

Veille de l'IREDU



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Acquisition de compétences

Amelink, C. T., Grote, D. M., Norris, M. B., & Grohs, J. R. (2024). **Transdisciplinary Learning Opportunities: Exploring Differences in Complex Thinking Skill Development Between STEM and Non-STEM Majors.** *Innovative Higher Education*, 49(1), 153-176. <https://doi.org/10.1007/s10755-023-09682-5>

As higher education institutions look to educate and graduate degree earners that have the skills and knowledge necessary to design, communicate, and collaborate in ways that allow for innovative solutions to complex socio-technical challenges, new approaches to educational efforts are being considered and implemented. Institutional responses have included new courses that have a transdisciplinary focus and embedded course experiences that use problem-based approaches coupled with cross-disciplinary team exposure. Often these initiatives have a singular thematic focus (i.e., sustainability). Little is known about the efficacy of transdisciplinary learning initiatives, especially those that encompass a breadth of thematic areas, as it relates to development of complex thinking skills and whether these learning environments provide for similar benefits across student majors. This study, conducted at a Research I university, was designed to address this gap in the literature by examining whether a university level learning initiative using transdisciplinary approaches was achieving desired goals to advance undergraduate students' complex thinking skills. Findings among the respondents (n=592) indicate that the initiative is advancing fundamental complex thinking skills in that specific courses allow students to learn about other disciplines and provide exposure to different disciplinary perspectives. However, results reveal that across all majors courses would benefit from increased real-world problem-based exposure and opportunities to interact with community stakeholders. Additionally, results suggest that undergraduates may need opportunities to develop a deeper understanding of the complexities that exist in cross-disciplinary collaboration, including how to develop integrated solutions that leverage the strengths of technical and non-technical approaches.

Barg, K., & Klein, M. (2024). **Maternal Occupation-Specific Skills and Children's Cognitive Development.** *Sociology*, 58(1), 118-139. <https://doi.org/10.1177/00380385231159005>

This article hypothesizes that maternal occupation-specific skills are associated with children's cognitive development over and above parents' other human, financial and social capital. Data from the UK Millennium Cohort Study on 13,543 children were complemented with occupation-level data (n=79) from the British Skills Surveys on aggregate measures of mothers' occupation-specific skills (literacy, numeracy, problem-solving, verbal and physical). We did not find any association between maternal occupation-specific skills and children's non-verbal ability (inductive reasoning, spatial awareness) at age five when conditioning on covariates. However, mothers' verbal skills (e.g. presentation skills) were positively associated with children's verbal ability (Naming Vocabulary) over and above other parental resources. By contrast, mothers' physical skills (e.g. use of physical strength) were negatively associated with children's verbal abilities. Albeit effect sizes are small, maternal occupation-specific skills contribute to social stratification in children's verbal development net of human, financial and social capital.

Büscher, C. (2023). **The role of context knowledge for middle school students' development of critical statistical literacy.** In P. Drijvers, C. Csapodi, H. Palmér,

K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG5). Consulté à l'adresse <https://hal.science/hal-04410913>

Context knowledge generally plays an important role for learning statistics, but insights are needed into its role for the development of statistical literacy. This study reports on a design research project in which a digital learning environment was developed to foster middle school students' critical statistical literacy. Design principles include a focus on building context knowledge and scaffolding reflections of statistical arguments. The qualitative analysis shows that students use context knowledge to reflect on limitations, relevance, and consequences of statistical arguments. It also reveals that this context knowledge is often taken from phenomena which are outside the current learning environment in a subjective and metaphorical use of context.

Cojean, S., Grand, M., & Martin, N. (2024, juillet). **Note-taking during and after class: Which strategies for which method?** Consulté à l'adresse <https://hal.science/hal-04390679>

During class, taking notes helps the encoding process, especially when students reformulate what is presented. Afterclass, notes can be used for revision. Previous studies, mostly conducted in laboratory contexts, showed that note-taking on paper seems to be more efficient than on computer, probably because students are more likely to reformulate on paper. The originality of this study is to investigate students' perceptions and strategies depending on their note-taking method during but also after class. Data of 108 students showed that students on paper (30%) declare making more reformulations and less multitasking than students on computer (70%). After class, review sheets are written for a large majority of the students on paper, whatever the method they used during class. These results suggest that even if computer is the most used method during class, paper is still used after class, and with paper are associated better strategies.

Diepiribo, A. D. (2024). **Assessment of Digital Literacy Skills Among Physical and Health Education Students in Secondary Schools in Bayelsa State.** *British Journal of Education*, 12(2). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-2-2024/assessment-of-digital-literacy-skills-among-physical-and-health-education-students-in-secondary-schools-in-bayelsa-state/>

This study assessed digital literacy skills among physical and health education students in secondary schools in Bayelsa State, Nigeria. A "descriptive survey design" was adopted for the study. To direct the study, two research questions were developed along with matching null hypotheses. All PHE students in the 192 secondary schools in Bayelsa state that are owned by the government make up the study population. The research sample consisted of 499 PHE students, 240 of whom were male and 249 of whom were female. The « Digital Literacy Skill Questionnaire (DLSQ), » a structured tool created by researcher and approved by specialists, was used to collect data. The Cronbach Alpha formula was used to determine the instrument's reliability, and a coefficient of 0.84 was found. Mean and standard deviation were used to answer the study questions, and t-test statistics were used to assess the hypotheses. The findings showed that Bayelsa State secondary school PHE students do not use their digital literacy skills to a high degree. It was suggested that PHE students be encouraged to develop their digital abilities by the school administration.

Fung, D. (2024). **The synergy of peer collaboration and mind mapping in cultivating primary students' science understanding: an integrative pedagogy to enhance science concept acquisition.** *International Journal of Science Education*, 46(2), 131-154. <https://doi.org/10.1080/09500693.2023.2222549>

The aim of this research was to investigate the synergistic effects of peer collaboration and graphic organisers (i.e. mind maps) in Hong Kong science classrooms. Over two hundred Grade Four (i.e. Primary Four) students were assigned to different pedagogical groups, namely, 'individualised learning with mind mapping', 'collaborative learning without mind mapping' and 'collaborative mind mapping', in which they learned a number of science concepts (e.g. living organisms) through such classroom activities as brainstorming tasks and self-reflection exercises. Whilst the quantitative results (i.e. one-way ANOVA) on the elementary science questions revealed that collaborative mind mapping markedly enhanced students' academic achievement, the qualitative findings elicited from their collected mind maps, triangulated by interview data, highlighted the advantages of this integrative learning approach for boosting students' joint construction of conceptual knowledge in science. Valuable insights on the employment of mind maps as peer diagnostic instruments to identify science misconceptions are discussed.

Genevard, A., & Le Vigoureux, F. (2024). **Apprentissage de la lecture.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3894> [Report]. Consulté à l'adresse Assemblée nationale (France) website: <https://www.assemblee-nationale.fr/dyn/media/16/organes/commissions-permanentes-legislatives/affaires-culturelles/dossier-de-presse-mi-apprentissage-de-la-lecture>

La mission d'information sur l'apprentissage de la lecture s'est donné pour objet d'établir un état des lieux de l'apprentissage de la lecture en France, en particulier par les enfants dans le cadre scolaire, pour en identifier les éventuels points de blocage et proposer des pistes d'évolution. Elle a notamment abordé les sujets des méthodes et des supports d'enseignement, de la formation des enseignants à la transmission de ce savoir ou encore de l'évaluation des élèves.

Gnecco, G., Landi, S., & Riccaboni, M. (2024). **The emergence of social soft skill needs in the post COVID-19 era.** *Quality & Quantity*, 58(1), 647-680. <https://doi.org/10.1007/s11135-023-01659-y>

Social soft skills are crucial for workers to perform their tasks, yet it is hard to train people on them and to readapt their skill set when needed. In the present work, we analyze the possible effects of the COVID-19 pandemic on social soft skills in the context of Italian occupations related to 88 economic sectors and 14 age groups. We leverage detailed information coming from ICP (i.e. the Italian equivalent of O*Net), provided by the Italian National Institute for the Analysis of Public Policy, from the microdata for research on the continuous detection of labor force, provided by the Italian National Institute of Statistics (ISTAT), and from ISTAT data on the Italian population. Based on these data, we simulate the impact of COVID-19 on workplace characteristics and working styles that were more severely affected by the lockdown measures and the sanitary dispositions during the pandemic (e.g. physical proximity, face-to-face discussions, working remotely). We then apply matrix completion—a machine-learning technique often used in the context of recommender systems—to predict the average variation in the social soft skills importance levels required for each occupation when working conditions change, as some changes might be persistent in the near future. Professions, sectors, and age groups

showing negative average variations are exposed to a deficit in their social soft-skills endowment, which might ultimately lead to lower productivity.

Hadji, C. (2024, janvier 23). **Formation ou expérience : de quoi nos compétences dépendent-elles vraiment ?** Consulté 24 janvier 2024, à l'adresse The Conversation website: <http://theconversation.com/formation-ou-experience-de-quoi-nos-competences-dependent-elles-vraiment-221238>

Existe-t-il des tâches, ou des fonctions, pour lesquelles on est trop jeune... ou trop vieux ? Retour sur ce que les sciences de l'éducation nous disent du rapport entre expérience et compétences.

Hoskins, J. E. S., & Schweig, J. D. (2024). **SEL in Context: School Mobility and Social-Emotional Learning Trajectories in a Low-Income, Urban School District.** *Education and Urban Society*, 56(2), 164-200. <https://doi.org/10.1177/00131245221106735>

Social-emotional competencies (SECs) stand to benefit children in a myriad of ways. However, school-based social-emotional learning (SEL) programs are often ineffective in low-income, urban school districts, calling into question whether they adequately address student needs. The present study investigated whether and how one source of stress more common in these communities—school mobility—impacted SEL for predominantly African American students living in a low-income, urban district. Using a series of multi-level growth models, we found that school mobility was only detrimental (on average) under certain circumstances—for example, when students moved to schools with worse relative levels of school safety. These findings suggest that SEL programs should address school climate and safety in addition to individual-level competencies.

Houmark, M. A., Ronda, V., & Rosholm, M. (2024). **The Nurture of Nature and the Nature of Nurture: How Genes and Investments Interact in the Formation of Skills.** *American Economic Review*, 114(2), 385-425. <https://doi.org/10.1257/aer.20220456>

The Nurture of Nature and the Nature of Nurture: How Genes and Investments Interact in the Formation of Skills by Mikkel Aagaard Houmark, Victor Ronda and Michael Rosholm. Published in volume 114, issue 2, pages 385-425 of American Economic Review, February 2024, Abstract: This paper studies the int...

Jacob, E. (2023). **Quelle place pour la réflexivité dans l'apprentissage de la gestion de projet ? Étude du cas de la formation des ingénieurs généralistes.** *La Revue des Sciences de Gestion*, (321-322), 133-142. Consulté à l'adresse <https://hal.science/hal-04424326>

Cette recherche a pour objectif de questionner la réflexivité des futurs ingénieurs dans le cadre des apprentissages en gestion de projet. Pour éclairer cette thématique, la littérature en sciences de gestion et en sciences de l'éducation et de la formation relatives au projet et à la gestion de projet a été mobilisée. Sur le plan méthodologique, six groupes de projet ont été étudiés afin de collecter des entretiens collectifs et les outils de gestion de projet utilisés par les groupes; ce qui a permis d'explicitier les apprentissages et les formes de réflexivité des étudiants. Les résultats montrent que les apprentissages sont inégaux selon les étudiants et que la réflexivité est peu développée dans la pratique de la gestion. Face à ces résultats, plusieurs prescriptions sont allouées pour améliorer la réflexivité des futurs ingénieurs dans le cadre de leur formation.

Jaeger, L. S., & Lüken, M. M. (2023). **The Connection between Numerical Competencies and Young Children's Probabilistic Thinking – A Poster Proposal**. In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG5). Consulté à l'adresse <https://hal.science/hal-04410948>

Kariger, J., & De Kesel, M. (2023). **Analyse de l'influence de pauses métacognitives sur l'évolution de compétences critiques développées dans le cadre de l'enseignement des sciences fondé sur l'investigation**. *RDST. Recherches en didactique des sciences et des technologies*, (28), 75-114. <https://doi.org/10.4000/rdst.5166>

La pensée critique, essentielle pour faire face aux fake news pouvant surgir au détour d'une page internet, est considérée comme une compétence du xxie siècle. Or, dans l'enseignement secondaire, le manque d'esprit critique des élèves reste bien présent. Dans cette recherche exploratoire, nous choisissons de travailler la pensée critique selon deux axes : didactique avec la démarche d'investigation comme invariant et pédagogique avec l'insertion de pauses métacognitives. Le dispositif testé s'intègre dans le cours de sciences générales au début du niveau d'éducation 3 (élèves de 14-15 ans), spécifiquement durant l'unité d'acquis d'apprentissage portant sur la physique des fluides. Ce dispositif intègre des pauses métacognitives lors de phases spécifiques des différentes démarches d'investigation menées durant la séquence d'apprentissage. Au terme de cette expérimentation, il est relevé que, pour les élèves performant le mieux au Cornell Critical Thinking Test (CCTT), l'évolution de la compétence de déduction est corrélée positivement au nombre de pauses métacognitives vécues. De plus, nous avons constaté que les résultats obtenus au test certificatif, portant sur une démarche d'investigation plus complexe, sont corrélés positivement à ce nombre de pauses. Nous soutenons que la mise en œuvre de deux pauses métacognitives (préalablement à l'émission d'hypothèses et à la phase d'interprétation) dans la démarche d'investigation est à encourager. En vue d'améliorer le dispositif et augmenter le développement de compétences critiques, varier les mises en œuvre des pauses métacognitives, les travailler durant une année scolaire complète et/ou apprendre aux élèves à exercer leur contrôle inhibiteur, y contribuerait.

Khanolainen, D., Cooper, V., Messer, D., & Revyakina, E. (2024). **The complexity of student-led research: from terminology to practice in a case study of three countries**. *Oxford Review of Education*, 50(1), 78-94. <https://doi.org/10.1080/03054985.2023.2203375>

Preparing young people to meet emerging contemporary challenges has become a global imperative. Over two decades, there has been a call for students' active participation in the life of school and society, and an important feature of this call is student-led research (SLR). However, this pedagogical and empowering call with many potential benefits is not unproblematic. There are far-reaching differences between various conceptions and use of student-led research in secondary schools both within and between different countries, reflecting a contrast between skill development and voice. This contrast, however, has not been previously scrutinised and discussed. We review student-led research in England, Ireland, and Russia showing that its development has been initiated and carried out in different countries with very different goals and focuses. Our study is in the form of a case study of the three countries covering a wide range of discussions related to SLR. By looking critically at how SLR is conceived and supported in various contexts, we evaluate facilitators and barriers, which ultimately offers a better understanding of how ideologies and political decisions influence students

and teachers, and how educational policies and educational values are transferred into practice.

Leclaire, M., & Choplin, A. (2022). **Simulation clinique et autoconfrontations collectives : outils pédagogiques de développement des compétences collaboratives interprofessionnelles des étudiants en santé.** *Travail et Apprentissages*, 24(2), 58-76. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-apprentissages-2022-2-page-58.htm>

Cette recherche vise à soutenir le développement des compétences collaboratives interprofessionnelles par une démarche d'apprentissage qui combine dimension réflexive et développementale. Le cadre organisateur de ce travail est la clinique de l'activité. La clinique de l'activité aspire à développer les ressources existantes et à donner aux étudiants la capacité d'agir dans l'exercice de leur activité. Le dispositif de recherche s'inscrit dans la simulation clinique en santé qui met en jeu la collaboration interprofessionnelle par l'intermédiaire d'une activité de soins collective simulée entre des étudiants infirmiers et des étudiants masseurs-kinésithérapeutes. Les traces filmiques de la simulation, médiées par le chercheur, sont des supports individuels puis collectifs à la réflexion des étudiants, leviers au développement de leurs compétences collaboratives interprofessionnelles. In fine, cette recherche envisage d'utiliser les discours d'étudiants infirmiers et masseurs-kinésithérapeutes rassemblés en collectif de travail, pour interroger les curricula de formation en sciences de la santé.

Lee, J., & Junus, A. (2024). **Differences and Similarities in Youth Social-emotional Competence Measurement Between North American and East Asian Countries: Exploratory Graph Analysis using the OECD Survey on Social and Emotional Skills Data.** *Child Indicators Research*, 17(1), 57-79. <https://doi.org/10.1007/s12187-023-10074-6>

Social-emotional competence (SEC) is a multidimensional construct involving diverse skills and mindsets contributing to intrapersonal and interpersonal well-being. Despite increasing efforts to promote youth SEC worldwide, the existing SEC measurements are largely based on frameworks and evidence originating from Western societies, questioning the applicability of prevalent SEC measurement models to non-Western contexts. This study aims to compare a measurement model of SEC between East Asian (EA) and North American (NA) countries. This study analyzed youth self-reports from the 2018 OECD Survey on Social and Emotional Skills (SSES; N = 25,454, age 10 and 15) from two countries in EA (China and South Korea) and two countries in NA (Canada and USA). Based on the Big Five personality model, the SSES was designed to measure five dimensions and 15 sub-constructs of SEC using 100 Likert-type items. Using a network psychometrics method called Exploratory Graph Analysis, we uncovered and compared the underlying structure of the multidimensional construct of youth SEC between EA and NA samples. The findings suggest that the SSES measurement model is largely comparable across two cultures, with some noteworthy differences. The commonly identified dimensions of SEC were: (1) Emotional Control, (2) Optimism, (3) Task Performance, (4) Open-mindedness, (5) Prosociality, and (6) Leadership. The differences observed in the structure of dimensions and sub-constructs are discussed. This study contributes to ongoing efforts to develop and enhance international SEC assessments that are cross-culturally applicable and comparable.

Lemmi, C., & Pérez, G. (2024). **Translanguaging in elementary science.** *International Journal of Science Education*, 46(1), 1-27. <https://doi.org/10.1080/09500693.2023.2185115>

In a phenomenon known as translanguaging, multilingual learners draw freely from their repertoires without regard for language boundaries. Although multilingual learners live their lives between languages in their communities, science education is just beginning to acknowledge the important role of their hybrid language practices for learning. This study investigated one translingual science event in a fourth grade multilingual classroom focused on electrical phenomena. Expanding our prior study of a soil sample lab (Lemmi et al., 2021) this paper documented eight talk types that took place during the translingual exchanges during a snap circuit activity: (1) making comparisons, (2) asking and answering questions, (3) explaining, (4) giving directions, (5) making observations, (6) agreeing, (7) exclaiming, and (8) affirming. Our findings suggest that students' translingual participation serves valuable academic and social roles in the classroom and should be considered an important contribution to science learning. This work has implications for the ways in which teachers can support meaningful translingual learning spaces in science through the use of manipulatives and explicit invitation of hybrid languages practices. It also calls for expanding the field understanding of the purpose of translanguaging in science education to disrupt monolingual norms.

Li, W., Liu, C.-Y., & Tseng, J. C. R. (2024). **Development of a metacognitive regulation-based collaborative programming system and its effects on students' learning achievements, computational thinking tendency and group metacognition.** *British Journal of Educational Technology*, 55(1), 318-339. <https://doi.org/10.1111/bjet.13358>

Abstract Collaborative programming helps improve students' computational thinking and increases their confidence in solving programming problems. However, the effect of collaborative learning is not ideal because it is difficult for students to mobilize metacognition to regulate learning spontaneously. To guide students to effectively regulate the learning process when they collaborate to solve programming problems, this study develops a collaborative learning approach and a Collaborative programming System (MR-CPS) based on metacognitive regulation to support students' collaborative programming learning. A quasi-experimental study was conducted in a junior high school programming course in Taiwan to assess the effects on students. The impacts of MR-CPS from both individual and collaborative perspectives were investigated. Students' learning achievement and computational thinking tendencies were examined from an individual perspective. From a collaborative perspective, group self-efficacy and group metacognition were investigated. Participants were divided into MR-CPS (n=115) and No-MR-CPS (n=107). The MR-CPS group used the collaborative programming approach with metacognitive regulation mechanisms as the experimental group. In contrast, the No-MR-CPS group used the collaborative programming approach without metacognitive regulation mechanisms as the control group. The results show that the MR-CPS group statistically significantly outperformed the No-MR-CPS group in learning achievements. It was also found that the MR-CPS group had statistically significantly better computational thinking tendency, collective efficacy and metacognitive planning and evaluation skills than the No-MR-CPS group. This finding suggests that the MR-CPS has the potential to improve students' learning achievements, computational thinking tendency, group metacognition and collective efficacy. The study results have implications for the design of collaborative programming systems consistent with metacognitive regulation.

Plumelle, B. (2023). **L'enquête Pirls : 20 ans de données sur les capacités de lecture des élèves.** *Revue internationale d'éducation de Sèvres*, (94), 21-25.
<https://doi.org/10.4000/ries.14445>

En juin 2023, les résultats de l'enquête comparative Pirls ont été rendus publics. Première évaluation d'élèves à grande échelle depuis l'épidémie de Covid-19, cette étude internationale, conçue et mise en œuvre en 2001 par l'International Association for the Evaluation of Educational Achievement (IEA), mesure les acquis des élèves en quatrième année de l'école primaire (CM1 pour la France) en littérature. Les élèves y sont à un moment charnière de leur parcours scolaire, ils se perfectionnent...

Probert, G. J. (2024). **Developing Dual Language Skills and Intercultural Communication Strategies in a Bilingual Learning Environment: Investigating a Project Based Learning Programme.** *British Journal of Education*, 12(2). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-2-2024/developing-dual-language-skills-and-intercultural-communication-strategies-in-a-bilingual-learning-environment-investigating-a-project-based-learning-programme/>

This study investigated a project-based learning approach and explored developing bilingual language skills and enhanced intercultural communication within an existing Bilingual Learning Community. The study mainly looked at the increased importance of bilingualism and intercultural understanding needed to be successful in a global society. It investigated the effectiveness of using Project-based learning to promote these essential skills and competencies. The research used a mixed methods approach that integrated qualitative and quantitative data collection and analysis methods. The study took place in an international school setting in China within a bilingual learning community using English and Chinese, project-based learning, and STEM activities to enhance language proficiency and intercultural understanding. The qualitative component of the study involved interviews with various teachers involved in the Bilingual Learning Community study, and the specific students in the classes were analysed regarding their understanding of intercultural communication. Questionnaires gathered information about the teacher's and student's knowledge of the concepts. Observations and comprehensive notes were utilised, and natural interactions with students were encouraged so they could be observed under normal circumstances. The quantitative phase employed pre-and post-tests to measure the students' language proficiency and focused explicitly on developing cognitive academic language proficiency (CALP) skills. These tests also measured the student's intercultural learning and competencies. The data collected was analysed using statistical methods. These statistical methods determined the effectiveness of Project-based Learning as a pedagogy to promote bilingual language acquisition and develop intercultural understanding and communication. The findings of this study contributed to the existing body of knowledge on bilingual learning communities, intercultural understanding, and Project-based learning. The study also significantly contributed to the theoretical scientific knowledge by creating a detailed framework with descriptors that related to bilingual language development for students and intercultural communication competence that other scholars could develop further. It was also expected to contribute significantly to applied scientific knowledge. It provided practical information about the students' language skills, communicative behaviours, and difficulties when dealing with problems and will be helpful for teachers in China and abroad.

Purdam, K., Troncoso, P., Morales-Gomez, A., & Leckie, G. (2024). **Local Geographic Variations in Children's School Readiness - A Multilevel Analysis of the Development Gaps in England.** *Child Indicators Research*, 17(1), 145-176. <https://doi.org/10.1007/s12187-023-10081-7>

The educational attainment levels of children in state-funded schools in England are lower than in many countries with comparable levels of economic development. There are also striking differences at the local level across England. To understand these differences it is important to examine children's development in their early years. This research uses multilevel analysis of the National Pupil Database to investigate child development at ages 4 and 5 years old at the individual, school and local levels including within a case study urban area. Child development is assessed using teachers' observations to measure what is termed School Readiness. This is based on a child's communication, literacy and numeracy skills and their physical, personal and social development. The findings reveal substantial differences in School Readiness at the individual, school and local area levels including in terms of sex, ethnic background, age in the school year, welfare benefit entitlement and local area income deprivation level. Such differences are also evident across the separate Early Learning Goals that are used to assess School Readiness. Between local areas children with similar backgrounds can vary considerably in their likelihood of being categorised as School Ready. Many children face multiple disadvantages as a consequence of different interlinked factors including where they live. The gap in the levels of School Readiness has long-term implications for the individuals themselves and for society more widely. Whilst increasing the levels of School Readiness is a key target in the UK Government's Levelling Up policy, tackling the stark inequalities will take considerable investment, highly targeted support and engagement across the home and school learning environments.

