Veille de l'IREDU

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Sommaire :

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Acquisition de compétences

Atatekin, B., & Kara, M. (2024). **The impact of augmented video feedback on middle school students' skill development in physical education**. *Education and Information Technologies*, 29(1), 843-860. https://doi.org/10.1007/s10639-023-12335-x
While video feedback is a commonly used intervention in both professional and educational sports settings, empirical evidence on the effectiveness of training with augmented video feedback in physical education at the K12 level is quite scarce. For this reason, this study aims to investigate the effect of the training with augmented video feedback on middle school students' skill development in a team sport, handball. Based on the periodization of skill training framework, a pre and post-test quasi-experimental research design with a control group was conducted for this aim. A total of 60 middle school students voluntarily participated in the study and were assigned to the intervention and control groups. The students in the intervention group received augmented video feedback while the ones in the control group received verbal feedback only together with the use of other appropriate instructional methods. A rubric was developed and used as the measure of the pre and post-tests by ensuring its validity and reliability. The analysis of covariance was conducted to compare the skill development between the groups. The findings showed that both of the training programs with and without augmented video feedback contributed to the students' skill development. However, the training program with augmented video feedback was much more effective than the one with verbal feedback only. The findings were discussed based on the relevant literature, and implications for practice and recommendations for future research were provided, accordingly.

Cavignaux-Bros, D., Fernagu, S., & Carré, P. (2023). *Ingénierie pédagogique et numérique: Une analyse selon l'approche par les capabilités*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-ingenierie_pedagogique_et_numerique_une_analyse_selon_l_approche_par_les_capabilites_dorothee_cavignaux_bros_philippe_carre_solveig_fernagu-9782336423838-78635.html

Chédru, M., & Colin, J. (2018). **L'engagement dans la vie associative : gage de développement personnel et interpersonnel des étudiant.e.s ?** *Communication présentée lors du XXème congrès de l'AIPTLF*. Présenté à Bordeaux, France. Consulté à l'adresse https://hal.science/hal-04356451

Chopin, M.-P., & Sinigaglia, J. (2023). **L'esprit critique comme visée. Métamorphoses d'une ambition pédagogique dans les domaines de l'éducation aux arts et aux médias**. *Carrefours de l'éducation*, 56(2), 143-157. https://doi.org/10.3917/cdle.056.0143
L'article examine comment le développement de l'esprit critique est devenu une visée éducative majeure dans l'éducation aux arts et aux médias. Adoptant une démarche sociohistorique reposant sur l'analyse d'un corpus de textes officiels (lois, décrets, circulaires et protocoles d'accord), il montre que l'idée selon laquelle les arts et les médias participeraient à la genèse de dispositions critiques est loin d'être nouvelle, mais que cette longévité masque un ensemble de métamorphoses, conduisant à un retournement de la signification accordée à cette visée en éducation. Alors que la pensée critique était considérée par les animateurs des Universités populaires comme un instrument de résistance contre l'ordre social, et comme une condition nécessaire au

développement de mobilisations visant des transformations politiques, les usages contemporains de l'esprit critique comme finalité éducative renvoient à une logique de préservation, voire de protection, de l'ordre politique établi.

Ciraci, A. M., Isidori, M. V., & Cortellesi, C. M. (2023). **Valutare e certificare le competenze degli studenti nell'assolvimento dell'obbligo di istruzione. Un'indagine empirica nella scuola secondaria della Regione Abruzzo**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (28), 207-224. https://doi.org/10.7358/ecps-2023-028-cira
ASSESS AND CERTIFY STUDENTS' SKILLS IN FULFILLING THE COMPULSORY EDUCATION. AN EMPIRICAL SURVEY IN SECONDARY SCHOOL OF THE ABRUZZO REGIONAbstractThe article concerns the results of an empirical investigation relating to evaluation practices and opinions of secondary school teachers in the Abruzzo Region on the evaluation and certification of skills in fulfilling compulsory education. To collect information, a questionnaire was administered to a sample of 383 teachers. After an initial descriptive analysis, some contingency tables were produced from which some statistically significant connections emerged. The preliminary results of the study highlight good practices in the management of evaluation processes, such as the use of evaluation as a resource for learning, but still show a lack of awareness of the difference between learning and transversal citizenship skills and a poor mastery of docimological tools capable to grasp the complexity that characterizes skills.

Cristol, D. (2024). *Apprendre à l'ère de l'intelligence artificielle: Révolution, Défis, Opportunités*. Consulté à l'adresse https://www.esf-scienceshumaines.fr/accueil/445-apprendre-a-l-ere-de-l-intelligence-artificielle.html
Aujourd'hui, l'intelligence artificielle est partout et le monde de l'éducation et de la formation en pleine mutation. Au niveau individuel, l'IA générative nous permet d'externaliser une part grandissante des facultés de notre cerveau. Moins sollicité pour produire des calculs, il nous permet de gagner en liberté. Mais ses usages répétés vont-ils au niveau de l'espère humaine atrophier nos capacités réflexives ? Cet ouvrage se veut un « contrepoint» au panégyrique ambiant sur l'intelligence artificielle, dont il brosse les enjeux et les limites. Il s'intéresse au croisement de "l'Intelligence Artificielle" et de "l'Apprenance", ce pouvoir, savoir et vouloir apprendre. Denis Cristol nous explique comment les intelligences artificielles « apprennent » et évoluent, ainsi que leur impact sur notre économie et nos vies. Il nous invite à réfléchir aux implications éthiques de ces avancées technologiques, nous plonge dans les prévisions des auteurs de science-fiction et les questions philosophiques qui en découlent. L'auteur pose plus de 150 questions sans prétendre répondre à toutes : l'IA a -t-elle une conscience et laquelle ; quelle influence sur nos emplois et nos manières d'établir des rapports au monde et aux savoirs ? Un livre qui nous invite à cultiver le discernement, à demeurer émotionnels, aléatoires et pourquoi pas aussi critiques et désobéissants !

Décuré, N., & Crosnier, E. (2023). **Les étudiants francophones et l'anglais à l'université française : mission impossible?** *Revue internationale de pédagogie de l'enseignement supérieur*, 39(3). https://doi.org/10.4000/ripes.5046
Les étudiants provenant de pays aux langues maternelles multiples et officiellement francophones, qui effectuent ou complètent leurs études en France, sont souvent confrontés à de sérieuses difficultés en anglais. Une enquête de type ethnographique menée auprès d'étudiants du Maghreb et de l'Afrique subsaharienne à l'université

Toulouse III a permis de dégager quelques facteurs impliqués dans cette situation. Les réponses à nos questionnaires et les entretiens que nous avons menés font ressortir des paramètres tels que la domination du français implanté depuis la colonisation, l'absence de contact avec la langue anglaise dans la vie quotidienne et avec les pays anglophones, les difficultés socio-économiques, les barrières culturelles, les particularités du système éducatif français, etc. Les autorités de ces pays prônent l'apprentissage de l'anglais mais l'évolution demande du temps. Nous proposons quelques pistes de remédiation pour ce public.

Doroudi, S. (2023). **What happened to the interdisciplinary study of learning in humans and machines?** *Journal of the Learning Sciences*, *32*(4-5), 663-681. https://doi.org/10.1080/10508406.2023.2260159
When the Learning Sciences emerged in 1991, there was an ethos of studying learning in humans and machines in conjunction with one another. This ethos reflected three decades of prior work on the interdisciplinary study of learning; however, in the three decades since the emergence of the Learning Sciences, it seems to have largely disappeared. I begin by describing the ethos that was prevalent in 1991 using quotations from the inaugural editorial of the Journal of the Learning Sciences. I then describe how this ethos was prevalent decades before the Learning Sciences in four distinct approaches to cognitive science research, which I call the "Four C's"—cognitivism, constructivism, cybernetics, and connectionism. I suggest three reasons why the Learning Sciences moved away from the use of artificial intelligence as a central tool for thinking about learning, noting that these reasons do not suggest a fundamental incompatibility between the two. I end by discussing how Learning Scientists might once again embrace artificial intelligence and computational modeling and use them as tools for gaining insight into the constructivist, situated, and socio-cultural nature of learning.

Favreau, S., & Robic, H. (2023). **L'esprit d'entreprendre dans l'enseignement supérieur : origine et perspective**. In A. Robert (Éd.), *Les expériences étudiantes professionnalisantes : diversité et effets sur les parcours : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 9-20). https://doi.org/10.4000/books.cereq.3523

Fischer, S., & Bart, D. (2023). **Discours de doctorants en sciences humaines et sociales en France sur leur formation. Des compétences scientifiques et transversales indissociables ?** *Langues Formation Education*, *1*(1), 1-15. https://doi.org/10.34874/PRSM.lfe-v1i1.39433
Current theoretical debates on doctoral training question the basis and relevance of a dichotomous conception of the skills developed by postgraduate students, between so-called « scientific » skills and so-called « transversal » skills. The aim of this article is to contribute to these debates by analysing how doctoral students develop transversal competences. This study is based on an interview survey conducted with 16 doctoral students.The analysis will show that in the comments of doctoral students, what concerns these supposedly transversal competences is inherent to the realisation of specialised and disciplinary research work on the one hand, and on the other hand that the consistency of these competences is more clearly identifiable in the doctoral students who are more integrated in their scientific training environment. These first results will lead us to question the enthusiasm of certain scientific, institutional or socioeconomic approaches for this distinction between scientific and transversal competences and to discuss the possible issues for doctoral training.

Fornero, S. (2023). **Émergence de l'intelligence collective lors de la résolution de problèmes de mathématiques en contexte scolaire : Étude exploratoire au travers des interactions et autres facteurs au sein de groupes de travail restreints dans deux classes de 6ème** (Thesis). Consulté à l'adresse https://theses.hal.science/tel-04327846v1/document

Franiatte, N., Boissin, E., Delmas, A., & De Neys, W. (2024). **Boosting debiasing: Impact of repeated training on reasoning**. *Learning and Instruction*, *89*, 101845. https://doi.org/10.1016/j.learninstruc.2023.101845
Background Recent debiasing studies have shown that a short explanation about the correct solution to a reasoning problem can often improve performance of initially biased reasoners. Yet, with only one single training session, there is still a non-neglectable group of reasoners who remained biased. Aims We explored whether repeated training on a battery of three reasoning tasks (i.e., bat-and-ball, base-rate neglect, and conjunction fallacy) can further boost reasoning performance. Sample We recruited 120 adults, native English speakers, through Prolific Academic. Methods We ran two studies with a battery of three classic reasoning tasks (see above). We used a two-response paradigm in which participants first gave an initial intuitive response, under time pressure and cognitive load, and then gave a final response after deliberation. In Study 1, we ran two repeated training sessions within one week. In Study 2, we ran a third training session two months after the initial study. Results Study 1 showed that after the first training session, most of the participants solved the problems correctly, as early as the initial intuitive stage. This training effect was further boosted by additional training, which helped almost the full sample to benefit. Study 2 indicated that these effects were robust and persisted after two months. Conclusions The repetition of the training can further boost performance compared to the effect of one single training. These results are consistent with the wider literature on repeated testing and can serve as a proof-of-principle for a repeated debias training approach.

Geeraert, D. (2023). *Le processus de changement du porteur de projet en entrepreneuriat, entre identité et compétences. Le cas particulier du permaculteur* (Phdthesis, HESAM Université). Consulté à l'adresse https://theses.hal.science/tel-04368469
Depuis décembre 2006 le Parlement européen et le Conseil de l'Union européenne ont adopté des recommandations sur les compétences clés pour l'éducation et la formation tout au long de la vie. En janvier 2018, l'accent est mis sur l'amélioration des compétences clés, c'est celle du développement de l'esprit d'entreprise et d'innovation qui nous intéressera pour l'écriture de cette thèse. Dans le cadre d'une formation tout au long de la vie, la professionnalisation concerne plus particulièrement la formation des adultes qui doivent désormais travailler plus de quarante années. La 7ème compétence clé du socle commun de compétences de Bruxelles concerne l'esprit d'initiative et d'entreprise : l'aptitude à passer des idées aux actes par la créativité, l'innovation et une prise de risque, ainsi que la capacité de programmer de gérer des projets. La notion de risque sera abordée selon différents points de vue notamment celui des porteurs de projets qui choisiront la permaculture. La fleur permaculturelle, l'éthique des vertus, la pensée critique, la pensée globale seront abordés dans une approche systémique et holistique telle que celle mise en œuvre par les porteurs de projet et entrepreneurs en permaculture.Les notions de valeur, de compétence et leurs changements seront mis en

perspective avec l'identité, la professionnalisation, dans le cadre plus global d'une recherche de sens à donner à la vie. Dans la période de chômage, de crise économique et sociale, de changements politiques, la COVID 19 a créé de nouvelles contraintes qui seront également prises en compte lors de l'analyse des observations. Cette thèse est une approche exploratoire du changement identitaire du porteur de projet lors de la création d'une entreprise. Elle correspond à un point de vue à un moment de mon propre parcours de vie. Elle se propose de contribuer à la compréhension des facteurs qui interviennent lors du processus de changement de vie professionnelle. Entre déprofessionnalisation liée à l'ancien métier et processus de professionnalisation dans lequel va s'inscrire le changement identitaire et l'acquisition de compétences, le processus de réorientation de la vie professionnelle sera notamment observé d'un point de vue philosophique, sans négliger la conception ontologique de l'être humain qui devrait lui permettre de donner de la cohérence au sens de sa vie. Les aspects multifactoriels et multimodaux des compétences acquises ainsi que les composantes de l'identité professionnelle font l'objet de données recueillies lors d'une quinzaine d'entretiens dont une dizaine spécifiquement réalisée auprès de permaculteurs. Cette analyse tente de mettre en évidence la perception de l'identité professionnelle et son incidence sur le processus de décision de changement. L'acquisition de nouvelles compétences est observée comme conséquence du programme de la commission européenne.

Gentaz, É., Cavadini, T., Dalla-Libera, N., & Richard, S. (2022, février 7). **Émotions et apprentissages chez des élèves de 3 à 6 ans**. Consulté 8 janvier 2024, à l'adresse Au fil des maths de la maternelle à l'université ... website: https://afdm.apmep.fr/rubriques/ouvertures/emotions-et-apprentissages-chez-des-eleves-de-3-a-6-ans/

Grauer, C., Frank, P., & Fischer, D. (2023). **Learning to spend time in unusual times: An inquiry into the potential for sustainability learning during COVID-19-induced school closures**. *International Review of Education*, 69(6), 823-849. https://doi.org/10.1007/s11159-023-10034-w
While current research on school closures during the COVID-19 pandemic is predominantly concerned with learning deficits, the exploratory study presented here focuses on the previously neglected question of young people's concrete learning experiences during this disruptive period, with a focus on how they used their time and how this relates to their individual needs. The authors interviewed German secondary school students via Zoom and used a grounded theory approach and a transformative learning theory framework to derive recommendations for environmental and sustainability education (ESE). Their findings highlight two important insights: first, that the predominant focus on academic learning loss obscures a more comprehensive understanding of students' learning experiences; and second, that real-world experiments such as the involuntary school closures during the pandemic may hold the potential to start meaningful, transformative learning processes and experimentation with new strategies for needs satisfaction.

Liukkonen, P., Vartiainen, H., Pöllänen, S., & Kokko, S. (2023). **Interacting with nature in and through boundary crossing learning: A case of bioart-making**. *Journal of the Learning Sciences*, 32(4-5), 534-572. https://doi.org/10.1080/10508406.2023.2263845

Nshimbi, J. C., & Serpell, R. (2023). **Growth and application of literacy skills by rural Zambian mothers with assistance from their children**. *International Review of Education*, 69(6), 795-822. https://doi.org/10.1007/s11159-023-10028-8
The main objective of this case study was to use children as models to assist their parents in acquiring literacy with the help of a phone-based literacy game. Eight women in rural Zambia were loaned phones with GraphoGameTM, a digital literacy game, to use as a resource for literacy learning, with the assistance of their children. The participants were given literacy tests before the intervention and after their exposure to GraphoGame to determine the impact of the intervention. Analyses using t-tests and a Mann-Whitney U test found that the parents' performance on the literacy tests improved significantly after the intervention period, compared with their pre-intervention performance. Furthermore, key informants indicated that the parents who participated in the study improved their literacy skills in various social and community interactions, as compared with parents within the same community who were not exposed to the game. Thus, the study showed that it is possible to use literacy technology to teach literacy to illiterate rural adults with the help of their children. The study concluded that literacy can play an important role in increasing community participation and consequently community improvement for rural women.

Olowe, M. O. (2023). **Servicing Skills Needed by Managers and Workers in Micro Business in Ondo State**. *British Journal of Education*, *11*(14). Consulté à l'adresse https://eajournals.org/bje/vol11-issue14-2023/servicing-skills-needed-by-managers-and-workers-in-micro-business-in-ondo-state/
The study investigated the servicing skills needed by managers and workers in Micro Business. The study employed a survey research design and it was conducted in the three senatorial zones in Ondo State. The population of the study was 730 respondents made up of 563 respondents. Two hypotheses were analysed using mean and standard deviation at 0.05 level of significance. A liken scale of 14 structured questionnaire items was used for data collection. The reliability co-efficient was 0.948 which was calculated using Guttman split-half, findings revealed that the managers and workers lack the servicing skill which will be needed for the business to grow, when there is servicing skill, there will be high rate of patronage, conclusion and recommendation was drawn that the managers and workers needs training in order to acquire the skills needed.

Pirone, F. (2024). **Quelle place pour l'esprit critique à l'École ? Étude d'un dispositif éducatif dit d'«éducation par la recherche»**. *Recherches en éducation*, (54). https://doi.org/10.4000/ree.12166
Influencé par les recommandations de l'Organisation de coopération et de développement économiques (OCDE) selon lesquelles l'esprit critique serait l'une des compétences éducatives les plus importantes du XXIe siècle, le système éducatif français contemporain promeut de plus en plus de dispositifs éducatifs en lien avec cette compétence transversale. À travers une approche sociologique et en discutant les résultats d'une enquête qualitative sur un de ces dispositifs, cet article se propose d'appréhender la place de l'esprit critique. Les résultats montrent que la didactisation de l'esprit critique au service de l'épanouissement intellectuel des élèves est toujours balbutiante. Cette compétence n'est pas vraiment au centre des apprentissages et paraît davantage une exigence préalable qu'un objet enseigné, ce qui peut engendrer des malentendus et des difficultés parmi les élèves, notamment pour les moins familiers de la normativité de la forme scolaire.

Small, E., Nikolova, S. P., Childress, S., & Logie, C. (2024). **The role of education and income as protective factors against intimate partner violence and HIV exposure among Kenyan women**. *International Journal of Qualitative Studies in Education*, *37*(1), 230-245. https://doi.org/10.1080/09518398.2022.2035450

Introduction Intimate partner violence (IPV) is a public health problem that impacts approximately one in three women worldwide in their lifetime. The purpose of the study was to explore the lived experiences of women teachers and violence in Kenya. It also explores the intersection between intimate partner violence, HIV risk, and gender inequality. Method Data were collected through two focus groups of a total of 15 women teachers. We recruited women ages 21–44 from two geographically diverse urban and rural schools. The data were analyzed using a thematic analysis method to identify text themes and meaning patterns. Results Three contextual experiences emerged: socio-cultural influences of gender norms, masculinity and patriarchy; uneven power dynamics; and institutionalized gender inequality. Discussion Findings suggest that education alone is not sufficient to end GBV. Comprehensive and gender transformative governmental policy approaches are needed to mitigate GBV in Kenya.

Tsakpinoglou, F., & Véronneau, M.-H. (2023). **La réussite des élèves en formation professionnelle au Québec : effets directs et modérateurs de la compétence émotionnelle**. *Revue des sciences de l'éducation*, *49*(1). https://doi.org/10.7202/1107843ar

Cette étude examine le rôle de la compétence émotionnelle dans la réussite éducative des élèves en formation professionnelle au Québec. La compétence émotionnelle, les symptômes anxieux et dépressifs et la réussite éducative ont été mesurés par questionnaire chez 177 élèves pendant et après leur formation. Les compétences émotionnelles de base ont un lien direct avec la réussite éducative. Chez les élèves présentant de faibles symptômes anxieux ou dépressifs, une régulation émotionnelle élevée permettrait d'atteindre une réussite élevée, ce qui n'est pas le cas chez les élèves présentant des symptômes plus sévères. La priorisation des interventions auprès d'élèves à risque est discutée.

Yoshida, K. (2024). **Has the significance of Target 4.7 of the SDGs changed? A commentary focusing on the critical role of socio-emotional learning**. *International Journal of Educational Development*, *104*, 102944. https://doi.org/10.1016/j.ijedudev.2023.102944

This commentary shows that the SDGs, and above all Target 4.7, are the symbolic culmination of two trajectories related, on one hand, to educational outcomes in policy and practice and, on the other, to discourses about development and sustainability. The relevance and urgency of emphasizing Target 4.7 is increased rather than reduced by the current polycrisis – global security, climate change, etc.—and the meaning and purpose of learning are being reoriented. The commentary argues that transformation in and through education is possible. It concludes by raising questions and challenges for providing conducive conditions and additional measures that are need for achieving Target 4.7 producing transformative behavioral change.

Young, K., & Rooney, D. (2023). **Developing soft (employability) skills and work experience opportunities to prepare students with intellectual disability for open**

employment. *British Journal of Special Education*, *50*(4), 427-439. https://doi.org/10.1111/1467-8578.12484

This research identifies the soft (employability) skills that key stakeholders view as essential for young people with intellectual disability (ID) to gain and maintain open employment. The study subsequently examined the work experience opportunities for young people with ID to develop these soft skills during their school years. Qualitative data from 89 participants (questionnaires and interviews) and a review of the current literature informed the development of a set of soft skills for open employment and a proposed model for work exposure programmes from the commencement to the conclusion of high school.

Aspects économiques de l'éducation

Alkan, A., Sarpça, S., & Sarpca, S. (2023). *Effects of High-Achieving Peers: Findings from a National High School Assignment System* (CESifo Working Paper Series № 10794). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10794.htm

Recent studies of US elite exam schools have yielded the startling conclusion that such schools improve neither educational achievement nor longer-term educational outcomes. Is the same true for exam schools elsewhere? The system in Turkey is ideal for investigating this question. There, students are placed in exam schools based on a high-stakes national examination. Utilizing an exceptional database for Turkey not heretofore available, we conduct regression discontinuity analysis exploiting score discontinuities between more than 200 exam schools. We find that attending more selective exam schools yields large achievement gains and improved university placements for high achieving students.

Attali, J., Bouvier, A., & Klépal, I. (2023). **Les avenirs de l'École face à la marchandisation**. *Administration & Éducation*, *180*(4), 135-142. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-135.htm

Bentolila, S., Cabrales, A., & Jansen, M. (2023). *Does Dual Vocational Education and Training Pay Off?* (Studies on the Spanish Economy № eee2023-34). Consulté à l'adresse FEDEA website: https://econpapers.repec.org/paper/fdafdaeee/eee2023-34.htm

This paper analyzes the causal impact of dual vocational education and training (VET) on the labor market insertion of youth. Using matched education and social security records, we estimate the causal impact of a major reform that introduced a new dual track, which combines firm- and school-based training, on the labor market outcomes of the first three dual VET cohorts in the Spanish region of Madrid.

Bietenbeck, J., Irmert, N., Mattisson, L., & Weinhardt, F. (2023). *Autonomous schools, achievement and segregation* [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp1968.htm

We study whether autonomous schools, which are publicly funded but can operate more independently than government-run schools, affect student achievement and school segregation across 15 countries over 16 years. Our triple-differences regressions exploit between-grade variation in the share of students attending autonomous schools within a given country and year. While autonomous schools do not affect overall achievement,

effects are positive for high-socioeconomic status students and negative for immigrants. Impacts on segregation mirror these findings, with evidence of increased segregation by socioeconomic and immigrant status. Rather than creating « a rising tide that lifts all boats », autonomous schools increase inequality.

Bongrand, P. (2023). **L'instruction en famille : contre la marchandisation, tout contre**. *Administration & Éducation*, *180*(4), 117-123. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-117.htm

Borghesan, E., & Vasey, G. (2024). **The Marginal Returns to Distance Education: Evidence from Mexico's Telesecundarias**. *American Economic Journal: Applied Economics*, *16*(1), 253-285. https://doi.org/10.1257/app.20220065
The Marginal Returns to Distance Education: Evidence from Mexico's Telesecundarias by Emilio Borghesan and Gabrielle Vasey. Published in volume 16, issue 1, pages 253-85 of American Economic Journal: Applied Economics, January 2024, Abstract: This paper analyzes a large-scale and long-running distan...

Braun, G. (2023). **Existe-t-il un marché du numérique éducatif ?** *Administration & Éducation*, *180*(4), 63-69. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-63.htm

Braun, G., & Joffredo, T. (2023). **Les relations économiques entre le numérique éducatif et l'École**. *Administration & Éducation*, *180*(4), 61-62. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-61.htm

Bray, M., & Lhérété, A. (2023). **The shadow education : perspectives internationales sur un secteur en pleine expansion** (G. Gaillard, Trad.). *Administration & Éducation*, *180*(4), 15-25. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-15.htm

Breda, T., Grenet, J., Monnet, M., & Effenterre, C. van. (2023). **How Effective are Female Role Models in Steering Girls Towards Stem? Evidence from French High Schools**. *The Economic Journal*, *133*(653), 1773. https://doi.org/10.1093/ej/uead019
We show in a large-scale field experiment that a brief exposure to female role models working in scientific fields affects high school students' perceptions and choice of undergraduate major. The classroom interventions reduced the prevalence of stereotypical views on jobs in science and gender differences in abilities. They also made high-achieving girls in Grade 12 more likely to enrol in selective and male-dominated STEM programs in college. Comparing treatment effects across the 56 role model participants, we find that the most effective interventions are those that improved students' perceptions of STEM careers without overemphasizing women's under-representation in science.

Cesarini, D., Lindqvist, E., Östling, R., & Schroeder, C. (2023). *Does Wealth Inhibit Criminal Behavior? Evidence from Swedish Lottery Winners and Their Children* (NBER Working Paper Nᵒ 31962). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31962.htm
There is a well-established negative gradient between economic status and crime, but its underlying causal mechanisms are not well understood. We use data on four Swedish

lotteries matched to data on criminal convictions to gauge the causal effect of financial windfalls on player's own crime and their children's delinquency. We estimate a positive but statistically insignificant effect of lottery wealth on players' own conviction risk. Our estimates allow us to rule out effects one fifth as large as the cross-sectional gradient between income and crime. We also estimate a less precise null effect of parental lottery wealth on child delinquency.

Contini, D., Di Tommaso, M. L., Maccagnan, A., & Mendolia, S. (2023). *Gender Differences in High School Choices: Do Math and Language Skills Play a Role?* (IZA Discussion Paper N° 16584). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16584.htm
This paper focuses on the gendered choice of high school in the Italian context, where children are tracked at age 14 and are free to choose the type of school, with no binding teacher recommendation or ability restriction. It is therefore a context in which preferences, however influenced by different factors, are freely expressed, without any institutional constraints imposed on the decision-making process. Previous literature has mainly analysed gendered educational choices by focusing on the field at later stages in life. The transition from lower secondary to upper secondary school is particularly relevant for children who do not go on to university and can help to understand gender segregation in low and middle-level occupations. We analyse the role of school performance in mathematics and Italian (teacher grades and standardized test scores), the position in the class ranking, the comparative advantage in one subject and find that, while school performance hardly explains the gender gap for the children with low educated parents, it explains part of the gender gap observed for children from more advantaged backgrounds.

Cygan-Rehm, K. (2023). *Lifetime consequences of lost instructional time in the classroom: Evidence from shortened school years* [VfS Annual Conference 2023 (Regensburg): Growth and the « sociale Frage »]. Consulté à l'adresse Verein für Socialpolitik / German Economic Association website: https://econpapers.repec.org/paper/zbwvfsc23/277608.htm

Delaney, J. M., & Devereux, P. (2023). *Gender Differences in Teacher Judgement of Comparative Advantage* (IZA Discussion Paper N° 16635). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16635.htm
Much research shows that students take account of their perceived comparative advantage in mathematics relative to verbal skills when choosing college majors and career tracks. There is also evidence for an important role for comparative advantage in explaining the gender gap in college STEM major choice. For these reasons, it is important to understand why student perceptions of comparative advantage may differ from true comparative advantage as determined by actual abilities. One plausible pathway is through teachers. We study gender differences in teacher evaluations of student comparative advantage relative to comparative advantage as measured by test scores. We show that findings are very sensitive to the methods used; commonly used methods are not equivalent and can give different results as they target different estimands. Using two recent UK cohort surveys, we show that these conceptual issues matter in practice when we evaluate whether teachers are likely to over-estimate female comparative advantage in English relative to mathematics. Our preferred

estimates provide no evidence that teachers exaggerate the female advantage in English relative to mathematics and generally suggest the opposite. We conclude that differences in teacher judgement by gender do not provide another reason for the gender gap in STEM.

Démurger, S., Hanushek, E. A., & Zhang, L. (2023). **Employer Learning and the Dynamics of Returns to Universities: Evidence from Chinese Elite Education during University Expansion**. *Economic   Development   and   Cultural   Change*. https://doi.org/10.1086/727519
This paper estimates the return to an elite university education over a college graduate's career in contemporary China. After allowing for university selectivity by including individual admission scores, we find a substantial premium for graduating from an elite Chinese university at the job entry that declines quickly in early career before starting to return. Results are entirely driven by cohorts entering college after the 1999 higher education expansion. The pattern is more pronounced in coastal provinces and in economically more developed regions. The results are consistent with predictions of asymmetric employer learning models.

de Vaujany, F.-X., & Introna, L. D. (2023). *Becoming Processual: Time to De-place Managerial   Education* [Post-Print]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/haljournl/hal-04273687.htm
Managerial education and managerial research are still deeply emplaced and emplacing phenomena. They are expected to be emplaced somewhere, in bounded space-times and in the powerful subjectivities of students and colleagues, awaiting their expression and expansion. This constitutes a strange extensive continuum which remains the heart of academic work. In this provocative essay, we invite organization scholars to de-place managerial phenomena and to become processual. We use one-block auto-ethnographic vignettes to show that existentiality matters and can lead to different life paths, in particular processual ones. In a final discussion, we offer a manifesto for those interested in cultivating processuality in their work as teachers and academics.

Di Pietro, G. (2023). *The impact of Covid-19 physical school closure on student performance in OECD countries: a meta-analysis* (JRC Research Reports N° JRC134506). Consulté à l'adresse Joint Research Centre (Seville site) website: https://econpapers.repec.org/paper/iptiptwpa/jrc134506.htm
In this report, we conduct a new meta-analysis of papers examining the impact of Covid-19 school related closure on student performance. While we focus only on OECD countries, the present meta-analysis includes, to the best of our knowledge, a larger number of studies (i.e., 55), effect sizes (i.e., 400) and countries (i.e., 21) than previous similar studies. Our results confirm that Covid-19 had, on average, an adverse effect on learning. While the size of the overall learning loss is estimated to be between 0.11 and 0.17 standard deviations of student achievement, learning losses are found to be smaller for pupils in OECD EU countries than for their peers in OECD non-EU countries. The periods of physical school closure were shorter in OECD EU countries than in OECD non-EU countries and this may provide a possible explanation for our finding. Additionally, our study shows that, overall, students seem to have fallen behind in their learning more in the later stages of the pandemic compared with the earlier stages. This finding is at variance with the outcome of earlier meta-analyses concluding that students did not lose any additional ground but failed to rebound. Our result is driven by the inclusion of

recent studies showing that pandemic-related learning deficits have accelerated over time. Consequently, our findings suggest that particular attention should continue to be paid towards ensuring that students are able to catch up on what they have missed while schools have been closed.

Égert, B., de la Maisonneuve, C., & Turner, D. (2023). *Quantifying the effect of policies to promote educational performance on macroeconomic productivity* (OECD Economics Department Working Paper N° 1781). Consulté à l'adresse OECD Publishing website: https://econpapers.repec.org/paper/oececoaaa/1781-en.htm
This paper evaluates the link between educational policies and i) student performance and ii) macroeconomic measures of productivity. The analysis has two stages. First, using the 2015 and 2018 PISA databases, it quantifies the relationship between student test scores and the characteristics of students taking the tests, their school environment and national educational systems. Second, assuming that these relationships reflect the effect of different characteristics/policies on student test performance, the second stage converts the latter into an estimated effect on macroeconomic measures of productivity using a new measure of human capital as an intermediary variable. This new measure of human capital, devised in previous OECD work, combines student test scores and mean years of schooling with estimated elasticities that suggest the former is more important. The analysis shows a positive association between spending on education and student test scores, but only for levels of student expenditure below the OECD median, suggesting scope for currently low-spending countries to raise student performance with potential gains to long-run productivity. Boosting participation in early childhood education as well as improving teacher quality is found to generate large aggregate productivity gains. There are significant, but smaller, macroeconomic gains for many countries from limiting grade repetition and ability grouping across all subjects as well as increasing the accountability of schools. Finally, the results provide evidence for income inequality having a major influence on productivity through a human capital channel.

Felouzis, G., & Fouquet-Chauprade, B. (2023). **La marchandisation de l'éducation en France : entre marché, régulation et parentalité**. *Administration & Éducation*, *180*(4), 35-41. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-35.htm

Garnier, L. (2024). **Education: Why not a race to the top?** *International Journal of Educational Development*, *104*, 102964. https://doi.org/10.1016/j.ijedudev.2023.102964
This essay reminds us that more than five decades of research establish education as one of the best economic investments in terms of future economic growth and material well-being. Despite that, global education is facing both a crisis of access and equity and a crisis of quality and relevance. The essay emphasizes the need for a holistic transformation of education across four dimensions: learning to learn, learning to do, learning to live together, and learning to be. To effectively advance in that direction, it advocates for the need to transform schools, teachers, learning methods, and resources, including the harnessing of the digital revolution. The essay identifies a paradox of educational investment, revealing huge global disparities and calling for increased and better investments. It discusses the danger of poverty traps, where short-term gains impede long-term investments in education. Ultimately, it calls for a shift from a "race to the bottom" mentality to a "race to the top" approach, emphasizing the need for

visionary leadership, a social movement and international cooperation to break free from poverty traps and advance towards sustainable development.

Gershenson, S., Lindsay, C. A., Papageorge, N., Campbell, R. A., & Rendon, J. H. (2023). ***Spillover Effects at School: How Black Teachers affect their White Peers' Racial Competency*** (NBER Working Paper N° 31847). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31847.htm
Do white teachers learn racial competency from their Black peers? We answer this question using a mixed-methods approach. Longitudinal administrative data from North Carolina show that having a Black same-grade peer significantly improves the achievement and reduces the suspension rates of white teachers' Black students. Open-ended interviews of North Carolina public school teachers reaffirm these findings. Broadly, our findings suggest that the positive impact of Black teachers' ability to successfully teach Black students is not limited to their direct interaction with Black students but is augmented by spillover effects on early-career white teachers, likely through peer learning.

Goller, D., & Wolter, S. C. (2023). ***Reaching for Gold! The Impact of a Positive Reputation Shock on Career Choice*** (IZA Discussion Paper N° 16607). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16607.htm
We analyze the causal influence a positive reputation shock for a particular occupation may have on career choice. The measure of the positive reputation shock is the unpredictable event that a young adult from one's own country wins a (gold) medal in a particular occupation at the World Skills - the world championship of vocational skills. In an occupation with a gold medal won, searches for apprenticeship vacancies increase significantly by around 7 percent compared to occupations that do not win a competition. In occupations where only a silver or bronze medal is awarded, the effect is also positive and statistically significant, but less pronounced. More importantly, the increase in searches for apprenticeship vacancies in the current year has also led to around 2.5 percent more contracts being signed in the winning occupation, and there are indications that these apprenticeships have a better match between employers and employees (trainees).

González Canché, M. S., Lee, J. C., Harding, J. L., Turk, J. M., Bae, J. Y., & Zhang, C. (2024). **Post-Baccalaureate Federal Loans De-Subsidization: Impacts on Compositional Attributes, Extensive and Intensive Borrowing Margins, and Anticipatory Effects**. *The Journal of Higher Education*, 95(1), 54-91. https://doi.org/10.1080/00221546.2023.2187176
The 2011 Budget Control Act eliminated the in-school interest subsidy for graduate and professional students borrowing under the Stafford Loan Program. As a result, starting on July 1, 2012, graduate and professional students borrowing Stafford Loans became responsible for the interest accruing during their in-school deferment period. This study assesses the effect of this de-subsidization on students' compositional attributes (e.g. gender, ethnicity, income), borrowing behaviors (e.g. extensity or participation in and intensity or magnitude of borrowing), total annual amounts borrowed, sources of lenders, and anticipatory effects (i.e., changes in borrowing behaviors based on the knowledge of policy change before this policy was implemented). To address this goal, we relied on repeated cross-sectional data drawn from three iterations of the National Postsecondary

Student Aid Study. We found evidence of compositional changes that signaled a reduction of white and an increase of first-generation in college for graduate students. We found no evidence of declines in student loan participation; however, we found anticipatory effects with about 45,000 (6%) graduate and professional students maxing out their allowed Stafford amounts before July 2012, a strategy that allowed graduate students continuing graduate school enrollment to be grandfathered this subsidy into the new policy era. Although debt burden increased by 3.86% post-policy, effect heterogeneity tests indicated that law students decreased their total debt amounts by 18.8%, with 83% of this reduction resulting from borrowing less from Stafford loans.

Heckman, J. J., Pinto, R., & Shaikh, A. (2023). ***Dealing with Imperfect Randomization: Inference for the HighScope Perry Preschool Program*** (NBER Working Paper N° 31982). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31982.htm
This paper considers the problem of making inferences about the effects of a program on multiple outcomes when the assignment of treatment status is imperfectly randomized. By imperfect randomization we mean that treatment status is reassigned after an initial randomization on the basis of characteristics that may be observed or unobserved by the analyst. We develop a partial identification approach to this problem that makes use of information limiting the extent to which randomization is imperfect to show that it is still possible to make nontrivial inferences about the effects of the program in such settings. We consider a family of null hypotheses in which each null hypothesis specifies that the program has no effect on one of many outcomes of interest. Under weak assumptions, we construct a procedure for testing this family of null hypotheses in a way that controls the familywise error rate--the probability of even one false rejection--in finite samples. We develop our methodology in the context of a reanalysis of the HighScope Perry Preschool program. We find statistically significant effects of the program on a number of different outcomes of interest, including outcomes related to criminal activity for males and females, even after accounting for imperfections in the randomization and the multiplicity of null hypotheses.

Henao, L., Berens, J., & Schneider, K. (2023). ***Tuition Fees and Academic (In)Activity in Higher Education: How Did Students Adjust to the Abolition of Tuition Fees in Germany?*** [VfS Annual Conference 2023 (Regensburg): Growth and the « sociale Frage »]. Consulté à l'adresse Verein für Socialpolitik / German Economic Association website: https://econpapers.repec.org/paper/zbwvfsc23/277578.htm

Holford, A., & Sen, S. (2023). ***Racial Representation Among Academics and Students' Academic and Labor Market Outcomes*** [CRC TR 224 Discussion Paper Series]. Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://econpapers.repec.org/paper/bonboncrc/crctr224_5f2023_5f471.htm
We study the impact of racial representation among academic staff on university students' academic and labor market outcomes. We use administrative data on the universe of staff and students at all UK universities, linked to representative survey data on students' post-graduation outcomes, exploiting idiosyncratic variation (conditional on a rich set of fixed effects and observable student, staff, and university-department level characteristics) in the proportion of racial minority academic staff to whom students are exposed. We find that own-race representation benefits the academic outcomes of South Asian students but not Black students, and no beneficial impacts of own-race

representation on the labor market outcomes of either group. However, we do find that same race representation among academic staff significantly increases progression of Black and South Asian students to graduate study, suggesting that there may be benefits of same-race representation operating through provision of role models or domain-specific advice and guidance.

Ilieva, B. (2023). *Promotion Prospects and Within-level Wage Growth: A Decomposition of the Part-time Penalty for Women* (Rationality and Competition Discussion Paper Series N° 457). Consulté à l'adresse CRC TRR 190 Rationality and Competition website: https://econpapers.repec.org/paper/rcodpaper/457.htm
I study the life-cycle pattern of part-time employment and its impact on wage growth in female careers. I show that the part-time wage penalty consists of two essential components: i) a penalty for promotions and ii) a within-career-level wage penalty. Using dynamic structural modeling, I quantify the relative importance of the channels. The penalty for working half a day for two consecutive years in one's early thirties is one Euro per hour. 70% of it is due to slowdowns in experience accumulation within career levels. A part-time spell of four years marks the point at which forgone chances of promotion and within-level wage losses contribute to the wage penalty to an equal degree. Counterfactual simulations demonstrate that financial incentives to increase the time spent working can be well complemented by policies which ensure that experienced young women are promoted early in their careers.

Iwasaki, I., Kočenda, E., & Kocenda, E. (2023). *Quest for the General Effect Size of Finance on Growth: A Large Meta-Analysis of Worldwide Studies* (CESifo Working Paper Series N° 10740). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10740.htm
We analyze diverse and heterogenous literature to grasp the general effect size of financial development on economic growth on a world scale. For that, we perform by far the largest available meta-analysis of the finance–growth nexus using 3561 estimates collected from 177 studies. Our meta-synthesis results show that large heterogeneity in empirical evidence is, in fact, driven by only a limited number of variables (moderators). By using advanced techniques, we also document the existence of the publication selection bias that is propagated in the literature in a nonlinear fashion. We account for uncertainty in moderator selection by employing model-averaging techniques. After adjusting for the publication bias, the results of our meta-regression provide evidence of a small but genuine positive effect of the financial development on growth that very mildly declines over time. Finance channeled via capital markets seems to be more beneficial for economic growth than that provided in the form of private credit. Our evidence goes against arguments about the damaging role of financial development and is in line with century-old theoretical foundations that favor the positive role of finance on economic growth.

Jackson, C. K., & Mackevicius, C. L. (2024). **What Impacts Can We Expect from School Spending Policy? Evidence from Evaluations in the United States**. *American Economic Journal: Applied Economics, 16*(1), 412-446. https://doi.org/10.1257/app.20220279
What Impacts Can We Expect from School Spending Policy? Evidence from Evaluations in the United States by C. Kirabo Jackson and Claire L. Mackevicius. Published in volume 16, issue 1, pages 412-46 of American Economic Journal: Applied Economics, January 2024, Abstract: We conduct meta-analysis on a...

Jellab, A. (2023). **L'École est-elle une marchandise ? Ce que nous enseigne la difficile mise en œuvre de la mixité sociale et scolaire dans les établissements en France**. *Administration & Éducation*, *180*(4), 101-107. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-101.htm

Joffredo, T. (2023). **Biens communs ou bien marchands ? Plaidoyer pour « libérer » le numérique éducatif**. *Administration & Éducation*, *180*(4), 79-84. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-79.htm

Kanninen, O., Kortelainen, M., & Tervonen, L. (2023). *Long-Run Effects of Selective Schools on Educational and Labor Market Outcomes* (Working Paper № 161). Consulté à l'adresse VATT Institute for Economic Research website: https://econpapers.repec.org/paper/ferwpaper/161.htm
This paper analyzes the effects of selective schools on students' educational and labor market outcomes. We utilize regression discontinuity design based on the centralized admission system of upper secondary schools in Finland to obtain quasi-random variation for selective high school offers and attendance. By using nationwide administrative data, we first show that the selective schools do not improve high school exit exam scores, even though there is a large jump in peer quality for students attending selective schools. Despite lacking short-term effects, we find that selective schools increase university enrollment and graduation in the long run. Yet, we do not observe positive effects on income. Importantly, our results suggest that selective high schools or better peer groups do not improve students' human capital or skills, but affect their preferences on educational choices after the secondary school.

Katzkowicz, N., Lavy, V., Querejeta, M., & Rosá, T. (2023). *Schooling and Intergenerational Mobility: Consequences of Expanding Higher Education Institutions* (NBER Working Paper № 31906). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31906.htm
Poor post-secondary education infrastructure and opportunities partly explain the low higher education rates in developing countries. This paper estimates the effect of a program that improved post-secondary education infrastructure by building many university campuses across Uruguay. Leveraging temporal and geographic variation in program implementation, we use a two-way fixed effect design and comprehensive administrative records to assess the program's causal impact. By lowering the distance to a university campus, the program successfully increased university enrollment, particularly of less privileged students who are the first in their families to attend a university. The program impacted students from localities up to 30 kilometers from the new campus, reducing spatial inequality. Importantly, this expansion did not lower university completion rates. Furthermore, the program increased high school attendance and completion rates and the proportion of educated workers in the affected localities.

Kearney, C., Nidia Garza, A., Perez, L., Renzulli, L., & Domina, T. (2024). **Offer It and They Will Come? An Investigation of the Factors Associated With the Uptake of School-Sponsored Resources**. *American Educational Research Journal*, *61*(1), 145-176. https://doi.org/10.3102/00028312231209231
In response to economic distress, schools are increasingly serving as providers and distributors of social service resources. However, even when schools offer resources that

respond to needs, they struggle to attain high levels of uptake. We examine the family-level correlates of participation in school-sponsored resources during the early months of the COVID-19 pandemic and find that uptake increases with economic need. In addition, net of need, families who report maintaining communication with parents of their children's classmates take up more resources; and take-up of key meal and digital technology resources is associated with higher levels of take-up of other resources. These findings contribute to efforts to reposition schools as social service hubs by highlighting promising practices to improve resource uptake.

Ketel, N., Oosterbeek, H., Sovago, S., & van der Klaauw, B. (2023). *The (Un)Importance of School Assignment* (IZA Discussion Paper N° 16591). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16591.htm
We combine data from the Amsterdam secondary-school match with register data and survey data to estimate the effects of not being assigned to one's first-ranked school on academic outcomes and on a wide range of other outcomes. For identification we use that secondary-school assignment in Amsterdam is based on the deferred acceptance mechanism with ties broken by lottery numbers. Losing the admission lottery for one's first-ranked school affects the characteristics of the assigned school, the home-school distance and the characteristics of teachers and peers. Despite the different school environment, we find no negative effects on academic outcomes, nor on any other outcome, including: time on homework, help with homework, attitudes towards school, awareness of parents, behavior inside school, behavior outside school, school satisfaction, civic engagement, having friends, and students' personality. It seems therefore that the concerns that parents of lottery losers express about their children's school assignment are based on the characteristics of schools, teachers and peers and not on academic or non-academic outcomes.

Klauser, R., & Tamm, M. (2023). *Technological Change and Returns to Training* (IZA Discussion Paper N° 16659). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16659.htm
Do returns to training differ if training is accompanied by technological innovations at the workplace? We analyze this potential heterogeneity of returns based on panel data from Germany that provide a unique measure for individuals' adoption of new technology at the workplace. In the preferred analysis we run fixed effects estimations. As a robustness test we also allow for individual time trends. The findings indicate positive wage effects and more job stability for training participants in general but no effects on wages and job mobility for new technology adoption. Furthermore, the combined occurrence of new technology adoption and of training participation does not make individuals better off in terms of wages or job stability compared with individuals experiencing neither training nor new technology adoption.

Kwon, B., & Jeon, G. (2023). **Income volatility in adolescence and university enrollment: The case of South Korea**. *Asian Economic Journal*, *37*(4), 466-491. https://doi.org/10.1111/asej.12312
This study examines the relationship between parental income volatility and children's university enrollment. It measures parental income instability using the following indicators: (1) transitory income volatility, (2) standard deviation of the arc percent change, and (3) coefficient of variation. These metrics are derived from the total household income data collected from the child's first year of middle school through the

third year of high school. Additionally, this study investigates the impact of income trends by analyzing the regression coefficient obtained by regressing total household income against the father's age. An investigation of individuals born between 1986 and 1998, who graduated from general high school, reveals an negative correlation between parental income instability/trends and the likelihood of children enrolling in a 4-year university. However, this correlation is only statistically significant for low-income households. These findings imply that despite similar average income levels, households with high income volatility in the lower-income group are less likely to make adequate educational investments in their children.

Luzy, C., & Penard, K. (2023). **Dépenses de recherche et développement expérimental en France - Résultats détaillés pour 2021 et premières estimations pour 2022**. *Note d'information du SIES*, (23.10), 1-8. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-12/ni-sies-2023-10-30741.pdf
En 2021, la dépense intérieure de recherche et développement expérimental (DIRD) s'établit à 55,5 milliards d'euros (Md€), en hausse de 3,7 % en volume par rapport à 2020. Cette augmentation de la DIRD résulte de la hausse des dépenses de recherche et développement expérimental (R&D) des entreprises (+ 3,8 %) et des administrations (+ 3,6 %). Les activités de R&D dans les entreprises et les administrations mobilisent 496 300 personnes en équivalent temps plein. L'effort de recherche de la Nation, mesuré en rapportant la DIRD au produit intérieur brut (PIB), s'élève à 2,22 % en 2021. En 2022, l'augmentation de la DIRD (+ 0,5 % en volume) serait moins élevée que celle du PIB (+ 2,5 % en volume). Ainsi, l'effort de recherche baisserait, passant de 2,22 % en 2021 à 2,18 % en 2022.

Mathias, P. (2023). **La marchandisation de l'éducation : le lieu d'un problème**. *Administration & Éducation*, *180*(4), 43-48. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-43.htm

Moisan, C. (2023). **Les officines privées à l'entrée dans l'enseignement supérieur**. *Administration & Éducation*, *180*(4), 85-90. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-85.htm

Oller, A.-C. (2023). **Le coaching scolaire, un révélateur de la marchandisation de l'éducation ?** *Administration & Éducation*, *180*(4), 109-116. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-109.htm

Perrin-Turenne, A., & Klépal, I. (2023). **Faiblesses de l'École et conquête du marché**. *Administration & Éducation*, *180*(4), 51-59. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-51.htm

Perrot, N. (2023). **La place des intérêts marchands dans les formations professionnelles**. *Administration & Éducation*, *180*(4), 91-97. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-91.htm

Prat, I. (2023). **Comment (sur)vivre lorsque les subventions diminuent ? Le cas d'associations complémentaires de l'enseignement public**. *Administration & Éducation*, *180*(4), 125-131. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-125.htm

Rexand-Galais, F. (2023). **Conditions de vie étudiante, Enjeux et perspectives : " La question des données " (06 Décembre 2023)**. *Séminaire DGS des Universités du Grand Ouest*. Présenté à ANGERS, France. Consulté à l'adresse https://hal.science/hal-04353100

In France, the study of living conditions in higher education dates back to the early 20th century. A great deal of data exists, and the collection of this data has developed. This presentation deals with the scientific use of this data. These data are not necessarily complete from the point of view of the object they are supposed to describe (e.g.: the student «time» variable is little used, unlike the «Space» data) (Problem of exhaustiveness). Data produced by historically multiple operators in sometimes questionable scientific contexts (Problem of scientificity) Inconsistent data entry procedures that are not always easy to compare (Problem of homogeneity) Data sometimes inconsistent, contradictory and statistically insignificant (Reliability issue) Data that is regularly volatile (timeliness problem) Data sometimes difficult to associate with what they claim to measure (Problem of validity) Data regularly more quantitative than qualitative (Problem of method and acquisition) Data often poorly documented rather than not documented at all (Analysis problem)

Save the children & GPE Transformer l'éducation. (2023). ***Pour un financement de l'éducation intégrant le climat : Examen des éléments probants et nouveau cadre d'évaluation des coûts***. Consulté à l'adresse Globalpartnership website: https://www.globalpartnership.org/fr/content/financement-education-integrant-climat-examen-elements-cadre-evaluation-couts

Ce rapport examine la littérature portant sur la relation bidirectionnelle entre la crise climatique et le financement de l'éducation et offre un nouvel outil pour comprendre les coûts associés à la création de systèmes éducatifs intégrant le climat.

Shure, N., & Zierow, L. (2023). ***High Achieving First-Generation University Students*** (IZA Discussion Paper N° 16654). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16654.htm

First-generation university graduates have been found to face a series of disadvantages on their pathway to higher education and the labor market. We use unique, national level data on high achieving university graduates to attempt to disentangle the importance of lower prior attainment from parental educational background on a series of higher education and labor market outcomes. We compare first-generation and non-first-generation graduates who are recipients of a prestigious national scholarship program targeted at the top percentile of the student distribution in Germany. We find the first-generation high achievers are more likely to study at less prestigious institutions and at institutions that are closer to home even though they have the prior attainment to go further afield. They are also less likely to study subjects with high labor market returns and are more likely to work in jobs with high job security. We furthermore find evidence that especially female first- generation high achievers are less likely to see the value of the networking opportunities the scholarship provides.

Smarrelli, G. (2023). ***Improving School Management of Violence: Evidence from a Nationwide Policy in Peru*** (Working Paper N° 667). Consulté à l'adresse Center for Global Development website: https://econpapers.repec.org/paper/cgdwpaper/667.htm

Exposure to school violence has been proven to be detrimental to human capital formation, but there is limited rigorous evidence about how to tackle this pervasive issue.

This paper examines the impacts of a large-scale government intervention that aimed to improve school leaders' skills to manage school violence in Peru. I exploit the eligibility rules used to select beneficiary schools and use a fuzzy regression discontinuity design to estimate the short-term impacts of the intervention on violence and education-related outcomes. The findings show that the likelihood of reporting violence increased by 15 percentage points and that the number of reports of violence rose among eligible schools. Combining unique administrative and primary data, I provide suggestive evidence that the documented rise in reports of violence is primarily due to shifts in reporting rather than a greater incidence of school violence. Upon exploring the short-term impacts on education-related outcomes, I find the intervention reduced students' likelihood of switching schools by two percentage points. These findings add to our understanding of the benefits of investing in school staff skills for safer learning environments.

Sommerfeld, A.-M. (2023). *The Effect of Schooling on Parental Integration: Evidence from Germany* (SOEPpapers on Multidisciplinary Panel Data Research N° 1198). Consulté à l'adresse DIW Berlin, The German Socio-Economic Panel (SOEP) website: https://econpapers.repec.org/paper/diwdiwsop/diw_5fsp1198.htm
Exploiting the age-at-enrollment policies in 16 German states as exogenous source of variation, I examine whether the schooling of the oldest child in a migrant household affects parents' integration. My analysis links administrative records on primary school enrollment cutoff dates with micro data from the German Socioeconomic Panel (GSOEP). Using a regression discontinuity design around the school enrollment cutoff and an instrumental variable approach I show that children's schooling improves the integration of parents along several dimensions, such as labor market outcomes, financial worries, and German language skills. Labor market outcomes are most positively affected for mothers. Additional analysis of underlying mechanisms suggests that results are driven by gains in disposable time and exposure to the German language and culture.

van der Haar, L., Gray-Lobe, G., Kremer, M., & de Laat, J. (2023). *The Long-Term Distributional Impacts of a Full-Year Interleaving Math Program in Nigeria* (NBER Working Paper N° 31853). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/31853.htm
This study reports the findings from a year-long randomized evaluation assessing the impact of assigning 62 classrooms in Nigeria to receive either blocked or interleaved math problem sets. Blocked practice sessions focused on a single skill at a time. Interleaved problem sets alternated between different skills within a practice session. On tests of short-term retention, interleaved practice increased test scores by 0.29 standard deviations. In contrast, we find no evidence that interleaving improves average performance on a cumulative assessment measuring retention of material over the academic year. We find some evidence of large impacts on the cumulative assessment at the bottom of the distribution, but these impacts appear to be offset by negative impacts at the top.

Van Le, D., & Tran, T. Q. (2024). **Economic growth and quality of education: Evidence from the national high school exam in Vietnam**. *International Journal of Educational Development*, *104*, 102947. https://doi.org/10.1016/j.ijedudev.2023.102947

This study considers the impact of economic growth on the quality of K-12 education in a transitional country over the 2016–2019 period, utilizing sub-national-level data. The study employs two-stage least squares for the panel-data model, confirming that (i) a one percentage point rise in per capita income increases national test scores in Vietnam by around 0.4–1.83%, and (ii) this nexus is influenced by the quality of institutions and by poverty levels. Notably, we find a non-linear relationship between economic growth and education: economic growth exhibits a U-shaped relationship with English scores, while its association with mathematics scores follows an inverse U-shaped pattern. The current study thus adds to the body of evidence supporting the link between educational quality and economic growth. As a result, policymakers in transitional nations can use the forces of economic growth to advance social objectives, rather than concentrating primarily on changing the educational system through increased government spending. In order to maximize the benefits of economic growth for the education system, the government policies should focus on assuring institutional quality improvement and multidimensional poverty reduction.

van Zanten, A. (2023). **La marchandisation à l'œuvre dans le système scolaire et supérieur français : raisons et conséquences**. *Administration & Éducation*, *180*(4), 27-33. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-27.htm

Wirajing, M. A. K., Haruna, A., & Nchofoung, T. N. (2024). **Financial inclusion and healthcare in Africa: Examining the moderating role of education**. *Review of Development Economics*, *28*(1), 97-127. https://doi.org/10.1111/rode.13043
The 2023 Sustainable Development Goal Report reveals that Africa is still struggling in its pursuit to achieve universal healthcare coverage. However, financial risk protection and human capital development could come to the rescue by facilitating the attainment of quality healthcare services. This study examines the effect of financial inclusion on healthcare in Africa, spanning from 2000 to 2021. Healthcare is proxied by life expectancy at birth, the immunisation rate, and the lifetime risk of maternal death. Financial inclusion is approached through access and usage of financial services. After controlling for the problem of potential endogeneity through the system generalised method of moment (GMM), the findings reveal that financial inclusion enhances healthcare in Africa, signifying that financially included individuals have a higher conditional probability of spending more on improving their health relative to the financially excluded individuals. Moreover, the findings indicate that education and technology diffusion are imperative in the quest for enhancing healthcare in Africa. In addition, after testing for sensitivity analysis by adopting different indicators of healthcare, the results remain consistent throughout the study, confirming the role of financial inclusion in enhancing healthcare in Africa. After computing the marginal effects, the findings depict that education and financial inclusion interact to produce positive synergy effects, signifying that the positive role of financial inclusion and education in enhancing healthcare outweighs the negative conditional effect. The results recommend policymakers establish a framework that promotes financial literacy for the enhancement of healthcare in Africa.

Wright-Kim. (2024). **Spending at Baccalaureate-Granting Community Colleges: A Focus on Institutional Aid**. *Community College Journal of Research and Practice*, *48*(1), 22-36. https://doi.org/10.1080/10668926.2023.2201925

Community college baccalaureates (CCBs) provide an affordable pathway to baccalaureate-level education but increasing tuition rates present a potential financial barrier for students. Institutional aid as a cost-constraining mechanism has historically been less utilized in the 2-year sector when compared to traditional 4-year institutions. Yet, resource dependence theory and tuition discounting literature suggest amidst growth into 4-year institutions, community colleges may leverage institutional aid to address affordability concerns. Utilizing IPEDS data spanning 1999 to 2018 and leveraging a generalized difference-in-difference technique, this study explores the relationship between CCB adoption and institutional aid policy. Results suggest no distinct shifts in approaches to institutional aid after CCB adoption. Implications for practitioners and future research are discussed.

Zhang, L. (2024). **How Has the Post-9/11 GI Bill Affected Veteran Students' College Loans? A Longitudinal Analysis of NPSAS Using Propensity Score Weighting**. *The Journal of Higher Education*, 95(1), 1-29. https://doi.org/10.1080/00221546.2023.2171215
Using data from four waves of the National Postsecondary Student Aid Study (NPSAS) in 2004, 2008, 2012, and 2016, this study examines the effect of the PGIB on veterans' student loans. Results indicate that the PGIB has significantly affected veteran students' borrowing behavior, with an average $1,100 reduction in Stafford Loans. Veteran students attending for-profit institutions experience a larger loan decrease than their peers at public and private nonprofit institutions. In addition, loan reductions have occurred mainly at the extensive margin. The decrease in student loans is relatively small compared to the increase in veterans' education benefits under the PGIB, partly due to a rise in the cost of attendance after the implementation of the PGIB, driven by a higher proportion of veteran students attending for-profit institutions. Finally, loan reductions vary across veteran students.

Aspects psychologiques de l'éducation

Aydın, S., Tekin, I., & Akkaş, F. D. (2024). **Construction and validation of the foreign language learning enjoyment scale**. *Psychology in the Schools*, 61(2), 657-670. https://doi.org/10.1002/pits.23076
Since the original and adapted versions of the scales that aim to measure foreign language enjoyment may not be appropriate for learners with low English proficiency levels, it seems necessary to develop scales in their native languages. This study aims to create a valid and reliable scale of foreign language learning enjoyment that can be applied to Turkish students learning English as a foreign language (EFL). The sample group of the study consisted of 18 students in the focus group study, 408 learners in the exploratory study, 630 students in the confirmatory group, and 66 students in the study in the assessment phase of convergent validity and test–retest reliability. The participants had different educational backgrounds and proficiency levels in English. After administering a background questionnaire and the Foreign Language Learning Enjoyment Scale (FLLES), exploratory and confirmatory factor analysis and reliability analysis were performed. The findings showed that the FLLES comprising 12 items obtained high reliability and validity with a one-factor solution. The study also concluded that the FLLES displayed a moderate correlation with the Foreign Language Enjoyment Scale (FLES) developed by Dewaele and MacIntyre, and had a good level of test–retest reliability.

Bayne, H. B., Swank, J. M., & Gage, N. (2024). **A critical review of empathy assessments for children ages 3–12**. *Psychology in the Schools*, 61(2), 739-767. https://doi.org/10.1002/pits.23082
Empathy is a key component of socioemotional skills and contributes to prosocial responses and relational closeness. There remain challenges to accurately assess children's empathy, particularly given the reliance on external observer reports, and the lack of frameworks for how empathy may manifest differently at various developmental stages. In this study, we systematically reviewed research on the measurement of empathy in children ages 3–12. We identified 193 independent research publications reporting the use of empathy measures with children. From those, we identified 136 different empathy assessments across studies, with 66% involving rating scales and 48% involving self-report data. We conducted a reliability generalization analysis and meta-regression to examine the psychometric properties of empathy measures for children. We then discuss implications and recommendations for future research.

Brenner, C. A. (2024). **The role of beliefs in teacher candidates' development of self-regulated learning promoting practices**. *Psychology in the Schools*, 61(2), 647-656. https://doi.org/10.1002/pits.23074
Self-regulated learning (SRL)-promoting practices enhance students' positive academic, social, and emotional development. While effective, these practices are complex and often difficult for teacher candidates (TCs) to learn and implement. This theoretical review presents the benefits and challenges of SRL-promoting practices and examines how TCs' beliefs about SRL are implicated in their development and implementation of these practices. Conditions within teacher education programs that attend to TCs' beliefs about these practices are examined and suggestions are provided for further research in the area of TCs' beliefs and their development of teaching practices that promote SRL.

Carpenter, S. K. (2023). **Encouraging Students to Use Retrieval Practice: a Review of Emerging Research from Five Types of Interventions**. *Educational Psychology Review*, 35(4), 96. https://doi.org/10.1007/s10648-023-09811-8
Over 100 years of research shows that retrieval practice is highly effective for enhancing student learning. When managing their own study behaviors, however, students tend to avoid using retrieval practice as a way of learning. Understanding and improving students' study decisions is important given the increasingly autonomous nature of educational experiences that require students to initiate and regulate their own learning. This review summarizes the emerging research on interventions designed to increase students' decisions to use retrieval practice. Informing students about the benefits of retrieval, and even providing opportunities to directly experience retrieval, are not sufficient for getting students to engage with retrieval when they have the choice. However, reducing the effort and errors involved in retrieval, and providing students direct performance feedback on their own learning benefits associated with retrieval, can increase students' decisions to use it. The small but growing literature on multifaceted interventions also shows some promise for increasing students' decisions to use retrieval practice in their courses as a result of learning about its benefits, planning how to use it, practicing it over time, and reflecting on the outcomes. Suggestions are offered for how this research informs straightforward ways that teachers might encourage students to use retrieval practice in their own learning.

Chu, X., Chen, Y., Litifu, A., Zhou, Y., Xie, X., Wei, X., & Lei, L. (2024). **Social anxiety and phubbing: The mediating role of problematic social networking and the moderating role of family socioeconomic status**. *Psychology in the Schools*, *61*(2), 553-567. https://doi.org/10.1002/pits.23067

Phubbing harms relationships and reduces well-being of phubbees. However, limited research has explored the potential causes and underlying mechanisms for phubbing; and an important risk factor, social anxiety, has been largely ignored from previous studies. The present study employed a moderated mediation model to examine whether social anxiety was positively related to phubbing, whether problematic social networking mediated the relationship, and whether the first path of this mediating process was moderated by family socioeconomic status. The data of 1379 undergraduates (Mage = 18.84; SD = 0.94) were collected anonymously to test the model. Findings demonstrated that social anxiety was positively linked to phubbing, problematic social networking mediated the linkage, and family socioeconomic status played a moderating role in the first stage. Specifically, the indirect association between social anxiety and phubbing via problematic social networking was stronger for undergraduates with lower family socioeconomic status. Results provide a new perspective for understanding phubbing and highlight the significance of uncovering the underlying mechanisms.

Cotson, W., & Kim, L. E. (2024). **Are schools doing enough? An exploration of how primary schools in England support the well-being of their teachers**. *Psychology in the Schools*, *61*(2), 435-454. https://doi.org/10.1002/pits.23061

Though teacher well-being (TWB) has been decreasing over time, there is an identified lack of awareness in schools across England on how settings can support TWB. To address this gap, this study provides teachers with a space to share their conceptualizations of well-being, evaluate current school-level TWB provisions, and provide recommendations for ways that existing TWB support could be enhanced. Semi-structured interviews and focus groups were conducted with 16 primary school teachers across England. Reflexive thematic analytic findings indicated that participants defined well-being in relation to their unique contexts, and cited some current school practices, including school and academy-wide support and social support, as being effective for TWB. However, participants emphasized that they perceived current TWB provisions as tokenistic, which was suggested to be accentuated by poor understandings of TWB and pressures from the Office for Standards in Education (Ofsted) and COVID-19. To address these issues, participants outlined the need for improvements in communication, the attitudes and approaches of Senior Leadership Teams toward TWB, increased provisions to both manage and decrease workload and increasing the amount of time that they have to meet expectations. Implications for policy and practice to enhance TWB are discussed.

DeFouw, E. R., Owens, J. S., Pastrana Rivera, F. A., Lee, M., & Evans, S. W. (2024). **Exploring how general education teachers use school-based consultation**. *Psychology in the Schools*, *61*(2), 582-600. https://doi.org/10.1002/pits.23071

Understanding general education teachers' experiences with and goals for school-based consultation is warranted to address class-wide and individual student concerns. In a sample of 66 general education teachers, we described their experiences with (1) informal consultation with colleagues, (2) school team meeting consultation, and (3) ongoing, structured consultation. Results indicated teachers received consultation most often for challenging individual student behavior and individual student academics

(rather than for class-wide behavior management or academic instruction) and received consultation from teachers and administrators (rather than from school psychologists or behavioral consultants). Teachers reported higher satisfaction during informal consultations than in team meetings. When teachers received ongoing, structured consultation, most reported three or more sessions with one to two observations. Implications for assessing and improving school-based teacher consultation are discussed.

Eckert, T. L., Maguire, S. C., Nelson, K. A., Amidon, S. Y. M., Goldstein, A. R., Antoine, M. S., … Young, T. J. (2024). **You'll learn to love it? Examining the relationship between intervention dose and acceptability among third-grade students**. *Psychology in the Schools*, *61*(2), 514-531. https://doi.org/10.1002/pits.23063
The acceptability of school-based interventions has been regularly examined among teachers and parents; however, students are less frequently assessed despite being the recipients of most interventions. Although recent studies have begun exploring how different student characteristics (e.g., gender) and types of acceptability assessments (e.g., dynamic) impact students' ratings, no studies have examined the role of intervention dosage despite early conceptual models highlighting the linkage between intervention acceptability, dosage, adherence, and effectiveness. This study explored 255 third-grade students' intervention dosage and acceptability ratings within the context of a class-wide writing intervention administered over 7 weeks. Results indicated that most students received a high number of intervention sessions throughout the study and rated the intervention as moderately acceptable. There was a statistically significant gender difference in students' postintervention acceptability ratings, with female students rating the class-wide writing intervention higher than male students. In addition, intervention dosage was a statistically significant predictor of students' postintervention acceptability ratings, although gender did not moderate these findings.

Fiori, M. (2023). **Les émotions et l'engagement des élèves dans le cadre éducatif**. *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s*, *1*(2). https://doi.org/10.57154/journals/red.2023.e1383

Gao, C., Khalid, S., Lianyu, C., & Tadesse, E. (2024). **Integrated leadership for coherent school improvement in Ethiopia: The moderating role of transformational leadership on the relationship between instructional leadership and student academic achievement mediated by school improvement process**. *Psychology in the Schools*, *61*(2), 455-474. https://doi.org/10.1002/pits.23065
Unfortunately, the role of school leadership in fostering school improvement in non-Western countries, especially African countries, is relatively little discussed. The present study sheds light on the contextual role of instructional leadership (IL) and transformational leadership (TL) in promoting the Ethiopian School Improvement Program (SIP), which is intended to enhance student academic performance. Hence, this study aimed to extend the integrated leadership model by conceptualizing the moderating mediation effect of IL on student academic achievement in public primary schools. A cross-sectional study was performed by distributing a survey to 1280 public primary school teachers in Addis Ababa. Surprisingly, the study's findings affirmed that unlike previous studies, IL and TL significantly directly affect student academic performance, and TL plays a significant role as a moderator of the indirect effect of IL on student academic achievement.

Gao, L., Kong, F., Cui, L., Feng, N., & Wang, X. (2024). **Teacher–student relationships and adolescents' classroom incivility: A moderated mediation model of moral disengagement and negative coping style**. *Psychology in the Schools, 61*(2), 496-513. https://doi.org/10.1002/pits.23064

The current study examined whether moral disengagement would mediate the association between adolescents' teacher–student relationships and classroom incivility and sex and age differences in this mediation model. We also examined whether the mediating effect of moral disengagement would be moderated by negative coping styles. Participants comprised 2646 Chinese students (mean age = 13.85 years, SD = 1.45). Results indicated that teacher–student relationships were significantly and negatively associated with adolescents' classroom incivility and moral disengagement mediated this association. Furthermore, this mediating process differed between males and females as well as early and middle adolescents. Specifically, males were more likely to use moral disengagement strategies to engage in classroom incivility than females. Age moderated the association between teacher–student relationships and moral disengagement as well as moral disengagement and classroom incivility, and these two associations became stronger for early adolescents than for middle adolescents. Moreover, negative coping styles moderated the association between teacher–student relationships and classroom incivility and the association between moral disengagement and classroom incivility. The direct association between teacher–student relationships and classroom incivility became nonsignificant for adolescents with high negative coping styles. The study contributes to clarifying the mediating and moderating mechanisms underlying the effect of teacher–student relationships on adolescents' classroom incivility.

García-Fernández, J. M., Gómez-Núñez, M. I., Mateu-Martínez, O., Urbán, D. J. A., & Inglés, C. J. (2024). **Reliability and validity evidence of the School Anxiety Inventory scores in a sample of Spanish children: A new self-report**. *Psychology in the Schools, 61*(2), 686-705. https://doi.org/10.1002/pits.23077

Anxiety and school fears are relatively frequent in childhood. Psychology and education professionals need to have assessment instruments for screening for school anxiety in schools. This study aimed to develop, adapt, and examine the reliability and validity evidence of the School Anxiety Inventory for Primary Education (SAI-PE) scores. Using random cluster sampling, a sample of 843 Spanish students (51.7% girls), ages ranging from 8 to 12 years (M = 10.03, SD = 1.25), was selected from public and concerted schools. The content validity of the SAI-PE scores was analyzed through experts' judgment and students' assessment of their comprehension of the instrument's items. Exploratory and confirmatory factorial analyses support the validity of the SAI-PE scores. The results revealed a multifactorial structure for the scores of anxiety reactions (cognitive, psychophysiological, and behavioral) and school situations scores (school punishment, victimization, social, and academic evaluation). The study conclusions reinforce the importance of having instruments that assess the complexity of emotional responses such as school anxiety, favoring its early detection and evaluating the effectiveness of preventive and/or therapeutic programs in schools.

Gehringer, C. (2023). **L'engagement émotionnel, un moteur ludique infaillible ?** *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s, 1*(2). https://doi.org/10.57154/journals/red.2023.e1330

Cet article se penche sur le développement de l'intelligence émotionnelle dès les premières années scolaires. Nous nous concentrons sur le développement des compétences émotionnelles par un soutien ludique au service d'un étayage argumentatif des émotions. Nous cherchons à former l'élève à savoir mentaliser ses ressentis. Nous considérons le sentiment de la confiance inter et intrapersonnelle comme fondamental pour développer la maîtrise des compétences argumentatives émotionnelles, pour soutenir l'autonomie et la motivation des élèves. Nous avons créé un jeu de société nommé « Emocube » pour faciliter le développement des capacités émotionnelles et promouvoir l'inclusion entre pairs d'enfants aux diverses compétences, comme les enfants allophones par exemple, par l'expression libre des émotions primaires. Nous utilisons l'Argumentum Model of Topic (AMT) pour analyser les arguments des enfants et observer l'impact d'Emocube sur le développement de leurs capacités verbales. Nous cherchons à vérifier l'hypothèse que l'emploi des connecteurs augmente à mesure qu'évolue la progression argumentative.

Gentaz, É., Cavadini, T., Dalla-Libera, N., & Richard, S. (2022, février 7). **Émotions et apprentissages chez des élèves de 3 à 6 ans**. Consulté 8 janvier 2024, à l'adresse Au fil des maths de la maternelle à l'université ... website: https://afdm.apmep.fr/rubriques/ouvertures/emotions-et-apprentissages-chez-des-eleves-de-3-a-6-ans/

Giarrizzo, A., & Delobbe, N. (2023). **Émotions en formation des adultes: la dimension émotionnelle des dynamiques d'engagement**. *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s, 1*(2). https://doi.org/10.57154/journals/red.2023.e1328
Les modèles psychologiques de la formation explorant les relations entre la motivation à se former et les résultats de la formation tendent à reléguer les émotions à de simples réactions à chaud. Or, la recherche en sciences affectives montre que les émotions influencent pleinement le processus d'apprentissage. Cette contribution théorique propose d'abord un cadre conceptuel reconnaissant les caractéristiques distinctives des émotions parmi les construits affectifs mobilisés par les sciences de l'éducation. Ensuite, les émotions sont présentées comme une dimension forte de l'engagement en formation et en interaction dynamique avec ses autres dimensions. Enfin, en se basant sur les théories qui décrivent l'émergence des émotions, l'engagement est proposé comme maillon central entre les antécédents motivationnels de l'entrée en formation et les résultats de cette dernière. Nous formulons un modèle intégratif de l'engagement proposant que les motivations personnelles des apprenant·e·s déterminent la manière dont elles et ils perçoivent leur situation de formation et y réagissent, ce qui les conduit à s'engager ou non dans les activités d'apprentissage, notamment au niveau émotionnel, et expliquent ainsi les différences interindividuelles dans les résultats de ces activités. Ce modèle prête une attention particulière aux spécificités des apprenant·e·s adultes, souvent hétérogènes dans leurs motivations à se former.

Gorbunova, A., van Merrienboer, J. J. G., & Costley, J. (2023). **Are Inductive Teaching Methods Compatible with Cognitive Load Theory?** *Educational Psychology Review, 35*(4), 111. https://doi.org/10.1007/s10648-023-09828-z
Since Bruner's introduction of discovery learning in the 1960s, there has been an ongoing and intensive debate on the value of inductive teaching methods (e.g., problem-solving followed by instruction, such as in problem-based learning and productive failure) compared to deductive teaching methods (instruction followed by problem-solving,

such as direct instruction). Although it has been strongly argued that problem-first inductive methods are incompatible with human cognitive architecture as perceived by cognitive load theory, the main goal of this position paper is to appeal to broaden cognitive load research on inductive and deductive methods, and especially, their orchestration in educational programs of longer duration. We describe eight possible sequences of problem-solving and instruction and conclude that, when well designed, at least six of these sequences can be compatible with cognitive load theory, including productive failure and problem-based learning. We suggest that rather than comparing inductive with deductive methods, future research should also include inductive methods that use different types of supported problem-solving in combination with expository and inquisitory instruction. We propagate a design perspective, looking for the instructional goals, learner characteristics, and other conditions that make selected teaching methods effective, efficient, and attractive.

Gotdiner, V., & Gumpel, T. P. (2024). **Bystander intervention style and motivational factors influencing behavior in bullying situations**. *Psychology in the Schools*, 61(2), 631-646. https://doi.org/10.1002/pits.23075
Whether to intervene or not during a bullying situation influences how the interaction plays out. The researchers present a theoretical model of social dominance orientation, moral disengagement, and intervention self-efficacy vis-à-vis intervention behaviors. Data were collected from 284 Israeli Hebrew speaking adolescents. Participants were recruited using a snowball sampling technique. The results of structural equation modeling reveals that moral disengagement was a mediator between the association of social dominance orientation with the pro-bully bystander and outsider behaviors. Pro-bully bystander and victim-defender behaviors positively influenced the outsider behavior, and self-efficacy was related to the victim-defender behavior. Our results expand the understanding of the relationship between bystander intervention behaviors and motivational factors.

Gravelle, F., Étienne, R., Gagnon, C., & Monette, J. (2023). **Bien-être des personnels de direction au Québec et en France. Agir et faire agir pour surmonter les crises et changer**. *https://www.editionsjfd.com/boutique/sciences-de-leducation-1231/bien-etre-despersonnels-de-direction-au-quebec-eten-france-11641*
Des modifications dans la gouvernance scolaire semblent avoir entraîné des conséquences sur le bien-être des directeurs d'établissement d'enseignement au Québec ainsi que sur celui des personnels de direction en France. Afin d'essayer de remédier à ces problématiques, une équipe de chercheurs a entrepris un projet de recherche scientifique au Québec et en France, en collaboration avec la Fédération québécoise des directions d'établissement d'enseignement (FQDE), l'Association montréalaise des directions d'établissement scolaire (AMDES), l'Association québécoise du personnel de direction des écoles (AQPDE), le Syndicat National des Personnels de Direction de l'Éducation Nationale (SNDPEN) ainsi que Éducation & Devenir (E&D). L'objectif de cette étude était d'analyser la nature de l'épuisement professionnel et les différentes manifestations qu'il peut prendre. En résumé, l'équipe de recherche et les collaborateurs ont souhaité que ces nouvelles connaissances puissent contribuer à sensibiliser les gestionnaires scolaires quant à l'importance de prendre soin de leur bien-être pour ainsi demeurer des PASSIONNÉS DE L'ÉDUCATION!

Guan, J., Liu, B., Ma, W., & Liu, C. (2024). **The relationship between negative parenting styles and suicidal ideation among Chinese junior middle school students: The roles of negative emotions and hope**. *Psychology in the Schools*, *61*(2), 768-786. https://doi.org/10.1002/pits.23081
Suicidal ideation is a prominent public health problem among junior middle school students. Previous researchers have explored the influence of parenting style on adolescents' suicidal ideation, but few researchers distinguished the influence of positive and negative parenting styles. The mediating effect of negative emotions between negative parenting styles and suicidal ideation and the moderating effect of hope among Chinese junior middle school students were focused on in this study. 877 junior middle school students in Hunan, Anhui, and Jiangxi provinces in China were investigated with the simplified Parenting Style Questionnaire, Positive and Negative Affect Schedule, Children's Hope Scale, and Self-rating Idea of Suicide Scale. The theoretical models were tested through the PROCESS macro for SPSS. The results showed that: (1) Negative parenting styles had positive effects on suicidal ideation. (2) Negative emotions mediated the relationship between negative parenting styles and suicidal ideation. (3) Hope moderated the relationship between negative emotions and suicidal ideation. This study implies that we could start by improving adolescents' negative parenting styles and raising their level of hope to prevent and intervene in adolescents' suicidal ideation.

Hajovsky, D. B., Chesnut, S. R., Sekula, M. K., & Olsen, S. (2024). **Longitudinal trajectories of children's social skills: Examining variability in teacher ratings as a function of child demographics**. *Psychology in the Schools*, *61*(2), 601-617. https://doi.org/10.1002/pits.23070
Although the trajectories of children's social skills have been examined across biological sexes, less research has examined these patterns for racially and ethnically diverse children in the United States. The purpose of this study was to estimate the longitudinal growth trajectories of social skills, while examining the influence of biological sex, race, and ethnic identities using an adaptation of the commonly used Social Skills Rating Scale. A large nationally representative sample of elementary school children in the United States were assessed annually from kindergarten through fifth grade (N = 11,792). Structural equation modeling was used to examine latent growth curve models of teacher-rated interpersonal skills and self-control. After finding evidence of longitudinal invariance, results suggested a quadratic growth pattern best represented the trajectories of social skills ratings. Teacher ratings for African American children demonstrated a moderate declining linear trajectory throughout elementary school when compared with White children (reference group) and their Asian and Hispanic peers. Children from families with higher socioeconomic status and girls showed moderate to large differences in social skills ratings in kindergarten and stronger growth across time. Implications of the findings with future directions for research are discussed.

Hampton, L. H., Chow, J. C., Bhat, B. H., & Roberts, G. (2023). **Reporting and Design Considerations for SMART Behavioral Science Research**. *Educational Psychology Review*, *35*(4), 117. https://doi.org/10.1007/s10648-023-09837-y
Sequential Multiple Assignment Randomized Trials (SMARTs) are increasing in popularity in behavior science research with over 130 federally funded studies currently active. SMARTs use multiple randomizations to experimentally evaluate the impact of different decisions during an ongoing adaptive intervention. While many aspects of SMARTs are similar to more traditional single-randomization trials, the additional complexity and

variability introduced during subsequent randomization requires specificity in reporting. Due to the increase in the application and reporting of SMARTs, this paper serves as a guide to support transparent reporting of adaptive intervention research. Further, these guidelines provide detail to ensure that future meta-analyses examining SMARTs can be robust. We provide recommendations for reporting and how reporting in SMARTs warrant additional detail above and beyond a traditional randomized trial.

Hidayat, M. T., & Hasim, W. (2023). **Putting It off until Later: A Survey-Based Study on Academic Procrastination among Undergraduate Students**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (28), 27-38. https://doi.org/10.7358/ecps-2023-028-taha

RIMANDARLO A DOPO: UNO STUDIO BASATO SU UN'INDAGINE SULLA PROCRASTINAZIONE ACCADEMICA TRA GLI STUDENTI UNIVERSITARIAbstractAcademic procrastination is a common issue among university students that can negatively impact their academic performance and well-being. This study investigated college students' prevalence and underlying factors of academic procrastination. One hundred respondents completed questionnaires assessing their procrastination behaviour, time management skills, confidence in academic ability, motivation, fear of failure, distractions, and productivity. The results revealed that academic procrastination was a prevalent problem, with 52% of the respondents admitting to frequently procrastinating on academic work. The findings also indicated that many students lacked confidence in completing academic tasks well, were not motivated to do academic work, and had difficulty starting academic work. Poor time management skills, fear of failure, anddistractions were identified as significant contributors to academic procrastination. Interestingly, many respondents preferred more manageable academic tasks before more challenging ones and worked better under pressure and close to deadlines, suggesting the possibility of structured procrastination. The results suggest that interventions to improve time management skills, increase confidence in academic ability, reduce distractions, and set realistic goals for academic tasks may help combat academic procrastination. The findings have implications for educators and students seeking to develop effective strategies to overcome academic procrastination and improve academic performance.

