenship education: A conversation with Wiel Veugelers.** *PROSPECTS*, 53(3), 181-194. <https://doi.org/10.1007/s11125-021-09576-4>

This article-dialogue presents a conversation on the values and knowledge of global citizenship education (GCE) between Professor Wiel Veugelers and Prospects guest editor Emiliano Bosio. GCE is framed within an interdisciplinary and moral-critical perspective that explores and lays bare the sociopolitical, economic, ideological, and cultural conditions of society, particularly in the Netherlands, where Professor Veugelers lives and works. Veugelers's prolific work accomplishes this in many important respects: his insights, perspectives, and concerns bring important ideas to the centre of educational debates on GCE, through which one can better understand the complex roots and history of global citizenship—particularly in relation to notions of autonomy, social concerns, and empowering humanity.

Witt, A. (2023). **Postpandemic futures of Global Citizenship Education for preservice teachers: Challenges and possibilities.** *PROSPECTS*, 53(3), 299-312. <https://doi.org/10.1007/s11125-022-09599-5>

Rather than returning to prepandemic normal, initial teacher education (ITE) must reexamine strategies to instill global citizenship education (GCE) skills in all preservice teachers. This article considers the impact of higher education's neoliberal internationalization context on efforts to provide GCE to preservice teachers in university-based teacher education. Examining study abroad, one prominent example of GCE in ITE, reveals how higher education's neoliberal internationalization practice limits potential transformation. This article asserts that ITE should follow school and community partnership models based on education theories that value diversity and social justice. Theories of boundary crossing offer one approach for reimagining study abroad for GCE in ITE and may have implications for other efforts at GCE for preservice teachers. In this moment, ITE must radically reimagine GCE in response to the generation of students and teachers who know they live in a deeply connected, unjust world.

Women Deliver & Population Council. (2023). **How climate change is shaping young people's livelihoods and educational opportunities.** *Policy Brief*, (1), 1-5. <https://doi.org/10.31899/sbsr2023.1047>

Yamada, R. (2023). **Planned thinking and democratic personality: Karl Mannheim's legacy for global citizenship education today.** *PROSPECTS*, 53(3), 313-323. <https://doi.org/10.1007/s11125-021-09573-7>

This article attempts to re-evaluate Karl Mannheim's notion of "planning for freedom" within the context of contemporary global citizenship education (GCE). First, it examines Mannheim's distinctions between "planning", "founding", and "administration" and analyses his notion of principia media. It argues that Mannheim conceptualised "planned thinking" as a dynamic and interdependent type of thinking necessary for grasping the whole situation of a changing world. This kind of thinking is interdisciplinary and serves to develop human capacity, through higher education, towards the cultivation of active global citizens. Second, this article examines Mannheimian conceptions of "democratic personality", "integrative behaviour", and "creative tolerance", all of which are related to civility, which in turn is an indispensable aspect for GCE. The aim of this article is not to simply study Mannheim's thoughts in the strictest sense of the word. Rather, it interprets his insights in the context of current GCE's values and knowledge.

Ydo, Y. (2023). **Values, knowledge, and curriculum in global citizenship education.** *PROSPECTS*, 53(3), 169-171. <https://doi.org/10.1007/s11125-023-09657-6>

Yemini, M. (2023). **Rethinking the sacred truths of global citizenship education: A theoretical exploration.** *PROSPECTS*, 53(3), 173-179. <https://doi.org/10.1007/s11125-021-09587-1>

This article aims to unpack global citizenship education (GCE) as a concept, arguing that a certain moving forward is needed in the scholarship to allow true engagement of educators and thus students with the topic. It suggests that the contemporary research directions are entangled with strong trends of political correctness and a contrariness agenda, de facto nullifying school-based praxis. It also notes several assumptions in the GCE literature that may benefit from re-examination to critically engage with criticisms of GCE.