Saad, Z., & Azzouna, A. (2023). **Le développement de la pensée critique à travers l'enseignement d'une question scientifique aux implications éthiques: la procréation médicalement assistée.** *RDST. Recherches en didactique des sciences et des technologies*, (28), 169-195. <https://doi.org/10.4000/rdst.5241>

Le présent travail s'intéresse au développement de la pensée critique chez les élèves en classe des sciences de la vie et de la Terre. Afin d'élaborer une méthode qui permet de résoudre le problème de la difficulté de l'évaluation de la pensée critique et de chercher le rôle que peut jouer le discours éthique dans son développement, nous avons mené avec les élèves de la classe de quatrième sciences expérimentales une démarche d'îlots interdisciplinaires de rationalité autour d'une question scientifique aux implications éthiques, celle de la procréation médicalement assistée (PMA). Au cours de la démarche, les élèves ont été répartis en trois comités (scientifique, législatif et éthique) dont chacun a pris en charge le recueil d'informations propres à son domaine. La synthèse de la démarche a consisté à deux débats socio-scientifiques où chaque comité a essayé de mobiliser des arguments pour défendre son point de vue concernant la proposition d'une loi qui organise la pratique de choix de sexe de l'enfant. Le premier débat a connu la participation du comité législatif et du comité scientifique seulement. L'intervention du comité éthique dans le second débat a eu comme résultat une évolution claire des pratiques critiques et des modes de pensée cognitive.

Šmida, D., Čipková, E., & Fuchs, M. (2024). **Developing the test of inquiry skills: measuring the level of inquiry skills among pupils in Slovakia.** *International Journal of Science Education*, 46(1), 73-108. <https://doi.org/10.1080/09500693.2023.2219811>

Teachers can develop science literacy among pupils through Inquiry-Based Science Education. IBSE helps to evolve the inquiry skills necessary for understanding the world of science and nature. To be able to improve the level of inquiry skills systematically, we need to know the current level among pupils. For this reason, we designed a multiple-choice test that measures the level of inquiry skills among 13 to 15 years old pupils. The design of the test consisted of six steps: selection of inquiry skills, construction and administration of open-ended test, creation of a database of distractors, construction of multiple-choice test, pilot testing and application of optimised test in pedagogical research. The designed test can be considered a valid and reliable research instrument and the individual test items show a relatively high discriminating power, optimal level of difficulty and a high number of functional distractors. By analysing the most common incorrect answers, we were able to identify various difficulties pupils have, regarding the application of inquiry skills in solving items. These results will help us to design appropriate strategies for improving pupils' inquiry skills in science education.

Staggs, M. M., & Brown, J. C. (2024). **'Me hizo sentir como científica': the expressed science identities of multilingual learners in high school biology classrooms.** *International Journal of Science Education*, 46(2), 155-180. <https://doi.org/10.1080/09500693.2023.2225230>

To make sound science-related decisions in a global society, individuals must possess a science identity, or see themselves as capable of doing and understanding science. Science identity development begins in school-aged years, when multilingual students (MLs) are often marginalised in the classroom due to language challenges and low expectations placed on them. This descriptive multiple case study explores the science identities expressed by six US high school MLs in their biology classrooms. Data from semi structured interviews were analysed through qualitative coding methods. Secondary data sources included field notes from observations conducted in each student's classroom six times during the school year. Results revealed that all MLs expressed science identity indicators, including feeling like a scientist, having a personal interest in science, and seeing science as related to their worlds. Other important identity indicators were not expressed among all students, such as views of themselves as 'good' science students, doing or using science outside of school, and career aspirations. Over half of MLs cited language as a direct barrier to their science identities. The study makes several contributions to the field of science education, which are detailed. Implications are presented for nurturing MLs' science identities in the formal classroom.

Stahl, G., Scholes, L., McDonald, S., Mills, R., Lunn Brownlee, J., & Comber, B. (2024). **Scoping review of conceptions of literacy in middle school science.** *Research Papers in Education*, 39(1), 134-154. <https://doi.org/10.1080/02671522.2022.2105388>

Literacy skills are essential if students are to access knowledge and achieve academic success in middle school science. A key difficulty with interpreting literacy practices in any discipline is the problem of conceptualising what constitutes literacy. Our study contributes new understandings to the discipline of science where there are ongoing debates concerning the meaning of literacy and confusion regarding what constitutes essential literacies in the field. Our scoping review first identifies how literacy in middle school science is conceptualised in empirical studies published between 2006 and 2019 and, second, addresses a significant gap in understandings by identifying how dominant discourses inform practice. Specifically, our findings show the dominance of a narrow conception of literacy in the science classroom relating to skills-based pedagogic

instruction. Based on our review, we conclude that the field of science requires a broadening of what constitutes literacy, and engagement with New Literacy Studies which focuses on literacy as a social practice closely interwoven with student identities.

Steponavičius, M., Gress-Wright, C., & Linzarini, A. (2023). **Social and emotional skills: Latest evidence on teachability and impact on life outcomes.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3896> [Report]. Consulté à l'adresse Organisation for Economic Co-operation and Development (Transnational) website: <https://doi.org/10.1787/ba34f086-en>

Education systems around the world are increasingly recognising that social and emotional skills (SES) are essential for students and societies. This paper contributes to the Innovative approaches to measuring social and emotional skills project, which aims to complement self-report measures of SES with more direct assessments. It addresses criticisms of the OECD framework for SES used by the OECD Survey on Social and Emotional Skills and discusses the use of the Big Five model as an underlying structure for organising SES. The paper then examines the teachability of SES through a comprehensive literature review. In addition, it reviews the evidence for the relationship between different SES and key life outcomes. The paper also seeks to reconcile divergent conceptual understandings in the literature by providing a clear definition of SES and highlighting discrepancies in skill definitions. The conclusions of the paper identify gaps in current research, highlight teachable skills with notable predictive value SES relevant for educators and policy makers, and support the development of direct SES assessments.

Swalve, N. (2024). **Changes in Perceptions on Addiction and Empathy after a Drugs and Behavior Course at a Small Liberal Arts College.** *College Teaching*, 72(1), 1-8. <https://doi.org/10.1080/87567555.2022.2046999>

Empathy is linked to decreased relapse in patients with substance abuse. Educational programming for nursing and medical students focused on developing empathy, but no research has been done on how drug education can alter perceptions and empathy toward addiction. This study examined the influence of a drugs course on attitudes toward addiction. Pre-and post-course surveys measured empathy toward addiction, and qualitative descriptions. Overall empathy remained steady but students trended toward promoting more social programs and support. Descriptions changed from a focus on lack of willpower to vulnerabilities, suggesting that a single course could exert influence on perceptions of addiction.

UNESCO. (2023). **The futures we build: abilities and competencies for the future of education and work** (p. 77). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000386933_eng

Wu, R., & Yu, Z. (2024). **Do AI chatbots improve students learning outcomes? Evidence from a meta-analysis.** *British Journal of Educational Technology*, 55(1), 10-33. <https://doi.org/10.1111/bjet.13334>

Abstract Artificial intelligence (AI) chatbots are gaining increasing popularity in education. Due to their increasing popularity, many empirical studies have been devoted to exploring the effects of AI chatbots on students' learning outcomes. The proliferation of experimental studies has highlighted the need to summarize and synthesize the inconsistent findings about the effects of AI chatbots on students' learning outcomes. However, few reviews focused on the meta-analysis of the effects of AI

chatbots on students' learning outcomes. The present study performed a meta-analysis of 24 randomized studies utilizing Stata software (version 14). The main goal of the current study was to meta-analytically examine the effects of AI chatbots on students' learning outcomes and the moderating effects of educational levels and intervention duration. The results indicated that AI chatbots had a large effect on students' learning outcomes. Moreover, AI chatbots had a greater effect on students in higher education, compared to those in primary education and secondary education. In addition, short interventions were found to have a stronger effect on students' learning outcomes than long interventions. It could be explained by the argument that the novelty effects of AI chatbots could improve learning outcomes in short interventions, but it has worn off in the long interventions. Future designers and educators should make attempt to increase students' learning outcomes by equipping AI chatbots with human-like avatars, gamification elements and emotional intelligence. Practitioner notes What is already known about this topic In recent years, artificial intelligence (AI) chatbots have been gaining increasing popularity in education. Studies undertaken so far have provided conflicting evidence concerning the effects of AI chatbots on students' learning outcomes. There has remained a paucity of meta-analyses synthesizing the contradictory findings about the effects of AI chatbots on students' learning outcomes. What this paper adds This study, through meta-analysis, synthesized these recent findings about the effects of AI chatbots on students' learning outcomes. This study found that AI chatbots could have a large effect on students' learning outcomes. This study found that the effects of AI chatbots were moderated by educational levels and intervention duration. Implications for practice and/or policy AI chatbot designers could make AI chatbots better by equipping AI chatbots with human-like avatars, gamification elements and emotional intelligence Practitioners and/or teachers should draw attention to the positive and negative effects of AI chatbots on students. Considering the importance of ChatGPT, more research is required to develop a better understanding of the effects of ChatGPT in education. More research is needed to examine the mechanisms underlying the effects of AI chatbots on students' learning outcomes.

Aspects économiques de l'éducation

Alasino, E., Ramírez, M. J., Romero, M., Schady, N., & Uribe, D. (2024). **Learning losses during the COVID-19 pandemic: Evidence from Mexico**. *Economics of Education Review*, 98, 102492. <https://doi.org/10.1016/j.econedurev.2023.102492>

This paper presents evidence of large learning losses and partial recovery in Guanajuato, Mexico, during and after the school closures related to the COVID-19 pandemic. Learning losses were estimated using administrative data from enrollment records and by comparing the results of a census-based standardized test administered to approximately 20,000 5th and 6th graders in: (a) March 2020 (a few weeks before school closed); (b) November 2021 (2 months after schools reopened); and (c) June of 2023 (21 months after schools re-opened and over three years after the pandemic started). On average, students performed 0.2 to 0.3 standard deviations lower in Spanish and math after schools reopened, equivalent to 0.66 to 0.87 years of schooling in Spanish and 0.87 to 1.05 years of schooling in math. By June of 2023, students were able to make up for ~60% of the learning loss that built up during school closures but still scored 0.08–0.11 standard deviations below their pre-pandemic levels (equivalent to 0.23–0.36 years of schooling).

Bjerre-Nielsen, A., & Gandil, M. H. (2024). **Attendance Boundary Policies and the Limits to Combating School Segregation.** *American Economic Journal: Economic Policy*, 16(1), 190-227. <https://doi.org/10.1257/pol.20200843>

Attendance Boundary Policies and the Limits to Combating School Segregation by Andreas Bjerre-Nielsen and Mikkel Høst Gandil. Published in volume 16, issue 1, pages 190-227 of *American Economic Journal: Economic Policy*, February 2024, Abstract: What is the efficacy of redrawing school attendance bo...

Brighouse, H., & Mullane, K. (2023). **What's Wrong with Tuition-Free Four-Year Public College?** *Educational Theory*, 73(6), 833-859. <https://doi.org/10.1111/edth.12605>

Advocates of tuition-free four-year public college make the argument for it too easy by asserting that it would be paid for out of taxes on the wealthy. Other uses of the revenues are possible. In this paper, Harry Brighouse and Kailey Mullane establish two criteria for comparing different uses of the revenues: the first criterion is, will the policy increase the overall level of educational goods?, and the second is, will the policy reduce inequalities of educational goods? Here, Brighouse and Mullane compare tuition-free four-year public college with two alternatives: (1) spending the revenues in pre-K and K-12, and (2) spending them on expanding the Pell Grant Program. Both alternatives are superior with respect to reducing inequalities, and spending in pre-K and K-12 is superior with respect to increasing the overall level of educational goods. While on some assumptions tuition-free four-year public college might prove better than expanding Pell Grants at increasing the overall level of educational goods, there are good reasons, nevertheless, to prefer expanding Pell Grants.

Caetano, C., Caetano, G., & Nielsen, E. (2024). **Are children spending too much time on enrichment activities?** *Economics of Education Review*, 98, 102503. <https://doi.org/10.1016/j.econedurev.2023.102503>

We study the effects of enrichment activities such as reading, homework, and extracurricular lessons on children's cognitive and non-cognitive skills. We take into consideration the opportunity cost of spending time on enrichment, as it may replace activities such as sleep and socializing. Our study controls for selection on unobservables using a control function approach that leverages the fact that many children spend zero hours per week on enrichment activities. At zero enrichment, confounders vary but enrichment does not, giving us direct information about the effect of confounders on skills. Using time diary data available in the Panel Study of Income Dynamics (PSID), we find that the net effect of the last hour of enrichment is close to zero for cognitive skills and negative for non-cognitive skills. The negative effects for non-cognitive skills are concentrated in high school, consistent with elevated academic pressure related to college admissions.

Carranza, J. E., Ferreyra, M. M., & Gazmuri, A. M. (2023). **The Dynamic Market for Short-Cycle Higher Education Programs** [Borradores de Economía]. Consulté à l'adresse Banco de la Republica de Colombia website: <https://econpapers.repec.org/paper/bdrborrec/1265.htm>

We investigate the entry and exit of short-cycle higher education programs (SCPs), which last two or three years and can address local skill needs. Exploiting administrative data from Colombia, we study markets defined by geographic location and field of study. We find that institutions open new programs in response to local labor market demand, competition, and costs. Within markets, they often close and open programs

simultaneously, possibly due to capacity constraints. SCPs are more responsive to local labor market demand than bachelor's programs; private and non-university SCP providers are the most responsive. These findings have implications for workforce development. **** RESUMEN: Investigamos la entrada y salida de programas de educación superior de ciclo corto (SCPs por su acrónimo en inglés), que son los programas de educación técnica y tecnológica que duran dos o tres años y que van dirigidos a cubrir necesidades de los mercados de trabajo locales. Aprovechamos datos administrativos del sistema colombiano de educación superior, enfocándonos en mercados definidos por su localización geográfica y por su campo de estudio. Encontramos que las instituciones introducen programas nuevos en respuesta a la demanda del mercado local de trabajo, a la competencia y a sus costos. Observamos que las instituciones con frecuencia abren y cierran programas de forma simultánea en el mismo mercado, debido posiblemente a restricciones de capacidad. La oferta de estos programas es más sensible a la demanda local de trabajo que la oferta de programas profesionales, en particular en el caso de las instituciones privadas. Los resultados tienen implicaciones para las políticas de desarrollo de la fuerza de trabajo.

CEDEFOP. (2023). **Microcredentials for labour market education and training: the added value for end users** (p. 118). Consulté à l'adresse Publications Office of the European Union website: <https://data.europa.eu/doi/10.2801/141643>

Study results show that trust, which shapes potential engagement, is underpinned by socioeconomic factors and an individual's learning-work trajectory. Due to the different configurations of VET systems and how they are governed, extensive debate continues about the measures needed to support different groups of microcredential end users in varying labour market contexts.

Cesar-Davis, Huerta, Graves, Rios-Aguilar, & Deil-Amen. (2024). **The Procedural Traps and Barriers to Receiving Aid: A Case Study of the Financial Aid Ecosystem in a Hispanic Serving Community College Students**. *Community College Journal of Research and Practice*, 48(2), 126-130. <https://doi.org/10.1080/10668926.2023.2224747>

This study describes students' experiences applying for and maintaining financial aid at a community college in Southern California. Through individual interviews and focus groups, we examined the interaction points between students, institutional actors, institutional policies, and state/federal policies. We theorize that interactions between students and their environment contribute to an ecosystem for community college students, of which penalty may be just one component. Data from the study revealed layers of interactions resulting in three consequences: prevention of aid qualification, delay of aid receipt, and loss of aid. Implications for this study indicate the need to relax further policies and procedures associated with the aid-seeking process at the institutional and policy level.

Crawford, L., Hares, S., & Todd, R. (2024). **The Impact of Private Schools, School Chains and PPPs in Developing Countries**. *The World Bank Research Observer*, 39(1), 97-123. <https://doi.org/10.1093/wbro/lkad005>

The private school sector has expanded with almost no public intervention to educate half of primary school children in many urban centers in Africa and Asia. Simple comparisons of test scores would suggest that these private schools may provide better quality than public schools, but how much of this difference is due to selection effects is unclear. Much donor and policymaker attention has proceeded on the basis that private

schools do perform better, and focused on models of public subsidy to expand access, and investment in networks or chains to encourage expansion. We review the evidence of the effects of private schools on learning, and how that effect translates to public-private partnerships (PPPs). We also study the effects of private school chains. We conduct a systematic review for eligible studies, with transparent search criteria. The search resulted in over 100 studies on low-cost private schools and PPPs, with a large majority being on low-cost private schools. Our meta-analysis shows moderately strong effects from private schooling, although the limited number of experimental studies find much smaller effects than quasi-experimental studies. This advantage, though, is not nearly enough to help most children reach important learning goals. Turning to policy goals, we find that the private school advantage has not translated to public private partnerships, which have shown limited value in improving quality. They can however represent a lower-cost means of increasing access to school. We also find that private school chains perform little better than individual private schools and have little scope for achieving meaningful scale.

Drange, N., & Sandsør, A. M. J. (2024). **The effects of a free universal after-school program on child academic outcomes.** *Economics of Education Review*, 98, 102504. <https://doi.org/10.1016/j.econedurev.2023.102504>

After-school programs provide structured care throughout the academic year. In Norway, after-school programs are an integrated part of school, used to extend the school day to a full working day. Participation is voluntary and is subject to fees paid by parents. In 2016/17, the municipality of Oslo gradually introduced and expanded an offer of free part-time participation in its after-school program, starting with city districts with a high share of children with an immigrant background who were underrepresented in the program at the time. We utilize the staggered rollout of this policy to investigate the effects on enrollment and learning outcomes and conduct an exploratory analysis of student welfare and maternal labor supply. We find that the take-up was substantial, raising enrollment rates from about 70 to 95% in the first wave of affected schools. Despite this, our difference-in-differences estimates show no overall effect of the program on academic performance, neither on average nor across subgroups. There is also little evidence that the program enhanced student well-being or decreased bullying. Heterogeneity analysis does, however, suggest that the program increased earnings for mothers with an immigrant background by about 10 percent.

Giband, D., Mary, K., & Nafaa, N. (2024, janvier 30). **L'éducation, nouvel eldorado pour les entrepreneurs?** Consulté 31 janvier 2024, à l'adresse The Conversation website: <http://theconversation.com/leducation-nouvel-eldorado-pour-les-entrepreneurs-219733>

La privatisation de l'éducation est une réalité désormais mondiale. Elle fait émerger une figure souvent idéalisée, celle l'« édupreneur », et interroge le rapport de nos sociétés à l'éducation.

Grobon, S., & Wolff, F.-C. (2024). **Do public scholarships crowd out parental transfers? Evidence at the intensive margin from France.** *Economics of Education Review*, 98, 102502. <https://doi.org/10.1016/j.econedurev.2023.102502>

This paper investigates the extent to which means-tested scholarships received by higher education students crowd out parental financial support at the intensive margin. We estimate a private transfer function using survey data collected in France in 2014 on a

sample of students aged 18–24 who receive public scholarships. Introducing the amount of public transfer as an exogenous covariate, we find that one additional euro of scholarship is associated with a decrease in parental transfers of 0.40 euro. Using an instrumental variable strategy that exploits the non-linear schedule of the scholarship amount, we find a larger effect with a decrease of about 0.50. Our results suggest that a substantial part of the scholarship benefits low-income parents by reducing the amount of money they give to their student children.

Hill, A. J., & LoPalo, M. (2024). **The effects of online vs in-class testing in moderate-stakes college environments.** *Economics of Education Review*, 98, 102505. <https://doi.org/10.1016/j.econedurev.2023.102505>

The Covid-19 pandemic resulted in a dramatic move to online education. Although schools and colleges have returned to in-person classes, student and professor interest in online testing in university contexts remains high, given concerns about testing anxiety as well as the considerably lower administrative costs associated with online testing. The modality of testing may have significant consequences for student performance, learning, and integrity. We vary the modality of testing for midterm exams in two large, introductory courses at a state university. We find that students perform substantially better on online exams, but that the premium largely disappears if never-before-seen questions are used. The online premium for low-performing students is particularly large, exceeding a full letter-grade, which is likely to have considerable implications for course pass rates. These results have significant implications for instructors seeking to gain the logistical simplicity of online testing and the benefits of increased student satisfaction, without encouraging dishonesty in testing.

Houmark, M. A., Ronda, V., & Rosholm, M. (2024). **The Nurture of Nature and the Nature of Nurture: How Genes and Investments Interact in the Formation of Skills.** *American Economic Review*, 114(2), 385-425. <https://doi.org/10.1257/aer.20220456>

The Nurture of Nature and the Nature of Nurture: How Genes and Investments Interact in the Formation of Skills by Mikkel Aagaard Houmark, Victor Ronda and Michael Rosholm. Published in volume 114, issue 2, pages 385-425 of *American Economic Review*, February 2024, Abstract: This paper studies the int...

Imeraj, L., & Gadeyne, S. (2024). **Trapped in Place? Ethnic and Educational Heterogeneity in Residential Mobility and Integration of Young Adults in Brussels.** *European Journal of Population*, 40(1), 5. <https://doi.org/10.1007/s10680-023-09690-3>

Spatial assimilation theory asserts that immigrants' socioeconomic progress leads to residential adaptation and integration. This association has proven robust in USA and European urban areas through much of the twentieth century, but drastic change of ethnic and class compositions yet persistent (neighbourhood) inequality in the urban landscape urge us to reconsider the dynamic interaction between stability and change. In this study, we investigate to what extent education shapes residential mobility differently for young adults with varying ethnic and social origins. Focussing on Brussels, we use multinomial logistic regressions on linked longitudinal population-based censuses from 1991 and 2001 and register data for the period 2001–2006. Analyses show that dispersal away from poor inner-city neighbourhoods appears least likely for the offspring of poor low-educated non-Western households, regardless of their own educational attainment. While our approach roughly confirms traditional arguments of socio-spatial integration, it also reveals how educational success generates opportunities to escape

poor neighbourhoods for some but not for others. With this, it points at the subtle ways in which factors and mechanisms in traditional spatial assimilation theory affect residential behaviour of young adults over their life course, at the intersection of specific locales, ethnic groups, social classes and generations.

Irmert, N., Bietenbeck, J., Mattisson, L., & Weinhardt, F. (2023). **Autonomous Schools, Achievement, and Segregation** (CESifo Working Paper Series N° 10831). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10831.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.

Jahic, H., & Adziahmetovic, N. (s. d.). **Alternative financing models and student loans in higher education** (p. 20). Consulté à l'adresse Office des publications de l'Union européenne website: <https://eenee.eu/wp-content/uploads/2023/11/EENEE-Ad-hoc-report-alternative-financing-models.pdf>

Les frais de scolarité au niveau master s'avèrent plus élevés que ceux de niveau licence dans un certain nombre de pays. En raison des tarifs croissants, les étudiants recherchent un soutien financier de type traditionnel (bourses, subventions, prêts, etc.). Cependant, ces aides ne suffisent parfois pas à couvrir le coût des études. Ces dernières années la dette étudiants a augmenté significativement dans les pays de l'OCDE. En Australie, en Angleterre et en Nouvelle-Zélande, au moins 70% des étudiants sont endettés au moment de l'obtention de leur diplôme. En outre, les recherches montrent une diminution du financement direct des gouvernements et une demande croissante de sources de financements alternatifs tels que les accords de partage des revenus, les microcrédits et prêts entre particuliers, les formations parrainées par l'employeur et les remboursements fondés sur le revenu. Ce rapport vise à fournir une analyse des modèles de financements alternatifs dans les pays de l'OCDE du point de vue des étudiants et des entreprises.