Higham, P. A., Fastrich, G. M., Potts, R., Murayama, K., Pickering, J. S., & Hadwin, J. A. (2023). **Spaced Retrieval Practice: Can Restudying Trump Retrieval?** *Educational Psychology Review*, *35*(4), 98. https://doi.org/10.1007/s10648-023-09809-2

We investigated spaced retrieval and restudying in 3 preregistered, online experiments. In all experiments, participants studied 40 Swahili–English word pair translations during an initial study phase, restudied intact pairs or attempted to retrieve the English words to Swahili cues twice in three spaced practice sessions, and then completed a final cued-recall test. All 5 sessions were separated by 2 days. In Experiment 1, we manipulated the response format during retrieval (covert vs. overt) and the test list structure (blocked vs. intermixed covert/overt retrieval trials). A memory rating was required on all trials (retrieval: "Was your answer correct?"; restudy: "Would you have remembered the correct translation?"). Response format had no effect on recall, but surprisingly, final test performance for restudied items exceeded both the overt and covert retrieval conditions. In Experiment 2, we manipulated the requirement to make a memory rating. If a memory rating was required, final test restudy performance exceeded retrieval performance, replicating Experiment 1. However, the pattern was descriptively reversed

if no rating was required. In Experiment 3, the memory rating was removed altogether, and we examined recall performance for items restudied versus retrieved once, twice, or thrice. Performance improved with practice, and retrieval performance exceeded restudy performance in all conditions. The reversal of the typical retrieval practice effect observed in Experiments 1 and 2 is discussed in terms of theories of reactivity of memory judgments.

Hong, W., Star, J. R., Liu, R.-D., Jiang, R., & Fu, X. (2023). **A Systematic Review of Mathematical Flexibility: Concepts, Measurements, and Related Research**. *Educational Psychology Review*, *35*(4), 104. https://doi.org/10.1007/s10648-023-09825-2
Mathematical flexibility has been widely acknowledged as an important learning goal in mathematical education and has received increasing research attention in order to explore its nature, facilitating mechanisms, and promotion interventions. Given that researchers conceptualize, assess, and explain flexibility in mathematical problem solving from different perspectives, a systematic review could contribute to an integrated framework of mathematical flexibility. To this end, we review mathematical flexibility in terms of its concepts, measurements, and related research on influencing factors and effective interventions. Additionally, we propose a three-dimensional model focusing on analytic units, manifestation forms, and evaluation criteria, which we argue advances a comprehensive understanding of mathematical flexibility. Overall, this review not only helps to reveal the multifaceted construct of mathematical flexibility in theory but also provides supporting evidence for targeted educational interventions in teaching practice. In addition, we discuss each aspect of mathematical flexibility and propose future research directions to potentially broaden and deepen mathematical flexibility research.

Hubert, M. M., Weatherton, M., & Schussler, E. E. (2024). **Emotion, Fact, and Anthropogenic Disturbances: Undergraduate Attitudes Toward Wildfire and Urbanization after a Brief Intervention**. *CBE—Life Sciences Education*, *23*(1), ar4. https://doi.org/10.1187/cbe.22-08-0152
Understanding attitudes towards anthropogenic disturbances, especially among undergraduates, is important to inform educational practices because of the theoretical link between attitude and behavior. We evaluated the attitudes of undergraduate students in a biology majors course and nonmajors course toward two anthropogenic disturbances: wildfire and urbanization. Student attitudes were assessed via an online Wildfire and Urbanization Attitude survey (WUAS) before and after a video intervention, randomly delivered as either fact- or emotion-based versions. Student beliefs regarding wildfire and urbanization were positively correlated with their general intention to act toward environmental issues on both pre- and postintervention surveys, as suggested by theory. Student belief that urbanization was bad for the environment increased from pre- to postintervention. However, beliefs and intention to act did not statistically differ between majors/nonmajors or intervention video type. This study hints that brief interventions can impact student disturbance beliefs, but more research is needed to guide curriculum development. Despite some research suggesting the value of emotion to inspire climate action, our results suggest that more work needs to be done regarding the value of emotion to increase environmental action toward other anthropogenic disturbances.

Huet, C. (2023). **L'engagement, un moteur plus ou moins conscient**. *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s*, *1*(2). https://doi.org/10.57154/journals/red.2023.e1384

Jaffe, J. B., & Bolger, D. J. (2023). **Cognitive Processes, Linguistic Factors, and Arithmetic Word Problem Success: a Review of Behavioral Studies**. *Educational Psychology Review*, *35*(4), 105. https://doi.org/10.1007/s10648-023-09821-6
Arithmetic word problems are a staple in mathematical curricula yet give individuals of all ages difficulty. Successful word problem solving requires translating the problem into a symbolic arithmetic format. However, the linguistic component may make problem solving more complex and increase cognitive load, specifically the processes that interact with reading comprehension, such as working memory and inhibitory control. This comprehensive review examines the overall relationship between comprehension and word problem success, and how different linguistic factors and related cognitive processes impact word problem performance. We highlight the importance of cognitive processes by proposing models that spotlight the roles of inhibitory control and working memory in word problem performance. Furthermore, we emphasize the need for researchers and practitioners to rethink the strategies that are utilized in the development of word problem-solving skills.

King, R. B., Cai, Y., & Elliot, A. J. (2024). **Income inequality is associated with heightened test anxiety and lower academic achievement: A cross-national study in 51 countries**. *Learning and Instruction*, *89*, 101825. https://doi.org/10.1016/j.learninstruc.2023.101825
Background Research on predictors of test anxiety has focused primarily on the role of psychological factors and the proximal environment. However, the role of the broader socio-ecological context, specifically, national income inequality, is seldom explored. Aims The present study aimed to test whether national income inequality is associated with greater test anxiety and whether test anxiety is associated with lower academic achievement. Data We analyzed data from the 2015 Program for International Student Assessment (PISA), drawing on responses from 389,215 students nested in 51 countries. Methods Multi-level structural equation modeling was used. Results Results indicated that students in more unequal countries experienced greater test anxiety and had lower levels of achievement. Test anxiety, in turn, was associated with lower academic achievement in reading, math, and science. However, test anxiety did not mediate the effects of income inequality on achievement nor did income inequality moderate the relationship between test anxiety and achievement. Conclusion Taken together, the results of this study demonstrate the importance of taking socio-ecological factors such as income inequality into account when examining anxiety and achievement in academic settings.

Kuang, Z., Wang, F., Xie, H., Mayer, R. E., & Hu, X. (2023). **Effect of the Instructor's Eye Gaze on Student Learning from Video Lectures: Evidence from Two Three-Level Meta-Analyses**. *Educational Psychology Review*, *35*(4), 109. https://doi.org/10.1007/s10648-023-09820-7
The instructor's eye gaze can serve as an important social cue in video lectures. The current study used two sets of three-level meta-analyses to explore the effects of the instructor's guided gaze or the instructor's direct gaze on learning outcomes, fixation time, perception of parasocial interaction, and cognitive load. A total of eight meta-analyses [2(eye gazes)×4(dependent variables)] were included. Eighteen studies with a total of 203 effect sizes were identified. The results showed that guided gaze significantly

promoted learning outcomes [g = 0.33; guided gaze vs. no guided gaze (i.e., direct gaze, averted gaze, or no gaze)], and direct gaze significantly promoted learning outcomes [g = 0.30; direct gaze vs. no direct gaze (i.e., averted gaze or no gaze)], significantly increased perception of parasocial interaction (g = 0.34), and significantly reduced fixation time on the learning material (g = -0.65). Moderating effect analyses showed that learning outcomes of fixed guided gaze (g = 0.57; instructors look at the instructional screen) were significantly better than that of shifting guided gaze (g = 0.27; instructors switch their eye gaze between the instructional screen and camera). Learning outcome effects with a control group with averted gaze (g = 0.76) were significantly higher than those with direct gaze (g = 0.32) or no gaze (g = 0.22). This study suggested that guided gaze and direct gaze have different effects on learning. In practical teaching, instructors should use guided gaze and direct gaze, while avoiding averted gaze and no gaze.

León, S. P., Panadero, E., & García-Martínez, I. (2023). **How Accurate Are Our Students? A Meta-analytic Systematic Review on Self-assessment Scoring Accuracy**. *Educational Psychology Review*, *35*(4), 106. https://doi.org/10.1007/s10648-023-09819-0
Developing the ability to self-assess is a crucial skill for students, as it impacts their academic performance and learning strategies, amongst other areas. Most existing research in this field has concentrated on the exploration of the students' capacity to accurately assign a score to their work that closely mirrors an expert's evaluation, typically a teacher's. Though this process is commonly referred to as self-assessment, a more precise term would be self-assessment scoring accuracy. Our aim is to review what is the average accuracy and what moderators might influence this accuracy. Following PRISMA recommendations, we reviewed 160 articles, including data from 29,352 participants. We analysed 9 factors as possible moderators: (1) assessment criteria; (2) use of rubric; (3) self-assessment experience; (4) feedback; (5) content knowledge; (6) incentive; (7) formative assessment; (8) field of knowledge; and (9) educational level. The results showed an overall effect of students' overestimation (g = 0.206) with an average relationship of z = 0.472 between students' estimation and the expert's measure. The overestimation diminishes when students receive feedback, possess greater self-assessment experience and content knowledge, when the assessment does not have formative purposes, and in younger students (primary and secondary education). Importantly, the studies analysed exhibited significant heterogeneity and lacked crucial methodological information.

Li, J., Peng, P., Ma, X., Ding, N., & Zhao, J. (2023). **How Does Family Socioeconomic Status Influence Children's Reading Ability? Evidence from Meta-analytic Structural Equation Modeling**. *Educational Psychology Review*, *35*(4), 119. https://doi.org/10.1007/s10648-023-09834-1
Many studies have shown that family socioeconomic status (SES) influences the development of children's reading ability; however, the mechanisms underlying this effect remain unclear. This study used meta-analytic structural equation modeling (MASEM) analysis to examine the mediating role of children's linguistic skills (phonological awareness and vocabulary knowledge) in the relationships between SES and reading (accuracy, fluency, and comprehension), as well as potential moderators including age, country SES, SES measurement type, and writing system based on 85,102 individuals from 471 independent studies. The results indicated that (1) the relations between SES and reading were partially mediated by phonological awareness and vocabulary knowledge and (2) although age, country SES, SES measurement type, and writing system

did not moderate the direct associations between SES and reading abilities, the moderation effects of age, country SES, SES measurement type, and writing system could manifest through the linguistic mediation pathway: older age, higher country SES, composite SES index, and alphabetic languages might induce a larger indirect impact from SES to reading ability. These results suggested that SES exerted both direct and indirect effects on reading via linguistic skills. Such a linguistic mediation mechanism may be moderated by age, country SES, SES measurement type, and writing system. Our findings have important implications for understanding the role of SES in reading development.

Li, S., Hong, Y.-C., & Craig, S. D. (2023). **A Systematic Literature Review of Social Learning Theory in Online Learning Environments**. *Educational Psychology Review*, *35*(4), 108. https://doi.org/10.1007/s10648-023-09827-0
The emergence of educational technologies has spurred research interest in exploring effective ways to enhance human learning in digital environments. Social Learning Theory (SLT), as a crucial theory that offers a conceptual framework for understanding the role of human agency in learning, can shed light on the underlying mechanisms of learners' social learning behaviors, such as engagement and collaboration, in online learning contexts. However, there is a gap in the literature regarding reviews of online learning studies grounded in SLT. Therefore, this systematic review aims to examine SLT-related online learning studies to investigate how SLT contribute to the understanding of the technology integration in human learning. The review includes two descriptive research questions on research trends and implementation categories, alongside two qualitative research questions investigating the significance of SLT concepts in understanding social learning online implementations. The PRISMA method was employed to select and analyze 60 studies. Deductive content analysis revealed two major educational affordances of social networking sites that result in social learning experiences: collaborative interaction and observational participation.

Licayan, R. J., Chierife C, M., Funa, P, G., Lagatiera, & Kim, R., Cabeza. (2021). **Academic Stress Level Determination among College Students in Times of Covid-19 Pandemic**. *International Journal of Asian Education*, *2*(3), 313-326. https://doi.org/10.46966/ijae.v2i3.119
This study measured the level of academic stress among students regarding personal inadequacy, fear of failure, interpersonal difficulties with teachers, and inadequate learning resources in times of Covid-19 pandemic Using a descriptive-comparative approach. Slovin's formula was used to identify the respondents with a stratified random sampling technique to generate the required sample size of the study. The results revealed that the level of academic stress in times of the Covid-19 pandemic is high. It is also revealed that there is no significant difference in the level of academic stress when respondents are grouped according to sex, year level, and the number of hours spent for modular learning per day and provided significant difference when grouped according to course. Demographic profiles show that most of the students belong to the poor classification of monthly family income and with a low allowance for internet subscriptions. It also shows that with the intensity of requirements in the course pack, most students allocated many hours to answer the lessons per day. Present findings suggest that the institution must address intervention schemes through academic and non-academic services.

Liu, H. (2024). **Demystifying the relationship between parental investment in learners' English learning and learners' L2 motivational self system in the Chinese context: A Bourdieusian capital perspective**. *International Journal of Educational Development*, *104*, 102973. https://doi.org/10.1016/j.ijedudev.2023.102973
Research has shown that language learning motivation is multifaceted and influenced by both external and internal factors. An important but under-researched factor, parental involvement, requires attention. Therefore, the current study drew from Bourdieu's (1986) capital theory to develop the concept of parental investment, categorized into parental investment beliefs (PIBeLs) and parental investment behaviors (PIBeHs), and examined its complex relationship with learners' L2 Motivational Self System (L2MSS; Dörnyei, 2005). A total of 1424 senior high school students and their parents, representing 11 schools in two capital cities in northeastern China, participated in the study. Results from the questionnaire and interview data show a linear relationship between PIBeLs, PIBeHs and learners' L2MSS, with PIBeLs having a direct effect on PIBeHs and an indirect effect on L2MSS mediated by PIBeHs. From Bourdieusian capital perspective, learners' motivation, a disposition formed from the flow of parents' capital invested in their children's English learning, constitutes a socially constructed habitus.

Lucisano, P., & Botta, E. (2023). **«Io e la scuola»: percezione di ansia e benessere degli studenti in ambiente scolastico**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (28), 137-160. https://doi.org/10.7358/ecps-2023-028-lubo
«ME AND THE SCHOOL»: STUDENT PERCEPTION OF ANXIETY AND WELL-BEING IN THE SCHOOL CONTEXTAbstractThis research falls within the realm of studies focusing on the well-being and discomfort conditions experienced by students in school. Building on prior research and in collaboration with students and the head of a Roman high school, we developed a questionnaire partially based on models derived from previous studies (Antonova, 2016; Stanzione, 2017; du Mérac, Livi, & Lucisano, 2020; Livi et al., 2023) and partly tailored to the specific context of the school. The questionnaire was subsequently administered in two high schools in the Lazio region, gathering responses from a sample of 871 students. Factorial and scale analyses were conducted on the collected data to reveal the construct's underlying structure and assess its reliability. The construct encompasses 8 scales: Consideration, Sense of Protection, Environment, Teacher Evaluation, Active Teaching, Class Cohesion, General Anxiety, and Evaluation Anxiety, all of which exhibit excellent factor loadings and high levels of internal consistency, with Cronbach's alpha ranging from .842 to .935. The distribution of scores on these scales paints a compelling picture, and the Anova analyses highlight significant differences among the schools.

Macedonia, M., Mathias, B., Lehner, A. E., Reiterer, S. M., & Repetto, C. (2023). **Grasping Virtual Objects Benefits Lower Aptitude Learners' Acquisition of Foreign Language Vocabulary**. *Educational Psychology Review*, *35*(4), 115. https://doi.org/10.1007/s10648-023-09835-0
Theories of embodied cognition describe language acquisition and representation as dependent on sensorimotor experiences that are collected during learning. Whereas native language words are typically acquired through sensorimotor experiences, foreign language (L2) words are often learned by reading, listening or repeating bilingual word lists. Recently, grasping referent objects has been demonstrated to serve as a useful sensorimotor strategy for L2 vocabulary learning. The effects of grasping virtual objects, however, remain unknown. In a virtual reality cave, we trained adult participants (N = 46)

having low language aptitude and high language aptitude on novel L2 words under three conditions. In an audiovisual (baseline) condition, participants were presented with written and spoken L2 words. In an audiovisual observation condition, participants additionally saw virtual visual objects that corresponded to the meanings of L2 words. In an audiovisual, an observation, and a grasping condition, participants were asked to grasp the virtual objects. Participants' word learning was assessed in free and cued recall tests administered immediately after training. Relative to baseline learning, simply viewing virtual objects during learning benefitted both groups. As expected, grasping virtual objects was found to benefit vocabulary retention in low language aptitude learners. Interestingly, this benefit was not observed in high language aptitude learners. Language learning aptitude scores correlated with vocabulary learning outcomes in both audiovisual learning conditions, but not in the sensorimotor condition, suggesting that grasping altered the typical relationship between aptitude and language learning performance. The findings are interpreted in terms of differences in the extent to which procedural and declarative memory systems are accessed in low language aptitude and high language aptitude learners during sensorimotor-based vocabulary learning. Additionally, the results suggest that simulated interactions without tangible feedback can benefit learning. This outcome expands our understanding of how physical experience extends cognition and paves the way for the application of sensorimotor enrichment strategies to virtual environments.

Makransky, G., & Petersen, G. B. (2023). **The Theory of Immersive Collaborative Learning (TICOL)**. *Educational Psychology Review*, *35*(4), 103. https://doi.org/10.1007/s10648-023-09822-5
The need to virtually collaborate across distributed locations has drastically increased. Developments such as the COVID-19 pandemic and new IT platforms like the metaverse have spurred a host of new immersive social applications that are accessed through head-mounted displays. This is expected to stimulate a surge in research on extended reality–supported collaborative learning (XRCL) which refers to distributed collaboration situations where immersive technology such as head-mounted displays are used as a medium for collaborative learning. The primary aim of this article is to critically examine the potential pedagogical benefits and limitations of using XRCL with the objective of developing a theoretical framework that describes the fundamental factors that make immersive collaborative learning unique: the theory of immersive collaborative learning (TICOL). In TICOL, we propose that technological features, social affordances, and pedagogical techniques can foster four psychological factors that we define as fundamentally different in XRCL compared to collaboration that occurs through traditional systems (e.g., laptops): social presence, physical presence, body ownership, and agency. These are central factors that we hypothesize can transform the processes and contexts of collaboration through their influence on the quality of cognitive and socio-emotional social interaction, the social space, and ultimately learning outcomes. Since XRCL research is in its infancy, we hope that TICOL can provide a theoretical basis for developing the field by motivating researchers to empirically challenge and build on our hypotheses and ultimately develop a deeper understanding of if and how immersive media influences collaborative learning.

Martella, A. M., Martella, R. C., Yatcilla, J. K., Newson, A., Shannon, E. N., & Voorhis, C. (2023). **How Rigorous is Active Learning Research in STEM Education? An Examination of**

Key Internal Validity Controls in Intervention Studies. *Educational Psychology Review*, *35*(4), 107. https://doi.org/10.1007/s10648-023-09826-1

Active learning is a popular approach to teaching and learning that has gained traction through research on STEM educational improvement. There have been numerous university- and national/international-level efforts focused on transitioning courses from the lecture method to active learning. However, despite these large-scale changes, the active learning literature has not been assessed on its methodological rigor to ensure instructional recommendations are rooted in rigorous research studies. The purpose of the present review was to determine areas of strengths and areas in need of improvement and to provide specific recommendations on how to continue or improve active learning research to strengthen the respective literature base and increase confidence in results. We assessed the articles included in the Freeman et al. (PNAS, 111:8410–8415, 2014) meta-analysis as well as a random sample of more recent active learning articles (2015–2022) on 12 internal validity controls (i.e., control procedure used to prevent a threat to the internal validity of a study). Results indicated that there were high percentages of articles that did not meet each internal validity control. In fact, no articles from the Freeman et al. meta-analysis and no sampled 2015–2022 articles met each of the 12 internal validity controls. Therefore, the active learning literature contains numerous internal validity control issues that need to be addressed if we are to determine the extent to which active learning interventions are effective and if there are any boundary conditions for when particular active learning interventions are or are not effective.

Martin, G., Nicolas, P., & David, P. (2023). **Comprendre la notion d'engagement à travers le prisme de l'approche enactive**. *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s, 1*(2). https://doi.org/10.57154/journals/red.2023.e1331

L'engagement des apprenant·e·s est souvent pensé à l'aide d'approches nous invitant à comprendre cette notion en isolant certaines variables afin de déterminer les relations qu'elles entretiennent entre elles. Dans le cadre de cet article, nous proposons de l'approcher de façon systémique afin d'étudier les éléments favorisant un engagement générant des apprentissages à la fois significatifs pour les apprenant·e·s et les enseignant·e·s. Nous adoptons l'approche enactive (Varela et al., 1993) car cette dernière nous permet à la fois d'étudier la notion d'engagement du point de vue de l'acteur·trice et de ne pas mettre l'accent uniquement sur l'individu ou sur l'environnement, mais de comprendre l'unité qu'ils forment (De Jaegher & Di Paolo, 2008). Nous nous intéressons alors à ce qu'une conception enactive de l'engagement implique dans un contexte d'enseignement-apprentissage et réfléchissons particulièrement à la question de la responsabilité de l'engagement des apprenant·e·s. Puis, nous abordons la notion d'espaces d'actions encouragées (Durand, 2001, 2008) afin de réfléchir aux conditions favorisant, dans une perspective enactive, la construction d'apprentissages significatifs non seulement pour les apprenant·e·s, mais aussi pour les enseignant·e·s.

McGuire, S. N., & Meadan, H. (2024). **Preservice teachers' perspectives and use of behavior management strategies**. *Psychology in the Schools, 61*(2), 475-495. https://doi.org/10.1002/pits.23062

Much of the current literature focuses on how preservice teachers are prepared to support entire classrooms (i.e., classroom management) instead of individual students (i.e., behavior management). Because of this gap in the literature, little is known about

how preservice elementary education teachers are prepared to support students who are perceived to engage in challenging behavior in their classrooms. Therefore, the purpose of the current study was to explore preservice elementary education teachers' knowledge, experiences, and needs for using behavior management strategies with individual students. Findings indicated preservice teachers had limited knowledge about behavior management strategies and sought further opportunities to support students who they perceived to engage in challenging behavior.

Melchiori, F. M., Martucci, S., Destro, C. L., & Benvenuto, G. (2023). **Hate Speech Recognition: The Role of Empathy and Awareness of Social Media Influence**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (28), 101-115. https://doi.org/10.7358/ecps-2023-028-melc

RICONOSCIMENTO DELL'HATE SPEECH: IL RUOLO DELL'EMPATIA E DELLA CONSAPEVOLEZZA DELL'INFLUENZA DEI SOCIAL MEDIAAbstractHate speech occurs within democratic societies that embrace freedom of expression and is made tangible in the social network context. It is characterized by a specific form of discrimination based on the use of verbal expressions or other media content and, usually, directed at minority groups. Although there is a lack of consensus about a unique and shared definition of hate speech, its social and personal consequences are particularly relevant for the whole society. For these reasons, it seems of crucial importance to identify hate speech recognition antecedents. The present study aimed at analyzing the relationship between hate speech recognition and specific psychological constructs, namely, empathy and awareness of social media influence. More in details, we hypothesized the association between empathy and hate speech recognition was mediated by awareness of social media influence. Data obtained from 146 participants revealed that empathy positively predicted hate speech recognition, and such relationship was mediated by awareness. Implication of such findings are discussed.

Pan, S. C., & Carpenter, S. K. (2023). **Prequestioning and Pretesting Effects: a Review of Empirical Research, Theoretical Perspectives, and Implications for Educational Practice**. *Educational Psychology Review*, *35*(4), 97. https://doi.org/10.1007/s10648-023-09814-5

Testing students on information that they do not know might seem like a fruitless endeavor. After all, why give anyone a test that they are guaranteed to fail because they have not yet learned the material? Remarkably, a growing body of research indicates that such testing—formally known as prequestioning or pretesting—can benefit learning if there is an opportunity to study the correct answers afterwards. This prequestioning effect or pretesting effect has been successfully demonstrated with a variety of learning materials, despite many erroneous responses being generated on initial tests, and in conjunction with text materials, videos, lectures, and/or correct answer feedback. In this review, we summarize the emerging evidence for prequestioning and pretesting effects on memory and transfer of learning. Uses of pre-instruction testing in the classroom, theoretical explanations, and other considerations are addressed. The evidence to date indicates that prequestioning and pretesting can often enhance learning, but the extent of that enhancement may vary due to differences in procedure or how learning is assessed. The underlying cognitive mechanisms, which can be represented by a three-stage framework, appear to involve test-induced changes in subsequent learning behaviors and possibly other processes. Further research is needed to clarify moderating factors, theoretical issues, and best practices for educational applications.

Panadero, E., Jonsson, A., Pinedo, L., & Fernández-Castilla, B. (2023). **Effects of Rubrics on Academic Performance, Self-Regulated Learning, and self-Efficacy: a Meta-analytic Review**. *Educational Psychology Review*, *35*(4), 113. https://doi.org/10.1007/s10648-023-09823-4

Rubrics are widely used as instructional and learning instrument. Though they have been claimed to have positive effects on students' learning, these effects have not been meta-analyzed. Our aim was to synthesize the effects of rubrics on academic performance, self-regulated learning, and self-efficacy. The moderator effect of the following variables was also investigated: year of publication, gender, mean age, educational level, type of educational level (compulsory vs. higher education), number of sessions, number of assessment criteria, number of performance levels, use of self and peer assessment, research design, and empirical quality of the study. Standardized mean differences (for the three outcomes) and standardized mean changes (SMC; for academic performance) were calculated from the retrieved studies. After correcting for publication bias, a moderate and positive effect was found in favor of rubrics on academic performance ($g = 0.45$, $k = 21$, $m = 54$, 95% CI [0.312, 0.831]; $SMC = 0.38$, 95% CI [0.02, 0.75], $k = 12$, $m = 30$), whereas a small pooled effect was observed for self-regulated learning ($g = 0.23$, $k = 5$, $m = 17$, 95% CI [-0.15, 0.60]) and for self-efficacy ($g = 0.18$, $k = 3$, $m = 5$, 95% CI [-0.81, 0.91]). Most of the moderator variables were not significant. Importantly, to improve the quality of future reports on the effects of rubrics, we provide an instrument to be filled out for rubric scholars in forthcoming studies.

Park, B., Korbach, A., Ginns, P., & Brünken, R. (2023). **How Learners Use Their Hands for Learning: an Eye-Tracking Study**. *Educational Psychology Review*, *35*(4), 116. https://doi.org/10.1007/s10648-023-09833-2

The present work reviews and summarizes results of tracing studies up to the present and collects different explanations for found effects of pointing and tracing while learning as an effective touch-based action method. Two explanations are focused finally in order to test them in the presented eye-tracking study. The study ($N = 90$) with a three-group experimental design investigated whether learners benefit from pointing compared to learners using tracing or no-touch-based action method (pointing vs. tracing vs. no touch). The results replicate previous findings demonstrating benefits of using the hands for learning and provide additional support for the hypothesis that fingers support learning by directing attention. This is due to the fact that the learning group using pointing outperformed, especially in comprehension performance, the no-touch learning group and the learning group that used tracing actions. Eye-movement analysis indicated that the pointing group profited from a higher focus of visual attention and more intense cognitive activity. The question of why the tracing group did not show this same benefit is discussed by considering previous studies and the limitations of the present study. It seems as if the present study does not replicate a previous study. However, when reflecting on the different control group design, the present study delivers additional information on how using fingers affects learning. Moreover, new perspectives with explanations from the review are integrated for interpreting and discussing the presented results and opened herewith for further research on touch-based actions in the frame of movement and learning.

Pathan, P. N., Ishak, N. A., Nisar, N., & Pathan, S. N. (2024). **What matters in enhancing entrepreneurial skills in science: An exploratory study of science teachers' understanding**

and teaching practices of entrepreneurial skills? *Psychology in the Schools*, *61*(2), 618-630. https://doi.org/10.1002/pits.23072

The purpose of this qualitative exploratory study is to get insights into the understanding of science teachers' entrepreneurial skills and the strategies they implement to develop these skills of students, who teach science subject to students of Grade 6–8 at government Schools of Sindh province, Pakistan. In this study, the researcher employed a qualitative exploratory research design. Participants were selected through purposive sampling. One-on-one semistructured and group interviews were selected as the data collection methods. A thematic analysis process was employed to analyze the data. Findings highlight the need for science teachers to enrich their understanding of entrepreneurial skills and to develop the entrepreneurial skills of students in the context of the middle school level. This study provides a demonstration of science teachers' understanding which will facilitate them as well as other science teachers to evaluate their understanding of entrepreneurial skills and educate themselves accordingly.

Petschen, A., & Sudriès, M. (2023). **Entre didactique, citoyenneté, curiosité et sciences cognitives**. *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s*, *1*(2). https://doi.org/10.57154/journals/red.2023.e1369

La noté éditoriale reprend les origines de la thématique du numéro depuis les perspectives des coordinateur.trices (sciences cognitives et didactiques). Après une présentation des différentes facettes de l'engagement, nous discutons le rattachement à la thématique des cinq articles et des deux contributions transversales qui constituent le numéro.

Pineau, S. (2023). **Trajectoires de l'identité vocationnelle durant l'année de terminale : rôle des processus émotionnels et du soutien perçu des parents et du professeur principal** (Thesis). Consulté à l'adresse https://theses.hal.science/tel-04316657v1/document

Ritoša, A., Åström, F., Björck, E., Borglund, L., Karlsson, E., McHugh, E., & Nylander, E. (2023). **Measuring Children's Engagement in Early Childhood Education and Care Settings: A Scoping Literature Review**. *Educational Psychology Review*, *35*(4), 99. https://doi.org/10.1007/s10648-023-09815-4

The purpose of this scoping review was to explore operationalizations and related conceptualizations of young children's engagement in early childhood education and care (ECEC) settings. The literature search was conducted in March 2021 across ERIC, PsycINFO, Scopus, and Web of Science databases, with the aim of identifying studies where child engagement or involvement in ECEC settings was quantitatively assessed. The search resulted in 5965 articles, of which 286 were included in this review. Data were extracted about engagement conceptualization, theoretical frameworks, study population, study design, and engagement measurement tools and methods. Findings show variations in definitions and measurement of child engagement. Almost two-thirds of the studies lacked an explicit definition of child engagement. Young children's engagement was typically defined as behaviors and interactions with the social and material environment, while involvement was depicted as an internal experience. The most common method of measuring children's engagement in ECEC was observations by an external observer, followed by teacher surveys. Seventy-seven unique established measures of child engagement were identified. About one-third of the identified studies relied on unestablished measures of child engagement. Measures of general child engagement in ECEC had a focus on behavioral aspects of engagement, whereas most

measures with a focus on engagement in academic activities also included cognitive and emotional aspects. To advance the research of child engagement in ECEC settings, more attention should be put into clarifying the concept of child engagement in terms of its generalizability, specificity, and temporality. Corresponding operationalizations should be precisely described. Our recommendations also include validating existing measures of child engagement and developing self-reports for young children.

Rocque, J., & Côté, C. (2023). **Incidence de la pandémie de COVID-19 sur le bienêtre et la santé mentale des équipes de direction d'école : une recherche-action collaborative en milieux francophones minoritaires dans l'Ouest canadien**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *46*(4), 891-918. https://doi.org/10.53967/cje-rce.5541
This collaborative action research seeks to better understand the impact of COVID-19 on the well-being and mental health of school administrators (N = 63) in francophone settings in Western Canada. The results (obtained by a questionnaire and analysed with SPSS) show that even if these managers lack time, they remain engaged and feel satisfied with their work. Less than half claim to have a good work-life balance and almost 40% have difficulty sleeping at night. Participants with less experience in school administration seem to be hardest hit, and more than 75% of participants admit to having anxiety and numerous stress management strategies. This exploratory study underlines the importance of caring about the mental health and well-being of school administrators while considering additional resources to support them in their duties.

Roelle, J., Endres, T., Abel, R., Obergassel, N., Nückles, M., & Renkl, A. (2023). **Happy Together? On the Relationship Between Research on Retrieval Practice and Generative Learning Using the Case of Follow-Up Learning Tasks**. *Educational Psychology Review*, *35*(4), 102. https://doi.org/10.1007/s10648-023-09810-9
Generative learning activities are assumed to support the construction of coherent mental representations of to-be-learned content, whereas retrieval practice is assumed to support the consolidation of mental representations in memory. Considering such functions that complement each other in learning, research on how generative learning and retrieval practice intersect appears to be very fruitful. Nevertheless, the relationship between these two fields of research is "expandable"—research on generative learning and retrieval practice has been pursued so far largely side by side without taking much note of each other. Against this background, the present article aims to give this relationship a boost. For this purpose, we use the case of follow-up learning tasks provided after learners have processed new material in an initial study phase to illustrate how these two research strands have already inspired each other and how they might do so even more in the future. In doing so, we address open- and closed-book formats of follow-up learning tasks, sequences of follow-up learning tasks that mainly engage learners in generative activities and tasks that mainly engage learners in retrieval practice, and discuss commonalities and differences between indirect effects of retrieval practice and generative learning activities. We further highlight what we do and do not know about how these two activity types interact. Our article closes with a discussion on how the relationship between generative learning and retrieval practice research could bear (more and riper) fruit in the future.

Roy, D. N., Islam, E., Hossen, Md. M., Ferdiousi, N., & Azam, Md. S. (2024). **Sociopsychological determinants of COVID-19 vaccine acceptance and hesitancy**

among the students' of higher secondary schools in rural Bangladesh: A cross-sectional study. *Psychology in the Schools*, *61*(2), 568-581. https://doi.org/10.1002/pits.23069

Administering coronavirus disease (COVID-19) vaccines among the student of higher secondary schools has unprecedented importance for securing community health and ensuring in-person class attainment. This study investigated higher secondary students' COVID-19 vaccine acceptance and identified the underlying sociopsychological determinants of vaccine acceptance and hesitance. An anonymous, multi-item, and closed-ended questionnaire was developed from a theoretical analysis of relevant literature. Data were collected from April 2022 to August 2022 using a face-to-face interview approach. Binary logistic regression was employed to assess the study objectives. A total of 1514 students participated and the pooled COVID-19 vaccine acceptance rate was 69.9% (95% confidence interval [CI] = 67.9─71.9). Out of 13 key determinants, "safety," "efficacy," and "communication" had highly significant positive associations (adjusted odds ratio [AOR], 95% CI = 3.542, 2.305–6.090; 2.494, 1.513–4.347; and 1.047, 1.008–1.912 respectively, p < .01), while "culture" had a significant positive association (AOR, 95% CI = 1.421, 1.002–1.502, p < .05) with vaccine acceptance. The binary logistic model also revealed that "side effects" and "injection anxiety" had significant negative associations (AOR, 95% CI = 1.483, 0.920–2.449; and 1.312, 0.911–1.625 respectively, p < .05) with the COVID-19 vaccine acceptance. The odds of receiving the vaccine were found to be 1.9 and it was highly significant (p < .01) in the χ2 test. Psychological response to COVID-19 vaccine from higher secondary students was found slightly lower. Side effects and injection anxiety were the psychological barriers associated with school-going students' vaccination decision.

Safara, M., Koohestani, H. R., & Salmabadi, M. (2023). **The Role of Social Intelligence and Resilience in Explaining Students' Distress Tolerance: A Study during Covid-19 Pandemic**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (28), 61-80. https://doi.org/10.7358/ecps-2023-028-safa

IL RUOLO DELL'INTELLIGENZA SOCIALE E DELLA RESILIENZA NELLO SPIEGARE LA TOLLERANZA AL DISAGIO DEGLI STUDENTI: UNO STUDIO DURANTE LA PANDEMIA DI COVID-19AbstractUnderstanding the factors that influence or correlate with distress tolerance is very important. Therefore, the aim of this study was to investigate the role of social intelligence and resilience in explaining college students' distress tolerance. A descriptive correlational study was carried out on 260 male college students of Farhangian University of Birjand, Iran in 2020/21. They completed Social Intelligence Scale, Resilience Scale, and Distress Tolerance Questionnaire. The results showed that there was a direct and significant relationship between social intelligence and distress tolerance (r = 0.473; p <0.001), as well as resilience and distress tolerance (r = 0.608; p = 0.008). Also, the coefficient of determination showed that the components of social intelligence and resilience up to 65% can explain the variance of students' distress tolerance. Psychological interventions such as promoting social intelligence and effective resilience can be used to prevent and control the college students' distress especially during Covid-19 pandemic.

Scerif, G., Blakey, E., Gattas, S., Hawes, Z., Howard, S., Merkley, R., … Simms, V. (2023). **Making the Executive 'Function' for the Foundations of Mathematics: the Need for Explicit Theories of Change for Early Interventions**. *Educational Psychology Review*, *35*(4), 110. https://doi.org/10.1007/s10648-023-09824-3

A vast body of work highlights executive functions (EFs) as robust correlates of mathematics achievement over the primary and preschool years. Yet, despite such correlational evidence, there is limited evidence that EF interventions yield improvements in early years mathematics. As intervention studies are a powerful tool to move beyond correlation to causality, failures of transfer from executive functions interventions are, we argue, highly problematic for both applied and theoretical reasons. We review the existing correlational and intervention literature at complementary neuroscientific, cognitive, developmental and educational levels. We appraise distinct theories of change underpinning the correlations between EF and early mathematics, as well as explicit or implicit theories of change for different types of EF interventions. We find that isolated EF interventions are less likely to transfer to improvements in mathematics than integrated interventions. Via this conceptual piece, we highlight that the field of EF development is in need of (1) a clearer framework for the mechanisms underpinning the relationships between early EF and other developing domains, such as mathematical cognition; (2) clearer putative theories of change for how interventions of different kinds operate in the context of EF and such domains; (3) and greater clarity on the developmental and educational contexts that influence these causal associations. Our synthesis of the evidence emphasises the need to consider the dynamic development of EFs with co-developing cognitive functions, such as early math skills, when designing education environments. [234 words].

Schweder, S., & Raufelder, D. (2024). **Does changing learning environments affect student motivation?** *Learning and Instruction*, *89*, 101829. https://doi.org/10.1016/j.learninstruc.2023.101829
Background Self-directed learning (SDL) has evolved as an adaptable educational environment, providing flexibility and individualization that meet students' psychological needs and enhance their educational experiences. In turn, these experiences significantly affect student motivation, reinforcing the crucial role of the learning environment in its promotion. To leverage the educational potential of SDL in synergy with traditional teacher-directed environments, in-depth research is vital. Aims Grounded in the Self-Determination Theory and Stage-Environment Fit Theory, this research employs longitudinal data to examine how modifications in learning environments influence students' basic needs and motivation. Sample The research incorporated 754 German students, with an average age of 13.56 (SD = 1.2, 49.7% female). Method Over the span of a year, the study scrutinized data from two distinct educational environments: self-directed learning (SDL) and teacher-directed instruction (TDI). The Latent Change Score Models were used for the data analysis, considering performance data, age, and gender. Results The analysis showed an overall increase in students' basic need satisfaction during SDL. Conversely, TDI had no substantial effect on autonomy and social relatedness. An increase in intrinsic and identified motivation was noticed during SDL, while introjected and extrinsic motivation displayed a decreasing trend, particularly during SDL. These observations emphasize the qualitative differences between both environments. Conclusion The findings suggest an integrated approach of SDL and TDI to mitigate the detected decrease in motivation. They highlight SDL's potential in shaping motivation and meeting basic needs and stress the importance of maintaining an optimal balance between SDL and TDI in different educational settings.

Shogren, K. A., Pace, J. R., Hicks, T. A., Raley, S. K., & Lane, K. L. (2024). **Setting standards for SDLMI fidelity: Promoting Data-driven decision making to advance Self-determination instruction**. *Psychology in the Schools*, *61*(2), 532-552. https://doi.org/10.1002/pits.23068
This study used the standard setting to establish cutscores for the fidelity of implementation of an evidence-based intervention, the Self-Determined Learning Model of Instruction (SDLMI) designed to enhance goal-directed actions in secondary students with and without disabilities. Cutscores were then applied to fidelity data from a large, randomized trial of the SDLMI with teacher implementers. Findings suggest teachers demonstrate a range of fidelity outcomes over time across three dimensions adherence, quality of delivery, and student responsiveness. Almost all teachers (93%) immediately meet cutscores for the adherence dimension after training, but smaller numbers meet cutscores for quality of delivery (64%) and student responsiveness (69%). However, the quality of delivery and student responsiveness showed growth over time with implementation experience and there was a small effect of intensifying implementation support.

Skulmowski, A. (2023). **The Cognitive Architecture of Digital Externalization**. *Educational Psychology Review*, *35*(4), 101. https://doi.org/10.1007/s10648-023-09818-1
This review is aimed at synthesizing current findings concerning technology-based cognitive offloading and the associated effects on learning and memory. While cognitive externalization (i.e., using the environment to outsource mental computation) is a highly useful technique in various problem-solving tasks, a growing body of research suggests that the offloading of information into the environment (and digital storage in particular) can have negative effects on learning. Based on this review, a model of offloading with cognitive load at its core is developed to summarize when learners offload information. A high intrinsic cognitive load (i.e., a high difficulty), a high extraneous load (i.e., unnecessary design elements), and a low perceived or actual working memory capacity trigger offloading. Crucially, the value attributed to information also affects whether information is externalized. In this model, extraneous cognitive load in the design of technology-enhanced learning acts as a triple barrier: (1) It prevents information from entering working memory, (2) it inhibits information being stored in long-term memory, and (3) it can prevent learners from externalizing information using technology. As a result, in many instances, only the gist of information (or its location) is retained, while learners often gain the illusion of having memorized that information. Furthermore, offloading substantially increases the risk of memory manipulation, potentially posing a societal problem. Consequently, educational approaches should maximize the meaningfulness of the residual information that is often retained in the form of "biological pointers." In addition, current issues surrounding the use of generative artificial intelligence pertaining to externalization are discussed.

Stanistreet, P. (2023). **The right kind of attention: Learning, love and resistance**. *International Review of Education*, 69(6), 757-770. https://doi.org/10.1007/s11159-023-10060-8

Sung, M., & Gounko, T. (2023). **Fostering the Sense of Belonging**. *International Journal of Asian Education*, *4*(4), 235-246. https://doi.org/10.46966/ijae.v4i4.358
The study delves into the influence of an on-campus, student-led Cultural Association on the experiences of minority students within a predominantly White institution (PWI). This research employed qualitative methods. It primarily utilized in-depth, semi-structured

interviews to gather data from five international students attending a comprehensive public research university on the West Coast of Canada. The findings revealed that the Cultural Association significantly contributed to the social and academic integration of the participants within their new institutional and social milieu. By cultivating a sense of belonging, the Association aided the participants in overcoming initial hurdles, such as isolation and acknowledging their status as minorities in the PWI setting. The Association and its members played a crucial role in providing spaces for cultural affirmation, championing diversity, facilitating social inclusion, and nurturing a sense of belonging.

Sweller, J. (2023). **The Development of Cognitive Load Theory: Replication Crises and Incorporation of Other Theories Can Lead to Theory Expansion**. *Educational Psychology Review*, *35*(4), 95. https://doi.org/10.1007/s10648-023-09817-2
Cognitive load theory has been in development since the 1980s. Much of the impetus for that development has come from firstly, replication failures using randomised controlled trials and secondly, from the incorporation of other theories into cognitive load theory. Both have led to theory expansion. The immediate cause of the so-called "replication crisis" in psychology and other disciplines is a failure to replicate previous empirical findings. Using cognitive load theory as an example, I argue that the appearance of contradictory evidence does not necessarily derive from a failure to properly collect data. Rather, it can be caused by initially insufficiently detailed theories, with increasing detail often revealing the reason for a failure to replicate. For cognitive load theory, each failure to replicate, rather than being a negative, contributed to the further development of the theory. In addition, the theory has developed over many years by closely incorporating other theories associated with human cognitive architecture and evolutionary psychology. In this paper, I discuss some of the developmental milestones associated with cognitive load theory and how they were informed by replication failures and theory integration.

Tardif, C., Boucher, H., Lane, J., & Barbeau, A.-K. (2024). **Music performance anxiety in children 9−12 years old in a music program**. *Psychology in the Schools*, *61*(2), 671-685. https://doi.org/10.1002/pits.23079
Music-intensive school program are one way of enhancing arts-education in public schools. Elementary school students enrolled in a music-intensive program are exposed to several stress factors that could contribute to development of music performance anxiety (MPA). This study aims to describe MPA manifestations as reported by 164 students from 9 to 12 years of age taking part in a music-intensive school program, and to identify what may contribute to its development. Data were collected using a sociodemographic questionnaire, and the French version of the Music Performance Anxiety Inventory for Adolescents. Although it was expected that being involved in an intensive music program would bring students to report higher levels of MPA, results showed moderate levels of MPA. In addition, girls reported significatively more manifestations of MPA than boys. The MPA level also vary according to the origin of the registration in the program (child's request or parents' suggestion), and the cycle. Indeed, cycle 2 students reported significantly less MPA than cycle 3 students when the request to participate in the music-intensive program came from the child. Findings provide useful key points that should be considered for both practitioners and researchers.

Televantou, I., Marsh, H. W., Xu, K. M., Guo, J., & Dicke, T. (2023). **Peer Spillover and Big-Fish-Little-Pond Effects with SIMS80: Revisiting a Historical Database Through the Lens of a Modern Methodological Perspective**. *Educational Psychology Review*, *35*(4), 100. https://doi.org/10.1007/s10648-023-09816-3

The present study uses doubly latent models to estimate the effect of average mathematics achievement at the class level on students' subsequent mathematics achievement (the "Peer Spillover Effect") and mathematics self-concept (the "Big-Fish-Little-Pond-Effect; BFLPE"), controlling for individual differences in prior mathematics achievement. Our data, consisting of 13-year-old students from Canada, the USA, and New Zealand, come from a unique cross-national database with a longitudinal design at the student level: the Second International Mathematics Study (SIMS80). This historical survey was administered by IEA in the 1980s and highly influenced the development of educational policies in the following decades. We replicate a widely cited study based on SIMS80, interrogating the validity of its findings of a positive peer spillover effect. When we adjust for measurement error, using doubly latent models, we observe that originally positive peer spillover effects become less positive or disappear altogether. On the contrary, negative BFLPEs become more negative and remain statistically significant throughout. Our study is the only cross-national study to have evaluated both the BFLPE and the peer spillover effect with controls for a true measure of prior achievement — and the only study to test the peer spillover effect cross-nationally using doubly latent models. Our findings question the empirical results of past and current research evaluating school- and class-level compositional effects based on sub-optimal models that fail to control for measurement error.

Tetzlaff, L., Edelsbrunner, P., Schmitterer, A., Hartmann, U., & Brod, G. (2023). **Modeling Interactions Between Multivariate Learner Characteristics and Interventions: a Person-Centered Approach**. *Educational Psychology Review*, *35*(4), 112. https://doi.org/10.1007/s10648-023-09830-5

Demonstrating the differential effectiveness of instructional approaches for learners is difficult because learners differ on multiple dimensions. The present study tests a person-centered approach to investigating differential effectiveness, in this case of reading instruction. In N = 517 German third-grade students, latent profile analysis identified four subgroups that differed across multiple characteristics consistent with the simple view of reading: poor decoders, poor comprehenders, poor readers, and good readers. Over a school year, different instructional foci showed differential effectiveness for students in these different profiles. An instructional focus on vocabulary primarily benefited good readers at the expense of poor decoders and poor comprehenders, while a focus on advanced reading abilities benefitted poor comprehenders at the expense of poor decoders and good readers. These findings are in contrast to those obtained by multiple regression, which, focusing on only one learner characteristic at a time, would have suggested different and potentially misleading implications for instruction. This study provides initial evidence for the advantages of a person-centered approach to examining differential effectiveness.

Toprak, E., Metin, A., & Ünalan, D. (2024). **The mediating role of cognitive flexibility and critical thinking in the relationship between academic motivation and fear of negative evaluation**. *Psychology in the Schools*, *61*(2), 727-738. https://doi.org/10.1002/pits.23080

Studies showed that fear of negative evaluation of students may affect their academic motivation. However, which variables mediate between academic motivation and fear

of negative evaluation is unclear. This study aims to explore the mediating role of cognitive flexibility and critical thinking in the relationship between academic motivation and fear of negative evaluation in adolescents. A correlational design was used to examine this relationship. A total of 2085 adolescents ages 13–14 (65% female) participated in this study. The data were collected via self-report screening tools, including a personal information form, Academic Motivation Scale, Fear of Negative Evaluation Scale, Cognitive Flexibility Scale, and Critical Thinking Scale. The findings revealed a moderate negative correlation between academic motivation and fear of negative evaluation (r = −.49), and cognitive flexibility and critical thinking also partially mediate. This model explains approximately 41% of the total variance. Despite some limitations, our study provides partial evidence of the mediating effect of cognitive flexibility and critical thinking between academic motivation and fear of negative evaluation. More research is needed to develop the model.

Turner, M., & Hodis, F. A. (2023). **A Systematic Review of Interventions to Reduce Academic Procrastination and Implications for Instructor-based Classroom Interventions**. *Educational Psychology Review, 35*(4), 118. https://doi.org/10.1007/s10648-023-09838-x
Academic procrastination is a prevalent and pernicious self-regulation failure, which affects students' academic performance, health, and well-being. We conducted a systematic review of the recent (i.e., 2018 and subsequent) literature on the efficacy of interventions designed to reduce academic procrastination in several relevant online databases. Twenty-one studies, which matched our criteria for inclusion, were included in our review. These studies reported on a variety of interventions; 17 of them reported significant reductions in students' academic procrastination. Our research adds to the existing literature on procrastination by identifying critical recent findings from academic procrastination intervention research. In addition, our review identified gaps in the existing literature that should be explored in future research, such as the lack of interventions focusing on strengthening conscientiousness and the need to conduct mediation and moderation analyses to understand the mechanism(s) through which interventions affect procrastination and identify boundary conditions for their effectiveness. Finally, we included a set of recommendations to guide teachers/instructors when selecting procrastination interventions they could feasibly implement in their classrooms.

Wartenberg, G., Aldrup, K., Grund, S., & Klusmann, U. (2023). **Satisfied and High Performing? A Meta-Analysis and Systematic Review of the Correlates of Teachers' Job Satisfaction**. *Educational Psychology Review, 35*(4), 114. https://doi.org/10.1007/s10648-023-09831-4
Job satisfaction has long been discussed as an important factor determining individual behavior at work. To what extent this relationship is also evident in the teaching profession is especially relevant given the manifold job tasks and tremendous responsibility teachers bear for the development of their students. From a theoretical perspective, teachers' job satisfaction should be negatively related to turnover intentions and absenteeism, and positively to high-quality teacher-student interactions (i.e., emotional support, classroom management, and instructional support), enhanced student motivation, and achievement. This research synthesis provides a comprehensive overview of the relationship between teachers' job satisfaction and these variables. A systematic literature search yielded 105 records. Random-effects meta-analyses supported the theoretically postulated relationships between teachers' job satisfaction and their

turnover intentions, absenteeism, teacher-student interactions, and students' outcomes. Effects were significant not only for teachers' self-reports of their professional performance, but also for external reports. On the basis of the research synthesis, we discuss theoretical, conceptual, and methodological considerations that inform future research and prospective intervention approaches.

Yu, Y., & Zhang, Y. (2024). **The general factor of personality and moral hypocrisy: A moderated mediation model**. *Psychology in the Schools*, 61(2), 706-726. https://doi.org/10.1002/pits.23078
This study examines the relationship between the general factor of personality (GFP) and moral hypocrisy, the mediating effect of moral disengagement, and the moderating effect of system justification. Six hundred and four Chinese college students (59.9% female, Mage = 22.58, SD = 1.81) completed questionnaires assessing their personality and the levels of moral disengagement and system justification. The moral situation assessment paradigm was used to measure interpersonal moral hypocrisy (i.e., moral double standards). The task assignment paradigm was used to measure intrapersonal moral hypocrisy (i.e., misalignment between words and deeds). The results revealed that the GFP was negatively associated with moral hypocrisy, and moral disengagement mediated this relationship. In addition, this mediating effect of moral disengagement was moderated by system justification. That is, the mediation effect was stronger for students with a higher level of system justification. These findings provide educational suggestions for preventing and intervening in moral hypocrisy among college students.

Aspects sociaux de l'éducation

Al Muqarshi, A. (2024). **Outsourcing, national diversity and transience: the reality of social identity in an ELT context in Omani higher education**. *International Journal of Qualitative Studies in Education*, 37(1), 246-262. https://doi.org/10.1080/09518398.2022.2038303
The developing structure of Omani higher education sector depends upon a culturally diverse group of international academics who outnumber their Omani colleagues. This creates a unique group composition that is inconsistent with the largely Omanising workplace context. Drawing on data gathered from a case study, this paper explores the reasons and the effects of group instability resulting from faculty's national diversity on establishing a group's social identity, the latter being an antecedent for establishing an intellectual capital. The findings of the study suggest that national diversity is associated with a number of factors that impede longevity within work groups thus affecting identification with a common group prototype. These include human resources management practices, such as outsourcing recruitment, inconsistent recruitment standards, low faculty agility and a number of personal factors that emphasise individual identity. The paper concludes by arguing that the absence of social identity in higher education hinders establishing an intellectual capital that represents a cornerstone for establishing a knowledge-based economy that fuels the realisation of Oman 2040. The findings have implications to the GCC 1 contexts that are characterised by depending on largely nationally diverse workforce.

Antony-Newman, M., & Niyozov, S. (2023). **Barriers and Facilitators for Academic Success and Social Integration of Refugee Students in Canadian and US K–12 Schools: A Meta-Synthesis**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(4), 980-1012. https://doi.org/10.53967/cje-rce.5859

Despite the status of Canada and the United States as major destinations for refugees worldwide, school-age refugee children in their K–12 schools continue to face significant challenges. To better understand barriers and facilitators for refugee students after resettlement, we carried out a meta-synthesis of 34 peer-reviewed articles that shed light on the educational experiences of refugee students in this geographic context. Our analysis shows that refugee students face such barriers as inappropriate grade placement, deficit thinking of teachers, language barriers, lack of trauma-specific counselling, and misunderstandings in family-school communication. Nevertheless, refugee students benefit from culturally relevant curriculum and pedagogy and the availability of cultural brokers and liaisons. The key theoretical and policy implication of this meta-synthesis is the need to shift the focus from the type of refugee programs (integrated or separate) to the presence of facilitating factors that enhance the academic success and social integration of refugee students.

Augustine, J. M., & Negraia, D. V. (2024). **Exploring Education Differences in the Parental Well-Being Gap**. *Sociological Inquiry*, *94*(1), 66-87. https://doi.org/10.1111/soin.12549
Increasing evidence suggests that raising minor children is a "mixed bag" of emotions. Parents with minor children report more positive emotions, but also more negative emotions than adults without children. Little attention, however, has been paid to how this mixed bag varies by one's education level: a key socioeconomic indicator connected to family life and well-being. Drawing on data from the American Time Use Survey Subjective Well-being Module (2010, 2012, 2013; N = 17,481 respondents) and random effects models, we explored this question. Results revealed that parents of all education levels (vs. non-parents) reported greater levels of positive emotions (happiness, meaning) and less sadness, but only higher educated parents reported greater levels of negative emotions (stress, fatigue). Among lower educated women, however, we observed no parental well-being gap. These findings provide new knowledge of, and challenge several prevailing arguments about, how parenting is associated with the well-being of higher and lower socioeconomic groups.

Batini, F., Scierri, I. D. M., & Vittori, F. (2023). **Bullismo femminile: presentazione della ricerca quantitativa di un'indagine nazionale mixed-method**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (28), 39-60. https://doi.org/10.7358/ecps-2023-028-bati
FEMALE BULLYING: PRESENTATION OF THE QUANTITATIVE RESEARCH OF A NATIONAL MIXED-METHOD INVESTIGATIONAbstractDue to its seriousness and prevalence, bullying is a crucial topic for educational research, also in order to adopt appropriate educational strategies to prevent and tackle it. One of the possible avenues of investigation is the adoption of a gender perspective. In fact, bullying is often studied with a universalistic approach, despite the fact that research shows the presence of peculiarities that can be associated, albeit not exclusively, with different genders. The national project «Female bullying at school. An intersectional mixedmethod investigation» aims to better understand bullying among girls by adopting a gender and intersectional perspective. This contribution presents the quantitative part of the research. The outcomes regarding the incidence and characteristics of bullying will be discussed and the gender differences that emerged will be explored. The results confirm the relevance of the phenomenon and highlight the peculiar gaze of girls, providing support for the usefulness of adopting a gender perspective in the study of bullying.

Baumert, J., Becker, M., Jansen, M., & Köller, O. (2024). **Cultural Identity and the Academic, Social, and Psychological Adjustment of Adolescents with Immigration Background**. *Journal of Youth and Adolescence*, *53*(2), 294-315. https://doi.org/10.1007/s10964-023-01853-z

As Western societies become more ethnically and culturally diverse, understanding the acculturation of immigrant youth is essential for fostering social cohesion. How the cultural identity formation of ethnic minority adolescents relates to their academic, social, and psychological adjustment is an important and as yet unresolved research question. This study examined to what extent identifying with the heritage and/or host culture is an individual resource or risk factor for the adjustment of immigrant youth in Germany. A random sample of 15–17-year-olds (N = 1992; Mage_w1 = 15.3 years, SD = 0.64; 44.5% girls; 44.7% students with immigrant background) was assessed twice: at the end of 9th and 10th grade. Academic performance and three dimensions of social/psychological adjustment (school attachment, self-esteem, and life satisfaction) were examined. Results showed that biculturalism was the modal identification pattern. Contrary to expectations, cultural identification did not differ systematically with perceived distance from the majority culture. Multivariate structural equation modeling revealed that both heritage and host identification can be developmental resources, but that their effects are dependent on the dimension of adjustment; biculturalism only proved to be a cumulative resource for school attachment. The domain specificity of the findings challenges the generalization claims of predominant acculturation theories.

Bietenbeck, J., Irmert, N., Mattisson, L., & Weinhardt, F. (2023). *Autonomous schools, achievement and segregation* [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp1968.htm

We study whether autonomous schools, which are publicly funded but can operate more independently than government-run schools, affect student achievement and school segregation across 15 countries over 16 years. Our triple-differences regressions exploit between-grade variation in the share of students attending autonomous schools within a given country and year. While autonomous schools do not affect overall achievement, effects are positive for high-socioeconomic status students and negative for immigrants. Impacts on segregation mirror these findings, with evidence of increased segregation by socioeconomic and immigrant status. Rather than creating « a rising tide that lifts all boats », autonomous schools increase inequality.

Blake, M. K. (2024). **School-Level Bureaucrats: How High School Counselors Inhabit the Conflicting Logics of Their Work**. *Sociology of Education*, *97*(1), 21-36. https://doi.org/10.1177/00380407231204596

Through three years of training, school counselors build a professional identity based on providing social-emotional, academic, and postsecondary guidance to students. But school counselors face conflict in meeting these expectations in a bureaucratic environment that asks them to prioritize efficiency when meeting with students rather than building one-on-one relationships. I draw from interviews with high school counselors and school personnel and a year of observations to study the institutional logics that govern their work and use inhabited institutional theory to study how time scarcity shaped how counselors interpreted these conflicting macro-level logics in their micro-level interactions. The counselors in this study developed patterns of practice that helped them manage this conflict, negotiating but eventually settling with nonideal strategies in

the best way they could with the resources made available to them. Efforts to reject the efficiency model were met with pushback from school leaders and unintended consequences for counselors and students alike. The conflict inherent in their work left little room for the mental health or postsecondary counseling they expect and are trained to provide.

Breda, T., Grenet, J., Monnet, M., & Effenterre, C. van. (2023). **How Effective are Female Role Models in Steering Girls Towards Stem? Evidence from French High Schools**. *The Economic Journal*, *133*(653), 1773. https://doi.org/10.1093/ej/uead019
We show in a large-scale field experiment that a brief exposure to female role models working in scientific fields affects high school students' perceptions and choice of undergraduate major. The classroom interventions reduced the prevalence of stereotypical views on jobs in science and gender differences in abilities. They also made high-achieving girls in Grade 12 more likely to enrol in selective and male-dominated STEM programs in college. Comparing treatment effects across the 56 role model participants, we find that the most effective interventions are those that improved students' perceptions of STEM careers without overemphasizing women's under-representation in science.

Brüggemann, O., & Hinz, T. (2023). **Do women evaluate their lower earnings still to be fair? Findings on the contented female worker paradox examining the role of occupational contexts in 27 European countries**. *European Sociological Review*, *39*(6), 904-919. https://doi.org/10.1093/esr/jcac073
It is still a puzzling question which gender inequalities in the labour market are perceived as fair and which are not – in the eye of the beholder. This study focuses on gender differences in the perceptions of the fairness of one's own wage and the role of the occupational context individuals are embedded in. Based on data collected from 27 European countries as part of the 2018 European Social Survey (Round 9), our study contributes to the growing field of wage fairness perceptions by analysing the role of the occupational context (measured as the share of women and the gender pay gap in the respondent's occupation), and how it moderates gender differences in fairness perceptions. Results indicate that – overall – female workers across Europe perceive their wages more often as unfairly "too low" than their male counterparts within the same country context and occupation, and that this gender gap is more pronounced in occupations with a high proportion of women and higher levels of gender inequality. We interpret these results as an indicator of growing awareness among women regarding the persisting "unfair" gendered wage distributions.

Burdick-Will, J., Gebo, L., & Williams, A. D. (2024). **Anywhere but Here: Neighborhood Violence and Local School Preferences in Baltimore City**. *Sociology of Education*, *97*(1), 1-20. https://doi.org/10.1177/00380407231197394
In this study, we examine whether students in violent neighborhoods actively avoid their local school as a form of social and physical protection. Specifically, we use 10 years of administrative data (2010–2020) from the high school choice open enrollment program in the Baltimore City Public School System to evaluate the interaction between neighborhood violence and geographic proximity when predicting choice behavior. We find that, adjusting for observed school characteristics and constant unobserved student characteristics, students from more violent neighborhoods are substantially less likely to choose their closest school than are students in safer neighborhoods; even when the

closest school is listed, it is ranked lower for students from more violent neighborhoods than for students in safer ones. These findings have implications for how we think about the relationship between neighborhoods and educational opportunity in an era of choice.

Burmicky, J. (2024). **Latino men and the college presidency: an intersectional analysis of identity, power, and marginalization in higher education**. *International Journal of Qualitative Studies in Education*, *37*(1), 154-173. https://doi.org/10.1080/09518398.2022.2025474
Racially minoritized college presidents represent less than 17% of all college and university presidencies in the United States, and less than four percent are Latinx/a/o. This study explored how Latino college president men, a heavily underrepresented group in the leadership pipeline, ascribe meaning to their intersecting identities while navigating systemic oppression within higher education contexts. By applying a hermeneutical phenomenological approach, this study provided in-depth insights into how Latino men make sense of their masculine identities and leadership development. Findings revealed that influential women or mujeres influyentes in the family significantly shape the masculine identity development of Latino men. Furthermore, graduate school education played a key role in socializing Latino men in the field and was an essential step for achieving the college presidency. Additional findings underscored the biases and stereotypes that Latino men overcome throughout their career trajectories. Implications for research and practice are also included in this study.

Charteris, J., & Gregory, S. (2024). **Snapchat and affective inequalities: affective flows in a schooling assemblage**. *International Journal of Qualitative Studies in Education*, *37*(1), 97-113. https://doi.org/10.1080/09518398.2021.2003886
Gendered power relations and cyber-objectification can be produced through Snapchat in schooling contexts. The research illustrates how social media circulates affect in an Australian high school setting. While "Snapchatting" can evoke joy, it can produce gendered inequities. This research details affective inequalities associated with Snapchat use. Affective inequalities ("lad culture", "rape culture" and "everyday sexism") are produced through texts, images and videos and are normalised through the gendered material-discursive relations in schools. Through making new material entanglements visible, the subtle sexist practices associated with misogyny in schools can be surfaced and recognised. Explicit critiques of misogyny are required to support gender equity in schools. This article contributes to the literature both as new material school-based research, and as an exploration of the gendered implications of Snapchat technology use among young people. It addresses the need to challenge masculine sexual entitlement, both online and in schools.

Chavrier, D. (2023). **Entretien avec Loïc Szerdahelyi à propos de son ouvrage Quelle égalité pour l'école ?** *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.979
L'égalité est une valeur de la République que les professeur·es et personnels d'éducation font vivre au sein de l'école. L'égalité, oui mais laquelle ? C'est à cette question que se confronte l'ouvrage collectif et pluridisciplinaire, dirigé par Loïc Szerdahelyi, intitulé : Quelle égalité pour l'école ? Dans l'entrevue qui suit, l'auteur partage avec Didier Chavrier ses réflexions sur une approche de l'égalité des sexes en éducation et en formation entre « égalité sous conditions » et « égalité sans condition ».

Contini, D., Di Tommaso, M. L., Maccagnan, A., & Mendolia, S. (2023). ***Gender Differences in High School Choices: Do Math and Language Skills Play a Role?*** (IZA Discussion Paper N° 16584). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16584.htm

This paper focuses on the gendered choice of high school in the Italian context, where children are tracked at age 14 and are free to choose the type of school, with no binding teacher recommendation or ability restriction. It is therefore a context in which preferences, however influenced by different factors, are freely expressed, without any institutional constraints imposed on the decision-making process. Previous literature has mainly analysed gendered educational choices by focusing on the field at later stages in life. The transition from lower secondary to upper secondary school is particularly relevant for children who do not go on to university and can help to understand gender segregation in low and middle-level occupations. We analyse the role of school performance in mathematics and Italian (teacher grades and standardized test scores), the position in the class ranking, the comparative advantage in one subject and find that, while school performance hardly explains the gender gap for the children with low educated parents, it explains part of the gender gap observed for children from more advantaged backgrounds.

Delcroix, C. (2023). **Entretien avec Gilles Combaz à propos de son ouvrage Les paradoxes de la féminisation : analyse comparative de trois postes à responsabilités dans le système éducatif**. *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1161

Dans sa publication « Les paradoxes de la féminisation : analyse comparative de trois postes à responsabilités dans le système éducatif » Gilles Combaz, à travers son étude sociologique qui analyse la position des hommes et des femmes dans trois fonctions du système éducatif français -la direction d'école primaire, l'inspection de l'enseignement primaire, la direction de collège et de lycée-, nous amène à réfléchir sur les enjeux concernant l'application du principe d'égalité professionnelle entre les sexes dans ces milieux. Dans l'entrevue qui suit, l'auteur partage avec Céline Delcroix les idées fortes au cœur de son ouvrage.

de Moll, F., Grecu, A. L., & Hadjar, A. (2024). **Students' Academic Habitus and Its Relation to Family Capital: A Latent Class Approach to Inequalities among Secondary School Students1**. *Sociological Inquiry*, 94(1), 190-220. https://doi.org/10.1111/soin.12578

Habitus plays a crucial part in Bourdieu's theory of sociocultural reproduction for understanding the persistence of inequalities in the education system. According to Bourdieu, students from homes that are heavily equipped with cultural capital develop a specific kind of habitus, that is, modes of perceiving, thinking, and acting, remarkably well-adjusted to the expectations of teachers and educational institutions. However, research has rarely tried to measure what we refer to as students' academic habitus to highlight the different types of habitus that students might express toward school. Drawing on data from secondary students in Luxembourg, we employ a latent class approach to operationalize, measure, and explore students' academic habitus. Our investigation comprises three main steps: First, we develop a multifaceted understanding of students' habitus integrating diverse dispositions toward school and learning; second, we identify different academic habitus types: the habitus of excellence, the habitus of goodwill and loyalty, and the habitus of disengagement. Third, we examine how the three habitus types relate to different axes of inequality: socioeconomic status, cultural capital, family employment, gender, and immigrant background. Our typology of

habitus bridges the qualitative literature on habitus with existing quantitative operationalizations. The findings show that students with a habitus of excellence are likely to hail from families with favorable parental employment and high cultural involvement.

Devi, R., & Ray, S. (2024). **Mahaul and Mazboori: educational aspirations and realities of Dalit youth in Delhi**. *International Journal of Qualitative Studies in Education*, *37*(1), 294-313. https://doi.org/10.1080/09518398.2022.2061740
This paper examines the predicament of the Dalit youth in their pursuit of higher education through a qualitative study in a low-income locality of Delhi. In absence of control over material resources historically, education offered promise in liberating socially excluded groups for its instrumental link with modern occupational structure. The policy of universal public education backed up with affirmative action in India has formally aided its access across sections. Even as the participation of the hitherto marginalized groups has been increasing manifold, privatization and marketisation in the education sector under the neo-liberal regime have transformed the educational landscape. Dalit youth is largely segregated into low-quality distance and social sciences education. The paper discusses various constraining and motivating factors embedded within and outside the neighbourhood and educational institutions which shape their educational interests, choices, and decisions. It elaborates on how cumulative socio-cultural, spatial, and historical disadvantages continue to shape the process of educational exclusion, even when these groups live in a metropolitan city amidst educational institutions. However, we also stress that the state policies, informed mentors, shared aspirations, and diversity in socio-cultural interactions hold the potential to alter and widen educational aspirations, access, and outcomes.

Duru-Bellat, M. (2023). **Les filles meilleures à l'école ? Un lieu commun à l'épreuve des évaluations standardisées**. *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.988
Alors que l'on considère volontiers que les filles réussissent mieux à l'école, les critères qui fondent cette opinion méritent d'être interrogés. Ainsi les épreuves standardisées font apparaître, au-delà de l'impact du sexe, de nombreuses modulations selon la nature des exercices, leur contenu, ou encore l'âge et le milieu social des élèves, ainsi que le système scolaire du pays. Ces constats disqualifient tout mode d'explication essentialiste des différences entre filles et garçons. Mais les qualifier d'inégalités n'est pas immédiat : il est discutable de poser que les filles pâtissent d'orientations systématiquement moins favorables, ou de les juger moins ambitieuses ou conformistes, tant que leurs « choix » s'expriment dans un contexte social où femmes et hommes occupent des rôles et des positions professionnelles si différentes. S'il est facile d'imaginer ce que signifie l'égalité en matière de formation, la question reste plus ouverte concernant l'orientation et plus largement les choix de vie.

El Sayed Younes, H., & Karkouti, I. M. (2023). **African refugees' access to higher education: Voices from Egypt**. *International Review of Education*, 69(6), 771-794. https://doi.org/10.1007/s11159-023-10031-z
Using Pierre Bourdieu's capital framework as a theoretical lens, this qualitative phenomenological case study explored the challenges that obstruct African refugee students' access to higher education in Egypt. Fifteen African refugee students (ten male and five female) in Egypt responded to semi-structured interview questions to express their views regarding the challenges that prevent them from attending public and

private post-secondary institutions. The authors identified these challenges and classified them into three thematic categories: sociocultural, economic and psychological barriers. In addition to these barriers, the lack of relevant laws and policies governing refugee access to higher education in Egypt and the absence of support systems have exacerbated an already dire situation for refugee students. The authors conclude their article with a number of recommendations to enhance and facilitate the access of refugees to higher education in their host communities.

Ermiş-Mert, A. (2024). **Perceived research productivity of women in higher education: An investigation of the impact of COVID-19**. *The British Journal of Sociology*, *75*(1), 48-55. https://doi.org/10.1111/1468-4446.13058
This study focuses on the predictors of women academics' perceived research productivity during the pandemic in Türkiye, by taking the changes in paid and unpaid workload alongside the felt pressure concerning productivity into consideration. Predicting the odds to report an above the mean level of decrease in perceived research productivity, unlike expected, increased housework time and administrative workload presented no statistically significant effect. On the other hand, extended care responsibilities (including but not limited to childcare) and felt pressure concerning research performance during the pandemic strongly predicted a high level of reported decrease in research productivity. Findings highlight that institutional care support mechanisms should be among the primary concerns since the pandemic has made the already existing gender inequalities in academia more visible in terms of the challenges women face in balancing paid and unpaid work. In addition, as excess pressure felt by women academics regarding research performance is linked to a decline in reported productivity, creating a compassionate environment in academia not only in unprecedented circumstances but at all times needs to be priority.

Foubert, J. L. M. (2023). **Expanding the Reasons We Give: Black Parents' Collective Engagement as Resisting White Supremacy at School**. *Harvard Educational Review*, *93*(4), 533-555. https://doi.org/10.17763/1943-5045-93.4.533
In this article, Jennifer L. McCarthy Foubert draws attention to Black parents' collective school engagement. Applying critical race theory's critique of liberalism as a theoretical frame, she argues that Black parents who participated in her qualitative multicase study resisted white supremacy as they engaged for the collective in everyday school involvement, school and extracurricular choices, and parent groups. She concludes by urging family-school partnership scholars, policy makers, and school leader and teacher educators to embrace collective engagement for its contributions to educational justice.

Frola, A., Delprato, M., & Chudgar, A. (2024). **Lack of educational access, women's empowerment and spatial education inequality for the Eastern and Western Africa regions**. *International Journal of Educational Development*, *104*, 102939. https://doi.org/10.1016/j.ijedudev.2023.102939
Space, beyond standard urban/rural divisions, plays a leading role in the diffusion of educational access. In this paper, using geo-localisation and Demographic and Health Surveys (DHS) we analyse spatial inequality in educational access (primary, lower secondary and upper secondary levels) for 13,000 communities from 22 countries in the Eastern and Western African regions. We find that: (i) space matters for educational access after accounting for communities' contextual backgrounds in spatial econometric models, (ii) the extent of spatial inequality in educational access is higher

in countries with lower levels of women's empowerment, and (iii) spatial educational inequality operate more powerfully in marginalised communities. Educational policies aimed at boosting educational access should consider space-based interventions, looking beyond the traditional rural-urban or regional boundaries.

Fukushima, A. I., & Vei, T. (2024). **Decolonial feminist pedagogies: entering into the "world" of the zombie as praxis**. *International Journal of Qualitative Studies in Education*, *37*(1), 174-189. https://doi.org/10.1080/09518398.2022.2025489
To teach about race is to recognize how there are communities whose worlds are shaped by violence, death, and resurrection, such as Trayvon Martin, Michael Brown, Emmett Till, George Floyd, and the many unnamed. Resurrection invokes the zombie figure. Zombies are iconic, and as implemented in an interdisciplinary course, a means to foster opportunities to engage with a social figure whose multiple meanings are cultural, historical, and political, and also notions of race and racial meaning-making. Through the figure of the zombie, this autoethnographic revisiting of a course takes up what Lugones calls playful "'world'-travelling." To unpack "'world'-travelling" we examine how it was facilitated through the "world café," a teaching modality. This article examine an educational environment where students engaged in the complexities of race relations in the US by hacking learning rituals that foster understanding racism.

George, R. C. (2023). **Persistently Present, Yet Invisible? Exploring the Experiences of High-Achieving Black Students in the Greater Toronto Area**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *46*(4), 1013-1050. https://doi.org/10.53967/cje-rce.5719
Through employing critical race theory, seen-invisibility, and circuits of dispossession as theoretical frames, this article complicates discourses around equity and Black student achievement by examining the underexplored experiences of high-achieving Black Canadian students in the Greater Toronto Area (GTA). Drawing on focus group data with four adolescent participants, the study finds that they experienced violent forms of racialization in their educational environments through a lack of physical, social, and intellectual space to exist as both Black and high-achieving. This rendered them persistently present due to their race, yet invisible in the perceptions of their intellect. Central to this article is an articulation, unpacking, and thus granular analysis of the particular ways that racialization can operate within education systems to still marginalize Black students and erect complex barriers—even when they demonstrate strong academic performance. These emerging insights inform a need for a broader and more holistic understanding of Black Canadian student experiences and a rethinking of intervention and resistance strategies.

Giorgi, A., & Sánchez-Beato, S. A. (2023). **Les biais de genre dans les évaluations des enseignements par les étudiant·es à l'université**. *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1309
Dans certains pays, les évaluations des enseignements par les étudiant·es (EEE) sont considérées dans les décisions relatives à l'emploi à l'université, où la participation des femmes diminue au fur et à mesure que l'on gravit les échelons de la carrière scientifique. S'insérant dans le cadre des politiques d'égalité à l'université, cette revue systématique vise à identifier la présence et la nature des biais de genre dans la littérature sur les EEE. En général les biais repérés défavorisent les enseignantes, surtout en sciences et techniques et dans le premier cycle d'études, mais la taille des effets est faible. Menant

une discussion critique, nous réfléchissons à l'importance de comprendre la signification des scores attribués aux enseignant·es par les étudiant·es qui pourrait découler de la méthodologie utilisée pour analyser les EEE et des cultures propres aux domaines disciplinaires. Ces aspects sont essentiels pour élaborer des politiques de genre efficaces.

Grisez, E. (2023). **A l'école primaire catholique. Une éducation bien ordonnée**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1851*. Consulté à l'adresse https://www.puf.com/lecole-primaire-catholique
Qu'apprend-on aux enfants dans une école catholique ? Comment la socialisation s'opère-t-elle ? Quels sont les principaux agents et canaux de cette socialisation ? En France, l'enseignement catholique représente 95 % des écoles privées sous contrat. Ce secteur prend en charge 17 % des élèves du primaire et du secondaire, et accueille deux enfants sur cinq au cours de leur scolarité. Largement fréquenté par les enfants des classes supérieures, ce système d'enseignement constitue l'un des principaux canaux de formation des élites. Pourtant, les travaux sociologiques consacrés aux écoles privées catholiques sont très peu nombreux, et rarement centrés sur le processus de socialisation des élèves. L'ouvrage propose d'étudier la socialisation dans l'enseignement catholique primaire à partir du cas d'une école parisienne privilégiée. En s'appuyant sur une enquête ethnographique, il expose le dispositif de socialisation déployé par les acteurs de cette école, et ce que les enfants font dans et de ce dispositif. Il se focalise sur leur rapport à l'école, aux autres et à l'appréhension de l'ordre social, et montre que les enfants font l'acquisition précoce de dispositions scolairement et socialement valorisées.

Grisez, É. (2024, janvier 8). **Derrière le choix d'une école privée, des ambitions parentales à long terme**. Consulté 9 janvier 2024, à l'adresse The Conversation website: http://theconversation.com/derriere-le-choix-dune-ecole-privee-des-ambitions-parentales-a-long-terme-220247
Même au niveau du primaire, le choix d'une école privée peut s'intégrer dans des stratégies parentales visant à transmettre aux enfants le plus tôt possible des compétences socialement valorisées.

Halle-Erby, K. (2024). **"Relationships are reality": centering relationality to investigate land, indigeneity, blackness, and futurity**. *International Journal of Qualitative Studies in Education*, *37*(1), 114-131. https://doi.org/10.1080/09518398.2022.2025471
This paper proposes that the paradigm of relationality, engaged methodologically, can be the basis of praxis that purposefully moves away from business-oriented notions of "best practices" and toward education research that meets the needs of Indigenous and Black communities currently designing futures within settler colonial states during climate catastrophe. In so doing, the paper considers what a critical Indigenous research paradigm requires of researchers, what a critical Black epistemology requires, and what we can learn by bringing the two together in a relational approach to qualitative research. Relationality is defined and placed in historical context. The author's positionality is engaged by exploring his relationship to relationality through examination of the confluence of Black and Indigenous epistemologies in the United States. Through auto-reflection on a qualitative study of land-based education, this paper analyzes research "openings" as an example of relational methodology praxis. The paper offers a critical analysis of specific, detailed methodological actions undertaken to practice

relationality in order to create cracks in existing educational research methodologies through which relationality can take root.

Jellab, A. (2023). **L'École est-elle une marchandise ? Ce que nous enseigne la difficile mise en œuvre de la mixité sociale et scolaire dans les établissements en France**. *Administration & Éducation*, *180*(4), 101-107. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-101.htm

Jesuit Refugee Service & Secondary Education Working Group. (2023). **Accelerate with Care: Towards Gender-Responsive Secondary Accelerated Education** (p. 25). Consulté à l'adresse JRS International Office website: https://jrs.net/en/resource/accelerate-with-care-towards-gender-responsive-accelerated-secondary-education/
In this report, JRS and SEWG examine the effectiveness, potential, and challenges of Accelerated Education Programmes for youth living at the margins.

Joyce, S. J. A., & Abdou, E. D. (2023). **Dismantling Curricular Statues: Critically Examining Anti-Black Racism in Representations of Ancient Africa in Canadian Textbooks**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *46*(4), 1051-1082. https://doi.org/10.53967/cje-rce.5793
Although Canada is portrayed as a benevolent multicultural society, the experiences of many of its racialized peoples point to the ongoing realities of racism. Research demonstrates that schools are central to perpetuating racism, in part through a prioritization of white Eurocentric curricula. But how might ancient history curricula specifically contribute to racism? In this article, we interrogate representations of ancient African societies as presented in three secondary school world history textbooks from Quebec and Manitoba and consider the mechanisms of anti-black racism at work. By using Fairclough's (2003) approach to critical discourse analysis, we offer insights about how ancient history curricula do little to address the persistence of anti-black racism. Our analysis finds a continued valorisation of white Western civilizations at the expense of ancient African histories and Black peoples more generally. Further, we demonstrate how ancient history textbooks perpetuate specific anti-black discourses such as Black primitivity and an overemphasis on Black labour.

Kadzamira, E., Winiko, S., Kaombe, T., & Rossiter, J. (2023). **Merit, Inequality, and Opportunity: The Impact of Malawi's Selective Secondary Schools** (Working Paper N° 673). Consulté à l'adresse Center for Global Development website: https://econpapers.repec.org/paper/cgdwpaper/673.htm
This paper examines the effectiveness of Malawi's selective secondary schools in influencing student learning outcomes. Using data from Malawi's National Examination Board, we employ value-added and regression discontinuity methods to gauge the impact of school types on high-stakes exam results. Findings reveal that National schools enhance student learning progress by an average of 0.57 standard deviations more than day schools, within two years. Regression discontinuity results corroborate National schools' positive impact, with National school attendance yielding a 0.40 standard deviation increase in student exam outcomes. Importantly, students from districts with relatively low-performing primary schools benefit substantially from attending National schools, especially those with low-quality secondary education alternatives. Compared to global evidence, our study highlights the importance of evaluating the broader educational context when analysing school tracking effects on student outcomes. Our

findings are relevant to policy discussions around secondary school expansion, performance reporting, and student selection in Malawi.

Khanal, S. (2024). **Reflexivity over caste and gender: disrupting researcher's bias beliefs and habitus**. *International Journal of Qualitative Studies in Education*, *37*(1), 38-49. https://doi.org/10.1080/09518398.2021.2003896
Reflexivity is not a new concept; however, the researcher's reflexivity on caste and gender preconception in the South Asian context is an understudied area in qualitative studies. We know less about how a researcher's prejudice can unconsciously exclude Dalits and females from their research. In this critical autoethnographic study, I extend the concept of reflexivity by illustrating first awareness of the subtle nuances of my own prejudiced disposition and belief against Dalit and female participants, and second how preconceptions can be disrupted by the researcher being conscious of everyday actions in the research field, and questioning moments of awkwardness or difficulties in and out of the field.

Klein, M., & Sosu, E. M. (2024). **School Attendance and Academic Achievement: Understanding Variation across Family Socioeconomic Status**. *Sociology of Education*, *97*(1), 58-75. https://doi.org/10.1177/00380407231191541
Studies consistently show the detrimental effect of school absences on pupils' achievement. However, due to an accumulation of multiple risks, school absenteeism may be more harmful to achievement among pupils from lower socioeconomic status (SES). Using a sample of upper-secondary students from the Scottish Longitudinal Study (n = 3,135), we investigated whether the association between absences (overall, sickness, and truancy) and achievement in high-stakes exams varied by family SES dimensions (parental education, class, free school meal registration, and housing). The findings for overall absences and truancy show no statistically significant differences across SES groups. However, sickness absences were more harmful to the achievement of lower SES students than higher SES students. Differences between the most and least disadvantaged groups were found on all SES dimensions except for parental education.

Lavoipierre, C. (2023). **« Forme scolaire » du vêtement et contrôle différencié des corps au lycée**. *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1036
Cet article interroge la norme scolaire en matière de vêtements à partir de l'application de restrictions vestimentaires dans un lycée général et technologique de banlieue parisienne. Il se fonde sur une enquête ethnographique réalisée entre 2018 et 2019 en tant que surveillante au lycée Léonard de Vinci, lycée situé dans un quartier populaire de la ville bien que caractérisé par sa mixité sociale. Des entretiens semi-directifs ont été réalisés avec onze élèves afin d'étudier la façon dont les lycéen·nes interprètent et intériorisent ces restrictions. Au lycée Léonard de Vinci, les restrictions semblent d'abord se faire discrètes voire inexistantes. C'est à travers leur normalisation que celles-ci s'appliquent néanmoins. Elles construisent ainsi une « forme scolaire » (Vincent, 1980) du vêtement qui consiste à « ne pas se faire remarquer ». L'interprétation de cette règle se fait à partir de critères différenciés (d'âge, de classe, de race, de genre…) et ce à travers la référence plus ou moins explicite aux figures repoussoirs de la « pute » et du « jeune de cité ».

Leroy, B., Payet, J.-P., Rufin, D., & Serir, Z. (2023). **L'école, mode d'emploi critique. Un roman graphique**. In *https://veille-et-analyses.ens-*

lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1854. Consulté à l'adresse https://www.lcdpu.fr/books/1EF9FF3B-5255-42E0-9E95-B3C6612D4072
Comment fonctionne l'école? Sous la forme d'un dialogue entre un sociologue et de futurs enseignants, le récit dévoile la réalité cachée derrière les évidences. Un précieux outil d'autodéfense intellectuelle au service d'un idéal de transmission.

Lewis-Durham, T., Puorto, A. D., & Bettez, S. (2023). **The Persistence of and Challenges to Whiteness in Parent Engagement**. *American Journal of Education*, *130*(1), 151-176. https://doi.org/10.1086/727007
Purpose: School leaders who articulate a desire to center equity in their schools often neglect to examine how racism persists in their parent and family engagement strategies. This oversight can reify structures that are oppressive and exclusionary to the marginalized families school leaders claim they want to engage. Research Methods/Approach: In this study, we use case study methods to examine the way one social justice–oriented school attempted to challenge and disrupt the persistence of Whiteness and White supremacy in a unique family group. We interview one school leader and parents and conduct extensive observations of group meetings. Findings: We found that Whiteness and White supremacy can be persistent despite leaders' desires to eradicate these entrenched phenomena. Implications: Our findings show that knowing Whiteness and White supremacy are present is not enough. Rather, school leaders need to actively interrupt these dominant structures to see meaningful change.

Liu, H. (2024). **Demystifying the relationship between parental investment in learners' English learning and learners' L2 motivational self system in the Chinese context: A Bourdieusian capital perspective**. *International Journal of Educational Development*, *104*, 102973. https://doi.org/10.1016/j.ijedudev.2023.102973
Research has shown that language learning motivation is multifaceted and influenced by both external and internal factors. An important but under-researched factor, parental involvement, requires attention. Therefore, the current study drew from Bourdieu's (1986) capital theory to develop the concept of parental investment, categorized into parental investment beliefs (PIBeLs) and parental investment behaviors (PIBeHs), and examined its complex relationship with learners' L2 Motivational Self System (L2MSS; Dörnyei, 2005). A total of 1424 senior high school students and their parents, representing 11 schools in two capital cities in northeastern China, participated in the study. Results from the questionnaire and interview data show a linear relationship between PIBeLs, PIBeHs and learners' L2MSS, with PIBeLs having a direct effect on PIBeHs and an indirect effect on L2MSS mediated by PIBeHs. From Bourdieusian capital perspective, learners' motivation, a disposition formed from the flow of parents' capital invested in their children's English learning, constitutes a socially constructed habitus.

Liu, J.-L., & Cherng, H.-Y. S. (2023). **Breaking the Mold: The One Social Class Model and Saving Face among Undocumented and Mixed-Status Chinese Immigrant Families**. *American Journal of Education*, *130*(1), 89-117. https://doi.org/10.1086/727003
Recent studies of immigrant families have called for a reconceptualizing of the influence of social class on education, articulated by the one social class model: White middle-class families possess the cultural capital to foster their social mobility. Focusing on three undocumented and mixed-status Chinese immigrant families in New York City for 3.5 years, we found those who arrived in the United States with the most social class resources fared the worst, whereas those who had less in China were able to persist better. We

argue the mechanism underlying this reversal of expected social class patterns is the cultural practice of saving face, which reflects the intersection of social class status, documentation status, and intergenerational acculturation. From this article, we demonstrate understandings of social class among immigrants, especially those of precarious legal status, must expand and incorporate social status experiences prior to immigration, notions of belonging in the United States and being undocumented, and changes through acculturation influence practices that can directly affect mobility.

Locke, L. A., & Grooms, A. (2024). **"I felt like a butterfly spreading my wings": early college high schools as educational counterspaces for women from marginalized groups**. *International Journal of Qualitative Studies in Education*, *37*(1), 132-153. https://doi.org/10.1080/09518398.2022.2025470
Early College High Schools (ECHS) partner with post-secondary institutions to award students, specifically those from historically marginalized groups, with significant transferrable college credit—tuition free—along with a high school diploma. Utilizing the frameworks of counterspace and counterstory, this study aimed to understand the perceptions of 13 women who identify as of Color and/or low-income, who graduated from an ECHS and are now in college or are recent college graduates, regarding their experiences attending an ECHS and their preparation for post-secondary success. Qualitative analyses indicated the ECHS served as an educational counterspace with a variety of "structural-cultural" elements that were imperative to the participants' transition to, engagement with, and success in college.

Lorenz, G., Kogan, I., Gentrup, S., & Kristen, C. (2024). **Non-native Accents among School Beginners and Teacher Expectations for Future Student Achievements**. *Sociology of Education*, *97*(1), 76-96. https://doi.org/10.1177/00380407231202978
Based on sociological, economic, and social-psychological theories of discrimination and bias, this study addresses non-native accents among ethnic minority students as they begin school and explores effects of such accents on their teachers' achievement expectations. Using a unique data set of first graders in Germany, the analysis reveals that a non-native accent is relevant to teachers' expectations net of student skills, abilities, and other background variables. Associations are stronger in the language domain than in mathematics, indicating that teachers perceive accent-free speech as a language-learning requirement. However, residual influences of non-native accents on teacher expectations also exist in the math domain and persist even after prolonged periods of teacher-student interaction. Mechanisms of statistical discrimination and stereotype-based discrimination can partially explain these effects. However, the overall pattern of results suggests a stigmatization of non-native accents, potentially resulting from the activation of negative associations related to foreignness and disfluency.

Mano-Avril, S. (2023). **Des ingénieures apprenties face aux évaluations académiques et professionnelles en contextes masculins ou les avantages d'un « effet minorité »**. *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1218
Présentant des avantages pour les étudiants et les entreprises, les filières d'apprentissage se développent dans les écoles d'ingénieurs. Les apprenti.es ingénieur.es y sont une population à part qui diffère de celle des cursus initiaux par leur réalité, leur temporalité et le type de population où s'imbriquent différents rapports sociaux de classe, de genre et de race, frappés du sceau des inégalités. Plus hétérogènes socialement, ces promotions sont un espace privilégié d'inclusion et une passerelle pour des étudiant.es à

cursus alternatifs. Elles appellent une lecture intersectionnelle qui montre une pression du stéréotype plus prompte à s'exercer et une inversion des positions sexuées. Si ces individus semblent plus vulnérables à la menace du stéréotype, c'est aussi par la particularité de leur cursus : la soumission à une double pression évaluative, l'académique et la professionnelle. S'ils l'expriment différemment, femmes et hommes condamnent sévèrement l'évaluation académique et plébiscitent la forme professionnelle de l'évaluation. Les étudiantes, elles, se sentent encore trop souvent sous-évaluées et aux prises avec un sexisme protéiforme toujours présent mais un tournant semble aujourd'hui en train de s'opérer dans ces bastions masculins. Sous la pression sociale et politique des exigences de diversité, les femmes paraissent aujourd'hui désirées, favorisées, encouragées et promues, une situation inédite où l'on voit émerger les avantages, parfois biaisés, d'un « effet minorité ».

Marom, L. (2023). **Resistance, Performativity, and Fragmentation: The Relational Arena of EDI/D in Canadian Higher Education**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(4), 1083-1114. https://doi.org/10.53967/cje-rce.6071
Equity, diversity, inclusion, and decolonizing (EDI/D) have gained discursive centrality in Canadian higher education (HE) yet are criticized as performative. Donald's work on "ethical relationality" understands colonialism as a denial of relations. Drawing on this work I analyze EDI/D in HE through a lens of relationship building. The study maps three institutional layers of EDI/D. The external layer is centred on confronting overt critique, with discourses about EDI/D as threatening academic freedom becoming more prevalent. The second layer focuses on the "mainstream" adoption of EDI/D. EDI/D became central in terminology, but HE culture is more resistant to change. The inner layer includes those engaged with EDI/D. It is grounded in collaboration, but also in containment and fragmentation of EDI/D initiatives. These layers reveal institutional gaslighting tactics that derail meaningful engagement with EDI/D. For EDI/D to be transformative, HE institutions must ground EDI/D in the difficult process of relationship building.

Mathieu-Benmerah, M. (2023). **Épisodes évaluatifs et égalité**. *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1146
Cette recherche a pour objectif de réaliser une étude comparative des gestes professionnels évaluatifs en EPS et en Mathématiques à l'école primaire et de voir en quoi les pratiques évaluatives enseignantes sont reproductrices ou non des stéréotypes de genre. Elle se situe dans le cadre didactique de l'évaluation qui a été élaboré pour identifier et analyser « les épisodes évaluatifs » (Sayac, 2017a) permettant ainsi de combiner à la fois les savoirs scientifiques sur l'évaluation et les savoirs didactiques. L'objectif est de réaliser une étude prenant en compte à la fois les contenus disciplinaires et les réalités professionnelles. Pour cela une analyse des épisodes évaluatifs et de la logique évaluative pour chaque enseignant·e est réalisée afin de mettre en évidence la dimension genrée de l'évaluation.

Meyer, M. S., Shen, Y., & Plucker, J. A. (2024). **Reducing Excellence Gaps: A Systematic Review of Research on Equity in Advanced Education**. *Review of Educational Research*, 94(1), 33-72. https://doi.org/10.3102/00346543221148461
Unequal access to advanced learning opportunities is among the most complex and controversial issues in American K–12 schools. Interventions that address policy, programming, and instruction can provide opportunities for students with advanced

learning needs in school systems that prioritize minimum grade-level standards. Excellence gaps are differences in advanced performance among student subgroups that result from inequities in education and society. In this systematic review of the literature, the authors identified 80 empirical research studies on strategies for reducing excellence gaps published between 2010 and 2021 and identified themes related to the seven facets of the Excellence Gap Intervention Model (K–12 school accountability support, teacher professional learning, expanded advanced learning opportunities, universal screening with local norms, frontloading, flexible ability grouping, psychosocial interventions). This analysis revealed substantial evidence of intervention development over the past decade and suggests a revised approach to equitable, advanced education that begins with preparation (e.g., teacher professional learning, student frontloading) and is followed by placement, evaluation, and adjustment as students' learning needs change.

Mickey-Pabello, D. (2024). **The Anti-Affirmative Action Avalanche: The Rise of Underrepresented Minority Enrollment at For-Profit Institutions**. *Sociology of Education*, 97(1), 37-57. https://doi.org/10.1177/00380407231198225
The study of affirmative action bans suffers from focusing on the ivory tower as the site for the impacts of affirmative action bans. Prior literature on affirmative action bans has missed the bigger picture, failing to see that less glamorous schools have also been impacted by the bans. This article fully fleshes out the impacts of affirmative action on postsecondary education by their level of selectivity (Barron's Admissions Competitiveness Index) and sector (private, public, and for profit) from a merged data set (Integrated Postsecondary Education Data System and the Current Population Survey) spanning 1991 to 2016. The results of a differences-in-differences analysis find that a small group of for-profit institutions with very large enrollments became a destination for underrepresented minority students in the wake of affirmative action bans.

Montmasson-Michel, F. (2023). **L'école maternelle face aux inégalités sociales**. *L'école émancipée*, (100), 18-19. Consulté à l'adresse https://hal.science/hal-04296797
L'école maternelle entretient des inégalités sociales d'apprentissage. C'est le produit d'une histoire sociale prise dans le processus de massification scolaire qui s'est déroulé après la Seconde Guerre mondiale. La place importante accordée, en particulier, à l'autonomie des enfants et à des pratiques langagières compétitives sont la marque d'une pédagogie bien souvent plus favorable aux enfants des classes moyennes et supérieures qu'à leurs pairs issus des classes populaires.

Myre-Bisaillon, J., & François-Sévigny, J. (2023). **Les pratiques familiales de littératie en milieux défavorisés : réunir les familles, la communauté et les livres**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 46(4), 919-948. https://doi.org/10.53967/cje-rce.5733
This article presents the results of the action research of the Histoires de famille (Family Stories) program, which was offered to nine families in disadvantaged areas for 12 weeks in a variety of community facilities (e.g., public library, museum, family centre, etc.). The goal of this program was to equip parents to engage in literacy activities to promote children's language development. The purpose of this qualitative study was to explore the literacy practices of mothers from disadvantaged backgrounds participating in the Histoires de famille community project, as well as the evolution of their practices during the project. Results showed that mothers appreciated the program's approach,

integrated literacy activities into their daily lives, and noted several learning outcomes for themselves and their children. Changes were also observed in the way mothers supported their children in performing literacy tasks. This research revealed the importance of opening the doors of institutions to vulnerable families by inviting them to experience early literacy activities to promote school readiness.

Nandi, A., Haberland, N., & Ngo, T. (2023). **The Radical Power of Education**. *Gender, Education, Justice, and Equity (GEJE)*. https://doi.org/10.31899/sbsr2023.1056

Nasi, M. (2024, janvier 8). **« Ton héritage, ce sera tes études » : dans les familles aisées, l'appel de l'international après le bac**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/01/08/ton-heritage-ce-sera-tes-etudes-dans-les-familles-aisees-l-appel-de-l-international-apres-le-bac_6209611_4401467.html La mobilité des étudiants français a augmenté de 25 % ces cinq dernières années. Certains optent pour un départ directement après le bac, évitant ainsi les incertitudes de Parcoursup et des classes préparatoires, jugées trop exigeantes.

Nkambule, H., & Perumal, J. (2024). **An interaction of patriarchy and female leadership: A synthesis of literature on women leadership in Eswatini**. *Review of Education*, *12*(1), e3450. https://doi.org/10.1002/rev3.3450 This paper presents results of a systematic research synthesis of 23 studies on female leadership in Eswatini. The review aimed to present conclusions drawn from synthesising findings from studies on women's participation in leadership in Eswatini. Systematic methods were used in the review to identify the 23 research studies focusing on female leadership across sectors in Eswatini. Since the reviewed studies were qualitative, research synthesis methods were used, and three main themes were identified across the excavated studies. The three main themes are: (1) gender inequality, (2) challenges for women leadership, and (3) women empowerment. Sub-themes relating to the main themes also emerged. Challenges highlighted were categorised into two: those inhibiting access to leadership for women, and those affecting women who are already in leadership. Forms of women empowerment discussed in the studies are: in-service training, networking and mentoring. The analysis contributed to knowledge on female leadership in Eswatini by highlighting contributions and limitations of these studies, and further provides a base for future conceptual analysis.Context and implicationsRationale for the studyThe main purpose for undertaking the synthesis of literature on women leadership in Eswatini was to add a voice in the leadership discourse using Eswatini's context.Why the new findings matterThe review on women leadership in Eswatini contributes to the knowledge on African women leadership, and further act as a signpost for future research.Implications for practionersThe synthesis revealed the dearth of literature on female leadership in Eswatini, thus highlighting the need for scholars and feminist researchers to prioritise documenting the voices of women leaders that remains undocumented, so that upcoming young leaders can learn from the great works done by those who have walked uncharted paths before them.

Observatoire des inégalités. (2023, décembre 5). **Les jeunes sans diplôme en Europe**. Consulté 8 janvier 2024, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Les-faibles-niveaux-d-education-des-jeunes-en-Europe Un jeune sur dix possède un faible niveau de formation en Europe. 15,6 % de Roumains sont dans ce cas, contre à peine 4 % des jeunes Irlandais.

Oladi, S. (2023). **Mapping Immigrant Children's Ethnoracialized Identities in Canada: K–5 Muslim Students Share Stories with their Mothers**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(4), 949-979. https://doi.org/10.53967/cje-rce.5983
This study investigates the schooling experiences of K–5 Muslim immigrant children to address the underexplored area of post-migration schooling within the Canadian context. Centered on the stories K–5 children share with their mothers, the study focuses on students' identity formation, sense of belonging, and academic performance. Theoretically grounded in critical race theory and decolonial education as conceptual frameworks, the research explores the multi-dimensional experiences of immigrant children, moving beyond the monolithic narratives often enacted by dominant power structures. Utilizing a qualitative methodological approach, the study engages 10 Muslim-identifying mothers in semi-structured interviews, revealing insights about the role of mothers as knowledge holders and validating K–5 immigrant students' schooling experiences. Findings indicate key themes including subtractive teacher practices, subversive allyship, racialization, marginalization, and the interplay of identity and religion. The study proposes targeted recommendations for school-based supports, teaching practice, and programs of teacher education to address post-migration schooling challenges.

Peuzin, M., Nardy, A., & Chevrot, J.-P. (2023). **Évaluer à l'école maternelle : des pratiques sexuées ?** *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1248
Notre étude s'intéresse à la production de feedbacks (positifs et négatifs) par deux enseignant·es d'école maternelle (un homme et une femme) en fonction du sexe des élèves lors de l'activité en classe et de l'activité physique et sportive. À cette fin, nous analysons un corpus de 20h d'interactions enregistrées. Nos résultats montrent qu'en classe et durant les activités physiques et sportives, les filles et les garçons reçoivent majoritairement des feedbacks négatifs. De manière générale, si l'attribution de ces feedbacks par les enseignant·es ne diffère pas selon le sexe des élèves, deux différences sexuées ont tout de même été notées. En effet, les filles reçoivent une proportion d'évaluations positives plus importante sur leur travail en classe que les garçons par les deux enseignant·es et, durant l'activité physique et sportive, l'enseignante produit plus de feedbacks négatifs envers les garçons qu'envers les filles, dans le but de corriger leurs performances sportives.

Reversé, C. (2024, janvier 9). **Orientation post-bac : pourquoi les lycéens ruraux s'autocensurent.** Consulté 10 janvier 2024, à l'adresse The Conversation website: http://theconversation.com/orientation-post-bac-pourquoi-les-lyceens-ruraux-sautocensurent-220231
À résultats scolaires égaux, les adolescents des espaces ruraux s'orientent plus vers des filières courtes et professionnalisantes que les élèves de lycées urbains. Comment l'expliquer ?

Rexand-Galais, F. (2023). **Conditions de vie étudiante, Enjeux et perspectives : " La question des données " (06 Décembre 2023)**. *Séminaire DGS des Universités du Grand Ouest*. Présenté à ANGERS, France. Consulté à l'adresse https://hal.science/hal-04353100
In France, the study of living conditions in higher education dates back to the early 20th century. A great deal of data exists, and the collection of this data has developed. This

presentation deals with the scientific use of this data. These data are not necessarily complete from the point of view of the object they are supposed to describe (e.g.: the student « time » variable is little used, unlike the « Space » data) (Problem of exhaustiveness). Data produced by historically multiple operators in sometimes questionable scientific contexts (Problem of scientificity) Inconsistent data entry procedures that are not always easy to compare (Problem of homogeneity) Data sometimes inconsistent, contradictory and statistically insignificant (Reliability issue) Data that is regularly volatile (timeliness problem) Data sometimes difficult to associate with what they claim to measure (Problem of validity) Data regularly more quantitative than qualitative (Problem of method and acquisition) Data often poorly documented rather than not documented at all (Analysis problem)

Sall, M., Picard, F., & Pilote, A. (2023). **Leviers et obstacles dans les cheminements universitaires à la maîtrise et au doctorat de la population étudiante en situation de handicap émergent (ESHE)**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 46(4), 845-865. https://doi.org/10.53967/cje-rce.5521
The purpose of this article is to highlight the levers and barriers in the educational pathways and available access to support measures and inclusion of students with emerging disabilities (ESHE) experiencing learning, attention, mental health, and developmental disorders. The study, based on interviews conducted with ESHE master's and doctoral students, shows that support from key members of the university environment and accompanying services is an important lever in educational pathways and access to accommodations. On the other hand, despite equity, diversity, and inclusion measures, some conditions associated with the measures that are supposed to help sometimes prove to be restrictive or counterproductive (e.g., delays in the disability assessment procedure, non-recognition of a previous disability diagnosis). As a result, ESHEs may be excluded or denied access to support and accommodation services, which limits their academic performance.

Sayac, N., & Chavrier, D. (2023). **Genre et évaluation**. *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1279
Au sein d'une société baignée dans une forme d'hybris évaluatif, dans une invasive obsession quantophréniste, les évaluations ont envahi l'ensemble du système scolaire. Si l'évaluation peut être, de prime abord, appréhendée comme une activité spontanée, omniprésente, « l'une des principales et des plus primitives opérations de l'esprit humain » (Hadji, 2012), elle n'en demeure pas moins un « acte par lequel, à propos d'un évènement, d'un individu ou d'un objet, on émet un jugement en se référ...

Solga, H., Rusconi, A., & Netz, N. (2023). **Professors' gender biases in assessing applicants for professorships**. *European Sociological Review*, 39(6), 841-861. https://doi.org/10.1093/esr/jcad007
Recent evidence suggests that women are more likely to be selected for professorships when they apply. This female advantage may be partly due to the widely promoted gender-equality policy of having a substantial female quota in selection committees. Yet, research has rarely considered whether male and female committee members evaluate applicants for professorships differently. We address this research gap based on a large factorial survey experiment with German university professors from different disciplines. We asked these professors to rate how qualified hypothetical applicants are for full professorships and the likelihood of inviting these applicants for a job interview. We

find that female applicants have an modest advantage both in their perceived qualifications and in their likelihood of being invited—with no differences between the male and female professors assessing them. Importantly, however, the female advantage in invitation does not apply to highly qualified female applicants but only to female applicants with low and mediocre perceived qualifications—again, there is no difference between male and female professors. Moreover, our analyses do not indicate a Matilda effect, that is, we do not find a co-authorship penalty for female applicants.

Sutan, A., Bobin, N., & Max, S. (2023, décembre 21). **Miss France, ambassadrice des maths auprès des filles ?** Consulté 8 janvier 2024, à l'adresse The Conversation website: http://theconversation.com/miss-france-ambassadrice-des-maths-aupres-des-filles-220298
Miss France 2024 est étudiante en maths. Pourrait-elle devenir un modèle pour des collégiennes et des lycéennes qui se détournent souvent des filières scientifiques ?

Teague Tsopgny, A. (2023). **Relation élève-enseignant·e et choix d'orientation en mathématiques selon le genre : analyse des effets médiateurs**. *Revue des sciences de l'éducation*, 49(1). https://doi.org/10.7202/1107844ar
L'objectif de ce travail est d'étudier l'effet des composantes de la relation élève-enseignant·e sur le choix d'études en mathématiques selon le genre et les mécanismes par lesquels ces composantes agissent sur ce choix. Une collecte des données par questionnaire a été menée auprès de 405 élèves, parmi lesquel·le·s les des deux sexes étaient représentés, en classe de seconde C au Lycée Général-Leclerc de Yaoundé. Les résultats confirment en grande partie nos hypothèses de recherche. Les perceptions associées aux relations chaleureuses et au soutien de l'enseignant·e de mathématiques déterminent le choix des mathématiques, indépendamment du sexe de l'élève. Le sentiment d'efficacité personnelle et l'anxiété en mathématiques sont les médiateurs de ces liens.

Tian, X., Cui, S., & Greger, D. (2024). **Parental involvement in shared book reading for preschoolers in China: Patterns and risks**. *Review of Education*, *12*(1), e3457. https://doi.org/10.1002/rev3.3457
Previous studies have elucidated the positive effect of the quantity and onset age of shared book reading on children's language development. Few studies have addressed the profiles of parental involvement in terms of different key aspects of shared book reading. This study adopted a latent profile analysis to examine the patterns of parental involvement in shared book reading and associated factors; 980 Chinese parents of kindergarten children were investigated. Three profiles were identified: (1) late start and infrequent reading; (2) early start and frequent reading; (3) medium start and intensive reading. Higher socioeconomic status, more literacy resources, and older age of the children were all found to be more likely to be associated with identification with Profile 2 than Profile 1. Implications for more targeted parental intervention programmes to broaden access to home literacy resources are highlighted.

Williams, B. M., Thompson, D. J., Ardoin, S., & Brooks, A. (2024). **A content analysis of qualitative research on college student food insecurity in the United States**. *Review of Education*, *12*(1), e3454. https://doi.org/10.1002/rev3.3454
Using a content analysis methodology, we examined 15 peer-reviewed articles published between 2009 and 2019 that used qualitative and mixed methods approaches to

explore how college and university students experience food insecurity. Concerningly, there was limited variety in the methods employed across these articles and more discussion of methodology was needed. Despite this, our analysis of student statements in these articles yielded three common themes: (1) co-occurring basic needs; (2) academic, physical, psychological, and social effects of food insecurity; and (3) institutional satisfaction and/or critique. We include implications for research and practice.Context and implicationsRationale for the studyFew qualitative studies centre students' food insecurity experiences in the United States. We examined available research to unearth commonalities across student narratives while connecting food insecurity to broader social class inequality in higher education.Why the new findings matterOur findings underscore the urgent need for additional qualitative food insecurity scholarship that foregrounds student voices. Future researchers examining food insecurity should consider: (a) the nuances of on-campus food insecurity, (b) the impact of food insecurity on student success, and (c) the linkages between food insecurity and social class in higher education.Implications for policy makersCampus leaders and policy makers can help address campus food insecurity by building holistic wraparound systems to support the multi-faceted needs of students facing food insecurity. To do this, policy makers and leaders must begin to understand food insecurity as more than a statistic and acknowledge the human experiences of those it affects.

Willinger, M. (2024, janvier 1). **Comment pratiquer le sport en compétition peut réduire les inégalités de genre**. Consulté 8 janvier 2024, à l'adresse The Conversation website: http://theconversation.com/comment-pratiquer-le-sport-en-competition-peut-reduire-les-inegalites-de-genre-218886
Une expérience montre que la pratique du sport en compétition permet aux femmes de développer des traits de personnalité particulièrement appréciés des employeurs.

Climat de l'école

Annamma, S. A., Cabral, B., Harvey, B., Wilmot, J. M., Le, A., & Morgan, J. (2024). **"When We Come to Your Class … We Feel Not Like We're in Prison": Resisting Prison-School's Dehumanizing and (De)Socializing Mechanisms Through Abolitionist Praxis**. *American Educational Research Journal*, *61*(1), 3-47. https://doi.org/10.3102/00028312231198236
Education research increasingly conceptualizes how social interactions and contexts of public schools replicate practices found in prisons. Yet prison-schooling is often left out of education research. Concurrently, prison-schooling is where we educate a disproportionate amount of multiply marginalized youth, specifically disabled Girls of Color. The lack of attention to prison-schools has limited how teaching in youth carceral facilities can be examined for its challenges and supports of disabled Girls of Color. Centering the girls' words from class observations, field notes, and interviews, this study describes and intervenes in dehumanizing and (de)socializing mechanisms in prison-school education. We explore attempts and impacts of countering prison-school education through a sociocritical literacy course infused with an abolitionist praxis. We end with discussion on the limits of countering prison-school through courses alone, suggesting abolition across multiple scales instead.

Batini, F., Scierri, I. D. M., & Vittori, F. (2023). **Bullismo femminile: presentazione della ricerca quantitativa di un'indagine nazionale mixed-method**. *Journal of Educational, Cultural*

and Psychological Studies (ECPS Journal), (28), 39-60. https://doi.org/10.7358/ecps-2023-028-bati

FEMALE BULLYING: PRESENTATION OF THE QUANTITATIVE RESEARCH OF A NATIONAL MIXED-METHOD INVESTIGATIONAbstractDue to its seriousness and prevalence, bullying is a crucial topic for educational research, also in order to adopt appropriate educational strategies to prevent and tackle it. One of the possible avenues of investigation is the adoption of a gender perspective. In fact, bullying is often studied with a universalistic approach, despite the fact that research shows the presence of peculiarities that can be associated, albeit not exclusively, with different genders. The national project «Female bullying at school. An intersectional mixedmethod investigation» aims to better understand bullying among girls by adopting a gender and intersectional perspective. This contribution presents the quantitative part of the research. The outcomes regarding the incidence and characteristics of bullying will be discussed and the gender differences that emerged will be explored. The results confirm the relevance of the phenomenon and highlight the peculiar gaze of girls, providing support for the usefulness of adopting a gender perspective in the study of bullying.

Béland, M.-P. (2023). *Le bien-être chez les élèves HDAA de première génération de l'immigration: l'influence de l'approche catégorielle, des étiquettes et des modèles de service*. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32136

Le bien-être des élèves en milieu scolaire est un enjeu qui suscite de plus en plus d'intérêt depuis quelques années. Les adolescents de première génération d'immigration identifiés comme EHDAA et scolarisés en classe d'adaptation scolaire fermée, eux, sont susceptibles de vivre des enjeux inhérents à leur statut particulier qui peuvent grandement affecter leur bien-être. Alors que 67,1% des élèves dans les écoles de Montréal sont issus de l'immigration (Réseau Réussite Montréal, 2019), les données quant à leur présence dans les classes d'adaptation scolaires, elles, sont difficilement accessibles, bien que des études antérieures aient dénoncé une surreprésentation de certaines communautés au sein des effectifs ÉHDAA de la province (McAndrew et al., 2011). Les difficultés liées à l'adolescence à et au contexte migratoire, conjuguées à un statut EHDAA sont des croisements peu étudiés au sein des écrits (Collins et Borri-Anadón, 2021), d'autant plus qu'aucune étude ne s'est attardée, à notre connaissance, à leurs impacts sur le bien-être de ces jeunes. Cette étude de cas multiple, réalisée auprès de trois adolescents issus de première génération d'immigration scolarisés en classe d'adaptation scolaire a pour but de documenter et de décrire les répercussions du processus de catégorisation, du modèle de service ainsi que de l'approche catégorielle sur le bien-être des élèves. Nos données témoignent d'un processus de catégorisation vécu d'une manière somme toute positive, alors que l'annonce de la catégorisation et du changement de modèle de service, elle est vécue comme un choc. Des sentiments d'exclusion, de discrimination, d'injustice et des enjeux d'estime de soi et de relations interpersonnelles ont également été relevés.

Burdick-Will, J., Gebo, L., & Williams, A. D. (2024). **Anywhere but Here: Neighborhood Violence and Local School Preferences in Baltimore City**. *Sociology of Education*, *97*(1), 1-20. https://doi.org/10.1177/00380407231197394

In this study, we examine whether students in violent neighborhoods actively avoid their local school as a form of social and physical protection. Specifically, we use 10 years of administrative data (2010–2020) from the high school choice open enrollment program

in the Baltimore City Public School System to evaluate the interaction between neighborhood violence and geographic proximity when predicting choice behavior. We find that, adjusting for observed school characteristics and constant unobserved student characteristics, students from more violent neighborhoods are substantially less likely to choose their closest school than are students in safer neighborhoods; even when the closest school is listed, it is ranked lower for students from more violent neighborhoods than for students in safer ones. These findings have implications for how we think about the relationship between neighborhoods and educational opportunity in an era of choice.

European Commission (Transnational). (2023). **Student well-being and learning for sustainability. Synergies and shared challenges**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3882* [Report]. Consulté à l'adresse https://op.europa.eu/s/y6Hh
Well-being (WB) and Learning for Sustainability (LfS) are two concepts and areas of concern for further action that are receiving increasing attention from policy makers, scholars, educators and many others, due to their relevance in developing of societies fit for the future. In the time of writing of this ad hoc paper, two important reports have recently been published: The World Happiness Report 2023 (Helliwell et al., 2023b), with its focus on the state of people's happiness and well-being around the globe, and the IPCC's Synthesis Report for the Sixth Assessment Report on Climate Change (IPCC, 2023), underlining the urgency for societal transformations in order to achieve the Paris agreement and limit global warming to a maximum temperature rise of 1.5˚C. Both reports indirectly imply the importance of looking at interlinkages and synergies between well-being and LfS in maintaining Planet Earth as a liveable planet for human and non-human species. First, human well-being depends on the vitality of the planet's ecosystems. Second, both reports are based on the view that anthropogenic environmental changes can be reversed by increasing awareness and enhancing human capacities for positive change towards a more sustainable future. Third, both reports also share the idea of empowerment and agency – i.e. becoming aware of what is, and being empowered to change it for the better. While the World Happiness Report demonstrates the current state of well-being around the globe, the IPCC Assessment Report provides us with current and future scenarios for human-made climate change, underlining the urgency and responsibility to take strong action to mitigate the consequences of global warming. The first section of this ad hoc paper introduces the conceptualisation and agendas for well-being and LfS in order to provide the essentials of their theoretical (and political) contexts. The second section maps out four synergies between the two concepts, beginning by explaining how these synergies were identified and going on to elaborate each of them, namely: (i) Synergy I – Becoming aware of the mind-body connection. (ii) Synergy II – Strengthening nature-connectedness. (iii) Synergy III – Facing and dealing with (difficult) emotions. (iv) Synergy IV – Fostering happiness and resilience. The third section of the paper provides selected inspiring examples of schools, projects and learning environments in which (some of) these synergies have been put into place. The ad hoc paper concludes by pointing to future avenues for research, and listing some of the shortcomings and necessary cautions to consider when advancing policies in these fields. In this ad hoc paper, LfS is used as an umbrella term for sustainability-related education, and is used interchangeably with Education for Sustainable Development (ESD) and Education for Sustainability (EfS). The term refers to all educational levels, from early childhood to lifelong learning; however, in this report

the focus is placed on formal education – in particular, primary and secondary education.

Lucisano, P., & Botta, E. (2023). **«Io e la scuola»: percezione di ansia e benessere degli studenti in ambiente scolastico**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (28), 137-160. https://doi.org/10.7358/ecps-2023-028-lubo
«ME AND THE SCHOOL»: STUDENT PERCEPTION OF ANXIETY AND WELL-BEING IN THE SCHOOL CONTEXTAbstractThis research falls within the realm of studies focusing on the well-being and discomfort conditions experienced by students in school. Building on prior research and in collaboration with students and the head of a Roman high school, we developed a questionnaire partially based on models derived from previous studies (Antonova, 2016; Stanzione, 2017; du Mérac, Livi, & Lucisano, 2020; Livi et al., 2023) and partly tailored to the specific context of the school. The questionnaire was subsequently administered in two high schools in the Lazio region, gathering responses from a sample of 871 students. Factorial and scale analyses were conducted on the collected data to reveal the construct's underlying structure and assess its reliability. The construct encompasses 8 scales: Consideration, Sense of Protection, Environment, Teacher Evaluation, Active Teaching, Class Cohesion, General Anxiety, and Evaluation Anxiety, all of which exhibit excellent factor loadings and high levels of internal consistency, with Cronbach's alpha ranging from .842 to .935. The distribution of scores on these scales paints a compelling picture, and the Anova analyses highlight significant differences among the schools.

Rexand-Galais, F. (2022). **A possible measure of student well-being**. *Cinquièmes Journées Nationales de l'Innovation Pédagogique Dans l'Enseignement Supérieur - JIPES*. Présenté à Paris, France. Consulté à l'adresse https://hal.science/hal-04369453
Introduction: The aim of this presentation is to propose the possibility of measuring student well-being (versus ill-being). It is based on work begun in 2008, which constitutes the largest long-term student « living conditions » survey conducted in a French university. Results: The analysis shows that student well-being can be measured in three dimensions. Dimension 1 (Global self-evaluation dimension) : Health / Well-being / Sense of self-fulfilment (present and future) / Perceived quality of relationships with others Perceived quality of relationships with others and the environment Dimension 2 (External evaluative dimension: « consumptions ») : Alcohol / Cannabis and other drugs / Anxiolytics, neuroleptics, antidepressants and hypnotics Dimension 3 (Local evaluative dimension) : Stress / Fatigue and sleep / Risk behavior and suicidal ideation Overall conclusion: Dimension 3 presents the most sensitive criteria.

Évaluation des dispositifs d'éducation-formation

Dupuis, A., Lane, J., Soulard, A., Desrosiers, J., Morin, P., Jasmin, E., … Faucher, J. (2023). **L'évaluation de l'implantation et des retombées du service des aides à la vie étudiante en milieu universitaire**. *Revue internationale de pédagogie de l'enseignement supérieur*, 39(3). https://doi.org/10.4000/ripes.5293
La précarité de la santé mentale des étudiantes et étudiants universitaires est préoccupante et peut avoir de nombreuses conséquences sur leur vie. Des services d'aide sont offerts par les universités, mais il s'agit généralement d'initiatives locales qui demeurent peu évaluées. L'université de Sherbrooke a implanté le service des Aides à la vie étudiante (AVE) pour soutenir les personnes étudiantes sur les plans personnel,

universitaire et professionnel. Cet article vise à identifier les facteurs qui influencent l'implantation du service des AVE selon le modèle de Chen (2015). Une méthodologie mixte est mobilisée pour ce faire. Des entrevues individuelles semi-dirigées ont été menées auprès de cinq partenaires de l'université, quatre AVE et neuf personnes étudiantes. Des questionnaires ont aussi été utilisés auprès de 47 AVE et 70 personnes étudiantes. Un logiciel de suivi des rendez-vous rempli par les AVE est également mobilisé. Les résultats font état des facteurs qui favorisent ou nuisent à l'implantation du service des AVE et de ses retombées, puis ils sont discutés et mis en relation avec d'autres études. L'identification de ces facteurs peut contribuer à déterminer des lignes directrices à considérer dans l'implantation de services de soutien individuels et personnalisés s'adressant aux personnes étudiantes en milieu universitaire. Également, les retombées majoritairement positives sur les AVE, les personnes étudiantes et l'université appuient la pertinence de ce type de service d'aide.

Gonzalez, E., & Ruiz-Casares, M. (2024). **"I wish every day was Saturday": Newcomer youth and program facilitators' experiences of a community-based resettlement program during the COVID-19 pandemic in Montreal**. *International Journal of Qualitative Studies in Education*, 37(1), 263-281. https://doi.org/10.1080/09518398.2022.2061074
During the COVID-19 pandemic, many crucial services for youth shifted to online delivery. Yet, little is known about the processes of providing online support to newcomer youth from the perspective of the service users. Say Ça! is a community-based organization in Montreal that supports newcomer youth through language tutoring and cultural activities. Photo journals by six newcomer 12–17-year-olds and group interviews with 11 program facilitators explored how the pandemic affected the youth's experiences participating in Say Ça!. Findings highlight key elements of online learning program delivery essential to the youth's engagement during the pandemic. Notably, adopting a relationship-centered approach that strengthened one-on-one tutor-youth relationships and a youth-centered approach that offered a space of self-expression, academic support, and leisure parting from the youth's interests. Strategies developed by community-engaged organizations are essential to develop adequate services that respond to the changing needs of their populations in the context of a crisis.

Jessa, M. O., & Obata, R. O. (2024). **Assessment of Educational Facilities and Administrative Effectiveness in Colleges of Education: A Case Study of Delta State**. *Asian Research Journal of Arts & Social Sciences*, 22, 30-42. https://doi.org/10.9734/arjass/2024/v22i1505
This research aimed to assess the impact of educational facilities on administrative effectiveness within Colleges of Education. To achieve this, six research questions were formulated, and six hypotheses were proposed. The study utilized a correlational research design, The population of the study comprised 2,925 staff of the public colleges of education across Delta State and a sample of 800 administrative staff from Colleges of Education in Delta State was randomly selected. Questionnaires and checklists were employed as data collection instruments and were validated by experts in Measurement and Evaluation. Descriptive and inferential statistics were used to analyze the gathered data. Mean, standard deviation and Pearson coefficient of determination were used to address the research questions, while t-test and simple regression were employed to test the hypotheses at a significance level of 0.05. The study's findings indicated that educational facilities

Nickow, A., Oreopoulos, P., & Quan, V. (2024). **The Promise of Tutoring for PreK–12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence**. *American Educational Research Journal*, 61(1), 74-107. https://doi.org/10.3102/00028312231208687

Tutoring ranks among the most versatile and potentially transformative educational tools available. Dozens of randomized experiments have evaluated preK–12 tutoring programs, varying widely in approaches, contexts, and costs. This article presents results from a systematic review and meta-analysis of tutoring field experiments. We develop a framework for understanding variation in tutoring program impact and examine effect sizes (ESs) across a range of characteristics. We find that tutoring programs yield consistently substantial positive impacts on learning, with an overall pooled ES of 0.288 SD (SE = 0.029, p < .001). ESs tend to be largest for programs that use teachers or paraprofessionals as tutors, are held in earlier grades, occur at least 3 days per week, and are held during school.

Piozin, É., Paguet, J.-M., & Payrat, J.-F. (2023). *Évaluation de l'expérimentation d'orientation des bacheliers professionnels vers les sections de technicien supérieur mise en place par l'article 40 de la loi n° 2017-86 du 27 janvier 2017* (p. 54). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche website: http://www.vie-publique.fr/rapport/292574-experimentation-dorientation-des-bacheliers-professionnels-vers-sts

La loi n° 2017-86 du 27 janvier 2017 relative à l'égalité et à la citoyenneté a ouvert à titre expérimental l'admission de bacheliers professionnels dans une section de techniciens supérieurs (STS) au vu de l'avis rendu par le conseil de classe de l'établissement d'origine, et non plus seulement en fonction de l'évaluation de l'établissement d'accueil.La mission s'interroge sur la place de cette expérimentation dans un paysage caractérisé par une volonté globale d'accession facilitée des bacheliers professionnels en sections de technicien supérieur, sur l'évaluation de sa mise en œuvre et sur ses effets, ainsi que sur son devenir. Le rapport recommande de faire faire évoluer le dispositif et de renforcer les diverses mesures d'accompagnement participant de l'amélioration du lien baccalauréat professionnel-BTS.

Pirone, F. (2024). **Quelle place pour l'esprit critique à l'École ? Étude d'un dispositif éducatif dit d'«éducation par la recherche»**. *Recherches en éducation*, (54). https://doi.org/10.4000/ree.12166

Influencé par les recommandations de l'Organisation de coopération et de développement économiques (OCDE) selon lesquelles l'esprit critique serait l'une des compétences éducatives les plus importantes du XXIe siècle, le système éducatif français contemporain promeut de plus en plus de dispositifs éducatifs en lien avec cette compétence transversale. À travers une approche sociologique et en discutant les résultats d'une enquête qualitative sur un de ces dispositifs, cet article se propose d'appréhender la place de l'esprit critique. Les résultats montrent que la didactisation de l'esprit critique au service de l'épanouissement intellectuel des élèves est toujours balbutiante. Cette compétence n'est pas vraiment au centre des apprentissages et paraît davantage une exigence préalable qu'un objet enseigné, ce qui peut engendrer des malentendus et des difficultés parmi les élèves, notamment pour les moins familiers de la normativité de la forme scolaire.

Terfous, F., Dubois, F., & Amans-Passaga, C. (2023). **Évaluer un dispositif d'accompagnement pédagogique pour la réussite des étudiant·es en Sciences et Techniques des Activités Physiques et Sportives**. *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1168

Circonscrit aux candidat·es admis·es en première année de licence STAPS (Sciences et Techniques des Activités Physiques et Sportives) sous condition (« Oui si »), cet article présente les résultats de l'évaluation du dispositif d'accompagnement qui leur est destiné en première année et ses effets différenciés. En imbriquant les résultats académiques des étudiant·es et leurs réponses à un questionnaire sur certains piliers de la réussite versus échec universitaire, il apparait que les différences entre les étudiant·es tiennent surtout aux parcours scolaires dans l'enseignement secondaire. Les étudiantes ont des résultats universitaires relativement meilleurs mais le faible écart de performance entre elles et les étudiants dans les unités d'enseignement consacrées aux activités physiques sportives et artistiques (APSA majoritairement masculines dans le département étudié) s'oppose à l'idée selon laquelle l'offre d'APSA en STAPS est défavorable aux étudiantes. En revanche, comme les étudiantes éprouvent davantage de difficultés et qu'elles sont moins persuadées de leurs compétences que les étudiants, l'enquête corrobore l'existence d'un manque de confiance et d'un sentiment d'échec plus fort chez les femmes dans les domaines et les filières universitaires masculin·es.

Witzel, B., Görgen-Rein, R., Galuschka, K., Huemer, S., Corvacho del Toro, I., Schulte-Körne, G., & Moll, K. (2024). **Digital game-based spelling intervention for children with spelling deficits: A randomized controlled trial**. *Learning and Instruction*, *89*, 101842. https://doi.org/10.1016/j.learninstruc.2023.101842

Structured Abstract Background Digital game-based intervention programs represent a powerful tool for improving reading, whereas evidence for using digital tools to improve spelling is scarce. To fill this gap, we developed an adaptive digital game-based intervention that combines teaching phonological processing, graphene-phoneme-correspondence, and orthographic and morphological rules. Aims Evaluation of the efficacy of a novel digital spelling intervention tool. Sample Participants were 65 German speaking second- and third-graders with spelling disorder. Methods A randomized controlled trial was conducted using a pre-test intervention post-test design. After pre-test children were randomly assigned to the experimental group or an active control group, receiving digitalized games for a period of 12 weeks. Results Data were analyzed using linear mixed effects models. Results showed intervention effects for precursor skills (i.e., phoneme-grapheme mapping and phoneme awareness) and for trained and untrained words including trained spelling phenomena (generalization effect). Training effects were specific for spelling and did not transfer to reading. Participants and their parents also reported high levels of satisfaction with and usability of the intervention. Conclusions Findings suggest that the training can be easily integrated into daily routine and that the intervention can supplement standard spelling instruction or can be used when learning therapy is not available. Results also support the idea that effective literacy intervention should be symptom-specific and adapted to the performance level of the child.

Formation continue

Breton, H. (2023). **L'accompagnement en formation d'adultes : un paradigme**. *Carrefours de l'éducation*, 56(2), 93-114. https://doi.org/10.3917/cdle.056.0093
L'examen des conditions de l'émergence du paradigme de l'accompagnement en formation proposée dans cet article permet de mettre au jour la géographie des controverses qui se sont constituées au gré des différents moments qui en ponctuent le déploiement, de caractériser les métiers relevant des domaines professionnels qui l'organisent, du réseau des concepts qui le structure. C'est à partir de cette mise en perspective que seront saisies les questions éthiques et les dimensions sociopolitiques soulevées par ces métiers, et dont les pratiques oscillent entre individualisation des parcours et accompagnement collectif. La note de synthèse contenue dans ce dossier proposera l'examen des éléments suivants, sur un plan aspectuel, puis intégré : temporalités du cours de la vie adulte et précarité des parcours professionnels, auto-orientation et formation tout au long de la vie, évolution des cadres sociojuridiques du champ professionnel des métiers de l'accompagnement, identification des concepts associés au paradigme de l'accompagnement, mise au jour des questions sociopolitiques et éthiques.

Geeraert, D. (2023). *Le processus de changement du porteur de projet en entrepreneuriat, entre identité et compétences. Le cas particulier du permaculteur* (Phdthesis, HESAM Université). Consulté à l'adresse https://theses.hal.science/tel-04368469
Depuis décembre 2006 le Parlement européen et le Conseil de l'Union européenne ont adopté des recommandations sur les compétences clés pour l'éducation et la formation tout au long de la vie. En janvier 2018, l'accent est mis sur l'amélioration des compétences clés, c'est celle du développement de l'esprit d'entreprise et d'innovation qui nous intéressera pour l'écriture de cette thèse. Dans le cadre d'une formation tout au long de la vie, la professionnalisation concerne plus particulièrement la formation des adultes qui doivent désormais travailler plus de quarante années. La 7ème compétence clé du socle commun de compétences de Bruxelles concerne l'esprit d'initiative et d'entreprise : l'aptitude à passer des idées aux actes par la créativité, l'innovation et une prise de risque, ainsi que la capacité de programmer de gérer des projets. La notion de risque sera abordée selon différents points de vue notamment celui des porteurs de projets qui choisiront la permaculture. La fleur permaculturelle, l'éthique des vertus, la pensée critique, la pensée globale seront abordés dans une approche systémique et holistique telle que celle mise en œuvre par les porteurs de projet et entrepreneurs en permaculture.Les notions de valeur, de compétence et leurs changements seront mis en perspective avec l'identité, la professionnalisation, dans le cadre plus global d'une recherche de sens à donner à la vie. Dans la période de chômage, de crise économique et sociale, de changements politiques, la COVID 19 a créé de nouvelles contraintes qui seront également prises en compte lors de l'analyse des observations. Cette thèse est une approche exploratoire du changement identitaire du porteur de projet lors de la création d'une entreprise. Elle correspond à un point de vue à un moment de mon propre parcours de vie. Elle se propose de contribuer à la compréhension des facteurs qui interviennent lors du processus de changement de vie professionnelle. Entre déprofessionnalisation liée à l'ancien métier et processus de professionnalisation dans lequel va s'inscrire le changement identitaire et l'acquisition de compétences, le

processus de réorientation de la vie professionnelle sera notamment observé d'un point de vue philosophique, sans négliger la conception ontologique de l'être humain qui devrait lui permettre de donner de la cohérence au sens de sa vie. Les aspects multifactoriels et multimodaux des compétences acquises ainsi que les composantes de l'identité professionnelle font l'objet de données recueillies lors d'une quinzaine d'entretiens dont une dizaine spécifiquement réalisée auprès de permaculteurs. Cette analyse tente de mettre en évidence la perception de l'identité professionnelle et son incidence sur le processus de décision de changement. L'acquisition de nouvelles compétences est observée comme conséquence du programme de la commission européenne.

Gérard, F. (2023). *La formation en situation de travail : Le cas d'une grande entreprise de l'énergie*. Consulté à l'adresse https://www.lcdpu.fr/livre/?GCOI=27000100729670&fa=details
Face à l'ampleur des transformations climatiques, économiques, sociétales et technologiques en cours et à venir dans les organisations, de nombreux acteurs se mobilisent pour faire évoluer les pratiques liées à la formation. En France, sous l'impulsion de la loi Avenir, une attention particulière est accordée à la formation en situation de travail.Cette façon de former est-elle efficace? Et si oui, à quelles conditions? Comment est-elle mise en œuvre par les acteurs? Et comment les apprenants la vivent-ils?Pour traiter ces questions, l'ouvrage mobilise un cadre théorique articulant une approche francophone et une approche anglophone, et propose un regard renouvelé sur les apprentissages professionnels.Le terrain de l'étude présente également l'intérêt de se situer au sein d'une entreprise qui a déployé à grande échelle la formation en situation de travail (le distributeur d'électricité, Enedis). Plus précisément, les données portent sur la formation en situation de travail de techniciens d'intervention réseau, un métier d'une haute complexité.

Giarrizzo, A., & Delobbe, N. (2023). **Émotions en formation des adultes: la dimension émotionnelle des dynamiques d'engagement**. *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s, 1*(2). https://doi.org/10.57154/journals/red.2023.e1328
Les modèles psychologiques de la formation explorant les relations entre la motivation à se former et les résultats de la formation tendent à reléguer les émotions à de simples réactions à chaud. Or, la recherche en sciences affectives montre que les émotions influencent pleinement le processus d'apprentissage. Cette contribution théorique propose d'abord un cadre conceptuel reconnaissant les caractéristiques distinctives des émotions parmi les construits affectifs mobilisés par les sciences de l'éducation. Ensuite, les émotions sont présentées comme une dimension forte de l'engagement en formation et en interaction dynamique avec ses autres dimensions. Enfin, en se basant sur les théories qui décrivent l'émergence des émotions, l'engagement est proposé comme maillon central entre les antécédents motivationnels de l'entrée en formation et les résultats de cette dernière. Nous formulons un modèle intégratif de l'engagement proposant que les motivations personnelles des apprenant·e·s déterminent la manière dont elles et ils perçoivent leur situation de formation et y réagissent, ce qui les conduit à s'engager ou non dans les activités d'apprentissage, notamment au niveau émotionnel, et expliquent ainsi les différences interindividuelles dans les résultats de ces activités. Ce modèle prête une attention particulière aux spécificités des apprenant·e·s adultes, souvent hétérogènes dans leurs motivations à se former.

Guillon, S., Breton, H., & Zaouani-Denoux, S. (2023). **La fonction d'accompagnement chez les professionnels de la formation continue**. *Carrefours de l'éducation*, 56(2), 11-19. https://doi.org/10.3917/cdle.056.0011

Imran, M., & Almusharraf, N. (2023). **Pedagogies for future-oriented adult learners: Flipping the lens from teaching to learning**. *International Review of Education*, 69(6), 931-934. https://doi.org/10.1007/s11159-023-10053-7

Kennel, S., & Caublot, M. (2023). **Quels besoins de formation des professionnels de l'enseignement supérieur pour développer l'activité d'accompagnement de l'étudiant ?** *Carrefours de l'éducation*, 56(2), 39-57. https://doi.org/10.3917/cdle.056.0039
Notre étude s'intéresse aux compétences et à la formation à l'accompagnement de l'étudiant par les professionnels de l'enseignement supérieur français. Si cette activité n'est pas nouvelle et a fait l'objet de nombreuses recherches, le contexte actuel réglementaire et social a conduit à une évolution importante de cette fonction, tant dans son déploiement que dans ses formes. Cette évolution nous amène à questionner la manière dont peut se développer la compétence d'accompagnement visant à soutenir les apprentissages et les parcours étudiants. A partir de deux enquêtes conduites auprès des personnels de l'université de Strasbourg en 2020 et 2021, avec respectivement 418 et 160 réponses exploitables, nous avons analysé les besoins pour une formation dans ce domaine. Nos résultats montrent que cette question intéresse la diversité des fonctions existant à l'université et que les besoins en formation portent en priorité sur la posture et l'éthique pour toutes les catégories de personnels de l'université, et sur la prise en compte des différents besoins des étudiants selon le type de personnels concernés (enseignants ou personnels des services de soutien à la formation). Ces résultats nous incitent à poursuivre nos travaux sur les formes de ces formations et leurs effets, à la fois sur les compétences, l'activité et l'identité professionnelle des acteurs.

Léonard, É. (2023). **L'accompagnement des adultes en reconversion**. *Carrefours de l'éducation*, 56(2), 59-73. https://doi.org/10.3917/cdle.056.0059
Notre article vise à interroger la nature, les modalités et les acteurs d'un accompagnement spécifique : celui d'adultes en reconversion à des métiers manuels se formant par l'alternance. Les spécificités de ces parcours supposent le recours à des formes multiples d'accompagnement, issues des sphères institutionnelle, formative ou familiale. Dans quelle mesure l'accompagnement de ces trajectoires constitue-t-il un levier de réalisation ? Des entretiens menés auprès de dix candidats témoignent de l'accompagnement reçu et de leurs attentes, parfois déçues. À la faveur de ressources individuelles, puisées dans l'expérience professionnelle et nourries des freins rencontrés, ces adultes, en constante transaction, négocient leurs transitions par leurs propres moyens. L'accompagnement de ces trajectoires nécessiterait, en revanche, la création d'un espace d'écoute, de dialogue voire de controverse, reconnaissant la légitimité du projet et permettant au sujet de l'incarner.

Pentecouteau, H. (2023). **« Nous ne serons plus invisibles ! » Une expérience de remobilisation sociale par le théâtre**. *Carrefours de l'éducation*, 56(2), 75-91. https://doi.org/10.3917/cdle.056.0075
Le théâtre du Grain affirme un double positionnement qui est à la fois artistique et politique. Dans le cadre du projet Ressorts, l'initiation au théâtre est présentée comme étant un outil pour penser « la remobilisation sociale ». Articulé autour des quatre objectifs

que sont le développement de la confiance en soi, l'engagement, la reconstruction d'une vie sociale et la puissance d'agir individuelle et collective, Ressorts propose à des usagers des minima sociaux de travailler avec des artistes professionnels et de participer à l'écriture d'une pièce de théâtre qu'ils joueront quelques mois plus tard sur une scène nationale. Pendant 9 mois, de manière exploratoire et inductive, j'ai observé et participé au projet Ressorts#5 en interrogeant ses finalités et la manière dont les participants se les approprient et disent en tirer profit pour « se remobiliser ». Selon les dispositions de chacun, la remobilisation prend des formes différentes, plus ou moins stabilisées et, sans doute, plus ou moins pérennes, jusqu'à permettre, dans certains cas, un retour vers l'emploi.

Perrin, T. (2023). **La validation des acquis de l'expérience dans l'enseignement supérieur public en 2022**. *Note Flash du SIES*, (30), 1-2. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Sommaires-revues/DetailSommaire.php?parent=actu&id=7914
En 2022, 2 700 validations des acquis de l'expérience ont été délivrées par les universités et le Conservatoire national des arts et métiers, principalement pour des diplômes de licence professionnelle et de master. En 2022, 2 700 validations des acquis de l'expérience (VAE) ont été délivrées totalement ou partiellement par les universités et le Conservatoire national des arts et métiers. Les demandes de VAE concernent principalement les diplômes de licence professionnelle et de master. Les bénéficiaires d'une VAE obtiennent en majorité un diplôme d'un niveau juste supérieur à celui dont ils étaient déjà titulaires. Ces bénéficiaires sont en très grande partie des actifs salariés en poste sur des contrats à durée indéterminée. La VAE est une démarche qui s'étend en moyenne sur 16 mois et qui est financée par les bénéficiaires eux-mêmes ou par gestionnaires de fonds mutualisés.

Roblez, A. (2023). **Synthèse de la revue de littérature Comprendre les caractéristiques de la Lesson Study pour les constellations des Plans mathématiques et français**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3883* [Report]. Consulté à l'adresse https://www.education.gouv.fr/media/158337/download
Cette note récapitule les points saillants d'une revue de littérature internationale portant sur la Lesson Study qui a été présentée en juin 2023 devant le Comité technique d'évaluation sur la formation des enseignants mis en place par le Conseil d'évaluation de l'École (CEE)1. L'objet de cette revue de littérature consiste à mieux comprendre les caractéristiques de la Lesson Study, qui constitue l'une des principales inspirations du nouveau format de formation continue des enseignants du premier degré mis en œuvre en France dans le cadre du Plan mathématiques en 2019, puis du Plan français en 2020. Cette politique publique ambitionne un changement profond des modalités de formation continue dont le point nodal est la «constellation», c'est-à-dire un petit groupe de professeurs (entre 6 et 8 personnes), ce qui permet de faciliter les échanges et les visites croisées entre pairs, de travailler sur des thématiques au plus près des questionnements des enseignants, de s'appuyer sur le collectif pour explorer de nouvelles pratiques pédagogiques adaptées aux contextes locaux, ainsi que de consolider les savoirs scientifiques sous-jacents. Pour ce faire, chaque constellation bénéficie de l'appui d'un conseiller pédagogique de circonscription (CPC) qui a préalablement suivi une formation nationale spécifique et vient apporter une expertise, un accompagnement, une aide, mais n'a pas de rôle prescriptif. Si le pilotage de la constellation (modalités de constitution, calendrier) peut revêtir différentes formes, les

enseignants déterminent librement les thématiques sur lesquelles ils entendent porter leur attention lors des séances de formation.

Roche, M., Eneau, J., & Pentecouteau, H. (2023). **La demande d'aide dans le cadre d'une formation pour adultes mobilisant une plateforme d'apprentissage en ligne**. *Biennale de l'éducation, de la formation et des pratiques professionnelles*. Présenté à Paris, France. Consulté à l'adresse https://hal.science/hal-04216592

Cette communication est issue d'une recherche ANR intitulée « xCALE » (eXplaining Competency and Autonomy development in Learning Environments) et vise à analyser comment les apprenants s'autorégulent lors d'une formation en ligne. La recherche s'inscrit dans un contexte de développement des formations en ligne et d'incitations à l'apprentissage tout au long de la vie. Concernant les plateformes d'apprentissage en ligne, les chercheurs tentent de comprendre le parcours des apprenants, la réussite, les abandons et les apprentissages. Les récentes recherches soulignent le rôle de l'autorégulation pour comprendre la réussite dans un environnement en ligne (Kizilcec et al., 2017 ; Panadero, 2017). Nous présenterons une étude empirique sur les stratégies d'autorégulation dans le cadre d'une formation en présentiel pour adultes mobilisant des plateformes d'apprentissage en ligne. Plus particulièrement, nous examinons deux stratégies d'autorégulation : seeking information et seeking social assistance (Zimmerman et Pons, 1986). L'objectif est d'identifier et de décrire les pratiques des apprenants qui demandent de l'aide lors de l'utilisation d'une plateforme d'apprentissage en ligne. Il s'agit également de relier ces pratiques de demande d'aide à l'engagement des sujets dans la formation et aux interactions entre pairs. Comment se construisent les demandes d'aide ? Quelle est l'influence de l'environnement dans ces constructions ? L'étude se base sur 23 entretiens semi-directifs réalisés avec des stagiaires en formation. L'analyse souligne une diversité des pratiques de demande d'aide et met en évidence l'existence de conditions favorables à la demande d'aide. Les résultats révèlent un lien entre la demande d'aide aux pairs et l'intégration dans le groupe de stagiaire. L'engagement dans la formation permet également de caractériser les demandes d'aide.

Thwe, W. P., & Kálmán, A. (2023). **Relationships between the perceptions of lifelong learning, lifelong learning competencies and learning strategies by teacher trainers in Myanmar**. *International Review of Education*, 69(6), 903-930. https://doi.org/10.1007/s11159-023-10029-7

The main objective of the current study was to investigate the relationships between perceptions of lifelong learning, lifelong learning competencies and learning strategies. The study was exploratory in nature and used three research tools: the Lifelong Learning Questionnaire, Lifelong Learning Competencies Scale, and Teachers' Learning Strategies Questionnaire. It recruited 300 teacher trainers from education degree colleges in Myanmar, using a random sampling method. A descriptive and independent t-test, ANOVA and Dunnett's test were used to analyse the research questions. The findings indicated that teacher trainers' perceptions of lifelong learning and lifelong learning competencies were positively correlated. Moreover, they used learning strategies to improve their teaching competencies. Specifically, their highest competency was in learning how to learn, while their lowest competency was in mathematics and science. None of the research variables differed according to gender, education level or teaching service. Statistically significant differences between perception of lifelong learning, lifelong learning competencies and learning strategies were found for the

respective geographical regions (lower and upper Myanmar). Multilingual competence, digital competence, learning to learn competence, citizenship competence, entrepreneurship competence and cultural awareness competencies varied by region, but literacy, mathematics and science competencies did not. Significant differences were noted in perceptions of lifelong learning and learning strategies, but not lifelong learning competencies with respect to age. Literacy competence, digital competence and citizenship competence differed by age, but teaching tenure only had an influence on digital competence. Lastly, the study found a highly positive correlation between lifelong learning competencies and learning strategies.

Marché du travail

Haut conseil à l'Égalité entre les femmes et les hommes (HCE). (2023). **La Femme Invisible dans le numérique : le cercle vicieux du sexisme**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3872* [Report]. Consulté à l'adresse https://medias.vie-publique.fr/data_storage_s3/rapport/pdf/291678.pdf
Le Haut Conseil à l'égalité (HCE) formule des propositions pour mettre un terme aux inégalités de genre et rompre le cercle vicieux du sexisme. Il analyse conjointement la représentation des femmes dans la production numérique et leur présence dans les filières académiques et professionnelles. A partir de l'analyse des 100 contenus les plus vus sur YouTube, TikTok et Instagram, le HCE affirme que : sur Instagram, 68% des contenus propagent des stéréotypes de genre, 27% contiennent des propos à caractère sexuel et 22% des propos à caractère sexiste. Sur YouTube, 24% des contenus contiennent des éléments de violence et seulement 8% des vidéos sont faites par des femmes. Sur TikTok, 61% des vidéos présentent des comportements stéréotypés masculins et 42,5% des séquences d'humour et divertissement contiennent des représentations dégradantes des femmes. Cette sous-représentation entraine le développement d'outils et de langages qui renforcent la maitrise masculine de cet environnement, repoussant ainsi les femmes à la périphérie des avancées technologiques. Et cette inégalité professionnelle prend ses sources dès le parcours éducatif, où la spécialisation genrée des filières écarte les filles des formations scientifiques ou technologiques. Le HCE alerte sur cette situation et demande aux pouvoirs publics d'agir pour réduire la fracture numérique de genre et créer un environnement numérique inclusif.

Jourdam, G. (2024). *Regards croisés sur le monde du travail d'aujourd'hui: Les mutations en cours dans le champ professionnel*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782336430379?utm_campaign=2024%2f01%2f12+NL+Nouv%2fHebdo+%5bGrand+public+%2b+Auteurs%5d&utm_content=Nos+nouveaut%c3%a9s+hebdomadaires&utm_medium=Emailing&utm_source=Sendethic
L'objet de ce livre est de donner la parole à des salariés afin qu'ils puissent s'exprimer sur leur parcours professionnel depuis leur sortie de l'école. Au travers d'une cinquantaine d'entretiens, six domaines sont passés en revue : le travail, l'emploi, le management, les syndicats, les nouvelles technologies et l'empreinte du pouvoir politique sur ce monde du travail en mutation permanente.Au travers des activités rencontrées, notamment l'école et la santé, l'auteur souligne, entre autres, l'existence de constantes qui montent en puissance, comme l'intensification du travail, sa perte de sens et la multiplication des burn-out.

Observatoire des inégalités. (s. d.). **Hauts salaires et bas salaires : les lieux de travail sont de plus en plus ségrégués**. Consulté 8 janvier 2024, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/segregation-hauts-et-bas-salaires-dans-etablissement

Les hauts salaires sont de plus en plus concentrés dans certains établissements. L'élite salariale se trouve ainsi séparée des salariés les moins rémunérés. Une analyse du sociologue Olivier Godechot.

Pour une mise en œuvre du télétravail soucieuse de l'égalité entre les femmes et les hommes. (2023). In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3873* [Report]. Consulté à l'adresse https://medias.vie-publique.fr/data_storage_s3/rapport/pdf/288375.pdf

La crise sanitaire a conduit à un recours massif et parfois contraint au télétravail. Depuis, la pratique s'est généralisée, présentant des avantages (réduction des temps de transport, plus grande autonomie dans l'organisation des horaires de travail, meilleur équilibre entre vie professionnelle et personnelle) mais aussi des risques, particulièrement pour les femmes, compte tenu des inégalités préexistantes dans la sphère domestique notamment.   Ainsi, après avoir rappelé dans un premier temps l'évolution du cadre juridique et de la pratique du télétravail, le présent rapport s'attache dans un second temps à identifier les potentiels impacts genrés de ce mode d'organisation du travail en terme d'accès au télétravail, de conditions de travail, de risques professionnels et d'évolution professionnelle.Le rapport formule enfin des recommandations en lien avec ces différents aspects ainsi que des recommandations transversales afin de favoriser un télétravail émancipateur, vecteur de qualité de vie et des conditions de travail pour les femmes comme pour les hommes et soucieux des enjeux d'égalité professionnelle.

Métiers de l'éducation

Abdullah, M. A., Ahmad, B. E., & Ismail, M. R. (2023). **Indigenous sustainable education modelling: The role of chaperones in Batek children's education in Malaysia**. *International Review of Education*, 69(6), 875-901. https://doi.org/10.1007/s11159-023-10035-9

This article focuses on sustainable education for Batek children, an ethnic subgroup of Indigenous Orang Asli peoples in Malaysia. A number of important figures, including school leaders, teachers, parents and peers, are needed to support initiatives to improve the quality of education among Indigenous communities. However, studies have indicated that a range of issues among Orang Asli children – such as low educational attainment, school dropout and high absenteeism – are hindering success. To help address these problems, a more conducive relationship between these children and their schools needs to be developed. The qualitative study presented in this article explored the role of "chaperones" (teachers' aides) in a Let's Go to School programme in a village school in Pahang, Malaysia, as a potential solution to support Batek children's education. Semi-structured interviews were conducted with four respondents: two village elders (who acted as chaperones for schoolchildren), one school principal and one teacher. Five themes were identified as connected to the role of chaperones and the success of the programme: trust, commitment, conducive environment, appropriate policy and regulation, and community support. The chaperones were found to act as informal

teachers, effectively supporting Batek children, and the community, in both the academic and outside world. Findings indicate the need for a proper modelling of Indigenous sustainable education which recognises the role of chaperones in Batek children's education. This approach could also be extended to other Orang Asli communities.

Allen, C. D. (2023). **"Figuring Out My Part in All of This": Understanding Ambiguity and Uncertainty in Shaping Teacher Learning within Reform**. *American Journal of Education*, *130*(1), 119-149. https://doi.org/10.1086/727005
Purpose: Attending to teachers' instructional contexts is integral for understanding their learning and implementation of education reform. However, there is still much to be understood about the processes that surround teacher decision making and their navigations through change in their work contexts. Research Methods/Approach: This article utilized sensemaking theory to explore decision-making dynamics for eight middle school science teachers adopting instructional practices associated with the Framework for K–12 Science Education and Next Generation Science Standards. Using a multiple case study approach, I examine patterns of teachers' sensemaking and their connection to instructional decision making over a 2-year period, with particular attention to the sources of ambiguity and uncertainty that initiated sensemaking and how teachers navigated them. Data include interviews, classroom videos, instructional artifacts, and professional development workshop field notes. Findings: Teachers' institutional knowledge served as a key resource for sensemaking that supported noticing what was new about reform and managing conflicting priorities. Experiencing and resolving ambiguity supported by institutional knowledge tended to lead to greater shifts in classroom practice. However, an absence of institutional knowledge tended to result in feelings of "stuckness" that impeded change. I describe teachers' navigational strategies to resolve ambiguity, moments of stuckness, and how such experiences shaped the ways reform ideas became integrated into practice. Implications: Designing opportunities for teachers to notice discrepancies and engage in sensemaking, and leveraging teachers' local expertise and ingenuity, can support teacher learning and change to classroom practice.

Aydarova, E. (2024). **Intermediary Organizations, Technocratic Discourses, and the Rise of Accountability Regimes in Teacher Education**. *Journal of Teacher Education*, *75*(1), 29-42. https://doi.org/10.1177/00224871231174835
Intermediary organizations' (IOs) involvement in teacher education policies has grown in recent years. Apart from advocating for the introduction of alternative routes into the teaching profession, IOs have facilitated the spread of outcomes-based teacher preparation accountability. While previous studies examined the neoliberal market-based logic of their proposals, less is known about technocracy as a discourse informing teacher education redesign. To address this gap, I use the tools of critical policy and critical discourse analysis to examine how IOs advocated for and participated in the construction of outcomes-based accountability regimes. This analysis captures key elements of technocracy, such as the depoliticization of social issues, scientism, and the dismissal of opposition on which accountability regimes are built. By attending to the assumptions and inherent contradictions of technocratic discourses, I shed light on the ways in which accountability regimes dismiss opposition and seek to refashion governance structures in teacher education.

Baudrit, A. (2023). **D'étudiant à chercheur**. *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.25121
Pour les étudiants, devenir chercheurs à part entière n'a rien d'évident vu les exigences méthodologiques et scientifiques requises. Lors d'activités d'investigation à caractère itératif, ils peuvent être aidés en cela par les enseignants mais aussi bénéficier de l'apport d'outils numériques, d'où les notions de présence enseignante et de présence numérique examinées dans cet article à l'appui de travaux réalisés sur ces questions. C'est par le biais d'entretiens, de témoignages, de questionnaires ou d'analyses de journaux de recherche tenus par les étudiants que ces points sont étudiés dans le cadre de la formation à la recherche dans l'enseignement supérieur. Les deux types de présence donnent à voir des effets distincts en termes d'habiletés à mener des investigations et présentent quelques limites quant à l'autonomie acquise par les étudiants pour développer leurs propres recherches. Concernant ce dernier point, l'exercice de la pensée critique se présente comme une piste à prendre au sérieux par le truchement d'une diversité de méthodes, d'outils et de supports pédagogiques.

Breton, H. (2023). **L'accompagnement en formation d'adultes : un paradigme**. *Carrefours de l'éducation*, *56*(2), 93-114. https://doi.org/10.3917/cdle.056.0093
L'examen des conditions de l'émergence du paradigme de l'accompagnement en formation proposée dans cet article permet de mettre au jour la géographie des controverses qui se sont constituées au gré des différents moments qui en ponctuent le déploiement, de caractériser les métiers relevant des domaines professionnels qui l'organisent, du réseau des concepts qui le structure. C'est à partir de cette mise en perspective que seront saisies les questions éthiques et les dimensions sociopolitiques soulevées par ces métiers, et dont les pratiques oscillent entre individualisation des parcours et accompagnement collectif. La note de synthèse contenue dans ce dossier proposera l'examen des éléments suivants, sur un plan aspectuel, puis intégré : temporalités du cours de la vie adulte et précarité des parcours professionnels, auto-orientation et formation tout au long de la vie, évolution des cadres sociojuridiques du champ professionnel des métiers de l'accompagnement, identification des concepts associés au paradigme de l'accompagnement, mise au jour des questions sociopolitiques et éthiques.

Burger, J. (2024). **Constructivist and Transmissive Mentoring: Effects on Teacher Self-Efficacy, Emotional Management, and the Role of Novices' Initial Beliefs**. *Journal of Teacher Education*, *75*(1), 107-121. https://doi.org/10.1177/00224871231185371
Mentoring is acknowledged as an essential prerequisite for successful teacher induction, but its effectiveness may vary depending on the mentor's quality of support and the mentee's initial professional beliefs. Focusing on novice teachers' self-efficacy and emotional management, this longitudinal study investigates how constructivist- and transmission-oriented mentoring approaches support beginning teachers' professional development, and how these approaches interact with the novices' initial beliefs about teaching and learning. The data stem from a sample of 138 beginning teachers who participated in an online survey during their second and third trimesters of practical training in Germany. Moderated regression analyses indicate positive effects of constructivist mentoring on teacher self-efficacy 6 months later, and an enhancing moderation effect of mentees' mismatching, transmissive beliefs. Results neither support distinct effects of constructivist mentoring on novices' emotional management nor

associations between transmissive mentoring and the outcomes. Implications for mentoring research and practice are discussed.

Castro, A. J., Edmondson, E., & Santoro, D. (2023). **Shifting the Gaze: Examining Contextual Factors Influencing Teacher Morale in Suburban Schools**. *American Journal of Education*, *130*(1), 61-87. https://doi.org/10.1086/727008
Purpose: Despite the sizable research on teacher morale, including related work on teacher motivation, job satisfaction, retention, and attrition, studies have largely focused on morale in urban contexts. It is often assumed that suburban schools employ and maintain teachers with higher morale, but these conclusions are largely unsubstantiated. We explore morale in demographically changing suburban schools and draw on a dynamic view of school contextual dimensions that include their situated, material, professional, and external contexts. Research Methods/Approach: To examine the influence of these dimensions on suburban teachers' expression of morale, we analyzed 265 open-ended survey response items across 12 case schools within a suburban district. Findings: Findings show that teachers' perceptions of morale were not explicitly tied to school enrollment and demographic change but reflect challenges within their work environment such as concerns with meeting students' learning needs, organizational efficiency, and collegiality. Findings also confirm that school leadership and professional value and salary significantly influence notions of morale. Implications: By tracing the relationships between the microlevel everyday school practices and interactions and the macrolevel contexts of broader teacher policy and discourse, we offer a more nuanced lens for understanding the complexities of teacher morale in suburban schools undergoing demographic change.

Çelik, H., & Zehir Topkaya, E. (2024). **Preservice English Teachers' Preparedness to Teach: Stakeholders' Perceptions in Teaching Practicum**. *Journal of Teacher Education*, *75*(1), 92-106. https://doi.org/10.1177/00224871231185369
Preservice English language teachers (PSTs) realize and shape their perceptions regarding preparedness to teach during their education. However, being prepared to teach is complex and multifaceted and requires individual factors and interaction with context and other people. Therefore, understanding it from stakeholders' lens is needed. Within a descriptive and exploratory design, one-on-one, semistructured interviews were conducted with 8 faculty advisors (FAs) and 11 cooperating teachers (CTs) supervising PSTs in primary, secondary, and high schools in a northwestern city in Türkiye. The data collected in teaching practicum stage of field experience was coded and categorized via constant comparison method of analysis. The FAs, except for few issues, regarded the PSTs as unprepared to teach, while the CTs did as prepared to teach. The emergence of a perception gap could show lack of common understanding and mismatch between the stakeholders' perceptions regarding their standards of and approaches toward high-quality teacher preparation.

Datsa, J. A., & Annin, F. (2023). **Assessing the Technological Pedagogical Content Knowledge of English Language Teachers in Cape Coast, Ghana**. *British Journal of Education*, *11*(14). Consulté à l'adresse https://eajournals.org/bje/vol11-issue14-2023/assessing-the-technological-pedagogical-content-knowledge-of-english-language-teachers-in-cape-coast-ghana/
The study assessed the technological pedagogical content knowledge (TPACK) of public Junior High School English Language teachers in Cape Coast. Triangulation design

in the form of mixed methods was used which involved 150 English Language teachers. The simple random sampling technique was used to select the sample of one hundred and fifty (150) out of two hundred and forty (240). A questionnaire and a semi-structured interview guide were used to gather quantitative and qualitative data respectively, and they form the basis for the research. Frequency, means, and standard deviation were used in analysing the quantitative data while the qualitative data were analyzed thematically in line with the research questions. The confidence to teach any aspect of the English Language, and adequate knowledge about the content of the English Language Curriculum of the Junior High School are vital indications that a teacher has command of the content knowledge. Also, the major indicators for the effective application of pedagogical knowledge of the English Language teacher include the ability to manage the classroom effectively, to connect different concepts to enhance students' understanding, to install software programmes for teaching to use popular application software and to use of blogs, Facebook, Twitter to teach students are indications of the teachers' technological knowledge.

Delbrayelle, A. (2023). **La formation des enseignants…**. *Carrefours de l'éducation*, 56(2), 7-9. https://doi.org/10.3917/cdle.056.0007

Demeester, A., Laisney, P., & Tortochot, É. (2023). **Un modèle pour caractériser le niveau des compétences des enseignants**. *Revue internationale de pédagogie de l'enseignement supérieur*, 39(3). https://doi.org/10.4000/ripes.5104
Le gouvernement français a lancé une nouvelle réforme de la formation des enseignants du premier et du second degrés, effective depuis 2021. Cette réforme s'appuie sur le référentiel des métiers de l'enseignement, de l'éducation et de la formation (MEEF). Les enseignants du master MEEF doivent valider des attendus d'apprentissage selon cinq niveaux de maîtrise prescrits. Cet article a pour but de proposer le modèle théorique du système complexe d'interactions pour faciliter l'opérationnalisation des niveaux de maîtrise d'une démarche centrée sur les compétences. La méthode retenue est celle d'une recherche participative à visée praxéologique, et orientée vers la conception. Elle a permis l'élaboration de trois grilles opérationnelles pour évaluer respectivement l'activité des futurs professeurs des écoles, des professeurs de collèges et lycées et des conseillers principaux d'éducation. Les attendus du référentiel de formation sont distribués selon les composantes reconnues d'une situation professionnelle et mis en correspondance avec des descripteurs par niveaux de maîtrise pour une évaluation qualitative, objectivée et argumentée, tant formative que certificative. La mise à l'épreuve de ces outils ouvre la perspective de nouvelles recherches.

Eryilmaz, N., & Sandoval Hernandez, A. (2021). **Improving cross-cultural comparability: does school leadership mean the same in different countries?** *Educational Studies*, 0(0), 1-22. https://doi.org/10.1080/03055698.2021.2013777
Recently, there has been increasing interest in comparing educational leadership measures, such as principal school leadership, using International Large-Scale Assessments (ILSAs) data. However, there are doubts about the uniformity of measurement across countries participating in the ILSAs. There are concerns that the robustness and psychometric characteristics of measures are adversely affected by socio-cultural, economic, political, and linguistic diversity across countries. The current study examines the uniformity of cross-cultural model data for the "principal instructional leadership scale" using the framework and data supplied by the Organization for

Economic Cooperation and Development (OECD)'s Teaching and Learning International Surveyis employed to estimate the conceptual measurement model and test measurement invariance across forty-eight countries. Countries are then divided countries into more homogenous groups, based on their socio-demographic characteristics, to test measurement invariance within these sub-groups. The results of this study reveal that, when testing for the fourty-eight countries together, the scale measuring principals' school leadership is invariant across all countries only at an intermediate level (i.e. metric). This means the factor structures and the factor loadings are equivalent across countries, but the item intercepts are not. However, when testing within sub-groups, improvements in cross-cultural comparability are found. This paper concludes by making suggestions on scale improvement, discussing the implications of this study for policymaking and making recommendations for future research.

Eurydice (Transnational). (2023). **Teachers' and school heads' salaries and allowances in Europe 2021/2022**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3880* [Report]. Consulté à l'adresse https://op.europa.eu/s/y6Hf
This report covers the salaries of teachers and school heads in pre-primary, primary and generalsecondary public schools in 2021/2022 in 39 European education systems. The comparative overview examines the statutory salaries for beginning teachers and the prospects for salary increases throughout their career. It also analyses the main changes to teachers' statutory salaries in the past years and the average actual salaries, including allowances and other additional payments. It finally presents the top-level requirements to become a school head and the statutory salaries in this profession.