Machado, A., Terra, R., & Tannuri-Pianto, M. (2024). **Higher education responses to accountability**. *Economics of Education Review*, 98, 102493. <https://doi.org/10.1016/j.econedurev.2023.102493>

This paper estimates the impact of accountability scores on Brazilian higher education. We implement a regression discontinuity design to explore a natural experiment resulting from the federal rules for assigning quality levels to undergraduate programs. We test whether program quality is sensitive to negative reinforcement, such as punishments imposed when a minimum threshold is not attained. The findings indicate that program administrators exhibit a positive response to the prospect of punishment by enhancing program quality in the subsequent evaluation cycle. The primary drivers of this advancement – infrastructure, teaching and learning evaluations, faculty dedication, and the proportion of faculty with a Ph.D. degree – are largely under the administrators'

direct control. However, quality indicators less subject to administrative manipulation, such as student performance and value-added measures, exhibit minimal change.

Menda, P. B., & Ditsidi, J. M. (2024). **Gratuité de l'éducation de base dans les écoles primaires publiques en République Démocratique du Congo : « Etat de lieu, défis, effets et perspectives »**. *British Journal of Education*, 12(2). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-2-2024/gratuite-de-leducation-de-base-dans-les-ecoles-primaires-publiques-en-republique-democratique-du-congo-etat-de-lieu-defis-effets-et-perspectives/>

Cette étude analyse la réforme de la gratuité de l'éducation de base dans les écoles de la République Démocratique du Congo (RDC). Elle relève les défis et évalue les effets de la gratuité de l'éducation en RDC. A l'issue de l'analyse et discussion des résultats, l'étude a abouti aux résultats suivants : la grande majorité (97,5%) des enseignants est au courant de la décision du Gouvernement de la RDC sur l'application de la gratuité de l'Enseignement primaire dans les écoles primaires publiques. La gratuité appliquée dans leurs écoles favorise l'accès de tous les enfants à l'école (62,5%) car beaucoup d'enfants ont regagné le chemin de l'école. La gratuité a diminué la charge des parents dans les frais à payer à l'école (97,5%). Certains frais ne sont plus payés par les parents notamment : les frais de contrôle des dossiers des finalistes ; les frais d'organisation matérielle des examens ; les frais des uniformes scolaires ; les frais d'inscription, de réinscription ou de confirmation d'inscription ; les frais d'évaluation interne ; les frais d'admission en classe supérieure ; les frais de suivi de la passation des épreuves de fin de cycle ; les frais de motivation des enseignants ; les frais de motivation des enseignants et les frais de transport des enseignants. En outre, la réforme de la gratuité de l'éducation de base présente plusieurs défis en RDC. Ces défis sont à trois niveaux. Ils sont liés à l'élève, à l'enseignant et aux parents. Les résultats de l'analyse quantitative ont montré que la moyenne du nombre de livre avant la gratuité était de 19 livres tandis qu'après la gratuité la moyenne est de 22 livres pour une classe. C'est-à-dire qu'il y a eu plus de livres après la gratuité d'avant. La moyenne de nombre de classes, avant la gratuité était de 1 classe alors qu'après la gratuité, les écoles sont passées de 1 à 2 classes paires. Le nombre d'enseignants a aussi doublé après la gratuité. La moyenne du nombre des élèves est passée de 38 à 78 élèves pour une classe. En plus, la moyenne de réussite a baissé ; elle est passée de 69% à 66,8% après la gratuité. Les différences observées dans le nombre de livres ($t = -0,993$; $p = 0,350$), nombre de classes ($t = -0,894$; $p = 0,397$), nombre d'enseignants ($t = -0,894$; $p = 0,397$) et la moyenne de réussite ($t = 0,446$; $p = 0,667$) ne sont pas significatives. Cependant, la différence observée dans le nombre d'élèves ($t = -5,864$; $p = 0,000$) est significative.

Ofek-Shanny, Y. (2024). **Measurements of performance gaps are sensitive to the level of test stakes: Evidence from PISA and a Field Experiment**. *Economics of Education Review*, 98, 102490. <https://doi.org/10.1016/j.econedurev.2023.102490>

Educational performance gaps are a long-lasting issue of concern in many countries. Many times, these gaps are measured using low-stakes tests that are especially sensitive to motivation and test engagement. I conduct a field experiment in 7 Israeli Jewish and Arab middle schools and use data from PISA 2015 to investigate whether part of the performance gaps between ethnic minority and majority groups could be attributed to test engagement rather than proficiency. I find that test engagement can account for more than 50% of the performance gaps measured in low-stakes assessments. Test engagement is also important, as it correlates with several personality traits important to

life outcomes. Therefore, considering the importance of both test engagement, which influences low-stakes assessments, and proficiency, which is more accurately discerned in high-stakes assessments, policymakers should make deliberate decisions regarding the stakes assigned to assessment tests, taking into account the specific evaluation criteria that they aim to emphasize.

Oliveira, R., Santos, A., & Severnini, E. (2024). **Bridging the gap: Mismatch effects and catch-up dynamics under a Brazilian college affirmative action program.** *Economics of Education Review*, 98, 102501. <https://doi.org/10.1016/j.econedurev.2023.102501>

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

(ORES), O. sur la réussite en enseignement supérieur. (2023). **Accessibilité financière aux études : quelles conditions pour la réussite étudiante ?** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3902> [Report]. Consulté à l'adresse Observatoire sur la réussite en enseignement supérieur (ORES) website: https://oresquebec.ca/wp-content/uploads/2023/10/Dossier_AccessibiliteFinanciere_72DPI_VFF.pdf

Au Québec, le modèle d'accessibilité aux études a été mis en place dans les années 1960, avec la création des premiers cégeps, du réseau de l'Université du Québec et de l'adoption de la loi québécoise sur l'aide financière aux études (AFE). Fondé sur la redistribution, le programme d'AFE continue d'avoir des effets positifs sur l'accessibilité à l'enseignement supérieur de plusieurs groupes de la population étudiante (de première génération, de milieu défavorisé, par exemple) en réduisant les barrières financières et les inégalités des chances (Bouchard St-Amant, 2020; Colas et al., 2021). L'accessibilité financière aux études est également favorisée par un gel des droits de scolarité à différents moments depuis les années 1960, fruit des luttes d'un mouvement étudiant structuré et présent dans l'espace public (Beaupré-Lavallée et Bégin-Caouette, 2019). Depuis le « printemps érable » de 2012, le consensus sur l'indexation des droits de scolarité à l'inflation est partagé par l'ensemble des acteurs et actrices de l'enseignement supérieur. Or, cette inflation est en forte croissance ces dernières années : l'Indice des prix à la consommation a augmenté de près de 11 % en 2022, un sommet en 40 ans depuis la récession de 1982 (Statistique Canada, 2023). Au sein même de la population étudiante, les répercussions de l'inflation sont inégales et atteignent davantage certaines personnes étudiantes, dont celles qui sont dans une ou des situations

suivantes (Bottorff et al., 2020; Savoie-Roskos et al., 2023) : Provenir de milieu socioéconomique défavorisé; Être en situation de handicap; Être de la première génération à fréquenter un établissement d'enseignement supérieur; Provenir d'un autre pays; Vivre sur le campus; Faire partie de la diversité sexuelle et de genre; S'identifier à une minorité ethnoculturelle; Avoir des personnes à charge. Autrement dit, le risque d'insécurité financière est plus élevé chez les personnes étudiantes qui sont déjà vulnérables aux inégalités sociales et économiques (ibid.). L'accessibilité financière aux études est donc compromise par l'insécurité alimentaire ou encore le manque de logements abordables (UTILE, 2022b). Les conséquences de cette augmentation du coût de la vie ne sont pas encore toutes connues, mais l'endettement croissant par crédit à la consommation (Fiset et Pugliese, 2021) risque de croître chez la population étudiante. Par ailleurs, le programme québécois d'aide financière aux études repose sur de solides fondations sur lesquelles il est possible de s'appuyer en ces temps d'incertitude économique, afin de ne laisser aucune personne étudiante derrière. En tant qu'espaces de formation au jugement critique, les établissements d'enseignement supérieur pourraient-ils devenir le lieu privilégié d'une éducation financière adaptée aux réalités étudiantes actuelles ?

Paredes, T., & Sevilla, A. (2024). **The impact of incentivizing training on students' outcomes.** *Economics of Education Review*, 98, 102489. <https://doi.org/10.1016/j.econedurev.2023.102489>

This paper studies the effect on students' scores of incentivizing in-service teacher training in a system that conditions teacher promotions to in-service training take-up. In Ecuador, teachers need to pass a compulsory knowledge test with a minimum score and undergo substantial training to qualify for a promotion. We use a regression discontinuity design to identify the causal effect of incentivizing in-service teacher training on students' scores on a standardized national university entrance exam. We find that in-service training significantly improves students' verbal test scores by 0.19 to 0.31 standard deviations (depending on the selected comparison window).

Shure, N., & Zierow, L. (2023). **High Achieving First-Generation University Students** (CESifo Working Paper Series N° 10832). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10832.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.

Taylor, Serna, Eguiluz, & Marois. (2024). **“Through Their Fingers Like Water”:** How Community College Students View Family as Sources of Financial Education. *Community*

College Journal of Research and Practice, 48(2), 88-104.
<https://doi.org/10.1080/10668926.2023.2257150>

As community college students often come from lower socioeconomic backgrounds, report greater financial challenges, and experience higher cohort default rates on student loans compared to peers attending four-year institutions, it is important to understand how community college students develop a sense of financial wellness. Moreover, research has also found that community college students, many of them students of Color, rely heavily on family to persist toward graduation. As a result, this study analyzes qualitative data from 14 community college students who reported on whether they viewed their family as financial education resources and what specific lessons they learned from their family to improve their financial wellness. Results suggest many community college students may not have family with extensive experience in and knowledge of financial sectors (e.g., banking, finance, investment) and education concepts (e.g., savings accounts, building credit, budgeting), and therefore, have little financial education to impart. In addition, many community college students' financial education was limited to knowledge of saving, with students rarely reporting their family imparting any education about many other finance concepts. Finally, community college students witnessed reverse role modeling when it came to money management from their parents, often teaching these students what not to do with their finances. Implications for community college research, policy, and practice are addressed.

Zoido, P., Flores-Ceceña, I., Székely, M., Hevia, F. J., & Castro, E. (2024). **Remote tutoring with low-tech means to accelerate learning: Evidence for El Salvador.** *Economics of Education Review*, 98, 102506. <https://doi.org/10.1016/j.econedurev.2023.102506>

This paper presents the results of an impact evaluation with an experimental design, that estimates the effect of a low-tech low-cost remote tutoring intervention applied during the pandemic for remedial education purposes on girls and boys aged 9-14 years in three departments of El Salvador. Our main contributions are a) the provision of strong experimental evidence that the intervention can improve student math learning in developing countries for closing education gaps; and b) the measurement of student anxiety levels before and after the treatment, which allows verifying whether student-tutor interactions mitigated some of the negative socioemotional effects of student confinement. The program is found to have had a positive and significant effect of 0.24 standard deviations on math learning, which is equivalent to a 33.8 percent acceleration as compared to the control group. However, no significant effects were observed on student anxiety levels, which suggests that the academic gains were not mediated by these types of socioemotional factors. The results provide valuable information for the design of tutor training and for the development of tutoring protocols, among other aspects, for future similar programs.

Aspects psychologiques de l'éducation

Ahmed, W. (2024). **Psychometric Properties of Positive and Negative Schedule Scale for Children-Short Form in Diverse American Adolescents.** *Journal of Psychoeducational Assessment*, 42(1), 3-13. <https://doi.org/10.1177/07342829231206576>

This study examined the psychometric properties of the Positive and Negative Affect Schedule for Children-Short Form (PANAS-C-SF) in a diverse sample of 15-year-olds in the United States [N = 4382]. Multiple measurement models, including a one-factor model,

two-factor orthogonal and oblique models, a three-factor model (PA, Fear, and Distress), and a bifactor model, were tested. The results supported a three-factor structure, with distinct factors for PA, Fear, and Distress. The PANAS-C-SF scores evidenced good internal consistency reliability. Measurement invariance analyses indicated that the three-factor structure was invariant across gender and racial-ethnic groups, suggesting the generalizability of the PANAS-C-SF across diverse populations. Furthermore, the three factors demonstrated criterion validity, with PA positively associated with life satisfaction and meaning in life, and Distress negatively associated with these outcomes. These findings support the psychometric properties of the PANAS-C-SF, highlighting its practical utility in assessing affect across diverse adolescent population.

Arici, A., Lotfi, S., Irmak, H. S., Erkoç, B., & Artan, T. (2024). **Return to School Anxiety after Covid-19 in High School Students: A Field Study in Turkey.** *Child Indicators Research*, 17(1), 349-366. <https://doi.org/10.1007/s12187-023-10091-5>

The aim of this study is to determine the anxiety levels experienced by students during the return to school and to evaluate them in terms of different variables.

Avolio, B., Pardo, E., & Prados-Peña, Ma. B. (2024). **Factors that contribute to the underrepresentation of women academics worldwide: A literature review.** *Social Psychology of Education*, 27(1), 261-281. <https://doi.org/10.1007/s11218-023-09838-3>

This paper analyses the literature related to the underrepresentation of women academics in order to identify the factors that influence the underrepresentation of women in higher-education teaching, academic leadership and research. In order to accomplish this, we conducted a review of 83 research articles from 2005 to June 2023 available in the Web of Science database and their references. The results show that the factors that explain underrepresentation of women academics are diverse, complex and intertwined, and related to socio-cultural parameters. The literature review allowed us to create an integrated framework of factors that contribute to the underrepresentation of women academics, which includes six categories: personal, family, educational, social, organizational and labor-economic factors. This research is useful for researchers and policy makers because it introduces this phenomenon schematically and identifies the gaps in previous research studies. It also evidences the need to conduct further research on this topic.

Azpilicueta, A. E., Ghio, F. B., Cupani, M., Garrido, S. J., & Morán, V. (2024). **Predictive Contribution of Personality Traits in Career Decision-Making: A Test of the Social Cognitive Model of Career Self-Management.** *Journal of Psychoeducational Assessment*, 42(1), 89-109. <https://doi.org/10.1177/07342829231207140>

The current study sought to test hypotheses derived from the social cognitive model of career self-management (CSM; Lent & Brown, 2013) applied to the process of career exploration and decision-making. We examined how well personality traits, contextual factors, and social cognitive predictors, collectively, account for exploration behavior and career decision-making outcomes. Specifically, we determine the relationships between personality traits with career decision self-efficacy, career goals, and decisional criteria in a sample of 302 high school students. The participants completed domain-specific measures of four personality traits (conscientiousness, intellect/openness, extraversion, and neuroticism), social support, self-efficacy, outcome expectations, goals, level of career indecision, and decisional anxiety. The model fit the data well overall, though certain predictors were linked to the criterion variables only indirectly via

mediated pathways. The structural equation model analysis suggested, consistent with previous studies, that the contribution of personality on career exploration and decision-making was mediated by sociocognitive mechanisms. Multiple group analysis suggests that neither sex nor the type of institution (state/private) that students attend determines the relationships among the variables of the proposed theoretical model. Limitations, further research, practical implications, and methodological implications for the CSM model are discussed.

Brady, S. T., Griffiths, C. M., & Cohen, G. L. (2024). **The affirmed (White) teacher in a cross-race context.** *Social Psychology of Education*, 27(1), 47-68. <https://doi.org/10.1007/s11218-023-09812-z>

Within psychology, efforts to address racial-ethnic disparities in students' academic outcomes have focused primarily on students themselves. But there is another important person in classrooms: the teacher. In the United States, most racial-ethnically minoritized students are taught by White teachers. Drawing on research on cross-race interactions, we argue that for White teachers—especially those new to the profession—this dynamic is likely to elicit psychological threat, which then undermines their relationships with students, their well-being, and their effectiveness as an instructor. We hypothesized that values affirmation, a technique to mitigate threat and stress, could improve these outcomes. We randomly assigned White public school teachers (N = 109) at schools serving predominantly minoritized students to complete a values affirmation exercise or a matched control exercise in the fall of their first year of teaching. Five months later, affirmed teachers reported greater well-being and better teacher–student relationships than their control counterparts, and their classrooms were rated as more rigorous and more supportive of students' academic growth by trained observers.

Bressoud, N., Shankland, R., Dubreuil, P., Forest, J., Belleville, K., Samson, A. C., & Gay, P. (2024). **French Adaptation of the Strengths Use Scale.** *Journal of Psychoeducational Assessment*, 42(1), 119-125. <https://doi.org/10.1177/07342829231205811>

BackgroundPositive psychology focuses on enhancing attitudes and behaviors that support well-being, with a key pillar being the use of psychological strengths for optimal functioning. This is linked to positive outcomes such as increased happiness and life satisfaction.ObjectiveThis study aimed to evaluate the psychometric validity of the French adaptation of the Strengths Use Scale (SUS), a self-report tool measuring how individuals use their strengths in daily life. The original SUS, developed by Govindji and Linley (2007), has not been thoroughly assessed across languages and cultures.MethodThe French SUS's psychometric properties were examined using data from six independent French-speaking Canadian samples (N = 1397). After removing cases with missing data, exploratory factor analysis (EFA) was conducted on a subsample to establish the optimal factor structure. Confirmatory factor analysis (CFA) was then performed to assess the factor structure's goodness-of-fit.ResultsBoth EFA and CFA supported a unidimensional structure of the scale. The French SUS demonstrated good internal consistency ($\alpha = .94$). The one-factor model yielded an RMSEA of .122, indicating some model misspecification. However, allowing residuals of some items to covary improved the model fit (RMSEA = .077).ConclusionThe adapted French SUS exhibits similar properties to the original and presents no new consistency issues. This study contributes to adapting and validating the SUS in French for research and clinical practice. Future research should focus on developing a shorter version by eliminating redundancies and

adapting the scale for children to evaluate positive psychology interventions' efficacy in youth.

Chavanne, M. H. (2024). **Innovation pédagogique et didactique : la musique en EPS: Impacts sur la performance sportive et la motivation en course**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-innovation-pedagogique-et-didactique-la-musique-en-eps-impacts-sur-la-performance-sportive-et-la-motivation-en-course-marion-huault-chavanne-9782140324727-78997.html>

L'objet de cette étude est d'observer les effets de la musique sur la performance sportive et la motivation des élèves de collège et lycée. Les tests sont réalisés en course (400 m chronométré) avec 3 classes (4e, 3e et 1e). Trois variables ont été testées dans cette étude, à savoir une course avec une musique qui a été donnée à tous les élèves, une course où chaque élève a choisi sa musique et une course sans musique. Chaque élève fera donc 3 courses et testera les 3 variables dans un ordre défini par son groupe. Cette étude vise à connaître les appétences liées à la musique des élèves, à réaliser une prise de performance sur les 3 courses avec analyse des ressentis musculaires, d'efforts, de chaleur et de respiration pour vérifier l'implication dans l'effort. Pour finir, les élèves répondront à un questionnaire pour témoigner de leurs préférences (Quelle course ont-ils préférée ? Est-ce que la musique les a motivés à courir ?)

Collie, R. J. (2024). **The Tripartite Occupational Well-Being Scale: Evidence of Validity Among Teachers**. *Journal of Psychoeducational Assessment*, 42(1), 46-59. <https://doi.org/10.1177/07342829231202313>

This study involved examining the psychometric properties of the Tripartite Occupational Well-Being Scale (TOWBS) among a sample of 502 Australian teachers. The TOWBS (12 items) comprises three factors of subjective vitality, behavioral engagement, and professional growth. The TOWBS – Short (3 items) assesses a broad factor of occupational well-being. Results confirmed the reliability, factor structure, and longitudinal measurement invariance of the scale scores for both scales. In addition, the two forms of the scale functioned similarly across different teacher characteristics, and the well-being factors were demonstrated to be associated with four external correlates in plausible ways (workplace buoyancy, psychological detachment, somatic burden, emotional exhaustion). Combined, findings offer support for the scale as an assessment of teacher well-being. Implications for research and practice are discussed.

Dekeyser, L., Van Houtte, M., Maene, C., & Stevens, P. (2024). **Track prejudice in Belgian secondary schools: examining the influence of social-psychological and structural school features**. *Oxford Review of Education*, 50(1), 6-23. <https://doi.org/10.1080/03054985.2022.2146078>

While considerable research in education has established objective and subjective status differences between tracks and focused on the outcomes of ability grouping on students' educational and broader outcomes, there is virtually no research that explains students' variability in track valuation. This study relies on theoretical insights from social psychology, ethnic studies and school effects research to develop hypotheses about the influence of individual and school level features on students' track valuation. Data from The School, Identity and Society survey, involving 4,540 adolescents from 64 Belgian schools is utilised, using multilevel modelling. The findings show the relevance of social identity theory and social norms in students judging all tracks; and track chauvinism,

patriotism and cross-track friendships in explaining variability in students' prejudice towards other tracks. However, these relationships vary according to the track position of the student. The conclusions discuss the implications of this study for future research and social policy.

Dugény, S., Fontaine, T., Bossard, C., Vacher, P., & Kermarrec, G. (2023). **Analyser les relations entre la prise de décision et les émotions à l'aide d'une méthode mixte : étude de cas d'un entraîneur de basket-ball en situation de compétition.** *Staps*, 141(3), 77-96. <https://doi.org/10.3917/sta.141.0077>

Notre étude visait à analyser les relations entre la prise de décision, à partir du modèle Recognition-Primed Decision, et les émotions, à partir de la théorie de l'Appraisal, chez un entraîneur de basket-ball. Elle est exemplaire d'une tentative d'articulation de deux cadres théoriques à l'aide d'une méthode mixte. Un entretien d'autoconfrontation composite a été réalisé à la suite d'un match de compétition de haut niveau. 35 moments de décision, significatifs pour l'entraîneur, ont été dégagés à partir de la méthode des incidents critiques. Une analyse qualitative théorique a permis d'identifier les mécanismes de décision et les émotions. Des analyses statistiques d'associations entre variables (V de Cramer) et entre modalités (Phi de Pearson) ont été effectuées après avoir déterminé la valeur du Chi² d'indépendance entre les mécanismes de décision et les émotions, grâce à un test exact de Fisher adapté aux petits échantillons. Les résultats suggèrent l'existence de liens entre les processus décisionnels et les émotions (V=0,43). Des relations spécifiques sont identifiées entre des mécanismes de décision et certaines émotions, soutenant trois modalités de fonctionnement de l'entraîneur. Dans cette étude, l'articulation de deux cadres théoriques s'est illustrée par une méthode mixte « intégrative », alimentant des perspectives et hypothèses récemment identifiées dans l'approche Naturalistic Decision Making. Les conditions d'articulation des cadres et de mise en œuvre de cette méthode mixte sont discutées à l'aune d'un positionnement épistémologique constructiviste et pragmatique.

Forsberg, C., Sjögren, B., Thornberg, R., Hong, J. S., & Longobardi, C. (2024). **Longitudinal reciprocal associations between student-teacher relationship quality and verbal and relational bullying victimization.** *Social Psychology of Education*, 27(1), 151-173. <https://doi.org/10.1007/s11218-023-09821-y>

Teachers have a major impact on students' social cognition and behaviors, and previous research has found that students who have positive relationships with their teachers tend to be less bullied by their peers. However, this line of research is limited in that it has been (a) Dominated by cross-sectional studies and (b) Treated bullying victimization as a global construct without differentiating among its different forms (i.e., verbal, physical, and relational). The links might be reciprocal but further studies are needed to investigate the directionality. Therefore, this study aimed to examine the longitudinal associations between student-teacher relationship quality and two forms of bullying victimization, namely verbal and relational victimization. Three waves of data from 1885 Swedish fourth-through sixth-grade students were analyzed with cross-lagged panel models. The findings showed that the student-teacher relationship quality predicted and was predicted by verbal and relational victimization. Our findings thus underscore the importance of striving for caring, warm, supportive, and respectful student-teacher relationships as a component of schools' prevention efforts.

García-Andrés, A., Ramos-Tovar, M. E., & Aguayo-Téllez, E. (2024). **Effects of the Covid-19 lockdown on anxiety and depression in college students: evidence from a Mexican university.** *Educational Research for Policy and Practice*, 23(1), 157-174. <https://doi.org/10.1007/s10671-023-09364-1>

This study examines the influence of the Covid-19 pandemic on anxiety and depression symptoms among college students, paying special attention to gender-related differences. To do that, we use data from a special survey applied to all students from one of Mexico's largest universities six months after the start of the Covid-19 pandemic. The survey was applied online through the university's IT platform, obtaining a response rate of 48.2% and a final sample of 66,067 students. We follow an empirical strategy commonly found in the literature that involves the use of a Negative Binomial Regression Model on two mental health scales: the Hamilton Anxiety Scale and the Zung Depression Scale. The loss of household income and the resulting necessity to participate in the labor market, as well as the lack of sufficient infrastructure to face confinement and online study, were identified as the two main pathways via which the Covid-19 pandemic harmed the mental health of college students. Although female students presented higher rates of anxiety and depression and were more affected by the vulnerable economic and labor conditions of their families, male students were more affected by the lack of availability of space and equipment to attend online classes at home. Since the most economically disadvantaged students experience higher rates of anxiety and depression, particularly among women, this could have medium and long-term effects in terms of economic and gender inequality. These findings highlight the need for specific prevention and intervention initiatives to alleviate anxiety and depression.

Glaesser, D., Holl, C., Malinka, J., McCullagh, L., Meissner, L., Harth, N. S., ... Mitte, K. (2024). **Examining the association between social context and disengagement: Individual and classroom factors in two samples of at-risk students.** *Social Psychology of Education*, 27(1), 115-150. <https://doi.org/10.1007/s11218-023-09829-4>

Disengagement is a concept that captures the gradual behavioral, affective, and cognitive distancing from school, and is thus an early indicator of students being at risk for dropout. Based on a social identity framework, we predicted that higher social identification with the class and a positive classroom climate would be associated with lower rates of disengagement at both the individual and classroom level. In two samples from 16 German middle schools ($n_1 = 255$, $n_2 = 287$) with high annual dropout rates ($>10\%$), we assessed three disengagement facets: affect (daily mood at school), cognition (amotivation), and behavior (truancy). To examine both the individual and the classroom level, we utilized a 2-level mixed model. Gender, grade-level, and migration background were controlled in both samples, and economic learning resources (ELR) were included in sample 2 to better control for socioeconomic influences. In Study 1 (24 classrooms), we found a significant, positive association between social identification and daily mood at the individual level. In Study 2 (21 classrooms), we replicated initial findings for daily mood. In addition, social identification also impacted amotivation. At the class level, a higher grade, and a higher proportion of students with migration background were related to increased truancy. Classroom climate did not show a significant effect on disengagement in either of the studies. Our study sheds further light on the social dynamics of disengagement and highlights the need to control for classroom dynamics and student composition, particularly in classrooms with diverse student backgrounds.

Hanley, Y. D., Maykrantz, S. A., & Houghton, J. D. (2024). **Broken engagement: The role of grit and LMX in enhancing faculty engagement.** *Higher Education Quarterly*, 78(1), 153-172. <https://doi.org/10.1111/hequ.12450>

As the roles of faculty members have continued to expand, leaders in higher education need a better understanding of the drivers of faculty engagement. The current paper develops and tests a hypothesized model of faculty engagement in which faculty member grit is positively related to faculty member engagement both directly and indirectly through faculty member–academic chair leader member exchange (LMX). Using a sample of 156 faculty members in a mid-sized public university in the mid-Atlantic region of the United States, we tested the hypothesized model using PROCESS Model 4 with 5000 boot-strapped samples and a 95% confidence interval. Results show significant direct positive relationships between faculty member grit and faculty member engagement and between faculty member–academic chair LMX and faculty member engagement, but no significant indirect relationship of faculty member grit through LMX. Implications for higher education leaders are discussed, along with limitations and directions for future research.

Harpaz, G., Vaizman, T., & Yaffe, Y. (2024). **University students' academic grit and academic achievements predicted by subjective well-being, coping resources, and self-cultivation characteristics.** *Higher Education Quarterly*, 78(1), 192-211. <https://doi.org/10.1111/hequ.12455>

The connection between grit and achievement in a variety of areas is well documented. Nevertheless, the factors that affect domain-specific academic grit and the relationship of these factors to academic achievement still require clarification. The present study aimed to explore the contribution of three main categories of variables: subjective well-being (SWB), coping resources (e.g., self-efficacy and help-seeking orientation (HSO)), and self-cultivation characteristics (e.g., savouring art and personal growth) to academic grit and academic achievement as well as the significance of academic grit as a predictor and mediator for academic achievement. The sample comprised a total of 351 university students between the ages of 18 and 58 from Anglophonic countries (US, Canada, and UK), and Israel. Using structural equation modelling (SEM), academic grit was found to be directly associated with academic achievement among university students while SWB, coping resources, and self-cultivation characteristics were only indirectly associated with academic achievement with the mediation of academic grit. These results have important educational implications since they reveal existing effects which should serve as a basis for the implementation of university programmes. The results indicate the importance of student well-being, coping resources, and self-cultivating characteristics, especially regarding personal growth to perform optimally at university studies.

Huang, Y., Nalipay, M. J. N., & Wang, H. (2024). **Profiles of occupational well-being among Chinese teachers: Associations with basic psychological needs satisfaction and teaching quality.** *Teaching and Teacher Education*, 139, 104461. <https://doi.org/10.1016/j.tate.2023.104461>

Guided by the dual-factor model of mental health, the present study used a person-centered approach to explore Chinese middle school teachers' occupational well-being profiles and investigate how these profiles correspond with teachers' basic psychological needs satisfaction and teaching quality. Data from the Teaching and Learning International Survey (TALIS) 2018 were used (N = 3,976). Four occupational well-

being profiles were identified through latent profile analysis, and they were associated differently with teachers' basic psychological needs satisfaction (i.e., autonomy, competence, and relatedness) and teaching quality (i.e., clarity of instruction, cognitive activation, and classroom management). Findings provide practical implications to support teachers.

Humphry, S., Montuoro, P., & Maxwell, C. (2024). **Cumulative Ordering as Evidence of Construct Validity for Assessments of Developmental Attributes**. *Journal of Psychoeducational Assessment*, 42(1), 60-73. <https://doi.org/10.1177/07342829231199007>

This article builds upon a prominent definition of construct validity that focuses on variation in attributes causing variation in measurement outcomes. This article synthesizes the definition and uses Rasch measurement modeling to explicate a modified conceptualization of construct validity for assessments of developmental attributes. If attributes are conceived as developmental, hypotheses about how new knowledge builds cumulatively upon the cognitive capacity afforded by prior knowledge can be developed. This cumulative ordering of knowledge required to accomplish test items constitutes evidence of a specific form of construct validity. Examples of cumulative ordering appear in the extant literature, but they are rare and confined to the early literature. Furthermore, cumulative ordering has never been explicated, especially its relationship to construct validity. This article describes three of the most complete examples of cumulative ordering in the literature. These examples are used to synthesize a method for assessing cumulative ordering, in which the Rasch model is used to assess the progression of item difficulties which are, in turn, used to review developmental theories and hypotheses, and the tests themselves. We discuss how this conceptualization of construct validity can lead to a more direct relationship between developmental theories and tests which, for practitioners, should result in a clearer understanding of what tests results actually mean. Finally, we discuss how cumulative ordering can be used to facilitate decisions about consequential validity.

Immanuel, L., Palha, S., & Bouwer, A. (2023). **The design of a digital game to reduce math anxiety in the classroom**. In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG16). Consulté à l'adresse <https://hal.science/hal-04410830>

Students' feelings of tension or fear for mathematics can interfere with their mathematical performance and choice for a future study or job. Well-designed digital games can help players to feel engaged and experience positive feelings and thoughts, which in turn can be beneficial for reducing math anxiety. Following a design research approach, we developed and investigated a digital game that aims to support students in reducing their math anxiety. The game builds on principles of positive psychology and previous research on game-based learning. In this paper we present the results of the iterative design process from conceptual analysis to a working game prototype.

Jones, E. A., Piontek, J., Walden, L. C., & Harrell-Williams, L. M. (2024). **Development and Validation of the Sources of Research Self-Efficacy Scale**. *Journal of Psychoeducational Assessment*, 42(1), 29-45. <https://doi.org/10.1177/07342829231204507>

Research self-efficacy is a key component of college students' career development. This study's purpose was to develop and begin to construct a validity argument for scores from the Sources of Research Self-Efficacy (SRSE) scale in college students. We explored

validity evidence for SRSE scores from 719 undergraduate and graduate students based on test content, response processes, internal structure, relations to related variables, and consequences of testing. We present evidence from our development process for test content and response processes. Our statistical analyses suggest that a 20-item four-factor model is appropriate, with subscales representing Mastery Experiences, Vicarious Experiences, Social Persuasion, and Negative Emotional States. Subscale scores showed good internal consistency and correlated with both global research self-efficacy and research outcome expectancy scores. The SRSE shows promise as a measure of the various learning experiences that lead to students' research self-efficacy in university settings.

Kerivel, T., Fontaine, T., Dugény, S., Vacher, P., Kermarrec, G., Bossard, C., & Bagot, P. (2023). **L'évolution de l'intuition collective dans une équipe de football en formation : une étude longitudinale à partir d'une méthode mixte pour examiner les relations entre la perception individuelle d'indices pertinents et les contenus cognitifs partagés entre coéquipiers.** *Staps*, 141(3), 109-128. <https://doi.org/10.3917/sta.141.0109>

Dans la perspective de mieux comprendre le phénomène de l'intuition collective en football de haut niveau, cette étude vise à montrer, par une méthode mixte, les liens qui se tissent au cours du temps entre les indices pertinents perçus à l'échelle individuelle et les contenus cognitifs partagés entre équipiers. Cette étude de cas longitudinale a été réalisée avec 8 joueurs de football professionnel, pendant 10 mois de formation. Elle repose sur une méthode mixte nécessitant la transformation et l'intégration de données qualitatives en données quantitatives. Les données qualitatives sont obtenues à partir d'entretiens d'autoconfrontation répétés sur les 10 mois. Après transformation des données, un traitement statistique a été appliqué (corrélations pour mesures répétées). Les résultats montrent que des corrélations fortes se sont établies au cours du temps entre les indices pertinents perçus et certains contenus cognitifs partagés par les joueurs en situation : indices partagés, buts partagés, attentes partagées et jugements partagés. Les résultats sont discutés au regard des apports théoriques et méthodologiques de l'étude.

Manuoğlu, E., & Güngör, E. (2024). **Predictors and mediators of pressure/tension in university students' distance learning during the Covid-19 pandemic: A self-determination theory perspective.** *Oxford Review of Education*, 50(1), 60-77. <https://doi.org/10.1080/03054985.2023.2197203>

Due to the global restrictions to decrease the risk of infection in classrooms, the transition from face-to-face education to distance learning was a necessity during the Covid-19 pandemic. Grounded in Self-Determination Theory, the present research sought to explore how the pandemic affects university students during distance learning. Specifically, the study examined the predictors of pressure/tension and attempted to identify the unique and mediator roles of correlates of pressure/tension of university students. This cross-sectional study was conducted with 432 university students from different departments of different universities in Turkey. The online survey was administered between the last week of October and the second week of December 2020. Our findings revealed that there is a positive association between pressure/tension and Covid-specific worry. Also, there is a negative association between learning climate and pressure/tension and between perceived competence and pressure/tension. Further, learning climate mediated the link between Covid-specific worry and pressure/tension. The data of the present study depends on students' academic

(learning climate) and also non-academic (Covid worry) experiences during the pandemic. Methodological limitations concerning the research design are discussed.

Marie-Amélie, M., & Shankland, R. (2023). **Poor learning-related resource management and psychological inflexibility as predictors of procrastination in first-year university students.** *Cogent Education*, 10(2). <https://doi.org/10.1080/2331186X.2023.2287907>

Poor academic performance is known to be linked to the tendency to procrastinate. The latter is thought to reflect deficits in effort regulation and study time management (i.e., learning-related resources), but some recent results have suggested that it could stem from psychological inflexibility. The main objective of the present study was thus to ascertain whether effort regulation, study time management, and psychological (in)flexibility predict variations in French students' academic procrastination. The results of an online survey among 259 first-year humanities and social sciences students revealed that 42.4% of the variance in procrastination was predicted by effort regulation and study time management, and 4% by psychological inflexibility. There was also a negative relationship between academic performance and procrastination. These results are discussed in terms of the usefulness of implementing interventions at the start of university to promote academic success and student wellbeing.

McLoughlin, S., Polizzi, G., Harrison, T., Moller, F., Maile, A., Picton, I., & Clark, C. (2024). **Measuring Civic Engagement in Young Children.** *Journal of Psychoeducational Assessment*, 42(1), 14-28. <https://doi.org/10.1177/07342829231205070>

There is a dearth of studies exploring how younger children engage in civic life, what may be expected of them given their age, and what instruments may be used to capture their levels of civic engagement. Addressing these questions, this article presents key findings from a pilot study that aimed to create a validated instrument designed to measure the civic engagement of primary school children. Based on a survey administered to 655 primary school children aged 9–11 across England, this article focuses on the new measure that was specifically designed, and then tested and validated through both exploratory and confirmatory analyses. The findings validate a tripartite measure of civic engagement that assesses the civic attitudes, actions and awareness of 9–11-year-olds. This measure was found to be both practical and efficient in its administration, and it has been shown to be easily comprehensible by this age group. This new measure addresses an important gap in the literature on civic engagement in children, providing researchers with a validated tool to effectively measure civic engagement in 9–11-year-olds. The findings have implications for both researchers and educators interested in designing and evaluating interventions aimed at promoting civic engagement among younger children.

Mendoza, N. B., & Dizon, J. I. W. T. (2024). **Principal autonomy-support buffers the effect of stress on teachers' positive well-being: a cross-sectional study during the pandemic.** *Social Psychology of Education*, 27(1), 23-45. <https://doi.org/10.1007/s11218-023-09834-7>

Aside from the personal and health difficulties brought about by the COVID-19 pandemic, teachers also faced tremendous work-related challenges that led to increased stress levels and poorer well-being. This is especially true for resource-constrained schools in an Eastern context. The present study aimed to examine the moderating role of principal autonomy-support on the relationship between stress and teacher well-being during the early stages of the pandemic. Data was collected from 1150 K-12 teachers in the Philippines and hierarchical multiple regression was used to

assess the moderating effect of principal autonomy-support on the relationship between stress and well-being. Findings show that stress was negatively associated with emotional, psychological, and social well-being and principal autonomy-support moderated the link between stress and psychological well-being. Johnson-Neyman plots and simple slopes analyses demonstrated that the negative relationship between stress and psychological well-being is more pronounced for teachers who reported lower autonomy-support from principals and weaker for those who reported higher principal autonomy-support. The study highlights the crucial role of autonomy-supportive school leadership in mitigating the adverse effects of stress on teachers' well-being, particularly in the challenging backdrop of a pandemic. The findings further corroborate the relevance of autonomy-support on well-being not only in the Western perspective but specifically within an Eastern, lower-middle-income context. Key discussions and research implications for improving teacher well-being are discussed.

Merkle, B., Messerer, L. A. S., & Dickhäuser, O. (2024). **Will I be happy in this major? Predicting intrinsic motivation and subjective well-being with prospective students' well-being forecast and interest-major fit forecast.** *Social Psychology of Education, 27*(1), 237-259. <https://doi.org/10.1007/s11218-023-09835-6>

Choosing a field of study (study major) is challenging for prospective students. However, little research has examined factors measured prior to enrollment to predict motivation and well-being in a specific study major. Based on literature on affective forecasting and person-environment fit, prospective students' well-being forecast could be such a factor. However, affective forecasts are often biased by individuals' inaccurate theories about what makes them happy and their misconstrual of future situations. Thus, we hypothesize that subjective and objective interest-major fit forecasts improve predictions as these factors are based on a well-founded theory (person-environment fit theory) and objective interest-major fit forecasts are additionally based on a more accurate construal of the future situation (expert estimates of a study major). We tested these hypotheses in a longitudinal field study. Over 2 years, more than 4000 prospective students were asked for their well-being forecast and subjective interest-major fit forecast before using an online-self-assessment to assess their objective interest-major fit forecast. Of these prospective students, 234 subsequently entered the psychology major and took part in a survey about their motivation and well-being in their study major. As hypothesized, higher well-being forecasts predicted higher motivation, more positive affect, and higher satisfaction in the respective major. Beyond that, higher subjective interest-major fit forecasts predicted higher motivation, less negative affect, and higher satisfaction, while objective interest-major fit forecasts incrementally predicted higher motivation, more positive affect, and higher satisfaction. We discuss theoretical implications for affective forecasting and person-environment fit theory and practical implications for study orientation and guidance.

Narayan, J., & Naidu, S. (2024). **A new contextual and comprehensive application of the UTAUT2 model post-COVID-19 pandemic in higher education.** *Higher Education Quarterly, 78*(1), 47-77. <https://doi.org/10.1111/hequ.12441>

This study examines tertiary students' behavioural intention to resume face-to-face mode of study, post-COVID-19. A modified UTAUT2 model of nine factors and a moderator is used to investigate the impact of these factors on developing country's tertiary students' behavioural intention. The influence of these students' behavioural intention on se behaviour is also examined. Using a quantitative research approach, data were

gathered from 419 students at a regional university using convenience sampling technique. Data were analysed to test and validate the proposed model using covariance-based structural equation modelling. The study's findings reveal significant positive relationships between social influence, hedonic motivation, facilitating conditions, commitment, behavioural intention and use behaviour. However, it did not find performance expectancy, effort expectancy, price value, trust and comfortability, reporting any significant positive influence on behavioural intentions. Additionally, the moderating analysis shows that COVID-19 fear did not moderate or strengthen the association between behavioural intentions and use behaviour, given the insignificant interaction effect of COVID-19 fear. This study provides novelty in the contextual application of the modified UTAUT2 model, post-COVID-19. The addition of three additional constructs (trust, commitment and comfortability) has further improved the predictive power of the model. Lastly, the new construct that emerged in recent literature, COVID-19 fear, has been tested for the first time within the UTAUT2 model as a moderator between behavioural intentions and use behaviour. In terms of practical implications, this study first adds to the current literature on higher education, after the COVID-19 situation, being useful to education scholars. Second, it also offers specific suggestions to educational institutions and policymakers who fund universities. Such suggestions include: involving students' families in orientation and open day events, featuring family and friend support in promotional activities, upgrading facilities, including more teaching and learning sessions with team-based assessments, encouraging comfortable interactions and continuously practising COVID-19 safety protocols.

Olivier, E., Lazariuk, L., Archambault, I., & Morin, A. J. S. (2024). **Teacher emotional exhaustion: The synergistic roles of self-efficacy and student-teacher relationships.** *Social Psychology of Education, 27*(1), 1-22. <https://doi.org/10.1007/s11218-023-09826-7>

This study examined the role of teacher self-efficacy and student-teacher relationships (i.e., closeness and conflict) in predicting teacher emotional exhaustion over one school year. Regression analyses conducted among a sample of 161 third- to sixth-grade teachers indicated that, for those who reported high levels of self-efficacy, the sharing of close and conflictual relationships with their students revealed an association with increased levels of emotional exhaustion over time. Thus, when teachers cared and felt efficacious in their work with students, both types of relationships, close and conflictual relationships acted as job demands, increasing their risk of feeling exhausted. When teachers reported low self-efficacy, exposure to conflictual relationships acted as a buffer against emotional exhaustion, as they may have attributed difficulties experienced in the classroom to students rather than their lack of efficacy. Discussion of the Job-Demands-Resources model, emotional labor, and misalignment between teachers' beliefs and practices shed light on these unexpected results.

Rich, B. A., Zeng, G., Godovich, S. A., Ridgely, N. C., & Alvord, M. K. (2024). **Measurement of Emotion Regulation in a Clinical Sample of Children: The Psychometric Properties of the How I Feel Scale.** *Journal of Psychoeducational Assessment, 42*(1), 110-118. <https://doi.org/10.1177/07342829231207923>

Emotion regulation (ER) is a crucial construct in the study of child education, development, and psychopathology. The How I Feel (HIF) questionnaire, a self-report measure of ER for children, was validated in school-based, nonclinical samples. The current study examined the factor structure of the HIF in a clinical sample of children (N

= 195; 73.33% male; 79.49% White; 61.03% diagnosed with ADHD). Confirmatory factor analysis did not support the original 3-factor model. An exploratory factor analysis revealed an altered five-factor model with identical Positive Emotion and Emotion Control factors, but the original Negative Emotion factor was divided into three factors: Mad Emotion, Sad and Scared Frequency, and Sad and Scared Intensity. Results suggest that the HIF may not accurately assess the intensity and frequency of negative emotions in clinical samples.

Rojas-Torres, L., Furlan, L. A., Smith-Castro, V., & Rojas-Rojas, G. (2024). **Anxiety and performance during tests: the roles of coping and updating.** *Oxford Review of Education*, 50(1), 131-143. <https://doi.org/10.1080/03054985.2023.2233901>

It is widely known that test anxiety (TA) is associated with a decrease in test scores. The objective of this study is to provide evidence of the existence of two paths through which TA affects test scores: an indirect path that is associated with the mediation of the updating efficiency and a direct path moderated by the putting into perspective coping strategy. The study was conducted with a sample of 184 high school students who took an entrance exam for a university in Costa Rica. The structural equation modelling related to the theoretical approach was well adjusted, which provided evidence in favour of the hypotheses about the previously mentioned paths. Based on the results, the use of the putting into perspective coping strategy can help people with high TA levels reduce the effect of this emotion in test scores.

Schenzle, S., & Schultz, J.-H. (2024). **"Students are bringing the revolution into the classroom!" teachers' and counselors' perceptions of the need for psychosocial support in crisis-affected classrooms in Lebanon.** *Teaching and Teacher Education*, 139, 104416. <https://doi.org/10.1016/j.tate.2023.104416>

The still-evolving situation in Lebanon is characterized by multiple crises that affect students' mental health and school functioning. This explorative study analyzes educators' experience of students' educational and psychosocial needs and their preparedness to deliver psychosocial support. Qualitative interviews were conducted with 19 public-school teachers and counselors in Lebanon. Educators reported that increased crisis-related stress levels among both Lebanese and Syrian students aged six to fourteen years, contributed to behavioral problems and impaired school functioning. They also noted teaching styles and strategies that were inadequate for dealing with crisis-affected students. Sensitization to psychosocial support has altered educators' perceptions of their students and encouraged exploration of new teaching roles. Implications for school-based psychosocial support are discussed.

Schug, D., & Torea, T. (2023). **International E-Tandems: A Tool for Increasing Student Motivation in the Foreign Language Classroom.** *Arab World English Journal*, (1), 3-16. <https://doi.org/10.24093/awej/comm1.1>

This study presents findings from an online collaborative project involving students learning English at the University of Paris Nanterre (France) and students learning French at Cornell University (USA). Our main goal was to determine the impact of e-tandems on language learner motivation. During the COVID-19 pandemic, nearly all courses at these two institutions were offered online, a move that greatly complicated the use of interactive group activities. This change represented a major threat to learner motivation and the development of communication skills in the target language. To counteract these effects, language teachers from the two universities organized an online e-tandem

program; pairs of students composed of one American learner of French and one French learner of English had three virtual meetings to complete activities relevant to their studies. During these meetings, they were to alternate between speaking English and French. Following each exchange, students completed journal entries about their experience using the target language. Results indicated that the e-tandem program was a positive experience for students, with many reporting higher levels of intended learning effort and being able to see themselves as competent language users. These findings highlight the didactic potential of virtual exchanges.