Farieta, A., & Delprato, M. (2024). **The effect of philosophy on critical reading: Evidence from initial teacher education in Colombia**. *International Journal of Educational Development*, *104*, 102974. https://doi.org/10.1016/j.ijedudev.2023.102974
Teacher quality, its effect on students' outcomes, and the association of these with economic growth, is the core of recent discussions in Latin America given the region's weak results in international learning assessments. This paper investigates whether there is an effect of philosophy on the outcomes of critical reading for students in B.Ed. programs in Colombia. Relying on exact matching combined with propensity score matching with regression adjustment, we use national data from Colombia to show that students in B.Ed. in philosophy outperformed students in other B.Ed. in critical reading test (0.401–0.124 SD), and, importantly, with higher effects observed for students with lower prior academic achievement (0.44 SD). This suggests that philosophy can help to narrow educational outcomes of students whose socioeconomic conditions are disadvantageous, contributing to social justice in education.

Forfang, H., & Paulsen, J. M. (2024). **Linking school leaders' core practices to organizational school climate and student achievements in Norwegian high-performing and low-performing rural schools**. *Educational Management Administration & Leadership*, *52*(1), 99-115. https://doi.org/10.1177/17411432211064424
Prior research has suggested that well-performing school leadership clusters around a set of general core practices, which appear to be effective across a range of national, social and cultural contexts, yet contingent of school leaders being responsive to context and responding appropriately to their different contextual demands when they employ these core practices. So far school leadership in rural regions has received only modest

attention in leadership research. Therefore, this study was designed to explore the relationship between the core practices of school leaders, organizational school climate and student academic achievement in primary and lower secondary rural schools in a county in Norway. The research design involved a cross-sectional study based on ratings from 275 teachers situated in 20 rural schools, split into two sub-groups of 10 'high-performing' and 10 'low-performing' schools. The results from the multivariate analysis and comparisons between the sub-groups suggest that two distinct core practices of school leadership emerge as critical in Norwegian rural school settings. Further, the results indicate that in the higher performing rural schools, the teachers reported a more positive organizational school climate, with higher level of collaborative learning and self-confidence, than in the opposite sub-group.

Fricot, P. (2024, janvier 12). **Enquête sur les dérives du business très lucratif des revues scientifiques**. Consulté 15 janvier 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/enquete-derives-business-tres-lucratif-revues-scientifiques/00109325
Des éditeurs de revues scientifiques profitent de leur rôle central dans la diffusion du savoir pour s'enrichir, au détriment des universités et laboratoires, à bout de souffle.

Gangone, L. M., & Fenwick, L. T. (2024). **AACTE, the Profession, and the Future**. *Journal of Teacher Education*, *75*(1), 5-12. https://doi.org/10.1177/00224871231212975

Girard, S., Dugas, C., Dionne, C., & Dubé, A.-C. (2023). **Transition scolaire des enfants ayant des besoins particuliers/enfants handicapés : regards croisés entre intervenants des milieux de garde et scolaires**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *46*(4), 817-844. https://doi.org/10.53967/cje-rce.5055
Supporting children with special needs or disabilities during the transition from childcare to preschool is essential to ensure that this first school transition is a positive one. This study is part of a large Quebec survey on inclusive practices in childcare settings and aims to reveal a portrait of the practices implemented to support these children's transition, by considering the views of childcare and school stakeholders. The data were collected using an online questionnaire and analyzed both quantitatively and qualitatively. The results indicate that some practices considered effective are being implemented, but some would benefit from further use. Also, despite a high level of satisfaction among school stakeholders with the relevance of the information received from childcare settings, challenges related to information sharing remain.

Gravelle, F., Étienne, R., Gagnon, C., & Monette, J. (2023). **Bien-être des personnels de direction au Québec et en France. Agir et faire agir pour surmonter les crises et changer**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1850*. Consulté à l'adresse https://www.editionsjfd.com/boutique/sciences-de-leducation-1231/bien-etre-despersonnels-de-direction-au-quebec-eten-france-11641
Des modifications dans la gouvernance scolaire semblent avoir entraîné des conséquences sur le bien-être des directeurs d'établissement d'enseignement au Québec ainsi que sur celui des personnels de direction en France. Afin d'essayer de remédier à ces problématiques, une équipe de chercheurs a entrepris un projet de recherche scientifique au Québec et en France, en collaboration avec la Fédération québécoise des directions d'établissement d'enseignement (FQDE), l'Association

montréalaise des directions d'établissement scolaire (AMDES), l'Association québécoise du personnel de direction des écoles (AQPDE), le Syndicat National des Personnels de Direction de l'Éducation Nationale (SNDPEN) ainsi que Éducation & Devenir (E&D). L'objectif de cette étude était d'analyser la nature de l'épuisement professionnel et les différentes manifestations qu'il peut prendre. En résumé, l'équipe de recherche et les collaborateurs ont souhaité que ces nouvelles connaissances puissent contribuer à sensibiliser les gestionnaires scolaires quant à l'importance de prendre soin de leur bien-être pour ainsi demeurer des PASSIONNÉS DE L'ÉDUCATION!

Guillon, S., Breton, H., & Zaouani-Denoux, S. (2023). **La fonction d'accompagnement chez les professionnels de la formation continue**. *Carrefours de l'éducation*, *56*(2), 11-19. https://doi.org/10.3917/cdle.056.0011

Gümüş, S., Şükrü Bellibaş, M., Şen, S., & Hallinger, P. (2024). **Finding the missing link: Do principal qualifications make a difference in student achievement?** *Educational Management Administration & Leadership*, *52*(1), 28-51. https://doi.org/10.1177/17411432211051909
Despite the growing scholarly interest in the effects of principal leadership on student achievement, empirical evidence concerning how principal qualifications might be related to student learning outcomes has been limited. This study investigates the relationship between different principal qualifications (prior experience in teaching, principalship and other school management roles, formal education, principal training, and professional development) and student achievement by analyzing cross-national teaching and learning international survey and program on international student assessment data from seven countries. The results showed that experience in principalship and other school management positions, principal training, and participation in networking activities and teaching/pedagogy-focused seminars had small but statistically significant associations with student achievement, though the results were not consistent across different subjects. Level of education and years of teaching experience did not, however, predict student achievement. Implications of the findings are offered for policy and further research.

Hunault, O., Leloup, M.-H., Desbuissons, G., Loeffel, L., Parillaud, F., Poncelet, Y., … Wassenberg, C. (2023). **La formation initiale des professeurs des écoles en France. Une évolution nécessaire à l'aune des standards européens**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3876* [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: https://www.education.gouv.fr/media/159195/download
Face aux difficultés que connait l'enseignement dans le premier degré, ce rapport s'intéresse aux solutions permettant d'améliorer la formation initiale des professeurs des écoles. Il s'appuie sur les pratiques de pays de l'Union européenne européenne (Allemagne, Italie, Irlande, Pays-Bas, Portugal) choisis pour leur comparabilité avec la France et les bons résultats de leurs élèves aux évaluations internationales. Le rapport souligne trois points d'inquiétude particulièrement alarmants pour la qualité de l'enseignement primaire en France : les résultats des élèves aux évaluations nationales et internationales, le regard que portent les professeurs des écoles sur leur formation initiale et sur leur préparation à exercer efficacement leur métier, le recrutement des professeurs des écoles. Il recommande la mise en place d'un parcours de formation initiale des professeurs des écoles en cinq ans démarrant immédiatement après le

baccalauréat. Il préconise de proposer ce parcours au sein des Inspé sous la forme d'une licence suivie d'un master uniquement accessible aux étudiants ayant préparé la licence.

Husson, L., Bournaud, I., Janand, A., & Lacombe, L. (2023). **Motivations de tuteurs de l'enseignement supérieur dans un programme de handi-tutorat**. *Carrefours de l'éducation*, 56(2), 207-222. https://doi.org/10.3917/cdle.056.0207
Avec un nombre d'élèves et d'étudiants en situation de handicap en constante augmentation dans les établissements d'enseignement en France, il est important de développer des dispositifs d'accompagnement, dont le tutorat fait partie. Les travaux existants sur le tutorat se focalisent principalement sur les tutorés, et concernent essentiellement le tutorat dans les études secondaires. Cet article tente de cerner les motivations des tuteurs dans l'enseignement supérieur, à travers une étude menée auprès de 59 tuteurs d'un dispositif de handi-tutorat. Les sources motivationnelles identifiées sont une motivation fondée sur le développement, voir le co-développement, et une motivation fondée sur les valeurs et le sens. Prendre en compte ces facteurs motivationnels est un levier pour augmenter le nombre de tuteurs, et donc à terme développer le tutorat dans l'enseignement supérieur.

Imbert, A. (2024). **Des ATSEM « maternelles » aux « animatrices ». Transformation de l'identité professionnelle des travailleuses éducatives subordonnées de l'école maternelle**. *Recherches en éducation*, (54). https://doi.org/10.4000/ree.12183
Depuis une trentaine d'années, les ATSEM (agentes territoriales spécialisées des écoles maternelles) ont franchi le seuil de la salle de classe pour assister les enseignantes dans leurs missions pédagogiques. Cet article, basé sur des données d'entretiens et statistiques, s'intéresse aux conséquences de cette évolution en matière de contours du groupe professionnel et en particulier d'identité professionnelle. Deux grandes identités se dégagent : les « maternelles » et les « animatrices ». Les premières, plus expérimentées et aux origines sociales plus populaires défendent une vision de leur métier en marge de la salle de classe et centrée sur la veille au bien-être des élèves. Les secondes, plus jeunes dans le métier, et ayant de multiples expériences professionnelles subordonnées dans le champ socio-éducatif focalisent leur activité sur le travail pédagogique. Par le cas des ATSEM, nous explorons les conséquences de la complexification de la division du travail éducatif depuis une cinquantaine d'années.

Karmiris, M. (2024). **Consent as a relational engagement with children with intellectual disabilities—ethical conundrums and possibilities**. *International Journal of Qualitative Studies in Education*, 37(1), 282-293. https://doi.org/10.1080/09518398.2022.2061739
This paper aims to foreground the persistent ethical conundrums within the process of engaging children labeled with intellectual disabilities in the research process. I consider what happens when researchers are embedded within and committed to sustaining relationships with disabled children? I explore the possibilities of the enactment of consent as an ongoing negotiation between researcher and research participants. I contend that resisting and transforming unbalanced relations of power within research take seriously the importance of remaining mired in the ethical conundrums of the constant negotiation of research relationships that include making space for participant refusals throughout the research process.

Kéroulas, F., Misery, P., Catoir, D., La Marne, P., Jeauffroy, B., & Sorbe, X. (2023). **Le protocole PPCR pour les enseignants : place et rôle des rendez-vous de carrière dans l'évolution et la profession de la carrière**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3875* [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: https://www.education.gouv.fr/media/159204/download

Le rapport d'inspection générale met en perspective le système d'évaluation antérieur, ancien et critiqué, et le parcours professionnel, carrière et rémunération (PPCR) qui introduit une plus grande équité de traitement entre les enseignants et positionne le chef d'établissement comme co-évaluateur avec l'inspecteur. Il souligne la complexité du nouveau processus sur le plan administratif, chaque campagne s'échelonnant sur près de deux années, depuis l'information des agents, jusqu'aux opérations d'avancement. En dépit des avancées réelles induites par la réforme, le rapport fait le constat d'un certain nombre d'imperfections et de lacunes, sources de démotivation, en particulier dans l'accompagnement de la carrière des enseignants. Le calendrier des trois rendez-vous de carrière, non adapté au déroulement de celle-ci, affaiblit la démarche d'évaluation professionnelle en tant que telle. Enfin, l'accompagnement professionnel, l'un des volets de la réforme, s'avère souvent réduit au suivi des personnels en difficulté. Les préconisations du rapport visent donc à donner du sens à l'acte même d'évaluation, à clarifier les objectifs et les modalités de mise en œuvre du dispositif. C'est ainsi que sont proposés une meilleure répartition des rendez-vous de carrière, une déconnexion entre les opérations d'évaluation et d'avancement et le renforcement de l'accompagnement RH de chaque enseignant.

Kheang, T. (2024). **Leading educational reconstruction in post-conflict Cambodia: Perspectives of primary school leaders**. *Educational Management Administration & Leadership*, 52(1), 189-207. https://doi.org/10.1177/17411432211058942

Despite the growing academic interests in educational leadership recently, hardly any of it has focused on post-conflict situations. This paper seeks to generate an understanding of the perspectives of primary school leaders in post-conflict Cambodia on the issues they face in the process of educational reconstruction and development and the strategies they adopt to deal with those issues. A qualitative research approach within the interpretivist paradigm was adopted to guide the study. Semi-structured interviews were used to collect data with 20 primary school leaders. Data were analysed using grounded theory data analysis methods, namely, open coding and analytic induction. The study argues that while there has been substantial progress in educational reconstruction generally in post-conflict Cambodia, primary school leaders face multiple issues in their day-to-day work. Some of the issues may be specifically attributed to the legacies of armed conflict and genocide while others may refer to the broader context of the developing world. The findings have implications for policy and practice in educational leadership and further research in the post-conflict and developing-country contexts.

Li, Y., & Karanxha, Z. (2024). **Literature review of transformational school leadership: models and effects on student achievement (2006–2019)**. *Educational Management Administration & Leadership*, 52(1), 52-74. https://doi.org/10.1177/17411432221077157

This systematic literature review critically evaluates 14 empirical studies published over a 14 years span (2006–2019) to answer questions about the models and the effects of transformational school leadership on student academic achievement. The analysis of

the related literature utilized vote counting and narrative synthesis to delineate the status quo of the current research field. It was found that the majority of these studies were conducted in Western and English- speaking countries and these studies utilizing different research methods and models reported mixed results. Recommendations for future research directions include use of an integrated leadership framework and complexity in the study of leadership in schools.

Lovison, V. S., & Hyunjung Mo, C. (2024). **Investing in the Teacher Workforce: Experimental Evidence on Teachers' Preferences**. *American Educational Research Journal*, *61*(1), 108-144. https://doi.org/10.3102/00028312231208956
Inadequate compensation is often viewed as the root of teacher workforce challenges despite teacher reports that working conditions matter more. Using an original discrete choice experiment with a national sample of 1,030 U.S. teachers, we found that support staff—special education specialists, counselors, and nurses—play an essential role in shaping teachers' employment preferences. Teachers value access to these support staff more than they value a 10% increase to their own salary. We also assessed teachers' preferences regarding childcare subsidies and find that teachers treat a 10% salary increase and a childcare benefit of similar value as near perfect substitutes. To test the durability of these findings, we replicated our study 2 years later and found nearly identical results.

Lupo, S. M., Frankel, K. K., Lewis, M. A., & Wilson, A. M. (2024). **Literacy Intervention in Secondary Schools Exploring Educators' Beliefs and Practices about Supporting Adolescents' Literacy Learning**. *Journal of Teacher Education*, *75*(1), 13-28. https://doi.org/10.1177/00224871231156371
There is a need to better understand the complex landscape of adolescent literacy intervention as a shared responsibility across all educational stakeholders. To address this need, we examined the self-reported literacy beliefs and practices about secondary readers and literacy intervention among a group of educators (including administrators, teachers, and specialists) who participated in a year-long professional learning series focused on providing adolescents with rich and responsive literacy learning opportunities. We found that educators' beliefs and practices shifted as they developed shared understandings of asset-based mindsets and ways of supporting students' situated literacy learning and comprehension within disciplinary contexts. We offer suggestions for how to create shared learning opportunities for educators across roles and discuss implications for future research.

Mhaka-Mutepfa, M., & Rampa, S. (2024). **Workplace bullying and mobbing: autoethnography and meaning-making in the face of adversity in academia**. *International Journal of Qualitative Studies in Education*, *37*(1), 1-18. https://doi.org/10.1080/09518398.2021.1991028
Autoethnography has been used to examine employees' physical and emotional experiences of workplace bullying and mobbing. In this approach of inquiry, data were extracted through; personal narratives, lived experiences, and opinions through meaning-making. Power structures in academia were found to play a significant role in academic bullying because authorities may perceive their power base to be under threat hence the desperate need to eliminate the perceived threat. Findings also suggest power structures in academia and "reluctant complicit mobbing" may be inclined to support bullies thereby impacting employee performance, production,

health, and wellbeing. The African culture that subordinates and younger members of society should revere their bosses and elders was also found to influence bullying and mobbing. The authors hope to persuade academic authorities to formulate reporting systems and viable policies that protect employees. Values in individuals could be developed and reinforced, further strengthening individual's abilities and resilience to face and deal with adverse events.

Midha, G. (2024). **School leadership writ small: Meetings and school principal practice**. *Educational Management Administration & Leadership*, *52*(1), 151-170. https://doi.org/10.1177/17411432211058939
This paper systematically reviews literature on meetings of the principal or principal meetings from 1970 to 2021. Even though meetings comprise the largest percentage of principal time, they have been overlooked as a topic of research. The purpose of this review is to study notations of meetings in academic literature and develop analytical insights on school leadership practice. The systematic literature search used keyword search, snowballing, and personal network references to yield 62 academic publications. The results of the review indicate that educational literature provides limited and often summative notations of principal meetings. Importantly, the limited notations are still able to illuminate and nuance three dimensions of school principalship – bridging, bending, and balancing. Further, three possible conceptualizations of principal meetings as waste of time, familiar events, and intervention tools provide analytical insights into meetings as a microcosm of school principal practice. Implications for theory, practice, and further research are provided.

Momot, O., Novik, S., Shostak, Y., & Zhdanova-Nedilko, O. (2023). **L'éducation à la santé et la formation personnelle du futur enseignant** (C. Étienne & R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.24978
L'objectif de l'article est de définir le processus d'éducation à la santé d'un futur enseignant. Parmi les méthodes de recherche, nous avons privilégié l'analyse conceptuelle et comparative (revue de littérature pédagogique, philosophique et psychologique de manuels sur le sujet de la recherche), l'analyse de la structure du système (analyse théorique des problèmes, modélisation des systèmes étudiés, analyses comparatives et rétrospectives, diagnostic et prévision des approches initiales et des conséquences de la recherche). Cette recherche contribue à améliorer le processus de formation personnelle d'un futur enseignant en termes de création d'un environnement d'enseignement supérieur préservant la santé, à même de lui faire appliquer dans la pratique les connaissances, compétences et aptitudes créatives acquises en matière de préservation de la santé, ainsi que de trouver, traiter, analyser, utiliser l'information de manière indépendante, penser de manière non linéaire, mettre en œuvre un contenu moderne dans ses activités de futur enseignant ainsi que des méthodes d'éducation, des technologies, des techniques pédagogiques, acquérir les qualités personnelles nécessaires, changer soi-même et s'efforcer de s'améliorer en permanence. L'éducation à la santé dans le cadre de la formation personnelle du futur enseignant est un système ciblé, structuré et géré d'idées et de principes, d'indicateurs, de niveaux, de critères, de lignes directrices et de recommandations, ainsi que de certaines conditions et outils organisationnels et pédagogiques, unis par un concept unique. Elle vise le développement créatif d'un futur spécialiste dans l'organisation d'une formation pédagogique qui se situe à plusieurs niveaux.

Moniotte, J., Porrovecchio, A., & Dieu, O. (2023). **Les professeurs d'EPS, « champions » du soutien professoral perçu par les élèves ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.25924

Ancrée dans la théorie de l'auto-détermination (Deci et Ryan), notre étude s'intéresse au soutien professoral perçu (SP) par les élèves dans différentes disciplines, ainsi qu'aux variables liées au SP en EPS. Par questionnaire, nous avons recueilli les réponses de 640 élèves du secondaire. Nos résultats indiquent un effet discipline sur le SP, « en faveur » de l'EPS et de l'histoire-géographie, ainsi qu'un lien significatif entre SP en EPS et satisfaction du besoin de compétence, niveau de classe, fréquentation de l'AS. Ces résultats mettent en avant la capacité des enseignants d'EPS à créer du lien social avec leurs élèves et confirmeraient l'impact positif de celui-ci sur la satisfaction du besoin de compétence des élèves. En outre, l'impact de l'AS sur le soutien professoral perçu en EPS laisse penser que les associations sportives et les autres « clubs » scolaires pourraient avoir un impact positif sur le lien social entre les élèves et leurs professeurs.

Nkambule, H., & Perumal, J. (2024). **An interaction of patriarchy and female leadership: A synthesis of literature on women leadership in Eswatini**. *Review of Education*, *12*(1), e3450. https://doi.org/10.1002/rev3.3450

This paper presents results of a systematic research synthesis of 23 studies on female leadership in Eswatini. The review aimed to present conclusions drawn from synthesising findings from studies on women's participation in leadership in Eswatini. Systematic methods were used in the review to identify the 23 research studies focusing on female leadership across sectors in Eswatini. Since the reviewed studies were qualitative, research synthesis methods were used, and three main themes were identified across the excavated studies. The three main themes are: (1) gender inequality, (2) challenges for women leadership, and (3) women empowerment. Sub-themes relating to the main themes also emerged. Challenges highlighted were categorised into two: those inhibiting access to leadership for women, and those affecting women who are already in leadership. Forms of women empowerment discussed in the studies are: in-service training, networking and mentoring. The analysis contributed to knowledge on female leadership in Eswatini by highlighting contributions and limitations of these studies, and further provides a base for future conceptual analysis.Context and implicationsRationale for the studyThe main purpose for undertaking the synthesis of literature on women leadership in Eswatini was to add a voice in the leadership discourse using Eswatini's context.Why the new findings matterThe review on women leadership in Eswatini contributes to the knowledge on African women leadership, and further act as a signpost for future research.Implications for practionersThe synthesis revealed the dearth of literature on female leadership in Eswatini, thus highlighting the need for scholars and feminist researchers to prioritise documenting the voices of women leaders that remains undocumented, so that upcoming young leaders can learn from the great works done by those who have walked uncharted paths before them.

Núñez-Regueiro, F., Escriva-Boulley, G., Azouaghe, S., Leroy, N., & Núñez-Regueiro, S. (2024). **"Motivated To Teach, but Stressed Out by Teacher Education": A Content Analysis of Self-Reported Sources of Stress and Motivation Among Preservice Teachers**. *Journal of Teacher Education*, *75*(1), 76-91. https://doi.org/10.1177/00224871231181374

Strong evidence exists for the high vocational calling reported by candidate teachers, but also for the high rates of attrition early in the profession. Current approaches often explain this paradox by the stress associated with first teaching experiences (i.e.,

vocational stress processes). By contrast, the present study focuses on the stress experienced during teacher education (i.e., academic stress processes), by analyzing the sources of stress and motivation described in writing by French preservice teachers. Using systematic procedures for content analysis (N = 106 autobiographical texts), major results suggest that preservice teachers are mostly motivated by their positive views of the teaching profession, but that the academic demands they face during teacher education challenge their motivation to pursue the career. Implications are drawn on ways to analyze and tackle academic stress processes, in an effort to support candidate teachers' wellbeing and thus limit attrition rates.

OCDE. (2023). **What do OECD data on teachers' salaries tell us?** In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3879* [Report]. Consulté à l'adresse https://www.oecd.org/publications/what-do-oecd-data-on-teachers-salaries-tell-us-de0196b5-en.htm

Teachers' salaries are widely debated around the world, with divergent views among the actors of education. Salaries have risen very little over the last decade and have even fallen in real terms in almost half of OECD countries between 2015 and 2022. However, salary levels are just one of the many factors contributing to the attractiveness of the profession. In addition to raising salaries, decision makers should also take steps to raise the status of the profession in society, and offer teachers more opportunities for professional development and mobility to ensure that the profession remains intellectually stimulating throughout their careers.

Omasa, M. N., & Anho, J. E. (2023). **Examining Principals' Personnel Management Skills: The Interplay of Human Relations and Instructional Supervision in Delta State Secondary Schools**. *British Journal of Education*, *11*(14). Consulté à l'adresse https://eajournals.org/bje/vol11-issue14-2023/examining-principals-personnel-management-skills-the-interplay-of-human-relations-and-instructional-supervision-in-delta-state-secondary-schools/

This study examined principals' personnel management skills: the interplay of human relations and instructional supervision in Delta State secondary schools. It was guided by two research questions and hypotheses respectively. The research employed a correlational survey method within an ex-post-facto design. The study encompassed a population of 15,322 principals and teachers from Delta State Secondary Schools, from which a purposive sample of 380 principals and teachers was selected. The research utilized the Principals' Personnel Management Skills of Human Relations and Instructional Supervision Questionnaire (PPMSHRISQ) as the instrument for data collection. Data analysis involved mean rating to address the research questions, while hypotheses were tested utilizing Pearson's correlation coefficient (r) at a significance level of 0.05. Findings revealed that to a high extent, human relations and instructional supervision contribute significantly to effective personnel management by principals, in Delta State Secondary Schools. In conclusion, this study unveils crucial insights into the dynamics of personnel management by principals in Delta State Secondary Schools. It is evident from the data that both human relations and instructional supervision play substantial roles in contributing to effective personnel management. It was recommended that educational authorities and school leadership should prioritise professional development for principals, as human relations play a significant role in effective personnel management. These programmes should emphasise healthy connections, efficient communication, and a friendly workplace.

Pineau, G. (2023). **Rencontre avec Gaston Pineau**. *Carrefours de l'éducation*, *56*(2), 115-123. https://doi.org/10.3917/cdle.056.0115

Pouy-Bidard, B. (2023). **L'enseignant·e d'EPS au prisme de la « question trans » en milieu scolaire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.25911
À l'heure où les professionnel·le·s de l'Éducation Nationale sont invité·e·s à prendre en compte les élèves « trans » en milieu scolaire, des travaux scientifiques portant sur les adultes de l'établissement émergent timidement dans le champ des études trans (trans studies) en éducation. Aussi heuristiques soient-elles, force est de constater que ces recherches envisagent bien souvent ces acteur·rice·s comme une entité monolithique, privant le lecteur d'une compréhension plus fine des difficultés auxquelles il·elle·s sont confronté·e·s. En éducation physique et sportive (EPS), discipline éminemment genrée où les normes se (dé)construisent en actes, les enseignant·e·s sont-il·elle·s de véritables éducateur·rice·s « hors-pairs » lorsqu'il s'agit d'accueillir un élève « trans » ? Cet article propose d'investiguer la place et le rôle des enseignant·e·s de cette discipline au prisme de la « question trans » en situant leurs pratiques en perspective de celles de leurs collègues de l'Éducation Nationale.

Robertson, C. (2023). **A new National Professional Qualification (NPQ) for SENCos in England**. *British Journal of Special Education*, *50*(4), 492-494. https://doi.org/10.1111/1467-8578.12499

Robinette, R. L. (2024). **Understanding and meeting the professional development needs of English educators at a private tutoring organization in China**. *Teaching and Teacher Education*, *138*, 104403. https://doi.org/10.1016/j.tate.2023.104403
This qualitative multi-case action research study emerged from an awareness that teachers at an English private tutoring organization in China needed professional development related to guided reading. To assist them in this endeavor, an innovation configurations map for guided reading was developed for teachers at this organization. Participating educators of this study developed their knowledge and skills as they received responsive and mediated guidance from a learned other, as well as their use of the innovation configurations map. The effects of this project show what can result from professional development initiatives tailored to meet teachers' needs within this sector.

Roblez, A. (2023). **Synthèse de la revue de littérature Comprendre les caractéristiques de la Lesson Study pour les constellations des Plans mathématiques et français**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3883* [Report]. Consulté à l'adresse https://www.education.gouv.fr/media/158337/download
Cette note récapitule les points saillants d'une revue de littérature internationale portant sur la Lesson Study qui a été présentée en juin 2023 devant le Comité technique d'évaluation sur la formation des enseignants mis en place par le Conseil d'évaluation de l'École (CEE)1. L'objet de cette revue de littérature consiste à mieux comprendre les caractéristiques de la Lesson Study, qui constitue l'une des principales inspirations du nouveau format de formation continue des enseignants du premier degré mis en œuvre en France dans le cadre du Plan mathématiques en 2019, puis du Plan français en 2020. Cette politique publique ambitionne un changement profond des modalités de

formation continue dont le point nodal est la «constellation», c'est-à-dire un petit groupe de professeurs (entre 6 et 8 personnes), ce qui permet de faciliter les échanges et les visites croisées entre pairs, de travailler sur des thématiques au plus près des questionnements des enseignants, de s'appuyer sur le collectif pour explorer de nouvelles pratiques pédagogiques adaptées aux contextes locaux, ainsi que de consolider les savoirs scientifiques sous-jacents. Pour ce faire, chaque constellation bénéficie de l'appui d'un conseiller pédagogique de circonscription (CPC) qui a préalablement suivi une formation nationale spécifique et vient apporter une expertise, un accompagnement, une aide, mais n'a pas de rôle prescriptif. Si le pilotage de la constellation (modalités de constitution, calendrier) peut revêtir différentes formes, les enseignants déterminent librement les thématiques sur lesquelles ils entendent porter leur attention lors des séances de formation.

Rocque, J., & Côté, C. (2023). **Incidence de la pandémie de COVID-19 sur le bienêtre et la santé mentale des équipes de direction d'école : une recherche-action collaborative en milieux francophones minoritaires dans l'Ouest canadien**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *46*(4), 891-918. https://doi.org/10.53967/cje-rce.5541
This collaborative action research seeks to better understand the impact of COVID-19 on the well-being and mental health of school administrators (N = 63) in francophone settings in Western Canada. The results (obtained by a questionnaire and analysed with SPSS) show that even if these managers lack time, they remain engaged and feel satisfied with their work. Less than half claim to have a good work-life balance and almost 40% have difficulty sleeping at night. Participants with less experience in school administration seem to be hardest hit, and more than 75% of participants admit to having anxiety and numerous stress management strategies. This exploratory study underlines the importance of caring about the mental health and well-being of school administrators while considering additional resources to support them in their duties.

Schwartzman, S. (2024). **Lighting a Candle**. *International Journal of Educational Development*, *104*, 102920. https://doi.org/10.1016/j.ijedudev.2023.102920
This article provides an overview of the author's activities as a researcher and public intellectual in Brazil, and his involvement on issues of higher education, science and technology, education reform and education policies in general.

Scott, J. A., Kasun, G. S., & Gardiner-Walsh, S. J. (2023). **Flipping the Interpreter Script: Perspectives on Accessibility**. *Harvard Educational Review*, *93*(4), 516-532. https://doi.org/10.17763/1943-5045-93.4.516
In this positional essay, Jessica A. Scott, G. Sue Kasun, and Stephanie J. Gardiner-Walsh discuss their experiences and frustrations around American Sign Language interpreters in higher education settings. They draw from their intersecting experiences as researchers of language and/or deaf education to call for a "flipping of scripts" around how we frame who is being interpreted for in signed language contexts. They argue that the majoritarian, ableist mindset in higher education needs to shift to remember that hearing/abled individuals also need to learn from disabled individuals and that the field of multilingual education needs to better engage signed language in the broader field.

Scott, S., Limbert, C., & Sykes, P. (2024). **Work-related stress among headteachers in Wales: Prevalence, sources, and solutions**. *Educational Management Administration & Leadership*, 52(1), 208-229. https://doi.org/10.1177/17411432211054630
The purpose of this study was to investigate the prevalence, sources, and underlying causes of work-related stress among headteachers in Wales and to identify possible solutions. An online questionnaire was sent to all 1588 headteachers across Wales. The questionnaire included demographic questions, Cohen's Perceived Stress Scale (PSS), the Health and Safety Executive (HSE) Management Standards Tool, a list of known stressors, and open questions exploring the underlying causes and possible solutions. A total of 359 (22.6%) headteachers completed the survey. Two-thirds of participants reported experiencing levels of stress that were rated as 'high'. Pressures of managing greater demands and increasing workload with fewer financial resources and a lack of support from local authorities were the main sources of stress. Solutions focused on improved funding to enhance staffing and resources at a school level, reduced accountability, and improved support. The findings indicated that a multi-faceted, multi-level, intervention approach, extending beyond improving personal resilience and individual school improvements, into regional and national opportunities for change, is likely to be most effective in reducing work-related stress within the profession.

Sidiropoulou, M. (2023). *Transposition des techniques managériales de la haute performance sportive dans la direction des établissements scolaires : le cas de leadership transformationnel en Grèce et en France* (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://theses.hal.science/tel-04347646
Le leadership transformationnel se définit comme un processus où s'exercent des relations d'influence, avec des individus partageant des objectifs communs et se mobilisant pour réaliser les dits-objectifs ou les changements souhaités. Dans ces conditions, le sport semble être, par excellence, le lieu de l'expression de cette technique managériale : souvent associé à une idée de succès et de performance, le leadership est un sujet qui fascine et qui a engendré, dans divers champs (psychologie, sociologie, management, sciences de gestion, sciences politiques, etc.), une abondante littérature. Le milieu du sport n'échappe pas à la règle et dans la littérature associée au coaching sportif, la question des déterminants du leadership constitue un thème récurrent sûrement parce que le rôle du « coach » est souvent interprété comme étant analogue à celui d'un leader. Dans le sport, les questions sur le leadership sont surtout centrées sur le rôle de celui-ci dans l'efficacité managériale organisationnelle. Le leadership « transformationnel » dans le cas d'un manager sportif signifie une vision claire, la motivation des athlètes, le soutien et la prise en compte individualisée de leurs besoins spécifiques.Toutes ces observations nous amènent à formuler l'hypothèse que l'exercice du leadership tel qu'on le rencontre dans le milieu du sport de haut niveau, pourrait être un modèle permettant de mieux mobiliser les énergies des hommes au sein d'une communauté éducative, d'assurer l'efficacité organisationnelle d'un établissement scolaire et de donner du sens à l'action collective. En d'autres termes, l'enjeu de notre travail est d'analyser en quoi et comment l'exercice du leadership réputé transformationnel dans le sport peut être un facteur déterminant dans la motivation d'une équipe pédagogique, l'engagement des enseignants et la performance des élèves. En s'inspirant des principes et de la pratique de leadership transformationnel dans le domaine sportif notre recherche menée conjointement en Grèce et en France recense et d'analyse les points de vue des tous les acteurs de la communauté éducative

sur la faisabilité et l'acceptabilité de cette technique managériale dans le mode de gouvernance des établissements de l'enseignement secondaire.

Solga, H., Rusconi, A., & Netz, N. (2023). **Professors' gender biases in assessing applicants for professorships**. *European Sociological Review*, *39*(6), 841-861. https://doi.org/10.1093/esr/jcad007
Recent evidence suggests that women are more likely to be selected for professorships when they apply. This female advantage may be partly due to the widely promoted gender-equality policy of having a substantial female quota in selection committees. Yet, research has rarely considered whether male and female committee members evaluate applicants for professorships differently. We address this research gap based on a large factorial survey experiment with German university professors from different disciplines. We asked these professors to rate how qualified hypothetical applicants are for full professorships and the likelihood of inviting these applicants for a job interview. We find that female applicants have an modest advantage both in their perceived qualifications and in their likelihood of being invited—with no differences between the male and female professors assessing them. Importantly, however, the female advantage in invitation does not apply to highly qualified female applicants but only to female applicants with low and mediocre perceived qualifications—again, there is no difference between male and female professors. Moreover, our analyses do not indicate a Matilda effect, that is, we do not find a co-authorship penalty for female applicants.

Szerdahelyi, L., & Roger, A. (2023). **Les premier·es agrégé·es d'éducation physique et sportive en 1983**. *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.25868
Cet article propose une histoire sociale de l'agrégation et des agrégé·es d'éducation physique et sportive en se centrant sur le premier concours organisé en 1983. L'originalité est d'étudier à la fois la spécificité et la normalisation scolaire des agrégé·es d'EPS, comparativement à d'autres disciplines d'enseignement. L'article montre que l'histoire de l'agrégation d'EPS ne peut se dissocier de celle de l'universitarisation de la formation des enseignant·es d'EPS et de l'institutionnalisation d'un champ de recherche en STAPS. Il aborde en ce sens les enjeux corporatifs, pédagogiques et institutionnels soulevés par le concours très sélectif de l'agrégation d'EPS. L'article présente également un portrait collectif des premier·es agrégé·es d'EPS, qui sont majoritairement des personnels déjà en exercice et plus précisément encore, des hommes insérés dans les réseaux de formation ou de recherche, souvent situés en région parisienne et appelés à dynamiser les transformations futures de l'EPS.

Tamadoni, A., Hosseingholizadeh, R., & Bellibaş, M. Ş. (2024). **A systematic review of key contextual challenges facing school principals: Research-informed coping solutions**. *Educational Management Administration & Leadership*, *52*(1), 116-150. https://doi.org/10.1177/17411432211061439
The function of school leadership has been significantly changed by the multi-layered school context to meet the demands of stakeholders. Increasing autonomy and accountability pressures have made it difficult to maintain the balance of principals' tasks, which gives rise to a variety of challenges. This study adopted a descriptive quantitative form of a systematic review to analyse 169 related studies about the challenges faced principals and research-informed coping solutions for such challenges published in the international journals indexed by the WoS, SCOPUS, and ERIC databases

between 2001 and 2020. This analysis identified 734 contextual challenges, including challenges related to principals' roles and actions (31.3%) influenced by institutional contexts (24%), socio-cultural contexts (11%), stakeholders (3.4%), and parents (5.2%). Additional contextual challenges were related to the leading staff (6%) and teachers (7.9%). Finally, 11.2% of the contextual challenges corresponded with concerns about student performance. This research highlights the need for modifying leadership preparation programs in a context sensitive manner, active participation of all stakeholders in setting school targets and methods for achieving them, and creating a supportive culture that encourages mutual progressive trust between governments, local communities, and school principals.

Tan, C. Y., Dimmock, C., & Walker, A. (2024). **How school leadership practices relate to student outcomes: Insights from a three-level meta-analysis**. *Educational Management Administration & Leadership*, *52*(1), 6-27. https://doi.org/10.1177/17411432211061445
The present study aims to generate broad insights from the large corpus of literature on the associations between a comprehensive range of school leadership practices and student outcomes in different school contexts. Three-level meta-analysis of 493 independent effects from 108 studies published since 2000 showed that the mean effect size was small at r = 0.14. Effect sizes for leadership practices ranged from r's = 0.10 to .26. Results underscored the importance of different types of leadership practices related to instructional management, enhancing teacher capacity, and engaging external stakeholders to improve student outcomes. School leadership practices were significantly associated with students' academic achievement (in different subjects except science) and learning attitudes/processes but not attainment. Moderator analyses showed that school leadership effects were significant in studies using a school-level analysis but not in those using a lower-level of analysis. Additionally, school leadership effects were significant at different grade levels (G1–G6, G7–G12) and in research reported in different study types (articles, dissertations) and in different years (2000–2009, 2010–2018).

Turner, C. R., Pasternak, D. L., Allen, K. R., Evans, L. M., & Lize, K. M. (2024). **"There's a Lot of Stumbling Forward": The Impact of Whiteness on Teacher Educators' Reconceptualization of Culturally Based English Education Curriculum**. *Journal of Teacher Education*, *75*(1), 43-57. https://doi.org/10.1177/00224871231178249
Practices incorporating students' cultures and communities are foundational to effective teaching. However, teacher candidates often do not effectively incorporate culturally based practices into their instruction. This article describes the perceptions of English education instructors as they reconceptualized their curriculum to cultivate culturally based practices. Findings show three major factors impacted the instructors' reconceptualization of curriculum: (a) the instructors' cultural roots; (b) the pervasiveness of whiteness—systems and processes that preference white identities, assumptions, and privileges that accompany the white experience; and (c) deep-seated tensions between culturally based practices and the practices of the university operating within the institution of English education. The authors assert that no individual who has matriculated through white-centric educational institutions and broader societal structures can be excluded from the call to unlearn whiteness. They urge teacher educators to dismantle oppressive, white-centric practices by reflecting on the interplay of biases and socio-political beliefs that they and their teacher candidates bring into educational spaces.

van der Lans, R. M., Jansen in de Wal, J., Daas, R., Durksen, T. L., Inoue, N., Wilson, E., & Cornelissen, F. (2024). **Beyond the linear standard: What circular models can teach us about teachers' continuing professional learning needs in Australia, England, Japan and The Netherlands**. *Teaching and Teacher Education*, *138*, 104413. https://doi.org/10.1016/j.tate.2023.104413
Accurate identification of teachers' continuing professional learning (CPL) needs is paramount to create relevant professional development opportunities. How teachers' CPL needs can best be identified is, however, a question often unaddressed. This study introduces different classes of identification methods: linear-dominance, linear-unfolding, and circular-unfolding. The TALIS 2018 data collected from primary education teachers in Australia, England, Japan, and the Netherlands were used to assess exemplar psychometric models for each methodological class. The circular-unfolding method was found to identify teachers' CPL needs best. Outcomes are related to prior research and linked to cultural dispositions and educational policy contexts of the studied countries.

Vassallo, B. (2024). **The role of the school leader in the inclusion of migrant families and students**. *Educational Management Administration & Leadership*, *52*(1), 171-188. https://doi.org/10.1177/17411432211038010
Social, political and economic upheavals, coupled with natural disasters, are recurring, major causes of the displacement of people worldwide. Hosting nations are constantly seeking ways and means to meet the diverse needs of migrants, immigrants, refugees and asylum seekers, with schools incessantly being urged to play a major role in the inclusion of migrant students in all aspects of school life. The study highlights the strategies being employed by a Maltese school leader in his quest to fulfil his noble mission of effectively including all students, irrespective of background of origin. The study also seeks to develop and expand the role of the school leader towards meeting the needs of migrant students and their families within the school set-up and beyond. It also seeks to engage readers in a critical and constructive discussion surrounding the effective inclusion of migrant students in schools and society. It transpired that the school leader's work can be summarised under four categories: 1) reconceptualising the meaning of diversity 2) promoting an inclusive school culture, 3) strengthening of language support and 4) the extension of school relationships beyond school boundaries.

Vercambre-Jacquot, M.-N. (2023, décembre 18). **Bien-être des enseignants : après la pandémie, une éclaircie ? Tout dépend du pays**. Consulté 8 janvier 2024, à l'adresse The Conversation website: http://theconversation.com/bien-etre-des-enseignants-apres-la-pandemie-une-eclaircie-tout-depend-du-pays-219529
Si le bien-être des enseignants s'améliore en France entre 2021 et 2023, il se détériore en Belgique tandis que la situation reste mitigée au Québec, nous dit le baromètre international I-BEST.

Watrelot, P. (2024, janvier 2). **Formation des enseignants : faut-il se réjouir de la réforme ?** Consulté 8 janvier 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/philippe-watrelot/formation-enseignants-faut-se-rejouir-de-reforme/00108920
Dans sa frénésie de réformes, le ministre de l'Education, Gabriel Attal, a annoncé vouloir réformer les modalités de recrutement et la formation initiale des enseignants.

Wu, H., Shen, J., Reeves, P., Zheng, Y., Ryan, L., & Anderson, D. (2024). **The relationship between reciprocal school-to-school collaboration and student academic achievement**. *Educational Management Administration & Leadership*, *52*(1), 75-98. https://doi.org/10.1177/17411432211064436

Despite the appeal of promoting and forming collaborative relationships between schools, empirical evidence for an association between school-to-school collaboration and school outcomes is still somewhat lacking. This study utilized data from 76 schools nested within 56 districts in the United States to examine the association between a school's reciprocal relationships and school outcomes by employing social network analysis and hierarchical linear modeling (HLM). After controlling for school and district demographic characteristics, we found the indices of reciprocal collaboration are associated with the school's 2018 student proficiency level in both math and reading and the growth in proficiency level between 2017 and 2018. The implications and limitations were discussed.

Yao, H., & Ma, L. (2024). **Improving teacher career satisfaction through distributed leadership in China: The parallel mediation of teacher empowerment and organizational commitment**. *International Journal of Educational Development*, *104*, 102960. https://doi.org/10.1016/j.ijedudev.2023.102960

Based on a survey of 522 primary and secondary school teachers in mainland China, the study explored the effect of distributed leadership on teacher career satisfaction, and examined the mediation of teacher empowerment and organizational commitment using structural equation modeling. It was found that the implementation of distributed leadership could exert a significant positive impact on teacher career satisfaction in the Chinese cultural context. In addition, distributed leadership could positively influence career satisfaction indirectly through the full mediation of teacher empowerment and organizational commitment, and teacher empowerment had a greater mediating effect than organizational commitment.

Zelkowski, J., Campbell, T., & Moldavan, A. (2024). **The Relationships Between Internal Program Measures and a High-Stakes Teacher Licensing Measure in Mathematics Teacher Preparation: Program Design Considerations**. *Journal of Teacher Education*, *75*(1), 58-75. https://doi.org/10.1177/00224871231180214

Accountability measures have quickly entered into formal teacher-preparation programs. As a response, we introduce the use of structural equation modeling vis-à-vis path analysis in secondary-grade mathematics teacher preparation as a methodology to test models to understand the strength of relationships to recommendations of prominent professional organizations and standards for entering the teaching profession. This longitudinal, 6-year, five-cohort study examines the relationship of program design sequencing and core components (internal measures) to an externally scored high-stakes teacher licensing examination portfolio intended to measure pedagogical content knowledge and first-year teacher readiness. The internal measures and program sequencing model explains 49.2% of the variance in relation to the standardized outcome teaching portfolio examination with high-power and medium- to large-effect statistics. We provide implications for teacher preparation with respect to recommendations of professional organizations, governments, and accreditation standards. Results should stimulate discussions and fuel future research efforts.

Numérique et éducation

Atatekin, B., & Kara, M. (2024). **The impact of augmented video feedback on middle school students' skill development in physical education**. *Education and Information Technologies*, 29(1), 843-860. https://doi.org/10.1007/s10639-023-12335-x
While video feedback is a commonly used intervention in both professional and educational sports settings, empirical evidence on the effectiveness of training with augmented video feedback in physical education at the K12 level is quite scarce. For this reason, this study aims to investigate the effect of the training with augmented video feedback on middle school students' skill development in a team sport, handball. Based on the periodization of skill training framework, a pre and post-test quasi-experimental research design with a control group was conducted for this aim. A total of 60 middle school students voluntarily participated in the study and were assigned to the intervention and control groups. The students in the intervention group received augmented video feedback while the ones in the control group received verbal feedback only together with the use of other appropriate instructional methods. A rubric was developed and used as the measure of the pre and post-tests by ensuring its validity and reliability. The analysis of covariance was conducted to compare the skill development between the groups. The findings showed that both of the training programs with and without augmented video feedback contributed to the students' skill development. However, the training program with augmented video feedback was much more effective than the one with verbal feedback only. The findings were discussed based on the relevant literature, and implications for practice and recommendations for future research were provided, accordingly.

Aubakirova, S., Kozhamzharova, M., Akhmetova, G., Artykbayeva, G., Iskakova, Z., & Zhayabayeva, R. (2024). **The role of Massive Open Online Courses in transforming academic education and university experience**. *Education and Information Technologies*, 29(1), 991-1011. https://doi.org/10.1007/s10639-023-12291-6
The study aims to investigate the level of motivation and entrepreneurial competencies of students using online distance courses in entrepreneurial learning. Based on the Massive Open Online Courses (MOOCs) program, an experimental group of respondents took the course « How to Start Your Own Business » (March–May 2022), and their results were generated and compared with the control sample. After taking a 12-week course to improve entrepreneurial ability among students (in particular, paying attention to the motivational component of the study), one can note significant shifts in the internal positive motivation of experimental group students after taking this course. Thus, their percentage component increased to 43% compared to 25% initially (p = 0.3585). Simultaneously, substantial structural changes were observed in the analysis of students' entrepreneurial abilities, demonstrating improvements across nearly all assessment items. Future research directions should include studying the integration of MOOCs into academic programs and their impact not only on motivation, but also on success and long-term programs examining the impact of MOOC implementation on the post-graduation success of university students.

Autorité de Régulation de la Communication audiovisuelle et numérique. (2023). **L'éducation aux médias, à l'information et à la citoyenneté numérique - rapport sur l'exercice 2022-2023**. In *https://veille-et-analyses.ens-*

lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3887   [Report].   Consulté   à l'adresse Autorité de Régulation de la Communication audiovisuelle et numérique
Pour la troisième année consécutive, l'Arcom présente un bilan rendant compte des actions entreprises par les médias audiovisuels en matière d'éducation aux médias, à l'information et à la citoyenneté numérique, et mettant en lumière des initiatives innovantes à l'échelle nationale ou européenne. Sommaire I. Les actions des médias audiovisuels et numériques en matière d'éducation aux médias et à l'information (EMI&CN) 1. La réaffirmation de l'engagement continu des médias audiovisuels sur les sujets traditionnels de l'EMI&CN>> Parole d'expert sur l'importance de la prise en compte des biais cognitifs dans la construction de ressources pédagogiques en EMI&CN2. La confirmation d'un élargissement des thématiques qui renforcent la formation de citoyens éclairés>> Parole d'experte sur l'importance de l'éducations au numérique3. Un manque de diversification des cibles dans les actions d'EMI&CN menées par les médias audiovisuels Focus sur une action menée par Radio Campus Paris auprès des séniors II. Les actions de l'Arcom en matière d'éducation aux médias et à l'information 1. Le renforcement de ses initiatives de formation dans le cadre scolaireFocus sur la mise en pratique en région de la convention avec le ministère de l'Education nationale et de la Jeunesse Focus sur l'action de l'Arcom avec l'INSPE de Bretagne2. La diversification de ses actions pour toucher de nouveaux publics3. Des échanges et des projets de collaboration au niveau national et européenFocus sur la boîte à outils de l'Ofcom pour évaluer des projets d'EMI&CN

Bai, X., Guo, R., & Gu, X. (2024). **Effect of teachers' TPACK on their behavioral intention to use technology: chain mediating effect of technology self-efficacy and attitude toward use**. *Education and Information Technologies*, *29*(1), 1013-1032. https://doi.org/10.1007/s10639-023-12343-x
A growing number of studies are focusing on the effect of teachers' knowledge on their behavioral intention to use technology in teaching. This study aims to explore the influence of teachers' technological pedagogical content knowledge (TPACK) on their behavioral intention to use technology by including their technology self-efficacy and attitude toward use in a chain mediation model. Based on a thorough literature review, this study establishes a theoretical model. Then, data are collected from 314 in-service teachers in primary and secondary schools in two provinces in China and analyzed using structural equation modeling and effect analysis. Results show that (1) the teachers' technology self-efficacy and attitude toward technology play a crucial independent mediating role in the influence of TPACK on their behavioral intention to use technology, and (2) the teachers' technology self-efficacy and attitude toward use have a chain mediating effect on the influence of their TPACK on their behavioral intention to use technology. On the basis of the results, this study presents some implications to effectively understand how teachers' behavioral intention to use technology in teaching can be improved.

Bang, M.-H., & Lee, Y.-M. (2024). **Pilot study on the digitalization of the national qualification exam for Korean engineers**. *Education and Information Technologies*, *29*(1), 21-50. https://doi.org/10.1007/s10639-023-12279-2
The Human Resources Development Service of Korea developed a digital exam for five representative engineering categories and conducted a pilot study comparing the findings with the paper-and-pencil exam results from the last three years. This study aimed to compare the test efficiency between digital and paper-and-pencil examinations. A

digital examination was conducted with 93 participants through two rounds of test-status measurements. We collected the following data: early check-out rate, pass rate, and the average total response time per grade. The composition ratio of each question type in the digital exam was determined per the "Exam Operation Regulation" and selected from a databank spanning five years by experienced instructors. The early check-out rate of the digital exam at the Engineer level was 90% (percentage points), approximately 15%p higher than that for the paper-and-pencil exam, but the pass rate was low (9.8%p); the response time per question for the digital exam was approximately 0.2 min shorter. The results for both exams were similar in the Industrial Engineer category. The early check-out rate did not positively affect the exam pass rate, but the time taken depended on the number and characteristics of the subjects. It is necessary to improve the simplification and convenience of digital examinations, optimize test environments, and establish operation and management systems in line with the change in the Korean Technical Qualification Framework. We also suggest a gradual shift to digital examination by developing questions and tools using technologies to accurately measure individual abilities.

Beaugrand, C. (2023). **Usages numériques et discours de l'enseignant : quelles pistes en français de scolarisation pour les élèves allophones ?** *Didactique du FLES. Recherches et pratiques*, (2:2), 115-137. https://doi.org/10.57086/dfles.864
Les outils numériques et multimédias occupent une place significative dans les classes et modifient les pratiques d'enseignement (Amadieu & Tricot, 2014). Ils permettent notamment la diffusion large et collective de représentations sémiotiques variées sur lesquelles viennent s'imbriquer les interactions entre élèves et enseignant. Ces usages modifient également les activités pédagogiques proposées, quelle que soit la discipline, avec notamment des temps de manipulation accordés aux élèves. Dès lors, quelles sont les répercussions de cette évolution des pratiques sur le discours produit par l'enseignant et, conséquemment, quelles compétences spécifiques les élèves allophones nouvellement arrivés doivent-ils construire pour suivre au mieux les cours dans les différentes disciplines où ils sont inclus ?En nous appuyant sur un corpus constitué d'enregistrements vidéo de séances de mathématiques, sciences et histoire-géographie en classe de 6e, nous nous proposons d'analyser les fonctions pédagogiques associées aux usages numériques en classe (Tricot, 2020) et leur impact sur les interactions verbales. Cette étude permet de mettre en exergue des effets spécifiques sur le plan discursif, mais aussi non verbal, en intégrant les aspects praxéologique et sémiotique (Bouchard, 2008). Elle montre ainsi comment des compétences méthodologiques liées à l'utilisation du numérique s'imbriquent aux compétences langagières. La pluralité des besoins d'apprentissage des élèves allophones qui en découle doit être prise en compte pour permettre une meilleure inclusion dans les classes.

Braun, G. (2023). **Existe-t-il un marché du numérique éducatif ?** *Administration & Éducation*, *180*(4), 63-69. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-63.htm

Braun, G., & Joffredo, T. (2023). **Les relations économiques entre le numérique éducatif et l'École**. *Administration & Éducation*, *180*(4), 61-62. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-61.htm

Brocca, N. (2024). **Adoption of new technologies in pre-service teachers. The case of interaction-enhancing videos**. *Teaching and Teacher Education*, *138*, 104427. https://doi.org/10.1016/j.tate.2023.104427
The use of educational videos, an increasingly common practice among students, represents a monodirectional communication that clashes with communicative approaches to foreign language teaching. In this study, impulse videos (iVs), videos designed to encourage learner interaction, were introduced to pre-service teachers (PSTs) (N = 44) who were asked to design a lesson using iVs in line with the communicative approach. The PSTs completed a questionnaire to evaluate this learning experience. The results, obtained through qualitative content analysis and descriptive statistics, show that the PSTs, far from being technology averse, were reluctant to adopt a communicative approach that reinterprets the use of videos.

Burguete, E., & Urrego, V. (2023). **Contextes et stratégies de médiatisation des MOOC de France Université Numérique : influences sur la conception et la scénarisation pédagogique**. *Review of Science, Mathematics & ICT Education*, *17*(2), 89-109. https://doi.org/10.26220/rev.4527
The objective of this study is to identify the contexts and strategies that guide designers in the creation of MOOC. A thematic and lexicometric analysis was conducted on the discourse of 15 MOOC designers from France Université Numérique. The aim was to gain insights into their decision-making processes regarding the adoption of either a teacher-centered pedagogy or an active pedagogy approach. Key variables such as the academic model, team composition, training, and the role of learning designers emerged as significant factors. Further research is necessary to deepen our understanding and quantify these influences in the field of MOOC design.

Byukusenge, C., Nsanganwimana, F., & Tarmo, A. P. (2024). **Investigating the effect of virtual laboratories on students' academic performance and attitudes towards learning biology**. *Education and Information Technologies*, *29*(1), 1147-1171. https://doi.org/10.1007/s10639-023-12351-x
Research has revealed that learning, especially in the field of science, is strongly affected by various factors. These factors include students' attitudes towards the subject matter, and the manner in which the subject is taught. Given their close linkage to students' achievement, attitudes are relevant component in science learning. However, researchers have noticed a decline in students' attitudes in pursuing science. Thus, the aim of this research was to delve into the impact of virtual laboratories on students' attitudes toward biology and their performance in biology topics perceived as difficult. The research involved 168 Rwandan upper secondary school students. The study used a survey research combined with a quasi-experimental research design. The control group comprised 83 students and was taught with the conventional teaching method, while the experimental group comprised 85 and was treated under technology-based instruction using virtual laboratories. Furthermore, a focus group interview was used to get qualitative data about attitudinal change before and after the intervention. Concepts of nerve cells and identification of food nutrients, and enzyme activities were the focus of this study. The results indicated an important effect of an intervention to improve students' attitudes toward the learned topics (p value < 0.05) and performance in favor of the experimental group. The focus group interviews revealed that prion to teaching interventions nerve cells topic was abstract and daunting to students and the visualization exercises helped them to understand while increasing their interest and

engagement. However, a significant effect of the treatment on gender was not identified. The study recommends the use virtual laboratories for teaching difficult and abstract concepts to encourage positive attitudes toward learning biology.

Campos, D. G., & Scherer, R. (2024). **Digital gender gaps in Students' knowledge, attitudes and skills: an integrative data analysis across 32 Countries**. *Education and Information Technologies*, *29*(1), 655-693. https://doi.org/10.1007/s10639-023-12272-9
The digital gender divide is one of the most critical issues in education today. Digital gender gaps can exist in students' access to and use of ICT, attitudes toward technology, and digital knowledge and skills. However, previous research has primarily examined these divides in isolation and largely ignored their interdependencies. Using student data from the 2013 and 2018 International Computer and Information Literacy Study (ICILS), this study examines how these gaps are related. Specifically, we synthesize evidence on gender gaps in digital knowledge and skills, controlling for differences in ICT access and technology attitudes. In addition, we examine the role that technology attitudes play in the gender gap in digital knowledge and skills. Our findings suggest that (a) girls outperform boys in digital knowledge and skills ($upbeta$= -0.11 to -0.29); (b) gender differences in attitudes toward technology partially explain gender differences in digital knowledge and skills; (c) the variability within and between countries in the gender gap in students' digital skills is partly explained by the type of digital skill and the country's socio-economic development and gender inequality. Overall, this research shows a relationship between the gender gaps in students' digital knowledge and skills and the gender gaps in students' attitudes toward technology. We conclude that the first- and second-level gender digital divides are connected.

Cao, X., Zhao, Y., & Li, X. (2024). **Optimizing image captioning algorithm to facilitate english writing**. *Education and Information Technologies*, *29*(1), 1033-1055. https://doi.org/10.1007/s10639-023-12310-6
Various studies have been conducted on applying intelligent recognition technology, especially speech recognition technology to improve English learning ability, mostly listening and speaking. However, few studies have touched on how image-to-text recognition technology can be used for writing. The present research was conducted to fill this gap by exploring the optimization of a deep-learning-based image captioning algorithm to facilitate English writing, so as to enable learners to break the time and space limitations and learn English writing (including sentence patterns, spelling, vocabulary, and grammar) anytime and anywhere by taking pictures. Therefore, this paper focused on image captioning based on CNN(Convolutional Neural Networks) and LSTM(Long Short-Term Memory), using DenseNet201 or Vision Transformer trained on the ImageNet-1K image classification dataset as the image encoder and LSTM as the decoder. First, pre-training was performed on the Flickr8k dataset. After selecting the best-trained model as the pre-trained weight model for the COCO dataset, fine-tuning optimization was performed on the COCO dataset, and the attention mechanism was used to design the ablation experiment. The BLEU-4, CIDEr, METEOR, and ROUGE evaluation indexes of the optimized model on the test set were 0.3437,1.121,0.2750, and 0.5117, respectively. The study results showed that the convergence of the model was accelerated and had better performance. The model was used to automatically caption 12 images that had never been used during the training process. The descriptions generated by the optimized image captioning algorithm have lexical and syntactic accuracy, and matched what the images expressed, showing that this improved

algorithm could be used as a learning tool to help English learners improve lexical and syntactic acquisition to promote writing through the generated descriptions of the pictures taken anytime and anywhere in real-life situations.

Carabregu-Vokshi, M., Ogruk-Maz, G., Yildirim, S., Dedaj, B., & Zeqiri, A. (2024). **21st century digital skills of higher education students during Covid-19—is it possible to enhance digital skills of higher education students through E-Learning?** *Education and Information Technologies*, 29(1), 103-137. https://doi.org/10.1007/s10639-023-12232-3
Crucial for organizations' business performance, 21st-century digital skills have gained prominence. The Covid-19 pandemic's impact on individuals, education, and higher education institutions led to a shift from traditional face-to-face to remote synchronous learning. Students experienced diverse information and communication technologies (ICTs), while instructors adapted course structures, engaged in e-learning, and revamped online curricula. This study examines factors affecting students' digital skills acquisition, including instructor involvement, e-course quality, e-learning system usability, and e-course interactivity. Additionally, we explore the relationship between increased educational ICT usage and improved digital skills. Drawing from a survey of 624 higher education students in Pristina, Kosovo, and employing variance-based PLS-SEM analysis using SmartPLS 3.0, we find that active professor engagement in e-learning significantly influences digital skills acquisition. Ease of use and e-course interactivity also wield substantial effects, while e-course quality indirectly affects digital skills. Enhanced educational ICT usage positively correlates with creative and innovative skills development, enabled by content creation and ICT integration. This study contributes to the ongoing discussion regarding the potential enhancement of digital skills acquisition among higher education students. The findings indicate that increasing students' gaining digital skills through e-learning is indeed achievable through instructor involvement, e-course quality, ease of use, and increased ICT utilization. This study's insights provide a foundation for educators, institutions, and policymakers to make informed decisions on designing effective e-learning environments and strategies that promote students' digital skills in a rapidly evolving educational landscape.

Cavignaux-Bros, D., Fernagu, S., & Carré, P. (2023). *Ingénierie pédagogique et numérique: Une analyse selon l'approche par les capabilités*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-ingenierie_pedagogique_et_numerique_une_analyse_selon_l_approche_par_les_capabilites_dorothee_cavignaux_bros_philippe_carre_solveig_fernagu-9782336423838-78635.html

Celik, Y., Barbero, I., Hodorog, A., Petri, I., & Rezgui, Y. (2024). **Blockchain for energy efficiency training in the construction industry**. *Education and Information Technologies*, 29(1), 323-349. https://doi.org/10.1007/s10639-023-12261-y
The construction sector faces the urgent need to prioritize energy efficiency due to an increasingly stringent regulatory landscape in response to the climate change agenda. Central to this transition is the pivotal role of education in equipping professionals with the necessary knowledge and skills. Educational solutions have emerged as powerful tools for promoting awareness and interventions to mitigate climate change. This article provides a case study that highlights the successful utilisation of computer technology in delivering digital solutions to advance energy education and promote more informed energy practices in the construction industry. The utilisation of digital technologies can

enhance collaborative efforts in energy efficiency training, which is of critical significance in ensuring the security, sovereignty, transparency, immutability, and decentralisation of interventions related to energy education. This paper presents a framework that utilises Blockchain technology to facilitate training labelling and authenticity based on smart contracts and mobile passports to provide a secure and efficient solution for the delivery of training and education in the energy domain. Our research examines the challenges and opportunities related to energy efficiency training within the construction industry. By integrating industry-specific insights, exemplifications, and case studies, we provide an in-depth understanding of the interconnection between energy efficiency education and digital solutions with the unique context of the construction industry. We underscore the importance of leveraging digital platforms as educational tools to foster a deeper understanding and adoption of energy-efficient practices. We demonstrate that educational solutions play a pivotal role in driving awareness and interventions for mitigating climate change, greatly empowering individuals and organizations to adopt energy-efficient practices and to address sustainability objectives.

Cerisier, J.-F. (2023). **L'École française au défi des « géants du numérique »**. *Administration & Éducation*, *180*(4), 71-78. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-71.htm

Chang, L.-C., Lin, H.-R., & Lin, J.-W. (2024). **Learning motivation, outcomes, and anxiety in programming courses—A computational thinking–centered method**. *Education and Information Technologies*, *29*(1), 545-569. https://doi.org/10.1007/s10639-023-12313-3
Many students want to enroll in programming courses but fear the challenges ahead. They aspire to design quality systems or games after acquiring related skills but report concerns that programming logic is too difficult to learn because memorization of the syntax is required. Thus, they experience anxiety, are demotivated to learn, and, regretfully, may never enroll in programming courses. Computational thinking (CT) is a favorable method currently used in learning logic. This study proposed an easily implementable standard operating procedure for CT and incorporated it into programming courses; students were instructed and enabled to clarify the logical sequence before beginning to write a program. The standard operating procedure for CT contains five training steps, identify the problem, formulate the problem-solving steps, organize and summarize, draw a flowchart, and write a program. This kind of training can help students clarify the logical order more clearly to facilitate writing programs, thereby improving motivation to learn, reducing learning anxiety, and ultimately improving learning outcomes. The experiment results revealed significant results regarding the learning outcomes, motivation to learn, and learning anxiety of the experimental group learning programming through CT-centered teaching in comparison with those of the group learning through conventional teaching. Additionally, for female students, who were revealed to be initially less capable of logical thinking than male students, the following post intervention improvements were observed: adequate improvement in learning outcomes, increased motivation to learn, and reduced learning anxiety.

Charteris, J., & Gregory, S. (2024). **Snapchat and affective inequalities: affective flows in a schooling assemblage**. *International Journal of Qualitative Studies in Education*, *37*(1), 97-113. https://doi.org/10.1080/09518398.2021.2003886

Gendered power relations and cyber-objectification can be produced through Snapchat in schooling contexts. The research illustrates how social media circulates affect in an Australian high school setting. While "Snapchatting" can evoke joy, it can produce gendered inequities. This research details affective inequalities associated with Snapchat use. Affective inequalities ("lad culture", "rape culture" and "everyday sexism") are produced through texts, images and videos and are normalised through the gendered material-discursive relations in schools. Through making new material entanglements visible, the subtle sexist practices associated with misogyny in schools can be surfaced and recognised. Explicit critiques of misogyny are required to support gender equity in schools. This article contributes to the literature both as new material school-based research, and as an exploration of the gendered implications of Snapchat technology use among young people. It addresses the need to challenge masculine sexual entitlement, both online and in schools.

Chathuranga, N., Dissanayake, P., & Gunawardane, N. (2024). **Unveiling the perceived benefits of online learning among management undergraduates: a study in a Sri Lankan government-owned university**. *Education and Information Technologies, 29*(1), 881-893. https://doi.org/10.1007/s10639-023-12355-7
The purpose of this study is to determine the benefits of online learning among undergraduate students at a specific university and to investigate whether there are any differences in perception based on gender. A total of 477 participants completed structured questionnaires, and descriptive statistics were used to analyze the data. The Mann-Whitney U test was used to test the hypotheses, which does not require normality or homogeneity of variance assumptions. Results suggest that online learning, particularly the use of recorded lectures, offers several benefits for management undergraduates, including improved learning outcomes, flexibility and control, and access to a wider range of learning resources. The study also found that there is no significant difference in perceived benefits between male and female management undergraduates. These findings highlight the potential of online learning to enhance student learning outcomes and improve education quality in management. To enhance the effectiveness of online learning, educators should focus on creating engaging and interactive courses that promote active learning and student engagement. Additionally, institutions should invest in educator training and support to ensure that they are equipped with the necessary skills and knowledge to deliver effective online courses.

Cheng, M., Lai, X., Tao, D., Lai, J., & Yang, J. (2024). **Children's programming environment acceptance: extending the boundary conditions to programming competition, computational thinking, and programming modality**. *Education and Information Technologies, 29*(1), 939-969. https://doi.org/10.1007/s10639-023-12325-z
While numerous studies have highlighted the potential benefits of programming environment (PE) use for children's learning, the boundary conditions of children's PE acceptance within the programming education context are less clear. This study fills this gap in the literature by investigating the critical determinants of children's PE use intention and extending the boundary conditions to programming competition, computational thinking, and programming modality. A total of 1527 primary students participated in this study. Using structural equation modelling (SEM) analyses, the measurement model was validated, and the configural, metric and scalar invariance of the measurement model was established. The structural model was also confirmed, with most of the hypothesized relationships were supported. Multigroup SEM analyses were

conducted to compare structural path coefficient differences across different personal moderators (i.e., gender, grade, and experience), environmental moderators (i.e., both parents' education level), and PE use-relevant moderators (i.e., programming competition, computational thinking, and programming modality). The results revealed significant path differences in six group comparisons, with most of the path differences associated with perceived self-efficacy and perceived ease of use. It should be noted that no significant path differences were identified for the gender and programming competition group comparisons. This work serves as a pioneer study of a comprehensive understanding of the determinants and moderators of children's PE use intention. The findings offer important theoretical implications through accommodating essential constructs within a PE acceptance framework and recommending effective strategies to improve primary students' PE acceptance for programming learning in primary education.

Cristol, D. (2024). ***Apprendre à l'ère de l'intelligence artificielle: Révolution, Défis, Opportunités***. Consulté à l'adresse https://www.esf-scienceshumaines.fr/accueil/445-apprendre-a-l-ere-de-l-intelligence-artificielle.html
Aujourd'hui, l'intelligence artificielle est partout et le monde de l'éducation et de la formation en pleine mutation. Au niveau individuel, l'IA générative nous permet d'externaliser une part grandissante des facultés de notre cerveau. Moins sollicité pour produire des calculs, il nous permet de gagner en liberté. Mais ses usages répétés vont-ils au niveau de l'espère humaine atrophier nos capacités réflexives ? Cet ouvrage se veut un « contrepoint» au panégyrique ambiant sur l'intelligence artificielle, dont il brosse les enjeux et les limites. Il s'intéresse au croisement de "l'Intelligence Artificielle" et de "l'Apprenance", ce pouvoir, savoir et vouloir apprendre. Denis Cristol nous explique comment les intelligences artificielles « apprennent » et évoluent, ainsi que leur impact sur notre économie et nos vies. Il nous invite à réfléchir aux implications éthiques de ces avancées technologiques, nous plonge dans les prévisions des auteurs de science-fiction et les questions philosophiques qui en découlent. L'auteur pose plus de 150 questions sans prétendre répondre à toutes : l'IA a -t-elle une conscience et laquelle ; quelle influence sur nos emplois et nos manières d'établir des rapports au monde et aux savoirs ? Un livre qui nous invite à cultiver le discernement, à demeurer émotionnels, aléatoires et pourquoi pas aussi critiques et désobéissants !

Cruz, J., & Anderson, K. T. (2024). **Reconceptualizing online discussion forums as a fabricated focus group: illuminating educators' language ideologies through asynchronous discussion posts**. *International Journal of Qualitative Studies in Education*, *37*(1), 19-37. https://doi.org/10.1080/09518398.2021.1991031
We propose a novel method for repurposing online course discussion posts to explore educators' language ideologies. Drawing on asynchronous discussion posts from a subset of 30 educators enrolled in an online, masters-level, sociolinguistics-for-educators course at a US Southwest university, we "smooth" posts into a dialogue resembling a focus group discussion, a method we are terming a fabricated focus group (FFG). The topic of the discussion forum was defining "Standardized English" (SE), allowing us to observe nuances of participants' ideological stances, positioned and juxtaposed to one another within a constructed dialogue. Online discussion forums offer a unique tool for researchers/educators to generate a context for student stance taking and reflexivity, which can raise educator's critical consciousness. FFGs can help us to represent educators' varying ideological positions and provide direction as instructors of such

courses attempt to foster more tolerant, democratic, and empowering attitudes toward cultural and linguistic diversity.

Díaz-León, J. A., Arbelaitz, O., & Arruarte, A. (2024). **Introduction to informatics in a Peruvian penitentiary using cs unplugged: from university to penitentiary**. *Education and Information Technologies*, 29(1), 971-989. https://doi.org/10.1007/s10639-023-12336-w
Within the field of social reintegration and re-education, this paper presents an educational experience carried out at the Iquitos Penitentiary Center, Lima, Peru, with the aim of providing an introduction to informatics to 25 inmates who volunteered to take part in the project. Twenty students and a teacher from the Scientific University of the South also in Peru, were responsible for initiating the transmission of knowledge from the university to inmates, with the collaboration and participation of the penitentiary coordinator. The main objectives of the case study were to validate both the suitability of the CS unplugged proposal and the adaptability of the L2T2L pedagogic strategy to the transmission of knowledge to adults, specifically penitentiary inmates. This strategy had been originally designed to transmit informatics knowledge from university to primary school. The validity and effectiveness of the experience was assessed using surveys. Results confirm that inmates achieved a good level of understanding when endeavoring to resolve most of the CS unplugged assignments designed for them. It was also seen that L2T2L is adaptable and valid for different scenarios other than those for which it was initially designed. Indeed, it was proven to be valid for transmitting knowledge to the prison population. Finally, it should be pointed out that the experience is easily replicable and that it brings an opportunity to introduce informatics into education programs in prisons, something which can contribute enormously to social reintegration and re-education, facilitating the subsequent reentry of inmates into the community once their period of imprisonment has ended.

Dong, Z., Chiu, M. M., Zhou, S., & Zhang, Z. (2024). **The Effect of Mobile Learning on School-Aged Students' Science Achievement: A Meta-analysis**. *Education and Information Technologies*, 29(1), 517-544. https://doi.org/10.1007/s10639-023-12240-3
Building on past studies showing that mobile learning improves learning outcomes and differs within a domain (e.g., science), this meta-analysis models domain-specific differences (e.g., learning activities) that drive these differences in science performance. A systematic database search (i.e., Web of Science, JSTOR, ERIC, PsycINFO, ProQuest Dissertations, and ACM) identified controlled experiments. A meta-analysis determined the overall effect of mobile learning on 4,145 primary and secondary school students' science achievement, and tested for moderator effects across 57 effect sizes from 44 studies. Mobile learning increased science achievement (g = .857). Mobile learning's effect sizes were larger for (a) inquiry or game-based learning, than other learning activities; (b) biology, and progressively smaller for earth and space sciences, chemistry, and physics; (c) activities jointly led by students and teachers, followed by those led by students; and then those led by teachers; (d) collectivistic countries than individualistic ones; and (e) primary or middle school students. Intervention duration, device type, learning environment, and publication year showed no moderation effects. Hence, a comprehensive theory of mobile learning must include age, learning approach, subject area, user roles, and cultural values. These results also suggest that science educators using mobile learning might improve student learning by (a) integrating it with science inquiry or game-based learning, (b) starting with biology before other science topics, (c) using learning activities jointly led by students and teachers, (d) starting with primary or

middle school, and (e) starting with students in countries with collectivist cultural values to help one another.

Falloon, G. (2024). **An exploration of online technoliteracy capability teaching and learning in early years classrooms**. *Education and Information Technologies*, 29(1), 625-654. https://doi.org/10.1007/s10639-023-12239-w
The increasing use of digital devices by young children, has led to calls for earlier teaching for information literacy. However, some research indicates reluctance to do this, due to perceived limitations of young children and notions about what is and is not 'appropriate' for them learn. This study examines this proposition, through analysis of 6 and 7 year olds' application of 'Technoliteracy' capabilities during a unit of learning about Matariki (the Maori new year). It used an updated and expanded revision of Durrant and Green's (2000) l(IT)eracy capability model, to understand how the students applied 'Technoliteracy' capabilities to online research and production of an information artefact for an identified audience. Although results were mixed, data was found of students' productive engagement of 'Technoliteracy' capabilities aligned with Durrant and Green's dimensions, suggesting that with developmentally-appropriate curriculum and pedagogy they were capable of integrating these for meaning making, judging meaning quality, and meaning sharing and communication. Given increasingly ubiquitous access to devices from a young age, results indicate that serious consideration should be given to teaching basic 'Technoliteracy' capabilities in early years classrooms.

Fidan, A., & Koçak Usluel, Y. (2024). **Emotions, metacognition and online learning readiness are powerful predictors of online student engagement: A moderated mediation analysis**. *Education and Information Technologies*, 29(1), 459-481. https://doi.org/10.1007/s10639-023-12259-6
It is pointed out that one of the main problems of online learning environments is determining whether students engage or not. As engagement is a complex and multifaceted concept, researchers have stated that engagement is effected by many factors (environmental conditions and learner characteristics) and changes according to the context. Among these factors, discovering the effects of emotions experienced in learning processes on engagement has drawn attention recently. It is stated that there is an effect of emotions on engagement. However, the mechanisms underlying the effect of emotions experienced in online learning environment on student engagement have not yet been discovered, and what potential mediator and/or moderator variables might explain this effect. Therefore, this study aims to establish whether emotions predicted student engagement through their effect on the online learning readiness, and whether the strength of this effect was a function of metacognition. The study group includes 1601 university students. Data were gathered via online survey. The moderated mediation models were analyzed with PROCESS macro. The results displayed that emotions are powerful predictors of online learning readiness. Online readiness mediated the effect of emotions on student engagement in three models. Metacognition moderated the positive emotions and negative emotions model but did not moderate the exploratory emotions model. As a result; the direct effect of emotions on both readiness and engagement reveal the need for strategies to enable students to experience positive and exploratory emotions and to reduce negative emotions in learning environments. This study reveals that increasing students' positive and exploratory emotions and reducing their negative emotions, ensuring their online learning

readiness and high metacognition have an impact on online student engagement. Therefore, with the results of this study, it can be stated that taking into account students' emotions, readiness and metacognition in the design of online learning environment and activities may have a positive effect on student engagement.

Gedrimiene, E., Celik, I., Kaasila, A., Mäkitalo, K., & Muukkonen, H. (2024). **Artificial Intelligence (AI)-enhanced learning analytics (LA) for supporting Career decisions: advantages and challenges from user perspective**. *Education and Information Technologies*, 29(1), 297-322. https://doi.org/10.1007/s10639-023-12277-4
Artificial intelligence (AI) and learning analytics (LA) tools are increasingly implemented as decision support for learners and professionals. However, their affordances for guidance purposes have yet to be examined. In this paper, we investigated advantages and challenges of AI-enhanced LA tool for supporting career decisions from the user perspective. Participants (N = 106) interacted with the AI-enhanced LA tool and responded to open-ended questionnaire questions. Content analysis was utilized for the data analysis applying two distinct and robust frameworks: technology acceptance model (TAM) and career decision-making model (CDM) as well as looking into user needs. Results indicate that the AI-enhanced LA tool provided five main benefits to the users: provision of career information, research and analysis of the information, diversification of ideas on possible career paths, providing direction and decision support, and self-reflection. The participants perceived the AI-enhanced LA tool as a supportive asset to be used in transitional life situations characterized with uncertainty. Considerable use difficulties were reported as well as need for further diversification of ideas on possible career paths, need for personalization and self-reflection support, and need for further information. Results regarding perceived support for making career decisions showed that CDM elements were unequally supported by the AI-enhanced LA tool. Most support was focused to investigate smaller number of provided options and make decisions, while contextual information was lacking. Implications for career decision making are discussed.

Guenat, G., & Hostettler, A. (2023). **"Robots are fun" : rhétorique du jeu dans la promotion de la robotique éducative**. *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s, 1*(2). https://doi.org/10.57154/journals/red.2023.e1332
Cet article analyse le recours à une rhétorique du jeu (Sutton-Smith, 1997) dans la promotion de la robotique éducative comme une réponse à la problématisation politique d'un manque d'intérêt des élèves dans les disciplines MINT (Mathématiques, informatique, sciences de la nature et technique). En nous distanciant volontairement de la question des effets des technologies éducatives sur l'engagement et les apprentissages, nous proposons une étude de cas centrée sur le canton de Vaud qui s'appuie sur une méthode d'analyse critique du discours. En premier lieu, nous prenons un recul historique sur le lien entre éducation et engagement pour contextualiser les réformes vaudoises actuelles d'encouragement des MINT. Nous montrons ensuite comment la robotique éducative construit sa promotion autour du jeu pour répondre aux enjeux politiques et économiques de l'engagement dans les branches techniques. En conclusion, nous revenons sur les limites de cette rhétorique et des représentations du jeu qu'elle véhicule.

Guo, K., Li, Y., Li, Y., & Chu, S. K. W. (2024). **Understanding EFL students' chatbot-assisted argumentative writing: An activity theory perspective**. *Education and Information Technologies*, *29*(1), 1-20. https://doi.org/10.1007/s10639-023-12230-5
Despite growing interest in exploring the application of chatbots in language education, studies on the process of chatbot-assisted language learning are scant. This qualitative study uses activity theory to understand how English as a foreign language students engage with a chatbot, Argumate, when composing argumentative essays. Five Chinese undergraduate students performed an argumentative writing task with the assistance of Argumate. Screen recordings capturing the students' writing processes, chat logs between the students and Argumate, the students' argumentative essays, and their responses to a post-task questionnaire survey were collected and analysed. The results indicated that the students formed a learning community with Argumate in which they used various mediating tools, including online information sources, notes, translation tools, and typing assistants, to facilitate their interaction with the chatbot. Additionally, the student–Argumate collaborative writing was shaped by rules associated with meeting task requirements and following argumentative writing conventions. At the same time, the students' need for additional scaffolds beyond those offered by Argumate posed challenges to their collaboration. Our findings contribute to a better understanding of the complex interplay among students, chatbots, and other key elements in the activity system of chatbot-assisted writing and generate insights into the application of chatbots to writing pedagogy.

Hooshyar, D. (2024). **Temporal learner modelling through integration of neural and symbolic architectures**. *Education and Information Technologies*, *29*(1), 1119-1146. https://doi.org/10.1007/s10639-023-12334-y
Neural and symbolic architectures are key techniques in AI for learner modelling, enhancing adaptive educational services. Symbolic models offer explanation and reasoning for decisions but require significant human effort. On the other hand, neural architectures demand less human input and yield better predictions, yet lack interpretability. Given the high-risk nature of education and that incorrectly tailored support can negatively affect learning outcomes, the integration of neural and symbolic architectures becomes crucial. This research proposes a novel neural-symbolic AI approach for temporal learner modelling, called TemporaLM, that leverages unsupervised deep neural networks (i.e., autoencoders enriched with symbolic educational knowledge) and dynamic Bayesian networks for learners' knowledge tracing over time. The approach employs a dynamic Bayesian network for temporal knowledge tracking in learners' computational thinking and employs a knowledge-based autoencoder to enhance predictive performance through synthetic data augmentation. Our findings from both cross-validation and practical application demonstrate that the TemporaLM approach, trained on the neural-symbolic AI augmented dataset, achieves better generalizability, yielding an accuracy of 85% and an F1 score of 87%. This surpasses the dynamic Bayesian network trained solely on original and autoencoder-augmented data. Notably, by leveraging the transformed dataset for model training, improvements of up to 8% in F1 score and 5% in accuracy were achieved compared to the original dataset, observed in both cross-validation and application stages. The augmented prediction capabilities, coupled with interpretable knowledge tracing, cultivate trust among educators and learners in data-driven decisions. These findings underline the potential of neural-symbolic family of AI to improve limitation of

existing (symbolic) AI methods in education, advancing AI's potential in education and enabling trustworthy and interpretable applications.

Houssemand, C., & Loarer, E. (2023). **Introduction – Orientation et numérique (2)**. *L'orientation scolaire et professionnelle*, (52/4), 643. https://doi.org/10.4000/osp.18199
En introduction du premier numéro, nous évoquions les questions majeures sur l'usage du numérique, ou du digital, en orientation. Nous questionnions l'impact sur les pratiques, leur efficacité, tant du point de vue de l'accessibilité à l'information et au conseil, que de celui de la qualité du service en termes de pertinence et de neutralité de l'information fournie, en termes de facilitation du développement de la réflexivité, des compétences à s'orienter, de la connaissance de soi, de l'aut...