Smith, J., Garon-Carrier, G., Guimond, F.-A., Fitzpatrick, C., Chichekian, T., St-Amand, J., & Lemieux, A. (2024). **Using personality traits to predict correspondence between self-perception of academic competence and achievement: A latent profile analysis study.** *Social Psychology of Education, 27*(1), 283-297. <https://doi.org/10.1007/s11218-023-09814-x>

This study was interested in the level of correspondence between high school students' self-perceptions of academic competence and achievement. The objectives were to (a) identify different profiles of students in terms of correspondence between perceptions of general academic competence and achievement in language arts and mathematics, (b) describe the personal and family characteristics of the students in these profiles, and (c) associate personality traits defined by the Big-Five with these profiles. A latent class analysis and a multinomial logistic regression were conducted on the data collected from 309 ninth and tenth graders. Among the most salient results, five profiles of students were identified, three of which with competence perceptions corresponding with achievement (i.e., high achievers with high self-perceived competence (SPC), average achievers with average SPC, and low achievers with lower SPC) and two with competence perceptions showing no or little correspondence with achievement (i.e., low achievers with higher SPC and average achievers with lower SPC). Also, students scoring high on openness to experience and conscientiousness were more likely to belong to the profile of high achievers with high SPC. These findings contribute to the literature on the possible reasons why students hold accurate or biased self-perceptions of competence.

Thornberg, R., Sjögren, B., Gini, G., & Pozzoli, T. (2024). **Testing the reciprocal longitudinal association between pro-aggressive bystander behavior and diffusion of responsibility in Swedish upper elementary school students.** *Social Psychology of Education, 27*(1), 215-235. <https://doi.org/10.1007/s11218-023-09839-2>

The overall objective of this study was to investigate the longitudinal association between diffusion of responsibility and pro-aggressive bystander behavior across three time points in upper elementary education. This three-wave longitudinal study included 1905 Swedish students who completed a questionnaire in at least one of the three waves: the fourth (Mage = 10.56), fifth (Mage = 11.55), and/or sixth grades (Mage = 12.58). Both traditional and random intercept cross-lagged panel models revealed a reciprocal relationship between pro-aggressive bystander behavior and diffusion of responsibility from the fourth to fifth grades, whereas the only significant cross-lagged path from the fifth to sixth grades was from pro-aggression to diffusion of responsibility in the traditional cross-lagged panel model. Thus, this study provides evidence for bidirectional longitudinal associations between diffusion of responsibility and pro-aggressive bystander behavior but did not support a full cross-lagged bidirectional model.

Thornberg, R., Wänström, L., Sjögren, B., Bjereld, Y., Edling, S., Francia, G., & Gill, P. (2024). **A multilevel study of peer victimization and its associations with teacher support and well-functioning class climate.** *Social Psychology of Education*, 27(1), 69-88. <https://doi.org/10.1007/s11218-023-09828-5>

The aim of the current study was to examine whether students' perceptions of teacher support at an individual-level, teacher support and well-functioning class climate at classroom-level, and teacher support and well-functioning class climate at school-level were associated with peer victimization. Data were obtained from a Student School Survey administered by the selected Swedish municipality. Multilevel analyses were based on 5,646 students in 277 classes and 27 schools. At the individual-level, girls and students who perceived greater teacher support than their classmates were victimized less often by their peers. In addition, students in schools with classes characterized by greater cooperation, cohesion, working atmosphere and respect toward their teachers tended to score lower on peer victimization. Within schools, students belonging to classes with a more well-functioning class climate than what was average in the school, and students belonging to classes that scored their teacher as more caring, fair and respectful compared to other classes in the school, were less likely to be targets of peer victimization.

Touloupis, T., & Campbell, M. (2024). **The role of academic context-related factors and problematic social media use in academic procrastination: A cross-sectional study of students in elementary, secondary, and tertiary education.** *Social Psychology of Education*, 27(1), 175-214. <https://doi.org/10.1007/s11218-023-09817-8>

The present study investigated students' academic procrastination in elementary, secondary, and tertiary education cross-sectionally, by simultaneously examining the predictive role of perceived academic context-related factors and problematic social media use (PSMU) in the manifestation of procrastination. Students from elementary (N = 532), secondary (N = 561) and tertiary education (N = 519) from randomly selected Greek schools and university departments completed a self-report questionnaire, which included scales on academic procrastination, academic engagement, academic connectedness, and PSMU. The results showed that elementary and secondary school students procrastinate more than university students, who perceive procrastination as a problem and desire to reduce it to a greater extent. No gender differences were found regarding students' procrastination. Furthermore, the path analyses revealed similarities and differences in the explanatory models of procrastination for the three student-groups. Generally, academic engagement and connectedness negatively predicted academic procrastination, while PSMU negatively mediated this relationship. Nevertheless, among the three path models, different dimensions of the predictive variables involved contributed to procrastination in elementary, secondary, and tertiary education. The findings imply that in each level of education specific academic context-related psychological states could be enhanced along with the promotion of safe social media use to effectively prevent students' academic procrastination.

Wong, R. M., & Adesope, O. O. (2024). **Promoting collaboration through resource interdependence to enhance collaborative concept mapping.** *Social Psychology of Education*, 27(1), 89-113. <https://doi.org/10.1007/s11218-023-09830-x>

Interest in collaborative concept mapping studies has grown steadily over the years. However, insufficient studies compare collaborative concept mapping with other similarly robust collaborative activities. Another limitation is that existing collaborative

concept mapping studies seldom elaborate on the extent of participants' interactions with each other. To address these limitations, this study uses a 2×2 factorial design in which collaborative activity (concept mapping vs. summary writing) was crossed with resource distribution (interdependence vs. independence). Participants ($n = 428$) were assigned to dyads, and the 214 dyads were randomly assigned to one of four conditions. The dependent measures were immediate and delayed retention and transfer, and cognitive load. Results indicated a significant main effect for resource distribution for immediate recall. However, no other significant effects were obtained indicating that the conditions yielded comparable learning outcomes. Theoretical, empirical, and practical implications of the results are discussed, and future research directions are presented.

Wright, S. L., & Jenkins-Guarnieri, M. A. (2024). **Further Validation of the Social Efficacy and Social Outcome Expectations Scale.** *Journal of Psychoeducational Assessment*, 42(1), 74-88. <https://doi.org/10.1177/07342829231198277>

The current study sought out to advance the Social Self-Efficacy and Social Outcome Expectations scale using multiple approaches to scale development. Data from 583 undergraduate students were used in two scale development approaches: Classic Test Theory (CTT) and Item Response Theory (IRT). Confirmatory factor analysis suggested a 2-factor structure that aligns with the theoretically based domains for SEOES items and supports previously proposed models of this scale from CTT and psychometric analyses. The IRT analysis indicated that the SEOES items have greater measurement precision at measuring lower levels of the latent constructs. Future research directions are provided and practice implications are discussed.

Xiao, Y., & Hew, K. F. T. (2024). **Intangible rewards versus tangible rewards in gamified online learning: Which promotes student intrinsic motivation, behavioural engagement, cognitive engagement and learning performance?** *British Journal of Educational Technology*, 55(1), 297-317. <https://doi.org/10.1111/bjet.13361>

Abstract Gamification has often been used to stimulate learner engagement via intangible rewards, such as virtual points and virtual badges, rather than material goods or benefits. However, not all learners value such intangible rewards; some express their desire to redeem intangible rewards for utilitarian resources or benefits. Although tangible rewards have long been considered a key gamification mechanism in commercial loyalty programs, few studies have explicitly explored its effectiveness in the context of gamified education. To address this gap, the present study used a randomized controlled trial approach to examine the effects of tangible rewards that are redeemed through intangible rewards on students' intrinsic motivation, behavioural and cognitive engagement, and learning performance in a fully online gamified flipped class. Each student was randomly assigned either to the tangible rewards group ($EG = 28$) or the intangible rewards group ($CG = 29$). The students in EG significantly outperformed those in CG in terms of intrinsic motivation, behavioural engagement, cognitive engagement and learning performance in the final exam. The results provided practical implications for instructors who plan to use tangible rewards in their gamified classes. Practitioner notes What is already known about this topic Fully online learning often suffers from a lack of student engagement. Gamification is often used to stimulate learner engagement via intangible rewards (eg, virtual points and badges) that do not contain any utilitarian benefits outside the gamified system. Not all learners value intangible rewards over time; instead, they desire to convert the intangible badges or points into more utilitarian

benefits/resources. What this paper adds This study conducted a randomized controlled experiment to compare the effects of redeemable tangible rewards and intangible rewards on student intrinsic motivation, behavioural engagement, cognitive engagement and learning performance. The tangible rewards group significantly outperformed the intangible rewards group in all aspects. Implications for practice Using tangible rewards is better than merely using intangible rewards in gamified learning. Practitioners should link tangible rewards to a standard of performance. Practitioners should also set a specific and moderately challenging redemption goal.

Yvard, P. (2023). **Contexte d'enseignement, style motivationnel de l'enseignant et motivation des élèves : la spécificité de l'éducation prioritaire. Dis-moi ou tu enseignes, je te dirais comment tu motives tes élèves** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04413958>

La motivation des élèves en EPS constitue un enjeu majeur car elle est une condition de la promotion de l'activité physique et de la santé. Selon la théorie de l'autodétermination, l'enseignant d'EPS, à travers son style motivationnel, joue un rôle déterminant sur la motivation des élèves à travers la satisfaction des trois besoins psychologiques fondamentaux d'autonomie, de compétence et de proximité sociale. Or, il a été montré que le style motivationnel de l'enseignant était impacté par différents types de pressions notamment liées au contexte d'enseignement dans lequel il se situe. Parmi ces pressions, le public scolaire et particulièrement celui d'éducation prioritaire (EP) a été peu investigué. Dès lors, l'objectif principal de ce travail doctoral est d'étudier l'influence du contexte d'enseignement (EP vs. Ordinaire) sur le style motivationnel de l'enseignant d'EPS et ses effets sur la motivation et l'engagement des élèves. Pour répondre à cet objectif, trois études ont été réalisées, combinant des données quantitatives et qualitatives. La première étude s'appuie sur des questionnaires à destination de 922 collégiens visant à identifier l'influence du contexte d'enseignement sur la relation entre le style motivationnel de l'enseignant d'EPS perçu par les élèves et leur motivation. La deuxième étude repose sur des observations filmées du style motivationnel de 48 enseignants d'EPS et de l'engagement de leurs élèves pendant des leçons d'EPS. Dans la dernière étude, des entretiens semi-directifs avec 14 enseignants ont été menés afin de mieux comprendre les liens entre le style déclaré et les pressions liées à leur contexte d'enseignement. Les résultats de nos différentes études ont montré que 1) la motivation des élèves et notamment leur régulation identifiée est davantage impactée positivement par la structure en contexte d'EP par rapport au contexte ordinaire, tandis que leur régulation externe est davantage impactée négativement par le style global en contexte d'EP par rapport au contexte ordinaire ; 2) le soutien des besoins observé est plus important en contexte d'EP par rapport au contexte ordinaire ; 3) les stratégies liées à structure et au soutien de l'autonomie sont modérées par le contexte, avec une structuration forte orientée vers une démarche de sens en EP vs. une offre de responsabilité en contexte ordinaire ; 4) les pressions émanant des élèves sont ressenties fortement en EP et ont une influence positive sur le soutien des besoins, alors qu'en contexte ordinaire, celles-ci sont moins prégnantes au profit des pressions institutionnelles, qui ont un effet négatif sur le soutien des besoins. Ces résultats mettent en évidence un poids des besoins différent chez les élèves en contexte d'EP par rapport au contexte ordinaire renforçant la réflexion concernant l'universalité sans uniformité, et démontrent l'intérêt de prendre en considération le contexte d'enseignement lorsqu'il s'agit d'étudier le style motivationnel et les pressions pesant sur ce dernier. Ils offrent

également des perspectives professionnelles intéressantes concernant les stratégies motivationnelles à privilégier en fonction du contexte d'enseignement.

Zhou, X., & Ou, Y. (2024). **Worlds apart: Students' perception of teachers' responses to their mental health issues.** *Teaching and Teacher Education*, 139, 104440. <https://doi.org/10.1016/j.tate.2023.104440>

This study applies data from the China Education Panel Survey (N = 7954; boys: 51.28%; M age = 13.92) to explore students' perceptions of teachers' responses to their mental health issues and how students' and parents' level of engagement with school is associated with teachers' responses. The results suggest that in addition to being influenced by the severity of students' mental health issues, teachers' responses are highly influenced by the school engagement levels of students and parents. This study highlights teachers' uneven attention to students' mental health issues, which is inadequately addressed in real-life research and practice.

Aspects sociaux de l'éducation

Avolio, B., Pardo, E., & Prados-Peña, Ma. B. (2024). **Factors that contribute to the underrepresentation of women academics worldwide: A literature review.** *Social Psychology of Education*, 27(1), 261-281. <https://doi.org/10.1007/s11218-023-09838-3>

This paper analyses the literature related to the underrepresentation of women academics in order to identify the factors that influence the underrepresentation of women in higher-education teaching, academic leadership and research. In order to accomplish this, we conducted a review of 83 research articles from 2005 to June 2023 available in the Web of Science database and their references. The results show that the factors that explain underrepresentation of women academics are diverse, complex and intertwined, and related to socio-cultural parameters. The literature review allowed us to create an integrated framework of factors that contribute to the underrepresentation of women academics, which includes six categories: personal, family, educational, social, organizational and labor-economic factors. This research is useful for researchers and policy makers because it introduces this phenomenon schematically and identifies the gaps in previous research studies. It also evidences the need to conduct further research on this topic.

Ballatore, M., & Bertrand, J.-B. (2023). **Doctorants internationaux en temps de mobilité contrainte. Vécus différenciés selon le genre.** In N. Beaupère & C. Érard (Éd.), *Les femmes dans l'enseignement supérieur : une (r)évolution inachevée : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 55-69). <https://doi.org/10.4000/books.cereq.3416>

Baltaru, R. D. (2024). **Minority Ethnic Staff in Universities: Organisational Commitments, Reputation and the (Re)structuring of the Staff Body.** *Sociology*, 58(1), 66-82. <https://doi.org/10.1177/00380385231163107>

This article problematises whether organisational commitments impact the representation of ethnic minorities in the university workforce. In doing so, it considers the institutional context and the broader restructuring of universities' personnel. The analysis is based on a longitudinal dataset of 120 universities, including university-level indicators of organisational commitments, institutional characteristics and ethnic minority staff numbers. The findings reveal that while on average, universities that are members of the Race Equality Charter exhibit higher shares of minority ethnic staff in higher-level contracts compared with those universities that are not members, joining the charter

does not make a university more inclusive. Importantly, the share of minority ethnic staff is substantially lower in elite universities compared with all other universities, which indicates tensions between inclusion and university reputation. The results are discussed in terms of their relevance to sociological institutionalist and organisational theories, and to higher education policy.

Barg, K., & Klein, M. (2024). **Maternal Occupation-Specific Skills and Children's Cognitive Development.** *Sociology*, 58(1), 118-139. <https://doi.org/10.1177/00380385231159005>

This article hypothesizes that maternal occupation-specific skills are associated with children's cognitive development over and above parents' other human, financial and social capital. Data from the UK Millennium Cohort Study on 13,543 children were complemented with occupation-level data (n=79) from the British Skills Surveys on aggregate measures of mothers' occupation-specific skills (literacy, numeracy, problem-solving, verbal and physical). We did not find any association between maternal occupation-specific skills and children's non-verbal ability (inductive reasoning, spatial awareness) at age five when conditioning on covariates. However, mothers' verbal skills (e.g. presentation skills) were positively associated with children's verbal ability (Naming Vocabulary) over and above other parental resources. By contrast, mothers' physical skills (e.g. use of physical strength) were negatively associated with children's verbal abilities. Albeit effect sizes are small, maternal occupation-specific skills contribute to social stratification in children's verbal development net of human, financial and social capital.

Barnes, K., Ashlee, A., Mukankusi, A., Pacitto, J., Rabi, A., Thomas, M., ... Zhao, A. (2024). **Education in times of restriction: an examination of refugee girls' and young women's access to learning during COVID-19 school closures in Pakistan.** *Educational Research for Policy and Practice*, 23(1), 115-133. <https://doi.org/10.1007/s10671-023-09353-4>

This paper examines the extent to which refugee girls and young women were able to access learning during COVID-19 education closures in Pakistan, and the role that EdTech played in their learning access. It is based on findings from a survey with 403 Afghan refugee students, along with in-depth interviews with six young female refugees. The research shows that, while the majority of female refugee students were able to continue accessing education in some form during school closures, learning access was nevertheless limited, and a sizable minority were not engaged in any learning during this time. Teacher and institutional support was either absent or inadequate for many students, and infrastructure and devices that serve to support remote learning were not always reliable or accessible. Although male respondents were less likely than females to engage in independent study during the closures, refugee girls and young women were significantly less likely than their male counterparts to own the devices they needed for learning. The findings demonstrate how targeted investment in specific types of EdTech and teacher professional development, as well as supporting educational institutions in the establishment of remote learning opportunities, could help sustain learning during future periods of educational restriction.

Beaupère, N., & Érard, C. (2023). **Introduction. La place des femmes dans l'enseignement supérieur en France : évolutions et permanences.** In *Céreq Échanges: Vol. 21. Les femmes dans l'enseignement supérieur : une (r)évolution inachevée : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 7-21). <https://doi.org/10.4000/books.cereq.3405>

Beaupère, N., Mériot, P., & Schmidt, C. (2023). **Parcours de doctorants : expériences de femmes en mobilité internationale.** In C. Érard (Éd.), *Les femmes dans l'enseignement supérieur : une (r)évolution inachevée : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 71-82). <https://doi.org/10.4000/books.cereq.3430>

Ben Hamouda, L. (2024, janvier 23). **Orientations des lycéen ruraux : plutôt des filières courtes et professionnalisantes.** Consulté 24 janvier 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/01/23/orientations-des-lyceen-ruraux-des-filiere-courtes-et-professionnalisantes/>

Clément Reversé est sociologue, il a récemment étudié l'orientation des lycéens de milieux ruraux. Des lycéens, qui « contrairement à ce que l'on croit souvent, n'ont pas de retard scolaire ou culturel, et cela malgré une composition socioéconomique plus modeste qu'en ville ». Le chercheur, qui démontre que ces lycéens font souvent le choix de...

Bjerre-Nielsen, A., & Gandil, M. H. (2024). **Attendance Boundary Policies and the Limits to Combating School Segregation.** *American Economic Journal: Economic Policy*, 16(1), 190-227. <https://doi.org/10.1257/pol.20200843>

Attendance Boundary Policies and the Limits to Combating School Segregation by Andreas Bjerre-Nielsen and Mikkel Høst Gandil. Published in volume 16, issue 1, pages 190-227 of *American Economic Journal: Economic Policy*, February 2024, Abstract: What is the efficacy of redrawing school attendance bo...

Blanchard, M., & Lemistre, P. (2023). **Les parcours des bacheliers 2014 dans l'enseignement supérieur : l'empreinte du genre et les spécificités de l'orientation vers les sciences.** In N. Beaupère & C. Érard (Éd.), *Les femmes dans l'enseignement supérieur : une (r)évolution inachevée : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 23-39). <https://doi.org/10.4000/books.cereq.3408>

Borgen, S. T. (2024). **It's not all about the peers: Reintroducing school context to the school segregation literature.** *Acta Sociologica*, 67(1), 66-87. <https://doi.org/10.1177/00016993231154128>

This paper investigates the effect of attending immigrant-dense schools on student outcomes, which consists of the joint effect of immigrant peers and school context. The sorting of students into schools is not random, and a large immigrant peer effect literature uses school fixed effects to eliminate selection bias. However, keeping schools fixed also eliminates the effect of the school context and is accordingly unsuited to estimate the total effect of attending immigrant-dense schools. By using both a value-added approach and by drawing on application data to manage selection bias, this paper demonstrates that attending immigrant-dense upper secondary schools in Norway increases student dropout, even though a school fixed effects model indicates no detectable immigrant peer effects. These findings suggest that immigrant-dense schools affect students in other ways than through mere peer exposure, and that research on the consequences of school segregation should take into account the effect of both school context and peers.

Borras, I., & Bosse, N. (2023). **Parcours de femmes en reprise d'études à l'université : quand les sphères privée et professionnelle se mêlent à la formation.** In N. Beaupère & C. Érard (Éd.), *Les femmes dans l'enseignement supérieur : une (r)évolution inachevée : Groupe*

de travail sur l'enseignement supérieur (GTES) (p. 83-95).
<https://doi.org/10.4000/books.cereq.3441>

Bozonnet, C. (2024, janvier 23). **La difficile insertion professionnelle des jeunes diplômées voilées : « Si tu es compétente, qu'est-ce que ça change de porter un foulard sur la tête ? »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/01/23/la-difficile-insertion-professionnelle-des-jeunes-diplomees-voilees-si-tu-es-competente-qu-est-ce-que-ca-change-de-porter-un-foulard-sur-la-tete_6212437_4401467.html

Pour les jeunes diplômées voilées, l'intégration sur le marché du travail reste une gageure. Certaines se tournent vers l'autoentrepreneuriat, des entreprises plus accueillantes, ou même partent travailler à l'étranger.

Braden, E., Long, S., Wynter-Hoyte, K., Boutte, G., Frazier, J., Mosso-Taylor, S., & Volk, D. (2023). **Curricular Violence and the Education of Black Children: Working Toward Positive Peace Through Pro-Black Practices**. *International Journal of Early Childhood*, 55(3), 347-367. <https://doi.org/10.1007/s13158-023-00379-6>

This article responds to the endemic, intergenerational, and pervasive racism endured by Black children in the USA and the need to reimagine classrooms as cultures of peace where Black histories, literatures, accomplishment, oppression, resistance, resilience, and joy are taught as central to the curriculum. To do so, the article shares a five-year study of practices developed by 12 teachers working with university educators to construct Pro-Black pedagogy for children from ages five-to-nine. The article opens with descriptions of renewed efforts in the USA to ban books and deny the teaching of whole histories and how that constitutes curricular violence in the lives of Black students. The study is anchored in Black Critical Theory as it encompasses understandings of anti-and Pro-Blackness in the education of young children. With decolonizing methodologies guiding data collection, analysis, and representation, findings are shared in the form of (a) practices used by the teachers to help students grow in their understanding of Black brilliance, resistance, and resilience; (b) tensions encountered; and (c) positive outcomes. The article closes with implications to guide the examination of curriculum and school structures as an essential element in Pro-Black curricular transformation.

Bradford, K., Harris, J., Boehme, R., Turner, J. J., & Higginbotham, B. (2024). **How do I work this? A mixed-methods evaluation of relationship education for high school youth**. *Family Relations*, 73(1), 340-358. <https://doi.org/10.1111/fare.12916>

Objective Guided by social exchange theory, we used mixed methods to examine youth romantic relationship concerns, perceived gains from a relationship education curriculum, and the extent to which the curriculum addressed adolescents' concerns. Background Adolescents' relationships influence the health of their future romantic relationships. Relationship education is increasingly offered to youth in the United States, but few studies examine how well these programs address youth concerns. Methods Phenomenological content analysis was used to analyze short-response qualitative data (n = 267) about romantic relationship concerns (pretest) and programmatic gains (posttest). Themes were then compared to examine how well the curriculum addressed youth concerns. Quantitative pretest–posttest outcomes were also examined among a larger sample (n = 9,130). Complementarity was used to consider qualitative and quantitative findings together. Results Participants' pretest concerns included relationship knowledge (i.e., how, with whom, and when to have a relationship), and

relationship risks (e.g., cheating, coercion). Posttest themes suggested that program content largely addressed participants' concerns (i.e., increased knowledge, ability to discern healthy and unhealthy relationships). Quantitative analyses yielded significant changes in four measures of participant attitudes pretest to posttest, with increased relationship knowledge and healthier attitudes. Conclusions Youth perceived that relationship education gave them tools that addressed their stated concerns; quantitative data suggest the program had its intended effect. Implications Youth relationship education is a positive preventative intervention.

Brady, S. T., Griffiths, C. M., & Cohen, G. L. (2024). **The affirmed (White) teacher in a cross-race context.** *Social Psychology of Education*, 27(1), 47-68.
<https://doi.org/10.1007/s11218-023-09812-z>

Within psychology, efforts to address racial-ethnic disparities in students' academic outcomes have focused primarily on students themselves. But there is another important person in classrooms: the teacher. In the United States, most racial-ethnically minoritized students are taught by White teachers. Drawing on research on cross-race interactions, we argue that for White teachers—especially those new to the profession—this dynamic is likely to elicit psychological threat, which then undermines their relationships with students, their well-being, and their effectiveness as an instructor. We hypothesized that values affirmation, a technique to mitigate threat and stress, could improve these outcomes. We randomly assigned White public school teachers (N = 109) at schools serving predominantly minoritized students to complete a values affirmation exercise or a matched control exercise in the fall of their first year of teaching. Five months later, affirmed teachers reported greater well-being and better teacher–student relationships than their control counterparts, and their classrooms were rated as more rigorous and more supportive of students' academic growth by trained observers.

Brar, R. K., Buehren, N., Papineni, S., & Sulaiman, M. (2023). **Rebel with a cause : effects of a gender norms Intervention for adolescents in Somalia.** Consulté à l'adresse <https://documents1.worldbank.org/curated/en/099852109132322052/pdf/IDU0d16b27d90793804ab208b160d0f4d7820246.pdf>

L'inégalité entre sexes et les normes restrictives sont souvent renforcées et intériorisées pendant l'adolescence, influençant des choix de vie. Ce document rend compte des effets d'une intervention sur les normes de genre auprès d'adolescents en Somalie. Il montre un changement de perception des normes par les garçons, une meilleure santé mentale des adolescents et une plus grande probabilité d'implication des garçons dans les tâches ménagères, suggérant ainsi que ces interventions peuvent avoir une influence positive. Une intervention auprès des parents a eu un impact limité sur les attitudes et les comportements adolescents.

Breda, T., Sultan Parraud, J., & Touitou, L. (2024). **Le décrochage des filles en mathématiques dès le CP : une dynamique diffuse dans la société.** *Note IPP*, (101), 1-8. Consulté à l'adresse https://www.ipp.eu/wp-content/uploads/2024/01/Note_IPP_decrochage_filles_mathematiques-4.pdf

Les filles ont le même niveau en mathématiques que les garçons en début de cours préparatoire (CP) mais décrochent dès le milieu de cette première année d'école primaire alors qu'elles conservent un avantage sur les garçons en français. Le décrochage des filles en mathématiques se poursuit de sorte qu'à l'entrée au cours élémentaire première année (CE1), leur rang ou centile moyen (lorsque l'on classe les

élèves en centiles selon leurs performances et où 100 est la plus haute valeur), passe de 50e en CP à 44e en fin de CE1. À partir de données de panel riches et exhaustives couplées avec des informations sur la catégorie socioprofessionnelle des parents, le corps enseignant dans chaque école, et les caractéristiques générales des écoles, cette note cherche à caractériser les décrocheuses et à mesurer les contributions respectives du milieu familial et de la scolarisation (l'école et les enseignants) pour expliquer l'émergence des écarts de performance observés en CP et en CE1. Les auteurs montrent que le décrochage des filles se produit sur l'ensemble du territoire, dans tous les types d'écoles et dans tous les milieux familiaux. Autrement dit, aucune configuration scolaire (école publique, privée, en réseau d'éducation prioritaire – REP – ou à pédagogie alternative) ni aucune configuration familiale (parents des catégories aisées, professions scientifiques ou familles homoparentales) ne permet d'éviter l'apparition d'un écart très tôt dans la scolarité en mathématiques en défaveur des filles.

Cayouette-Remblière, J. (2024). **Comment ont évolué les parcours scolaires dans l'enseignement secondaire depuis 1980 ? La dynamique des inégalités au fil des seconde et troisième explosions scolaires.** *Éducation & formations*, (106), 81-107. <https://doi.org/10.48464/ef-106-04>

Nous poursuivons la parution d'articles concernant le devenir des bacheliers dans l'enseignement supérieur. Les trois articles ouvrant ce numéro 106 s'appuient sur les données du panel de bacheliers 2014 (MESR-SIES). Rossignol-Brunet discute de la porosité entre orientation souhaitée et orientation subie par certains bacheliers. Il distingue trois profils d'étudiants, orientés contrariés, et mesure les effets de l'orientation sur leurs parcours d'études. Merlin, quant à elle, s'intéresse aux facteurs de réussite des bacheliers professionnels en section de technicien supérieur (STS) et notamment aux déterminants d'obtention du diplôme (BTS), en considérant le sexe, l'origine sociale, les domaines de spécialités, ou encore la voie d'enseignement de ces étudiants. Enfin, Dumas et Lignon étudient le lien entre le vécu des étudiants inscrits en première année de l'enseignement supérieur et leur réussite. Ils nous proposent une analyse différenciée entre les femmes et les hommes selon leurs motivations, leurs satisfactions ou encore leurs conditions matérielles et financières. Suivent ensuite trois articles « varia » dont deux concernent les élèves scolarisés au collège ou au lycée. Grâce aux données de quatre panels d'élèves, répartis sur une période de près de 40 ans, Cayouette-Remblière analyse les parcours scolaires des élèves au cours du temps. À partir de ces parcours, elle établit la dynamique diachronique des inégalités sociales et des écarts entre filles et garçons. Dans leur article, Farges et Monso évaluent l'impact de la fréquentation d'un internat à l'entrée au lycée sur la réussite scolaire. Ils comparent ainsi les chances d'obtenir un diplôme pour les élèves internes et les non-internes, selon leurs caractéristiques individuelles. Pour clore ce numéro, Hillion et Maugendre évaluent, quant à eux, l'effet du « jour de carence » sur les absences pour maladie des personnels du secteur public de l'éducation nationale, à partir de données administratives exhaustives sur la période 2006-2019. ISBN 978-2-11-167877-4 / e-ISBN 978-2-11-162559-4

Cekaite, A., & Simonsson, M. (2023). **Guided Play Supporting Immigrant Children's Participation and Bilingual Development in Preschools.** *International Journal of Early Childhood*, 55(3), 403-420. <https://doi.org/10.1007/s13158-023-00370-1>

In recent decades, refugee immigration has had significant impact on educational contexts in Sweden, with preschools the primary arenas for young children's language learning experiences. The present study examines second language and literacy training

practices for immigrant children (aged 1–5) in preschools in Sweden. The empirical data consist of video recordings of teacher-guided play activities. These were designed to create rich linguistic and cultural environments facilitating active and democratic participation by the children. Guided play activities were developed in close collaboration between teachers and researchers during action-based interventions that were aimed at constructing child-oriented participatory language learning practices in ethnically and linguistically diverse ECEC settings. The children's first languages were Tigrinya, Arabic dialects, Somalian, Kurdish dialects, Russian, Spanish and Swedish. The participatory learning potential of guided play was collaboratively analyzed and assessed, and new and revised activities were implemented, based on the goals of inclusivity and children's active engagement in play and language learning. The analysis shows that teachers' use of multimodal semiotic means, such as questions, texts and cultural artifacts (stories, material story-related objects, play spaces) were important strategies for the preparation of appealing play environments and activities that contributed to children's curiosity and participation. These resources served as affordances for guided play, allowing the simultaneous scaffolding of children's play competencies and their language learning.

Cook, L. D. (2024). **Stakeholders' Views on Parental Involvement in the Schooling of Children in an Urban School: A Case Study.** *Education and Urban Society*, 56(2), 201-229. <https://doi.org/10.1177/00131245221110556>

This study examined stakeholders' views on parental involvement in students' school experiences at Eagle's Remedial School (a pseudonym). The school system has a diverse group of students, and stakeholders (such as teachers, parents, and principals) have varied parental involvement perceptions. The interactions between parents and other stakeholders were examined to determine how grounded parental involvement views were. The study examines the research question: How do stakeholders support parental involvement? A qualitative case study design was utilized to explore stakeholders' and students' views on parental involvement in school life. The study is significant because the findings can be used by the selected school to implement workshops for parents, teachers, and principals to close the gap between perceptions on parental involvement in students' school experiences and strategies that parents, and school personnel can adopt to enhance the quality of students' experiences at school.

Corte, C., & Amrein-Beardsley, A. (2024). **Faculty/Staff Training to Examine Racial Implicit Bias: Findings and Implications for Creating Inclusive Educational Spaces.** *Innovative Higher Education*, 49(1), 133-151. <https://doi.org/10.1007/s10755-023-09673-6>

Inclusive educational spaces are necessary for post-secondary Black students to thrive. However, faculty and staff often, unintentionally, create non-inclusive educational spaces while exhibiting and perpetuating behaviors relative to race/racism and microaggressions driven by racial implicit bias. Via this mixed-methods study, researchers examined the effects that a set of training modules about race/racism, implicit bias, and microaggressions had on the attitudes of participating university faculty and staff, as well as their intentions toward creating inclusive educational spaces. More specifically, university faculty and staff members completed an online training during which they were provided information in separate modules about systemic and color-blind racism, implicit bias, microaggressions, and two components of inclusive educational spaces, culturally sustaining pedagogical and race-conscious educational practices. Researchers found participants' attitudes, post-training, significantly and positively shifted

relative to race/racism, implicit bias, and microaggressions. In addition, faculty and staff identified specific practices they intended to incorporate to facilitate more inclusive educational spaces for Black students. Researchers also drew implications from findings for other higher education settings.

Cureton, A., & Aguinaldo, E. (2024). **After High School, What's Next? Exploring Refugee Youths' Perceptions and Preparations Around College Choice and Transition.** *Journal of Career Assessment*, 32(1), 182-201. <https://doi.org/10.1177/10690727231185175>

Higher education can offer refugee youth a route to economic advancement and improved quality of life. However, the decision to pursue college poses a unique set of challenges and considerations. Drawing on Perna's conceptual model of student college choice, this study employs a phenomenological approach to examine refugee students' motivations and perceptions of college as well as their career aspirations. Semi-structured interviews with 15 refugee students revealed a strong desire to go to college and pursue a STEM career; an unfamiliarity with the college process; and a preference for community colleges. Modifications to using Perna's model to better capture refugee youth's college choice experiences are discussed. Findings from this study yields important insights regarding how high schools can offer guidance to refugee youth on the college choice process.

Dalane, K., & Marcotte, D. E. (2024). **Charter Schools and the Segregation of Students by Income.** *Educational Evaluation and Policy Analysis*, 46(1), 34-52. <https://doi.org/10.3102/01623737221137903>

The share of students attending charter schools has been rising. There is evidence that charter school growth has increased socioeconomic segregation of students between schools. In this paper, we assess whether charter school growth affects how students are organized within nearby traditional public schools (TPS). We use administrative data from North Carolina to estimate the impact of charter school openings on segregation by income within nearby TPS. Our models exploit variation in the presence and location of charter schools over time between 2007 and 2014 for students in Grades 3 to 8. We find limited evidence that the segregation of students by income at the classroom level increases when charters open nearby. We find some evidence of increasing segregation in third grade and fourth grade math and third grade ELA classrooms at TPS within 2 miles of new charters in large urban districts schools. Our results vary somewhat depending on how we control for underlying trends and measure segregation. We find no effect of charter school growth on income segregation in higher grades.

Dekeyser, L., Van Houtte, M., Maene, C., & Stevens, P. (2024). **Track prejudice in Belgian secondary schools: examining the influence of social-psychological and structural school features.** *Oxford Review of Education*, 50(1), 6-23. <https://doi.org/10.1080/03054985.2022.2146078>

While considerable research in education has established objective and subjective status differences between tracks and focused on the outcomes of ability grouping on students' educational and broader outcomes, there is virtually no research that explains students' variability in track valuation. This study relies on theoretical insights from social psychology, ethnic studies and school effects research to develop hypotheses about the influence of individual and school level features on students' track valuation. Data from The School, Identity and Society survey, involving 4,540 adolescents from 64 Belgian schools is utilised, using multilevel modelling. The findings show the relevance of social

identity theory and social norms in students judging all tracks; and track chauvinism, patriotism and cross-track friendships in explaining variability in students' prejudice towards other tracks. However, these relationships vary according to the track position of the student. The conclusions discuss the implications of this study for future research and social policy.

Delahaye, J.-P. (2024, janvier 14). **Promouvoir la mixité sociale pour agir sur les inégalités à l'école.** Consulté 18 janvier 2024, à l'adresse Mediapart website: <https://blogs.mediapart.fr/delahaye-jp/blog/140124/promouvoir-la-mixite-sociale-pour-agir-sur-les-inegalites-l-ecole>

La mixité sociale devrait être la préoccupation première de tous les ministres de l'éducation nationale, tant la carte scolaire est devenue la partie visible, au sein du système éducatif, des clivage...

Delprato, M., Chudgar, A., & Frola, A. (2024). **Spatial education inequality for attainment indicators in sub-saharan Africa and spillovers effects.** *World Development*, 176, 106522. <https://doi.org/10.1016/j.worlddev.2023.106522>

Space plays a prominent role on educational inequalities. Spatially proximate communities are likely to behave and perform similarly than spatially distant communities because educational processes, demand and supply factors, are often location specific within a country, with educational outcomes and educational inequalities being spatially dependent. Yet, studies on monitoring education inequalities linked to SDG4 indicators have ignored the crucial role of spatial dependence and failed to look at granular educational inequality beyond standard urban/rural and country's regions classifications. In this paper, we account for social dependence among communities to assess spatial education inequalities for the sub-Saharan Africa (SSA) region by relying on the geo-localisation of 16,000 communities for 29 countries based on DHS surveys. We use an array of education indicators across the lifecourse (completion rates from primary to tertiary) and measures of attainment and for risk of dropout (primary over-age), allowing us to measure how spatial dependence of educational outcomes changes at varying levels of education. We employ mapping, spatial correlations statistics and spatial regression models to account for the spatial dependence and endogeneity among communities' educational performance shaped by their contextual factors and to derive education spillovers. Our study's findings for the SSA region can be grouped as: space matters for communities educational performance, even after accounting for various community-level observables; educational spatial dependence operates more powerfully in marginalised communities; and that space matters indirectly through contextual factors of nearby communities in the form of educational externalities. The overreaching implication of our study is that commonly used geographical categories of rural-urban, or regions within countries are not adequate to address educational challenges and studies should place more emphasis on GIS-based analysis.

Dumas, A., & Lignon, V. (2024). **Vivre et réussir sa première année dans le supérieur. Des différences marquées selon le sexe.** *Éducation & formations*, (106), 53-80. <https://doi.org/10.48464/ef-106-03>

Nous poursuivons la parution d'articles concernant le devenir des bacheliers dans l'enseignement supérieur. Les trois articles ouvrant ce numéro 106 s'appuient sur les données du panel de bacheliers 2014 (MESR-SIES). Rossignol-Brunet discute de la porosité entre orientation souhaitée et orientation subie par certains bacheliers. Il distingue trois

profils d'étudiants, orientés contrariés, et mesure les effets de l'orientation sur leurs parcours d'études. Merlin, quant à elle, s'intéresse aux facteurs de réussite des bacheliers professionnels en section de technicien supérieur (STS) et notamment aux déterminants d'obtention du diplôme (BTS), en considérant le sexe, l'origine sociale, les domaines de spécialités, ou encore la voie d'enseignement de ces étudiants. Enfin, Dumas et Lignon étudient le lien entre le vécu des étudiants inscrits en première année de l'enseignement supérieur et leur réussite. Ils nous proposent une analyse différenciée entre les femmes et les hommes selon leurs motivations, leurs satisfactions ou encore leurs conditions matérielles et financières. Suivent ensuite trois articles « varia » dont deux concernent les élèves scolarisés au collège ou au lycée. Grâce aux données de quatre panels d'élèves, répartis sur une période de près de 40 ans, Cayouette-Remblière analyse les parcours scolaires des élèves au cours du temps. À partir de ces parcours, elle établit la dynamique diachronique des inégalités sociales et des écarts entre filles et garçons. Dans leur article, Farges et Monso évaluent l'impact de la fréquentation d'un internat à l'entrée au lycée sur la réussite scolaire. Ils comparent ainsi les chances d'obtenir un diplôme pour les élèves internes et les non-internes, selon leurs caractéristiques individuelles. Pour clore ce numéro, Hillion et Maugendre évaluent, quant à eux, l'effet du « jour de carence » sur les absences pour maladie des personnels du secteur public de l'éducation nationale, à partir de données administratives exhaustives sur la période 2006-2019. ISBN 978-2-11-167877-4 / e-ISBN 978-2-11-162559-4

Durkheim, É. (2024). **L'Évolution pédagogique en France** (Nouvelle édition révisée et complétée). Consulté à l'adresse <https://www.puf.com/levolution-pedagogique-en-france-0>

Dans ce cours prononcé en 1904-1905, créé quinze ans plus tôt, et édité par Maurice Halbwachs et Marcel Mauss en 1938, Émile Durkheim décrypte l'histoire de l'enseignement secondaire en France depuis ses origines. Cette édition critique inédite va dans le sens de la clarification et de l'homogénéisation de l'œuvre de Durkheim, entre ses cours, conférences, articles, notices, contributions diverses, ouvrages, préfaces, thématiques, etc., trop souvent faussement éparpillés ou cloisonnés. Il existe bel et bien une véritable sociologie de l'éducation de Durkheim, par ses orientations et ses délimitations, elle-même en lien direct avec une sociologie générale. La portée de ce texte de « sociologie pédagogique » (Halbwachs) est moins pédagogique, historique, ou politique, que scientifique.

Duru-Bellat, M. (2024, janvier 27). **L'école : entre symboles et (vraie) vie des élèves**. Consulté 31 janvier 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/lecole-entre-symboles-vraie-vie-eleves/00109439>

Que tout pays ait besoin de symboles et qu'il soit dans le rôle du Président de le rappeler, cela ne souffre pas de contestation.

El Gemayel, S. M. (2023). **Barriers and Lifelines for Young Refugee Children's Education: The Experiences of One Young Iraqi Refugee Living in the Northern Suburbs of Beirut**. *International Journal of Early Childhood*, 55(3), 369-385. <https://doi.org/10.1007/s13158-023-00374-x>

This paper identifies key barriers to young Iraqi and Syrian refugee children's access to education in Lebanon and highlights how local initiatives serve as glimmers of hope, or 'lifelines', for their well-being and learning. Reporting on aspects of my doctoral study,

the paper homes in on one case study with an Iraqi family and their 5-year-old son, Kefa. The 'Day in the Life' methodology enabled rich insights into Kefa's home life and the informal school he attended, supplemented by interview data with his schoolteacher and observation of his school. The paper also draws on questionnaire data to situate this case study in a broader spectrum of refugee children's experiences in Lebanon (n = 100). Framed by sociocultural approaches to learning, the findings illustrate the interplay of social, economic and relational barriers that impede refugee children's access to quality education, and demonstrate how, despite limited resources, the informal school offered an inclusive and anti-discriminatory environment and pedagogy to break down barriers that bred racism, bullying and isolation. The paper argues that, although important, these lifelines are limited in their scope. State intervention is needed to build non-discriminatory systems that promote inclusive education, so all children can receive quality education, feel safe and belong.

Érard, C., & Guégnard, C. (2023). **Étudiantes « sportives » à l'université : une (r)évolution sous gages et conditions.** In N. Beaupère (Éd.), *Les femmes dans l'enseignement supérieur : une (r)évolution inachevée : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 41-54). <https://doi.org/10.4000/books.cereq.3415>

Evans, D. K., Mendez Acosta, A., & Yuan, F. (2024). **Girls' Education at Scale.** *The World Bank Research Observer*, 39(1), 47-74. <https://doi.org/10.1093/wbro/lkad002>

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

Glaesser, D., Holl, C., Malinka, J., McCullagh, L., Meissner, L., Harth, N. S., ... Mitte, K. (2024). **Examining the association between social context and disengagement: Individual and classroom factors in two samples of at-risk students.** *Social Psychology of Education*, 27(1), 115-150. <https://doi.org/10.1007/s11218-023-09829-4>

Disengagement is a concept that captures the gradual behavioral, affective, and cognitive distancing from school, and is thus an early indicator of students being at risk for dropout. Based on a social identity framework, we predicted that higher social identification with the class and a positive classroom climate would be associated with lower rates of disengagement at both the individual and classroom level. In two samples from 16 German middle schools (n1 = 255, n2 = 287) with high annual dropout rates

(>10%), we assessed three disengagement facets: affect (daily mood at school), cognition (amotivation), and behavior (truancy). To examine both the individual and the classroom level, we utilized a 2-level mixed model. Gender, grade-level, and migration background were controlled in both samples, and economic learning resources (ELR) were included in sample 2 to better control for socioeconomic influences. In Study 1 (24 classrooms), we found a significant, positive association between social identification and daily mood at the individual level. In Study 2 (21 classrooms), we replicated initial findings for daily mood. In addition, social identification also impacted amotivation. At the class level, a higher grade, and a higher proportion of students with migration background were related to increased truancy. Classroom climate did not show a significant effect on disengagement in either of the studies. Our study sheds further light on the social dynamics of disengagement and highlights the need to control for classroom dynamics and student composition, particularly in classrooms with diverse student backgrounds.

Hamouda, L. B. (2024, janvier 25). **Les filles moins bonnes en mathématiques ?** Consulté 25 janvier 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/01/25/les-filles-moins-bonnes-en-mathematiques/>

Joyce Sultan est co-responsable du programme « Travail et Emploi » à l'IPP – Institut des Politiques Publiques. Dans une note qui sort aujourd'hui, l'économiste et ses collègues Thomas Breda et Lola Touitou, étudient le décrochage des filles en mathématiques. « Les filles ont le même niveau en mathématiques que les garçons en début de...

Hilton, C., Kelly, J., & Wright, P. (2023). **How teaching mathematics for social justice can support inclusive practices in the elementary mathematics classroom.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG25). Consulté à l'adresse <https://hal.science/hal-04409310>

The paper describes a project that took place in two elementary schools in London, U.K. By focusing on developing approaches to Teaching Mathematics for Social Justice (TMSJ), we identified opportunities and challenges for teaching and learning activities that promote inclusive practices and critical awareness amongst both teachers and students. By moving away from more traditional classroom practices and creating activities that were genuinely meaningful and engaging, teachers were able to engage their more 'reluctant' mathematics learners and students themselves became more focused and positive about themselves as mathematicians. TMSJ enabled teachers to realise the power of mathematics and to see themselves and their students as agents of change. This critical awareness provided opportunities for greater inclusion and participation.

Hoskins, J. E. S., & Schweig, J. D. (2024). **SEL in Context: School Mobility and Social-Emotional Learning Trajectories in a Low-Income, Urban School District.** *Education and Urban Society*, 56(2), 164-200. <https://doi.org/10.1177/00131245221106735>

Social-emotional competencies (SECs) stand to benefit children in a myriad of ways. However, school-based social-emotional learning (SEL) programs are often ineffective in low-income, urban school districts, calling into question whether they adequately address student needs. The present study investigated whether and how one source of stress more common in these communities—school mobility—impacted SEL for

predominantly African American students living in a low-income, urban district. Using a series of multi-level growth models, we found that school mobility was only detrimental (on average) under certain circumstances—for example, when students moved to schools with worse relative levels of school safety. These findings suggest that SEL programs should address school climate and safety in addition to individual-level competencies.

Imeraj, L., & Gadeyne, S. (2024). **Trapped in Place? Ethnic and Educational Heterogeneity in Residential Mobility and Integration of Young Adults in Brussels.** *European Journal of Population*, 40(1), 5. <https://doi.org/10.1007/s10680-023-09690-3>

Spatial assimilation theory asserts that immigrants' socioeconomic progress leads to residential adaptation and integration. This association has proven robust in USA and European urban areas through much of the twentieth century, but drastic change of ethnic and class compositions yet persistent (neighbourhood) inequality in the urban landscape urge us to reconsider the dynamic interaction between stability and change. In this study, we investigate to what extent education shapes residential mobility differently for young adults with varying ethnic and social origins. Focussing on Brussels, we use multinomial logistic regressions on linked longitudinal population-based censuses from 1991 and 2001 and register data for the period 2001–2006. Analyses show that dispersal away from poor inner-city neighbourhoods appears least likely for the offspring of poor low-educated non-Western households, regardless of their own educational attainment. While our approach roughly confirms traditional arguments of socio-spatial integration, it also reveals how educational success generates opportunities to escape poor neighbourhoods for some but not for others. With this, it points at the subtle ways in which factors and mechanisms in traditional spatial assimilation theory affect residential behaviour of young adults over their life course, at the intersection of specific locales, ethnic groups, social classes and generations.