Huang, C., Wang, T., & Li, Y. (2024). **Mobile-assisted English learning beyond the classroom: Understanding the effects of language proficiency on Chinese undergraduate students' behavioral engagement**. *Education and Information Technologies*, 29(1), 737-762. https://doi.org/10.1007/s10639-023-12301-7
While the positive role of engagement in students' learning achievements has been well documented, limited studies have examined whether or how learner engagement would vary with their achievements over time, especially within an unstructured digital learning context. This paper using a purposive sampling method reported an exploratory study on how English as a foreign language (EFL) undergraduate students with lower and upper proficiency levels (LP and UP) behaviorally engaged in their self-initiated mobile-assisted English learning (MAEL) beyond the classroom. Participants were senior-year undergraduate students from universities in central China. Quantitative analysis based on 409 questionnaires showed that there were significant differences in both how long and how often students participated in MAEL across proficiency levels, with LP learners investing more time on a more frequent basis than UP learners. However, there was no significant effect of language proficiency on the number of students' MAEL resources employed. Besides, EFL proficiency was also found to play a mediating role in students' learning preferences despite their common interest in receptive learning practices. Qualitative data from 36 follow-up semi-structured interviews revealed students' cognitive and emotional rationales behind these learning behaviors. This study might offer some fresh insight into the complexity of foreign language learner engagement with self-initiated mobile-assisted learning in Chinese higher education.

Huang, J., & Zhou, D. (2024). **A scalable real-time computer vision system for student posture detection in smart classrooms**. *Education and Information Technologies*, 29(1), 917-937. https://doi.org/10.1007/s10639-023-12365-5
Technological advancements have ushered in a new era of global educational development. Artificial Intelligence (AI) holds the potential to enhance teaching effectiveness and foster educational innovation. By utilizing student posture as a proxy, computer vision technology can accurately gauge levels of student engagement. While previous efforts have focused on refining posture classification models, this study uniquely addresses the comprehensive implementation of a real-time posture detection workflow, encompassing software, hardware, and network aspects. The proposed posture detection system leverages surveillance cameras equipped with cutting-edge computer vision technology, specifically employing the Open Visual Inference & Neural Network Optimization (Open VINO) model for precise student posture detection. Data transmission is facilitated using the Message Queuing Telemetry Transport (MQTT)

protocol, effectively establishing a seamless posture detection workflow within the classroom setting. To validate the system, video recordings from a real teaching environment (a fifth-grade class in the Chinese compulsory education system) were analyzed, resulting in posture classifications with impressive accuracies of 0.933 for standing, 0.772 for sitting, and 0.959 for hand-raising. Achieving a frame processing time ranging from 109 to 758 milliseconds, the system efficiently delivers real-time posture data to educators. Consequently, the posture detection system developed in this study possesses the capability to intelligently monitor student postures in the classroom, with the potential to enhance teaching quality in smart classrooms.

Joffredo, T. (2023). **Biens communs ou bien marchands ? Plaidoyer pour « libérer » le numérique éducatif**. *Administration & Éducation*, *180*(4), 79-84. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-79.htm

Karapolat, T., Özşen, T., & Çetinkaya, L. (2024). **The impact of social media as an instructional tool in Japanese culture teaching**. *Education and Information Technologies*, *29*(1), 695-719. https://doi.org/10.1007/s10639-023-12290-7
This study aims to investigate how social media tools, in other words social network services (SNS), affects the success of Japanese language learners in learning Japanese culture in undergraduate programs. For this research, a mixed method approach was used with a quantitative, quasi-experimental research design including a pre-test-post-test control group experimental model for quantitative data and an open-ended follow-up questionnaire for qualitative data. The topic of Shintō was selected for the Japanese culture lesson to be taught to a control group (indoor and face to face) and three experimental groups with different SNS tools (Zoom, YouTube and Instagram). An achievement test was used to measure success, with 30 questions in a pilot test reduced to 27 after item analysis. Two-factor ANOVA was used for the analysis. After measurement four groups' value was found insignificant, a Sample Pair Test was implemented for each groups' pre-test-post-test results. The results revealed that all groups showed a statistically significant difference between the pre-test and post-test scores. The traditional Group and the YouTube Group had the highest mean achievement score,. This suggests that the social media teaching environment is as effective for the learning process as the indoor and face to face environment and learning tools. Furthermore, the qualitative data collected in this study revealed both positive and limited aspects of SNS tools. Participants highlighted the inadequacies of using SNS as the main learning environment. In the light of these data, this paper concludes that traditional classroom training is still useful in teaching Japanese culture, and SNS can be used as a supportive instrument.

Kaur, M., Singh, M., & Saini, M. (2024). **Analyzing the relation among different factors leading to Ph.D. dropout using numerical association rule mining**. *Education and Information Technologies*, *29*(1), 375-399. https://doi.org/10.1007/s10639-023-12260-z
Ph.D. dropout is a persistent and challenging issue in higher education, with significant implications for individual students, academic institutions, and the broader society. This research paper aims to explore the factors contributing to Ph.D. students' decision to dropout and their interrelationships. For this purpose, we employed the hybrid topic modeling Bidirectional Encoder Representations from Transformers – Latent Dirichlet Allocation (BERT-LDA) algorithm and Numerical Association Rule Mining (NARM) using a genetic algorithm in QuantMiner. We identified and analyzed individual, institutional, and social factors that affect Ph.D. students in leaving their current degrees. The results

suggest that financial constraints, inadequate academic preparation, poor mentoring, social isolation, lack of social support, family responsibilities, and work-life balance are significant elements responsible for dropout. These findings also reveal that these factors are interrelated, and their effects can be mitigated by the academic institution's policies and culture. The outcomes of the study have implications for academic institutions, policymakers, and researchers, who can use them to develop evidence-based strategies and interventions that enhance Ph.D. students' retention and success.

Kerman, N. T., Banihashem, S. K., Karami, M., Er, E., van Ginkel, S., & Noroozi, O. (2024). **Online peer feedback in higher education: A synthesis of the literature**. *Education and Information Technologies*, 29(1), 763-813. https://doi.org/10.1007/s10639-023-12273-8
Online peer feedback is an effective instructional strategy to enhance students' learning processes and outcomes. However, the literature lacks a comprehensive understanding of the influential factors that play a key role in the effective implementation of online peer feedback. This systematic review provides an overview of the current state of online peer feedback implementation in higher education contexts and explores the role of students' characteristics and online learning environments in relation to their learning processes and outcomes. To achieve this goal, the PRISMA method was followed, and a coding scheme was developed to create a framework that can guide the implementation of online peer feedback in higher education settings. This framework depicts factors that should be taken into account for effective implementation of online peer feedback in terms of four dimensions: students' characteristics (demographic characteristics, academic background, and personality and psychological features), environmental conditions (learning platform and setting), learning processes (content, feedback activity design, and technology), and learning outcomes including cognitive outcomes (e.g., acquisition of knowledge, comprehension, application, analysis, synthesis, and evaluation), behavioral outcomes (engagement, communication, and teamwork), and affective outcomes (satisfaction, motivation, attitude, self-efficacy, sense of autonomy, and confidence). We conclude this study by discussing the framework, limitations, and ideas for future research and practice.

Krishnan, J. (2023). **Implementation of Technology Enhanced Formative Assessments in 21st Century Education**. *International Journal of Asian Education*, 4(4), 212-222. https://doi.org/10.46966/ijae.v4i4.308
Teaching methods in the 21st century are more inclined to be more creative and innovative in engaging students in the digital era. Technology tools have become pivotal in 21st-century education, where students prefer flexible learning. 21st-century learning has also become more inclusive, where students become active learners. 21st-century learning has also taken a paradigm shift in analyzing student performance. Student progress is monitored by their continuous performance in the classroom in the form of feedback-based formative assessments instead of limiting them to graded summative assessments. This paper focuses on lecturers' views on 21st-century classrooms and their challenges in implementing 21st-century learning methods. The role of technology-assisted formative assessments has also been investigated through qualitative research conducted among selected lecturers from two departments in a private institution. Research findings proved that lecturers are much more inclined towards 21st-century learning as students and lecturers like more interactive and formative assessments, as they promote continuous learning. However, using technology tools has mixed among lecturers due to its constraints in certain boundaries. It is also found that implementing

21st-century learning in the classroom contributes to challenges for the lecturers regarding technology adaptation, time constraints, and student motivation.

Kurt, A., & Erden, M. K. (2024). **Investigation of the opinions of pre-service special education teachers on the use of assistive technologies in special education**. *Education and Information Technologies*, 29(1), 51-76. https://doi.org/10.1007/s10639-023-12278-3
Teachers are expected to have sufficient knowledge and skills on assistive technologies in order to use assistive technologies, which are defined as various technological tools and methods that facilitate the lives of individuals with special needs, in the field of education. Considering that this is related to undergraduate education programme in which teachers gain knowledge and skills in their fields. So it is important to consult the opinions and experiences of teacher candidates. The aim of this study, based on this, is to reveal the experiences and opinions of special education teacher candidates about the use of assistive technologies in education. For this purpose, 13 special education teacher candidates who continue their education were interviewed in the study carried out by using the phenomenology method, one of the qualitative research designs. The data obtained with an interview form consisting of 9 questions were analyzed by content analysis. As a result of the research, the participants found the use of assistive technology in special education mostly beneficial, especially the technology-related courses they took in undergraduate education; however, it was observed that they stated that the existing trainings were insufficient.

Larger, S., Mocquet, B., & Rongeat, D. (2023). *IA et Enseignement Supérieur : quels enjeux et impacts ?* Consulté à l'adresse https://www.amue.fr/fileadmin/amue/systeme-information/documents-publications/la-collection-numerique/amue-collection-numerique-30.pdf
LE NUMÉRIQUE DANS L'ESR + LA COLLECTION NUMÉRIQUE L'IA au sommaire de la collection numérique de Noël Pour les fêtes, nous vous offrons… le dernier numéro de la collection numérique de l'année. Le #30 ! Et pour l'alimenter, l'enrichir, lui apporter prospective et réflexion, de grands auteurs ont répondu à notre sollicitation et ont accepté de se pencher sur le berceau de l'IA de l'ESR. Nous vous laissons les découvrir au fil du numéro, approcher l'IA dans sa globalité, prendre conscience des enjeux et écueils, trouver des solutions, réfléchir à demain…

Leavy, A., Medina, M. J., Lam, C., Sypowski, F., & Baudet, C. (2023). **L'orientation professionnelle pour les personnes en situation de handicap visuel : état de situation, perspectives et limites du numérique**. *L'orientation scolaire et professionnelle*, (52/4), 807. https://doi.org/10.4000/osp.18406
Les psychologues conseiller/ères en orientation (PCO) suisses, qui travaillent avec un public déficient visuel (DEVI), font face à de nombreuses barrières dans la conduite d'examens psychologiques et notamment dans l'évaluation des aptitudes, intérêts, personnalité et valeurs. Une recherche a été conduite en prenant appui sur des observations de terrain et sur des techniques bibliométriques. La place particulière du numérique et des possibilités qu'il offre pour les pratiques en psychologie de l'orientation professionnelle a été analysée. La recherche met en évidence de la part des PCO des pratiques fréquentes pouvant être qualifiées de bricolage, en lien avec le recours aux technologies numériques. Pour éviter que certains bricolages ne se transforment en dérive, nous suggérons une approche de conception universelle afin de numériser les tests d'aptitudes et favoriser l'accès du public DEVI aux questionnaires en ligne.

Lehner, P., Oller, A.-C., & Pin, C. (2023). **Les plateformes numériques d'orientation : des outils pour la socialisation des élèves aux règles du marché**. *L'orientation scolaire et professionnelle*, (52/4), 647-678. https://doi.org/10.4000/osp.18156
L'article analyse le phénomène récent de déploiement de plateformes en orientation en recourant à deux concepts : celui de plateformisation et de socialisation. Le travail d'ajustement des aspirations des élèves aux chances objectives de réussite est ainsi étudié sous l'angle de la diversité des intermédiaires – numériques et humains – intervenant dans l'accompagnement à l'orientation des élèves et au prisme de la nature des informations et des outils qu'ils leur fournissent. L'article mobilise une analyse descriptive comparative de quatre plateformes – Parcoursup, Onisep-Terminales, Oriane.info et Inspire – et les matériaux recueillis au cours d'une enquête de terrain sur l'accompagnement à l'orientation dans quatre établissements franciliens pour montrer comment se matérialise la socialisation des élèves aux règles du marché et se dessine à l'horizon la figure de l'élève comme sujet marchand.

Li, M., Liu, H., Cai, M., & Yuan, J. (2024). **Estimation of individuals' collaborative problem solving ability in computer-based assessment**. *Education and Information Technologies*, 29(1), 483-515. https://doi.org/10.1007/s10639-023-12271-w
In the human-to-human Collaborative Problem Solving (CPS) test, students' problem-solving process reflects the interdependency among partners. The high interdependency in CPS makes it very sensitive to group composition. For example, the group outcome might be driven by a highly competent group member, so it does not reflect all the individual performances, especially for a low-ability member. As a result, how to effectively assess individuals' performances has become a challenging issue in educational measurement. This research aims to construct the measurement model to estimate an individual's collaborative problem-solving ability and correct the impact of partners' abilities. First, 175 eighth graders' dyads were divided into six cooperative groups with different levels of problem-solving (PS) ability combinations (i.e., high-high, high-medium, high-low, medium-medium, medium–low, and low-low). Then, they participated in the test of three CPS tasks, and the log data of the dyads were recorded. We applied Multidimensional Item Response Theory (MIRT) measurement models to estimate an individual's CPS ability and proposed a mean correction method to correct the impact of group composition on individual ability. Results show that (1) the multidimensional IRT model fits the data better than the multidimensional IRT model with the testlet effect; (2) the mean correction method significantly reduced the impact of group composition on obtained individual ability. This study not only successfully increased the validity of individuals' CPS ability measurement but also provided useful guidelines in educational settings to enhance individuals' CPS ability and promote an individualized learning environment.

Li, Q., & Chan, K. K. (2024). **Test takers' attitudes of using exam-oriented mobile application as a tool to adapt in a high-stakes speaking test**. *Education and Information Technologies*, 29(1), 219-237. https://doi.org/10.1007/s10639-023-12297-0
Mobile-assisted Language Learning (MALL) has been widely adopted in teaching and learning, yet there has been scant research concerning speaking test adaptation. An emerging type of mobile application is designed to facilitate test takers' performance in a high-stakes speaking test (e.g., the International English Language Testing System (IELTS)). Such an exam-oriented mobile application provides customized learning

opportunity with automatic feedbacks through artificial intelligence (AI) technology for users to enhance their speaking skills. This study aims to explore the attitudes of test takers on using exam-oriented mobile application to adapt in testing environment as influenced by their perceptions through the theory of Technology Acceptance Model. 235 Chinese IELTS test takers with experience of using such applications were invited to fill out an online questionnaire. Collected data were analysed through statistical method, textual analysis, word cloud approach, and sentiment analysis. Results revealed that test takers' perceived usefulness and perceived ease of use towards the exam-oriented mobile application explained their attitudes to use such an application. They also expressed the concern of personalized AI function to support speaking test adaptation. Implications for educators, test taker, and application developers are provided.

Li, W., & Ironsi, C. S. (2024). **Efficacy of micro credential learning spaces in developing students' twenty-first century skills: Towards graduate work readiness**. *Education and Information Technologies*, 29(1), 1201-1216. https://doi.org/10.1007/s10639-023-12294-3
This paper investigates the efficacy of integrating micro-credentials into teaching 21st-century skills to equip students with soft skills required for optimal productivity in the workplace and industry. A mixed-method research design with an experimental approach was used to elicit information from 90 students on the effectiveness of micro-credentials learning spaces in developing students' critical thinking, problem-solving, and communication skills. After collecting and analyzing data from post-tests and interviews, the paper unveiled that although traditional classrooms improved students' communication skills, micro-credential learning spaces were more effective in improving students' critical thinking, problem-solving, and communication skills. Other novel findings of the study were used to make insightful conclusions on the study's objective. This paper contributes to ongoing discussions on graduate work readiness. This paper further advances scientific knowledge by providing empirical evidence to support the efficacy of micro-credential as technological support for equipping students with employability skills required in 21st-century workplaces and industries.

Li, Z., Zhu, M., Kadirova, D., & Bonk, C. J. (2023). **Toward self-directed learning: How do Nepali adolescents learn with MOOCs?** *Distance Education*, *44*(4), 655-674. https://doi.org/10.1080/01587919.2023.2267460
The study investigated how adolescent students in Nepal explored massive open online learning courses (MOOCs) in a self-directed learning manner. It used a qualitative approach by conducting 13 individual interviews with these youth. Findings suggest that Nepali adolescent MOOC learners are strongly motivated by natural curiosity toward learning as well as encouragement and inspiration through the local learning community, which is significantly different from adult learners' motivation. In terms of self-monitoring in self-directed learning, adolescent learners need scaffolding to support them in making metacognitive decisions. Furthermore, while self-management skills are necessary for successful MOOC learning, in turn, MOOCs improve self-management skills that can be transformed into other life activities. As shown in this study, the local community lof practice plays a critical role in motivating adolescents to continue learning from MOOCs and serves as a significant resource to complement MOOC learning.

Liu, J., Liu, Q., Yu, S., Ma, J., Liu, M., & Wu, L. (2024). **How do autonomy and learner characteristics combine to influence learners' learning outcomes and cognitive load in virtual reality learning environments? A fuzzy-set qualitative comparative analysis**

approach. *Education and Information Technologies*, *29*(1), 77-101. https://doi.org/10.1007/s10639-023-12262-x

Virtual reality learning environment (VRLE), which allow students to transcend time and space and provide them with a sense of immersion, is becoming more common in education. Although many studies have explored the effects of VRLE on learners' learning outcomes as well as learning experiences, the results of these studies indicate that the effects of VRLE on learning outcomes and cognitive load are mixed. This is influenced by multiple factors that can be broadly grouped into two categories: learner characteristics and VRLE features. This study aimed to investigate how the autonomy of VRLE and learner characteristics affect learning in the VRLE. 94 volunteered students (aged 18 to 26) were randomly assigned to a high-autonomy VRLE (N = 47) or a low-autonomy VRLE (N = 47). We did a fuzzy-set qualitative comparative analysis (fsQCA) and discovered that VRLE is not good for all students but only for those with particular features. According to the findings, teachers should personalize their use of instructional technology depending on the profiles of their students.

Matamala, C., Hinostroza, J. E., Preiss, D. D., Carmona, B., & Labbé, C. (2024). **Exploring students' digital competencies in two Chilean Universities: Status, gaps and the contribution of years of study**. *Education and Information Technologies*, *29*(1), 1099-1118. https://doi.org/10.1007/s10639-023-12311-5

Research has shown how important is for young people to acquire digital competencies that are necessary to successfully participate in society. Still, it has been reported that university students display poor digital competencies and that inequalities resulting from demographic and social factors persist even among young people who have managed to gain a place in higher education. Thus, the goal of this study was to explore what was the contribution of two universities in both the development of digital competencies and the reduction of gaps associated with students' gender and parents' level of education. We applied a survey to a sample of 411 first- and fourth-year students at two Chilean universities, whose results were analysed using descriptive statistics and multivariate analysis of variance. Students showed a greater development of competencies related to Collaboration in digital environments and Searching for information. Their performance in competencies related to Production of content was, in comparison to these, worse. First-generation students reported lower levels of digital competencies than their peers whereas female students reported greater digital competencies than male ones. These gaps were present both within first- and fourth-year students. We conclude by noting the challenges universities face when training digital competencies among their students and highlight the need to develop, for the specific socio-cultural context of this study, teaching programs catering to the specific needs of first-generation male students.

Memarian, B., & Doleck, T. (2024). **Embodied AI in education: A review on the body, environment, and mind**. *Education and Information Technologies*, *29*(1), 895-916. https://doi.org/10.1007/s10639-023-12346-8

A key feature of embodied education is the participation of the learners' body and mind with the environment. Yet, little work has been done to review the state of embodied education with Artificial Intelligence (AI). The goal of this systematic review is to examine the state of human and AI's triad engagement in education, that is the mind, body, and environment. Through a review of N = 38 articles retrieved from SCOPUS and Web of Science (WoS), we code and analyze which of mind, body, and environment is present

in each engagement reported per reviewed study. Further, we examine which one of the technologies (which may include AI), human or human + technology is present in each engagement. We summarize the demographic and embodied trends in the reviewed studies. Findings of our review show among the body, mind, and environment triad, the mind is most significantly present in the studies. The reviewed studies are most often concerned with the technicality of embodied AI in education, concentrating on the algorithms and accuracy of facial expressions, speech, etc. Far less attention has been paid to other important learner needs. The contribution of this work is in presenting a blueprint for current research on embodied AI in education, identifying implications of research, and offering a classification that includes the environment-body-mind triad and three possible entities per triad, namely the human, technology/AI, or human + technology. Future work needs to examine the combinations in which the engagement triad and entities may be present and their impact on humans' well-being and research in the field overall.

Mesny, A., Pelletier, P., & Didillon, L. (2023). **Le recours massif à l'enseignement à distance lors de la pandémie de COVID-19 est-il susceptible de modifier en profondeur les valeurs et les normes de l'enseignement à l'université? Le cas d'une grande école de gestion canadienne**. *Canadian Journal of Higher Education*, 53(2), 1-14. Consulté à l'adresse https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/190049
Les universités « traditionnelles » fondées sur l'enseignement présentiel n'ont pas eu le choix de recourir massivement à l'enseignement à distance durant la pandémie Covid-19. Chaque université a dû réagir en fonction des logiques institutionnelles dans lesquelles elle s'insère et en fonction de son propre « archétype organisationnel » en matière d'enseignement. Certaines valeurs, croyances, normes et mécanismes de fonctionnement relatifs à l'enseignement ont été soit renforcés, soit bousculés, par le recours massif à l'enseignement à distance. À partir de l'étude qualitative en profondeur du cas d'une grande école de gestion canadienne, nous analysons dans quelle mesure les actions et décisions relatives à l'enseignement prises pendant la pandémie renforcent ou fragilisent son archétype organisationnel. L'analyse suggère que les décisions prises ont solidifié l'archétype organisationnel fondé sur la valeur de l'enseignement présentiel et des interactions entre enseignant et étudiants, mais l'ont aussi fragilisé, notamment concernant les valeurs et normes relatives à l'autonomie et l'expertise des enseignants, ainsi qu'au partage des rôles et décisions entre enseignants, gestionnaires et étudiants.

Mieg, H. A., Klieme, K. E., Barker, E., Bryan, J., Gibson, C., Haberstroh, S., … Unterpertinger, E. (2024). **Short digital-competence test based on DigComp2.1: Does digital competence support research competence in undergraduate students?** *Education and Information Technologies*, 29(1), 139-160. https://doi.org/10.1007/s10639-023-12251-0
This article presents a ten-item short scale for measuring digital competence. The scale is based on the Digital Competence Framework for Citizens, DigComp2.1 (Carretero et al., 2017). For our surveys, we used five items from the DigCompSat study (Clifford et al., 2020) and created five new ones to address the competence areas defined by DigCom2.1. We tested the scale on a sample of 1416 students from four countries (Germany, Lithuania, Austria, UK), using the questionnaire in two languages (English, German). The scale proved to be reliable (Cronbach's a of 0.87 and McDonald's ωt of 0.88) and valid (construct and content validity). Using the scale, we replicated findings from previous studies on differences in digital literacy by gender, study subject, and level of study.

Despite the inhomogeneous structure of items from five different competence areas (according to DigComp2.1) and of two different types (specific, general), the scale does not seem to be multifactorial. A detailed analysis of digital competence and undergraduate research in the context of the pandemic shows: digital competence seems to support research competence and may even support inclusion.

Missaoui, R. (2023). **Les technologies de l'information comme vecteur de transformations représentationnelles des missions locales en France**. *L'orientation scolaire et professionnelle*, (52/4), 783. https://doi.org/10.4000/osp.18371
L'objectif de cet article est de comprendre les effets de l'utilisation des outils numériques au travail sur l'évolution de la perception du métier des conseiller·ères des missions locales. Cette étude permettra de mieux appréhender les transformations engendrées par la numérisation dans le domaine de l'orientation professionnelle et de comprendre les enjeux associés à ces évolutions. Nous examinerons comment l'utilisation des technologies de l'information dans les missions locales a transformé les pratiques professionnelles et influencé leur perception du métier.

Monfort, M., & Réguer-Petit, M. (2023). **L'informatique au lycée : nouvel enseignement et anciens stéréotypes**. *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1086
Cet article montre comment l'expérience de l'informatique au lycée peut conduire des lycéennes à déprécier leurs compétences dans ce domaine et à reformuler leur projet d'orientation en conséquent. Il s'appuie sur une enquête qualitative longitudinale menée dans cinq lycées franciliens, auprès d'élèves suivant l'option Informatique et Création Numérique et/ou l'enseignement Numérique et sciences informatiques, récemment introduit. L'article part du constat d'un abandon important et précoce de ces disciplines par les lycéennes, alors même qu'elles les avaient choisies. Il montre que l'expérience de ces enseignements, loin de favoriser un sentiment de montée en compétences, nourrit une autodépréciation de leur niveau par les filles. Ce processus d'autoévaluation négative s'explique par les modalités d'apprentissage valorisées dans ces enseignements : l'apprentissage par essai-erreur et le travail en sous-groupe.

Nana, R. A., Billong, S. C., Boombhi, J., Endomba, F. T., Djantio, H., & Menanga, A. (2024). **Add on digital cartoon video versus paper based counselling for medication adherence in hypertensive patients followed at a referral hospital in Yaoundé (Cameroon): a randomized control trial. (e-Adherence study)**. *Education and Information Technologies*, 29(1), 721-735. https://doi.org/10.1007/s10639-023-12268-5
Treatment adherence is one of the milestones in the care of hypertensive patients, with new information and communication technologies as potential educational tools. This study aimed to evaluate the add-on effect of a digital cartoon educative video on the therapeutic observance of patients followed up in the General Hospital Yaoundé compared to standard of care. We conducted a randomized simple blind clinical trial at the cardiology unit of the Yaoundé General Hospital over a 6-month period from 1st March to 30th August 2022. We enrolled 110 patients and randomized them in blocs of 4 creating two groups of 57 and 53, respectively, without (group 1) and with (group 2) intervention. Preintervention treatment adherence was assessed using the Morisky Medication Adherence Scale (MMAS). In the standard group (G1), we provided standard paper-based clinical counselling, including oral advice, and in the intervention group (G2), we did the same and added a digital cartoon video containing exactly the same message as images and audio. The primary outcome was medication adherence

after three months. The mean age was 56.65 ± 10.98 years in group 1 (paper) and 56.42 ± 10.46 years in group 2 (paper + video), without any significant difference. The two groups were similar regarding the proportion of females (36.8% in G1 and 49.3% in G2) and educational levels. According to the Morisky medication adherence scale, before the intervention, the proportions of patients with good, medium and low treatment adherence in groups 1 and 2 were 7%, 25.6%, 67.4%, and 5.1%, 43.6%, 51.3%, respectively, without any significant difference. After interventions, the proportion of patients presenting a good observance moved from 7 to 11% in group 1 (paper) and 5.1 to 20% in group 2 (paper + video). The intragroup variation in treatment adherence in the intervention group (before-after) tended to be significant, with a p-value = 0.0572, while this p-value was 0.712 in the standard group. Our results provide insight into how digital cartoon videos can help to have an add-on effect on the treatment adherence of hypertensive patients, with clinical significance.

Nguyen, H.-H., Do Trung, K., Duc, L. N., Hoang, L. D., Ba, P. T., & Nguyen, V. A. (2024). **A model to create a personalized online course based on the student's learning styles**. *Education and Information Technologies*, 29(1), 571-593. https://doi.org/10.1007/s10639-023-12287-2
This article presents the results of an experiment in personalizing course content and learning activity model tailored for online courses based on students' learning styles. The main research objectives are to design and pilot a model to determine students' learning styles to create personalized online courses. The study also addressed an effective method to identify learning styles and evaluate how student's learning styles impact students' learning outcomes. With an aim to personalize suitable content and learning process for each student, machine learning techniques have been used to detect students' learning styles and classified them into learning styles based on the VARK model by analyzing learning activity data. Based on students' learning styles, rules were proposed to select appropriate content and learning processes. The research results show that the SVM method performs the best among classification methods used to determine students' learning styles. In addition, a plugin was developed on the Moodle system to support the automatic identification of students' learning styles, based on which a learning process and appropriate content were generated to test the model's results. The experiment results also indicate that students with a visual learning style had better learning outcomes in theory-oriented courses. In contrast, students with a kinesthetic learning style had better learning outcomes in practice-oriented courses. Although the experiment was only conducted on a small scale, the positive results show that the model can fully meet the needs of large-scale LMS systems.

Ning, H., Lu, Y., Yang, W., & Li, Z. (2024). **Impact of computational intelligence short videos on audience psychological behavior**. *Education and Information Technologies*, 29(1), 595-623. https://doi.org/10.1007/s10639-023-12217-2
Based on the purpose of improving the communication power of the computational intelligence short videos of China Communist Youth League, this paper takes six typical computational intelligence short video IDs and their popular computational intelligence short videos of the Communist Youth League at the provincial level as the research object investigates the characteristics along with the influencing factors of communication power from four aspects: expression form, content presentation, title text, and local characteristics through content analysis of Communist Youth League computational intelligence short videos. China communist youth league is the

organization of young people between the ages of 14–28 which is run by chinese communist party with the purpose of training upcoming party members as well as officials. These six specific IDs of Communist youth league are selected as these accounts have consistently excellent performance in the ranking of government affairs TikTok accounts, and they have certain typicality and research significance. The novelty of this paper is an empirical analysis of Computational Intelligence short video communication. The methodologies that are included in this research are Release frequency that describes video update frequency, word frequency analysis that describes the keywords to follow in the short videos and statistical analysis of coding strategies. These Analysis were carried out through content and case study which was done using python 3.0's pandas, snownlp and other functional packages. The criterias which are used to evaluate the videos are views, likes, content, video format, form of expression, title form, local specialities show the engagement of the viewers in content as well as it helps in reaching the audience. Through the research, it is found that the computational intelligence short videos' communication power of the provincial Communist Youth League is related to video duration, expression form, video content, title text, local characteristics, and audience psychological behavior, but has no obvious positive correlation with title form. The advantage of computational intelligence short videos of the provincial Communist Youth League is that the party media has clear positioning, rich content, and innovative forms, but at the same time, there are some problems, such as unclear "youth" features, lack of local characteristics and audience interaction. This paper refines the characteristics of excellent computational intelligence in short videos of the Communist Youth League and puts forward countermeasures and suggestions for the shortcomings.

Noël, D., & Legrand, S. (2023). **L'impact des modalités à distance sur les pratiques des conseillers et conseillères en évolution professionnelle**. *L'orientation scolaire et professionnelle*, (52/4), 763. https://doi.org/10.4000/osp.18333
Le cahier des charges du Conseil en Évolution Professionnelle (CEP) précise qu'il se délivre prioritairement en présentiel. Cependant, les mesures de confinement consécutives à la crise sanitaire ont imposé le recours aux modalités distanciées (visioconférence, téléphone). Il s'agissait alors d'assurer la continuité du service CEP. Le présentiel reste pourtant le point de référence pour définir le service tel qu'il doit être délivré, avec les modalités distancielles. Mais les modalités d'accompagnement impactent-elles les enjeux de la délivrance du service CEP ? Nous mobiliserons les résultats d'un focus group réalisé auprès de conseillers en évolution professionnelle pour apporter des éléments de réponse. Les avantages perçus par les conseillères et conseillers dans l'usage des modalités à distance concernent essentiellement des questions organisationnelles et techniques. Pour autant, ces conseillères et conseillers constatent une dégradation du service lorsqu'ils délivrent leur accompagnement à distance.De plus, l'option distancielle n'a pas permis de dépasser la première phase d'accompagnement, en allant vers une approche réflexive afin de favoriser l'autonomie des personnes dans leur évolution professionnelle. Après avoir décrit la méthode d'analyse, nous présenterons les résultats obtenus. Au-delà de prendre la question de la digitalisation sous l'angle d'une modalité de délivrance du service, se pose la question des apports du digital dans les processus d'orientation.

OCDE & CERI. (2023). **AI and the Future of Skills, Volume 2**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3891*   [Report].   Consulté   à

l'adresse   https://www-oecd-ilibrary-org.acces.bibliotheque-diderot.fr/education/ai-and-the-future-of-skills-volume-2_a9fe53cb-en

As artificial intelligence (AI) expands its scope of applications across society, understanding its impact becomes increasingly critical. The OECD's AI and the Future of Skills (AIFS) project is developing a comprehensive framework for regularly measuring AI capabilities and comparing them to human skills. The resulting AI indicators should help policymakers anticipate AI's impacts on education and work. This volume describes the second phase of the project: exploring three different approaches to assessing AI. First, the project explored the use of education tests for the assessment by asking computer experts to evaluate AI's performance on OECD's tests in reading, mathematics and science. Second, the project extended the rating of AI capabilities to tests used to certify workers for occupations. These tests present complex practical tasks and are potentially useful for understanding the application of AI in the workplace. Third, the project explored measures from direct AI evaluations. It commissioned experts to develop methods for selecting high-quality direct measures, categorising them according to AI capabilities and systematising them into single indicators. The report discusses the advantages and challenges in using these approaches and describes how they will be integrated into developing indicators of AI capabilities. Lire aussi le volume 1 : AI and the Future of Skills, Volume 1 : Capabilities and Assessments

OECD. (2023). *Country Digital Education Ecosystems and Governance: A Companion to Digital Education Outlook 2023*. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/country-digital-education-ecosystems-and-governance_906134d4-en

This report, linked with the Digital Education Outlook 2023, provides an overview of 29 countries' (or jurisdictions') digital education ecosystem and governance.

Okagbue, E. F., Muhideen, S., Anulika, A. G., Nchekwubemchukwu, I. S., Chinemerem, O. G., Tsakuwa, M. B., … Mwase, C. (2024). **An in-depth analysis of humanoid robotics in higher education system**. *Education and Information Technologies*, 29(1), 185-217. https://doi.org/10.1007/s10639-023-12263-w

Humanoid robotics (HR) studies around the world are on the rise today. As a result of its enormous contributions to enhancing productivity and efficiency in education and other spheres of life brought the attention of it to the academic community to consider it as an adequate learning tool in higher education. However, the study revealed that African society and higher education have a limited understanding of humanoid robots. In order to track the trends of humanoid robotics (HR) in higher education, a systematic review and a few crucial bibliometrics elements approach were adopted, and the published documents from the Web of Science and Scopus databases from 2000–2022 were used in the analysis. HR publications in higher education within this period revealed that Japan, the USA, and China are the leading countries in the application of humanoid robots both in the industrial and educational sectors. Furthermore, HR is a new phenomenon in the African educational community, and South Africa remains the singular African nation that has worked in this domain by collaborating with other developed countries. This current research discovered the inexistence of HR in the African educational environment and therefore suggests that African educational policymakers and education curriculum developers should endeavor to implement educational policies that will support the institutionalization of HR in the teaching and learning activities in African higher education.

Osian, E., Olawale, Y., & Akinkunmi, O. (2023). **Utilization of Information Communication and Technology Among Students in St Philomena Catholic Hospital, Benin City**. *British Journal of Education*, *12*(1). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-1-2024/utilization-of-information-communication-and-technology-among-students-in-st-philomena-catholic-hospital-benin-city/
In today's society, information and communication technologies (ICT) play an important part in almost every area. This descriptive cross-sectional study assessed utilization of information communication and technology among students in St. Philomena Catholic Hospital, Benin City. Convenience sampling approach was used to recruit the 212 participants. The instrument for data collection was structured questionnaire with reliability of 0.786. SPSS version 22 was used to analyze the data. The result shows that the mean ± SD age of the respondent is (22.7 + 4.6 years). Only 29(14.5%) have good access to information communication and technology and 171(85.5%) have poor access information communication and technology. High utilization of information communication and technology was 133(66.5%) while low usage was 67(33.5%). perceived factors affecting utilization of information communication and technology among the respondents include faulty equipment/lack of maintenance 180(90.0%), lack of technical support 178(89.0%), and inadequate computers 165(82.5%), and unavailability of IT equipment in the school 150(75.0%). It is concluded that there is good utilization but poor access to information communication and technology among the students. Therefore, nursing institutions (academic/clinical) should continue to invest in professional development with student-centered ICT labs to encourage students to use modern technology.

Pacetti, E., & Soriani, A. (2023). **Inclusive Technology-mediated School-family Communication in Contexts of Social Violence: A Proposal for Guidelines for Schools and Families in Gaza**. *Rivista Italiana Di Educazione Familiare*, *23*(2), 45-57. Consulté à l'adresse https://oaj.fupress.net/index.php/rief/article/view/15194
I-CAN: Independence, Capability, Autonomy, iNclusion was an international cooperation project run in 2018-2021, which involved 15 selected Gaza Strip's schools, whose objective was to promote the full inclusion of people with disabilities. The project was articulated in two main actions: the first was the establishment of an "Holistic and Innovative Centre", created to support educators and families in the promotion of initiatives directed at building inclusive communities; the second was a qualitative research, which explored the implications that the lockdown and the forced transition towards technology-mediated communication had on school-family relationship.

Peng, Z., & Wan, Y. (2024). **Human vs. AI: Exploring students' preferences between human and AI TA and the effect of social anxiety and problem complexity**. *Education and Information Technologies*, *29*(1), 1217-1246. https://doi.org/10.1007/s10639-023-12374-4
Understanding preferences surrounding artificial intelligence (AI) and human teaching assistants (TAs) helps managers improve AI TAs, effectively deploying AI and human TAs, and providing better services to learners. The literature has explored how AI TAs' characteristics affect students' use intention, neglecting students' comparative behaviors between AI and human TAs, and overlooking the influence of differences between AI and human TAs on student preferences. Based on preference theory, trust theory, and the stimulus-organism-response (SOR) framework, we constructed a mechanism model by which differences between AI and human TAs affect student

preferences. We held 26 semi-structured interviews and collected 401 valid questionnaires to validate it. We also examined the influence and moderating effect of social anxiety and problem complexity on student preferences. Differences in response quality and communication ability impacted differences in ability trust; differences in service attitude and psychological safety influenced differences in benevolent trust; differences in response time impacted differences in integrity trust. In turn, differences in trust affected student preferences. Social anxiety positively impacted students' AI TA preferences and negatively moderated the effect of differences in ability trust on students' AI TA preferences. Problem complexity negatively affected students' AI TA preferences and moderated the effects of benevolence and differences in integrity trust on students' AI TA preferences. We propose a theoretical model to clarify the effects of differences between AI and human TAs on student preferences and to identify boundary conditions. Our findings provide new insights into AI TA research and offer suggestions for AI TA developers, managers, human TAs, and learners.

Pino, N., & Francis, V. (2023). **Co éduquer à l'ère du numérique. Collaborer dans la communauté éducative pour lutter contre les inégalités éducatives et territoriales**. *Rivista Italiana Di Educazione Familiare*, *23*(2), 17-29. Consulté à l'adresse https://oaj.fupress.net/index.php/rief/article/view/14555
The article presents the results of a commissioned research on the issue of digital uses in the relationship between schools and families, focusing on primary schools. It focuses in particular on the French experimentation of the « Territoires Numériques Educatifs » programme aimed at supporting the acceleration of digital technology in neighbourhoods located in the "Politique de la Ville" (urban policy) in order to reduce digital inequalities. The corpus is made up of data from a field survey conducted in the Centre-Val-de-Loire region between February and June 2022, mainly using group and individual interviews with professionals in the fields of education, social and educational activities, child protection and parenting support. The analysis of the data highlights the dynamics of coeducation, which are based on the commitment of more than twenty partners in an area affected by economic and social inequalities. The dynamics observed illustrate the approaches of a « learning territory » around the challenges of supporting digital parenthood.

Pleasants, J., Krutka, D. G., & Nichols, T. P. (2023). **What Relationships Do We Want with Technology? Toward Technoskepticism in Schools**. *Harvard Educational Review*, *93*(4), 486-515. https://doi.org/10.17763/1943-5045-93.4.486
In this essay, Jacob Pleasants, Dani el G. Krutka, and T. Philip Nichols outline a vision for how technology education can and ought to occur through the core subject areas of science, social studies, and English language arts. In their argument for the development of a technoskeptical stance for thinking critically and making informed decisions about technology, they discuss past and current efforts to address both the teaching and use of technology within the subject areas and possibilities for a deeper and more coherent technology education. To support that goal, they present the Technoskepticism Iceberg as a conceptual framework to identify the technical, psycho social, and political dimensions of technology and highlight ways of thinking with greater depth about those dimensions.

Quintana-Ordorika, A., Camino-Esturo, E., Portillo-Berasaluce, J., & Garay-Ruiz, U. (2024). **Integrating the Maker pedagogical approach in teacher training: the acceptance level**

and motivational attitudes. *Education and Information Technologies*, *29*(1), 815-841. https://doi.org/10.1007/s10639-023-12293-4
In recent years, Maker Education has gained popularity in formal education, but the perceptions of pre-service teachers after participating in a maker training program at a university-based makerspace remain to be explored. The purpose of this study is to analyze the acceptance level and the degree of motivation of pre-service teachers towards the maker educational approach. The research assesses attention, relevance, confidence and satisfaction according to Keller's motivational model, as well as the acceptance of the maker approach using the Technology Acceptance Model (TAM). The study focuses on Early Childhood Education pre-service teachers from UPV/EHU (University of the Basque Country) who have been involved in designing teaching and learning plans based on Maker Education. The results show a strong motivation among the pre-service teachers in terms of attention, relevance, confidence and satisfaction towards the maker approach. The study also highlights a high level of technology acceptance. These findings underline the positive impact of maker-based learning methods and suggest that greater motivation correlates with the positive attitudes towards integrating this pedagogy in the future. In light of these findings, integrating innovative maker pedagogy into teacher training appears to be beneficial, as the high levels of acceptance and motivation indicate its potential to equip students with essential twenty-first century skills.

Roberge, M.-E. (2023). ***Les forums de discussion et la présence sociale dans la formation à distance en enseignement supérieur***. Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/21247
La présence sociale (PS) s'avère particulièrement importante en formation à distance (FAD) puisqu'elle renvoie à la façon dont les gens se comportent pour se sentir « réels » et « là » dans un environnement de formation qui utilise les médias de communication comme outil de diffusion. Il nous est donc apparu pertinent de s'intéresser à la PS des personnes étudiantes en FAD à partir d'une question qui cherche à comprendre la contribution des forums de discussion dans le développement de la PS en enseignement supérieur. Pour aborder cette question, nous avons sélectionné le concept de la PS ainsi que l'utilisation des forums de discussion. En ce qui concerne la PS, nous nous appuyons sur le modèle de Community of Inquiry in e-Learning (CoI), initialement développé par Garrison (2003), qui offre une perspective approfondie de l'apprentissage en ligne. Pour ce qui est du forum de discussion, nous l'avons envisagé comme un outil numérique qui implique plus d'une personne et qui les incite à réfléchir de manière critique, à trouver non seulement des réponses, mais également à exprimer des opinions dans le cadre de communications numériques. Il s'agit d'un espace de discussion asynchrone dans lequel une personne enseignante et son groupe d'étudiantes et étudiants échangent entre eux par le biais de messages textuels visibles par tous et en tout temps (Jorczak et Dupuis, 2014 ; Loisier, 2013 ; Papi et al., 2017 ; Roux et Mayen, 2013 et Wahyuningsih, 2016). C'est par une recherche qualitative descriptive que nous avons repris les catégories et indicateurs de la PS du modèle de CoI de Garrison (2003), pour ensuite procéder à notre collecte iv de données à l'aide de deux sources de données. Pour la première, nous avons choisi les fils de discussion qui provenaient des dix forums de discussion. Pour garantir la stabilité des informations, une grille d'analyse a été conçue en utilisant les catégories et indicateurs de la PS de Garrison (2003) et issus des fondements théoriques qui articulent notre cadre de référence. Notre deuxième source de données est issue des entrevues semi-dirigées qui ont été réalisées auprès d'une enseignante et de quatre

personnes étudiantes. Une analyse déductive nous a permis de faire ressortir des résultats cohérents avec les catégories et indicateurs de la PS identifiés par Garrison (2003). De son côté, l'analyse de contenu nous a permis de traiter le contenu des données collectées par les entrevues semi-dirigées, qui ont ensuite été transposées en verbatim. Les résultats de l'étude ont révélé que les personnes participantes de notre étude ressentent du respect pour leurs opinions lors des échanges sur les forums. Cela les motive à participer activement, à se révéler et à partager des expériences liées à leur vécu. Dans la perspective de favoriser la PS, l'usage de smileys, de GIF et d'éléments humoristiques jouent un rôle important en humanisant les échanges et en rendant l'apprentissage moins formel. Aussi, le fait que les forums de discussion se déroulent dans un environnement digne de confiance constitue, pour les personnes participantes à l'étude, un incitatif à partager des ressources, des opinions et à poser des questions. Nos résultats soulignent l'importance que la personne enseignante utilise des outils numériques adaptés pour renforcer la PS chez les étudiantes et étudiants. En ce qui a trait à la participation aux forums de discussion, les personnes étudiantes rapportent qu'elle leur permet d'entrer en relation avec leurs pairs et d'apprendre de façon collaborative. Toutefois, la participation est entravée par certaines barrières. Parmi celles-ci, on retrouve le fait de s'exprimer par écrit, l'appréhension à s'exposer au regard des autres, la recherche de pertinence et de nouveauté, ainsi que l'investissement de temps. Finalement, nos résultats démontrent que les personnes participantes ressentent un fort sentiment d'appartenance au groupe. Ils nous permettent également d'observer que le développement de liens entre les membres du groupe contribue à renforcer la cohésion du groupe. Il est important de noter que nous avons observé un élément surprenant au cours de notre étude : la présence enseignante (PE). Elle s'est révélée essentielle, particulièrement en ce qui a trait à la sous-dimension « conception et organisation » et « facilitation du dialogue ». Bien que notre objectif général vise à comprendre la contribution du forum de discussion sur la PS tel que défini dans le modèle de Garrison (2003) et que notre attention se soit concentrée sur la PS, il est devenu évident au cours de l'analyse que la PE a été perçue comme étant étroitement liée au développement de la PS. En conséquence, nous présentons un modèle théorique novateur, qui s'appuie sur nos résultats. Nous aspirons à démontrer comment les différentes présences s'harmonisent et se complètent, afin de comprendre la contribution des forums de discussion sur la PS.

Roche, M., Eneau, J., & Pentecouteau, H. (2023). **La demande d'aide dans le cadre d'une formation pour adultes mobilisant une plateforme d'apprentissage en ligne**. *Biennale de l'éducation, de la formation et des pratiques professionnelles*. Présenté à Paris, France. Consulté à l'adresse https://hal.science/hal-04216592
Cette communication est issue d'une recherche ANR intitulée « xCALE » (eXplaining Competency and Autonomy development in Learning Environments) et vise à analyser comment les apprenants s'autorégulent lors d'une formation en ligne. La recherche s'inscrit dans un contexte de développement des formations en ligne et d'incitations à l'apprentissage tout au long de la vie. Concernant les plateformes d'apprentissage en ligne, les chercheurs tentent de comprendre le parcours des apprenants, la réussite, les abandons et les apprentissages. Les récentes recherches soulignent le rôle de l'autorégulation pour comprendre la réussite dans un environnement en ligne (Kizilcec et al., 2017 ; Panadero, 2017). Nous présenterons une étude empirique sur les stratégies d'autorégulation dans le cadre d'une formation en présentiel pour adultes mobilisant des plateformes d'apprentissage en ligne. Plus particulièrement, nous examinons deux

stratégies d'autorégulation : seeking information et seeking social assistance (Zimmerman et Pons, 1986). L'objectif est d'identifier et de décrire les pratiques des apprenants qui demandent de l'aide lors de l'utilisation d'une plateforme d'apprentissage en ligne. Il s'agit également de relier ces pratiques de demande d'aide à l'engagement des sujets dans la formation et aux interactions entre pairs. Comment se construisent les demandes d'aide ? Quelle est l'influence de l'environnement dans ces constructions ? L'étude se base sur 23 entretiens semi-directifs réalisés avec des stagiaires en formation. L'analyse souligne une diversité des pratiques de demande d'aide et met en évidence l'existence de conditions favorables à la demande d'aide. Les résultats révèlent un lien entre la demande d'aide aux pairs et l'intégration dans le groupe de stagiaire. L'engagement dans la formation permet également de caractériser les demandes d'aide.

Rossi, L., Santis, A. D., Orsenigo, E., Valentini, M., & Minerva, T. (2023). **Generational Relations, Technology and Digital Communication: a Comparison between Multicultural and Native Families**. *Rivista Italiana Di Educazione Familiare*, 23(2), 59-71. Consulté à l'adresse https://oaj.fupress.net/index.php/rief/article/view/15201
The paper presents some first results of an ongoing research on the transformational decision-making processes within the family dialogue in relation to the use of digital technologies by adults and adolescents for study and work. Are these processes perceived differently within multicultural families than within native families? Besides analysing these issues, the paper presents an interesting insight into the so-called "media diet" of adolescents, with a focus on the pandemic period. The research was carried out by administering a questionnaire to almost four hundred students at a high school in Reggio Emilia (Italy).

Saleh, I., Bouhaï, N., Leleu-Merviel, S., Roxin, I., Zacklad, Ml., Massou, L., & Useille, P. (2023). **H2PTM'23 La fabrique du sens à l'ère de l'information numérique : enjeux et défis**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1856*. Consulté à l'adresse https://www.istegroup.com/fr/produit/h2ptm23/
La conférence internationale H2PTM, créée en 1989 par Roger Laufer, Jean-Pierre Balpe et Imad Saleh arrive à sa 17e édition. Elle poursuit la valorisation des recherches sur les hypertextes et les hypermédias dont les applications se concrétisent de plus en plus dans les sciences humaines et sociales. Cette édition est consacrée à la question de la fabrique du sens à l'ère de l'information numérique, un sujet d'actualité dont les débats autour de l'IA générative et de la désinformation sont cruciaux. Cet ouvrage regroupe l'ensemble des communications sélectionnées pour la conférence H2PTM'23 – La fabrique du sens à l'ère de l'information numérique : enjeux et défis.

Saleur, C., Luxembourger, C., & Tazouti, Y. (2023). **Les applications éducatives sur tablettes tactiles auprès d'élèves avec troubles du spectre de l'autisme (TSA)**. *Carrefours de l'éducation*, 56(2), 223-250. https://doi.org/10.3917/cdle.056.0223
Depuis une dizaine d'années, de nombreuses études ont porté sur l'utilisation d'applications éducatives sur tablettes tactiles auprès d'enfants avec TSA. L'objectif de cet article est de réaliser une revue de la littérature des travaux sur l'apport de ces applications éducatives au développement et aux apprentissages des enfants avec TSA. Vingt-sept recherches internationales publiées entre 2010 et 2021 ont été examinées. Les résultats montrent que certaines applications éducatives peuvent contribuer au

développement des compétences sociales et scolaires, ainsi qu'à l'amélioration de la motivation, de la concentration et de l'autonomie des enfants avec TSA. Ces applications doivent disposer de fonctionnalités permettant d'optimiser les apprentissages telles qu'un univers épuré, des consignes simples, des feedbacks ou encore la possibilité de ralentir le son et les images des vidéos. Quelques implications pour les futures recherches ainsi que quelques implications pédagogiques sont discutées.

Sanabria-Z, J., Alfaro-Ponce, B., González-Pérez, L. I., & Ramírez-Montoya, M. S. (2024). **Reusable educational resources for developing complex thinking on open platforms**. *Education and Information Technologies*, 29(1), 1173-1199. https://doi.org/10.1007/s10639-023-12316-0
In the context of rapid technological advancements and the increasing availability of Open Educational Resources (OER), there is a growing need to foster complex thinking skills in higher education. The study aims to characterize OER platforms that facilitate the development of such skills, grounded in UNESCO's recommendations and the evolving definitions of complex thinking. Utilizing a Systematic Literature Review (SLR), the research focuses on three key questions: the type of open license allowing 5R activities, the technical options based on the ALMS Framework, and the sub-competencies of complex thinking that can be nurtured through OER. The study identifies and categorizes key platforms conducive to the development of complex thinking skills, namely innovative, critical, scientific, and systemic thinking. These platforms are analyzed based on their licensing types and technical capabilities. Findings indicate that most of the platforms studied support 5R activities under Creative Commons licenses, require advanced editing skills, and more than half address multiple subcompetencies of complex thinking. The study concludes that the adaptation, reuse, and redistribution of OER can significantly contribute to fostering complex thinking skills, aligning educational practices with 21st-century demands. Recommendations include the development of frameworks by higher education institutions to normalize OER platforms and meet students' needs, as well as future research to assess user behavior and sustainability of these platforms.

Sanusi, I. T., Ayanwale, M. A., & Chiu, T. K. F. (2024). **Investigating the moderating effects of social good and confidence on teachers' intention to prepare school students for artificial intelligence education**. *Education and Information Technologies*, 29(1), 273-295. https://doi.org/10.1007/s10639-023-12250-1
Artificial Intelligence (AI) has triggered profound reforms across industries, including education. These developments necessitate the inclusion of AI as a subject in K-12 classrooms. However, the need for students to learn AI demands that educators pay increasing attention, believe in its relevance and intend to promote it among their students and colleagues. This paper aimed to explore teachers' perceptions of and behavioral intention to teach AI. We specifically considered the association of AI anxiety, perceived usefulness, attitude towards AI, AI relevance, AI readiness, and behavioral intention factors. This research further aims to examine the moderator effect of AI for social good and confidence on the relationship in our hypothesized research model. To address this purpose, a quantitative methodology with the use of structural equation modeling was utilized. Data were retrieved through an online questionnaire from 320 lower and upper secondary school in-service teachers, mostly in STEM-related fields. Our findings reveal that teacher perceptions of AI for social good and confidence will affect most relationships in the model. Teacher professional programs should include the benefits and risks of AI and good practice sharing.

Shen, S., Yang, H., & Zhou, Q. (2024). **Development of Academic Programs in the Digital Age: Practice from China**. In Ming Li, X. Han, & J. Cheng (Éd.), *Handbook of Educational Reform Through Blended Learning* (p. 125-157). https://doi.org/10.1007/978-981-99-6269-3_3

One of the main purposes of higher education is to prepare students to adapt to the needs of a changing society. On the basis of discussing the function of academic programs and the interdisciplinary revolution in the digital age, this chapter summarizes the Chinese higher education system from three main dimensions: the catalog of disciplines, the framework of « four new » disciplines and the action plan of vocational education. In response to the new requirements of academic curriculum reform in the digital age, this paper describes the concrete measures taken by China's academic program reform to cultivate compound talents and strengthen the collaboration of universities. This paper expounds the future trends in the development of higher education programs, such as blended teaching, interdisciplinary talent training, diversification, information literacy training, university cooperation, new systems and new methods of project evaluation, and puts forward operational strategies for reconstructing academic programs.

Song, X. (2023). **Location-based Services in Smart Education: An Example of Augmented Teaching and Learning Advancement System**. *British Journal of Education*, *12*(1). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-1-2024/location-based-services-in-smart-education-an-example-of-augmented-teaching-and-learning-advancement-system/

Location-based services in the Smart City development have been used frequently by citizens which open up a new dimension to people's lives (Kohne & Sieck, 2014; Komninos, 2018). Location-based services are used for routing, marketing, education, emergency, and e-commerce, and there is an increasing need and demand for the applications of Smart City (Adams et al., 2003). This paper looks into one of the wireless communication technologies in location-based services i.e., Bluetooth Low Energy/iBeacon, and a case study of the "Augmented Teaching and Learning Advancement System (ATLAS)" developed by the Hong Kong Polytechnic University for teaching and learning purposes; and then demonstrates a case of using location-based services for navigation aid to visually impaired students in the Smart Campus development and future applications in relation to the developments of Smart City.

Sui, C.-J., Yen, M.-H., & Chang, C.-Y. (2024). **Investigating effects of perceived technology-enhanced environment on self-regulated learning**. *Education and Information Technologies*, 29(1), 161-183. https://doi.org/10.1007/s10639-023-12270-x

This study examined the effects of a technology-enhanced intervention on the self-regulation of 262 eighth-grade students, employing information and communication technology (ICT) and web-based self-assessment tools set against science learning. The data were analyzed using Bayesian structural equation modeling to unravel the intricate relationships between self-regulation, self-efficacy, perceptions of ICT, and self-assessment tools. Our research findings underscored the direct and indirect impacts of self-efficacy, perceived ease of use, and perceived use of technology on self-regulation. The results revealed the predictive power of self-assessment tools in determining self-regulation outcomes, underlining the potential of technology-enhanced self-regulated learning environments. The study posited the necessity to transcend mere technology

incorporation and to emphasize the inclusion of monitoring strategies explicitly designed to augment self-regulation. Interestingly, self-efficacy appeared to indirectly influence self-regulation outcomes through perceived the use of technology rather than direct influence. Analytically, this research indicated that Bayesian estimation could offer a more comprehensive insight into structural equation modeling by assessing the estimates' uncertainty. This research substantially contributes to comprehending the influence of technology-enhanced environments on students' self-regulated learning, stressing the importance of constructing practical tools explicitly designed to cultivate self-regulation.

Sun, L., Asmawi, A., Dong, H., & Zhang, X. (2024). **Empowering Chinese undergraduates' business english writing: Unveiling the efficacy of DingTalk-Aided Problem-based language learning during Covid-19 period**. *Education and Information Technologies*, 29(1), 239-271. https://doi.org/10.1007/s10639-023-12288-1
Amidst the challenges posed by the Covid-19 pandemic, this study investigates the impact of Problem-based Language Learning (PBLL) using DingTalk on enhancing Business English Writing skills among Chinese undergraduates. Employing a mixed-method approach, the research involved two phases. In the quantitative phase, a twelve-week quasi-experimental study was conducted. The control group received traditional Business English Writing instruction, while the experimental group utilized the PBLL + DingTalk method. Analysis of pre-test and post-test scores using SPSS 27.0 revealed a significant improvement in the experimental group's writing abilities, with their post-test scores averaging 5.3275 points higher than the control group. In the qualitative phase, semi-structured interviews were conducted with students from the experimental group. Participants expressed high engagement, motivation, and satisfaction with the PBLL + DingTalk approach, highlighting its effectiveness in interactive problem-solving and technology integration. This study demonstrates the effectiveness of PBLL + DingTalk in improving Business English Writing skills among Chinese undergraduates, even during challenging circumstances like the Covid-19 pandemic. The combination of quantitative results and qualitative insights underscores its practical impact and relevance for language educators, emphasizing the importance of innovative teaching methods in adapting to evolving educational landscapes.

Supli, A. A., & Yan, X. (2024). **Exploring the effectiveness of augmented reality in enhancing spatial reasoning skills: A study on mental rotation, spatial orientation, and spatial visualization in primary school students**. *Education and Information Technologies*, 29(1), 351-374. https://doi.org/10.1007/s10639-023-12255-w
The primary goal of this research was to examine the impact of Augmented Reality (AR) based virtual interaction and physical interaction on the development of spatial skills in Xining Qinghai, China's primary school students (aged 8 to 10). The research was conducted in a public-school setting with 54 participants using a quasi-experimental research method. While the control group engaged in equivalent activities by physical means, the experimental group employed smart phones equipped with augmented reality software. To measure spatial ability, pre- and post-tests were given to the participants. The findings demonstrated a statistically significant improvement in spatial ability test in overall scores for the experimental group.

Tadlaoui-Brahmi, A. (2023). **Des gardiennes de la morale ? Des experts de la tech ? Quelles citoyennetés numériques seront enseignées/performées ces prochaines**

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années ? *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s, 1*(2). https://doi.org/10.57154/journals/red.2023.e1334

Alors que l'éducation à la citoyenneté numérique (CN) devient une finalité de l'école publique suisse romande, l'appréhension des savoirs numériques se heurte à des logiques de genre. Les formes que la CN pourra revêtir ainsi que ses conditions et possibilités de développement méritent d'être questionnées. Notre recherche se propose d'examiner la pertinence d'un croisement entre des pratiques pédagogiques en éducation à la CN et les apports des épistémologies féministes. Ce faisant, la répartition et la nature des interactions entre des enseignantes du primaire et leurs élèves sont étudiées en vue de saisir la manière dont les rapports sociaux de sexe informent le rapport au savoir de l'apprenant·e. Nos analyses révèlent des échanges genrés susceptibles de nourrir des CN différenciées : vulnérables vs engagées. Les filles sont essentiellement appelées à adopter des conduites responsables en ligne à la différence des garçons dont l'apprentissage est orienté vers des aspects plus techniques encourageant l'exercice d'une forme d'agentivité numérique. Des situations pédagogiques potentiellement porteuses de plus d'égalité face aux savoirs numériques sont aussi explorées. Notre article vise ainsi à documenter comment le genre travaille l'éducation à la CN et invite, par les réflexions épistémologiques qu'il suscite, à renouveler nos conceptions éducatives.

Teng, Y., & Wang, X. (2024). **Full caption, English proficiency and their relationships with behavioral, cognitive and emotional student engagement in Chinese EFL college content-based instruction video learning**. *Education and Information Technologies*, *29*(1), 861-880. https://doi.org/10.1007/s10639-023-12342-y

A total of 169 Chinese college students were divided into high proficiency and low proficiency learners according to a College English Test, and watched one of three short fully captioned English videos, thus producing six groups: (1) High proficiency + L2 (n = 25), (2) High proficiency + L1 + L2 (n = 24), (3) High proficiency + L1 (n = 33), (4) Low proficiency + L2 (n = 29), (5) Low proficiency + L1 + L2 (n = 30), (6) Low proficiency + L1 (n = 28). The participants' retention and transfer were assessed first. SPSS analyses revealed that L1 + L2 caption group with high proficiency performed the best retention, while L2 caption group with low proficiency achieved the highest retention, and there was no significant difference in transfer. Afterwards, a factor design was employed and three dimensions of student engagement were evaluated with the same participants, suggesting significant results in cognitive student engagement with a median effect size, represented by investment in learning and positive attitude as indicators. This research attempts to explore the incorporation of behavioral, emotional, and cognitive student engagement when measuring learning effectiveness of content-based instruction video learning, highlighting the significance of cognitive student engagement in the studies of captioned videos.

Trinh, N., Ngo, T., & Nguyen, C. (2023). **Driving forces of student satisfaction with online learning in the context of the COVID-19 pandemic: Evidence from Viet Nam**. *International Review of Education*, *69*(6), 851-873. https://doi.org/10.1007/s11159-023-10033-x

At a time when the world has suffered such an unprecedented event as the COVID-19 pandemic, it is essential to conduct research to evaluate the relationship of student satisfaction with interaction, Internet self-efficacy, and self-regulated learning in a fully online learning environment. The results of a survey of 290 students at a university in Viet Nam, using partial least squares structural equation modelling (PLS-SEM), indicate that

four types of interaction (learner–learner interaction, learner–instructor interaction, learner–content interaction, and learner–technology interaction) positively and significantly affected students' satisfaction with online learning, whereas Internet self-efficacy and self-regulated learning were not found to be significant predictors. These findings are crucial for enhancing the quality of online learning, which is regarded as not only the best cure for the massive global crisis COVID-19 has caused in education but also an innovative advancement compared with traditional face-to-face education. The authors discuss practical implications for instructional and course design, as well as directions for future research.

Turcotte, M., & Goyer, L. (2023). **Accompagnement à distance en orientation : quels savoirs professionnels ?** *L'orientation scolaire et professionnelle*, (52/4), 733. https://doi.org/10.4000/osp.18294
Les technologies numériques sont intégrées à la pratique des conseillères et des conseillers œuvrant dans le domaine de l'orientation depuis plus de 40 ans. Avant l'arrivée de la pandémie de COVID-19, peu de conseillères et de conseillers d'orientation de la francophonie étaient engagés dans des activités d'accompagnement professionnel à distance. L'utilisation des technologies numériques était limitée pour une large part à gérer et à transmettre de l'information. Cette étude de nature narrative et phénoménologique, guidée par la méthode améliorée des incidents critiques, a pour objectif de présenter des perceptions et des réflexions de 27 conseillères et conseillers d'orientation qui se sont engagés dans des pratiques d'accompagnement en orientation à distance, et ce, avant les restrictions sanitaires imposées par la pandémie de COVID-19. Les résultats de cette étude montrent que tout en faisant certains ajustements à leur pratique, les conseillères et conseillers interviennent sensiblement de la même manière, avec les mêmes savoirs professionnels qu'en accompagnement en mode face à face.

Weidlich, J., Yau, J., & Kreijns, K. (2024). **Social presence and psychological distance: A construal level account for online distance learning**. *Education and Information Technologies*, 29(1), 401-423. https://doi.org/10.1007/s10639-023-12289-0
Online distance learning presents unique psychosocial characteristics due to the inherent distance between learners. Social presence –the sense of being with others– is key to mitigating this distance. However, our understanding of social presence remains limited, despite its potential to reduce social isolation and cultivate a conducive social space in online education. A gap in our understanding relates to how social presence aligns with more general accounts of interpersonal representations under conditions of psychological distance, as presented in Construal Level Theory. We conducted a vignette-based experiment (N = 194) to examine how psychological distance in online learning affects the mental construal level of a hypothetical partner and, thus, social presence perceptions. Findings suggest that increased psychological distance leads to higher-level construals, resulting in a perception of conversation partners as non-descript and homogenous. Importantly, this affects social presence perceptions, with certain nuances. These findings can inform novel approaches to enhance social presence in online learning.

Wu, X.-Y. (2024). **Exploring the effects of digital technology on deep learning: a meta-analysis**. *Education and Information Technologies*, 29(1), 425-458. https://doi.org/10.1007/s10639-023-12307-1

The impact of digital technology on learning outcomes, specifically deep learning, has been a subject of considerable debate and scrutiny in educational settings. This study aims to provide clarity by conducting a meta-analysis of empirical publications that examine students' deep learning outcomes in relation to digital technology. A comprehensive search of databases and a thorough literature review yielded 60 high-quality, peer-reviewed journal articles that met the inclusion criteria. Using Review Manager 5.4.1 software, a meta-analysis was conducted to assess the overall effectiveness of digital technology. The calculated effect size indicates a positive influence of digital technology on students' deep learning outcomes. Furthermore, a moderator variable analysis revealed several significant findings: 1. Different categories of digital technology tools have a favorable impact on deep learning outcomes; 2. The duration of digital technology treatment does not significantly affect deep learning outcomes; 3. Digital technology demonstrates a highly positive influence on deep learning within the humanities and social sciences disciplines; 4. Combining online and offline utilization of digital technology in education leads to a substantially greater enhancement in deep learning compared to relying solely on online methods; 5. The effectiveness of digital technology on deep learning is enhanced when accompanied by appropriate instructional guidance; 6. Utilizing digital technology in a systematic manner produces different outcomes compared to fragmented approaches, highlighting the importance of a cohesive implementation; 7. Integrating digital technology with collaborative learning has a more pronounced effect on deep learning compared to independent learning. These findings contribute to our understanding of the impact of digital technology on deep learning outcomes and underscore the importance of thoughtful integration and instructional support in educational contexts.

Zhang, Y. (2024). **Problems of oboe teaching in a time of the COVID-19 pandemic**. *Education and Information Technologies*, *29*(1), 1057-1070. https://doi.org/10.1007/s10639-023-12312-4
In the modern world, there are an enormous number of changes due to the COVID-19 pandemic. This fact influences all areas and, in particular, music education. The connection between the pandemic and changes in music education related to oboe teaching will be considered in this work. The research investigates the correlation between music education (oboe teaching) and education modes (offline and online). This correlation was tested for veracity by using statistical analysis of data sets (Student and Shapiro-Wilk tests). These data sets were obtained using a survey that evaluated practice and theoretical skills. The participants were categorized into two distinct groups for this investigation: the control group, characterized by offline education during the experimental phase, and the experimental group, which encompassed both offline and online educational modalities. The survey contained different tasks that illustrated students' evaluations of their improvements in learning to play the oboe. A fundamental objective of this study involves substantiating the conjecture that online education, particularly in the context of the pandemic, exerts an adverse impact on oboe pedagogy. It was shown from the results (teachers' interviews) that some problems (like lack of connection with teachers, problems related to self-education, and students' cheating) have a negative impact on learning to play the oboe, especially on practice skills. However, most of the students evaluated their improvements at a high level, but this perspective lacked empirical basis. It should be noted that there was some improvement in theoretical knowledge, but almost all teachers thought this fact was related to

cheating. It also should be noted that students evaluated their skills in the period of offline education lower than teachers.

Zhou, Q., Suraworachet, W., & Cukurova, M. (2024). **Detecting non-verbal speech and gaze behaviours with multimodal data and computer vision to interpret effective collaborative learning interactions**. *Education and Information Technologies*, *29*(1), 1071-1098. https://doi.org/10.1007/s10639-023-12315-1
Collaboration is argued to be an important skill, not only in schools and higher education contexts but also in the workspace and other aspects of life. However, simply asking students to work together as a group on a task does not guarantee success in collaboration. Effective collaborative learning requires meaningful interactions among individuals in a group. Recent advances in multimodal data collection tools and AI provide unique opportunities to analyze, model and support these interactions. This study proposes an original method to identify group interactions in real-world collaborative learning activities and investigates the variations in interactions of groups with different collaborative learning outcomes. The study was conducted in a 10-week long post-graduate course involving 34 students with data collected from groups' weekly collaborative learning interactions lasting ~ 60 min per session. The results showed that groups with different levels of shared understanding exhibit significant differences in time spent and maximum duration of referring and following behaviours. Further analysis using process mining techniques revealed that groups with different outcomes exhibit different patterns of group interactions. A loop between students' referring and following behaviours and resource management behaviours was identified in groups with better collaborative learning outcomes. The study indicates that the nonverbal behaviours studied here, which can be auto-detected with advanced computer vision techniques and multimodal data, have the potential to distinguish groups with different collaborative learning outcomes. Insights generated can also support the practice of collaborative learning for learners and educators. Further research should explore the cross-context validity of the proposed distinctions and explore the approach's potential to be developed as a real-world, real-time support system for collaborative learning.

Orientation scolaire et professionnelle

Anegmar, S., Harma, K., & Molina, E. (2023). **INSPIRE, un outil d'aide à l'orientation des lycéens**. *L'orientation scolaire et professionnelle*, (52/4), DCCCXLI. https://doi.org/10.4000/osp.18454
Article 1 est une association agréée par le ministère de l'Éducation nationale, qui œuvre pour une société où l'orientation, la réussite dans les études et l'insertion professionnelle ne dépendent pas des origines sociales, économiques et culturelles. L'un de ces programmes concerne l'orientation des lycéens. Ainsi, la plateforme digitale inspire-orientation.org permet aux équipes éducatives d'accompagner leurs élèves en proposant des supports pédagogiques adaptés. Ce site contient des informations synthétiques et simplifiées utilisant les codes de communication des jeunes. L'outil numérique couplé par des ateliers en classe permet aux jeunes issus de milieux modestes de se fixer des buts d'orientation à hauteur de leur potentiel pour tendre vers leurs aspirations, notamment grâce au témoignage d'étudiants qui leur ressemblent favorisant leur projection positive vers l'avenir.

Contini, D., Di Tommaso, M. L., Maccagnan, A., & Mendolia, S. (2023). ***Gender Differences in High School Choices: Do Math and Language Skills Play a Role?*** (IZA Discussion Paper N° 16584). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16584.htm

This paper focuses on the gendered choice of high school in the Italian context, where children are tracked at age 14 and are free to choose the type of school, with no binding teacher recommendation or ability restriction. It is therefore a context in which preferences, however influenced by different factors, are freely expressed, without any institutional constraints imposed on the decision-making process. Previous literature has mainly analysed gendered educational choices by focusing on the field at later stages in life. The transition from lower secondary to upper secondary school is particularly relevant for children who do not go on to university and can help to understand gender segregation in low and middle-level occupations. We analyse the role of school performance in mathematics and Italian (teacher grades and standardized test scores), the position in the class ranking, the comparative advantage in one subject and find that, while school performance hardly explains the gender gap for the children with low educated parents, it explains part of the gender gap observed for children from more advantaged backgrounds.

Cournoyer, L., & Lachance, L. (2023). **Examen de portée sur les pratiques de mentorat virtuel de soutien à l'orientation d'élèves et d'étudiant·es**. *L'orientation scolaire et professionnelle*, (52/4), 679. https://doi.org/10.4000/osp.18224

Le mentorat virtuel gagne en popularité dans le champ de l'éducation en raison de sa souplesse et de son accessibilité. Or, l'apport de ces nouvelles pratiques ainsi que les défis qu'elles posent, en contexte d'orientation, demeurent méconnus. Cet examen de portée (scoping review) propose un état de connaissances sur les pratiques de mentorat virtuel de soutien à l'orientation chez les personnes adolescentes et les jeunes adultes de niveau secondaire, collégial ou universitaire. Un total de 18 articles empiriques, révisés par les pairs, publiés du 1er janvier 2016 au 1er juin 2022, ont fait l'objet de synthèses et d'analyses. Les résultats montrent des apports sur le plan du processus de prise de décision de carrière et de la consolidation du choix professionnel, selon certaines modalités et conditions favorables pour les mentor·es et mentoré·es. Les recherches sur le mentorat virtuel demeurent cependant limitées à des populations particulièrement minoritaires et vulnérables.

Devi, R., & Ray, S. (2024). **Mahaul and Mazboori: educational aspirations and realities of Dalit youth in Delhi**. *International Journal of Qualitative Studies in Education*, *37*(1), 294-313. https://doi.org/10.1080/09518398.2022.2061740

This paper examines the predicament of the Dalit youth in their pursuit of higher education through a qualitative study in a low-income locality of Delhi. In absence of control over material resources historically, education offered promise in liberating socially excluded groups for its instrumental link with modern occupational structure. The policy of universal public education backed up with affirmative action in India has formally aided its access across sections. Even as the participation of the hitherto marginalized groups has been increasing manifold, privatization and marketisation in the education sector under the neo-liberal regime have transformed the educational landscape. Dalit youth is largely segregated into low-quality distance and social sciences education. The paper discusses various constraining and motivating factors embedded within and outside the neighbourhood and educational institutions which shape their

educational interests, choices, and decisions. It elaborates on how cumulative socio-cultural, spatial, and historical disadvantages continue to shape the process of educational exclusion, even when these groups live in a metropolitan city amidst educational institutions. However, we also stress that the state policies, informed mentors, shared aspirations, and diversity in socio-cultural interactions hold the potential to alter and widen educational aspirations, access, and outcomes.

Dupuis, A., & Bourgeois, C. (2023). **Les processus d'apprentissage et de développement en contexte de counseling de carrière groupal en ligne**. *L'orientation scolaire et professionnelle*, (52/4), 709-732. https://doi.org/10.4000/osp.18251
Les personnes conseillères d'orientation peuvent utiliser plusieurs modalités d'intervention, incluant la modalité groupale. La pandémie de la COVID-19 a entraîné le passage en ligne de programmes d'intervention groupale, mais les recherches à ce sujet demeurent peu nombreuses. L'objectif de cet article est de comprendre la façon dont se déroulent les processus d'apprentissage et de développement en contexte de counseling de carrière groupal en ligne. Le programme HORS-PISTE – Orientation est sélectionné pour ce faire, ayant été implanté selon cette modalité auprès de trois groupes formés de six ou sept participantes, âgées de 15 ou 16 ans au début de l'intervention. Les résultats montrent la façon dont les processus d'apprentissage et de développement se réalisent dans un contexte de counseling groupal en ligne et proposent une réflexion à ce sujet du point de vue de la perspective culturelle-historique.

Hamouda, L. B. (2023, décembre 20). **Bac Pro, quels diplômes et quelle insertion**. Consulté 8 janvier 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2023/12/20/bac-pro-quels-diplomes-et-quelle-insertion/
L'étude "Céreq Études 52 – Débuter un bac pro" présente une analyse approfondie des parcours scolaires et professionnels des jeunes ayant entamé un cursus de baccalauréat professionnel en France. Basée sur l'enquête "Génération 2017", elle examine les trajectoires de 213 500 jeunes, soit une part significative des 746 000 sortants de la génération 2017, mettant…

Hoblingre, H. (2023). **L'accompagnement dispensé par les conseillers en insertion de Pôle Emploi : un étayage au service de l'utilisation de la plateforme numérique Emploi Store**. *Carrefours de l'éducation*, 56(2), 21-37. https://doi.org/10.3917/cdle.056.0021
Le propos de cet article est d'étudier les pratiques d'étayage développées par les conseillers en insertion dans le cadre de leur accompagnement, en vue de favoriser une utilisation autonome de la plateforme Emploi Store (ES) par les demandeurs d'emploi. L'attention est également portée sur le processus d'accompagnement en général dans lequel s'inscrit ces pratiques d'étayage. L'analyse de six entretiens semi-directifs nous a permis de constater que l'autonomie est à la fois une condition requise à l'utilisation d'ES par les bénéficiaires, mais également un objectif développemental. Les résultats montrent également que l'accompagnement de l'utilisation d'Emploi Store se fait généralement en cinq étapes. Trois étapes revêtent assez explicitement cinq des six fonctions de l'étayage évoquées par Jérôme Bruner, tandis que deux autres évoquent un maintien dans la zone proximale de développement et un désétayage.

Houssemand, C., & Loarer, E. (2023). **Introduction – Orientation et numérique (2)**. *L'orientation scolaire et professionnelle*, (52/4), 643. https://doi.org/10.4000/osp.18199

En introduction du premier numéro, nous évoquions les questions majeures sur l'usage du numérique, ou du digital, en orientation. Nous questionnions l'impact sur les pratiques, leur efficacité, tant du point de vue de l'accessibilité à l'information et au conseil, que de celui de la qualité du service en termes de pertinence et de neutralité de l'information fournie, en termes de facilitation du développement de la réflexivité, des compétences à s'orienter, de la connaissance de soi, de l'aut...

Klipfel, J. (2023). **Parcours et réussite en master à l'université : les résultats de la session 2022**. *Note Flash du SIES*, (28), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-12/nf-sies-2023-28-30426.pdf

Leavy, A., Medina, M. J., Lam, C., Sypowski, F., & Baudet, C. (2023). **L'orientation professionnelle pour les personnes en situation de handicap visuel : état de situation, perspectives et limites du numérique**. *L'orientation scolaire et professionnelle*, (52/4), 807. https://doi.org/10.4000/osp.18406
Les psychologues conseiller/ères en orientation (PCO) suisses, qui travaillent avec un public déficient visuel (DEVI), font face à de nombreuses barrières dans la conduite d'examens psychologiques et notamment dans l'évaluation des aptitudes, intérêts, personnalité et valeurs. Une recherche a été conduite en prenant appui sur des observations de terrain et sur des techniques bibliométriques. La place particulière du numérique et des possibilités qu'il offre pour les pratiques en psychologie de l'orientation professionnelle a été analysée. La recherche met en évidence de la part des PCO des pratiques fréquentes pouvant être qualifiées de bricolage, en lien avec le recours aux technologies numériques. Pour éviter que certains bricolages ne se transforment en dérive, nous suggérons une approche de conception universelle afin de numériser les tests d'aptitudes et favoriser l'accès du public DEVI aux questionnaires en ligne.

Lehner, P., Oller, A.-C., & Pin, C. (2023). **Les plateformes numériques d'orientation : des outils pour la socialisation des élèves aux règles du marché**. *L'orientation scolaire et professionnelle*, (52/4), 647-678. https://doi.org/10.4000/osp.18156
L'article analyse le phénomène récent de déploiement de plateformes en orientation en recourant à deux concepts : celui de plateformisation et de socialisation. Le travail d'ajustement des aspirations des élèves aux chances objectives de réussite est ainsi étudié sous l'angle de la diversité des intermédiaires – numériques et humains – intervenant dans l'accompagnement à l'orientation des élèves et au prisme de la nature des informations et des outils qu'ils leur fournissent. L'article mobilise une analyse descriptive comparative de quatre plateformes – Parcoursup, Onisep-Terminales, Oriane.info et Inspire – et les matériaux recueillis au cours d'une enquête de terrain sur l'accompagnement à l'orientation dans quatre établissements franciliens pour montrer comment se matérialise la socialisation des élèves aux règles du marché et se dessine à l'horizon la figure de l'élève comme sujet marchand.

Missaoui, R. (2023). **Les technologies de l'information comme vecteur de transformations représentationnelles des missions locales en France**. *L'orientation scolaire et professionnelle*, (52/4), 783. https://doi.org/10.4000/osp.18371
L'objectif de cet article est de comprendre les effets de l'utilisation des outils numériques au travail sur l'évolution de la perception du métier des conseiller·ères des missions locales. Cette étude permettra de mieux appréhender les transformations engendrées par la numérisation dans le domaine de l'orientation professionnelle et de comprendre

les enjeux associés à ces évolutions. Nous examinerons comment l'utilisation des technologies de l'information dans les missions locales a transformé les pratiques professionnelles et influencé leur perception du métier.

Nasi, M. (2024, janvier 8). **« Ton héritage, ce sera tes études » : dans les familles aisées, l'appel de l'international après le bac**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/01/08/ton-heritage-ce-sera-tes-etudes-dans-les-familles-aisees-l-appel-de-l-international-apres-le-bac_6209611_4401467.html
La mobilité des étudiants français a augmenté de 25 % ces cinq dernières années. Certains optent pour un départ directement après le bac, évitant ainsi les incertitudes de Parcoursup et des classes préparatoires, jugées trop exigeantes.

Noël, D., & Legrand, S. (2023). **L'impact des modalités à distance sur les pratiques des conseillers et conseillères en évolution professionnelle**. *L'orientation scolaire et professionnelle*, (52/4), 763. https://doi.org/10.4000/osp.18333
Le cahier des charges du Conseil en Évolution Professionnelle (CEP) précise qu'il se délivre prioritairement en présentiel. Cependant, les mesures de confinement consécutives à la crise sanitaire ont imposé le recours aux modalités distanciées (visioconférence, téléphone). Il s'agissait alors d'assurer la continuité du service CEP. Le présentiel reste pourtant le point de référence pour définir le service tel qu'il doit être délivré, avec les modalités distancielles. Mais les modalités d'accompagnement impactent-elles les enjeux de la délivrance du service CEP ? Nous mobiliserons les résultats d'un focus group réalisé auprès de conseillers en évolution professionnelle pour apporter des éléments de réponse. Les avantages perçus par les conseillères et conseillers dans l'usage des modalités à distance concernent essentiellement des questions organisationnelles et techniques. Pour autant, ces conseillères et conseillers constatent une dégradation du service lorsqu'ils délivrent leur accompagnement à distance.De plus, l'option distancielle n'a pas permis de dépasser la première phase d'accompagnement, en allant vers une approche réflexive afin de favoriser l'autonomie des personnes dans leur évolution professionnelle. Après avoir décrit la méthode d'analyse, nous présenterons les résultats obtenus. Au-delà de prendre la question de la digitalisation sous l'angle d'une modalité de délivrance du service, se pose la question des apports du digital dans les processus d'orientation.

Nunès, É. (2023, décembre 19). **Sur Parcoursup, le risque de se perdre dans le maquis des diplômes**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/12/19/sur-parcoursup-le-risque-de-se-perdre-dans-le-maquis-des-diplomes_6206613_4401467.html
Entre visas, grades, titres, labels… Difficile pour les futurs étudiants, et leurs parents, d'apprécier la valeur académique et professionnelle des formations postbac.

Piozin, É., Paguet, J.-M., & Payrat, J.-F. (2023). *Évaluation de l'expérimentation d'orientation des bacheliers professionnels vers les sections de technicien supérieur mise en place par l'article 40 de la loi n° 2017-86 du 27 janvier 2017* (p. 54). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche website: http://www.vie-publique.fr/rapport/292574-experimentation-dorientation-des-bacheliers-professionnels-vers-sts
La loi n° 2017-86 du 27 janvier 2017 relative à l'égalité et à la citoyenneté a ouvert à titre expérimental l'admission de bacheliers professionnels dans une section de techniciens

supérieurs (STS) au vu de l'avis rendu par le conseil de classe de l'établissement d'origine, et non plus seulement en fonction de l'évaluation de l'établissement d'accueil.La mission s'interroge sur la place de cette expérimentation dans un paysage caractérisé par une volonté globale d'accession facilitée des bacheliers professionnels en sections de technicien supérieur, sur l'évaluation de sa mise en œuvre et sur ses effets, ainsi que sur son devenir. Le rapport recommande de faire faire évoluer le dispositif et de renforcer les diverses mesures d'accompagnement participant de l'amélioration du lien baccalauréat professionnel-BTS.

Reversé, C. (2024, janvier 9). **Orientation post-bac : pourquoi les lycéens ruraux s'autocensurent**. Consulté 10 janvier 2024, à l'adresse The Conversation website: http://theconversation.com/orientation-post-bac-pourquoi-les-lyceens-ruraux-sautocensurent-220231
À résultats scolaires égaux, les adolescents des espaces ruraux s'orientent plus vers des filières courtes et professionnalisantes que les élèves de lycées urbains. Comment l'expliquer ?

Sall, M., Picard, F., & Pilote, A. (2023). **Leviers et obstacles dans les cheminements universitaires à la maîtrise et au doctorat de la population étudiante en situation de handicap émergent (ESHE)**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 46(4), 845-865. https://doi.org/10.53967/cje-rce.5521
The purpose of this article is to highlight the levers and barriers in the educational pathways and available access to support measures and inclusion of students with emerging disabilities (ESHE) experiencing learning, attention, mental health, and developmental disorders. The study, based on interviews conducted with ESHE master's and doctoral students, shows that support from key members of the university environment and accompanying services is an important lever in educational pathways and access to accommodations. On the other hand, despite equity, diversity, and inclusion measures, some conditions associated with the measures that are supposed to help sometimes prove to be restrictive or counterproductive (e.g., delays in the disability assessment procedure, non-recognition of a previous disability diagnosis). As a result, ESHEs may be excluded or denied access to support and accommodation services, which limits their academic performance.

Shu, X., Shu, X., & Ouyang, W. (2024). **Secondary Students' Academic Engagement Through Career Construction: The Role of Parental Support and Career Hope**. *Journal of Career Development*, 51(1), 91-105. https://doi.org/10.1177/08948453231213629
Based on career construction theory, this study explored the relationship and mediating mechanisms between career adaptability and secondary school students' academic engagement. Four hundred and eight secondary school students from three Chinese secondary schools were surveyed using a three-wave time-lag design. The study found that career adaptability positively predicted academic engagement. Parental support and career hope mediated the relationship between career adaptability and academic engagement. Additionally, parental support and career hope also played a series of mediating roles between career adaptability and academic engagement. The results of this study contribute to the fields of positive psychology and occupational psychology research, extend the application of career construction theory to secondary students, and provide practical insights into increasing academic engagement and interventions

for secondary students. The implications of these findings for practice and future research are discussed.

Teague Tsopgny, A. (2023). **Relation élève-enseignant·e et choix d'orientation en mathématiques selon le genre : analyse des effets médiateurs**. *Revue des sciences de l'éducation*, 49(1). https://doi.org/10.7202/1107844ar

L'objectif de ce travail est d'étudier l'effet des composantes de la relation élève-enseignant·e sur le choix d'études en mathématiques selon le genre et les mécanismes par lesquels ces composantes agissent sur ce choix. Une collecte des données par questionnaire a été menée auprès de 405 élèves, parmi lesquel·le·s les des deux sexes étaient représentés, en classe de seconde C au Lycée Général-Leclerc de Yaoundé. Les résultats confirment en grande partie nos hypothèses de recherche. Les perceptions associées aux relations chaleureuses et au soutien de l'enseignant·e de mathématiques déterminent le choix des mathématiques, indépendamment du sexe de l'élève. Le sentiment d'efficacité personnelle et l'anxiété en mathématiques sont les médiateurs de ces liens.

Turcotte, M., & Goyer, L. (2023). **Accompagnement à distance en orientation : quels savoirs professionnels ?** *L'orientation scolaire et professionnelle*, (52/4), 733. https://doi.org/10.4000/osp.18294

Les technologies numériques sont intégrées à la pratique des conseillères et des conseillers œuvrant dans le domaine de l'orientation depuis plus de 40 ans. Avant l'arrivée de la pandémie de COVID-19, peu de conseillères et de conseillers d'orientation de la francophonie étaient engagés dans des activités d'accompagnement professionnel à distance. L'utilisation des technologies numériques était limitée pour une large part à gérer et à transmettre de l'information. Cette étude de nature narrative et phénoménologique, guidée par la méthode améliorée des incidents critiques, a pour objectif de présenter des perceptions et des réflexions de 27 conseillères et conseillers d'orientation qui se sont engagés dans des pratiques d'accompagnement en orientation à distance, et ce, avant les restrictions sanitaires imposées par la pandémie de COVID-19. Les résultats de cette étude montrent que tout en faisant certains ajustements à leur pratique, les conseillères et conseillers interviennent sensiblement de la même manière, avec les mêmes savoirs professionnels qu'en accompagnement en mode face à face.

Politique de l'éducation et système éducatif

Addey, C. (2024). **Intensions, tensions and resistance: International organizations' struggles in monitoring and measuring SDG4**. *International Journal of Educational Development*, *104*, 102969. https://doi.org/10.1016/j.ijedudev.2023.102969

This commentary discusses the limitations that Sustainable Development Goal 4 (SDG4) has encountered as a result of power struggles between UNESCO and the OECD in the monitoring and making of global learning metrics for SDG4. The IOs strive to maintain or extend their authority and autonomy by claiming and controlling technical expertise, data and information. Both UNECO and the OECD seek to claim their legitimacy by fixing and spreading what learning means and counts in the SDG4 context, whilst efforts to monitor and measure SDG4 take second place and become fragmented.

Albright, T., & Brion-Meisels, G. (2023). **From Democratic Participation to Cariño: Exploring the Core Commitments of Foundational Scholars in the Field of Youth Participatory Action Research**. *Harvard Educational Review*, 93(4), 459-485. https://doi.org/10.17763/1943-5045-93.4.459

In this essay Thomas Albright and Gretchen Brion-Meisels build on the work of foundational scholars in intergenerational participatory action research (PAR) to explore the conceptualization and mobilization of various research processes. Motivated to understand the opportunities and dangers of using critical participatory approaches within neoliberal institutions like public schools, they interviewed fourteen scholars working in the field to understand their core commitments when engaging in PAR, specifically their framing of purpose, participation, and power both within their research initiatives and for the broader field. Albright and Brion-Meisels's findings illustrate these scholars' shared intellectual, ethical, and political commitments. Also, many of them described PAR as an ontoepistemological endeavor, recognizing that the entanglements are not simply a method, epistemology, or add-on intervention to be mobilized but a coconstitution of knowing and being—a knowing-in-being and being-in-knowing.

Alkan, A., Sarpça, S., & Sarpca, S. (2023). *Effects of High-Achieving Peers: Findings from a National High School Assignment System* (CESifo Working Paper Series N° 10794). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10794.htm

Recent studies of US elite exam schools have yielded the startling conclusion that such schools improve neither educational achievement nor longer-term educational outcomes. Is the same true for exam schools elsewhere? The system in Turkey is ideal for investigating this question. There, students are placed in exam schools based on a high-stakes national examination. Utilizing an exceptional database for Turkey not heretofore available, we conduct regression discontinuity analysis exploiting score discontinuities between more than 200 exam schools. We find that attending more selective exam schools yields large achievement gains and improved university placements for high achieving students.

Antonio, A. L., Mercado-Garcia, D., & Foster-Hedrick, J. (2023). **Referrals, Collaborative Actions, and Norm-Setting Practices: How College Access Programs Partner with High Schools**. *American Journal of Education*, 130(1), 1-29. https://doi.org/10.1086/727042

Purpose: Schoolwide college access programs are becoming increasingly ubiquitous in high schools across the country. Research on their effectiveness in improving college-going rates is inconclusive, prompting scholars to question how programs affect practices in schools. To better understand how schools and college access programs work in partnership to expand college advising resources, we study the practices of high schools partnered with a national college access program. Research Methods/Approach: We conducted case studies of two schools, interviewing 118 teachers, staff, parents, students, and program partners over 2 years of data collection. Using the concept of school social capital—the cognitive, material, and social resources that schools derive from their partnership with other organizations—we examined the different ways that school staff interact and collaborate with college access partner staff. Findings: We find that partnerships can help schools become more extensive brokers of college knowledge and advice by engaging in three practices: referrals, collaborative actions, and norm-setting practices. When engaged in collaboration and

norm-setting, staff roles expand to include the provision of college advising services and contribute to increasing student access to advising schoolwide. We further find that school leadership plays a significant role in facilitating the types of practices that emerge from college access partnerships. Implications: Although college access partnerships can give rise to multiple advising agents in a school, such effects must be fostered. The alignment of values and goals between partners appears necessary to facilitate brokering practices between staff, as well as leadership to sanction those practices.

Attali, J., Bouvier, A., & Klépal, I. (2023). **Les avenirs de l'École face à la marchandisation**. *Administration & Éducation, 180*(4), 135-142. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-135.htm

Aydarova, E. (2023). **"Whatever You Want to Call It": Science of Reading Mythologies in the Education Reform Movement**. *Harvard Educational Review*, 93(4), 556-581. https://doi.org/10.17763/1943-5045-93.4.556
In recent years, a wave of science of reading (SOR) reforms have swept across the nation. Although advocates argue that these are based on science-based research, SOR remains a contested and ambiguous notion. In this essay, Elena Aydarova uses an anthropology of policy approach to analyze advocacy efforts that promoted SOR reforms and legislative deliberations in Tennessee. Drawing on Barthes's theory of mythology, this analysis sheds light on the semiotic chains that link SOR with tradition, knowledge-build ingcurricula, and the scaling down of social safety nets. This deciphering of SOR mythologies under scores how the focus on "science" distorts the intentions of these myths to naturalize socioeconomic inequality and depoliticize social conditions of precarity. This study problematizes the claims made by SOR advocates and sheds light on the ways these reforms are likely to reproduce, rather than disrupt, inequities and injustices.

Baxter, J., & Jewitt, K. (2024). **The scheme of delegation as a sensemaking framework in multi-academy trusts in England: Useful tool or constraint?** *Educational Management Administration & Leadership, 52*(1), 253-273. https://doi.org/10.1177/17411432211051907
Changes to the structure of English education because of decentralisation policy, particularly since 2010, have resulted in the creation of large groupings of schools – multi-academy trusts, organisations with multi-level governance structures, set out in schemes of delegation. Although the government has demanded absolute clarity on the role and remit of each part of the structure and the relationship and reporting between them, recent research suggests that there is little clarity or consistency in the role and function of board structures, with members often confused about their roles. This study draws on data from a funded project to examine: What level of consistency there is in multi-academy trust schemes of delegation, and what evidence is there that schemes of delegation align with sensemaking models of board members? The article concludes with a discussion on what the findings imply for use of schemes of delegation as useful tools for board member sensemaking in multi-academy trusts; revealing that although they can be useful tools for sensemaking, their usage varies a great deal between boards and board members.

Benavot, A., Williams, J. H., & Naidoo, J. (2024). **Should we not be educating for resilience? Leveraging SDG4 in times of crisis**. *International Journal of Educational Development, 104*, 102929. https://doi.org/10.1016/j.ijedudev.2023.102929

This paper argues that while resilience connects many Sustainable Development Goals, it is not reflected in SDG4, and should be. Resilience typically refers to the capacities of communities to cope with effects of natural disasters, climate change, armed conflict and displacement. The SDGs also emphasize resilience in relation to health crises and economic and social disruptions. This paper contends that educating for resilience should be an explicit cornerstone of SDG Target 4.7, given its links to sustainable development, global citizenship and climate change, and its aim to address collective and global challenges and foster shifts in teaching and learning. The paper explores pedagogies of and for resilience and how these would influence how teachers design and conduct classroom activities. It concludes by discussing the limitations of current strategies to track country implementation of Target 4.7 and how new approaches are needed to capture the multiplicity of education for resilience initiatives.

Bentolila, S., Cabrales, A., & Jansen, M. (2023). ***Does Dual Vocational Education and Training Pay Off?*** (Studies on the Spanish Economy N° eee2023-34). Consulté à l'adresse FEDEA website: https://econpapers.repec.org/paper/fdafdaeee/eee2023-34.htm
This paper analyzes the causal impact of dual vocational education and training (VET) on the labor market insertion of youth. Using matched education and social security records, we estimate the causal impact of a major reform that introduced a new dual track, which combines firm- and school-based training, on the labor market outcomes of the first three dual VET cohorts in the Spanish region of Madrid.

Bietenbeck, J., Irmert, N., Mattisson, L., & Weinhardt, F. (2023). ***Autonomous schools, achievement and segregation*** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp1968.htm
We study whether autonomous schools, which are publicly funded but can operate more independently than government-run schools, affect student achievement and school segregation across 15 countries over 16 years. Our triple-differences regressions exploit between-grade variation in the share of students attending autonomous schools within a given country and year. While autonomous schools do not affect overall achievement, effects are positive for high-socioeconomic status students and negative for immigrants. Impacts on segregation mirror these findings, with evidence of increased segregation by socioeconomic and immigrant status. Rather than creating « a rising tide that lifts all boats », autonomous schools increase inequality.

Blanc-Maximin, S. (2023). ***L'éducation à l'épreuve des territoires: Le cas des territoires des Alpes du Sud***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-l_education_a_l_epreuve_des_territoires_le_cas_des_territoires_des_alpes_du_sud_sylviane_blanc_maximin-9782336426099-78683.html
En France, l'attention politique récemment accordée aux difficultés inhérentes à la ruralité en général et à ses territoires spécifiques donne à penser que les ruraux ne bénéficient pas toujours des mêmes conditions socio-économico-culturelles que ceux qui vivent sur d'autres territoires. Cet ouvrage met clairement en évidence que, malgré — ou peut-être à cause de — ces différences de traitement, les territoires ruraux alpins défavorisés constituent souvent pour cette raison même, de façon paradoxale, un terreau d'innovations sur le plan éducatif. Ainsi les relations entre ces territoires et les éducations au territoire, au patrimoine local et à la citoyenneté démocratique qui sont questionnées ici attestent du dynamisme réel des territoires ruraux et montagnards. Des

études de cas et des extraits de recherches universitaires situées dans les Alpes du Sud permettent notamment d'apporter des éléments de réponse aux nombreuses interrogations posées par l'évolution de la forme scolaire, le phénomène « école dehors », la participation et l'engagement citoyen, dans un monde rural soumis à des mutations irréversibles occasionnées par les activités humaines et génératrices d'incertitudes.

Bongrand, P. (2023). **L'instruction en famille : contre la marchandisation, tout contre**. *Administration & Éducation*, *180*(4), 117-123. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-117.htm

Borkowski, A. (2023). ***Paving pathways for inclusion: a global overview of refugee education data*** (p. 75). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000387956

Braun, G., & Joffredo, T. (2023). **Les relations économiques entre le numérique éducatif et l'École**. *Administration & Éducation*, *180*(4), 61-62. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-61.htm

Braun, G., & Kerdelhué, É. (2023). **Que fait l'école des données de nos enfants ? 30 questions que se posent les parents de la maternelle à Parcoursup**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1862*. Consulté à l'adresse https://www.dunod.com/vie-pratique/que-fait-ecole-donnees-nos-enfants-30-questions-que-se-posent-parents-maternelle
Au cours de la scolarité, la collecte de données administratives et pédagogiques fournit une somme d'informations importantes sur chaque enfant. Dans le contexte d'une économie où les datas sont les nouvelles matières premières, il est donc essentiel de savoir ce que l'École fait des données des élèves mais aussi comment celles-ci sont devenues un instrument incontournable de son fonctionnement. Qu'est-ce qu'une donnée à caractère personnel, une donnée scolaire ? À quoi servent-elles ? Qui peut y avoir accès ? Que deviennent-elles dans la durée ? Comment fonctionnent les plateformes qui les utilisent ? Quels sont les droits des familles quant à leur utilisation, leur rectification, voire leur suppression ? Autant de questions parmi tant d'autres, qui animent régulièrement les parents, souvent démunis dans le dédale des procédures scolaires informatisées. Dans cet ouvrage très documenté, Gilles Braun et Émilie Kerdelhué entendent donner les éclairages nécessaires et répondre aux interrogations les plus courantes.

Bray, M. (2024). **Still in need of confronting: Shadow education and its implications in the sustainable development goals**. *International Journal of Educational Development*, *104*, 102967. https://doi.org/10.1016/j.ijedudev.2023.102967
Recent decades have brought global expansion of private supplementary tutoring, widely known as shadow education, with enrolment rates in some countries and at some grades now exceeding 80%. Shadow education maintains and exacerbates social inequalities despite government efforts through the Education for All (EFA) agenda and the Sustainable Development Goals (SDGs) to reduce inequalities. Patterns vary, but in most countries shadow education receives inadequate policy attention in part because governments feel that it is beyond their remit and/or that they lack regulatory capacity. The paper argues for improved data collection for clarity on the extent, nature and

implications of shadow education, and for stronger attention to regulations. One component of these regulations should focus on teachers, to specify the circumstances in which teachers may (not) provide tutoring. Another component should focus on commercial providers of shadow education, regulating them not only in the ways that other businesses are regulated but also with specific focus on educational domains.

Bray, M., & Lhérété, A. (2023). **The shadow education : perspectives internationales sur un secteur en pleine expansion** (G. Gaillard, Trad.). *Administration & Éducation*, *180*(4), 15-25. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-15.htm

Brudermann, C. (2023). **Caractériser le sens de l'expression « internationalisation du supérieur » dans le modèle institutionnel des alliances d'universités européennes : analyses quantitatives et qualitatives**. *Revue internationale de pédagogie de l'enseignement supérieur, 39*(3). https://doi.org/10.4000/ripes.5341
L'internationalisation du supérieur (IS) constitue une priorité des politiques éducatives des établissements dans le contexte actuel (Beacco et al., 2022; Cosnefroy et al., 2020; Beacco, 2019; Harfi et Mathieu, 2006). Pour autant, en Europe, l'opérationnalisation de cette stratégie de gouvernance a pris des formes si diverses au cours de l'histoire récente qu'il paraît légitime aujourd'hui de s'interroger quant au sens que cette expression recouvre encore (Knight, 2004). Pour nourrir la réflexion autour cette question, cette étude s'attache à caractériser les matérialisations que l'IS a vocation à prendre dans les écosystèmes de formation et de recherche des alliances d'» universités européennes » (AUEs). Pour ce faire, une analyse quantitative et qualitative des fiches institutionnelles de présentation (en anglais) des 17 AUEs ayant vu le jour en 2019 dans le cadre d'un appel à projets initié par la Commission européenne a été conduite. Les résultats indiquent que, dans ce modèle institutionnel, (i) les politiques d'IS sont essentiellement articulées autour de quatre axes directeurs, (ii) que ces axes engagent à entrevoir la mise en œuvre de l'IS sous l'angle de conduites diverses et (iii) que le déploiement de ces conduites converge vers la poursuite d'un même objectif de haut niveau : contribuer au progrès social du continent européen.

Bush, T. (2024). **School leadership and student outcomes: What do we know?** *Educational Management Administration & Leadership*, *52*(1), 3-5. https://doi.org/10.1177/17411432231210364

Butzbach, M. (2023, décembre 22). **Les groupes de niveau au collège divisent les enseignants**. Consulté 8 janvier 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/groupes-de-niveau-college-divisent-enseignants/00109225
Gabriel Attal a annoncé la mise en place de groupes de niveau en français et en maths pour les collégiens dès la rentrée prochaine. Si certains enseignants y voient un moyen d'accompagner au mieux les élèves en difficulté, beaucoup dénoncent une stigmatisation de ces élèves.

Calaycay, L. (2023). *Paving pathways for inclusion: towards evidence-based policy-making for refugee education*. Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000387957

Cerisier, J.-F. (2023). **L'École française au défi des « géants du numérique »**. *Administration & Éducation*, *180*(4), 71-78. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-71.htm

Chen, M., Wang, Z., Liang, L., Ma, Z., & Liu, Y. (2024). **Typical Practical Cases in Blended Learning**. In M. Li, X. Han, & J. Cheng (Éd.), *Handbook of Educational Reform Through Blended Learning* (p. 231-377). https://doi.org/10.1007/978-981-99-6269-3_6
This chapter presents 16 practical cases from 11 countries, including China, Australia, Egypt, Morocco, Peru, Serbia, Indonesia, Malaysia, the Philippines, and Vietnam.

Chenini, A. (2024). **Les lettres et l'Esprit de la réforme des universités. Le point de vue des enseignants de province sur la transformation des curricula (1964)**. *Recherches en éducation*, (54). https://doi.org/10.4000/ree.12156
Alors qu'elles ont marqué la fin de l'ère des humanités classiques et la domination du paradigme scientifique sur l'ensemble des structures d'enseignement, les nouvelles facultés des Lettres et Sciences humaines constituent un angle mort des travaux sur les mobilisations réformatrices précédant la loi Faure (1968). Cet article renseigne le point de vue de leurs enseignants, en portant la focale sur la province, catégorie longtemps marginalisée dans les recherches en sciences sociales sur les universités.

Choi, S. (2024). **Is intergroup contact alone enough to cultivate inclusive attitudes toward immigrants? Global citizenship education as a complementary tool**. *International Journal of Educational Development*, *104*, 102941. https://doi.org/10.1016/j.ijedudev.2023.102941
The surge in international migrants offers students contact with immigrants. However, this does not necessarily cultivate inclusive attitudes toward immigrants (IATI), often due to a lack of relevant learning experiences. This research examines the interaction between intergroup contact and global citizenship education (GCE) in shaping IATI. Utilizing PISA 2018 across 61 countries with two-level and country-fixed effects models, it reveals that intergroup contact alone has a limited impact on IATI. A positive relationship emerges when combined with three GCE activities. This study advances our knowledge of intergroup contact theory and highlights the complementary role of GCE in fostering global citizens.

Claeys-Kulik, A.-L., & Ekman Jørgensen, T. (2024). **What if? Exploring possible futures of transnational cooperation for Europe's universities**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3890* [Report]. Consulté à l'adresse European University Association (Transnational) website: https://eua.eu/resources/publications/1100:what-if.html
This report analyses external drivers of change in six dimensions (political, economic, social, legal, technological and environmental) and outlines four different forecasts of possible futures for transnational university cooperation with partners in Europe and beyond. Throughout 2023, the European University Association's Universities and the future of Europe (UniFE) project gathered and consulted university leadership, national rectors' conferences and university associations, experts and student representatives for wide-ranging discussions on the future of Europe and our sector's place within it. Inspired by futures thinking and strategic foresight methodologies, the UniFE project explored likely influences on the future of university cooperation for Europe's universities in the next decade. This report, which distils key insights from the project, may serve as inspiration for

university leaders, as well as university staff who advise on policy, develop institutional strategies and manage European and international cooperation. This report's forecasts are neither predications, nor normative visions, but tools to reflect and open our minds to a broader field of possibilities. Readers are invited to immerse themselves into different futures through scenarios with stories, that are set in a particular future forecast. They can then draw their own conclusions for their particular institutional context and the direction in which they wish to shape their university through concrete action. 1. Introduction1.1 Why universities need to engage in futures thinking now1.2 How to work with the future1.3 The UniFE project: a focus on Europe and transnational cooperation1.4 How to use the present report2. Drivers of change: The forces behind future developments2.1 The political dimension2.2 The economic and financial dimension2.3 The social dimension2.4 The technological dimension2.5 The regulatory dimension2.6 The environmental dimension3. Possible futures: a focus on transnational cooperation3.1 The growth forecast: continued internationalisation as survival strategy3.2 The constraint forecast: cooperation with big strings attached3.3 The collapse forecast: back to national borders3.4 The transformation forecast: division of labour in a two-tier system4. What if? We shape a better future together

Courtot, C. (2023). **L'inclusion à tout prix ? : Devenir parent d'élève en situation de handicap à l'aube des années 2020** (Thesis). Consulté à l'adress e https://theses.hal.science/tel-04335680v1/document

Crawfurd, L. (2024). **Feasibility first: Expanding access before fixing learning**. *International Journal of Educational Development*, *104*, 102949. https://doi.org/10.1016/j.ijedudev.2023.102949
The first SDG4 target is to both expand access to universal secondary school and to ensure that all children achieve minimum learning outcomes in primary school. To the extent that action must be prioritized, this article argues that achieving universal secondary education is both more feasible at scale and has clearer benefits than improving learning outcomes in primary schools in developing countries. Removing barriers to access such as fees and exam requirements has been demonstrated to have consistent impacts at scale, even in contexts of weak state capacity. By contrast, efforts to improve school quality have been much less consistent. Wage gains from secondary schooling have been demonstrated repeatedly, even in contexts of low quality education. Wage gains from improving primary school quality have not. Governments should thus focus on reforms that reliably expand access, rather than complex interventions to improve learning that often fail at scale.

Cummins, McGrew, Arbogast, Bahr, & Chen. (2024). **Mid- and Later-life Community College Students: "Off-time" Education and the Significance of Intracohort Diversity**. *Community College Journal of Research and Practice*, *48*(1), 37-53. https://doi.org/10.1080/10668926.2022.2059033
Through a gerontological lens, using grounded theory methods and both qualitative and quantitative data, we investigated the "off-time" enrollment of mid- and later-life (MLL) community college students (age 40+) to explore how their enrollment decisions and academic goals are situated in the timing and intersection of life events and transitions, such as the responsibilities of work and family. We conducted twelve focus group interviews with MLL community college students (n = 68) in Ohio and conducted a quantitative analysis of the distribution of academic goals by age group in Ohio's 23

community colleges. We conclude that the foremost characteristic of MLL students as a group is its within-group heterogeneity and argue that the greatest barrier to serving MLL students is in how we have been thinking – or failing to think – about them. We take a first slice at disaggregating "adult" students and turn away from deficit narratives to identify opportunities and assets among MLLs. Finally, we offer a theory to explain how especially wide within-group diversity of MLL academic goals is produced by cohort divergence of life events, transitions and trajectories; diverse enrollment precipitants; and individual point-of-time appraisals of lifetime elapsed and lifetime remaining. We suggest that community colleges, already leaders in adult education, are in a unique position to effectively serve MLL students by recognizing and accommodating their diversity. We present implications and strategies for colleges, policymakers and researchers based on our findings.

de Saint Martin, C. (2024). **La liminoïdité de l'espace scénique : un espace politique pour penser l'inclusion**. *Recherches en éducation*, (54). https://doi.org/10.4000/ree.12284
Cet article est issu d'un chapitre de ma note de synthèse HDR en sciences de l'éducation et de la formation, Des dispositifs socio-cliniques institutionnels pour penser l'inclusion : de l'empan liminal à la liminoïdité, présentée en juin 2023 à l'université d'Orléans. Mon travail scientifique questionne l'inclusion des personnes en situation de handicap par la mobilisation de trois concepts, objets de cet article : la liminalité, théorisée par Robert Murphy (1990/1987) pour caractériser la s...

Dunlop, E., & Bekkouche, Y. (2024). **It's our turn (not) to learn: The pitfalls of education reform during post-war institutional transformation in Burundi**. *International Journal of Educational Development*, *104*, 102966. https://doi.org/10.1016/j.ijedudev.2023.102966
In this study, we investigate the relationship between education reform, institutional legacies of inequality, and changing political institutions in a poor, conflict-affected country. Burundi experienced a dramatic change in ethnic and regional power relations after the 1993–2005 civil war. The post-war government prioritized education to previously marginalized regions, both in access and in attainment. Moreover, they needed and wanted to deliver on wartime and election promises after the 2010 elections. We leverage test score data from four nationwide exams in primary and secondary education from 2006 to 2012. Our difference-in-differences analysis shows a dramatic shift in test scores, with the schools in the north of the country, deprived before the civil war, outperforming schools in the south. Results are robust across datasets. We derive policy implications for understanding how post-conflict governments can build inclusive institutions through education after conflict, and how governments can overcome institutional legacies of educational inequality.

El Sayed Younes, H., & Karkouti, I. M. (2023). **African refugees' access to higher education: Voices from Egypt**. *International Review of Education*, *69*(6), 771-794. https://doi.org/10.1007/s11159-023-10031-z
Using Pierre Bourdieu's capital framework as a theoretical lens, this qualitative phenomenological case study explored the challenges that obstruct African refugee students' access to higher education in Egypt. Fifteen African refugee students (ten male and five female) in Egypt responded to semi-structured interview questions to express their views regarding the challenges that prevent them from attending public and private post-secondary institutions. The authors identified these challenges and classified them into three thematic categories: sociocultural, economic and psychological

barriers. In addition to these barriers, the lack of relevant laws and policies governing refugee access to higher education in Egypt and the absence of support systems have exacerbated an already dire situation for refugee students. The authors conclude their article with a number of recommendations to enhance and facilitate the access of refugees to higher education in their host communities.

Enríquez-Vázquez, L., & Hernández-Gutiérrez, M. (2023). **From open education to open learning: The experience at the National Autonomous University of Mexico**. *Distance Education*, *44*(4), 712-730. https://doi.org/10.1080/01587919.2023.2267490
Open education has existed for more than 6 decades. In its beginnings, it consisted of removing various controls that made it difficult for students to enter and remain in the educational system. Today, it involves characteristics such as accessibility, flexibility, and adaptability, in environments beyond academics. The student-centered teaching approach has now shifted its focus, prioritizing student learning and giving rise to the concept of open learning. In 1972, the National Autonomous University of Mexico announced the beginning of its Open University System (in Spanish, Sistema Universidad Abierta) with the purpose of offering opportunities to incorporate large segments of the population into higher education through the decentralization of university services and the renewal of teaching methods. In this article, we review some of the university's initiatives and solutions within the framework of open learning. Specifically, we analyze the changes necessary to renew and update the Open University System after 50 years.

EUA : Association européenne des universités & UniFE : Universities and the future of Europe. (2024). ***A renewed social contract for Europe and its universities. How universities and policy makers can work together to shape a strong, open and future-proof Europe*** (p. 5). Consulté à l'adresse European University Association website: https://eua.eu/downloads/publications/unife_policy_messages.pdf

European Commission (EC). (2023). **Durabilité dans le cadre de l'enseignement scolaire. Évaluation de l'apprentissage et des compétences des étudiants : messages clés**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3884* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/s/y8cL
L'évaluation des acquis d'apprentissage et des compétences constitue la majeure partie de la pratique quotidienne en classe. La tendance à l'apprentissage et à l'enseignement fondés sur les compétences au cours de ces dernières décennies a provoqué un changement d'attitude et d'approches en matière d'évaluation. Si l'évaluation était traditionnellement utilisée pour porter des jugements sommatifs sur les réalisations des élèves, elle est progressivement devenue un outil d'apprentissage. L'évaluation formative recense les progrès et les lacunes dans l'apprentissage des élèves afin de déterminer les besoins d'apprentissage et d'adapter l'enseignement en conséquence. Plutôt que d'évaluer l'apprentissage, on évalue au service de l'apprentissage. L'évaluation diffère en fonction du contexte et de l'objectif. De nombreux types d'évaluations sont nécessaires pour dresser un tableau complet de ce que les étudiants savent et sont capables de faire, et de leurs besoins d'apprentissage. La différence entre plusieurs formes d'évaluation, notamment les évaluations sommatives et formatives, tient à la façon dont les preuves de l'apprentissage des élèves sont utilisées. Tandis que les outils d'évaluation standardisés permettent la comparaison à différents niveaux (par exemple, entre les matières et les enseignants), l'évaluation

centrée sur l'étudiant (formative) permet aux étudiants d'acquérir des compétences pour s'autoévaluer et pour apprendre à apprendre, tout en augmentant les niveaux de réussite. Combiner théorie et pratique est essentiel pour aligner les programmes et l'évaluation. La direction à un haut niveau et la théorie peuvent être substantiellement différentes de ce que les professeurs font en salle de classe, particulièrement dans les systèmes où les écoles bénéficient d'une forte autonomie. Associer les professeurs à la conception des évaluations permettra de rapprocher la théorie de la pratique et de garantir que les pratiques d'évaluation sont en lien avec le contenu des programmes.

European Commission (Transnational). (2023). **The organisation of school time in Europe. Primary and general secondary education : 2023/2024**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3881* [Report]. Consulté à l'adresse https://op.europa.eu/s/y6Hg
This report provides an overview of the school calendars for primary and general secondary education in 37 European countries. It presents information on the start of the school year and its length as well as the timing and length of school holidays.

Eurydice (Transnational). (2023). **Structural indicators for monitoring education and trainning systems in Europe 2023 - Equity in school and higher education**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3885* [Report]. Consulté à l'adresse https://op.europa.eu/s/y8cM
This report presents the results of the 2023 data collection on the structural indicators for monitoring education and training systems in the area of equity in school and higher education. It follows the publication of two previous Eurydice reports related to equity. The first, Equity in School Education in Europe: Structures, policies and student performance (1), relates to school education and was published in 2020. The second, Towards equity and inclusion in higher education in Europe, covered higher education and was published in 2022. Introduction Individual indicators on equity in school and higher education 1. Financial support for schools enrolling disadvantaged students 2. Financial support to teachers who work in schools with disadvantaged students 3. Non-financial support for schools enrolling disadvantaged students 4. Non-financial support to teachers who work in schools with disadvantaged students 5. Measures against segregation 6. Funding for higher education institutions linked to equity targets 7. Financial support for student accommodation, meals and transport 8. Financial support to HEIs for training staff on diversity 9. Requirement for equity-related competences in ITE 10. Regulations on HEIs offering training on diversity to academic staff 11. Non-financial support to HEIs for training academic staff on diversity Scoreboard indicators on equity in school and higher education 12. Scoreboard 1: financial support for equity in school education 13. Scoreboard 2: non-financial support for equity in school education 14. Scoreboard 3: financial support for equity in higher education 15. Scoreboard 4: non-financial support for equity in higher education Main findings References Glossary

Evans, T. D., & Jakupec, V. (2023). **Fifty years of open education policy and practice in Australia**. *Distance Education*, *44*(4), 604-619. https://doi.org/10.1080/01587919.2023.2267479
This article considers selected Australian and international theories, policies, and practices of open and distance education, since ODLAA (formerly the Australian and South Pacific External Studies Association) was formed in 1973, through to the current post-pandemic period. It considers the shifting conceptualization of open education as

Australian institutions responded to social and political challenges, particularly the Dawkins Reforms. Open education is discussed as a concept that emerged during the formation of the United Kingdom's Open University and which spread with the establishment of other open universities internationally, but not in Australia. It is argued that, alongside the rise of open university education, there were important developments in distance education theory. The article reviews the work of Börje Holmberg, Michael Moore, and Otto Peters and their influence on the policies and practices of distance education. More recent scholars' theoretical interpretations and adaptations are discussed alongside changes in Australian higher education policy and their effects on open and distance learning.

Felouzis, G., & Fouquet-Chauprade, B. (2023). **La marchandisation de l'éducation en France : entre marché, régulation et parentalité**. *Administration & Éducation*, *180*(4), 35-41. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-35.htm

Fonkoua, P., & Dimbu, F. A. (2024). *Résilience, inclusivité et enseignement-apprentissage dans les établissements scolaires en Afrique*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782336420769?utm_campaign=2024%2f01%2f12+NL+Nouv%2fHebdo+%5bGrand+public+%2b+Auteurs%5d&utm_content=Nos+nouveaut%c3%a9s+hebdomadaires&utm_medium=Emailing&utm_source=Sendethic

Les articles de cette revue nous permettent de répondre à plusieurs interrogations essentielles dont voici quelques-unes :- Comment élaborer un curriculum qui tienne compte de la diversité des individus et qui facilite l'inclusion scolaire ?- Quels sont les facteurs bloquants d'une éducation et d'un développement durable pour tous ?- Quels sont les éléments de motivation intrinsèque qui participeraient à la non-intégration scolaire et professionnelle des enfants à besoins spécifiques ?L'école est d'abord un milieu d'enseignement, mais aussi un milieu de vie pour un ensemble d'enfants qu'il faut essayer de constituer en communauté. C'est ainsi que nous devons, face à la diversité des situations, introduire le niveau de maitrise en savoir-devenir qui permet à un individu de s'adapter, de créer et d'innover. Nous introduisons ainsi la dimension du contexte dans les apprentissages.

Gallagher, M., & Lamb, J. (2023). **Open education in closed-loop systems: Enabling closures and open loops**. *Distance Education*, *44*(4), 620-636. https://doi.org/10.1080/01587919.2023.2267475

University systems maintain prohibitive closures that constitute a closed-loop system: opaque academic practices, control of what counts as knowledge, financial and social exclusion, and the perpetuation of privilege. Yet this closed-loop system is also governed by adherence to values around education as a public good, openness, and authenticity, and education as a vehicle for social mobility. The closures and openings created with such systems are in tension. Open education in universities is entwined in these tensions. In this paper, we differentiate between prohibitive closures and enabling closures. We define enabling closures as closed loops of activity that allow for openings both at the boundaries of the university and within. It is through these enabling closures that universities can adhere to open education as accepted policy and practice. As such, in this paper we explore how open education sits in tension with closed

technological and increasingly commercialized educational infrastructures in higher education.

Gauthier, C., Bissonnette, S., & Van der Maren, J.-M. (2023). *La pertinence de l'utilisation des données probantes en éducation à la lumière des rapports théorie-pratique*. Consulté à l'adresse https://r-libre.teluq.ca/3064/

Glassman, M., Tilak, S., & Kang, M. J. (2023). **Transcending post-truth: Open educational practices in the information age**. *Distance Education*, *44*(4), 637-654. https://doi.org/10.1080/01587919.2023.2267468
This paper discusses operationalization of open educational practices (OEP) using innovative, Internet-influenced pedagogies to expose dangers of post-truth narratives. The first part reviews interpretations of OEP (associated with open-access and tools, collaboration, problem-centered learning, and democratic pedagogy) and explores possibilities for creating educational initiatives where students learn to create problem-solving communities mirroring an informationally healthy society. The second part suggests our society has reached a post-truth crossroads. Post-truth was initially discussed in the 1990s—a reification of critical theorists' pessimism of social structures, controlling narratives and ways members react to critical events, whether through obedience to institutional authority or support for destructive adventurism, creating situations producing cybernetic double binds. The third part contextualizes OEP as ecologically grounded pedagogies through an open source educational processes framework focusing on productive many-to-many online communication and community formation, offering practical examples of open source educational processes curricula implemented in a higher education setting.

Goorney, S., Sarantinou, M., & Sherson, J. (2023). **The open master: A new model of transnational higher education**. *Distance Education*, *44*(4), 765-776. https://doi.org/10.1080/01587919.2023.2280064
In this article, we conceptualize a new model of transnational education: the open master. Arising from higher education for emerging fields such as quantum technology and artificial intelligence, the open master addresses the urgent need for advanced digital skills. We consider how, using distance education, specialist courses can cross borders to reach students for whom they would otherwise not be available. Within the pantheon of transnational education modalities, the open master, based on the principles of open, distance, and flexible learning, is not limited by pairwise institutional partnerships, instead relying on local accreditation, the means by which students receive credit for their studies conducted through the open master. Within European universities, these primarily utilise special courses (A) and opening new courses (B and C). Here we reflect on the role of the open master on the path toward the future: creating a truly open ecosystem for specialist higher education.

Gorard, S. (2024). **Judging the relative trustworthiness of research results: How to do it and why it matters**. *Review of Education*, *12*(1), e3448. https://doi.org/10.1002/rev3.3448
This paper describes, and lays out an argument for, the use of a procedure to help groups of reviewers to judge the quality of prior research reports. It argues why such a procedure is needed, and how other existing approaches are only relevant to some kinds of research, meaning that a review or synthesis cannot successfully combine quality judgements of different types of research. The proposed procedure is based on four main

factors: the fit between the research question(s) for any study and its design(s); the size of the smallest group of cases used in the headline analyses; the amount and skewness of missing data; and the quality of the data collected. This simple procedure is now relatively widely used, and has been found to lead to widespread agreement between reviewers. It can fundamentally change the findings of a review of evidence, compared to the conclusions that would emerge from a more traditional review that did not include genuine quality rating of prior evidence. And powerfully, because it is not technical, it permits users to help judge research findings. This is important as there is a growing demand for evidence-led approaches in areas of social science such as education, wherein summaries of evidence must be as trustworthy as possible.

Grisez, E. (2023). **A l'école primaire catholique. Une éducation bien ordonnée**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1851*. Consulté à l'adresse https://www.puf.com/lecole-primaire-catholique
Qu'apprend-on aux enfants dans une école catholique ? Comment la socialisation s'opère-t-elle ? Quels sont les principaux agents et canaux de cette socialisation ? En France, l'enseignement catholique représente 95 % des écoles privées sous contrat. Ce secteur prend en charge 17 % des élèves du primaire et du secondaire, et accueille deux enfants sur cinq au cours de leur scolarité. Largement fréquenté par les enfants des classes supérieures, ce système d'enseignement constitue l'un des principaux canaux de formation des élites. Pourtant, les travaux sociologiques consacrés aux écoles privées catholiques sont très peu nombreux, et rarement centrés sur le processus de socialisation des élèves. L'ouvrage propose d'étudier la socialisation dans l'enseignement catholique primaire à partir du cas d'une école parisienne privilégiée. En s'appuyant sur une enquête ethnographique, il expose le dispositif de socialisation déployé par les acteurs de cette école, et ce que les enfants font dans et de ce dispositif. Il se focalise sur leur rapport à l'école, aux autres et à l'appréhension de l'ordre social, et montre que les enfants font l'acquisition précoce de dispositions scolairement et socialement valorisées.

Hamouda, L. B. (2024, janvier 8). **Pierre Merle : Le « choc des savoirs » de G. Attal : une politique contraire au bilan PISA**. Consulté 8 janvier 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/01/08/pierre-merle-le-choc-des-savoirs-de-g-attal-une-politique-contraire-au-bilan-pisa/
Pierre Merle, sociologue, nous dresse le bilan de la politique Macron, portée par Attal, en matière d'éducation. Selon le chercheur spécialiste des politiques éducatives, « la politique éducative ségrégative de G. Attal ne peut que fracturer encore davantage les parcours scolaires proposés aux collégiens et, in fine, la société française. Le discours sur la nécessaire unité…

Han, X., Cui, Y., Wang, W., Wang, S., & Feng, X. (2024). **Implementation of Blended Learning at the Course Level**. In M. Li, X. Han, & J. Cheng (Éd.), *Handbook of Educational Reform Through Blended Learning* (p. 45-123). https://doi.org/10.1007/978-981-99-6269-3_2
Curriculum is a vessel that provides directions for instruction. With the popularization and application of various Internet-based information technologies in instruction, blended learning has increasingly become popular.

Haynes & Zhang. (2024). **Scholarship on Community College Student Affairs: A Review of 10 Years of Published Research Between 2010-2019**. *Community College Journal of Research and Practice, 48*(1), 54-58. https://doi.org/10.1080/10668926.2023.2189185
To explore the extent at which the published student affairs research in top-tier journals is conducted primarily at four-year institutions at the exclusion of literature oncommunity colleges, we conducted a content analysis to examine the number and type of journal articles related to community colleges published in the Journal of College Student Development and the Journal of Student Affairs Research and Practice between 2010 and 2019. During the time frame examined, 0.99% of the journals' articles consisted of work related to community colleges or two-year institutions. We provide recommendations for professional associations, graduate preparation programs, researchers, and educators to change this pattern.

Heurich, B., & Lukács, B. (2023). **Are we close(d)? Debating the openness paradox in science**. *Distance Education, 44*(4), 731-744. https://doi.org/10.1080/01587919.2023.2267482
In our theoretical and conceptual article, we propose that the application of Niklas Luhmann's sociological systems theory as a difference-theoretical approach to the opening of science unveils an openness paradox. We describe and discuss the general concept of open science as currently proposed by UNESCO and posit that only by accepting the scientific method as truly and inherently open, can higher education institutions and science at large indeed be considered open. The paradox arises by analyzing and discovering through systems theory how the relevant systems function and the various structures within science (e.g., publishing and funding) are seemingly destined to be and ultimately stay closed. Finally, we propose a desideratum for open science that could dissipate the openness paradox in the future and once and for all answer the question "Are we close(d)?".

Hu, H. (2023). **The Consequences of Fertility Decline on Educational Attainment in China**. *Population Research and Policy Review, 42*(6), 94. https://doi.org/10.1007/s11113-023-09834-7
Rapid fertility decline has been witnessed in developing countries during the second half of the twentieth century. However, the consequences of fertility decline on average education and educational inequality at the societal level remain unexplored. Using data from the China General Social Survey (CGSS) and China Family Panel Survey (CFPS) (N = 44,918), this study contributes to the literature by answering two questions regarding the educational consequences of fertility decline in China with simulations. First, has the fertility decline improved human capital via declining average sibship size? Results reveal that the fertility decline during the 1950–1993 cohorts in China brought a 9% improvement in the average years of schooling compared to the Vietnamese counterfactual. Second, how does the differential fertility between groups contribute to educational inequality? Counterfactual simulations show that its impact on the educational disparity between males and females is limited. However, it has a marked impact on the rural–urban disparity in education.

Ikonne, U. H., & Enwere, O. B. (2023). **Assessment of Levels of Bi-Literacy Among Bilingual Learners at The Middle-Basic Education: The Case of Abia and Nassarawa States of Nigeria**. *British Journal of Education, 12*(1). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-1-2024/assessment-of-levels-of-bi-literacy-among-

bilingual-learners-at-the-middle-basic-education-the-case-of-abia-and-nassarawa-states-of-nigeria/

Going by the language provisions of the National Policy on Education (NPE), every Nigerian child in school is bilingual. Bilingual in the sense that the NPE provides for mother tongue (MT) or Language of the immediate environment/community (LIE/LIC) medium of instruction at the first three years of primary education otherwise called the Early Basic and transition into the English medium from primary 4 (The Middle Basic). The implication is that at the early basic, both the MT or the LIE/LIC as a subject and the other content subjects would be taught in the prescribed medium of MT/LIE while English studies would be taught in English medium and conversely at the Middle Basic where English is the medium except for MT/LE as a subject. Some of the basic skills targeted at the primary education level are functional literacy and numeracy skills. Literacy, simply is defined as the ability to read and write in a given language. The purpose of this study is to ascertain whether the bilingual pupils in Abia and Nasarawa states of Nigeria are also achieved bi-literacy, (that is acquire literacy skill in both the Ìgbò/English and Hausa/English) respectively. It also sought to compare the learners' level of literacy between Ìgbò and English and Hausa and English respectively, between male and female bilinguals and between Abia and Nasarawa bilinguals. Three research questions and three hypotheses guided the study. The population of the study was purposively the grade 5 Middle Basic while sample of 302 pupils (121 from Abia and 181 from Nasarawa states) were randomly selected from 5 primary schools proportionately selected in Aba North LGA of Abia State and Akwanga LGA of Nasarawa state respectively. Data was collected through researchers- constructed tests titled, Bi-literacy Reading and Writing Test (BRWT) comprising simple comprehension passages in English and its equivalents in Ìgbò and Hausa languages as well as translation exercises from English sentences into Ìgbò and Hausa respectively. The instrument had face and content validity. Data was analyzed using Mean and Standard Deviation for the research questions. Hypotheses1was tested with paired t-test while hypotheses 2 and 3 were tested using MANOVA. Findings include: both the bilingual Basic 5 pupils in Abia and Nasarawa states are bi-literate in their MT and English. There is a significant statistical difference in the biliteracy levels of bilingual Basic 5 pupils in Igbo/English and Hausa/English respectively. Hence, Abia bilinguals are more literate in English than in Igbo while the Nasarawa bilinguals are more literate in Hausa than in the English language. There is no significant statistical biliteracy difference between male and female Abia and Nasarawa bilingual Basic 5 pupils, the difference in their Mean scores is negligible. Finaly, there is a statistically significant biliteracy difference between the Abia Basic 5 bilinguals and their Nasarawa counterparts with the Abia bilinguals found more biliterate than the Nasarawa bilingual Basic 5 pupils. While Abia is recommended to get more intentional with MT/LIC medium at the basic levels of education, Nasarawa state is recommended to teach English in English and not in Hausa medium.

Iniesto, F., & Bossu, C. (2023). **Equity, diversity, and inclusion in open education: A systematic literature review**. *Distance Education*, *44*(4), 694-711. https://doi.org/10.1080/01587919.2023.2267472

Equity, diversity, and inclusion (EDI) and open education are key areas in the current development of educational systems internationally. However, little is known about the general perspective of what has been addressed about EDI in open educational contexts to date. To address this gap, this paper presents a systematic literature review of 15 papers where we examined the current state of the art and the main suggestions

for EDI implementation. Results indicate that practitioners should involve all stakeholders, including institutions, faculty members, and students, in EDI development to enhance open educational practices as well as in the cocreation of open educational resources which need to consider culture, language, and location, among others. This review of literature contributes an evidence base to support the future development and adoption of EDI in open educational contexts by organizing relevant literature into coherent themes that can inform future research.

Inter-agency Network for Education in Emergencies. (2023). ***Disability-inclusive Education in Emergencies: Key concepts, approaches, and principles for practice***. Consulté à l'adresse Inter-agency Network for Education in Emergencies (INEE) website: https://inee.org/resources/disability-inclusive-education-emergencies-key-concepts-approaches-and-principles

Jellab, A. (2023). **L'École est-elle une marchandise ? Ce que nous enseigne la difficile mise en œuvre de la mixité sociale et scolaire dans les établissements en France**. *Administration & Éducation*, *180*(4), 101-107. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-101.htm

Jesuit Refugee Service & Secondary Education Working Group. (2023). ***Accelerate with Care: Towards Gender-Responsive Secondary Accelerated Education*** (p. 25). Consulté à l'adresse JRS International Office website: https://jrs.net/en/resource/accelerate-with-care-towards-gender-responsive-accelerated-secondary-education/
In this report, JRS and SEWG examine the effectiveness, potential, and challenges of Accelerated Education Programmes for youth living at the margins.

Joffredo, T. (2023). **Biens communs ou bien marchands ? Plaidoyer pour « libérer » le numérique éducatif**. *Administration & Éducation*, *180*(4), 79-84. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-79.htm

Kettani, M., Touhami, H. O., Salifou, M., Serina-Karsky, F., & Lepage, G. (2023). **Parents and Home-schooling during the Covid-19 Confinement in Morocco**. *Rivista Italiana Di Educazione Familiare*, *23*(2), 31-43. Consulté à l'adresse https://oaj.fupress.net/index.php/rief/article/view/15207
The issue of digital technology emerged during the first Covid-19 confinement in March 2020, highlighting the importance of digital inclusion, especially in the context of home-schooling. How did parents experience home-schooling during the pandemic-imposed confinement? In this article, we will present the results of a survey on parental experiences during the Covid-19 confinement in Morocco, specifically focusing on the dimension of home-schooling. We will examine the parents' sense of competence in assisting their children with home-schooling and their satisfaction with the distance-learning measures implemented by schools.

Kheang, T. (2024). **Leading educational reconstruction in post-conflict Cambodia: Perspectives of primary school leaders**. *Educational Management Administration & Leadership*, *52*(1), 189-207. https://doi.org/10.1177/17411432211058942
Despite the growing academic interests in educational leadership recently, hardly any of it has focused on post-conflict situations. This paper seeks to generate an understanding of the perspectives of primary school leaders in post-conflict Cambodia

on the issues they face in the process of educational reconstruction and development and the strategies they adopt to deal with those issues. A qualitative research approach within the interpretivist paradigm was adopted to guide the study. Semi-structured interviews were used to collect data with 20 primary school leaders. Data were analysed using grounded theory data analysis methods, namely, open coding and analytic induction. The study argues that while there has been substantial progress in educational reconstruction generally in post-conflict Cambodia, primary school leaders face multiple issues in their day-to-day work. Some of the issues may be specifically attributed to the legacies of armed conflict and genocide while others may refer to the broader context of the developing world. The findings have implications for policy and practice in educational leadership and further research in the post-conflict and developing-country contexts.

Klees, S. J. (2024). **Why SDG4 and the other SDGs are failing and what needs to be done**. *International Journal of Educational Development*, *104*, 102946. https://doi.org/10.1016/j.ijedudev.2023.102946
SDG4, and all the SDGs, are already failures. A direct cause is the failure of the international community and national governments to finance them. Despite good intentions by many, we have not made a serious effort. Achieving all 17 SDGs would require a relatively modest amount, 1–4% of global GDP, but this is not forthcoming. GDP growth and reliance on the private sector will not help. Any sober assessment of SDG progress must recognize that we will never achieve these goals without drastic changes in how we live and organize ourselves on this planet, as I discuss here.

Klipfel, J. (2023). **Deuxième année du premier cycle des études de santé : provenance et caractéristiques des inscrits**. *Note d'information du SIES*, (23.09), 1-9. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-12/ni-sies-2023-09-30684.pdf
En 2022, près de la moitié des entrants en 2e année d'études de santé proviennent de PASS et un peu plus d'un quart de leur première année de L.AS tandis que 10 % sont des redoublants et 10 % sont issus d'une licence hors L.AS. À la rentrée 2022, 20 200 étudiants sont inscrits en 2e année du 1er cycle de santé, soit 9 % de plus qu'avant la mise en place de la réforme du 1er cycle des études de santé. Près de la moitié étaient inscrits en PASS en 2021-2022 et un peu plus d'un quart en L.AS ; 10 % sont des redoublants (+ 5 points en un an) et 10 % sont issus d'une licence hors L.AS (+ 5 points en un an). À la rentrée 2022, les inscrits en 2e année du 1er cycle de santé sont toujours plus fréquemment titulaires d'un baccalauréat général avec mention et issus de milieux sociaux favorisés, cependant une diversification des profils sociodémographiques s'est amorcée par rapport aux années précédentes, principalement dans la filière médecine.

Knight, J. (2024). **The evolution of contemporary education hubs: Fad, brand or innovation?** *International Journal of Educational Development*, *104*, 102972. https://doi.org/10.1016/j.ijedudev.2023.102972
The purpose of this article is to examine the evolution of education hubs over the last two decades and revisit the question as to whether they are a fad, brand or innovation. Key features of ten different education hub countries, at different stages of development and sustainability, are analyzed leading to the identification of contemporary trends and challenges for student, talent/workforce and knowledge/innovation hubs. Given that education hubs are a seriously understudied phenomenon, critical issues relating to

potential impact of geo-political instability, recognition of credentials, quality assurance, recruitment and retention of students for workforce and transition to knowledge economy, collaboration and/or competition between local/foreign actors, research integrity and knowledge security, private ownership/funders of branch campuses, will be of interest to policy makers, academic leaders, and researchers/scholars.

Koçdar, S., Bozkurt, A., Uçar, H., Karadeniz, A., Erdoğdu, E., & Naidu, S. (2023). **Openness in education as a living idea: A longitudinal investigation of its growth and development**. *Distance Education*, 44(4), 745-764. https://doi.org/10.1080/01587919.2023.2268321
Openness in education has received significant attention in recent years. To comprehend this concept in education ecosystems thoroughly, a longitudinal study is crucial, offering a comprehensive perspective of its evolution. The study utilizes bibliometric techniques, social network analysis, and text mining to investigate openness from its origin to the present day. The research highlights that the idea of openness, initially linked to open universities, has expanded into broader education ecosystems due to advancements in digital technologies, especially around the turn of the 21st century. Embracing open access and open scholarship as new business models is essential to consolidate openness in education. Additionally, distance education, online learning, and educational technology play vital roles as catalysts for openness in education, providing a holistic understanding of the concept.

Li, J., Magda Nutsa, K., & Qin, H. (2024). **Unveiling shadow admissions to lower secondary schools: Brokerage practices amid mainland China's strong regulations on private tutoring**. *International Journal of Educational Development*, *104*, 102948. https://doi.org/10.1016/j.ijedudev.2023.102948
"Shadow admission" refers to the practice where Chinese public schools recruit students through private tutoring businesses. This phenomenon persists widely despite the Chinese government's strong regulations. Through the lens of network brokerage, this article illustrates how shadow admissions operate in Mainland China. Drawing on a 16-month qualitative study in Chongqing, China, it reveals how the private tutoring businesses broker between parents and public schools. Our study also explores the impact of these brokerage activities on educational corruption, involution, and equality, which could provide insights for potential governmental regulation of shadow admissions. While this article is based in one of Mainland China's provinces, it sheds light on a phenomenon that extends beyond China and documents educational corruption that is also known to other countries.

Li, M., Han, X., & Cheng, J. (Éd.). (2024). *Handbook of Educational Reform Through Blended Learning*. https://doi.org/10.1007/978-981-99-6269-3

Liu, M., Zhao, G., Zhong, Z., Ma, J., & Wang, W. (2024). **Theoretical Foundations for Blended Learning**. In M. Li, X. Han, & J. Cheng (Éd.), *Handbook of Educational Reform Through Blended Learning* (p. 1-44). https://doi.org/10.1007/978-981-99-6269-3_1
The practice of blended learning needs to be guided by blended learning theories and other related theories. The emergence and development of blended learning is the product of learning psychology and pedagogy in the information age.

Liu, Q., Chen, L., Feng, X., Bai, X., & Ma, Z. (2024). **Supporting Students and Instructors in Blended Learning**. In M. Li, X. Han, & J. Cheng (Éd.), *Handbook of Educational Reform Through Blended Learning* (p. 199-230). https://doi.org/10.1007/978-981-99-6269-3_5
Blended learning is the integration of online learning and face-to-face instruction. This type of learning integrates innovative technology and multimedia with the best aspects of the traditional pedagogical approach in a way that creates a richer learning experience for students.

Luzy, C., & Penard, K. (2023). **Dépenses de recherche et développement expérimental en France - Résultats détaillés pour 2021 et premières estimations pour 2022**. *Note d'information du SIES*, (23.10), 1-8. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-12/ni-sies-2023-10-30741.pdf
En 2021, la dépense intérieure de recherche et développement expérimental (DIRD) s'établit à 55,5 milliards d'euros (Md€), en hausse de 3,7 % en volume par rapport à 2020. Cette augmentation de la DIRD résulte de la hausse des dépenses de recherche et développement expérimental (R&D) des entreprises (+ 3,8 %) et des administrations (+ 3,6 %). Les activités de R&D dans les entreprises et les administrations mobilisent 496 300 personnes en équivalent temps plein. L'effort de recherche de la Nation, mesuré en rapportant la DIRD au produit intérieur brut (PIB), s'élève à 2,22 % en 2021. En 2022, l'augmentation de la DIRD (+ 0,5 % en volume) serait moins élevée que celle du PIB (+ 2,5 % en volume). Ainsi, l'effort de recherche baisserait, passant de 2,22 % en 2021 à 2,18 % en 2022.

Malfatto, S. (2023). **Les effectifs étudiants dans le supérieur en 2022-2023**. *Note d'information du SIES*, (23.11). Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-12/ni-sies-2023-11-30915.pdf
En 2022-2023, 2,93 millions d'inscriptions ont été enregistrées dans l'enseignement supérieur français, en repli de 1,5 % par rapport à l'année précédente, après les taux de réussite exceptionnels au baccalauréat durant la crise sanitaire. En 2022-2023, 2,93 millions d'inscriptions ont été enregistrées dans l'enseignement supérieur français. En augmentation depuis la rentrée 2008 et après une croissance particulièrement élevée à la rentrée 2020 liée à un taux de réussite exceptionnel au baccalauréat, les effectifs sont en baisse (- 1,5 %, soit - 43 900 étudiants) pour la première fois depuis 2007. La rentrée 2022 est en effet marquée par une diminution du nombre de néo-bacheliers, et une baisse prononcée des effectifs en sections de techniciens supérieur en parcours scolaire, à l'université et en classes préparatoires aux grandes écoles. Ce repli se retrouve dans presque toutes les académies, à l'exception de celles de Mayotte, Versailles et Paris. Le nombre d'étudiants formés dans l'enseignement privé progresse (+ 3,3 %). Un tiers des étudiants ont des parents cadres, 56 % sont des femmes et 11 % sont des étrangers en mobilité internationale.

Marom, L. (2023). **Resistance, Performativity, and Fragmentation: The Relational Arena of EDI/D in Canadian Higher Education**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(4), 1083-1114. https://doi.org/10.53967/cje-rce.6071
Equity, diversity, inclusion, and decolonizing (EDI/D) have gained discursive centrality in Canadian higher education (HE) yet are criticized as performative. Donald's work on "ethical relationality" understands colonialism as a denial of relations. Drawing on this work I analyze EDI/D in HE through a lens of relationship building. The study maps three institutional layers of EDI/D. The external layer is centred on confronting overt critique,

with discourses about EDI/D as threatening academic freedom becoming more prevalent. The second layer focuses on the "mainstream" adoption of EDI/D. EDI/D became central in terminology, but HE culture is more resistant to change. The inner layer includes those engaged with EDI/D. It is grounded in collaboration, but also in containment and fragmentation of EDI/D initiatives. These layers reveal institutional gaslighting tactics that derail meaningful engagement with EDI/D. For EDI/D to be transformative, HE institutions must ground EDI/D in the difficult process of relationship building.

Mathias, P. (2023). **La marchandisation de l'éducation : le lieu d'un problème**. *Administration & Éducation*, *180*(4), 43-48. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-43.htm

McKenzie, M., Benavot, A., & Redman, A. (2024). **Global indicators of progress on climate change education: Non-state actor data collaboration for SDG 4**. *International Journal of Educational Development*, *104*, 102968. https://doi.org/10.1016/j.ijedudev.2023.102968 Despite their limitations as proxy measures, indicators can serve as leverage points in encouraging policy change. Facing the global urgency of climate change and increasingly recognizing the role of education in providing the social and political impetus for climate action, indicators on climate change education can help. However, despite the encompassing of climate change education in several Sustainable Development Goal (SDG) targets, the associated global indicators currently rely on country self-reported and otherwise inadequate data. This paper describes a collaborative process of developing publicly available third-party data sources to support more robust indicators of climate change education, including in relation to the SDGs.

Milian, R. P., & Zarifa, D. (2023). **The Stratification of Universities Revisited: Status, Followers, and the Shape of National Hierarchies**. *Canadian Journal of Higher Education*, *53*(2), 32-48. Consulté à l'adresse https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/189881 It is generally accepted that Canadian universities are less stratified than their southern neighbours, a hypothesis popularized in the mid-2000s and verified by subsequent comparative empirical research. Through this piece, we revisit the Canadian "flatness" hypothesis, embracing a more sociological definition of status hierarchies and using social media followers as a focal proxy for status. Despite our theoretically based skepticism, adoption of an alternative status proxy, and use of more recent data, our analyses validate the flatness hypothesis. We theorize the implications of these findings, and our novel approach, for the study of organizational stratification in higher education.

Moisan, C. (2023). **Les officines privées à l'entrée dans l'enseignement supérieur**. *Administration & Éducation*, *180*(4), 85-90. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-85.htm

Moon, J., Webster, C. A., Mulvey, K. L., Brian, A., Stodden, D. F., Egan, C. A., … Beets, M. W. (2024). **Physical activity interventions to increase children's social and emotional learning: A systematic review and meta-analysis based on the comprehensive school physical activity programme framework**. *Review of Education*, *12*(1), e3455. https://doi.org/10.1002/rev3.3455

Mounting evidence from intervention research suggests that physical activity (PA) may contribute to children's social and emotional learning (SEL), which is an essential factor in healthy development and well-being. However, there have been no systematic reviews or meta-analyses of PA interventions and their effects on children's SEL. Such research is necessary to assess the growing knowledge base in this area and recommend future directions for research and practice. Based on the comprehensive school physical activity programme (CSPAP) framework, we conducted a systematic review and meta-analysis of PA interventions to increase elementary school children's (5–12 years) SEL. Following the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guidelines we searched six electronic databases for articles during 12–30 April 2021. A total of 32 studies were included in the review and 26 studies were included in the meta-analysis. The meta-analysis revealed a small to moderate effect of CSPAP-aligned PA interventions on SEL (Hedges' $g = 0.44$). However, there was considerable heterogeneity across studies. PA interventions to increase children's SEL show promise but continued investigation is needed with large sample sizes and rigorous randomised designs. Using the CSPAP framework to guide interventions may facilitate an understanding of how to maximise PA opportunities to enhance children's SEL.Context and implicationsRationale for this studyNumerous intervention studies consistently underscore the positive impact of physical activity (PA) on children's social and emotional learning (SEL). However, a notable gap exists: there are no systematic reviews or meta-analyses that directly examine the effects of PA interventions on children's SEL within the context of the comprehensive school physical activity programme (CSPAP) framework, which offers a methodology for classifying different PA intervention approaches.Why the new findings matterThe findings of this study further enrich the growing body of knowledge, showing that PA interventions have potential to enhance children's SEL. Such research is crucial to evaluate the expanding knowledge in this domain and to propose future directions for both research and practice.Implications for policy makers, university management, funders and studentsThis study suggests the adoption of larger sample sizes and stringent randomised designs in future studies. This will allow researchers to more conclusively address questions related to generalisability and causality. Furthermore, a purposeful incorporation of the CSPAP framework when crafting interventions will offer researchers and practitioners clearer insights into how best to deploy specific PA promotion strategies and understand the synergies between different intervention facets to elevate children's SEL.

Mugume, R., & Bulime, Enock. N. W. (2024). **Does institutional quality matter for primary school retention? Lessons from Uganda**. *International Journal of Educational Development*, *104*, 102940. https://doi.org/10.1016/j.ijedudev.2023.102940
Our study examines school institutional drivers of pupil retention schools in Uganda over the period 2008–2014. We use longitudinal data from a sample of 7824 government and privately owned primary schools. Using the fixed effects regression model, we estimate the association between institutional factors and retention. Our study finds that only three in every ten (32%) pupils who enrolled in primary one complete primary seven. Regression results further suggest that school retention is associated with moderate and not necessarily small class sizes which promote a conducive learning environment as well as group interactions among the learners. Additionally, retention is associated with boarding schools, and government–owned schools compared to their private counterparts. These findings suggest the need for government to strengthen the school inspection function especially in rural based government schools promote surveillance

critical in addressing pupil dropouts. Furthermore, recruiting more and better trained teachers while regulating high school fee policy is critical to provide a support system for pupils to complete the primary school cycle.

Musard, M., Alturkmani, M., Abou-Samra, M., Athias, F., & Boivin-Delpieu, G. (2023). **Les programmes d'EPS, de français, de mathématiques et de physique-chimie au cycle 4 en France : une approche curriculaire ?** *Carrefours de l'éducation*, *56*(2), 173-188. https://doi.org/10.3917/cdle.056.0173
Dans le contexte de la réforme du collège, cette étude en didactique s'intéresse à la mise en forme des programmes d'EPS, de français, de mathématiques et de physique-chimie au cycle 4 en France (MEN, 2020). Nous analysons la structure ou forme du curriculum en considérant ses deux dimensions séquentielle et systémique (Lebeaume, 2019), c'est-à-dire respectivement les programmes disciplinaires et leur inscription dans le cursus global. Les résultats mettent en évidence une mise en forme des quatre programmes à partir d'un cadre commun. Cependant, l'analyse des composantes du curriculum révèle des positionnements différents des disciplines au regard de la définition des finalités, des attendus et des contenus, ainsi que des croisements entre les disciplines. Les problèmes de cohérence reflètent des tensions entre les traditions curriculaire et disciplinaire (Jonnaert, Ettayebi et Defise, 2009), qui varient selon les disciplines.

Naidu, S. (2023). **From open access to open science—Open education in transition**. *Distance Education*, *44*(4), 599-603. https://doi.org/10.1080/01587919.2023.2278218

Nieblas-Soto, N., Fraijo-Sing, B. S., Tapia-Fonllem, C. O., & Barahona, M. M. (2023). **Assessment and Integrated Model of Language Components: Implications for Basic and Special Education Services in Mexico**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (28), 191-205. https://doi.org/10.7358/ecps-2023-028-nieb
VALUTAZIONE E MODELLO INTEGRATO DI COMPONENTI DEL LINGUAGGIO: IMPLICAZIONI PER I SERVIZI DI EDUCAZIONE BASICA E SPECIALE IN MESSICOAbstractLanguage development is important in a person's life because it is the basis for some learning processes; failure to achieve optimal levels of language development can result in problems related to reading. The present study had two main objectives: first, to assess the communication skills corresponding to the different language components, as well as their relationship with the literacy learning process in children; and second, to explain the relationship between oral communication skills, letter knowledge and reading ability. To achieve this goal, we examined reading ability, letter knowledge, and oral communication skills through three different instruments. We evaluated total of 121 children enrolled in three different elementary in Hermosillo, Mexico schools were evaluated. Among the findings, 54.5% of the participants scored less than one standard deviation below the mean in language development, indicating a possible delay in the reading skills. The results of our model also confirmed that reading ability is predicted by letter knowledge and oral communication skills. The model suggests that letter knowledge has an indirect effect on the relationship between oral communication skills and reading ability.

Nunès, É. (2023, décembre 18). **Les IAE, ces filières universitaires qui rivalisent avec les écoles de commerce**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/12/18/ces-filieres-universitaires-qui-rivalisent-avec-les-ecoles-de-commerce_6206419_4401467.html

Les trente-huit instituts d'administration d'entreprises se veulent des concurrents sérieux des écoles de management, avec des frais de scolarité moindres et un taux d'insertion professionnel élevé.

OCDE. (2023a). ***Geospatial modelling in support of Latvia's school network reorganisation initiative***. https://doi.org/10.1787/1729b571-en
A fragmented school network resulting from demographic shifts and regional economic developments can place a significant financial burden on education systems across OECD Member and non-Member countries. This is the case in Latvia, which has made the reorganisation of its school network a policy priority. The Latvian Ministry of Education and Science (MoES) is working jointly with municipalities to ensure high-quality education for every child regardless of school location. On this basis, the OECD Directorate for Education and Skills and OECD Centre for Entrepreneurship, SMEs, Regions and Cities provided technical assistance to Latvia through capacity building workshops and the co-construction of a geospatial simulation model to identify schools to be considered for closing or merging. This report presents the key findings of the geospatial modelling, confirming there indeed is considerable scope for consolidating the school network and offers concrete policy recommendations for MoES and education stakeholders to consider for advancing Latvia's school network reorganisation initiative.

OCDE. (2023b). ***Strengthening higher education-school partnerships for green and digital innovation***. https://doi.org/10.1787/a77c0d5d-en
This Education Spotlight presents key lessons and inspiring examples of policy and practice to inform collaboration between secondary education and higher education. The Spotlight 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).

OECD. (2023). ***Country Digital Education Ecosystems and Governance: A Companion to Digital Education Outlook 2023***. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/country-digital-education-ecosystems-and-governance_906134d4-en
This report, linked with the Digital Education Outlook 2023, provides an overview of 29 countries' (or jurisdictions') digital education ecosystem and governance.

Ogbolosingha, S. J., & Eseyin, E. O. (2023). **Educational Resource Needs and Access to Tertiary Education among People with Disability in Bayelsa State**. *British Journal of Education*, *12*(1). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-1-2024/educational-resource-needs-and-access-to-tertiary-education-among-people-with-disability-in-bayelsa-state/
The paper investigated educational resource needs and access to tertiary education among people with disability in Bayelsa State. Three research questions were raised and three hypotheses tested in the study. Mixed method approach was adopted in the study while 165 respondents consisting 160 persons with disability, four Deans of Student Affairs

and an executive of Joint National Association of Persons with Disabilities (JONAPWD) in Bayelsa State were sampled for the study using multistage sampling technique. Respondents were selected from within and outside four randomly selected tertiary institutions namely; Bayelsa Medical University (Yenagoa LGA), Federal University Otuoke (Ogbia LGA), Niger Delta University (Southern Ijaw LGA) and Isaac Jasper Boro College of Education (Sagbama LGA). Instruments used for data collection were questionnaire for the persons with disability as well as Focus Group Discussion while five Key Informant Interviews (KIIs)was conducted with the other respondents. Data collected quantitatively were analyzed using descriptive statistics such as mean, standard deviation and t-test while the qualitative data was analyzed using content and thematic analysis. The finding of the study indicated that financial resource, policy intervention and assistive technology were the priority educational resource need of the respondents. Inaccessibility to tertiary education has implication on the employment prospects and human rights of the respondents and this can only be corrected through appropriate policies, better infrastructure among other strategies. There were differences between the opinion of students and non-students on the issues interrogated. It was recommended that the government should collaborate with school administrators to create a fund for persons with disability who wish to acquire tertiary education across all spheres.

Okai, M.-P. (2023). **Implementation of inclusive education in Ghana: The mission of SENCos**. *British Journal of Special Education, 50*(4), 463-471. https://doi.org/10.1111/1467-8578.12476
This article investigates the roles of special education needs co-ordinators (SENCos) in the implementation of inclusive education (IE) in Ghana. The mixed-methods approach, specifically the convergent design, was adopted. Seventy-three SENCos responded to a questionnaire, and 15 SENCos were interviewed. The census approach was used for selecting the respondents for the quantitative phase, while the purposive sampling technique was used for the selection of participants in the qualitative phase. A semi-structured interview guide was used in collecting the qualitative data. Frequencies, percentages, means and standard deviations were used in analysing the quantitative data. Thematic analysis was used to analyse the qualitative data. The study concluded that SENCos are 'directors' of the implementation of IE; hence, the Ministry of Education should clearly state their roles in the IE policy.

Oladeji, I. A. (2023). **School Health Services Utilisation Among Secondary School Students in Ibadan, Oyo State**. *British Journal of Education, 11*(14). Consulté à l'adresse https://eajournals.org/bje/vol11-issue14-2023/school-health-services-utilisation-among-secondary-school-students-in-ibadan-oyo-state/
This study assesses the utilisation of school health services in Ibadan North-West Local Government Area, Oyo State, Nigeria, with implications for primary healthcare among school children and the prevention of early-life preventable diseases. The research objectives include determining the level of school health service utilisation among secondary students in public and private schools, investigating barriers affecting utilisation, and examining the association between school type and service utilisation. A descriptive cross-sectional research design was employed, sampling 300 students aged 10-19 from a population of 37,396 in Ibadan North-West Local Government Area. The study utilized a multi-stage sampling procedure and a self-structured questionnaire with sections on socio-demographic characteristics, utilisation assessment, and barriers. The

instrument's validity was established through content and face validity procedures. Results indicate a higher utilisation of school health services in private schools compared to public schools, highlighting a deficit in human and material resources for qualitative school health programs. Weak collaboration between the health and education sectors was detected, contributing to suboptimal standards and dissatisfaction among beneficiaries. Factors such as logistical challenges and changing living areas were identified as potential contributors to poor health program implementation. Recommendations include intensified efforts by school management boards to ensure service utilisation, the creation and maintenance of healthy school environments, and increased family involvement in school health service policies.

Oller, A.-C. (2023). **Le coaching scolaire, un révélateur de la marchandisation de l'éducation ?** *Administration & Éducation*, *180*(4), 109-116. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-109.htm

Ondobo, J. J. (2024). *Révision du curriculum des écoles primaires au Cameroun : épreuve de passage de la discipline «Education à l'Environnement et au Développement durable» dans les écoles situées à la lisière du Parc Bouba Ndjidda*. Consulté à l'adresse https://normandie-univ.hal.science/hal-04368795
Cet article analyse et tente de comprendre les enjeux et les défis liés à l'implantation du nouveau curriculum dans les écoles primaires situées à la lisière du parc Bouba Ndjidda ou vie une forte communauté autochtone. Un accent particulier est porté sur le programme d'enseignement de la discipline «éducation à l'environnement et au développement durable» qui constitue un terrain propice pour questionner l'ensemble des dimensions cognitive, culturelle, politique du curriculum. Notre recherche analyse le niveau micro de la réforme curriculaire. Elle examine les informations en matière de pratiques des acteurs, de représentations des différents partenaires concernés, de supports pédagogiques. Son intérêt réside dans l'écart constaté entre ce qui a été envisagé au départ par la réforme et ce qui en a résulté. Il s'agit, en quelque sorte, d'analyser la traduction du «plan papier» en «plan réel». Notre démarche méthodologique est inspirée du modèle de Fullan et al. (1990) ; Il est basé sur la représentation des diverses composantes impliquées dans l'amélioration de la classe et de l'école. Ce modèle a été développé suite à l'observation de la difficulté à générer des changements de programme au sein de l'école, lorsque les initiatives viennent des instances supérieures telles que les ministères de l'éducation ou les conseils scolaires. Les principaux travaux à la base du modèle sont ceux de Rosenholtz (1989), Joyce et Showers (1988), Bennett (1987), et Joyce et Weil (1986).

Oussou, K. J.-P. (2022). *L'éducation au développement durable (EDD) dans le secondaire général en Côte d'Ivoire : approche curriculaire en géographie* (Phdthesis, Université Paris Cité). Consulté à l'adresse https://theses.hal.science/tel-04390288
Cette thèse s'appuie d'abord sur une démarche de diagnostic territoriale à l'école qui a permis de montrer que les écoles en Côte d'Ivoire font face à de nombreux problèmes liés à la durabilité : de la pollution des salles de classe, des cours des établissements, le gaspillage de l'eau en milieu scolaire, de gestion des déchets etc. Cette situation m'a amené à questionner les curriculums de géographie dans le cadre d'un groupe de recherche collaboratif. L'éducation en Côte d'Ivoire n'existe pas de manière formelle ni dans le curriculum prescrit, ni dans la formation des enseignants. Les curriculums prescrits actuels de géographie sont centrés sur une approche par compétences mais les

pratiques des enseignants sont centrés sur les contenus à apprendre ce qui ne favorisent pas l'acquisition de compétences notamment en EDD liées au développement durable. Cette recherche a contribué à élaborer une réécriture de ces curriculums pour favoriser le développement de savoir-faire, d'attitudes et de valeurs liées à l'EDD chez les élèves. Des stratégies pédagogiques ont été testées dans le cadre des conditions de scolarisation ordinaires en Côte d'Ivoire (classe pléthorique, peu de moyens matériels).

Pearson, E., & Opoku, M. P. (2023). *Regional report for Sub-Saharan Africa : education starts early ; progress, challenges and opportunities* (p. 75). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000387724

Perrin-Turenne, A., & Klépal, I. (2023). **Faiblesses de l'École et conquête du marché**. *Administration & Éducation*, *180*(4), 51-59. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-51.htm

Perrot, N. (2023). **La place des intérêts marchands dans les formations professionnelles**. *Administration & Éducation*, *180*(4), 91-97. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-91.htm

Perry, J. (2023). **Scotland: Children's rights legislation revisited**. *British Journal of Special Education*, *50*(4), 495-499. https://doi.org/10.1111/1467-8578.12495

Popa, N., Anderson, E. R., Denner, J., McKenney, S., & Peurach, D. J. (2023). **Belonging to a research-practice partnership: Lessons from 15 think-pieces about the COVID-19 pandemic and a call for action**. *Journal of the Learning Sciences*, *32*(4-5), 682-704. https://doi.org/10.1080/10508406.2023.2253529
Research-Practice Partnerships (RPPs) in education have been gaining increasing currency and support since well before the advent of COVID-19. This article reflects on what the pandemic experience has meant for some RPPs so far, and imagines what other RPPs might look like in the near future. The authors share a collection of fifteen think-pieces written by individuals working in or around, or funding RPPs during the COVID crisis. These contributions include reflections on how the pandemic affected existing RPPs and how teams responded to the disruptions, how the larger context in which RPPs operate matters, as well as how RPPs can help us build a more just and united society. The authors identify lessons to be drawn from across these think-pieces and implications for the field, and close with a call for action about learning scientists' possibilities for belonging to RPPs. Through a somewhat unconventional form of scholarship, this article intends to spark and enrich conversations about tensions and choices facing RPPs and learning sciences scholarship broadly in the coming years.

Port, A. (2022). *Valorisation de la recherche publique, nature des impacts et contribution des offices de transfert* (Phdthesis, Université de Strasbourg; p. 347 p.). Consulté à l'adresse https://theses.hal.science/tel-04359815
Le transfert de technologie entre universités et entreprises est unanimement reconnu comme un puissant levier à actionner pour améliorer la productivité des économies basées sur la connaissance, au travers de partenariats de recherche, de licences d'exploitation et autres créations de spin-off. Cependant, l'appréciation de l'impact de telles activités demeure profondément ancrée dans un modèle mettant davantage l'accent sur la captation de valeur, plus que la réelle création de celle-ci. En effet, pareil

modèle continue de s'appuyer essentiellement sur des métriques associées à la seule propriété intellectuelle qui est établie. Afin de dépasser ce paradigme, nous avons développé une alternative méthodologique aspirant à explorer l'impact au travers d'un prisme holistique et multidimensionnel, à même d'élargir la gamme d'indicateurs à prendre en compte. De plus, notre approche entend questionner les mécanismes à l'origine de cet impact. Nous portons notamment une grande emphase sur le rôle des offices de transfert, amenés à s'investir de diverses façons dans le processus de valorisation, et cherchons à mieux en apprécier l'importance de la contribution.

Porter, C. (2024). **Reprioritising inclusion and equity to meet SDG4: Action is needed beyond the education sector – and must begin before school entry**. *International Journal of Educational Development*, *104*, 102963. https://doi.org/10.1016/j.ijedudev.2023.102963
This commentary draws on the body of multidisciplinary research produced using the Young Lives Dataset, a 20 + year, mixed-method longitudinal cohort study in four countries in the Global South. In summary, inequality of opportunity in education had been falling over 20 years since the turn of the Millennium, but progress has been reversed by recent global crises. Longitudinal evidence shows that the home and community environment prior to entering the education system is crucial for future learning trajectories, and schooling either reinforces or remediates pre-existing inequalities depending on context. The life-course perspective shows the importance of co-ordinating policies across sectors, including education, to support children's learning, and how policies to support children to stay in education at crisis points during their childhood can complement investments in education systems in order to prioritise inclusion and equity to fully reach SDG4.