Jaoul-Grammare, M. (2023). **Évolution des aspirations à la mobilité professionnelle féminine sur 20 ans : choix de compromis ?** In N. Beaupère & C. Érard (Éd.), *Les femmes dans l'enseignement supérieur : une (r)évolution inachevée : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 97-114). <https://doi.org/10.4000/books.cereq.3443>

Kohtamäki, V., Zheng, G., & Jinia, N. (2024). **Gender inequality in academic leadership: Bangladesh, China and Finland.** *Higher Education Quarterly*, 78(1), 78-92. <https://doi.org/10.1111/hequ.12447>

The importance of gender equality in academic leadership has been widely recognised, yet this issue has been underexplored outside the Anglo-Saxon countries. In this systematic review, we analysed 62 academic articles on women's academic leadership in Bangladesh (15), China (17) and Finland (30), published between 2000 and 2021. Our study revealed that research on gender-related academic leadership is still underdeveloped across the three countries, particularly in Bangladesh. Most studies have focussed on the barriers that hinder women from attaining academic leaders' roles. Our review results highlight the role of societal and cultural factors that contribute to the differences in the levels of gender equality in university leadership across the three countries. However, the men-dominated structure and culture in higher education pose the major obstacle for women in reaching leaders' positions in all three countries.

Larregue, J., & Nielsen, M. W. (2024). **Knowledge Hierarchies and Gender Disparities in Social Science Funding.** *Sociology*, 58(1), 45-65.
<https://doi.org/10.1177/00380385231163071>

This article examines the relationship between knowledge hierarchies and gender stratification in research funding. Through a mixed-methods study combining data on 5460 funded and unfunded social science applications submitted to a research council in Western Europe, and nine interviews with current and former council members, we explore how applicants' disciplinary, thematic and methodological orientations intersect with gender to shape funding opportunities. Descriptive analysis indicates that women's proposals are underfunded, with a relative gender difference of around 20%. Using computational text analysis and mediation analysis, we approximate that around one-third of this disparity may be attributed to gender differences in disciplinary focus, thematic specialisations and methodologies. The interviews with council members allow us to make sense of these disparities and expose the disciplinary hierarchies and power struggles at play in the council, sometimes resulting in a devaluation of qualitative methods and, more broadly, interpretive, descriptive and exploratory approaches in proposal assessments.

Beaupère, N., & Érard, C. (ed.) (2023). Les femmes dans l'enseignement supérieur : une (r)évolution inachevée : Groupe de travail sur l'enseignement supérieur (GTES). Consulté à l'adresse <https://books.openedition.org/cereq/3303>

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 MESRI (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. Cet ouvrage rassemble des travaux relatifs à la place des femmes dans l'enseignement supérieur. Alors qu'elles sont désormais plus diplômées que les hommes, des ségrégations perdurent dans certaines formations et diplômes où la mixité semble à la peine. À partir de données d'enquêtes de terrain ou administratives, les contributions s'attardent sur les parcours des bachelières scientifiques, d'étudiantes en STAPS, de doctorantes et de femmes en reprises d'études. Les résultats et analyses révèlent que la conciliation des temps sociaux (privés et professionnels), l'accès aux métiers et carrières afférents aux diplômes, les conditions d'études dans des filières où les hommes sont majoritaires conditionnent encore fortement les cursus post-baccalauréat des femmes.

Liu, A., Heath, M., & Grzywacz, J. G. (2024). **Cultural meaning of education and parents' involvement in education: Perspectives of immigrant Latinos.** *Family Relations*, 73(1), 262-281. <https://doi.org/10.1111/fare.12940>

Objective This qualitative research describes how low-education, largely undocumented immigrant Latino parents understand and engage in their children's education in the United States. Background Education has a dual meaning in Latin America, emphasizing children's moral and academic development. It is unclear if this cultural model shapes how immigrant parents navigate the U.S. educational system with their children. Method In-depth interviews were completed with low-education, largely undocumented immigrant Latino parents (N = 16). The narrative data were analyzed using a consensual method. Findings. Analyses resulted in a conceptual model with three primary themes:

Latino parents' bidimensional definition of education (i.e., moral and book smarts), unfamiliarity with education (i.e., the lack of educational experience and desire for generational improvement with education), and educational responsibilities (i.e., a division of labor between parents and teachers). Conclusions The developed model suggests that low-education immigrant Latino parents are involved in children's education in various ways related to their cultural capital, personal experience, and view of school as a "general black box." Implications. Eliminating the education gap among Latino youth whose parents are undocumented or have limited educational attainment requires acknowledging that "parental involvement" has diverse cultural meanings. Outreach programs based on the proposed model may create more productive partnerships between parents and schools.

Midya, D. K., & Islam, Md. M. (2024). **Gender Discrimination in Education among the Muslims: A Case Study in an Indian Village for Identifying the Key Factors.** *Journal of Asian and African Studies*, 59(1), 274-291. <https://doi.org/10.1177/00219096221106079>

Gender discrimination is more frequent among the ethnic minorities in the domain of education. This study among the Muslims in India shows that the Muslims always lag behind the Hindus in literacy rate and there is widening gap between literacy rates of men and women. With particular reference to a bi-ethnic village, it further reveals that discrimination generates from the socio-economic context of a particular community and that the Muslim women are experiencing discrimination in education due to their parents' poor economic condition, lack of awareness, conservativeness, feeling of social insecurity of their girls, and their early marriage.

Mizala, A., Canals, C., & Ortega, L. (2023). **Promoting gender equity in and through education.** Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388037>

Morgner, C. (2023). **The Medium in the Sociology of Niklas Luhmann: From Children to Human Beings.** *Educational Theory*, 73(6), 890-916. <https://doi.org/10.1111/edth.12609>

In this paper, Christian Morgner provides a critical reading of Niklas Luhmann's thinking as ignoring human beings or even as antihumanist. Here, he presents an alternative view that centers on Luhmann's idea of the child or human being as a medium. To explain Luhmann's use of these ideas to conceptualize the child and the consequences for research, Morgner refers to the translation of Luhmann's paper "The Child as the Medium of Education" and to as yet unpublished material from his famous card-box reference system. Drawing on these materials, Morgner can more clearly illuminate Luhmann's novel perspective and how it could inform further theoretical development, supported by new analysis of existing research in other fields, including developmental psychology, education, philosophy, and sociology. He concludes that, far from neglecting the human, Luhmann's theory takes human being very seriously and acknowledges its key role as a form-giving medium in addressing the challenges faced by contemporary society. This renewed perspective should be of particular interest to educational theorists, enabling them to more freely apply his ideas in various settings.

Nadeau, S., Lessard, A., & Deslandes, R. (2022). **La prédiction du décrochage scolaire d'élèves du secondaire à partir de leurs perceptions de facteurs du milieu familial et du climat de classe.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 10-31. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9707>

This predictive correlational study focuses on the contribution of students' perceptions of parenting style, parental involvement in school monitoring, and the classroom's environment on the risk of dropping out of school. The perceptions of junior high school students (n=92) living in a socioeconomically disadvantaged neighborhood were collected through surveys. Hierarchical regression analyses show that their perceptions of parental guidance and involvement, parent-adolescent interactions, and classroom environment predicted the risk of dropping out of school. The results also suggest that students' perceptions of parent-adolescent interactions and classroom environment jointly contribute to predicting the risk of dropping out of school.

Narayan, J., & Naidu, S. (2024). **A new contextual and comprehensive application of the UTAUT2 model post-COVID-19 pandemic in higher education.** *Higher Education Quarterly*, 78(1), 47-77. <https://doi.org/10.1111/hequ.12441>

This study examines tertiary students' behavioural intention to resume face-to-face mode of study, post-COVID-19. A modified UTAUT2 model of nine factors and a moderator is used to investigate the impact of these factors on developing country's tertiary students' behavioural intention. The influence of these students' behavioural intention on se behaviour is also examined. Using a quantitative research approach, data were gathered from 419 students at a regional university using convenience sampling technique. Data were analysed to test and validate the proposed model using covariance-based structural equation modelling. The study's findings reveal significant positive relationships between social influence, hedonic motivation, facilitating conditions, commitment, behavioural intention and use behaviour. However, it did not find performance expectancy, effort expectancy, price value, trust and comfortability, reporting any significant positive influence on behavioural intentions. Additionally, the moderating analysis shows that COVID-19 fear did not moderate or strengthen the association between behavioural intentions and use behaviour, given the insignificant interaction effect of COVID-19 fear. This study provides novelty in the contextual application of the modified UTAUT2 model, post-COVID-19. The addition of three additional constructs (trust, commitment and comfortability) has further improved the predictive power of the model. Lastly, the new construct that emerged in recent literature, COVID-19 fear, has been tested for the first time within the UTAUT2 model as a moderator between behavioural intentions and use behaviour. In terms of practical implications, this study first adds to the current literature on higher education, after the COVID-19 situation, being useful to education scholars. Second, it also offers specific suggestions to educational institutions and policymakers who fund universities. Such suggestions include: involving students' families in orientation and open day events, featuring family and friend support in promotional activities, upgrading facilities, including more teaching and learning sessions with team-based assessments, encouraging comfortable interactions and continuously practising COVID-19 safety protocols.

Observatoire des inégalités. (s. d.). **Doit-on croire au mérite ?** Consulté 31 janvier 2024, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Doit-on-croire-au-merite>

Nous avons besoin du concept de mérite pour définir les inégalités « justes ». Une notion à manier avec beaucoup de précautions tant elle est difficile à définir et mesurer. L'analyse de Louis Maurin, directeur de l'Observatoire des inégalités.

Ogwumike, I., Rangel, V. S., & Johnson, D. D. (2024). **The Promise and Pitfalls of Transformational Leadership for Decreasing the Use of Out-of-School Suspensions and Reduce the Racial Discipline Gap.** *Education and Urban Society*, 56(2), 230-259. <https://doi.org/10.1177/00131245221106710>

This study sought to explore the extent to which and how principals can help decrease the use of out-of-school suspension and close the racial discipline gap. This study comprised a qualitative case study of a principal in an urban school district. Data derive from in-depth interviews with current and former campus and district leaders, historical data, and documents. The principal's transformational actions, together with support from the district, helped to improve the school's culture, and decreased the use of OSS, but were not sufficient to close the racial discipline gap.

Özel, E. (2024). **What is Gender Bias in Grant Peer review?** Consulté à l'adresse <https://shs.hal.science/halshs-03862027>

Competition for research funding on the basis of peer-reviewed grant applications is an essential component of knowledge production. Although women's participation in science is increasing, challenges remain in achieving gender equality in the allocation of research grants. There is a very large literature that attempts to describe and analyze gender bias in academia. However, grant peer review is often researched separately in different disciplines, each applying different criteria and studying different phenomena. The complexity of multi-stage decision making in grant funding mechanisms is largely overlooked in the literature. This study presents a conceptual toolbox to understand gender bias in grant peer review. It explains the key concepts of peer review and the relationships between them, identifies theories of bias applicable to grant peer review, and analyzes their effects in different decision-making contexts.

Paterson, L. (2024). **Social class and sex differences in absolute and relative educational attainment in England, Scotland and Wales since the middle of the twentieth century.** *Research Papers in Education*, 39(1), 67-92. <https://doi.org/10.1080/02671522.2022.2089213>

Changes over time in social-class inequality of educational attainment have been shown by previous research to depend on whether attainment is measured absolutely or relatively. The pioneering work in this respect by Bukodi and Goldthorpe found that inequality has fallen when attainment is measured absolutely (for example, as the percentage completing full secondary schooling) but has changed less when a relative measure is used (for example, reaching the top quarter of the distribution of attainment). Although absolute measures remain intrinsically interesting, insofar as they represent cognitive or cultural accomplishment, relative measures are more relevant for understanding the role of education in allocating people competitively to employment. Implicit in this previous research, as in much research on the connection between education and social mobility, is that the society over which the relative standing of qualifications is measured is the same as that in which they are used to gain social rewards, such as a job. When labour markets operate across educational borders, this assumption might be open to question. The present analysis investigates the interpretation of absolute and relative educational inequality by comparing England, Scotland and Wales, which have distinct education systems but a common labour market.

Perronnet, C. (2024, janvier 31). **Pourquoi si peu de filles en mathématiques ?** Consulté 1 février 2024, à l'adresse The Conversation website: <http://theconversation.com/pourquoi-si-peu-de-filles-en-mathematiques-222028>

À 17 ans, en France, une jeune fille sur deux ne suit plus de cours de maths, contre seulement un garçon sur quatre. Le livre « Matheuses » décrypte les freins à l'œuvre. Extrait.

Pierre-Brossolette, S., Alberti, X., Bernard, M.-A., & Chaudouët-Delmas, M. (2024). **Rapport annuel 2024 sur l'état des lieux du sexisme en France - S'attaquer aux racines du sexisme.**

In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3893> [Report]. Consulté à l'adresse

<https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3893>

Chargé depuis 2019 de remettre au gouvernement un rapport annuel sur l'état du sexisme en France, le Haut Conseil à l'égalité (HCE) constate que les trois incubateurs qui inoculent le sexisme aux enfants sont, la famille, l'école et le numérique. En effet, 70% des femmes estiment ne pas avoir reçu le même traitement que leurs frères dans la vie de famille, près de la moitié des 25-34 ans pense que c'est également le cas à l'école et 92% des vidéos pour enfants contiennent des stéréotypes genrés : ces trois chiffres sont révélateurs des causes du sexisme persistant et des inégalités ancrées dans la société. Le HCE préconise de combattre le sexisme là où il naît.

Remnant, J., Sang, K., Calvard, T., Richards, J., & Babajide, O. (Abraham). (2024). **Exclusionary Logics: Constructing Disability and Disadvantaging Disabled Academics in the Neoliberal University.** *Sociology*, 58(1), 23-44.

<https://doi.org/10.1177/00380385231162570>

Contemporary academia features managerialism and neoliberal thinking, consequent of an increasingly dominant market logic. This article draws on interviews with disabled academics, line managers, human resources professionals, estates staff, health and safety staff, and trade union representatives, alongside university policy documents, to discuss the impact of this logic on the experiences of disabled academics. Understandings of disability across professional groups were divorced from institutional rhetoric of Equality, Diversity and Inclusion, aligning more clearly with market logic, manifest in performance management and idealised notions of academic work. Unlike students, disabled academics are required to navigate hostile policies and procedures. Their diagnoses are used in points of dispute relating to performance, or as an obstruction to dismissal tolerated out of legal obligation. This article illustrates the need for a change in university institutional logics to undo the damaging limitations of following market models of education.

Roulston, S., & Cook, S. (2024). **Using GIS to analyse early years provision in Northern Ireland – adding another year of segregated education?** *Oxford Review of Education*, 50(1), 42-59. <https://doi.org/10.1080/03054985.2023.2190088>

Early years education is offered free to all three-year-olds in Northern Ireland, prior to starting primary school, and most parents take advantage of this offer for their children. An experience of early years education has been shown to considerably improve life chances and to be important in starting the process of building a shared society, particularly important in a divided society emerging from conflict such as Northern Ireland. This paper will examine the degree to which that provision is segregated using

GIS analysis and explore the factors which influence those divisions within the wider context of a deeply segregated system of education. Pre-school education in Northern Ireland is found to be highly segregated by community background, and there is a tendency for pre-schools to be more segregated than the areas in which they are located. This may exacerbate existing divisions within education and adding a further year of segregated education may provide a further impediment to building a shared future for communities in Northern Ireland.

Shure, N., & Zierow, L. (2023). **High Achieving First-Generation University Students** (CESifo Working Paper Series N° 10832). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10832.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.

Sisson, J. H. (2023). **Bringing Children's and Teachers' Agency Together to Create Meaningful Learning That Matters in a Diverse Preschool**. *International Journal of Early Childhood*, 55(3), 387-402. <https://doi.org/10.1007/s13158-023-00364-z>

This article addresses children living and learning under difficult circumstances by problematising taken-for-granted views of what counts as learning and school readiness that perpetuate deficit views of children who have been impacted by forced migration. Drawing from a larger study focused on exploring how early childhood teachers redesign their pedagogy in culturally responsive ways, this article presents the findings of one team who shifted their views about a group of children impacted by forced migration who resisted planned learning experiences. The analysis focuses on how an assemblage of knowledge, actors, expressions and experiences came together to constitute children's play and digital worlds as matter(ing) in teachers' planning and pedagogy and teachers' planning and pedagogy as matter(ing) in children's play, demonstrating how children and their mediators of learning re-imagined their repertoires, identities and agencies to co-construct meaningful learning.

Sochala, L., Gelin, O., Viriot-Goeldel, C., & Train, G. (2022). **Emergency remote teaching in France: the influence of social background in teachers' choices**. In Edulearn (Éd.), *16th International Technology, Education and Development Conference* (p. 3022-3028). <https://doi.org/10.21125/inted.2022.0853>

The present study aims to investigate the extent to which the emergency remote teaching which took place beginning in the spring of 2020 in France was implemented differently by teachers working in schools serving students from socially disadvantaged backgrounds. Questionnaire surveys (n=351), 22 teachers' semi-structured interviews and

observation of 19 of their videoconference class sessions showed significant differences according to social contexts in three main areas: parental involvement in remote learning, the use of videoconferencing, and learning requirements. Discussion will address the influence of social context in pandemic teaching and consider the contribution these results could offer to foster school equity in France.

Som, P. (2023). **Implication des parents immigrants originaires d'Afrique subsaharienne dans le cheminement scolaire d'un enfant présentant un trouble du spectre de l'autisme** (Mémoire de maîtrise, Université de Montréal). Consulté à l'adresse <https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32135>

Cette recherche vise à comprendre les raisons qui incitent les parents immigrants originaires d'Afrique subsaharienne à s'impliquer dans le cheminement scolaire d'un enfant présentant un trouble du spectre de l'autisme (TSA). Spécifiquement, nous décrivons leur rôle parental, leur sentiment de compétence parentale perçue et nous analysons les facilitateurs et les obstacles à leur implication. En nous référant au modèle d'implication parentale de Hoover-Dempsey et Sandler (1995; 1997; 2005; 2010) nuancé par la typologie d'Epstein (1995; 2002; 2018), nous avons pu cerner la réalité de ces parents subsahariens au regard de nos objectifs précités. L'utilisation de l'entretien semi-directif et l'analyse thématique de contenu nous ont menées à des résultats centrés sur le rôle de parent dans la prise en charge des besoins fondamentaux de l'enfant, la collaboration école-famille et l'investissement de temps et d'énergie. Les parents immigrants subsahariens ayant un enfant présentant un TSA perçoivent leur sentiment de compétence au regard de leur rôle parental. Par ailleurs, l'autonomie de l'enfant, la communication ouverte avec l'école, le soutien de la communauté et les stratégies d'investissement de temps et d'énergie facilitent leur implication parentale. Cependant, la spécificité des besoins fondamentaux de l'enfant, la communication école-famille fermée, les méthodes d'intervention divergentes entre l'école et la maison, la barrière linguistique et l'investissement limité de temps et d'énergie ne leur permettent pas de s'impliquer davantage. La discussion nous indique que ces parents subsahariens jouent un rôle parental que nous qualifions de traditionnel. Ainsi, aucune différence notable n'apparaît entre les parents non-immigrants et eux. De plus, la perception positive du TSA les motive à s'impliquer dans le cheminement scolaire de leur enfant. Leur implication parentale en contexte scolaire se limite soit au niveau de la consultation et de l'information mutuelle (niveau 1) soit à la concertation et la coordination (niveau 2) du modèle de collaboration école-famille proposé par Larivée (2006; 2011).

Suh, H. N., Flores, L. Y., Johanson-Murray, R., Park, S., & Lee, F. Y. (2024). **Invisibility and Negative Career Outcome Expectations among Racially and Ethnically Diverse College Students at a Predominantly White Institution**. *Journal of Career Assessment*, 32(1), 63-78. <https://doi.org/10.1177/10690727231173729>

The present study explored the relationship between invisibility experiences, a component of microaggressions, and negative career outcome expectations among a sample of Black, Indigenous, and People of Color (BIPOC) students attending a predominantly White institution of higher education (PWI). Additionally, given that invisibility is experienced differently across gender (i.e., intersecting invisibility), we explored whether the relationship between invisibility experiences and negative career outcome expectations differed across women and men. With a sample of 103 BIPOC college students, the findings supported the hypothesis of a significant positive relationship between invisibility experiences and a negative outlook on career

advancement. Using Hayes' SPSS PROCESS, the results also supported the moderation role of binary gender on the relationship between invisibility experiences and negative career outcome expectations in which the relationship was observed only for self-identified men BIPOC students. Implications include providing more attention to the invisibility experiences of BIPOC students, particularly at PWIs, and placing greater effort in assisting with the career development of BIPOC men college students. Specifically, given the significant moderation by gender relationship, customized interventions based on intersecting invisibility experiences are warranted. Additional discussion of the study's implications and limitations are further described.

Taylor, Serna, Eguiluz, & Marois. (2024). **"Through Their Fingers Like Water": How Community College Students View Family as Sources of Financial Education.** *Community College Journal of Research and Practice*, 48(2), 88-104. <https://doi.org/10.1080/10668926.2023.2257150>

As community college students often come from lower socioeconomic backgrounds, report greater financial challenges, and experience higher cohort default rates on student loans compared to peers attending four-year institutions, it is important to understand how community college students develop a sense of financial wellness. Moreover, research has also found that community college students, many of them students of Color, rely heavily on family to persist toward graduation. As a result, this study analyzes qualitative data from 14 community college students who reported on whether they viewed their family as financial education resources and what specific lessons they learned from their family to improve their financial wellness. Results suggest many community college students may not have family with extensive experience in and knowledge of financial sectors (e.g., banking, finance, investment) and education concepts (e.g., savings accounts, building credit, budgeting), and therefore, have little financial education to impart. In addition, many community college students' financial education was limited to knowledge of saving, with students rarely reporting their family imparting any education about many other finance concepts. Finally, community college students witnessed reverse role modeling when it came to money management from their parents, often teaching these students what not to do with their finances. Implications for community college research, policy, and practice are addressed.

Texier-Picard, R., & Gueudet, G. (2023). **Gender equality and students' group work in mathematics at tertiary level.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG14). Consulté à l'adresse <https://hal.science/hal-04410442>

In this paper we study gender equality in the context of students' group work in mathematics at tertiary level. We use a specific framework, combining the Anthropological Theory of the Didactics and the Joint Action Theory of the Didactics, to examine students' interactions and their roles in a group in relation with the knowledge at stake. Analysing the case of three students in the context of a project-based course, we investigate epistemic symmetry (the equivalence of the roles) according to the students' gender at the macro-level of this course, the meso-level of a session and the micro-level of a given episode. We observe differences at each of these levels in terms of tasks and of gestures performed by each student.

Thoma, N. (2023). **Overcoming Religious and Racioreligious Othering in Preschools: Transforming Educational Policies for More Social Just Pedagogies.** *International Journal of Early Childhood*, 55(3), 331-346. <https://doi.org/10.1007/s13158-023-00373-y>

The article addresses religious and racioreligious othering in preschools in South Tyrol, an autonomous province in Northern Italy with a predominantly catholic population in which migration is still discussed as a rather 'new' phenomenon. Theoretically, the article draws on education policy research and on migration pedagogy as a way to understand how religion-related policy recommendations are connected to social hierarchisations and how they are enacted in educational practice. Empirically, the article is based on ethnographic research in South Tyrolean preschools. During the fieldwork in three preschools, religion proved to be a relevant category of othering and hierarchisation. With an analysis of a policy paper, fieldnotes and transcribed audio recordings, the article aims at contributing to an understanding on how teachers, despite their good intentions, contribute to religious and racioreligious othering and how children as active agents centre their friendships and resist religion-based hierarchisations. The article ends with suggestions on how pedagogical policies and practices can support children and teachers in countering religious and racioreligious othering.

Trinidad, J. E., San Andres, A. N., Garnace, P. L., & Guevarra, S. (2024). **Effective subunits in ineffective systems: Simultaneous tight and loose coupling in higher education data use.** *Acta Sociologica*, 67(1), 50-65. <https://doi.org/10.1177/00016993221145369>

Higher education institutions are pressured to use data for university rankings, accreditation, decision making, and technical support of students and faculty. However, these organizations also experience barriers and resistance to such data-driven aspirations. Rather than simply focusing on the whole organization, this research attends to variations in organizational subunits and asks what processes help and hinder data use. It pays attention to the puzzle of how data use variation can lead to effective subunits just as data fragmentation contributes to ineffective systems. Although universities may create centralized coordinating bodies, the structural and cultural bases of loosely coupled university subunits may upset these efforts. Using the case of a university attempting to centralize its data systems, we employ in-depth interviews of senior and mid-level administrators to understand why technical changes happen within specific subunits even as only ceremonial changes happen for the larger organization. This suggests new insights for interrogating how loose and tight coupling can co-exist in the same organization.