Prat, I. (2023). **Comment (sur)vivre lorsque les subventions diminuent ? Le cas d'associations complémentaires de l'enseignement public**. *Administration & Éducation*, *180*(4), 125-131. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-125.htm

Qu, L., & Dai, Y. (2024). **Education hubs in a globalized world: The emergence of China**. *International Journal of Educational Development*, *104*, 102959. https://doi.org/10.1016/j.ijedudev.2023.102959
Education hubs represent the third generation of crossborder education activities, which emerge onto the landscape of our more globalized world. As a new phenomenon in higher education, education hubs are appearing in different locations around the globe. In the literature on education hubs, most research studies have focused on Southeast Asia and Middle East. To address this gap in the literature, we seek to explore the emergence of China as an international education hub, especially with respect to its impact on development. Against the backdrop of China's national strategy to develop its international competitiveness in education, we conduct case studies of three education hubs in China: (i) the International Collaborative Education Exemplary Zone by the International Campus of Zhejiang University (iZJU) in the Yangtze River Delta; (ii) the International Higher Education Demonstration Zone in the Guangdong-Hong Kong-Macau Greater Bay Area; and (iii) the International Education Innovation Pilot Zone in the Hainan Free Trade Port. Overall, our paper draws implication on how education hubs developed through university-industry-government collaboration can help the region to

shift to a knowledge and service-based economy, and gain a competitive edge within the country and beyond.

Rappleye, J., Silova, I., Komatsu, H., & Takayama, K. (2024). **A radical proposal: Evidence-based SDG 4 discussions**. *International Journal of Educational Development*, *104*, 102930. https://doi.org/10.1016/j.ijedudev.2023.102930
The overarching assumption of SDG 4, that progress towards 'quality education' will lead to greater sustainability, is not rooted in evidence but instead in ideology. From the outset, a wider set of sustainability indicators (such as ecological footprint) were excluded, and even today, after a decade of work, there exists no indicator to capture 'sustainability'. Instead SDG 4 discussions remain a mixed bag of routine monitoring of outcomes, advocacy for more funding, and banal policy recommendations. The development 'specialists' leading all of this have turned a blind eye to this obvious fact, and shown strikingly little willingness to think differently – a position that is intellectually irresponsible, politically unaccountable, and deeply unethical in the context of an accelerating climate crisis. The next 7 years should be refocused on highlighting alternatives and developing evidence for the post-2030 agenda.

Reimers, F. M. (2024). **The sustainable development goals and education, achievements and opportunities**. *International Journal of Educational Development*, *104*, 102965. https://doi.org/10.1016/j.ijedudev.2023.102965
This paper discusses how SDG4 augmented the aspirations contained in the MDGs for education, restoring some of the ambitions which had been articulated by the Education for All Process. The paper examines how much progress SDG4 stimulated, arguing that it yielded: a) progress towards the targets resulting from governments' efforts, b) more ambitious priorities for development organizations, c) reporting on those targets by international organizations, and d) adoption of those targets to shape strategies of universities. The paper then discusses whether SDG4 is still the right goal, examining elements of the goal not yet included in the benchmarks which have been developed to monitor progress. Lastly the paper examines what is missing from the goal, suggesting that new global challenges –war and violence, democratic decline and challenges to human rights—require revisions to SDG4.

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.

Roelens, C. (2024). **Éducation, libéralisme et globalisation. Dialogue avec l'œuvre de Francis Fukuyama**. *Recherches en éducation*, (54). https://doi.org/10.4000/ree.12189
Cet article relève de la philosophie politique de l'éducation et de la formation et de l'histoire récente des idées dans ces mêmes domaines. Nous y explorons l'hypothèse selon laquelle les crises de l'éducation et de la formation, surtout dans un monde globalisé, gagnent à être saisies au prisme d'une réflexion plus globale sur le libéralisme et ses propres crises, tensions et problématiques. Nous précisons, affinons, actualisons et nous approprions d'abord cette proposition. Nous dialoguons ensuite sur ce thème et ses bases avec un des théoriciens importants des mutations et défis du libéralisme dans la globalisation, à savoir Francis Fukuyama, et tentons de mettre en lumière les enjeux éducatifs et formatifs de ses principales thèses.

Rose, P., & Sayed, Y. (2024). **Assessing progress in tracking progress towards the education Sustainable Development Goal: Global citizenship education and teachers missing in action?** *International Journal of Educational Development*, *104*, 102936. https://doi.org/10.1016/j.ijedudev.2023.102936
In this commentary, we reflect on progress made in tracking progress towards two targets associated with the education Sustainable Development Goal, namely on global citizenship education (4.7), and on teachers (4c). We highlight that both these targets suffer from problems in their final design, with the global citizenship target becoming a 'residual target', and 4c becoming narrowly focused on the supply of teachers. In both cases, the core intention of the targets has become lost in translation into indicators, with a focus on inputs rather than outcomes. Notably, attention to equity, which is at the heart of the goal overall, and key to quality learning, has become missing in this translation. In going forward, we argue for a need for meaningful participation beyond technical experts in the articulation of both targets and indicators simultaneously, and importantly shifting the focus from institutions in the global North.

Sanfuentes, M., Garretón, M., Valenzuela, J. P., Díaz, R., & Montoya, C. (2024). **Philanthropic emotional work: Papering over the cracks of unprecedented public education reform**. *Educational Management Administration & Leadership*, *52*(1), 230-252. https://doi.org/10.1177/17411432211054625
Chile is undertaking an ambitious public education reform, re-centralising the administration of municipal schools in larger territories. This reform is unprecedented, both for the size of the new intermediate-level services (Servicios Locales de Educación Pública) and the escalation of their bureaucratic complexity, facing widespread organisational problems that cause high stress and labour suffering. We argue that improving emotional working conditions is necessary to accomplish pedagogical goals, but this dimension has received little attention. This article presents a follow-up study focused on school principals and professionals' emotional and occupational experiences that have worked in the initial two-and-half years of one of the first Servicios Locales de Educación Pública created in the country. The qualitative analysis of interviews reveals how they make sense of organisational dilemmas while crafting solutions for facing structural shortcomings of new institutions. We understand their

extraordinary commitment as 'philanthropic emotional work', driven by genuine care for children and the nation's future. However, in this effort, they also experience labour suffering and work overload, which may compromise their well-being and the long-term accomplishment of this reform's goals. These observations highlight the need for a reflexive improvement of this reform, recognising emotional work as a valuable resource but unsustainable without appropriate institutional support.

Save the children & GPE Transformer l'éducation. (2023). ***Pour un financement de l'éducation intégrant le climat : Examen des éléments probants et nouveau cadre d'évaluation des coûts***. Consulté à l'adresse Globalpartnership website: https://www.globalpartnership.org/fr/content/financement-education-integrant-climat-examen-elements-cadre-evaluation-couts
Ce rapport examine la littérature portant sur la relation bidirectionnelle entre la crise climatique et le financement de l'éducation et offre un nouvel outil pour comprendre les coûts associés à la création de systèmes éducatifs intégrant le climat.

Schlemminger, G. (2023). **Enseignement supérieur et innovation : Le français à l'École supérieure de pédagogie de Karlsruhe (2000-2020) : coopération dans le Rhin supérieur**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1861*. Consulté à l'adresse https://nouveautes-editeurs.bnf.fr/accueil?id_declaration=10000000921222&titre_livre=Enseignement_sup%C3%A9rieur_et_innovation
Ce livre est un hommage à la coopération et à l'esprit d'innovation dans le domaine de la formation des enseignants des langues française et allemande dans la région métropolitaine du Rhin supérieur. Dans cet espace transfrontalier, le travail universitaire s'appuie sur de nombreux échanges entre les trois pays, Allemagne, France, Suisse. À partir de l'évocation de son développement au sein du département de français de la Pädagogische Hochschule de Karlsruhe, nourri de nombreux témoignages des acteurs et des bénéficiaires, cet ouvrage montre comment cette coopération exceptionnelle peut être considérée comme un modèle pour l'enseignement supérieur en Europe.

Scull, Carrier, & Simon. (2024). **eSports Programs in Community Colleges: A Rural-Serving Community College Example**. *Community College Journal of Research and Practice*, *48*(1), 59-62. https://doi.org/10.1080/10668926.2023.2189641
eSports is an increasingly visible part of our popular culture and is becoming both a financial and technological force. In higher education, community colleges are rapidly developing eSports programs for a variety of reasons, including increasing student engagement to developing alumni relationships. Although some discussion exists in sports management, economics, psychology and legal literature, there appears to be little work dedicated to eSports in the literature of community college studies. This study draws upon the small base of literature on eSports beyond community college studies and presents an example of a recently emerging eSports program at one rural community college in the mountain western U.S. A look forward on eSports is provided by noting breaking issues, trends, and proposals for a research agenda for scholars and practitioners in community college studies.

Shah, R., Cardozo, M. L., & Hjarrand, J. (2024). **Learning as ecosystems: Shifting paradigms for more holistic programming in education and displacement**. *International Journal of Educational Development*, *104*, 102943. https://doi.org/10.1016/j.ijedudev.2023.102943
Meeting the educational needs and aspirations of learners affected by conflict and crisis, and particularly those who have been displaced within and across national borders is a wicked and vexing problem impeding progress on SDG4. We argue a radically different approach is required. Based on insights from complexity science and regenerative development, we present an ecosystem approach based on three dimensions: 1) connectedness and nestedness, 2) reflective learning and 3) working from potential rather than problems. We provide an example of where such work is already being explored, and the possibilities it offers for shifting paradigms informing programming and design of education for learners in displacement.

Shen, S., Yang, H., & Zhou, Q. (2024). **Development of Academic Programs in the Digital Age: Practice from China**. In M. Li, X. Han, & J. Cheng (Éd.), *Handbook of Educational Reform Through Blended Learning* (p. 125-157). https://doi.org/10.1007/978-981-99-6269-3_3
One of the main purposes of higher education is to prepare students to adapt to the needs of a changing society. On the basis of discussing the function of academic programs and the interdisciplinary revolution in the digital age, this chapter summarizes the Chinese higher education system from three main dimensions: the catalog of disciplines, the framework of « four new » disciplines and the action plan of vocational education. In response to the new requirements of academic curriculum reform in the digital age, this paper describes the concrete measures taken by China's academic program reform to cultivate compound talents and strengthen the collaboration of universities. This paper expounds the future trends in the development of higher education programs, such as blended teaching, interdisciplinary talent training, diversification, information literacy training, university cooperation, new systems and new methods of project evaluation, and puts forward operational strategies for reconstructing academic programs.

Shuali, T., Tenreiro, V., Carmona, C., Simo, M., Aneas, A., Bekerman, Z., … Centeno, C. (2023). **Addressing educational needs of teachers in the EU for inclusive education in a context of diversity**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3886* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/s/y8cO

Sultana, S., & Fang, F. (2024). **English as the medium of instruction and mother-tongue-based translanguaging: Challenges and prospects for tertiary education in Bangladesh and China**. *International Journal of Educational Development*, *104*, 102951. https://doi.org/10.1016/j.ijedudev.2023.102951
The paper explores whether mother tongues should be given a sustainable chance to thrive as mediums of instruction in tertiary education in Bangladesh and China. In the Bangladesh context, four universities located in Dhaka, the capital city of Bangladesh, were included in this qualitative research study. Eight teachers of English, law, general education, and business participated in interviews. In the Chinese context, two international universities located in China's Greater Bay Area (GBA) were also chosen for study. Six teachers were observed in their classrooms to understand their classroom practices and were interviewed to determine their perceptions about implementing

mother-tongue instruction in classroom interactions. The data show that teachers are aware that English, on the one hand, limits students' learning, fosters improper learning strategies, and marginalises them in academia while on the other hand, compromises students' opportunities to develop critical thinking skills. However, they do not believe introducing the mother tongue will prompt significant changes in higher education learning and teaching. The paper concludes that introducing mother-tongue-based translanguaging that challenges the monolingual biases towards English seems a utopian ideal that may take a long time to be accepted and implemented in these two Asian countries. However, fostering mother-tongue-based translanguaging by recognising the need for the mother tongue within a broad linguistic repertoire that promotes a de-colonising pedagogy and equality in education could be a promising approach in tertiary education in the Global South.

Tondellier, M. (2024). *L'uniforme scolaire à la Martinique: Interroger l'évidence*. Editions L'Harmattan.   https://www.editions-harmattan.fr/livre-l_uniforme_scolaire_a_la_martinique_interroger_l_evidence_michel_tondellier-9782336426785-78903.html
L'usage de l'uniforme scolaire est une pratique banalisée depuis des décennies dans plusieurs régions ultra-marines. Cette enquête interroge pour la première fois l'« évidence » de cette politique aux Antilles.Au-delà des « bonnes raisons » avancées par les acteurs, l'ouvrage dévoile les mécanismes du consensus qui légitime la pratique et analyse certains de ses effets, anticipés ou non. À l'inverse des vertus dont on le pare, l'uniforme scolaire peut être vecteur d'inégalités sociales et genrées.

UNESCO. (2022). *Youth and changing realities: rethinking post-basic education in sub-Saharan Africa*. Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000380930

UNESCO. (2023a). *Initiative on the evolving right to education 2021-2025*. Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000387862

UNESCO. (2023b). *Learning at risk: the impact of climate displacement on the right to education; global report* (p. 110). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000387895

UNESCO. (2023c). *Regional report for Asia-Pacific, education starts early, progress, challenges and opportunities* (p. 53). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000387860

UNESCO. (2023d). *Understanding trajectories of refugee inclusion in national education systems: research design and methodology for case study research; background paper* (p. 16). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000387710

UNICEF Office of Global Insight & Policy. (2023). *A Global Review of Selected Digital Inclusion Policies* (p. 40). Consulté à l'adresse UNICEF website: https://www.unicef.org/globalinsight/reports/global-review-digital-inclusion-policies
Key findings and policy requirements for greater digital equality of children

Van Le, D., & Tran, T. Q. (2024). **Economic growth and quality of education: Evidence from the national high school exam in Vietnam**. *International Journal of Educational Development*, *104*, 102947. https://doi.org/10.1016/j.ijedudev.2023.102947
This study considers the impact of economic growth on the quality of K-12 education in a transitional country over the 2016–2019 period, utilizing sub-national-level data. The study employs two-stage least squares for the panel-data model, confirming that (i) a one percentage point rise in per capita income increases national test scores in Vietnam by around 0.4–1.83%, and (ii) this nexus is influenced by the quality of institutions and by poverty levels. Notably, we find a non-linear relationship between economic growth and education: economic growth exhibits a U-shaped relationship with English scores, while its association with mathematics scores follows an inverse U-shaped pattern. The current study thus adds to the body of evidence supporting the link between educational quality and economic growth. As a result, policymakers in transitional nations can use the forces of economic growth to advance social objectives, rather than concentrating primarily on changing the educational system through increased government spending. In order to maximize the benefits of economic growth for the education system, the government policies should focus on assuring institutional quality improvement and multidimensional poverty reduction.

van Zanten, A. (2023). **La marchandisation à l'œuvre dans le système scolaire et supérieur français : raisons et conséquences**. *Administration & Éducation*, *180*(4), 27-33. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2023-4-page-27.htm

Velempini, K. (2023). **Transitioning vocational education and training in Africa: A social skills ecosystems perspective**. *International Review of Education*, 69(6), 939-942. https://doi.org/10.1007/s11159-023-10055-5

Viaud, M.-L. (2023). **Changer l'école - Une nouvelle école est possible, reconnectée à l'enfant et aux défis du monde.** In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1853*. Consulté à l'adresse https://site.nathan.fr/livres/changer-lecole-une-nouvelle-ecole-est-possible-essai-marie-laure-viaud-9782092791400.html#read-more
L'urgence climatique et environnementale est là, mais rien, jusqu'à présent, n'a pu infléchir la trajectoire du « toujours plus ».Pour changer de modèle, il est vital de former des enfants et des adolescents capables de penser par eux-mêmes, de répondre aux enjeux mondiaux et déterminés à agir pour que l'intérêt général l'emporte sur les intérêts particuliers. Bref, il est urgent de former des citoyens actifs. Or l'école, le collège, le lycée, tels qu'ils fonctionnent actuellement, n'y parviennent absolument pas.Pourtant une autre école est possible et plus que jamais nécessaire. Marie-Laure Viaud nous le prouve à travers l'expérience de L'Autre Collège, un collège alternatif, innovant, citoyen, à Paris, qui donne la priorité au plaisir d'apprendre et à l'épanouissement.

Wadhwa, M., Zheng, J., & Cook, T. D. (2024). **How Consistent Are Meanings of "Evidence-Based"? A Comparative Review of 12 Clearinghouses that Rate the Effectiveness of Educational Programs**. *Review of Educational Research*, *94*(1), 3-32. https://doi.org/10.3102/00346543231152262
Clearinghouses set standards of scientific quality to vet existing research to determine how "evidence-based" an intervention is. This paper examines 12 educational

clearinghouses to describe their effectiveness criteria, to estimate how consistently they rate the same program, and to probe why their judgments differ. All the clearinghouses value random assignment, but they differ in how they treat its implementation, how they weight quasi-experiments, and how they value ancillary causal factors like independent replication and persisting effects. A total of 1359 programs were analyzed over 10 clearinghouses; 83% of them were assessed by a single clearinghouse and, of those rated by more than one, similar ratings were achieved for only about 30% of the programs. This high level of inconsistency seems to be mostly due to clearinghouses disagreeing about whether a high program rating requires effects that are replicated and/or temporally persisting. Clearinghouses exist to identify "evidence-based" programs, but the inconsistency in their recommendations of the same program suggests that identifying "evidence-based" interventions is still more of a policy aspiration than a reliable research practice.

Wang, Q., Cui, C., Yu, C., & Wang, Y. (2023). **From Domicile to University to Work: The Sequential Migration of Young Educated People in the Context of the "Battle for Talent" in China**. *Population Research and Policy Review*, 42(6), 92. https://doi.org/10.1007/s11113-023-09838-3
As the core driving force of technological innovation and economic development, talent is considered a scarce resource that cities and nations compete for. Facing the pressure of transitioning to high-quality development, many Chinese cities have launched various policies to retain and attract talent since 2017. Talents are comparatively more mobile flowing between regions. Educated talents, who have attended higher education, first move from domicile to university, and then move from university to work after graduation; it is a dynamic process and should be analyzed as a continuum. However, most of the existing studies analyze these two stages separately, namely, student migration and university graduate migration. This study, using the Graduate Employment Quality Report released by 12 universities in Shanghai and questionnaires collected in Shanghai, explored the spatial patterns and driving factors of the two-stage migration of graduates employing a bivariate probit model. The results showed that graduates' place of origin is relatively diverse and geographically determined by the quota-allocation system of China's higher-education system, while upon graduation, the majority of them stayed in Shanghai and the surrounding provinces for employment. Path dependence is revealed between domicile-to-university migration and university-to-work migration, and both of them are significantly affected by graduates' human capital, family background, as well as city-level attributes. Among talent policies, hukou-related policies play an important role in affecting graduates' choice of place of employment. This study contributes to the understanding of the sequential migration of human capital in a specific institutional setting, thereby providing policy implications to optimize the allocation of talents between regions.

Wirth, C. (2023). **Première année du premier cycle d'études de santé : évolution des parcours et de la réussite des étudiants**. *Note d'information du SIES*, (23.08), 1-9. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-12/ni-sies-2023-08-30678.pdf
Deux ans après la réforme des études de santé, les néo-bacheliers inscrits en PASS et L.AS accèdent davantage à la 2e année sans redoubler et ceux qui ne sont pas admis ont un accès facilité en 2e année de licence. À partir de la rentrée 2020, la 1ère année commune aux études de santé (PACES) a été remplacée par deux nouvelles voies

d'accès : le parcours d'accès spécifique santé (PASS) et la licence accès santé (L.AS). À la rentrée 2022, 39 800 étudiants sont inscrits en 1ère année d'études de santé dont 34 000 (85 %) néo-bacheliers, des effectifs en baisse depuis la première année d'application de la réforme. Le parcours PASS est choisi par 66 % d'entre eux. Le nombre de néo-bacheliers 2021 admis en 2e année de santé en un an augmente de 20 % après une hausse de 32 % l'année précédente. En revanche, le taux de passage en un ou deux ans en 2e année d'études de santé des bacheliers 2020 s'élève à 33 % seulement, une baisse de 4 points par rapport à celle des bacheliers 2018, inscrits en PACES. Ces deux premières années de mise en œuvre de la réforme montrent un début de parcours des néo-bacheliers en étude de santé plus linéaire avec davantage de réussite en un an, des redoublements limités et un accès facilité en 2e année de licence pour les étudiants non admis. Cette deuxième année d'application de la réforme n'a permis qu'une faible diversification des profils des admis en 2e année de santé.

Yao, H., & Ma, L. (2024). **Improving teacher career satisfaction through distributed leadership in China: The parallel mediation of teacher empowerment and organizational commitment**. *International Journal of Educational Development*, *104*, 102960. https://doi.org/10.1016/j.ijedudev.2023.102960
Based on a survey of 522 primary and secondary school teachers in mainland China, the study explored the effect of distributed leadership on teacher career satisfaction, and examined the mediation of teacher empowerment and organizational commitment using structural equation modeling. It was found that the implementation of distributed leadership could exert a significant positive impact on teacher career satisfaction in the Chinese cultural context. In addition, distributed leadership could positively influence career satisfaction indirectly through the full mediation of teacher empowerment and organizational commitment, and teacher empowerment had a greater mediating effect than organizational commitment.

Yoshida, K. (2024). **Has the significance of Target 4.7 of the SDGs changed? A commentary focusing on the critical role of socio-emotional learning**. *International Journal of Educational Development*, *104*, 102944. https://doi.org/10.1016/j.ijedudev.2023.102944
This commentary shows that the SDGs, and above all Target 4.7, are the symbolic culmination of two trajectories related, on one hand, to educational outcomes in policy and practice and, on the other, to discourses about development and sustainability. The relevance and urgency of emphasizing Target 4.7 is increased rather than reduced by the current polycrisis – global security, climate change, etc.—and the meaning and purpose of learning are being reoriented. The commentary argues that transformation in and through education is possible. It concludes by raising questions and challenges for providing conducive conditions and additional measures that are need for achieving Target 4.7 producing transformative behavioral change.

Yu, S., Chen, L., & Wang, Z. (2024). **Trends of Future Development**. In M. Li, X. Han, & J. Cheng (Éd.), *Handbook of Educational Reform Through Blended Learning* (p. 379-409). https://doi.org/10.1007/978-981-99-6269-3_7
The rapid development of Information and Communication Technology (ICT) has and will continue to shape and transform the development of education. Blended learning, as an important educational innovation, has brought about profound changes in teaching and learning.

Zhou, Q., Huang, Y., Luo, Y., Bai, X., Cui, Y., Wang, Y., & Chen, N. (2024). **Implementation of Blended Learning at the Institutional Level**. In M. Li, X. Han, & J. Cheng (Éd.), *Handbook of Educational Reform Through Blended Learning* (p. 159-198). https://doi.org/10.1007/978-981-99-6269-3_4
Blended learning has become the new normal in higher education. Research and practice have demonstrated its learning effectiveness.

Pratiques enseignantes

Abarca Millán, E., Alvarado Vargas, C., Cabello, P., & Arriagada, S. (2024). **Searching for a middle ground: Teachers' identities and perceptions on the teaching and learning of writing**. *Teaching and Teacher Education*, *138*, 104383. https://doi.org/10.1016/j.tate.2023.104383
This qualitative exploratory study analyzed the identities of eight language teachers participating in a collaborative problem-based Professional Development Program (PDP) to develop students' writing skills. We analyzed how these teachers' positionings about the teaching/learning of writing shaped their identities and positionings in their classrooms. Using semi-structured interviews (Rubin & Rubin, 2012) and following a dialogical (Akkerman & Meijer, 2010) and narrative approach (De fina, 2012) to identity, we found that there were clear contradictions in the way that teachers presented themselves in their narratives, showing clear evidence of teacher identity being multiple and unitary, individual and social, continuous and discontinuous.

Abdulrahim, N. A. (2024). **Troubling teacher preparation: Intersections of identity, diversity, and inclusive practice**. *Teaching and Teacher Education*, *138*, 104414. https://doi.org/10.1016/j.tate.2023.104414
This study explores the role of identity in uncovering teacher candidate (TC) awareness and understanding in teaching students with dis/abilities in culturally sustaining ways. A combination of individual interviews and focus groups was conducted with 12 TCs between March and May 2020 at a large Midwestern university in the U.S. Anchored in video elicitation methods, a range of viewpoints and teaching practices was revealed. Data analysis suggested an emerging awareness of, and receptivity to, equity-based inclusive education. Discussion includes implications for teacher preparation research and practice that prioritize centering issues of culture, power, and dis/ability among students.

Agnès, F., Leduc, D., & Locker, M. (2023). **Peut-on dynamiser le travail des étudiants en Licence?** *Revue internationale de pédagogie de l'enseignement supérieur*, *39*(3). https://doi.org/10.4000/ripes.5176
Nous présentons dans cet article un retour d'expérience de classe inversée menée auprès d'étudiants de premier cycle universitaire en Sciences de la Vie (deuxième année de Licence; Université Paris-Saclay, France). Dans un contexte d'enseignement où les programmes de biologie sont très chargés, les étudiants sont soumis à une surcharge cognitive importante, associée à des difficultés à trier et à mobiliser les informations, ainsi qu'à un manque de formation à la démarche scientifique. Comment allier la nécessaire assimilation de connaissances, de vocabulaire et de concepts de base et l'acquisition d'habiletés cognitives de niveau supérieur (décrire, analyser, interpréter, représenter, modéliser, relier des faits entre eux…)? Comment, plus généralement, motiver les

étudiants, les autonomiser dans leurs apprentissages et dynamiser leur travail? Face à ces questions, notre équipe enseignante expérimente depuis plusieurs années des méthodes de pédagogie active à niveau Master. Nous avons souhaité tester leur applicabilité en Licence où la réussite du plus grand nombre d'étudiants est un enjeu majeur pour l'université, tout en constituant un de ses principaux défis (Annoot, 2012). Dans le but de renforcer motivation, volition et cognition (Houart, 2017), nous avons conçu et déployé pendant deux années consécutives un dispositif pédagogique hybride reposant sur l'alternance de phases d'assimilation à distance et de mises en application en présentiel (Charlier et al., 2006). L'analyse des bénéfices de ce dispositif, menée par le biais de questionnaires soumis aux étudiants, indique une adhésion très forte de leur part à la démarche, une motivation accrue à travailler et un sentiment de progression méthodologique.

Alaziby, S., & Aldabbus, S. (2023). **Assessment Strategies Used by University Instructors**. *British Journal of Education, 11*(14). Consulté à l'adresse https://eajournals.org/bje/vol11-issue14-2023/assessment-strategies-used-by-university-instructors/
This study aimed to investigate the assessment practices and challenges encountered by instructors when evaluating students in the College of Sharia Sciences at Tripoli University. Qualitative methods, including the distribution of questionnaires to instructors, were employed in the research. The findings indicated that instructors utilized a variety of assessment methods, which were selected based on the educational context and the instructors' perspectives. Some instructors favored formative assessment methods, while others relied on summative approaches. However, certain obstacles were identified, such as student disengagement in assessment activities, language proficiency issues, and limited use of technology. Instructors provided recommendations to improve the assessment system, such as introducing new assessment techniques, integrating technology, and considering student feedback to address any deficiencies.

Bai, X., Guo, R., & Gu, X. (2024). **Effect of teachers' TPACK on their behavioral intention to use technology: chain mediating effect of technology self-efficacy and attitude toward use**. *Education and Information Technologies, 29*(1), 1013-1032. https://doi.org/10.1007/s10639-023-12343-x
A growing number of studies are focusing on the effect of teachers' knowledge on their behavioral intention to use technology in teaching. This study aims to explore the influence of teachers' technological pedagogical content knowledge (TPACK) on their behavioral intention to use technology by including their technology self-efficacy and attitude toward use in a chain mediation model. Based on a thorough literature review, this study establishes a theoretical model. Then, data are collected from 314 in-service teachers in primary and secondary schools in two provinces in China and analyzed using structural equation modeling and effect analysis. Results show that (1) the teachers' technology self-efficacy and attitude toward technology play a crucial independent mediating role in the influence of TPACK on their behavioral intention to use technology, and (2) the teachers' technology self-efficacy and attitude toward use have a chain mediating effect on the influence of their TPACK on their behavioral intention to use technology. On the basis of the results, this study presents some implications to effectively understand how teachers' behavioral intention to use technology in teaching can be improved.

Barak, M. (2024). **Educational ideals and classroom realities: Developing teachers' concepts of dialogic pedagogy in real-world contexts**. *Teaching and Teacher Education*, *138*, 104401. https://doi.org/10.1016/j.tate.2023.104401

Professional learning processes aim to change teachers' pedagogical concepts, yet this process is obscure and understudied. Building on a conceptual change perspective, this study explored teachers' concepts of dialogic pedagogy that emerged during professional development. The year-long process included 17 teachers, coaches, and researchers codesigning dialogic language arts lessons. Thematic analysis was used to map teachers' concepts and to investigate forces shaping them. Findings show teachers' concepts are embedded within classroom affordances and constraints and are influenced by broader educational contexts. Implications for teacher conceptual change include emphasizing pedagogical tensions, advancing practice-oriented designs, and adapting academic concepts to classroom contexts.

Beaugrand, C. (2023). **Usages numériques et discours de l'enseignant : quelles pistes en français de scolarisation pour les élèves allophones ?** *Didactique du FLES. Recherches et pratiques*, (2:2), 115-137. https://doi.org/10.57086/dfles.864

Les outils numériques et multimédias occupent une place significative dans les classes et modifient les pratiques d'enseignement (Amadieu & Tricot, 2014). Ils permettent notamment la diffusion large et collective de représentations sémiotiques variées sur lesquelles viennent s'imbriquer les interactions entre élèves et enseignant. Ces usages modifient également les activités pédagogiques proposées, quelle que soit la discipline, avec notamment des temps de manipulation accordés aux élèves. Dès lors, quelles sont les répercussions de cette évolution des pratiques sur le discours produit par l'enseignant et, conséquemment, quelles compétences spécifiques les élèves allophones nouvellement arrivés doivent-ils construire pour suivre au mieux les cours dans les différentes disciplines où ils sont inclus ?En nous appuyant sur un corpus constitué d'enregistrements vidéo de séances de mathématiques, sciences et histoire-géographie en classe de 6e, nous nous proposons d'analyser les fonctions pédagogiques associées aux usages numériques en classe (Tricot, 2020) et leur impact sur les interactions verbales. Cette étude permet de mettre en exergue des effets spécifiques sur le plan discursif, mais aussi non verbal, en intégrant les aspects praxéologique et sémiotique (Bouchard, 2008). Elle montre ainsi comment des compétences méthodologiques liées à l'utilisation du numérique s'imbriquent aux compétences langagières. La pluralité des besoins d'apprentissage des élèves allophones qui en découle doit être prise en compte pour permettre une meilleure inclusion dans les classes.

Benson-Goldberg, S., D'Ardenne, C., & Erickson, K. (2024). **The forms, functions, and uses of praise in self-contained classrooms: a qualitative examination**. *International Journal of Qualitative Studies in Education*, *37*(1), 82-96. https://doi.org/10.1080/09518398.2021.2003887

Special education teachers are often encouraged to use praise in their instructional interactions with their students with significant support needs (SSN). It is assumed that reinforcing behavior facilitates learning and academic achievement for these students. Despite a myriad of interventions aimed at increasing special education teachers' use of praise, little is known about how praise functions in this context. This is concerning, given the growing body of literature suggesting that praise negatively impacts academic achievement for students without SSN. This study uses constant comparative methods to examine the form, function, and use of praise in supporting learning and instruction in

two special educations classrooms that exclusively serve students with SSN. Findings indicate that praise, as an extension of instruction that prioritizes compliance over learning, did little to engage students in thinking or learning. The results hold implications for the instructional approaches teachers use with their students with SSN.

Beretti, M., Boudjadi, G., Point, C., & Roelens, C. (2023). *L'autorité en éducation: Figures, variations, recompositions* (1er édition). Consulté à l'adresse https://presses.univ-st-etienne.fr/fr/collections/hors-collection.html

Bilodeau, K., Giguère, E., & Louise, S.-A. (2023). **Le lien affectif à l'élève et le travail invisible de care en éducation préscolaire et en enseignement primaire : entre désir et obligation**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 46(4), 866-890. https://doi.org/10.53967/cje-rce.5769
This article explores the student/teacher affective connection in preschool and elementary school education. This study relies on a critical experientialist work theory and a feminist perspective to understand and conceptualize the invisible work upon which this affective connection rests: care work. The methodology relies on qualitative research, including individual and group interviews. The sample includes 25 preschool and elementary school teachers. On the one hand, this study reveals tensions as the affective connection with the students is both desired and valued by teachers and compulsory, implicitly embedding care work within Quebec's school mission. On the other hand, this study conceptualizes care as work and reveals how this invisible care work is embedded in social relations of sex.

Bouchkioua, Z. (2023). *De la motivation à l'apprentissage: Guide pratique de la thérapie cognitivo-comportementale*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-de_la_motivation_a_l_apprentissage_guide_pratique_de_la_therapie_cognitivo_comportementale_zahra_bouchkioua-9782336410500-78702.html
Ce livre a pour objet la présentation du concept de la motivation à apprendre. L'enseignant est censé résoudre les problèmes quotidiens. Nous pensons que l'enseignant a un rôle à jouer auprès de ses étudiants responsables devant les tâches qui leur incombent. L'enseignant est partiellement responsable de l'attitude et de la motivation de l'étudiant face aux difficultés d'apprentissage. La motivation est l'un des éléments de réponses possibles. Le concept de motivation est polysémique ; il résume les points communs des différentes approches et théories psychologiques analysant les liens entre le comportement et les notions de besoin, d'interaction, de volonté, de sentiment, de performance et de tendance. Il y a autant de conceptions de la motivation qu'il y a de théories de psychologie de la motivation. D'où la difficulté de cerner les différentes définitions et d'en faire usage. C'est la raison pour laquelle dans cet ouvrage, nous nous restreignons au strict nécessaire loin de toute ambition d'exhaustivité. La motivation relève communément de l'inné et de l'acquis et cherche davantage de sens et d'explication dans les visions interdisciplinaires.

Brocca, N. (2024). **Adoption of new technologies in pre-service teachers. The case of interaction-enhancing videos**. *Teaching and Teacher Education*, *138*, 104427. https://doi.org/10.1016/j.tate.2023.104427
The use of educational videos, an increasingly common practice among students, represents a monodirectional communication that clashes with communicative

approaches to foreign language teaching. In this study, impulse videos (iVs), videos designed to encourage learner interaction, were introduced to pre-service teachers (PSTs) (N = 44) who were asked to design a lesson using iVs in line with the communicative approach. The PSTs completed a questionnaire to evaluate this learning experience. The results, obtained through qualitative content analysis and descriptive statistics, show that the PSTs, far from being technology averse, were reluctant to adopt a communicative approach that reinterprets the use of videos.

Burguete, E., & Urrego, V. (2023). **Contextes et stratégies de médiatisation des MOOC de France Université Numérique : influences sur la conception et la scénarisation pédagogique**. *Review of Science, Mathematics & ICT Education*, *17*(2), 89-109. https://doi.org/10.26220/rev.4527
The objective of this study is to identify the contexts and strategies that guide designers in the creation of MOOC. A thematic and lexicometric analysis was conducted on the discourse of 15 MOOC designers from France Université Numérique. The aim was to gain insights into their decision-making processes regarding the adoption of either a teacher-centered pedagogy or an active pedagogy approach. Key variables such as the academic model, team composition, training, and the role of learning designers emerged as significant factors. Further research is necessary to deepen our understanding and quantify these influences in the field of MOOC design.

Buznic-Bourgeacq, P., & Delattre, B. (2023). **Les dynamiques identificatoires des enseignants d'EPS débutants : les ressorts d'une discipline scolaire au filtre des processus de subjectivation et d'individuation**. *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.25879
Cet article se propose d'appréhender certaines particularités de la place et du rôle des enseignants d'EPS dans le système d'enseignement en interrogeant les dynamiques identificatoires des professeurs stagiaires en EPS. Il vise à saisir la manière dont ces jeunes professeurs se sont constitués comme sujet disciplinaire et à mieux comprendre en quoi leurs mouvements de subjectivation et d'individuation peuvent rendre compte de certains ressorts de la matrice identitaire de cette discipline. Les trois études cas, réalisées à partir d'entretiens à tendance non-directive, ont permis de dessiner trois figures de la discipline, au sein desquelles les activités physiques et sportives ont pu jouer un rôle d'adjuvant à l'existence, d'espace provisoire de détestation ou de support de socialisation salvateur.

Calvani, A., Marzano, A., Montesano, L., Pellegrini, M., Rizzo, A. L., Traversetti, M., & Vivanet, G. (2023). **Improving Reading Comprehension and Summarising Skills in Primary School: A Quasi-Experimental Study**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (28), 81-100. https://doi.org/10.7358/ecps-2023-028-calv
MIGLIORARE LA COMPRENSIONE DEL TESTO E LE CAPACITÀ DI SINTESI NELLA SCUOLA PRIMARIA: UNO STUDIO QUASI-SPERIMENTALEAbstractThe paper reports the results of the evaluation of a programme aimed at improving reading comprehension and summarising skills of fourth graders through a quasi-experimental study conducted with 671 students (421 in the experimental group and 250 in the control group) in Italian schools. Students assigned to the experimental group received three months of the intervention while students in the control group continued with regular teacher practice. Results showed a statistically significant difference between the two conditions on reading comprehension and summarising skills. Students included in the experimental

group outperformed students in the control group in both the measures used (dppc2 = 0.32 in the Summarising Test and dppc2 = 0.54 in the Summary Qualitative Assessment). No differences were found between students with different proficiency vocabulary levels in the experimental group. The implications for research practice and limitations of the study are discussed.

Castilllo-Montoya, M., & Taylor, K. B. (2024). **Researching complex collegiate learning: a critical and integrative approach to classroom observation**. *International Journal of Qualitative Studies in Education*, *37*(1), 50-66. https://doi.org/10.1080/09518398.2021.2003891
In higher education, educators establish complex learning outcomes for students to achieve during their collegiate studies. These outcomes, given their complexity, necessitate an advanced approach to studying the teaching and learning process as it unfolds in real time. We brought together extant literature and our own research experience studying teaching and learning in higher education to develop a critical and integrative approach to classroom observations. We view this approach as a way to direct researchers' attention to the interactions among various aspects of the classroom, including power and privilege dynamics, rather than isolating disparate parts for inquiry. We offer guidance and tools for researchers to consider and potentially advance through their own application of this approach. We also explain the challenges of this approach.

Cavignaux-Bros, D., Fernagu, S., & Carré, P. (2023). *Ingénierie pédagogique et numérique: Une analyse selon l'approche par les capabilités*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-ingenierie_pedagogique_et_numerique_une_analyse_selon_l_approche_par_les_capabilites_dorothee_cavignaux_bros_philippe_carre_solveig_fernagu-9782336423838-78635.html

Chikasha, J. (2023). **Teaching online amid the Covid-19 pandemic: Exploring first-time online lecturers' lived experiences**. *British Journal of Special Education*, *50*(4), 483-491. https://doi.org/10.1111/1467-8578.12490
The study explored the lived experiences of online teaching by first time online lecturers in institutions of higher education in South Africa during COVID-19. The study adopted a qualitative approach. Findings show positive and negative experiences influenced by variables related to personality, technology, workload and physical teaching environment among others. Personality traits like fear of risks, attitudes to online teaching, emotional management skills serve to model experiences. Participants with negative attitude towards online teaching and low emotional intelligence generally had negative experiences of online teaching exacerbated by a lack of technical and psycho-social support. Positive experiences were found to be a result of positive attitude towards change, positive emotional intelligence and access to different kinds of support. This group experienced high levels of job satisfaction and positive online teaching experiences. Understanding lecturers' experiences is thus crucial in establishing best practices in online teaching which ensure job satisfaction and quality of teaching.

Chitiyo, J., & Alasa, V. (2023). **School teachers' knowledge and perceptions of inclusive education in Fiji**. *British Journal of Special Education*, *50*(4), 450-462. https://doi.org/10.1111/1467-8578.12483

This study examines teachers' level of knowledge of inclusive education as well as their perceptions of the practice. Participants were a sample of 162 teachers in Fiji. Results indicate that the participants demonstrated professional knowledge of inclusive education, with a good understanding of inclusive education as indicated by their high level of understanding of the important processes involved in its implementation. Significant relationships were found between the demographic variables of school level, years of work experience and participants' knowledge of inclusive education. These findings offer valuable insights into the status of inclusive education in Fiji. Recommendations and implications for practice and future research are provided.

Chobphon, P. (2024). **Global citizenship education in a politically polarised country: Thai teachers' perspectives**. *Teaching and Teacher Education*, *138*, 104428. https://doi.org/10.1016/j.tate.2023.104428
This study tracks how 12 Thai public secondary school teachers who participated in training on global citizenship education (GCED) cultivate students' global citizenship qualities and the challenges they face. Data were collected through semi-structured interviews. The findings identified participants' views of the training they received, their perspectives on the definition of a global citizen, and the ways they promote their students' global citizenship. The factors that hinder their practices were also determined. This research sheds light on GCED practice in Thai public schools, contributing to knowledge in the GCED field and helping define ways to disseminate GCED into practice.

Croguennec, F. (2023). **Résolution de situations-problèmes au primaire : un défi de différenciation pédagogique et de didactique**. *Revue des sciences de l'éducation*, *49*(1). https://doi.org/10.7202/1107845ar
Cet article présente les résultats des analyses d'entretiens auprès de quatre enseignantes montréalaises du primaire, à qui nous avons demandé comment elles prévoyaient l'enseignement-apprentissage d'une situation-problème mathématique. À travers le modèle de résolution de problèmes de Verschaffel et coll. (2000) et les indicateurs de la différenciation pédagogique de Tomlinson (1999), nous décrivons les adaptations prévues selon les élèves. Globalement, les résultats indiquent que les enseignantes tiennent compte des besoins des élèves et des obstacles propres aux situations-problèmes et s'y adaptent. Cependant, les explications abondantes lors du moment de la découverte de la situation semblent nuire à l'autonomie des élèves.

Cruz, J., & Anderson, K. T. (2024). **Reconceptualizing online discussion forums as a fabricated focus group: illuminating educators' language ideologies through asynchronous discussion posts**. *International Journal of Qualitative Studies in Education*, *37*(1), 19-37. https://doi.org/10.1080/09518398.2021.1991031
We propose a novel method for repurposing online course discussion posts to explore educators' language ideologies. Drawing on asynchronous discussion posts from a subset of 30 educators enrolled in an online, masters-level, sociolinguistics-for-educators course at a US Southwest university, we "smooth" posts into a dialogue resembling a focus group discussion, a method we are terming a fabricated focus group (FFG). The topic of the discussion forum was defining "Standardized English" (SE), allowing us to observe nuances of participants' ideological stances, positioned and juxtaposed to one another within a constructed dialogue. Online discussion forums offer a unique tool for researchers/educators to generate a context for student stance taking and reflexivity,

which can raise educator's critical consciousness. FFGs can help us to represent educators' varying ideological positions and provide direction as instructors of such courses attempt to foster more tolerant, democratic, and empowering attitudes toward cultural and linguistic diversity.

Daniel, B., Pierson, A. E., & Keifert, D. T. (2023). **Ideological sensemaking in an elementary science professional development community**. *Journal of the Learning Sciences*, 32(4-5), 573-621. https://doi.org/10.1080/10508406.2023.2247395
Ideologies are socially constructed frameworks for sensemaking that influence teaching and learning. Drawing on Learning Sciences research on ideologies, we explore how an elementary science professional development (PD) community used substrate (shared interactional resources) in sensemaking interactions to reify or rearticulate dominant ideologies.

Delboé, G., & Saillot, É. (Éd.). (2024). **Observer et écouter les élèves (Dossier)**. *Cahiers pédagogiques*, (590). Consulté à l'adresse https://www.cahiers-pedagogiques.com/n-590-observer-et-ecouter-les-eleves/
Qu'est-ce qui vaut la peine d'être observé et écouter ? Comment s'y prendre ? À quoi ça sert d'observer et d'écouter les élèves ? Comment apprendre et s'y former ? Ce dossier montre les tâtonnements et les avancées de ceux qui s'y investissent de la maternelle à l'université, et explore les cadres théoriques qui peuvent éclairer leurs choix.

Denami, M., & Adinda, D. (2023). **Pauses réflexives : quel impact sur la conscientisation des compétences des étudiants?** *Revue internationale de pédagogie de l'enseignement supérieur*, 39(3). https://doi.org/10.4000/ripes.5093
La démarche réflexive couplée à l'apprentissage expérientiel est une pratique de plus en plus recommandée en soutien au développement des compétences des étudiants. Au stade d'une recherche exploratoire, l'objectif de cette étude est de présenter la mise en place d'un scénario d'apprentissage utilisant des « pauses réflexives » à trois différents temps de la formation : au début, au milieu et à la fin. Une approche qualitative soutenue par l'analyse de la Classification Hiérarchique Descendante (CHD) fournie par Iramuteq a été adoptée pour analyser les données collectées. L'étude actuelle montre que cette méthode réflexive, implémentée dans le cadre d'un apprentissage par compétences, donne des résultats concluants pour la prise de conscience des compétences disciplinaires et transversales par les étudiants.

Dionne Merlin, M., Gallagher, F., Lavoie, S., & Bilodeau, C. (2023). **Éléments qui influencent la dynamique de petits groupes et l'expérience d'apprentissage de stagiaires infirmières**. *Revue internationale de pédagogie de l'enseignement supérieur*, 39(3). https://doi.org/10.4000/ripes.5201
L'expérience d'apprentissage (EA) dans le milieu clinique dans le cadre de stages est un incontournable dans la formation des étudiantes en sciences infirmières. Ces EA se déroulent couramment en petits groupes de stagiaires dans un milieu de soins. En pareil cas, l'apprentissage en stage se réalise dans le contexte de la dynamique qui prévaut à l'intérieur de ces groupes. Pourtant, aucune étude recensée ne permet de brosser le portrait de la dynamique de petits groupes (DPG). Cette étude descriptive interprétative vise à décrire la dynamique de groupe en lien avec l'apprentissage de stagiaires en sciences infirmières. Des entretiens individuels semi-dirigés ont été menés auprès de 12 stagiaires, suivi d'un premier groupe de discussion focalisée avec neuf superviseures de

stage et d'un second avec huit infirmières des unités de soins. Trois thèmes permettent de décrire la dynamique de groupe en lien avec l'apprentissage, soit : 1) la composition du groupe, assise sur laquelle se construisent la dynamique et les apprentissages, 2) la nature des interactions, au cœur des relations entre les stagiaires et de leurs apprentissages et 3) les composantes externes au groupe de stagiaires, un apport à la dynamique de groupe et aux apprentissages. Cette étude descriptive interprétative permet une évaluation plus intégrative des facteurs qui influencent l'EA de stagiaires en sciences infirmières.

Djoua, G., Lodonou, K., & Yemey, A. S. (2023). **Mise en œuvre des alternatives aux méthodes violentes en éducation : cas des enseignants formés à l'école normale supérieure (ens) au Togo**. *Revue Hybrides (RALSH)*, *1*(2), 274-290. Consulté à l'adresse https://hal.science/hal-04368142
The Togolese State in collaboration with its partners (BØRNEfonden Togo, a non-governmental organization and the CNT/EPT) has developed a training module for teachers in Togo for a good teacher-student relationship and quality education without violence. These are only observable, identifiable and appreciable in the implementation on the ground. The objective of this study is to understand why, after being trained, teachers graduated from the Higher teacher training college (ENS) are unable to apply alternatives to violent methods in school environments. The study population is made up of 25 teachers from the 2019-2020 class trained at ENS and 820 students. The data are collected using a questionnaire, a semi-structured interview, a class observation grid and then subjected to statistical and content analyses. The results of this study revealed that the reinvestment of training contents is a challenge to take up and the training does not guarantee implementation on the ground each time, the Togolese school environment is becoming more and more violent, particularly in peer violence. This can create a strong feeling of insecurity, discomfort and an alteration in the quality of education for all students. Training on alternatives to violent methods in education has not impacted enough trained teachers because they have difficulty when it comes to implement it.

Dogan, S. (2023). **Teaching daily living skills to an adolescent with autism in a real-life setting**. *British Journal of Special Education*, *50*(4), 472-482. https://doi.org/10.1111/1467-8578.12480
Individuals with autism spectrum disorder (ASD) experience difficulties with daily life skills (DLS). Difficulties with DLS create obstacles to independence. To move into adulthood more smoothly, it is critical to teach some DLS during certain periods, such as adolescence. In the present study, the skills of preparing an instant soup, setting the dinner table and placing dirty dishes in the dishwasher were taught to a 16-year-old adolescent with ASD via video modelling presented on a tablet PC. Maintenance and generalisation of the skills, as well as the opinions of the participant, his parents and his brother about the study, were examined. Finally, the participant's level of non-target information acquisition regarding the skills was examined. A multiple probe design across skills, within single-case experimental research designs, was employed in the study. The results show that the participant acquired, maintained and generalised the target skills. The participant and his family members were satisfied with the study.

European Commission (EC). (2023). **Durabilité dans le cadre de l'enseignement scolaire. Évaluation de l'apprentissage et des compétences des étudiants : messages clés**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3884*

[Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/s/y8cL

L'évaluation des acquis d'apprentissage et des compétences constitue la majeure partie de la pratique quotidienne en classe. La tendance à l'apprentissage et à l'enseignement fondés sur les compétences au cours de ces dernières décennies a provoqué un changement d'attitude et d'approches en matière d'évaluation. Si l'évaluation était traditionnellement utilisée pour porter des jugements sommatifs sur les réalisations des élèves, elle est progressivement devenue un outil d'apprentissage. L'évaluation formative recense les progrès et les lacunes dans l'apprentissage des élèves afin de déterminer les besoins d'apprentissage et d'adapter l'enseignement en conséquence. Plutôt que d'évaluer l'apprentissage, on évalue au service de l'apprentissage. L'évaluation diffère en fonction du contexte et de l'objectif. De nombreux types d'évaluations sont nécessaires pour dresser un tableau complet de ce que les étudiants savent et sont capables de faire, et de leurs besoins d'apprentissage. La différence entre plusieurs formes d'évaluation, notamment les évaluations sommatives et formatives, tient à la façon dont les preuves de l'apprentissage des élèves sont utilisées. Tandis que les outils d'évaluation standardisés permettent la comparaison à différents niveaux (par exemple, entre les matières et les enseignants), l'évaluation centrée sur l'étudiant (formative) permet aux étudiants d'acquérir des compétences pour s'autoévaluer et pour apprendre à apprendre, tout en augmentant les niveaux de réussite. Combiner théorie et pratique est essentiel pour aligner les programmes et l'évaluation. La direction à un haut niveau et la théorie peuvent être substantiellement différentes de ce que les professeurs font en salle de classe, particulièrement dans les systèmes où les écoles bénéficient d'une forte autonomie. Associer les professeurs à la conception des évaluations permettra de rapprocher la théorie de la pratique et de garantir que les pratiques d'évaluation sont en lien avec le contenu des programmes.

Fernandes, E., Nefil, I., Calais, S., & Yakoubi, C. (2023). **L'enseignement de l'EPS comme espace de bien-être relationnel**. *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.25894

L'objectif est, ici, de repérer si les contextes d'enseignement (en maths, français et EPS) influencent les représentations sociales des élèves. Les représentations sociales sont des préalables aux relations sociales et aux actions. Sont-elles plus favorables en EPS ? Les résultats montrent que l'égo centration des écoliers s'oppose à l'exocentration subie des lycéens. L'exocentration émotionnelle positive des garçons s'oppose à l'autocentration émotionnelle négative des filles. En EPS, les représentations traduiraient un bien-être relationnel. En Maths, les représentations traduiraient une rigueur stéréotypée d'élèves figés par les opérations mathématiques à réaliser. En Français, les représentations traduiraient un mal-être relationnel et un rejet de la discipline. Ces élèves semblent vivre un contexte oppressif et ennuyeux jusqu'à pénétrer le cœur de leur imaginaire. Ce serait principalement l'imprégnation du contexte d'enseignement qui influencerait les représentations des élèves.

Forestier, A., Sempé, G., & Combaz, G. (2023). **Analyser les effets socialisateurs des stratégies professionnelles déployées pour enseigner l'EPS à des élèves allophones nouvellement arrivé·es en France.** *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.25909

L'article met en lumière trois stratégies professionnelles utilisées par les professeur·es pour enseigner l'EPS aux élèves allophones en classe : l'observation par immersion pratique et

collective, le guidage personnalisé par focalisation décomposée et l'affiliation à un·e élève ressource francophone. Déployée sur neuf mois dans un lycée, une enquête ethnographique couplant observation (n = 300 heures) et entretiens (n = 31), nous a permis de sonder et d'analyser les effets socialisateurs de ces stratégies sur les élèves enquêté·es. Nos résultats montrent que si les enseignant·es mettent en place, plus ou moins intuitivement, des stratégies pour accompagner les élèves allophones en EPS, ces dernier·es ne sont pas disposé·es à réagir de la même façon, au regard de leurs socialisations antérieures. Des situations de « blocage » sont parfois observées mais doivent être contextualisées avec les manières d'enseigner des professeur·es d'EPS et leur intérêt pédagogique pour intégrer ce public d'élèves.

Frantz, K. J., Price, R. M., Russo-Tait, T., & Coffman, C. R. (2024). **Annotations of LSE Research: Enhancing Accessibility and Promoting High Quality Biology Education Research**. *CBE—Life Sciences Education*, *23*(1), fe2. https://doi.org/10.1187/cbe.23-09-0171

Fukushima, A. I., & Vei, T. (2024). **Decolonial feminist pedagogies: entering into the "world" of the zombie as praxis**. *International Journal of Qualitative Studies in Education*, *37*(1), 174-189. https://doi.org/10.1080/09518398.2022.2025489
To teach about race is to recognize how there are communities whose worlds are shaped by violence, death, and resurrection, such as Trayvon Martin, Michael Brown, Emmett Till, George Floyd, and the many unnamed. Resurrection invokes the zombie figure. Zombies are iconic, and as implemented in an interdisciplinary course, a means to foster opportunities to engage with a social figure whose multiple meanings are cultural, historical, and political, and also notions of race and racial meaning-making. Through the figure of the zombie, this autoethnographic revisiting of a course takes up what Lugones calls playful "'world'-travelling." To unpack "'world'-travelling" we examine how it was facilitated through the "world café," a teaching modality. This article examine an educational environment where students engaged in the complexities of race relations in the US by hacking learning rituals that foster understanding racism.

Gardesten, J., & Herrlin, K. (2024). **The initial field experiences of teacher candidates: Emotional challenges in a complex environment**. *Teaching and Teacher Education*, *138*, 104430. https://doi.org/10.1016/j.tate.2023.104430
This qualitative study focuses on how new teacher candidates reflect on teacher tasks such as moral education, care, and teaching. The candidates reflected on these experiences after being put in charge of starting a school day in front of the pupils, but also after having observed how mentor teachers started a school day. Thematic analysis was used to analyse the written reflections of the candidates. Our findings reveal that the candidates noted how micro rituals and school artefacts could support the way teachers work, but also how emotionally challenging it could be to handle such tasks as a novice. These findings are discussed in relation to how teacher education programs can promote openness and honesty when facing challenges and difficulties.

Gardner, S. M., Angra, A., & Harsh, J. A. (2024). **Supporting Student Competencies in Graph Reading, Interpretation, Construction, and Evaluation**. *CBE—Life Sciences Education*, *23*(1), fe1. https://doi.org/10.1187/cbe.22-10-0207
Graphs are ubiquitous tools in science that allow one to explore data patterns, design studies, communicate findings, and make claims. This essay is a companion to the online,

evidence-based interactive guide intended to help inform instructors' decision-making in how to teach graph reading, interpretation, construction, and evaluation within the discipline of biology. We provide a framework with a focus on six instructional practices that instructors can utilize when designing graphing activities: use data to engage students, teach graphing grounded in the discipline, practice explicit instruction, use real world "messy" data, utilize collaborative work, and emphasize reflection. Each component of this guide is supported by summaries of and links to articles that can inform graphing practices. The guide also contains an instructor checklist that summarizes key points with actionable steps that can guide instructors as they work towards refining and incorporating graphing into their classroom practice and emerging questions in which further empirical studies are warranted.

Gaudreau, N. (2024). *Gérer efficacement sa classe, 2e édition: Les ingrédients essentiels* (2ème édition). Consulté à l'adresse https://www.puq.ca/catalogue/livres/gerer-efficacement-classe-edition-4237.html

Gentaz, É. (Éd.). (2023). **Comment, en pratique, favoriser les apprentissages ?** *ANAE - Approche Neuropsychologique des Apprentissages chez l'Enfant*, (187). Consulté à l'adresse http://www.anae-revue.com/2023/12/19/anae-n-187-comment-en-pratique-favoriser-les-apprentissages/
Comment, en pratique, favoriser les apprentissages ? Lecture – Écriture – Orthographe – Mathématiques – Attention – Émotions Quid de l'enseignement explicite ou socioconstructiviste et du design participatif ? Dossier coordonné par É. Gentaz Université de Genève, Directeur de recherche au CNRS, Directeur du Centre Jean Piaget Sortie des presses fin décembre 2023

Gierhart, A. R., & Seglem, R. (2024). **Narrativizing digital pedagogy**. *International Journal of Qualitative Studies in Education*, *37*(1), 67-81. https://doi.org/10.1080/09518398.2021.2003888
This article details the efficacy of utilizing narrative research methods to construct the narratives of teachers and learn more about the essence of digital pedagogy and developing a repertoire of digitally-mediated teaching practices. First, narrative methods are justified by conceptualizing pedagogy dynamically and narratively as opposed to using knowledge-based terms. Next, the dialogic nature of pedagogy is disseminated, situating teaching with technologies within authoritative and internal discourses. Then, the value of depicting a teacher's life story in narrativizing and understanding digital pedagogical development is discussed. Sample narration from Aaron's larger study is provided to situate and exemplify these methodological insights. To conclude, recommendations for the use of narrative methods in future research on digital pedagogy are disseminated with respect for promoting equitable and transformative digital pedagogical design.

Girard, S., de Guise, A.-A., & Boulanger, M. (2023). **Apprendre à motiver aux futurs enseignants d'éducation physique**. *Revue internationale de pédagogie de l'enseignement supérieur*, *39*(3). https://doi.org/10.4000/ripes.5144
Soutenir la motivation des élèves est un enjeu important pour les (futurs) enseignants d'éducation physique et à la santé (ÉPS). Pourtant, le référentiel des compétences professionnelles – profession enseignante (Ministère de l'Éducation, 2020) met de l'avant l'importance d'outiller les enseignants à cet égard. Afin de recueillir la perception des

étudiants quant à ce qui est leur est enseigné en formation initiale pour apprendre à soutenir la motivation des élèves, la présente étude vise à identifier les contenus enseignés au regard du soutien de la motivation, décrire les modalités d'enseignement utilisées pour enseigner ces contenus et identifier les points forts et les points à améliorer en formation initiale selon le point de vue des étudiants. Au total, 18 étudiants en enseignement de l'ÉPS (Mâge = 25 ans; É-T = 3,61 ans; femmes = 38,9 %) de cinq universités francophones québécoises ont participé à quatre groupes de discussion. Les résultats des analyses qualitatives réalisées selon l'approche de Boutin (2007) indiquent que les stratégies motivationnelles sont principalement enseignées dans les cours théoriques et orientées vers l'instauration d'un climat de maîtrise. Il y aurait lieu de rendre plus explicites les liens entre le soutien de la motivation et les différentes notions théoriques. De plus, les étudiants perçoivent un manque de continuité et, parfois, de réalisme entre les cours théoriques et les opportunités de pratique. Au cours de la formation, ils souhaiteraient avoir plus de pratiques dans des situations qui se rapprochent de la réalité vécue avec des élèves lors de leur insertion professionnelle.

Gorbunova, A., van Merrienboer, J. J. G., & Costley, J. (2023). **Are Inductive Teaching Methods Compatible with Cognitive Load Theory?** *Educational Psychology Review*, *35*(4), 111. https://doi.org/10.1007/s10648-023-09828-z
Since Bruner's introduction of discovery learning in the 1960s, there has been an ongoing and intensive debate on the value of inductive teaching methods (e.g., problem-solving followed by instruction, such as in problem-based learning and productive failure) compared to deductive teaching methods (instruction followed by problem-solving, such as direct instruction). Although it has been strongly argued that problem-first inductive methods are incompatible with human cognitive architecture as perceived by cognitive load theory, the main goal of this position paper is to appeal to broaden cognitive load research on inductive and deductive methods, and especially, their orchestration in educational programs of longer duration. We describe eight possible sequences of problem-solving and instruction and conclude that, when well designed, at least six of these sequences can be compatible with cognitive load theory, including productive failure and problem-based learning. We suggest that rather than comparing inductive with deductive methods, future research should also include inductive methods that use different types of supported problem-solving in combination with expository and inquisitory instruction. We propagate a design perspective, looking for the instructional goals, learner characteristics, and other conditions that make selected teaching methods effective, efficient, and attractive.

Grazia, V., Molinari, L., & Mameli, C. (2024). **Contrasting school dropout: The protective role of perceived teacher justice**. *Learning and Instruction*, *89*, 101826. https://doi.org/10.1016/j.learninstruc.2023.101826
Background School dropout is a serious issue with high individual and societal costs. Although numerous risk factors have been studied, those related to the proximal learning environment have mostly been neglected. Aim In this study we tested whether a feature of the learning environment, i.e., students' perception of being treated fairly by teachers, could reduce their intention to drop out. Sample 547 9th grade students (56% male, 94% born in Italy, Mage = 13.92). Method Participants answered a questionnaire on teacher justice and intentions to drop out at the beginning (T1), middle (T2) and end (T3) of the school year. Results A latent growth model indicated that intentions to dropout increased over time and perceptions of teacher justice had a negative association with the

increase both at T2 and T3, even after controlling for gender, nationality, motivation, and perceived learning difficulty. Conclusion These findings suggest that teacher justice can play a relevant protective role against early school leaving.

Hadji, C. (2024, janvier 2). **L'éternel débat des notes à l'école**. Consulté 8 janvier 2024, à l'adresse The Conversation website: http://theconversation.com/leternel-debat-des-notes-a-lecole-220116
Faut-il supprimer les notes ou accroître leur poids ? Le débat est récurrent. Mais plutôt que de le nourrir, ne faudrait-il pas surtout s'interroger sur les objectifs qu'on donne à ces notes ?

Hattan, C., Alexander, P. A., & Lupo, S. M. (2024). **Leveraging What Students Know to Make Sense of Texts: What the Research Says About Prior Knowledge Activation**. *Review of Educational Research*, 94(1), 73-111. https://doi.org/10.3102/00346543221148478
This systematic literature review examined the research on prior knowledge and its activation to ascertain how these terms are defined, what specific techniques have been empirically investigated, and the conditions under which prior knowledge activation facilitated students' comprehension. Fifty-four articles met the inclusion criteria and revealed that the terms prior knowledge and prior knowledge activation were often vaguely defined. Further, 30 unique techniques for activating readers' prior knowledge representing eight different categories were identified. Those categories were open-ended prompts, procedural or strategic supports during reading, visual representations, analogical reasoning, text alteration, augmented activation, extratextual activities, and spontaneous activation. Techniques meant to facilitate knowledge activation prior to reading were most common, although the prompting of students' existing knowledge was beneficial during and after reading as well. Variability in the effectiveness of activation techniques was related, in part, to the amount, accuracy, and specificity of students' knowledge. Based on the key findings identified in this review, recommendations for future inquiry are forwarded, including suggested definitions of prior knowledge and prior knowledge activation.

Hebben, B., & Rayzal, A. (2023). **Tu la gères, ta classe ?** *Les Cahiers pédagogiques*, (589). Consulté à l'adresse https://www.cahiers-pedagogiques.com/n-589-tu-la-geres-ta-classe/
Comment «gère» -t-on une classe ? Comment faire vivre et travailler en collectif des enfants ou des adolescents qui n'ont pas choisi d'être ensemble dans cet espace-temps contraint qu'est la classe ? Notre dossier aborde les manières d'accueillir des élèves, d'obtenir et de maintenir une atmosphère de travail sécurisante plutôt que sécuritaire. Une réflexion qui relève donc aussi de l'éthique et du sens que chacun donne aux apprentissages.

Hölscher, S. I. E., Gharaei, N., Schachner, M. K., Ott, P. K., & Umlauft, S. (2024). **Do my students think I am racist? Effects on teacher self-efficacy, stress, job satisfaction and supporting students in culturally diverse classrooms**. *Teaching and Teacher Education*, 138, 104425. https://doi.org/10.1016/j.tate.2023.104425
Schools are an important context of intergroup contact between culturally diverse teachers and students, where intergroup anxiety may occur. Using survey data from school teachers in Germany, this study aimed to extend research on intergroup anxiety by investigating the concern about appearing racist as a potential risk factor for

teachers' well-being and functioning in culturally diverse classrooms. The findings suggest that teachers who are more concerned about appearing racist also experience more stress and less self-efficacy teaching in culturally diverse classrooms. This can reduce their job satisfaction, and also affect their ability to support their students' needs in the classroom.

Imran, M., & Almusharraf, N. (2023). **Pedagogies for future-oriented adult learners: Flipping the lens from teaching to learning**. *International Review of Education*, 69(6), 931-934. https://doi.org/10.1007/s11159-023-10053-7

Jansen, T., Meyer, J., Fleckenstein, J., Horbach, A., Keller, S., & Möller, J. (2024). **Individualizing goal-setting interventions using automated writing evaluation to support secondary school students' text revisions**. *Learning and Instruction*, 89, 101847. https://doi.org/10.1016/j.learninstruc.2023.101847
Background Revising is central in the process of writing and for acquiring writing skills. Setting revision goals is challenging especially for novice writers: students do not revise frequently, especially in homework conditions that demand high levels of self-regulation. Empirical studies of goal-setting interventions providing a detailed list of goals show positive effects on students' revisions, and researchers have argued that individualizing such goal-setting interventions could increase intervention effectiveness. Aims The present study investigated an individualized goal-setting intervention that provided a list of goals based on students' previous writing using automated writing evaluation. Sample Participants were 345 academic track students from upper-secondary schools in Germany. Methods We asked students to write a text in English as a second language (ESL) as homework and then to revise it. In a hierarchical sequence of four groups, we expanded the information to support students in self-evaluating their texts and setting appropriately challenging revising goals in a stepwise manner. Students received a textbook passage showing a list of process goals (all groups), an assessment rubric (groups two, three, and four), an automated performance score (groups three and four), and individualized goal-setting instruction based on their performance score and the textbook passage (group four). Results Students receiving individualized goal-setting instructions showed the largest revision performance compared to the other groups, with and without controlling for text length. Conclusions We discuss how goal-setting support in ESL writing can benefit from automated writing evaluation to provide individualized support and thus improve the effectiveness of goal-setting interventions in supporting students' revision performances.

Krishnan, J. (2023). **Implementation of Technology Enhanced Formative Assessments in 21st Century Education**. *International Journal of Asian Education*, 4(4), 212-222. https://doi.org/10.46966/ijae.v4i4.308
Teaching methods in the 21st century are more inclined to be more creative and innovative in engaging students in the digital era. Technology tools have become pivotal in 21st-century education, where students prefer flexible learning. 21st-century learning has also become more inclusive, where students become active learners. 21st-century learning has also taken a paradigm shift in analyzing student performance. Student progress is monitored by their continuous performance in the classroom in the form of feedback-based formative assessments instead of limiting them to graded summative assessments. This paper focuses on lecturers' views on 21st-century classrooms and their challenges in implementing 21st-century learning methods. The role of technology-

assisted formative assessments has also been investigated through qualitative research conducted among selected lecturers from two departments in a private institution. Research findings proved that lecturers are much more inclined towards 21st-century learning as students and lecturers like more interactive and formative assessments, as they promote continuous learning. However, using technology tools has mixed among lecturers due to its constraints in certain boundaries. It is also found that implementing 21st-century learning in the classroom contributes to challenges for the lecturers regarding technology adaptation, time constraints, and student motivation.

Matsko, K. K., Wallace, J., Feiman-Nemser, S., Hammerness, K., & Kavanagh, S. S. (2024). **Host or teacher of teaching? Examining mentors' tacit theories of student teacher learning**. *Teaching and Teacher Education*, *138*, 104410. https://doi.org/10.1016/j.tate.2023.104410
This qualitative study challenges dominant and discrete understandings of preservice mentor roles and practices by positing two orientations -- "host" and "teacher of teaching" and examining their associations with mentors' ideas about student teacher learning. Drawing on data from 27 mentor teachers across four teacher education programs, we find that mentoring orientations are shaped by mentors' implicit and enacted theories of student teacher learning. Furthermore, mentors' ideas about how student teachers learn are reflected in how mentors describe their role and preferred practices. By naming implicit theories of learning that underlie mentors' practices, we can begin to understand why mentors may approach mentoring and engage with student teachers in the manner that they do.

Maufrais, O. (2023). **L'expression des rapports sociaux en formation des enseignant·e·s du premier degré**. *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.25298
Dans une visée professionnalisante et transformative, une formation à l'approche intersectionnelle des rapports sociaux sexe/classe sociale/« race » en Éducation Physique et Sportive a été proposée à des enseignant·e·s stagiaires du premier degré (N = 65). Cette formation visait le développement des compétences professionnelles enseignantes croisant pertinence didactique et prise en considération des rapports sociaux. Dans cet article, nous décrirons les travaux proposés permettant d'interroger les représentations des stagiaires des rapports sociaux dans l'école et dans leurs pratiques, puis nous analyserons les temps de formation en termes de rapports de pouvoir. Les résultats mettent en évidence qu'une formation promouvant une approche intersectionnelle des rapports sociaux, tout en ouvrant l'accès à de nouvelles connaissances et compétences professionnelles, engendre l'expression de rapports de pouvoir entre les stagiaires présent·e·s alors même que c'était le sujet des discussions.

McGuire, S. N., & Meadan, H. (2024). **Preservice teachers' perspectives and use of behavior management strategies**. *Psychology in the Schools*, *61*(2), 475-495. https://doi.org/10.1002/pits.23062
Much of the current literature focuses on how preservice teachers are prepared to support entire classrooms (i.e., classroom management) instead of individual students (i.e., behavior management). Because of this gap in the literature, little is known about how preservice elementary education teachers are prepared to support students who are perceived to engage in challenging behavior in their classrooms. Therefore, the purpose of the current study was to explore preservice elementary education teachers'

knowledge, experiences, and needs for using behavior management strategies with individual students. Findings indicated preservice teachers had limited knowledge about behavior management strategies and sought further opportunities to support students who they perceived to engage in challenging behavior.

Meir, E., Pope, D., Abraham, J. K., Kim, K. J., Maruca, S., & Palacio, J. (2024). **Designing Activities to Teach Higher-Order Skills: How Feedback and Constraint Affect Learning of Experimental Design**. *CBE—Life Sciences Education*, 23(1), ar1. https://doi.org/10.1187/cbe.22-08-0158
Active learning approaches to biology teaching, including simulation-based activities, are known to enhance student learning, especially of higher-order skills; nonetheless, there are still many open questions about what features of an activity promote optimal learning. Here we designed three versions of a simulation-based tutorial called Understanding Experimental Design that asks students to design experiments and collect data to test their hypotheses. The three versions vary the experimental design task along the axes of feedback and constraint, where constraint measures how much choice students have in performing a task. Using a variety of assessments, we ask whether each of those features affects student learning of experimental design. We find that feedback has a direct positive effect on learning. We further find that small changes in constraint have only subtle and mostly indirect effects on learning. This work suggests that designers of tools for teaching higher-order skills should strive to include feedback to increase impact and may feel freer to vary the degree of constraint within a range to optimize for other features such as the ability to provide immediate feedback and time-on-task.

Mercier-Brunel, Y. (2023). **Les pratiques évaluatives des enseignants soutiennent-elles une discrimination genrée en mathématiques et en sciences ?** *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1011
Les évaluations standardisées internationales font l'objet d'un certain nombre d'analyses, dont plusieurs mettent en évidence la différence des scores entre les filles et les garçons. A partir de là, notre étude propose de croiser différents éléments qui influencent l'autorégulation de l'apprentissage par les élèves (comme la nature des buts d'accomplissement et les croyances motivationnelles), et donc la qualité des acquis et de la réussite scolaire, avec les pratiques évaluatives des enseignants. Or, si plusieurs travaux de recherche ont mis en évidence que l'autorégulation de l'apprentissage diffère entre les filles et les garçons et que les postures des enseignants sont influencées par leurs représentations genrées suivant les disciplines, il semble désormais important de lier les deux pour ouvrir des perspectives de réduction des inégalités de genre en faisant évoluer certaines pratiques évaluatives des enseignants.

Mierzejewski, S., Martinache, I., Jelen, N., & Llena, C. (2023). **La pédagogie dans le corps ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.25766
Les enseignants en EPS ont la réputation de former un groupe « à part » dans le système d'enseignement, en même temps qu'une communauté « à la pointe » de la pédagogie. Cet article propose d'éprouver ces représentations sociales répandues en mobilisant des données quantitatives et qualitatives issues de quatre enquêtes collectives consacrées totalement ou en partie aux enseignants d'EPS. Offrant les moyens d'une comparaison avec les enseignants du second degré de différentes disciplines, cet ensemble de données interroge les caractéristiques et la définition du groupe. Il confirme l'importance

au sein de ce corps disciplinaire de dispositions liées aux dimensions pédagogiques du métier et met en évidence les différents moments de leur développement au cours de la socialisation primaire et en formation professionnelle. Se dévoilent ainsi les ressorts et conditions de la genèse d'un ethos professoral effectivement singulier, sans préjuger de l'efficience des pratiques enseignantes associées.

Mierzejewski, S., Mougenot, L., & Perez-Roux, T. (2023). **Des éducateurs « hors pairs » ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.25761
Les enseignants en EPS ont la réputation de former une communauté « à la pointe » de la pédagogie. Et de fait, différents indicateurs attestent de la relation d'affinité marquée des membres de ce corps d'enseignants avec le versant relationnel de leur activité professionnelle (Mierzejewski, 2016). Cette situation contraste avec ce qui s'observe chez encore nombre de leurs confrères et consœurs des autres matières du second degré français, qui fondent leur légitimité première sur la maîtrise e...

Montmasson-Michel, F. (2023). **Accompagner des lycéens et lycéennes d'ULIS TFC à la réflexivité professionnelle : entre déconstruction du stigmate et violence symbolique**. *Colloque "Élèves à besoin éducatifs particuliers", regard des sciences sociales*. Présenté à Besançon (Doubs), France. Consulté à l'adresse https://hal.science/hal-04296837

Mougenot, L. (2023). **Place et rôle des interactions entre élèves en classe : une spécificité affirmée en EPS**. *Éducation et socialisation. Les Cahiers du CERFEE*, (70). https://doi.org/10.4000/edso.25854
Dans le contexte scolaire, l'articulation entre la transmission de contenus disciplinaires et les visées éducatives est un enjeu majeur, d'autant plus que l'école est de plus en plus sollicitée pour son rôle relatif à la socialisation des élèves. Cet article met en lumière les représentations qu'ont les enseignant.e.s de la socialisation à et par l'école et de leur propre rôle vis-à-vis de cette finalité. Plus spécifiquement, nous interrogeons la spécificité pédagogique que peuvent apporter les enseignant.e.s en EPS par rapport à leurs collègues des autres disciplines du second degré, car la mise en jeu corporelle et l'appui sur de nombreuses pratiques collectives tendent à multiplier les interactions entre pairs et favoriser la construction du rapport à autrui. Cette étude exploratoire menée par entretiens met en lumière des divergences relatives à la place et au rôle des interactions selon les enseignant.e.s et les disciplines.

Munson, J., & Baldinger, E. E. (2023). **What pedagogy feels like: Teachers' development of pedagogical empathy in rehearsal debriefs**. *Journal of the Learning Sciences*, 32(4-5), 622-662. https://doi.org/10.1080/10508406.2023.2269547

Nafti, S. (2024, janvier 5). **La filière Staps, toujours prisée sur Parcoursup, laboratoire des pédagogies innovantes**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/01/05/la-filiere-staps-toujours-prisee-sur-parcoursup-laboratoire-des-pedagogies-innovantes_6209181_4401467.html
Classe inversée, utilisation d'applications, décloisonnement de la théorie et de la pratique : les enseignants en sciences et techniques des activités physiques et sportives font sans cesse évoluer leurs pratiques pédagogiques.

Nelson, G., Carter, H., Boedeker, P., Knowles, E., Buckmiller, C., & Eames, J. (2024). **A Meta-Analysis and Quality Review of Mathematics Interventions Conducted in Informal Learning Environments with Caregivers and Children**. *Review of Educational Research*, 94(1), 112-152. https://doi.org/10.3102/00346543231156182
The purposes of this study included conducting a meta-analysis and reviewing the study reporting quality of math interventions implemented in informal learning environments (e.g., the home) by children's caregivers. This meta-analysis included 25 preschool to third-grade math interventions with 83 effect sizes that yielded a statistically significant summary effect (g = 0.26, 95% CI [0.07, 0.45) on children's math achievement. Significant moderators of the treatment effect included the intensity of caregiver training and type of outcome measure. There were larger average effects for interventions with caregiver training that included follow-up support and for outcomes that were comprehensive early numeracy measures. Studies met 58.0% of reporting quality indicators, and analyses revealed that quality of reporting has improved in recent years. The results of this study offer several recommendations for researchers and practitioners, particularly given the growing evidence base of math interventions conducted in informal learning environments.

Netter, J., & Joigneaux, C. (2023). **Les pédagogies de l'autonomie, entre dispositifs et pratiques. L'exemple d'une classe de maternelle française**. *Carrefours de l'éducation*, 56(2), 159-171. https://doi.org/10.3917/cdle.056.0159
Dès l'école maternelle, les élèves sont enjoints à conduire certaines activités de façon autonome, en exploitant les ressources pédagogiques déployées à cet effet. Beaucoup de travaux ont cherché à caractériser ces ressources (plans de travail, supports individuels…), alertant sur les inégalités socio-scolaires auxquelles elles pourraient contribuer, sans toujours, cependant, étudier la variété des usages qui peuvent en être faits par les enseignants. C'est l'objet de cet article, appuyé sur l'analyse des pratiques de deux enseignantes d'une même classe de maternelle observées durant 60 heures pendant une année scolaire. Un tel choix méthodologique a permis d'observer que les usages de mêmes ressources variaient considérablement, les « autonomies » construites par une enseignante et par l'autre se révélant alors sensiblement différentes. Ces constats invitent à interroger l'unicité supposée de la « pédagogie de l'autonomie » et la nature de ses liens avec les inégalités d'apprentissage.

Nyström, S., & Ahn, S. (2024). **Teaching with simulators in vocational education and training – From a storing place to a new colleague**. *Teaching and Teacher Education*, 138, 104409. https://doi.org/10.1016/j.tate.2023.104409
This study investigates the formation of VET teaching practice when using simulation as a teaching method to support students' vocational learning at upper secondary schools in Sweden. The study is based on repeated interviews with twelve VET teachers from two schools over the course of three years. Drawing upon practice theory, the findings show that the use of simulators brought about both new knowledge and new relationships in teaching practice, as well as side effects such as dependency on other relatings outside the school. A new practice for vocational learning emerged, which required rearrangement of teachers' work, roles and relatings.

Observatoire sur la réussite en enseignement supérieur (ORES). (2023). **Équité, diversité et inclusion (EDI) : au cœur de la réussite étudiante**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3878* [Report]. Consulté à

l'adresse   https://www.oresquebec.ca/wp-content/uploads/2023/07/EDI-au-coeur-de-la-reussite-etudiante_Dossier_2023.pdf

Les notions d'équité, de diversité et d'inclusion (EDI) sont au cœur de la réussite étudiante et des enjeux d'accès et de persévérance. En effet, les populations étudiantes des collèges et des universités se sont considérablement diversifiées dans les dernières décennies, exigeant « […] de revoir nos façons de faire afin d'assurer l'inclusion de toutes les personnes » (El-Hage, 2020, p.5). Dans le réseau collégial, par exemple, le nombre de personnes étudiantes en situation de handicap autodéclarées a été multiplié par 16 en 12 ans (Gaudreault et Gaudreault, 2020). Malgré des avancées importantes en matière d'accessibilité à l'enseignement supérieur, tous et toutes n'ont pas les mêmes chances de diplômer de leur programme d'études (Bélec et Doutreloux, 2022). Les circonstances de la pandémie de COVID-19 ont également mis en lumière des inégalités dans les conditions de réussite (Luster et al., 2021).   La population étudiante — qu'elle soit LGBTQ+, en situation de handicap, de diverses origines ethnoculturelles, de première génération à fréquenter un établissement d'enseignement supérieur etc. — vit des réalités hétérogènes et, de ce fait, possède des besoins différents en matière de soutien à la réussite.   Afin qu'un maximum d'étudiantes et d'étudiants accèdent, persévèrent et diplôment des collèges et des universités, les établissements d'enseignement supérieur doivent se préoccuper des différents obstacles qui jalonnent les parcours scolaires, tout en tenant compte des dynamiques de reconnaissance et de la valorisation de l'unicité de chaque personne étudiante. Les collèges et les universités sont de plus en plus appelés à s'éloigner de la conception d'un « étudiant-type » et d'un parcours standard à emprunter pour réussir un projet de formation (Conseil supérieur de l'éducation, 2022). En somme, une vision globale de la réussite permet d'envisager toute une diversité de parcours d'études possibles (ibid.).   Agir pour la réussite revient ainsi à reconnaitre la diversité de la population étudiante et à agir pour l'équité et l'inclusion des différents groupes qui la composent, dans la mesure où les personnes étudiantes ne vivent pas les mêmes réalités, n'ont pas les mêmes besoins et ne rencontrent pas les mêmes obstacles à la réussite.   Ce dossier présente les enjeux actuels en équité, diversité et inclusion (EDI) dans une perspective de réussite étudiante et souligne des pistes d'action concrètes pour le développement du plein potentiel de chaque personne étudiante. Le dossier est divisé en trois axes d'intervention : (1) l'instauration d'un climat inclusif pour favoriser la persévérance et la réussite au collège et à l'université ; (2) l'adoption de l'éducation inclusive, tant dans la classe qu'en dehors de la classe, pour mieux répondre aux besoins différenciés d'une population étudiante hétérogène aux multiples réalités intersectionnelles ; et (3) l'importance à la fois d'un leadership inclusif et d'une responsabilité partagée par tous les niveaux hiérarchiques et secteurs d'activités. Le dossier présente enfin des défis émergents quant à l'utilisation grandissante de l'intelligence artificielle et des impacts potentiels sur l'accessibilité à l'enseignement supérieur pour toutes et tous.

Parekh, P., Polman, J. L., Kane, S., & Shapiro, R. B. (2023). **Reconfiguring science education through caring human inquiry and design with pets**. *Journal of the Learning Sciences*, *32*(4-5), 487-533. https://doi.org/10.1080/10508406.2023.2228990

Perego, C. (2023). **Élèves migrant·e·s plurilingues en classe ordinaire Identification des leviers et des obstacles pour la formation des enseignant·e·s** (Thesis). Consulté à l'adresse https://hal.science/tel-0327957v1/document

Petschen, A., & Sudriès, M. (2023). **Entre didactique, citoyenneté, curiosité et sciences cognitives**. *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s*, *1*(2). https://doi.org/10.57154/journals/red.2023.e1369
La noté éditoriale reprend les origines de la thématique du numéro depuis les perspectives des coordinateur.trices (sciences cognitives et didactiques). Après une présentation des différentes facettes de l'engagement, nous discutons le rattachement à la thématique des cinq articles et des deux contributions transversales qui constituent le numéro.

Peuzin, M., Nardy, A., & Chevrot, J.-P. (2023). **Évaluer à l'école maternelle : des pratiques sexuées ?** *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1248
Notre étude s'intéresse à la production de feedbacks (positifs et négatifs) par deux enseignant·es d'école maternelle (un homme et une femme) en fonction du sexe des élèves lors de l'activité en classe et de l'activité physique et sportive. À cette fin, nous analysons un corpus de 20h d'interactions enregistrées. Nos résultats montrent qu'en classe et durant les activités physiques et sportives, les filles et les garçons reçoivent majoritairement des feedbacks négatifs. De manière générale, si l'attribution de ces feedbacks par les enseignant·es ne diffère pas selon le sexe des élèves, deux différences sexuées ont tout de même été notées. En effet, les filles reçoivent une proportion d'évaluations positives plus importante sur leur travail en classe que les garçons par les deux enseignant·es et, durant l'activité physique et sportive, l'enseignante produit plus de feedbacks négatifs envers les garçons qu'envers les filles, dans le but de corriger leurs performances sportives.

Philion, R., & Bourassa, M. (2023). **Un modèle d'accompagnement de stagiaires en situation de handicap**. *Revue internationale de pédagogie de l'enseignement supérieur*, *39*(3). https://doi.org/10.4000/ripes.5254
Les universités québécoises connaissent une forte hausse d'étudiants en situation de handicap (ESH) créant une pression sur les superviseures qui les accompagnent en stage. Une étude exploratoire (Philion et al., 2019) propose de mettre l'accent sur un savoir accompagner dans une perspective de responsabilité partagée entre superviseur et stagiaire. Une recherche-action étudie depuis cette proposition. À cette fin, une communauté apprenante (CA) constituée de chercheuses et superviseures en formation à l'enseignement a coconstruit, par itérations, auprès de 27 stagiaires en situation de handicap (SH), un plan d'action concerté superviseure/stagiaire orienté vers les actions à poser de part et d'autre. Cette coconstruction a incité les membres de la CA à analyser leur posture de supervision sur base du cadre de référence de Bourassa (2019), lequel suggère qu'une relation de pouvoir s'installe dès lors qu'une personne plus expérimentée est responsable d'en accompagner une autre. Il stipule que, dans une relation de pouvoir, quatre variables interagissent : la confiance pour installer du lien, la bonne distance pour coconstruire du sens de ce qui se passe, l'exigence pour tirer la personne vers le haut et la responsabilité qui incombe à chaque partie. L'analyse des données met en évidence que les combinatoires interactives entre ces variables jouent un rôle déterminant dans l'accompagnement offert aux stagiaires. En découle un modèle de supervision combinant « plan d'action concerté superviseure/stagiaire » et « Posture » afin que ces stagiaires bénéficient de conditions favorables à leur réussite.

Popielarz, K. E. (2024). **"Change your approach": how youth organizers, adult allies, and teacher candidates engage in the praxis of community-based pedagogy within teacher**

education. *International Journal of Qualitative Studies in Education*, *37*(1), 190-212. https://doi.org/10.1080/09518398.2022.2035454
In this paper, I share the process of designing, implementing, and analyzing a community-based methods course alongside youth organizers, adult allies, and teacher candidates (TCs) through a critical qualitative research project. Informed by intergenerational grassroots community organizations, community-based pedagogy is a praxis to center the strengths and needs of local people, places, and ecosystems in the classroom. I discuss the framework and use of community-based pedagogy in a teacher education methods course as informed by youth organizers and adult allies of two local youth-centered grassroots organizations. To further the development of community-based pedagogy, I examine how the facilitation of adult ally trainings by youth organizers in a methods course informed their community organizing endeavors and also encouraged TCs to conceptualize community-based pedagogy in PreK-12 classrooms. The findings and implications identify community-based pedagogy as a possible strategy for schools, communities, and teacher education programs to collaborate for transformative social change.

Pujadas, P., & Pardo-Bosch, F. (2024). **Propelling negotiation skills modules in construction engineering programs: Reflections and supporting tools for educators towards an enhanced effective training**. *Teaching and Teacher Education*, *138*, 104432. https://doi.org/10.1016/j.tate.2023.104432
This paper aims to provide a detailed account of our experience in implementing a negotiation module in an optional course of Management Skills in the Master's Degree in Structural & Construction Engineering program at the Universitat Politècnica de Catalunya and critically evaluate its effectiveness and impact on students' personal and professional development by triangulating experiences, surveys, and interviews. Based on an analysis of university curricula, the research explores effective teaching strategies, including Role-Play Simulation and Multi-Disciplinary Case Studies, which were highly valued by students. Video Recording and Playback, Peer Feedback, and Facilitator-led Discussions emerged as the most effective evaluation methods.

Reinholz, D. L., & Andrews, T. C. (2024). **Change as a Scientific Enterprise: Practical Suggestions about Using Change Theory**. *CBE—Life Sciences Education*, *23*(1), es1. https://doi.org/10.1187/cbe.23-06-0103
Change theory has increasingly become an area of scholarship in STEM education. While this area has traditionally been a topic for organizational psychology, business management, communication studies, and higher education, STEM education researchers are increasingly aware of the need to use formal theories to guide change efforts and research. Formal change theory encompasses our current research-based knowledge about how and why change occurs, and therefore, can guide the selection and design of promising interventions. Yet learning about and using theory is challenging because many of us have no formal training in this area and relevant scholarship comes from many different disciplines. Inconsistent terminology creates an additional barrier. Thus, this essay aims to contribute to a common lexicon in STEM higher educational change efforts by clearly distinguishing between formalized change theory, which emerges from research, and a theory of change, which guides the logic of a specific project. We also briefly review the current state of the field regarding the use of formal change theory and provide examples of how change theory has been used in biology

education. Lastly, we offer practical guidance for researchers and change agents who wish to more intentionally and effectively use change theory in their work.

Samudra, S., Walters, C., Williams-Dobosz, D., Shah, A., & Brickman, P. (2024). **Try Before You Buy: Are There Benefits to a Random Trial Period before Students Choose Their Collaborative Teams?** *CBE—Life Sciences Education*, *23*(1), ar2. https://doi.org/10.1187/cbe.23-01-0011
The cognitive and performance benefits of group work in undergraduate courses depend on understanding how to structure groups to promote communication and comfort while also promoting diversity and reducing conflict. The current study utilized social network analysis combined with self-reported survey data from 555 students in 155 groups to understand how students identified group members whom they wished to work with. Students' willingness to work with their peers was positively associated with behavioral traits pertaining to attention, participation, and preparedness in class. We tested whether preventing students from choosing their group members until completing a multiweek period of random assignment to different groups each week influenced group selection criteria, and we found little effect. Students continued to depend on demographic similarities such as gender and ethnicity when selecting groupmates and enforcing random interactions before the group formation did not influence group satisfaction and/or grades. Random interactions before group formation did influence the willingness of students to continue working with peers who were persistently poorly rated based on behavioral attributes and contribution to the group work. Thus, the effort of random assignment could be beneficial to identify struggling students and improve collaboration.

Scippo, S. (2023). **Costruzione e validazione di uno strumento per misurare le pratiche educative Montessori nella scuola primaria italiana**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (28), 117-135. https://doi.org/10.7358/ecps-2023-028-scis
CONSTRUCTION AND VALIDATION OF A TOOL TO MEASURE MONTESSORI EDUCATIONAL PRACTICES IN THE ITALIAN PRIMARY SCHOOLAbstractMaria Montessori began to define her pedagogical proposal in Italy at the beginning of the 20th century. Currently, there are no studies evaluating the effectiveness of Montessori education in her home country (Demangeon et al., 2023). To accomplish this, it is necessary to have a suitable instrument within the Italian context to measure the educational practices of Montessori teachers. In Italy, there is only one checklist developed to observe teachers' actions (Caprara, 2018). This article presents the construction and psychometric validation of a self-reported questionnaire to measure Montessori teachers'practices. The instrument consists of 63 items and was administered to 329 Montessori primary school teachers. The Cronbach's alpha coefficient is 0.927, and an exploratory factor analysis extracted 8 factors that account for 44.8% of the variance. The resulting scale can be used to (a) explore what Montessori teachers do in their classrooms, assessing the gap between ideal and actual Montessori practices, and (b) in a study aiming to evaluate the effectiveness of Montessori education in Italy.

Sofía Yacher Perroni, N. (2024). **"How can we change if we are the same people?": Chilean academic leaders' experiences implementing a practice-based teacher education approach**. *Teaching and Teacher Education*, *138*, 104412. https://doi.org/10.1016/j.tate.2023.104412

A growing body of literature in teacher education stresses the importance of enhancing the training of pre-service teachers through a practice-based teacher education approach centered on core teaching practices. However, further research is needed to explore how schools of education implement this approach at an institutional level. Through semi-structured interviews, this paper reports on how seven academic leaders from two Chilean schools of education experienced implementing this practice-based teacher education approach. The findings reveal factors that support and challenge the organizational learning necessary to enact the approach at an institutional level. This study also highlights implications for practice.

Teague Tsopgny, A. (2023). **Relation élève-enseignant·e et choix d'orientation en mathématiques selon le genre : analyse des effets médiateurs**. *Revue des sciences de l'éducation*, 49(1). https://doi.org/10.7202/1107844ar
L'objectif de ce travail est d'étudier l'effet des composantes de la relation élève-enseignant·e sur le choix d'études en mathématiques selon le genre et les mécanismes par lesquels ces composantes agissent sur ce choix. Une collecte des données par questionnaire a été menée auprès de 405 élèves, parmi lesquel·le·s les des deux sexes étaient représentés, en classe de seconde C au Lycée Général-Leclerc de Yaoundé. Les résultats confirment en grande partie nos hypothèses de recherche. Les perceptions associées aux relations chaleureuses et au soutien de l'enseignant·e de mathématiques déterminent le choix des mathématiques, indépendamment du sexe de l'élève. Le sentiment d'efficacité personnelle et l'anxiété en mathématiques sont les médiateurs de ces liens.

Thomas, V., & Carpentier, G. (2023). **Dispositifs didactiques utilisés par les tuteur·rice·s des centres d'aide en français des cégeps**. *Revue des sciences de l'éducation*, 49(1). https://doi.org/10.7202/1107842ar
Le tutorat est l'un des services les plus fréquemment offerts dans les cégeps du Québec. Les élèves qui veulent s'améliorer en écriture peuvent se tourner vers les centres d'aide en français pour obtenir du tutorat. En 2021, nous avons sondé 101 tuteur·rice·s de 12 cégeps francophones pour mieux connaitre les dispositifs utilisés. Nous avons aussi mené des entrevues individuelles auprès de quatre tutrices et deux tuteurs. Les analyses quantitatives et qualitatives révèlent que les tuteur·rice·s privilégient les dispositifs didactiques de grammaire (exercices et corrections de textes), puisque leur principal mandat est d'aider les tutoré·e·s à réduire leur nombre de fautes. Or, des tutoré·e·s pourraient bénéficier de plus de soutien pour planifier et écrire leurs textes.

Tong, S. X., Tsui, R. K. Y., Law, N. S. H., Fung, L. S. C., Chiu, M. M., & Cain, K. (2024). **The roles of prosody in Chinese-English reading comprehension**. *Learning and Instruction*, 89, 101846. https://doi.org/10.1016/j.learninstruc.2023.101846
Background Despite being an essential component of children's oral reading fluency, prosodic reading, which involves expressive changes in pitch patterns and pause durations, has not been explored in Cantonese-English bilingual children, whose first language (L1) is tonal, non-alphabetic, and whose second language (L2) is non-tonal, alphabetic. Aims This study examined the development of prosodic reading and its within- and cross-language associations with reading comprehension among Cantonese-English bilingual children from second to third grade. Sample One hundred and twenty-one 7-to 8-year-old Cantonese-English bilingual children completed initial testing in grade 2, with 52 tested in grade 3. Methods Prosodic reading was assessed

using one Chinese and one English passage, each comprising six types of syntactic structures: declaratives, clause-final commas, yes-no questions, wh-questions, complex adjectival phrases, and quotatives. Word-reading efficiency, oral passage-reading fluency, and reading comprehension in Chinese and English were also measured. Results Spectrographic analyses revealed that these children were aware of language-independent functions and language-specific manifestations of pitch and pause cues within and across their L1 Chinese and L2 English. Wh question pitch contours emerged as the most robust link to reading comprehension across both languages, while a crossover effect occurred from Cantonese pitch to English reading comprehension. Shorter pauses for English declarative quotative sentences and phrase-final commas were concurrently associated with greater English reading comprehension. Conclusions These findings are interpreted within a new reading framework, the Prosodic Catalysing Hypothesis (PCH), which proposes that pitch and pause production can bridge prosody and syntax to facilitate reading comprehension.

Tripp, B., Cozzens, S., Hrycyk, C., Tanner, K. D., & Schinske, J. N. (2024). **Content Coverage as a Persistent Exclusionary Practice: Investigating Perspectives of Health Professionals on the Influence of Undergraduate Coursework**. *CBE—Life Sciences Education*, *23*(1), ar5. https://doi.org/10.1187/cbe.23-05-0074
STEM undergraduates navigate lengthy sequences of prerequisite courses covering volumes of science content. Given that these courses may contribute to attrition and equity gaps in STEM, research is needed to test the assumption that prerequisite content benefits students in their future studies and careers. We investigated the relevance of prerequisite course content for students' careers through semistructured interviews with practicing nurses regarding their undergraduate anatomy and physiology (A&P) courses. Nurses reported that A&P content does not align with the skills and knowledge needed in the nursing profession. Interviewees averaged 39% on a brief A&P assessment, suggesting A&P prerequisites failed to impart a high degree of long-term A&P knowledge among nurses. Further, practicing nurses perceived overcommitment to A&P content coverage as an exclusionary practice that eliminates capable individuals from the prenursing pathway. These findings challenge assumptions surrounding the justification for prerequisite course content and raise questions of whether content expectations actively exclude individuals from STEM or healthcare careers. We aspire for this study to stimulate conversation and research about the goals of prerequisite content, who is best positioned to articulate prerequisite content objectives, and the influence of content coverage on equity and justice in undergraduate STEM education.

Ubaidillah, M., Hartono, H., Marwoto, P., Wiyanto, W., & Subali, B. (2023). **How to Improve Critical Thinking in Physics Learning? A Systematic Literature Review**. *Journal of Educational, Cultural and Psychological Studies (ECPS Journal)*, (28), 161-187. https://doi.org/10.7358/ecps-2023-028-ubai
COME MIGLIORARE IL PENSIERO CRITICO NELL'APPRENDIMENTO DELLA FISICA? UNA REVISIONE SISTEMATICA DELLA LETTERATURAAbstractCritical thinking skills are essential skills needed in the 21st century. Critical thinking skills can be trained in students through student-centered learning. Through a literature review, this research aims to determine learning models that can improve critical thinking skills in physics. Data collection was based on Scopus and Google Scholar database sources. This type of document comes from journal articles with the keywords «critical thinking», «learning models», and «physics learning» from the years (2011-2021). The literature review used procedures adapted from

PRISMA. Documents published are based on predetermined content analysis criteria, including year of publication, author, article source, learning model, physics material topic, research subject, education level, and assessment. Inquiry learning and the higher-order thinking laboratory (HOT Lab) dominate the learning models used to improve critical thinking skills. The critical skills indicators used vary. Indicators of critical thinking skills. Self-regulated learning is rarely used in research instruments compared to other indicators of critical thinking skills. The instruments used are multiple-choice, essays, worksheets, and observation sheets. Research respondents at the university level are often used in studies of critical thinking skills. Fluid mechanics is a topic that is often used in research. This research contributes to improving students' critical thinking skills through various recommended learning models. Research findings show that student-centered learning models can improve critical thinking skills.

Vanmeerhaeghe, S. (2023). *De l'appropriation des stages en formation initiale des enseignants du secondaire inférieur* (Phdthesis, Université libre de Bruxelles (Belgique)). Consulté à l'adresse https://theses.hal.science/tel-04344706

Qu'il soit actif, pratique, professionnel ou professionnalisant, le stage est devenu un incontournable de la formation initiale des enseignants. Plus qu'un prescrit, le stage est qualifié par ses protagonistes comme l'expérience la plus formatrice du cursus de formation à l'enseignement. Mais pour autant, que sait-on de ce qui s'y passe ? Comment expliquer les faibles résultats des stagiaires en termes de réflexivité, les tensions identitaires vécues par les maitres de stage, stagiaires et maitres-assistants ? Que comprendre face à la montée des dispositifs d'accompagnement qui s'y adossent, ou encore au fait qu'il ne soit pas sujet de débat scientifique ? A l'aube d'une nouvelle réforme de la formation initiale des enseignants, nous nous intéressons au stage comme un objet à conceptualiser. Ce travail doctoral vise à appréhender le sens attribué au stage, à identifier les enjeux cruciaux de son essor en formation des enseignants et à comprendre, in situ, les régulations (dont les malentendus) de ses acteurs. Trois approches complémentaires sont opérationnalisées pour saisir la complexité du stage : - Approche par la littérature scientifique francophone : analyses thématique et lexicale des articles et ouvrages scientifiques référencés sur les stages en enseignement. - Approche socio-historique : identification des traces du stage et analyse de leurs évolutions au sein de l'apprentissage à l'enseignement par le biais de la théorie de l'acteur-réseau (Latour, 2007). . - Approche interactionniste : recueil de vécus d'expérience des acteurs de stage et analyse les cadres de figuration et de régulation sociale (Goffman, 1973, 1974, 1991) des acteurs en interaction. Les matériaux sont issus d'un suivi longitudinal de 76 stagiaires (3 cohortes de 2 ans) par complétion d'un journal de bord vidéo ainsi que de 20 entretiens compréhensifs auprès de maitre de stage et d'élèves. Au terme des analyses, le croisement des résultats mène non seulement à dresser une matrice d'acceptions du terme stage, mais aussi, à pointer les tensions, dilemmes et malentendus vécus en son sein. Porteur d'enjeux socio-politiques et de fonctions combinées d'employabilité et d'apprentissage réflexif à l'enseignement, il s'avère qu'à n'y prendre garde, la rencontre entre les différentes appropriations du stage peut freiner le processus de développement professionnel de ses protagonistes.

Verchier, Y., & Lison, C. (2023). **L'interactivité, élément clef de l'engagement des apprenants**. *Revue internationale de pédagogie de l'enseignement supérieur, 39*(3). https://doi.org/10.4000/ripes.5044

La pandémie de COVID-19 a profondément bouleversé nos façons d'enseigner et d'apprendre durant de nombreux mois, voire de nombreuses années. Les adaptations pédagogiques faites alors dans l'urgence ont pu s'apparenter à du distanciel de crise. Certaines équipes pédagogiques ont remplacé leurs cours par des documents PDF déposés en ligne, tandis que d'autres ont mis en place des cours synchrones sur l'emploi du temps habituel des étudiants entraînant une « zoom fatigue » liée aux nombreuses he...

von Gillern, S., Korona, M., Wright, W., Gould, H., & Haskey-Valerius, B. (2024). **Media literacy, digital citizenship and their relationship: Perspectives of preservice teachers**. *Teaching and Teacher Education*, *138*, 104404. https://doi.org/10.1016/j.tate.2023.104404 Scholarship has examined media literacy and digital citizenship in various ways, yet limited research has examined connections between these concepts, which may have implications for teaching and learning. This case study investigated 111 preservice teachers' perspectives on media literacy, digital citizenship, and their relationship via examining their responses to essay questions. Data analysis revealed central themes in their perceptions of media literacy, digital citizenship, and their relationship, which aligned with both empowerment and protectionist perspectives of media and digital engagement. This study illuminates relational understandings of media literacy and digital citizenship and demonstrates the value of teaching them in concert.

Wagner, S., Sibley, L., Weiler, D., Burde, J.-P., Scheiter, K., & Lachner, A. (2024). **The more, the better? Learning with feedback and instruction**. *Learning and Instruction*, *89*, 101844. https://doi.org/10.1016/j.learninstruc.2023.101844 Background Strategy instruction and formative feedback are powerful instructional strategies to support learning. However, combining them may not necessarily be effective. Previous research on the combination of strategy instruction and feedback produced both additive and reducing effects on learning. It is an open question whether and under which conditions combining strategy instruction and feedback enhances students' learning. Aims We investigated potential synergy and interaction effects of combining strategy instruction and feedback on learning in physics, the underlying mechanisms, and their generalizability (elaboration level of feedback, instructional sequence). Sample We conducted three online experiments (N1 = 437, N2 = 310, N3 = 166) with university students. Method In Experiment 1 and 2, in the learning phase, participants read a strategy instruction or no instruction. In a subsequent practice phase, they solved troubleshooting tasks on electric circuits and received either feedback or no feedback. In Experiment 3, students were randomly assigned to one of three conditions (no intervention, learning phase first, practice phase first). We used the same material for all experiments. Results In Experiment 1, we found no additive combination effects of strategy instruction and corrective feedback. Surprisingly, for far transfer, corrective feedback reduced the effect of prior instruction. Contrarily, in Experiment 2, we obtained additive effects by combining strategy instruction with elaborated feedback. Experiment 3 showed that these additive findings were irrespective of the instruction-feedback-sequence. Conclusions Our findings indicate that the elaboration level of feedback determines whether combining instruction and feedback produces additive or reducing effects.

Walck-Shannon, E. M., Rowell, S. F., Bednarski, A. E., Barber, A. M., Yuan, G. J., & Frey, R. F. (2024). **A Study Planning Exercise Associated with Decreased Distraction Levels among**

Introductory Biology Students. *CBE—Life Sciences Education*, *23*(1), ar3. https://doi.org/10.1187/cbe.23-05-0092

Students struggle to regulate their learning during independent study sessions. In this study, we ask whether an online behavioral intervention helped introductory students decrease distraction while studying. The intervention consisted of exam 1 reflection, exam 2 planning, and exam 2 reflection exercises. During planning, students formed a goal, mentally contrasted (MC) a positive outcome of their goal to their present reality, identified an obstacle, and formed an implementation intention (II) to overcome that obstacle. During reflection, students self-reported their distraction while studying. Distraction was the most frequently reported study obstacle, and decreasing distraction was the second most frequently reported study goal. While students who aimed to decrease distraction as a goal did not follow through, students who planned for distraction obstacles did follow through on decreasing distraction levels. Only about half of students generated an II that aligned with their study goal, which may provide one reason for the opposing follow-through of distraction framed as a goal versus as an obstacle. Lastly, we examined the specificity of students' II's and found no relationship with follow-through. Overall, MC with II holds promise as a self-regulatory technique to help introductory biology students change their behaviors while studying.

Weyers, J., Kramer, C., Kaspar, K., & König, J. (2024). **Measuring pre-service teachers' decision-making in classroom management: A video-based assessment approach**. *Teaching and Teacher Education*, *138*, 104426. https://doi.org/10.1016/j.tate.2023.104426

This study presents a video-based test instrument entitled CME-Decide that focuses on pre-service teachers' decision-making skills as part of their Classroom Management Expertise. A sample of 284 pre-service teachers viewed 12 short video clips of instructional practice and indicated after each how they would behave in this situation. Correlation and regression analyses revealed that the CME-Decide test was associated with perception/interpretation skills in classroom management, general pedagogical knowledge, teaching enthusiasm, and school-based learning opportunities but not with university-based learning opportunities in general pedagogy. These findings suggest that the CME-Decide test is appropriate for assessing pre-service teachers' competence development.

Wilson, M. (2024). **Finding the Right Grain-Size for Measurement in the Classroom**. *Journal of Educational and Behavioral Statistics*, *49*(1), 3-31. https://doi.org/10.3102/10769986231159006

This article introduces a new framework for articulating how educational assessments can be related to teacher uses in the classroom. It articulates three levels of assessment: macro (use of standardized tests), meso (externally developed items), and micro (on-the-fly in the classroom). The first level is the usual context for educational measurement, but one of the contributions of this article is that it mainly focuses on the latter two levels. Co-ordination of the content across these two levels can be achieved using the concept of a construct map, which articulates the substantive target property at levels of detail that are appropriate for both teacher planning and within-classroom use. This article then describes a statistical model designed to span these two levels and discusses how best to relate this to the macrolevel. Results from a curriculum and instruction development project on the topic of measurement in the elementary school are demonstrated, showing how they are empirically related.

Woods, P. J., & Copur-Gencturk, Y. (2024). **Examining the role of student-centered versus teacher-centered pedagogical approaches to self-directed learning through teaching**. *Teaching and Teacher Education*, *138*, 104415. https://doi.org/10.1016/j.tate.2023.104415
While research has shown that students benefit from student-centered pedagogies, few studies have considered the benefits of this pedagogical approach for educators as they learn through teaching. In response to this need, we analyzed interviews, lesson plans, and video observations from five teachers in elementary schools across the United States who varyingly engaged student-centered and teacher-centered pedagogies. Our analyses revealed that the participating teachers developed a wide breadth of teacher knowledge regardless of their pedagogical approach. However, the teachers who employed student-centered teaching reported more pedagogical content knowledge gains for themselves than the teachers who used direct teaching.

Zachariou, A., & Bonneville-Roussy, A. (2024). **The role of autonomy support from teachers in young learners' self-regulation in dyadic contexts: An examination through three-level multilevel analysis**. *Learning and Instruction*, *89*, 101843. https://doi.org/10.1016/j.learninstruc.2023.101843
Background Autonomy-supportive contexts are thought to promote students' self-regulation. However, research looking at this link empirically, in naturalistic dyadic contexts and in young learners, is scarce. Aims To address this gap, we adopted an observational approach and investigated whether autonomy-supportive teaching is related to pupils' self-regulation in one-to-one music lessons. We explored specific aspects of positive self-regulation and the under-researched area of failures in self-regulation. Sample 22 teachers and their 42 pupils (aged 5–11). Methods We video-recorded each teacher-pupil dyad during a one-to-one lesson, and 231 observation segments were collected. Results Using 3-level multilevel modelling and DSEM (observations nested within pupils nested within teachers), our findings indicated that teachers' autonomy support is positively related with pupils' positive self-regulation, and negatively related to pupils' failures in self-regulation. We also identified which specific autonomy-supportive behaviours were related to self-regulation. Conclusions This study can inform teaching practice and inspire further research into learners' self-regulation and teachers' autonomy support.

Zhang, Y., Chen, H., Pi, Z., & Yang, J. (2024). **Interactive equality in peer assessment: The impacts on preservice teachers' technology-enhanced learning design and feedback uptake**. *Teaching and Teacher Education*, *138*, 104408. https://doi.org/10.1016/j.tate.2023.104408
To address the limitation of lacking interactivity in conventional peer assessment, this study proposed an interactive peer assessment approach and examined its effectiveness in an undergraduate course for preservice teachers (PSTs). Seventy-two PSTs were randomly assigned to the interactive or conventional group. The results indicated that the interactive group outperformed the conventional group with regard to technology-enhanced learning design skills, feedback quality and feedback uptake. Furthermore, feedback uptake was identified as a mediating factor to the effectiveness of the interactive approach. The study advocates for the integration of an interactive peer assessment approach into future online teacher educational settings.

Relation formation-emploi

Akubos, A. I., & Wariowei, R. E. (2023). **Assessment of Economic Opportunities Available to Vocational and Technical Education Programmes for Sustainable Local Content Policy in The Oil and Gas Sector in Bayelsa State Nigeria**. *British Journal of Education, 12*(1). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-1-2024/assessment-of-economic-opportunities-available-to-vocational-and-technical-education-programmes-for-sustainable-local-content-policy-in-the-oil-and-gas-sector-in-bayelsa-state-nigeria/

The study assessed economic opportunities available to vocational and technical education programmes for sustainable local content policy in the oil and gas sector in Bayelsa State, Nigeria. A descriptive survey design was adopted for the study. Two (2) research objectives were formulated to guide the study. The population of the study comprised of all stakeholders in vocational and technical education and oil and gas sector in Bayelsa State. A sample of 230 respondents (180 lecturers from the vocational and technical education in the three tertiary institutions in Bayelsa State and 50 staff of Nigerian Content Monitoring and Development Board from the corporate headquarters). The instrument for data collection was an "Assessment of Economic Opportunities Available to Vocational and Technical Education Programmes Questionnaire" which was developed by researchers and validated by experts. The reliability of the instrument was established using Cronbach Alpha Formula and a coefficient of 0.87 was obtained. The research questions were answered using mean and standard deviation via Statistical Package for Social Science (SPSS) version 26. The findings revealed that lack of adequate local skills and expertise, Limited access to financing for local businesses, insufficient support and incentives for local businesses, limited infrastructure (power, transportation, etc.), poor enforcement of the policy regulations, insufficient efforts to provide training and capacity building programs to enhance local skills and capabilities, lack of information about available opportunities, limited access to networks or partnerships with larger corporations, stringent qualification criteria and regulatory and bureaucratic hurdles are major the challenges inhibiting the implementation of Local content policy in Bayelsa State. It was recommended that The Nigeria Content Monitoring and Development Board should continue to sponsor vocational and technical based programmes that will create the required awareness on the need for indigenous domination of the Oil and Gas Industry.

Baghioni, L., & Séchaud, F. (2023). **Des coopératives pour l'écologie : un travail d'organisation ?** *Céreq Bref*, (447), 1-4. Consulté à l'adresse https://www.cereq.fr/ess-ecologie-travail

Au-delà des activités professionnelles directement liées à la protection de l'environnement, certains secteurs font de la transition écologique une question essentielle guidant l'évolution des pratiques professionnelles. C'est le cas de l'économie sociale et solidaire, et plus particulièrement des structures coopératives. Comment la prise en compte des questions environnementales transforme-t-elle les métiers, les gestes professionnels, l'organisation du travail dans ces structures ? À partir du cas de deux coopératives aux domaines d'activités très différents, ce Céreq Bref fait ressortir une relation significative entre les démarches d'écologisation, une conception partagée de la gouvernance et de l'organisation, et la revalorisation du sens du travail.

Bonnard, C., & Droyer, N. (2023). **La professionnalisation des premiers cycles universitaires du point de vue des enseignants-chercheurs**. *Carrefours de l'éducation*, 56(2), 189-206. https://doi.org/10.3917/cdle.056.0189
Le mouvement de professionnalisation à l'université concerne l'ensemble des filières universitaires et ce, dès les premiers cycles. Si un ensemble de travaux a analysé les effets des dispositifs de professionnalisation sur les parcours d'insertion des étudiants, peu d'entre eux ont appréhendé la perception de la professionnalisation du point de vue des enseignants chercheurs et comment celle-ci est mise en pratique au sein des filières dites « générales ». À partir d'entretiens auprès de responsables pédagogiques de troisième année de Licence au sein d'une université française, différentes conceptions et modes de professionnalisation au sein des licences générales sont identifiés, dépendant en partie du public étudiant accueilli. L'article montre ensuite comment le stage est érigé comme outil de professionnalisation et peut être utilisé comme un moyen de sélection en Master. L'article souligne également que malgré une injonction à la professionnalisation, peu de moyens humains et financiers ont été accordés aux équipes pédagogiques pour sa mise en œuvre.

Foli, O., & Sulzer, E. (2023). **La transition écologique dans les métiers de la construction : l'encadrement de chantier en première ligne**. *Céreq Bref*, (448), 1-4. Consulté à l'adresse https://www.cereq.fr/la-transition-ecologique-metiers-construction-btp
Le bâtiment est un secteur réputé polluant et fortement émetteur de gaz à effet de serre, en particulier lors de la réalisation de nouvelles constructions. À ce titre, il fait l'objet de nombreuses dispositions réglementaires, notamment celles de la loi « Climat et résilience » de 2021. À partir d'une enquête qualitative, les auteurs interrogent les effets de la transition écologique sur les métiers impliqués dans l'acte de construire. À ce jour, l'encadrement – chef de chantier et conducteur de travaux – semble être le principal acteur du verdissement sur le chantier. Mais les défis à venir du secteur posent la question d'une transformation de l'ensemble des métiers de la construction.

Kanninen, O., Kortelainen, M., & Tervonen, L. (2023). *Long-Run Effects of Selective Schools on Educational and Labor Market Outcomes* (Working Paper N° 161). Consulté à l'adresse VATT Institute for Economic Research website: https://econpapers.repec.org/paper/ferwpaper/161.htm
This paper analyzes the effects of selective schools on students' educational and labor market outcomes. We utilize regression discontinuity design based on the centralized admission system of upper secondary schools in Finland to obtain quasi-random variation for selective high school offers and attendance. By using nationwide administrative data, we first show that the selective schools do not improve high school exit exam scores, even though there is a large jump in peer quality for students attending selective schools. Despite lacking short-term effects, we find that selective schools increase university enrollment and graduation in the long run. Yet, we do not observe positive effects on income. Importantly, our results suggest that selective high schools or better peer groups do not improve students' human capital or skills, but affect their preferences on educational choices after the secondary school.

Olowe, M. O. (2023). **Servicing Skills Needed by Managers and Workers in Micro Business in Ondo State**. *British Journal of Education*, *11*(14). Consulté à l'adresse https://eajournals.org/bje/vol11-issue14-2023/servicing-skills-needed-by-managers-and-workers-in-micro-business-in-ondo-state/

The study investigated the servicing skills needed by managers and workers in Micro Business. The study employed a survey research design and it was conducted in the three senatorial zones in Ondo State. The population of the study was 730 respondents made up of 563 respondents. Two hypotheses were analysed using mean and standard deviation at 0.05 level of significance. A liken scale of 14 structured questionnaire items was used for data collection. The reliability co-efficient was 0.948 which was calculated using Guttman split-half, findings revealed that the managers and workers lack the servicing skill which will be needed for the business to grow, when there is servicing skill, there will be high rate of patronage, conclusion and recommendation was drawn that the managers and workers needs training in order to acquire the skills needed.

Pierre-Louis. (2024). **Exploring the Experiences of Highly Skilled Immigrants in Career and Technical Education**. *Community College Journal of Research and Practice, 48*(1), 10-21. https://doi.org/10.1080/10668926.2022.2064367
Immigrants are more likely to arrive in the United States with lower levels of education, resulting in lower-status jobs, leading to lower incomes and less accumulation of wealth. However, a segment of the immigrant population enters the United States with the expectation of contributing immediately and directly to the country's economic advancement: the highly skilled immigrant. Unfortunately, many cannot gain recognition for their foreign academic or occupational credentials while in the United States. For many, career and technical education, or vocational programs, have been helpful. Utilizing the acculturation framework, this study explores the experiences of ten highly skilled immigrants with credentials from their home countries who could not gain recognition for their credentials in the United States. This study further examines the motivations that led them to enroll in career and technical education programs in the United States. The findings from this study presented the themes of (1) Inability to continue in the previous career, (2) High cost of graduate degrees in the United States, (3) Difficulties in transferring foreign credentials, (4) Immediate employment opportunities after career and technical education program completion and (5) Age/Adult learner.

Robert, A. (2023a). **Introduction générale - Les expériences professionnalisantes en cours d'études dans l'enseignement supérieur**. In *Céreq Échanges: Vol. 22. Les expériences étudiantes professionnalisantes : diversité et effets sur les parcours : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 5-8). https://doi.org/10.4000/books.cereq.3518

Robert, A. (Éd.). (2023b). *Les expériences étudiantes professionnalisantes : diversité et effets sur les parcours : Groupe de travail sur l'enseignement supérieur (GTES)*. Consulté à l'adresse https://books.openedition.org/cereq/3483
Depuis plusieurs décennies, les gouvernements successifs ont contribué au développement de la professionnalisation de l'enseignement supérieur afin d'améliorer l'insertion professionnelle des étudiants. Les travaux réunis dans cet ouvrage explorent à partir de données locales ou nationales deux formes particulières de professionnalisation des parcours de formation dans l'enseignement supérieur : l'entrepreneuriat et l'alternance. Les analyses produites cherchent notamment à évaluer l'impact de ces types d'expériences sur la réussite universitaire ou les conditions d'insertion professionnelle des étudiants. Le groupe de travail sur l'enseignement supérieur (GTES) est un réseau d'échanges et de production sur les parcours de formation et d'insertion des inscrits dans l'enseignement supérieur. Il réunit des chargé·es d'études du Céreq, des chercheur·es et enseignant·es-chercheur·es, des représentant·es de l'Observatoire

national de la vie étudiante (OVE), des observatoires universitaires et régionaux et des membres de services du MESR (DGESIP et SIES). Le thème Enseignement supérieur et insertion, nouvelles répartitions des publics a guidé les réflexions et travaux du groupe, dont les résultats sont restitués dans trois ouvrages.

Tenret, E., & Verley, E. (2023). **Salariés, (micro)entrepreneurs ou sans contrat : l'activité rémunérée des étudiant·es au prisme de leurs statuts d'emploi**. In A. Robert (Éd.), *Les expériences étudiantes professionnalisantes : diversité et effets sur les parcours : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 55-67). https://doi.org/10.4000/books.cereq.3551

Réussite scolaire

Alkan, A., Sarpça, S., & Sarpca, S. (2023). *Effects of High-Achieving Peers: Findings from a National High School Assignment System* (CESifo Working Paper Series № 10794). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10794.htm
Recent studies of US elite exam schools have yielded the startling conclusion that such schools improve neither educational achievement nor longer-term educational outcomes. Is the same true for exam schools elsewhere? The system in Turkey is ideal for investigating this question. There, students are placed in exam schools based on a high-stakes national examination. Utilizing an exceptional database for Turkey not heretofore available, we conduct regression discontinuity analysis exploiting score discontinuities between more than 200 exam schools. We find that attending more selective exam schools yields large achievement gains and improved university placements for high achieving students.

Andreu, S., Bret, A., Durand de Monestrol, H., Garnero, M., Gill-Sotty, C., Heidmann, L., … Wuillamier, P. (2024). *Test de positionnement de début de première année de CAP 2023 - Premiers résultats* (Document de travail № 2024-E01). Consulté à l'adresse https://www.education.gouv.fr/test-de-positionnement-de-debut-de-premiere-annee-de-cap-2023-premiers-resultats-379878

Antony-Newman, M., & Niyozov, S. (2023). **Barriers and Facilitators for Academic Success and Social Integration of Refugee Students in Canadian and US K–12 Schools: A Meta-Synthesis**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, 46(4), 980-1012. https://doi.org/10.53967/cje-rce.5859
Despite the status of Canada and the United States as major destinations for refugees worldwide, school-age refugee children in their K–12 schools continue to face significant challenges. To better understand barriers and facilitators for refugee students after resettlement, we carried out a meta-synthesis of 34 peer-reviewed articles that shed light on the educational experiences of refugee students in this geographic context. Our analysis shows that refugee students face such barriers as inappropriate grade placement, deficit thinking of teachers, language barriers, lack of trauma-specific counselling, and misunderstandings in family-school communication. Nevertheless, refugee students benefit from culturally relevant curriculum and pedagogy and the availability of cultural brokers and liaisons. The key theoretical and policy implication of this meta-synthesis is the need to shift the focus from the type of refugee programs

(integrated or separate) to the presence of facilitating factors that enhance the academic success and social integration of refugee students.

Boivin, M.-C., & Roussel, K. (2023). **Les performances en écriture d'étudiants faibles en français entrant à l'université dans des programmes en enseignement**. *Revue internationale de pédagogie de l'enseignement supérieur*, *39*(3). https://doi.org/10.4000/ripes.5074
Les étudiants entamant un programme d'études universitaires n'ont pas toujours la maitrise attendue du français écrit, alors que cette maitrise constitue un facteur important de réussite. Dans la perspective de les soutenir, cet article propose une description des erreurs linguistiques figurant dans 591 textes rédigés par 168 étudiants ayant échoué à un test de français à l'admission. Les textes comptent en moyenne 3,45 erreurs par 100 mots, soit une erreur tous les 29 mots (2 lignes). Les catégories d'erreurs les plus fréquentes sont la syntaxe (1,93 erreur par 100 mots), et l'orthographe grammaticale (0,65 erreur par 100 mots). Les erreurs de syntaxe concernent en premier lieu la ponctuation syntaxique, puis la construction de la phrase simple (notamment la construction du groupe verbal et du groupe nominal). Les erreurs d'orthographe grammaticale les plus fréquentes concernent l'accord dans le groupe nominal (en particulier les marques de nombre sur le nom noyau) de même que l'accord régi par le sujet de la phrase, au premier chef l'accord du verbe. L'article fournit une liste des 20 erreurs les plus fréquentes, qui incluent notamment les erreurs dans la juxtaposition et la coordination de groupes (au 11e rang) et de phrases (au 15e rang). Si les textes des étudiants ayant le français comme langue seconde présentent en moyenne 4,48 erreurs par 100 mots, les catégories d'erreurs les plus fréquentes demeurent essentiellement les mêmes. Les fondements linguistiques des erreurs fréquentes renvoient à la syntaxe de la phrase, des groupes nominaux, de la juxtaposition et de la coordination.

Chukwu, O., & Ikonne, U. H. (2024). **The Influence of School Variables On the Academic Performance of Senior Secondary Students in Aba Education Zone, Abia State**. *British Journal of Education*, *12*(1). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-1-2024/the-influence-of-school-variables-on-the-academic-performance-of-senior-secondary-students-in-aba-education-zone-abia-state/
The study investigated the influence of school variables on the academic performance of senior secondary school students in Aba Education Zone, Abia State. Two research questions were posed and two hypotheses formulated. The study adopted descriptive survey research design. The population consisted of the entire senior secondary two (SS2) students in all the senior secondary schools in nine Local Government Areas in Aba Education Zone in 2021/2022 session. The sample was drawn using multi-stage sampling approach. First, four LGAs were randomly selected from the nine existing LGAs in Aba Education Zone. Secondly, one senior secondary school was randomly selected from each of the four LGAs. Finally, 45 SS2 students from each of the sampled schools were purposively selected for the study. The total sample size was 180 respondents. The instruments for data collection were self-made questionnaire titled "School Variables and Students Academic Performance Questionnaire (SVSAPQ) and Academic Performance Questionnaire (APQ). Reliability coefficient of 0.86 and 0.87 were obtained respectively for SVSAPQ and APQ using Cronbach Alpha Statistics. To achieve the objectives of the study, the research questions were answered using mean and standard deviation and the hypotheses tested at .05 significant levels using independent t-test. The findings revealed that there is a significant influence of school environment and school climate

on academic performance among senior secondary school students in Aba Education Zone of Abia State. Based on the findings, it was concluded that good physical school environment and healthy school climate enhance academic performance of students. Based on the conclusion, it was recommended that; Government should ensure that schools are sited in environments that are accessible, secure and large enough to accommodate buildings and all other facilities the learners may require for effective teaching/learning activities. The school administrators and teachers should see that the school climate is toxic-free, friendly, natural and calm enough to get students relaxed for effective academic work. Toxic atmosphere and bullying must be checked and eradicated to facilitate students' adjustment to school work.

Collinson, C. (2023). **Dyslexia as 'paradox'**. *British Journal of Special Education*, *50*(4), 440-449. https://doi.org/10.1111/1467-8578.12481
This article is written by a dyslexic scholar in opposition to the psychological discourse on dyslexia. The methodological approach adopted is ordinary language philosophy; I argue that dyslexia is a paradoxical concept. As such, dyslexia as a concept lacks clarity and cohesion. The alternative concept of Lexism (the Othering of and discrimination against dyslexics by normative practices and assumptions of literacy) is a more helpful concept for those who wish to understand the nature of a dyslexic's existence.

Dickason, C. N., Heinrich, C., & Smith, M. (2024). **Delivering on the Promise: The Role of Supplemental Promise Programs in Reducing Barriers to College Success**. *The Journal of Higher Education*, *95*(1), 92-119. https://doi.org/10.1080/00221546.2023.2195770
As college promise programs proliferate across the country, supplemental promise programs are emerging to fill gaps in services and resources critical for student success, particularly for students with greater economic needs. This mixed-methods study examines the implementation and efficacy of two such programs in Tennessee, Nashville GRAD and Knox Promise, which are distinct in their approaches to providing financial and advising supports to community college students. Findings from interviews with students and program staff suggest that students saw the additional financial supports and interactions with advisers as critical to their continued success. Using administrative data, we further explored the pathways to improved outcomes — college progression (credits earned) and persistence to the next term or academic year — and found that the intensity of student engagement with their advisors and use of program benefits (e.g. textbook and transportation supports) were positively associated with these college outcomes.

Elez, V., Imbeau, É., Tao, Y., Paquet, V., Kotasinska, A., Rostamian, A., … Khan, G. (2023). ***Measuring Up: Canadian Results of the OECD PISA 2022 Study. The Performance of Canadian 15-Year-Olds in Mathematics, Reading, and Science*** (p. 252). Consulté à l'adresse Council of Ministers of Education website: https://cmec.ca/Publications/Lists/Publications/Attachments/438/PISA-2022_Canadian_Report_EN.pdf

Feldon, D. F., Litson, K., Cahoon, B., Feng, Z., Walker, A., & Tofel-Grehl, C. (2024). **The Predictive Validity of the GRE Across Graduate Outcomes: A Meta-Analysis of Trends Over Time**. *The Journal of Higher Education*, *95*(1), 120-148. https://doi.org/10.1080/00221546.2023.2187177

This meta-analysis assesses the predictive validity of the Graduate Record Examination (GRE) across outcome variables, including grade point average, for graduate students. In addition to aggregate effects, this paper also assessed changes in observed effects over time as related to increasing diversity in the graduate student population and as a function of gender and racial/ethnic composition of study samples. Framed using a lens of critical whiteness, this analysis examined n = 1,659 individual effects across k = 201 studies. Overall, 62.3% of reported effects were nonsignificant (i.e. no predictive value of GRE scores on student outcomes). Further, the magnitude of observed predictive relationships decreased significantly over time. The aggregate mean effect across all studies and outcomes was small, significant, and positive: GRE score predicted 3.24% of variance across measured outcomes, 4% of variance in overall GPA, and 2.56% of variance in first-year graduate GPA. Sample composition effects by race/ethnicity were notable under some conditions, but nonsignificant, with increasing proportions of people of Color within a study sample associated with poorer predictive validity for GPA. Likewise, the magnitude of negative effects where lower GRE scores predicted stronger student outcomes showed increasing trends from 0.16% of variance for all-white samples to 7.3% for samples comprised entirely of people of Color.

George, R. C. (2023). **Persistently Present, Yet Invisible? Exploring the Experiences of High-Achieving Black Students in the Greater Toronto Area**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *46*(4), 1013-1050. https://doi.org/10.53967/cje-rce.5719
Through employing critical race theory, seen-invisibility, and circuits of dispossession as theoretical frames, this article complicates discourses around equity and Black student achievement by examining the underexplored experiences of high-achieving Black Canadian students in the Greater Toronto Area (GTA). Drawing on focus group data with four adolescent participants, the study finds that they experienced violent forms of racialization in their educational environments through a lack of physical, social, and intellectual space to exist as both Black and high-achieving. This rendered them persistently present due to their race, yet invisible in the perceptions of their intellect. Central to this article is an articulation, unpacking, and thus granular analysis of the particular ways that racialization can operate within education systems to still marginalize Black students and erect complex barriers—even when they demonstrate strong academic performance. These emerging insights inform a need for a broader and more holistic understanding of Black Canadian student experiences and a rethinking of intervention and resistance strategies.

Gümüş, S., Şükrü Bellibaş, M., Şen, S., & Hallinger, P. (2024). **Finding the missing link: Do principal qualifications make a difference in student achievement?** *Educational Management Administration & Leadership*, *52*(1), 28-51. https://doi.org/10.1177/17411432211051909
Despite the growing scholarly interest in the effects of principal leadership on student achievement, empirical evidence concerning how principal qualifications might be related to student learning outcomes has been limited. This study investigates the relationship between different principal qualifications (prior experience in teaching, principalship and other school management roles, formal education, principal training, and professional development) and student achievement by analyzing cross-national teaching and learning international survey and program on international student assessment data from seven countries. The results showed that experience in

principalship and other school management positions, principal training, and participation in networking activities and teaching/pedagogy-focused seminars had small but statistically significant associations with student achievement, though the results were not consistent across different subjects. Level of education and years of teaching experience did not, however, predict student achievement. Implications of the findings are offered for policy and further research.

Ha, W., Ma, L., Cao, Y., Feng, Q., & Bu, S. (2024). **The effects of class attendance on academic performance: Evidence from synchronous courses during Covid-19 at a Chinese research university**. *International Journal of Educational Development*, *104*, 102952. https://doi.org/10.1016/j.ijedudev.2023.102952
Using 13,584 observations of 4772 undergraduate students enrolled in 523 online classes offered synchronously at a research university in China, and using online-learning platform data and administrative data, this paper examines the impacts of class attendance on academic performance. Based on student-level and course-level fixed effects models with a unique set of student-course level control variables, this paper finds class attendance to have a significantly positive impact on academic performance. This effect is larger for low-performing students and smaller for students in courses with larger class sizes. The above findings survive a number of robustness checks, including a bounding technique, restricting sample to compulsory courses and limiting variation in attendance caused by whole day absence.

King, R. B., Cai, Y., & Elliot, A. J. (2024). **Income inequality is associated with heightened test anxiety and lower academic achievement: A cross-national study in 51 countries**. *Learning and Instruction*, *89*, 101825. https://doi.org/10.1016/j.learninstruc.2023.101825
Background Research on predictors of test anxiety has focused primarily on the role of psychological factors and the proximal environment. However, the role of the broader socio-ecological context, specifically, national income inequality, is seldom explored. Aims The present study aimed to test whether national income inequality is associated with greater test anxiety and whether test anxiety is associated with lower academic achievement. Data We analyzed data from the 2015 Program for International Student Assessment (PISA), drawing on responses from 389,215 students nested in 51 countries. Methods Multi-level structural equation modeling was used. Results Results indicated that students in more unequal countries experienced greater test anxiety and had lower levels of achievement. Test anxiety, in turn, was associated with lower academic achievement in reading, math, and science. However, test anxiety did not mediate the effects of income inequality on achievement nor did income inequality moderate the relationship between test anxiety and achievement. Conclusion Taken together, the results of this study demonstrate the importance of taking socio-ecological factors such as income inequality into account when examining anxiety and achievement in academic settings.

Klein, M., & Sosu, E. M. (2024). **School Attendance and Academic Achievement: Understanding Variation across Family Socioeconomic Status**. *Sociology of Education*, *97*(1), 58-75. https://doi.org/10.1177/00380407231191541
Studies consistently show the detrimental effect of school absences on pupils' achievement. However, due to an accumulation of multiple risks, school absenteeism may be more harmful to achievement among pupils from lower socioeconomic status (SES). Using a sample of upper-secondary students from the Scottish Longitudinal Study

(n = 3,135), we investigated whether the association between absences (overall, sickness, and truancy) and achievement in high-stakes exams varied by family SES dimensions (parental education, class, free school meal registration, and housing). The findings for overall absences and truancy show no statistically significant differences across SES groups. However, sickness absences were more harmful to the achievement of lower SES students than higher SES students. Differences between the most and least disadvantaged groups were found on all SES dimensions except for parental education.

Klipfel, J. (2023a). **Deuxième année du premier cycle des études de santé : provenance et caractéristiques des inscrits**. *Note d'information du SIES*, (23.09), 1-9. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-12/ni-sies-2023-09-30684.pdf
En 2022, près de la moitié des entrants en 2e année d'études de santé proviennent de PASS et un peu plus d'un quart de leur première année de L.AS tandis que 10 % sont des redoublants et 10 % sont issus d'une licence hors L.AS. À la rentrée 2022, 20 200 étudiants sont inscrits en 2e année du 1er cycle de santé, soit 9 % de plus qu'avant la mise en place de la réforme du 1er cycle des études de santé. Près de la moitié étaient inscrits en PASS en 2021-2022 et un peu plus d'un quart en L.AS ; 10 % sont des redoublants (+ 5 points en un an) et 10 % sont issus d'une licence hors L.AS (+ 5 points en un an). À la rentrée 2022, les inscrits en 2e année du 1er cycle de santé sont toujours plus fréquemment titulaires d'un baccalauréat général avec mention et issus de milieux sociaux favorisés, cependant une diversification des profils sociodémographiques s'est amorcée par rapport aux années précédentes, principalement dans la filière médecine.

Klipfel, J. (2023b). **Parcours et réussite en master à l'université : les résultats de la session 2022**. *Note Flash du SIES*, (28), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-12/nf-sies-2023-28-30426.pdf

Li, Y., & Karanxha, Z. (2024). **Literature review of transformational school leadership: models and effects on student achievement (2006–2019)**. *Educational Management Administration & Leadership*, *52*(1), 52-74. https://doi.org/10.1177/17411432221077157
This systematic literature review critically evaluates 14 empirical studies published over a 14 years span (2006–2019) to answer questions about the models and the effects of transformational school leadership on student academic achievement. The analysis of the related literature utilized vote counting and narrative synthesis to delineate the status quo of the current research field. It was found that the majority of these studies were conducted in Western and English- speaking countries and these studies utilizing different research methods and models reported mixed results. Recommendations for future research directions include use of an integrated leadership framework and complexity in the study of leadership in schools.

Lorenz, G., Kogan, I., Gentrup, S., & Kristen, C. (2024). **Non-native Accents among School Beginners and Teacher Expectations for Future Student Achievements**. *Sociology of Education*, *97*(1), 76-96. https://doi.org/10.1177/00380407231202978
Based on sociological, economic, and social-psychological theories of discrimination and bias, this study addresses non-native accents among ethnic minority students as they begin school and explores effects of such accents on their teachers' achievement expectations. Using a unique data set of first graders in Germany, the analysis reveals that a non-native accent is relevant to teachers' expectations net of student skills,

abilities, and other background variables. Associations are stronger in the language domain than in mathematics, indicating that teachers perceive accent-free speech as a language-learning requirement. However, residual influences of non-native accents on teacher expectations also exist in the math domain and persist even after prolonged periods of teacher-student interaction. Mechanisms of statistical discrimination and stereotype-based discrimination can partially explain these effects. However, the overall pattern of results suggests a stigmatization of non-native accents, potentially resulting from the activation of negative associations related to foreignness and disfluency.

Observatoire sur la réussite en enseignement supérieur (ORES). (2023). **Équité, diversité et inclusion (EDI) : au cœur de la réussite étudiante**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3878* [Report]. Consulté à l'adresse https://www.oresquebec.ca/wp-content/uploads/2023/07/EDI-au-coeur-de-la-reussite-etudiante_Dossier_2023.pdf

Les notions d'équité, de diversité et d'inclusion (EDI) sont au cœur de la réussite étudiante et des enjeux d'accès et de persévérance. En effet, les populations étudiantes des collèges et des universités se sont considérablement diversifiées dans les dernières décennies, exigeant « […] de revoir nos façons de faire afin d'assurer l'inclusion de toutes les personnes » (El-Hage, 2020, p.5). Dans le réseau collégial, par exemple, le nombre de personnes étudiantes en situation de handicap autodéclarées a été multiplié par 16 en 12 ans (Gaudreault et Gaudreault, 2020). Malgré des avancées importantes en matière d'accessibilité à l'enseignement supérieur, tous et toutes n'ont pas les mêmes chances de diplômer de leur programme d'études (Bélec et Doutreloux, 2022). Les circonstances de la pandémie de COVID-19 ont également mis en lumière des inégalités dans les conditions de réussite (Luster et al., 2021).   La population étudiante — qu'elle soit LGBTQ+, en situation de handicap, de diverses origines ethnoculturelles, de première génération à fréquenter un établissement d'enseignement supérieur etc. — vit des réalités hétérogènes et, de ce fait, possède des besoins différents en matière de soutien à la réussite.   Afin qu'un maximum d'étudiantes et d'étudiants accèdent, persévèrent et diplôment des collèges et des universités, les établissements d'enseignement supérieur doivent se préoccuper des différents obstacles qui jalonnent les parcours scolaires, tout en tenant compte des dynamiques de reconnaissance et de la valorisation de l'unicité de chaque personne étudiante. Les collèges et les universités sont de plus en plus appelés à s'éloigner de la conception d'un « étudiant-type » et d'un parcours standard à emprunter pour réussir un projet de formation (Conseil supérieur de l'éducation, 2022). En somme, une vision globale de la réussite permet d'envisager toute une diversité de parcours d'études possibles (ibid.).   Agir pour la réussite revient ainsi à reconnaitre la diversité de la population étudiante et à agir pour l'équité et l'inclusion des différents groupes qui la composent, dans la mesure où les personnes étudiantes ne vivent pas les mêmes réalités, n'ont pas les mêmes besoins et ne rencontrent pas les mêmes obstacles à la réussite.   Ce dossier présente les enjeux actuels en équité, diversité et inclusion (EDI) dans une perspective de réussite étudiante et souligne des pistes d'action concrètes pour le développement du plein potentiel de chaque personne étudiante. Le dossier est divisé en trois axes d'intervention : (1) l'instauration d'un climat inclusif pour favoriser la persévérance et la réussite au collège et à l'université ; (2) l'adoption de l'éducation inclusive, tant dans la classe qu'en dehors de la classe, pour mieux répondre aux besoins différenciés d'une population étudiante hétérogène aux multiples réalités intersectionnelles ; et (3) l'importance à la fois d'un leadership inclusif et d'une responsabilité partagée par tous les niveaux

hiérarchiques et secteurs d'activités. Le dossier présente enfin des défis émergents quant à l'utilisation grandissante de l'intelligence artificielle et des impacts potentiels sur l'accessibilité à l'enseignement supérieur pour toutes et tous.

Oyadokun, J. O., Odunjo, O. O., & Amao, F. L. (2023). **An Evaluation of Factors Affecting Architecture Students Performance in Building Structure in Southwestern Nigerian Public Universities**. *British Journal of Education*, *11*(14). Consulté à l'adresse https://eajournals.org/bje/vol11-issue14-2023/an-evaluation-of-factors-affecting-architecture-students-performance-in-building-structure-in-southwestern-nigerian-public-universities/

Building structure courses are compulsory courses in the study of Architecture as application of the knowledge obtained is necessary for building design stability. As important as these courses is, the performance of the students is observed to be generally low. There are many factors that are responsible for this low performance in the courses and this has not been adequately investigated. This study therefore evaluates the factors affecting academic performance of Architecture students in Building structure courses in Southwestern Nigerian public Universities, with a view to proffer solution to this problem and improving on students' performance in the courses. Quantitative research approach was adopted. Five factors were selected namely: Students background characteristics, teaching style, learning style, classroom environment and structure curriculum. The study employed multistage sampling procedure. Five public universities approved by the National Universities Commission and Architects Registration Council of Nigeria namely: FUTA, LAUTECH, OAU, UNILAG and OOU were purposively selected and sampled. A total of 702 questionnaires were administered to all the pre-final and final year students in the Department of Architecture of the sampled universities, while only 541 questionnaires were adequately completed and considered fit for analysis. Cross tabulation with chi-square was used to summarize the data. Regression analysis was used to evaluate the itemize factors on students' performances. The study revealed that there was a strong relationship between the level of students' performance in the courses and the five selected factors combined. It was also revealed that the factor that affected students most was teaching styles. The study concluded that the performance in Building structure courses rests on teaching and learning styles, therefore, when a better performance in courses is desired, a strong priority should be given to the quality of teaching and learning, the two are inseparable.

Shen, M., & French, D. C. (2024). **Peer Relationships and Chinese Adolescents' Academic Achievement: Selection and Influence**. *American Educational Research Journal*, 61(1), 177-207. https://doi.org/10.3102/00028312231208675

This study applied Simulation Investigation for Empirical Network Analysis to disentangle friendship selection and influence regarding the academic achievement of Chinese adolescents in a 3-year longitudinal study of 880 middle school students (400 girls, Year 1 mean age = 13.33) and 525 high school students (284 girls, mean age = 16.45). Both peer selection and influence effects were obtained. Chinese adolescents preferred friendships with similarly achieving or higher achieving peers but avoided friendships with lower achieving peers. They increased achievement when they befriended high-achieving peers but decreased achievement when they befriended low-achieving peers. Influence but not selection was stronger for middle school students than for high school students. The results may be a function of the importance of academic success for Chinese students.

Tang, H., Yang, Y., & Bao, Y. (2023). **Understanding college students' achievement goals toward using open educational resources from the perspective of expectancy–value theory**. *Distance Education*, *44*(4), 675-693. https://doi.org/10.1080/01587919.2023.2267464

Evidence that open educational resources (OER) can decrease college students' educational cost without harm to their course performance on different subjects has been well documented, but student motivation to use OER for learning is underexplored. This study investigated college students' achievement goals of using OER from the perspective of expectancy–value theory. We recorded the survey responses of 246 college students in an education course at a public university in the southeast of the United States of America for analysis. We established a structural equation model to investigate the relationship between their task value beliefs in using OER and their course achievement goals. The findings show that the students' perceived usefulness of OER positively predicted their mastery-approach goals but negatively predicted their performance-approach goals. In addition, their self-estimated cost of learning with OER predicted their mastery-avoidance goals. We discuss practical implications for facilitating college students' motivation toward using OER.

Terfous, F., Dubois, F., & Amans-Passaga, C. (2023). **Évaluer un dispositif d'accompagnement pédagogique pour la réussite des étudiant·es en Sciences et Techniques des Activités Physiques et Sportives**. *Genre Éducation Formation*, (7). https://doi.org/10.4000/gef.1168

Circonscrit aux candidat·es admis·es en première année de licence STAPS (Sciences et Techniques des Activités Physiques et Sportives) sous condition (« Oui si »), cet article présente les résultats de l'évaluation du dispositif d'accompagnement qui leur est destiné en première année et ses effets différenciés. En imbriquant les résultats académiques des étudiant·es et leurs réponses à un questionnaire sur certains piliers de la réussite versus échec universitaire, il apparait que les différences entre les étudiant·es tiennent surtout aux parcours scolaires dans l'enseignement secondaire. Les étudiantes ont des résultats universitaires relativement meilleurs mais le faible écart de performance entre elles et les étudiants dans les unités d'enseignement consacrées aux activités physiques sportives et artistiques (APSA majoritairement masculines dans le département étudié) s'oppose à l'idée selon laquelle l'offre d'APSA en STAPS est défavorable aux étudiantes. En revanche, comme les étudiantes éprouvent davantage de difficultés et qu'elles sont moins persuadées de leurs compétences que les étudiants, l'enquête corrobore l'existence d'un manque de confiance et d'un sentiment d'échec plus fort chez les femmes dans les domaines et les filières universitaires masculin·es.

Tsakpinoglou, F., & Véronneau, M.-H. (2023). **La réussite des élèves en formation professionnelle au Québec : effets directs et modérateurs de la compétence émotionnelle**. *Revue des sciences de l'éducation*, *49*(1). https://doi.org/10.7202/1107843ar

Cette étude examine le rôle de la compétence émotionnelle dans la réussite éducative des élèves en formation professionnelle au Québec. La compétence émotionnelle, les symptômes anxieux et dépressifs et la réussite éducative ont été mesurés par questionnaire chez 177 élèves pendant et après leur formation. Les compétences émotionnelles de base ont un lien direct avec la réussite éducative. Chez les élèves présentant de faibles symptômes anxieux ou dépressifs, une régulation émotionnelle

élevée permettrait d'atteindre une réussite élevée, ce qui n'est pas le cas chez les élèves présentant des symptômes plus sévères. La priorisation des interventions auprès d'élèves à risque est discutée.

Uhrich, B. B., Rogelberg, S. L., Rogelberg, S. G., Kello, J. E., Williams, E. B., Gur, S. S., … Moffit, M. (2023). **The Power of the Inner Voice: Examining Self-Talk's Relationship with Academic Outcomes**. *American Journal of Education, 130*(1), 31-60. https://doi.org/10.1086/727006
Purpose: People use self-talk (verbalized cognitions) to monitor and evaluate their performance, making it a vital construct in the self-regulation process. Research Methods/Approach: We coded 1,092 self-talk responses from 177 undergraduates for two types of self-talks, constructive and dysfunctional. Findings: We found constructive self-talk positively related to satisfaction, self-efficacy, and academic performance, whereas dysfunctional self-talk negatively related to satisfaction and self-efficacy but was not significantly related to performance. Constructive self-talk explained incremental variance in self-efficacy and performance beyond that explained by related psychological constructs: self-regulation skills, conscientiousness, and neuroticism. Dysfunctional self-talk only explained incremental variance in self-efficacy. Implications: This study shows that self-talk is a unique and influential construct that should be of interest to academics and practitioners across the disciplines of psychology and education.

Wirth, C. (2023). **Première année du premier cycle d'études de santé : évolution des parcours et de la réussite des étudiants**. *Note d'information du SIES*, (23.08), 1-9. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-12/ni-sies-2023-08-30678.pdf
Deux ans après la réforme des études de santé, les néo-bacheliers inscrits en PASS et L.AS accèdent davantage à la 2e année sans redoubler et ceux qui ne sont pas admis ont un accès facilité en 2e année de licence. À partir de la rentrée 2020, la 1ère année commune aux études de santé (PACES) a été remplacée par deux nouvelles voies d'accès : le parcours d'accès spécifique santé (PASS) et la licence accès santé (L.AS). À la rentrée 2022, 39 800 étudiants sont inscrits en 1ère année d'études de santé dont 34 000 (85 %) néo-bacheliers, des effectifs en baisse depuis la première année d'application de la réforme. Le parcours PASS est choisi par 66 % d'entre eux. Le nombre de néo-bacheliers 2021 admis en 2e année de santé en un an augmente de 20 % après une hausse de 32 % l'année précédente. En revanche, le taux de passage en un ou deux ans en 2e année d'études de santé des bacheliers 2020 s'élève à 33 % seulement, une baisse de 4 points par rapport à celle des bacheliers 2018, inscrits en PACES. Ces deux premières années de mise en œuvre de la réforme montrent un début de parcours des néo-bacheliers en étude de santé plus linéaire avec davantage de réussite en un an, des redoublements limités et un accès facilité en 2e année de licence pour les étudiants non admis. Cette deuxième année d'application de la réforme n'a permis qu'une faible diversification des profils des admis en 2e année de santé.

Wu, H., Shen, J., Reeves, P., Zheng, Y., Ryan, L., & Anderson, D. (2024). **The relationship between reciprocal school-to-school collaboration and student academic achievement**. *Educational Management Administration & Leadership, 52*(1), 75-98. https://doi.org/10.1177/17411432211064436
Despite the appeal of promoting and forming collaborative relationships between schools, empirical evidence for an association between school-to-school collaboration

and school outcomes is still somewhat lacking. This study utilized data from 76 schools nested within 56 districts in the United States to examine the association between a school's reciprocal relationships and school outcomes by employing social network analysis and hierarchical linear modeling (HLM). After controlling for school and district demographic characteristics, we found the indices of reciprocal collaboration are associated with the school's 2018 student proficiency level in both math and reading and the growth in proficiency level between 2017 and 2018. The implications and limitations were discussed.

Zanellati, A., Zingaro, S. P., & Gabbrielli, M. (2022). **Student Low Achievement Prediction**. *23rd International Conference, AIED 2022, Durham, UK, July 27–31, 2022, Proceedings, Part I, 13355*, 737-742. https://doi.org/10.1007/978-3-031-11644-5_76
In this paper, we propose a method for assessing the risk of low achievement in primary and secondary school. We train three machine learning models with data collected by the Italian Ministry of Education through the INVALSI large-scale assessment tests. We compare the results of the trained models and evaluate the effectiveness of the solutions in terms of performance and interpretability. We test our methods on data collected in end-of-primary school mathematics tests to predict the risk of low achievement at the end of compulsory schooling (5 years later). The promising results of our approach suggest that it is possible to generalise the methodology for other school systems and for different teaching subjects.

Valeurs

Autorité de Régulation de la Communication audiovisuelle et numérique. (2023). **L'éducation aux médias, à l'information et à la citoyenneté numérique - rapport sur l'exercice 2022-2023**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3887* [Report]. Consulté à l'adresse Autorité de Régulation de la Communication audiovisuelle et numérique
Pour la troisième année consécutive, l'Arcom présente un bilan rendant compte des actions entreprises par les médias audiovisuels en matière d'éducation aux médias, à l'information et à la citoyenneté numérique, et mettant en lumière des initiatives innovantes à l'échelle nationale ou européenne. Sommaire I. Les actions des médias audiovisuels et numériques en matière d'éducation aux médias et à l'information (EMI&CN) 1. La réaffirmation de l'engagement continu des médias audiovisuels sur les sujets traditionnels de l'EMI&CN>> Parole d'expert sur l'importance de la prise en compte des biais cognitifs dans la construction de ressources pédagogiques en EMI&CN2. La confirmation d'un élargissement des thématiques qui renforcent la formation de citoyens éclairés>> Parole d'experte sur l'importance de l'éducations au numérique3. Un manque de diversification des cibles dans les actions d'EMI&CN menées par les médias audiovisuels Focus sur une action menée par Radio Campus Paris auprès des séniors II. Les actions de l'Arcom en matière d'éducation aux médias et à l'information 1. Le renforcement de ses initiatives de formation dans le cadre scolaireFocus sur la mise en pratique en région de la convention avec le ministère de l'Education nationale et de la Jeunesse Focus sur l'action de l'Arcom avec l'INSPE de Bretagne2. La diversification de ses actions pour toucher de nouveaux publics3. Des échanges et des projets de collaboration au niveau national et européenFocus sur la boîte à outils de l'Ofcom pour évaluer des projets d'EMI&CN

Bell, D., Feng, J., Holbein, J. B., & Smith, J. (2024). **Do STEM Students Vote?12**. *American Educational Research Journal*, *61*(1), 48-73. https://doi.org/10.3102/00028312231200232
Pundits, politicians, and academics have long worried about potentially low rates of civic participation among STEM-oriented students. Does studying STEM actually decrease the odds that young people will be actively involved in democracy? To answer this question, we created a dataset of over 23 million students in the United States, matched to national validated voting records. This novel dataset is the largest known individual-level dataset in the United States, connecting high school and college students to voting outcomes. It also contains a rich set of demographic and academic variables, to account for many of the common issues related to students' selection into STEM coursework. We consider two measures of STEM participation: Advanced Placement (AP) exam taking in high school and college major. Using both measures, we find that, across model specifications, the estimated relationships between STEM and voting are small in magnitude—about the same effect size as a single get-out-the-vote mailer. Our analyses demonstrate that, on average, marginally more STEM coursework in high school and college does not contribute noticeably to the low voting rates among young people in the United States.

Charles, T. (2023). **Perception du risque et tricherie des étudiants Camerounais au cours des examens universitaires**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1852*. Consulté à l'adresse https://librairie.publibook.com/essai/13226-perception-du-risque-et-tricherie-des-etudiants-camerounais-au-cours-des-examens-universitaires-9782342369656.html
La tricherie est peu étudiée dans les universités africaines alors que des études menées dans les universités américaines montrent qu'elle s'y est fortement amplifiée au cours des dernières décennies. En Afrique, les études déjà menées sur la question n'ont pas abordé explicitement le lien existant entre le risque perçu et les comportements des étudiants face à la tricherie. Sur la base de plusieurs investigations menées au Cameroun, l'analyse des processus et mécanismes sociocognitifs mis en œuvre dans la perception du risque constitue une approche permettant de comprendre le raisonnement des étudiants qui sous-tend les actes de tricherie. Les croyances des étudiants relatives aux risques liés à la triche sont tributaires du contexte socioculturel, économique, politique et des valeurs individuelles liées à l'intégrité morale. Ainsi, cette construction sociale du risque est susceptible de développer une culture du risque déterminée aussi bien par l'environnement universitaire que par la société globale dans laquelle les étudiants prennent place. Les actions de prévention de la tricherie aux examens doivent être affinées de façon à être comprises et acceptées des étudiants.

Chobphon, P. (2024). **Global citizenship education in a politically polarised country: Thai teachers' perspectives**. *Teaching and Teacher Education*, *138*, 104428. https://doi.org/10.1016/j.tate.2023.104428
This study tracks how 12 Thai public secondary school teachers who participated in training on global citizenship education (GCED) cultivate students' global citizenship qualities and the challenges they face. Data were collected through semi-structured interviews. The findings identified participants' views of the training they received, their perspectives on the definition of a global citizen, and the ways they promote their students' global citizenship. The factors that hinder their practices were also determined. This research sheds light on GCED practice in Thai public schools, contributing to

knowledge in the GCED field and helping define ways to disseminate GCED into practice.

Choi, S. (2024). **Is intergroup contact alone enough to cultivate inclusive attitudes toward immigrants? Global citizenship education as a complementary tool**. *International Journal of Educational Development*, *104*, 102941. https://doi.org/10.1016/j.ijedudev.2023.102941
The surge in international migrants offers students contact with immigrants. However, this does not necessarily cultivate inclusive attitudes toward immigrants (IATI), often due to a lack of relevant learning experiences. This research examines the interaction between intergroup contact and global citizenship education (GCE) in shaping IATI. Utilizing PISA 2018 across 61 countries with two-level and country-fixed effects models, it reveals that intergroup contact alone has a limited impact on IATI. A positive relationship emerges when combined with three GCE activities. This study advances our knowledge of intergroup contact theory and highlights the complementary role of GCE in fostering global citizens.

Cour des comptes. (2023). ***L'enseignement supérieur face au défi de la transition écologique*** (p. 124). Consulté à l'adresse Cour des comptes website: http://www.vie-publique.fr/rapport/292511-lenseignement-superieur-face-au-defi-de-la-transition-ecologique
Les établissements d'enseignement supérieur occupent une place spécifique dans la transition écologique. Représentant près de la moitié des opérateurs de l'État et accueillant un large public, ils ont un impact environnemental substantiel. De nombreuses initiatives ont été prises ces dernières années en la matière et les politiques menées dans les établissements commencent à se mettre en place. Elles sont cependant encore insuffisantes pour atteindre les objectifs affichés, manquant en particulier de nombreux outils pour développer une démarche rigoureuse, cohérente et efficace. L'enseignement supérieur a pourtant un rôle majeur à jouer, non seulement pour réduire sa propre empreinte écologique, mais aussi pour produire, adapter et diffuser les connaissances nécessaires à la réussite de la transition écologique.

European Commission (Transnational). (2023). **Student well-being and learning for sustainability. Synergies and shared challenges**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3882* [Report]. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3882
Well-being (WB) and Learning for Sustainability (LfS) are two concepts and areas of concern for further action that are receiving increasing attention from policy makers, scholars, educators and many others, due to their relevance in developing of societies fit for the future. In the time of writing of this ad hoc paper, two important reports have recently been published: The World Happiness Report 2023 (Helliwell et al., 2023b), with its focus on the state of people's happiness and well-being around the globe, and the IPCC's Synthesis Report for the Sixth Assessment Report on Climate Change (IPCC, 2023), underlining the urgency for societal transformations in order to achieve the Paris agreement and limit global warming to a maximum temperature rise of 1.5°C. Both reports indirectly imply the importance of looking at interlinkages and synergies between well-being and LfS in maintaining Planet Earth as a liveable planet for human and non-human species. First, human well-being depends on the vitality of the planet's

ecosystems. Second, both reports are based on the view that anthropogenic environmental changes can be reversed by increasing awareness and enhancing human capacities for positive change towards a more sustainable future. Third, both reports also share the idea of empowerment and agency – i.e. becoming aware of what is, and being empowered to change it for the better. While the World Happiness Report demonstrates the current state of well-being around the globe, the IPCC Assessment Report provides us with current and future scenarios for human-made climate change, underlining the urgency and responsibility to take strong action to mitigate the consequences of global warming. The first section of this ad hoc paper introduces the conceptualisation and agendas for well-being and LfS in order to provide the essentials of their theoretical (and political) contexts. The second section maps out four synergies between the two concepts, beginning by explaining how these synergies were identified and going on to elaborate each of them, namely: (i) Synergy I – Becoming aware of the mind-body connection. (ii) Synergy II – Strengthening nature-connectedness. (iii) Synergy III – Facing and dealing with (difficult) emotions. (iv) Synergy IV – Fostering happiness and resilience. The third section of the paper provides selected inspiring examples of schools, projects and learning environments in which (some of) these synergies have been put into place. The ad hoc paper concludes by pointing to future avenues for research, and listing some of the shortcomings and necessary cautions to consider when advancing policies in these fields. In this ad hoc paper, LfS is used as an umbrella term for sustainability-related education, and is used interchangeably with Education for Sustainable Development (ESD) and Education for Sustainability (EfS). The term refers to all educational levels, from early childhood to lifelong learning; however, in this report the focus is placed on formal education – in particular, primary and secondary education.

Karmiris, M. (2024). **Consent as a relational engagement with children with intellectual disabilities—ethical conundrums and possibilities**. *International Journal of Qualitative Studies in Education*, *37*(1), 282-293. https://doi.org/10.1080/09518398.2022.2061739
This paper aims to foreground the persistent ethical conundrums within the process of engaging children labeled with intellectual disabilities in the research process. I consider what happens when researchers are embedded within and committed to sustaining relationships with disabled children? I explore the possibilities of the enactment of consent as an ongoing negotiation between researcher and research participants. I contend that resisting and transforming unbalanced relations of power within research take seriously the importance of remaining mired in the ethical conundrums of the constant negotiation of research relationships that include making space for participant refusals throughout the research process.

Ledoux, S. (2023). **Une communauté éducative à l'épreuve des attentats. Les minutes de silence de 2015 en milieu scolaire**. *Carrefours de l'éducation*, *56*(2), 125-142. https://doi.org/10.3917/cdle.056.0125
Les attentats de janvier et novembre 2015 ont été suivis de l'organisation d'une minute de silence au sein des établissements scolaires. Bien que déjà pratiqué par le passé, ce rituel de deuil fut un moment de cristallisation de certaines tensions pour un système éducatif engagé alors dans la promotion des valeurs républicaines dont la laïcité. Dans le cadre d'un événement dramatique médiatisé et politisé, cette pratique met subitement en confrontation deux fonctions assignées au monde scolaire : éduquer les jeunes à la nation par le partage de valeurs communes, et construire une communauté

citoyenne par la pratique des débats en classe. Une enquête réalisée en région parisienne à partir d'entretiens menés auprès de différents acteurs scolaires montre comment ces injonctions ont été négociées localement en déplaçant les frontières d'appartenances entre communauté de deuil national et communauté éducative.

McKenzie, M., Benavot, A., & Redman, A. (2024). **Global indicators of progress on climate change education: Non-state actor data collaboration for SDG 4**. *International Journal of Educational Development*, *104*, 102968. https://doi.org/10.1016/j.ijedudev.2023.102968 Despite their limitations as proxy measures, indicators can serve as leverage points in encouraging policy change. Facing the global urgency of climate change and increasingly recognizing the role of education in providing the social and political impetus for climate action, indicators on climate change education can help. However, despite the encompassing of climate change education in several Sustainable Development Goal (SDG) targets, the associated global indicators currently rely on country self-reported and otherwise inadequate data. This paper describes a collaborative process of developing publicly available third-party data sources to support more robust indicators of climate change education, including in relation to the SDGs.

Oussou, K. J.-P. (2022). *L'éducation au développement durable (EDD) dans le secondaire général en Côte d'Ivoire : approche curriculaire en géographie* (Phdthesis, Université Paris Cité). Consulté à l'adresse https://theses.hal.science/tel-04390288 Cette thèse s'appuie d'abord sur une démarche de diagnostic territoriale à l'école qui a permis de montrer que les écoles en Côte d'Ivoire font face à de nombreux problèmes liés à la durabilité : de la pollution des salles de classe, des cours des établissements, le gaspillage de l'eau en milieu scolaire, de gestion des déchets etc. Cette situation m'a amené à questionner les curriculums de géographie dans le cadre d'un groupe de recherche collaboratif. L'éducation en Côte d'Ivoire n'existe pas de manière formelle ni dans le curriculum prescrit, ni dans la formation des enseignants. Les curriculums prescrits actuels de géographie sont centrés sur une approche par compétences mais les pratiques des enseignants sont centrés sur les contenus à apprendre ce qui ne favorisent pas l'acquisition de compétences notamment en EDD liées au développement durable. Cette recherche a contribué à élaborer une réécriture de ces curriculums pour favoriser le développement de savoir-faire, d'attitudes et de valeurs liées à l'EDD chez les élèves. Des stratégies pédagogiques ont été testées dans le cadre des conditions de scolarisation ordinaires en Côte d'Ivoire (classe pléthorique, peu de moyens matériels).

Petschen, A., & Sudriès, M. (2023). **Entre didactique, citoyenneté, curiosité et sciences cognitives**. *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s*, *1*(2). https://doi.org/10.57154/journals/red.2023.e1369 La noté éditoriale reprend les origines de la thématique du numéro depuis les perspectives des coordinateur.trices (sciences cognitives et didactiques). Après une présentation des différentes facettes de l'engagement, nous discutons le rattachement à la thématique des cinq articles et des deux contributions transversales qui constituent le numéro.

Save the children & GPE Transformer l'éducation. (2023). *Pour un financement de l'éducation intégrant le climat : Examen des éléments probants et nouveau cadre d'évaluation des coûts*. Consulté à l'adresse Globalpartnership website:

https://www.globalpartnership.org/fr/content/financement-education-integrant-climat-examen-elements-cadre-evaluation-couts
Ce rapport examine la littérature portant sur la relation bidirectionnelle entre la crise climatique et le financement de l'éducation et offre un nouvel outil pour comprendre les coûts associés à la création de systèmes éducatifs intégrant le climat.

Tadlaoui-Brahmi, A. (2023). **Des gardiennes de la morale ? Des experts de la tech ? Quelles citoyennetés numériques seront enseignées/performées ces prochaines années ?** *Revue pluridisciplinaire d'Education par et pour les Doctorant-e-s, 1*(2). https://doi.org/10.57154/journals/red.2023.e1334
Alors que l'éducation à la citoyenneté numérique (CN) devient une finalité de l'école publique suisse romande, l'appréhension des savoirs numériques se heurte à des logiques de genre. Les formes que la CN pourra revêtir ainsi que ses conditions et possibilités de développement méritent d'être questionnées. Notre recherche se propose d'examiner la pertinence d'un croisement entre des pratiques pédagogiques en éducation à la CN et les apports des épistémologies féministes. Ce faisant, la répartition et la nature des interactions entre des enseignantes du primaire et leurs élèves sont étudiées en vue de saisir la manière dont les rapports sociaux de sexe informent le rapport au savoir de l'apprenant·e. Nos analyses révèlent des échanges genrés susceptibles de nourrir des CN différenciées : vulnérables vs engagées. Les filles sont essentiellement appelées à adopter des conduites responsables en ligne à la différence des garçons dont l'apprentissage est orienté vers des aspects plus techniques encourageant l'exercice d'une forme d'agentivité numérique. Des situations pédagogiques potentiellement porteuses de plus d'égalité face aux savoirs numériques sont aussi explorées. Notre article vise ainsi à documenter comment le genre travaille l'éducation à la CN et invite, par les réflexions épistémologiques qu'il suscite, à renouveler nos conceptions éducatives.

UNESCO. (2023). *Learning at risk: the impact of climate displacement on the right to education; global report* (p. 110). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000387895