UNESCO. (2023). **From commitment to action towards a gender-transformative approach to addressing school violence in the Asia-Pacific Region: Technical brief** (p. 18). Consulté à l'adresse UNESCO website: <https://www.unesco.org/en/articles/commitment-action-towards-gender-transformative-approach-addressing-school-violence-asia-pacific>

Dévoilant la dynamique cachée de la violence sexiste en milieu scolaire dans la région Asie-Pacifique, cette note technique explore les intersections complexes des normes de genre néfastes, de la violence et des paysages éducatifs. Elle préconise une approche transformatrice remettant en question les stéréotypes de genre et les dynamiques de pouvoir qui façonnent les expériences et les impacts de la violence scolaire. Elle appelle ainsi les gouvernements et les acteurs de l'éducation à l'action, en prenant des mesures décisives comme la mise en œuvre de programmes holistiques fondés sur des données probantes qui appliquent une optique de genre pour créer des écoles sûres et inclusives.

Climat de l'école

Alladatin, J., & Barjit, R. (2023). **Analyse des perceptions des élèves sur le climat scolaire : étude de cas de deux écoles au Maroc.** *RISE: Revue interdisciplinaire en sciences de l'éducation*, (1), 44-53. <https://doi.org/10.60481/revue-rise.N1.5>

L'étude dont l'article rend compte s'intéresse à l'évaluation du climat scolaire par le biais des perceptions des élèves, dans deux écoles primaires publiques du Maroc. Les auteurs ont mené des entretiens semi-structurés au sein de groupes de discussion et ont également recueilli des réponses à une notation multicritère auprès de ces mêmes élèves. Puis ils ont effectué une analyse qualitative des réponses et ont réalisé une estimation de l'indice du climat scolaire. L'étude a permis d'évaluer les déterminants de la perception des élèves à l'égard du climat scolaire : l'état de l'infrastructure, la distance à parcourir pour se rendre à l'école, les activités de divertissement et le comportement des élèves dans la classe.

Decristan, J., Bertram, V., Reitenbach, V., Schneider, K. M., & Rauch, D. P. (2024). **Translanguaging in today's multilingual classes – Students' perspectives of classroom management and classroom climate.** *Teaching and Teacher Education*, 139, 104437. <https://doi.org/10.1016/j.tate.2023.104437>

Although several approaches for addressing students' multilingualism have been proposed, their implementation in class has often been challenged, with classroom-related concerns voiced over key dimensions of teaching quality. This study investigates the relationship between a teaching unit including translanguaging and students' perceptions of teaching quality in multilingual elementary school classes in Germany. Using data from an intervention study involving 48 classes and 865 students, the results provide empirical evidence to allay concerns over implementing translanguaging in multilingual classrooms, enhancing the understanding of the connection between translanguaging and teaching quality.

Forsberg, C., Sjögren, B., Thornberg, R., Hong, J. S., & Longobardi, C. (2024). **Longitudinal reciprocal associations between student-teacher relationship quality and verbal and relational bullying victimization.** *Social Psychology of Education*, 27(1), 151-173. <https://doi.org/10.1007/s11218-023-09821-y>

Teachers have a major impact on students' social cognition and behaviors, and previous research has found that students who have positive relationships with their teachers tend to be less bullied by their peers. However, this line of research is limited in that it has been (a) Dominated by cross-sectional studies and (b) Treated bullying victimization as a global construct without differentiating among its different forms (i.e., verbal, physical, and relational). The links might be reciprocal but further studies are needed to investigate the directionality. Therefore, this study aimed to examine the longitudinal associations between student-teacher relationship quality and two forms of bullying victimization, namely verbal and relational victimization. Three waves of data from 1885 Swedish fourth-through sixth-grade students were analyzed with cross-lagged panel models. The findings showed that the student-teacher relationship quality predicted and was predicted by verbal and relational victimization. Our findings thus underscore the importance of striving for caring, warm, supportive, and respectful student-teacher relationships as a component of schools' prevention efforts.

Maga, H. (2023). **Le harcèlement en milieu scolaire**. *Revue internationale d'éducation de Sèvres*, (94), 12-16. <https://doi.org/10.4000/ries.14415>

La lutte contre le harcèlement à l'école, qui touche chaque année 246 millions d'élèves de tous âges, partout dans le monde, constitue un enjeu éducatif majeur. Selon l'Unicef, plus d'un élève sur trois âgé de 13 à 15 ans est victime de harcèlement, ce qui en fait la forme de violence la plus répandue dans les établissements scolaires. Le cyberharcèlement est également un phénomène croissant, qui toucherait de 5 à 21 % des enfants et adolescents, les filles y étant plus exposées que les garçons...

Nadeau, S., Lessard, A., & Deslandes, R. (2022). **La prédiction du décrochage scolaire d'élèves du secondaire à partir de leurs perceptions de facteurs du milieu familial et du climat de classe**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 10-31. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9707>

This predictive correlational study focuses on the contribution of students' perceptions of parenting style, parental involvement in school monitoring, and the classroom's environment on the risk of dropping out of school. The perceptions of junior high school students (n=92) living in a socioeconomically disadvantaged neighborhood were collected through surveys. Hierarchical regression analyses show that their perceptions of parental guidance and involvement, parent-adolescent interactions, and classroom environment predicted the risk of dropping out of school. The results also suggest that students' perceptions of parent-adolescent interactions and classroom environment jointly contribute to predicting the risk of dropping out of school.

Ogwumike, I., Rangel, V. S., & Johnson, D. D. (2024). **The Promise and Pitfalls of Transformational Leadership for Decreasing the Use of Out-of-School Suspensions and Reduce the Racial Discipline Gap**. *Education and Urban Society*, 56(2), 230-259. <https://doi.org/10.1177/00131245221106710>

This study sought to explore the extent to which and how principals can help decrease the use of out-of-school suspension and close the racial discipline gap. This study comprised a qualitative case study of a principal in an urban school district. Data derive from in-depth interviews with current and former campus and district leaders, historical data, and documents. The principal's transformational actions, together with support from the district, helped to improve the school's culture, and decreased the use of OSS, but were not sufficient to close the racial discipline gap.

Thornberg, R., Wänström, L., Sjögren, B., Bjereld, Y., Edling, S., Francia, G., & Gill, P. (2024). **A multilevel study of peer victimization and its associations with teacher support and well-functioning class climate**. *Social Psychology of Education*, 27(1), 69-88. <https://doi.org/10.1007/s11218-023-09828-5>

The aim of the current study was to examine whether students' perceptions of teacher support at an individual-level, teacher support and well-functioning class climate at classroom-level, and teacher support and well-functioning class climate at school-level were associated with peer victimization. Data were obtained from a Student School Survey administered by the selected Swedish municipality. Multilevel analyses were based on 5,646 students in 277 classes and 27 schools. At the individual-level, girls and students who perceived greater teacher support than their classmates were victimized less often by their peers. In addition, students in schools with classes characterized by greater cooperation, cohesion, working atmosphere and respect toward their teachers tended to score lower on peer victimization. Within schools, students belonging to classes

with a more well-functioning class climate than what was average in the school, and students belonging to classes that scored their teacher as more caring, fair and respectful compared to other classes in the school, were less likely to be targets of peer victimization.

UNESCO. (2023). **From commitment to action towards a gender-transformative approach to addressing school violence in the Asia-Pacific Region: Technical brief** (p. 18). Consulté à l'adresse UNESCO website: <https://www.unesco.org/en/articles/commitment-action-towards-gender-transformative-approach-addressing-school-violence-asia-pacific>

Dévoilant la dynamique cachée de la violence sexiste en milieu scolaire dans la région Asie-Pacifique, cette note technique explore les intersections complexes des normes de genre néfastes, de la violence et des paysages éducatifs. Elle préconise une approche transformatrice remettant en question les stéréotypes de genre et les dynamiques de pouvoir qui façonnent les expériences et les impacts de la violence scolaire. Elle appelle ainsi les gouvernements et les acteurs de l'éducation à l'action, en prenant des mesures décisives comme la mise en œuvre de programmes holistiques fondés sur des données probantes qui appliquent une optique de genre pour créer des écoles sûres et inclusives.

Varela, J. J., González, C., Bravo-Sanzana, M., Melipillán, R., Reyes-Reyes, F., & Pacheco-Olmedo, D. (2024). **School Violence, School Bonding and Adherence to School Norms and its Association with Life Satisfaction Among Chilean and Foreign Students**. *Child Indicators Research*, 17(1), 31-56. <https://doi.org/10.1007/s12187-023-10075-5>

In recent years, there has been an increasing recognition of the importance of understanding the educational experiences of immigrant students, particularly in diverse societies like Chile. Immigrant students often encounter unique challenges related to language, culture, and social integration, which can significantly impact their perceptions of school norms, school bonding, experiences of school violence, and overall well-being. However, there is a limited understanding of the specific differences between Chilean students and immigrant students in these domains. This study aims to bridge this gap by examining the differences between Chilean and immigrant students in their perception of school norms, levels of school bonding, experiences of school violence, and well-being. The study used a sample of 2,040 high school students residing in Chile from 20 schools (Mage = 14.9; 49% girls; 11.3% youths of immigrant origin). Results indicated that non-Chilean students exhibited higher levels of behavioral norms and lower levels of bonding. No statistically significant differences were observed for school violence and well-being. Implications for the development of educational policies that promote strategies for the development of a positive school climate are discussed, conceiving the school from the perspective of diverse and inclusive classrooms, which allow for the enrichment of culture and promote the well-being of the entire educational community.

Welsh, R. O., & Rodriguez, L. A. (2024). **The Plight of Persistently Disciplined Students: Examining Frequent Flyers and the Conversion of Office Discipline Referrals Into Suspensions**. *Educational Evaluation and Policy Analysis*, 46(1), 160-170. <https://doi.org/10.3102/01623737231155155>

Racial inequality in exclusionary discipline is a salient educational equity issue. The implications of educators' discretion in administering discipline and the complexity of repeated office discipline referrals (ODRs) and suspensions are reflected in school discipline policy debates nationwide. This brief uses New York City to learn more about

persistently disciplined students. Black students are more likely to be persistently referred than other students. The disparities in the students who are persistently suspended are not as stark as the disparities in the students who are persistently referred. School characteristics play an essential role in predicting persistently disciplined students and the findings reinforce the value of teachers' diversity and experience and school climate for reducing racial inequality in school discipline.

Évaluation des dispositifs d'éducation-formation

Arbelaez Ayala, A. (2023). **Quatrième rapport du comité scientifique de l'évaluation du Plan d'investissement dans les compétences** (p. 174). Consulté à l'adresse DARES website: <http://www.vie-publique.fr/rapport/292614-evaluation-du-plan-d-investissement-dans-les-competences-4e-rapport>

Ce quatrième rapport du comité scientifique de l'évaluation du Plan d'investissement dans les compétences (PIC) dresse un bilan à l'issue de cinq années de déploiement et complète les constats établis par les éditions précédentes. D'un point de vue quantitatif, il s'appuie sur diverses sources de données, notamment le dispositif statistique (ForCE) permettant de reconstituer les trajectoires professionnelles des demandeurs d'emploi. Au niveau qualitatif, le rapport est étayé par les évaluations du déploiement du PIC à l'échelle régionale (monographies régionales) ainsi que les évaluations de programmes spécifiques du PIC.

Bernard, P.-Y., Gosseaume, V., Roupnel-Fuentes, M., Meslin, K., & Walker, J. (2024). **Intégrer l'accompagnement social à la formation : retours sur un dispositif régional**. *Céreq Bref*, (449), 1-4. Consulté à l'adresse <https://www.cereq.fr/accompagnement-social-formation-dispositif-regional>

Pour les personnes dites « éloignées de l'emploi », l'entrée dans un dispositif d'insertion et de formation se double souvent d'un accompagnement social, visant à résoudre leurs difficultés liées aux conditions de vie. Un dispositif régional a permis d'expérimenter l'intégration de ce volet social par les organismes de formation. L'accompagnement devient ainsi multidimensionnel et individualisé, dans le but de minimiser ruptures et « coutures » propices aux abandons. Ce Céreq Bref présente une évaluation qualitative de ce dispositif, qui éclaire la mise en œuvre et la réception, mais aussi les facteurs de réussite ou d'échec d'un tel accompagnement.

Declercq, C. (2023). **Retour d'expérience sur une formation à l'enseignement de la programmation à l'école primaire pour des professeurs d'école stagiaires**. *Adjectif : analyses et recherches sur les TICE*, 2023(T3). Consulté à l'adresse <https://hal.science/hal-04409399>

Cet article relate une recherche-action menée au premier semestre 2022 avec un groupe de professeurs d'école stagiaires à l'INSPE de l'académie de la Réunion. A l'occasion de leur formation à l'enseignement de la programmation à l'école primaire, nous avons mené une recherche pour identifier l'évolution de leurs représentations concernant différentes notions introduites durant l'enseignement. Nous proposons aussi comme retombée de cette étude, la création d'un environnement permettant aux enseignants de mettre en ligne des activités d'apprentissage pensées initialement en mode débranché.

Kitchen, J. A., Williams, M. S., Sonnert, G., & Sadler, P. (2024). **A quasi-experimental study of the impact of college-run science, technology, engineering, and mathematics (STEM) career days on American students' STEM career aspirations.** *International Journal of Science Education*, 46(2), 109-130. <https://doi.org/10.1080/09500693.2023.2220071>

This quasi-experimental study examined the impact of participation in college-run STEM career days on American high school students' STEM career aspirations. Data were collected from a nationwide retrospective cohort survey of 15,847 U.S. college students who provided information about their experiences during high school. Accounting for self-selection effects and a robust set of controls, results showed that students who participated in a college-run STEM career day during high school had 1.3 times the odds of expressing STEM career aspirations compared with a control group. We found that STEM career days were equally effective in promoting American students' STEM career aspirations across background characteristics, levels of academic preparation, and prior STEM interest. Results suggest that policymakers and educators should seriously consider implementing STEM career days for high school students as an evidence-based strategy to effectively increase STEM career interest.

Umansky, I. M., Vazquez Cano, M., & Porter, L. M. (2024). **Resource for Self-Determination or Perpetuation of Linguistic Imposition: Effects of English Learner Classification Among Alaska Native Students.** *Educational Evaluation and Policy Analysis*, 46(1), 3-33. <https://doi.org/10.3102/01623737221144320>

Federal law defines eligibility for English learner (EL) classification differently for Indigenous students compared with non-Indigenous students. To be EL-eligible, non-Indigenous students are required to have a non-English primary language. Indigenous students, by contrast, can be English-dominant or English monolingual. A critical question, therefore, is how EL classification impacts Indigenous students' educational outcomes. This study explores this question for Alaska Native students, drawing on data from five Alaska school districts. Using a regression discontinuity design, we find preliminary evidence that among students who score near the EL classification threshold in kindergarten, EL classification has a large negative impact on Alaska Native students' academic outcomes in the third and fourth grades. Negative impacts are not found for non-Alaska Native students.

Urlacher-Schaal, A., Vors, O., Bouyat, M., Cante, G., & Schnitzler, C. (2023). **Développer l'éthique et les comportements pro-environnementaux en EPS : une méthode mixte de recherche sur une étude interventionnelle de 8 mois.** *Staps*, 141(3), 35-54. <https://doi.org/10.3917/sta.141.0035>

L'objectif de cet article est de présenter les effets d'un programme interventionnel sur l'évolution des attitudes environnementales des bénéficiaires. Soixante-dix enfants de $10,1 \pm 0,6$ ans inscrits en zone d'éducation prioritaire REP+ ont été séparés en un groupe test ($n=42$) et un groupe témoin ($n=28$). Le groupe test a bénéficié d'un programme d'éducation en plein air combinant Forest School et programme d'éducation à l'aventure au cours de l'année scolaire. Le questionnaire psychométrique de Bogner (2018) a permis de catégoriser les attitudes environnementales des enfants selon trois profils (anthropocentré, neutre, écocentré), et les paragons de chacune des catégories ont été interrogés à trois reprises à l'aide d'entretiens d'autoconfrontation. Les résultats quantitatifs ne montrent pas d'évolution significative durant le programme, cependant les entretiens énonciatifs suggèrent le renforcement des vellétés de protection de la nature dans les trois profils. En revanche, les scores d'appréciation de la nature ont diminué chez les élèves écocentrés et neutres, comme si le contact régulier avec la nature était un

défi pour ces élèves qui les amenait à moins l'apprécier. Le programme d'intervention Ecolo'coteaux offre un aperçu des avantages potentiels des programmes d'éducation en plein air pour promouvoir la sensibilisation à l'environnement et favoriser une meilleure compréhension du monde naturel.

Formation continue

Collective, V. A. 4. 0. (2023). **Transitioning Vocational Education and Training in Africa: A Social Skills Ecosystem Perspective**. In *Transitioning Vocational Education and Training in Africa*. Consulté à l'adresse <https://bristoluniversitypressdigital.com/monobook-oo/book/9781529224658/9781529224658.xml>

« Transitioning Vocational Education and Training in Africa » published on 06 Jan 2023 by Bristol University Press.

Gérard, F. (2023). **La formation en situation de travail: Le cas d'une grande entreprise de l'énergie**. Consulté à l'adresse <https://purh.univ-rouen.fr/node/1413>

La formation en situation de travail est-elle une façon de former 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 (Pastré) et une approche anglophone (Billett). Il propose en cela un regard renouvelé sur les apprentissages professionnels. Sur le plan empirique, il présente l'intérêt de s'appuyer sur une entreprise (Enedis) qui a déployé la modalité à grande échelle. Les données portent sur la formation en situation de travail de techniciens d'intervention réseau, un métier d'une haute complexité.

Papadopoulou, M. (2023). **Les démarches d'accompagnement en formation ouverte et à distance**. *Distances et Médiations des Savoirs*, (42). <https://doi.org/10.4000/dms.9061>

Adult education is an ongoing and vital process, which cannot be resumed in just a few hours of course. As a result, the adults' experiences need to be accompanied, because the experience is not taught, but accompanied. This study is based on the context of open and distance training, which aims to consider the experiences of individuals so that they give meaning to their personal, professional, training and even existential paths. Based on a mixed analysis (qualitative and quantitative) of the transcripts of seven interviews with distance adult trainers, she seeks to understand the specificities of distance coaching that can be proposed in this context. The results highlight four main approaches to distance support: (1) didactic support, (2) support of learners' experiences outside the training, (3) support of the rhythm-training for the appropriation of the individual and collective rhythms and (4) for the use of technology.

Marché du travail

CEDEFOP. (2023). **Microcredentials for labour market education and training: the added value for end users** (p. 118). Consulté à l'adresse Publications Office of the European Union website: <https://data.europa.eu/doi/10.2801/141643>

Study results show that trust, which shapes potential engagement, is underpinned by socioeconomic factors and an individual's learning-work trajectory. Due to the different configurations of VET systems and how they are governed, extensive debate continues

about the measures needed to support different groups of microcredential end users in varying labour market contexts.

OCDE. (s. d.). **Youth unemployment rate** [Data set]. <https://doi.org/10.1787/c3634df7-en>
The youth unemployment rate is the number of unemployed 15-24 year-olds expressed as a percentage of the youth labour force. Unemployed people are those who report that they are without work, that they are available for work and that they have taken active steps to find work in the last four weeks.

Sai Manogna, B., & Swamy, T. N. V. R. (2024). **To moonlight or not to moonlight: The role of organisational commitment dimensions in secondary employment decisions among higher education teachers.** *Higher Education Quarterly*, 78(1), 93-112. <https://doi.org/10.1111/hequ.12448>

This study aims to explore the relationship between organisational commitment dimensions and moonlighting intentions. Using a sample of 189 teachers from various higher educational institutions (HEIs), the study employs Structural Equation Modelling (SEM) to examine the impact of organisational commitment dimensions (affective, continuance, normative) on moonlighting intentions. The results of the study indicate a negative relationship between organisational commitment dimensions and moonlighting intentions, suggesting that higher education institutions can reduce moonlighting intentions among faculty members by fostering a positive work environment that promotes organisational commitment. The findings of this study have implications for organisations, as they suggest that increasing employees' affective and normative commitments decrease their intentions to engage in moonlighting. Additionally, the study highlights the importance of understanding the antecedents of moonlighting intentions, as it can help organisations to implement policies and practices that reduce the likelihood of employee moonlighting.

Métiers de l'éducation

Abiri, O. C., Adedapo, A. A., & Adenagbe, O. A. (2024). **Remuneration and Retirement Benefit as Correlates of Non-Academic Staff Productivity in Nigerian Universities.** *British Journal of Education*, 12(2). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-2-2024/remuneration-and-retirement-benefit-as-correlates-of-non-academic-staff-productivity-in-nigerian-universities/>

This descriptive survey research aimed to investigate the relationship between remuneration, retirement benefits, and the productivity

Abrahamsen, L. (2023). **Developing a group coaching practice targeting school leaders: an action research project with a critical friend.** *International Journal of Leadership in Education*, 0(0), 1-17. <https://doi.org/10.1080/13603124.2023.2290143>

There are various forms of coaching in the field of education that promote professional development. This article reports on an action research project exploring school leadership coaching, demonstrating how a group coaching practice is developed when involving groups of coaches and leadership groups. The coaches, organized into two coaching teams, develop their coaching practice through reflective conversations with a critical friend, the researcher. Developing a new practice requires changing the conditions that prefigure the practice and the practice architectures or the

arrangements that enable or constrain the practice. Drawing on related research on group coaching, the theory of practice architectures, and data from the two-year long action research project, the findings show how a group coaching practice involving several coaches and leaders develops through three phases. In each phase, the relationships either within or between the two groups are addressed. The findings also illustrate how collaboration between a researcher and the practitioners can promote professional learning and capacity building when new practices are being developed.

Akkari, A., & Vinuesa, V. (2023). **Pour une réforme des programmes de formation initiale des enseignants en Afrique de l'Ouest.** *Revue internationale d'éducation de Sèvres*, (94), 16-18. <https://doi.org/10.4000/ries.14423>

La formation initiale des enseignants en Afrique de l'Ouest a connu des chamboulements fréquents durant les dernières décennies. Tout d'abord, dans le sillage des contraintes imposées par les institutions financières internationales, les gouvernements de la région ont réduit l'activité ou même fermé les écoles normales et autres institutions de formation initiale des enseignants. Dans le même temps, la population en âge scolaire explose avec, en moyenne, un taux de fécondité dans les pays du ...

Andrys-Top, M. (2024). **La posture de l'« entre-deux » des éducateurs de jeunes enfants pour l'éducation inclusive au sein des lieux d'accueil de la petite enfance.** *Phronesis*, 13(1), 19-29. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2024-1-page-19.htm>

L'article est en lien avec les travaux collaboratifs (observations, entretiens, ateliers d'écriture et d'échange sur l'activité) menés avec des Éducateurs de Jeunes Enfants (EJE). Le texte étudie l'activité d'éducation inclusive de ces professionnels au sein des lieux d'accueil de la petite enfance. Le travail éducatif et de care pose la question de la rencontre avec autrui, dans le contexte des lieux d'accueil de la petite enfance. L'éducation inclusive place les enfants, les familles et ces professionnels dans des situations liminales et d'entre-deux. Au cours de leur activité, les EJE ont à articuler les singularités et les similarités des jeunes enfants et de leurs parents au sein des lieux d'accueil de la petite enfance. Ainsi, des points de rupture et des points de rencontre entre EJE et familles sont identifiables. La présence impliquée des EJE apparaît être une composante de la posture professionnelle favorable à l'éducation inclusive.

Arce, M., Conejo, L., & Flores-Medrano, E. (2023). **Knowledge mobilised in a teaching experiment about conjecturing and proving by elementary preservice teachers.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG20). Consulté à l'adresse <https://hal.science/hal-04404294>

This paper presents preliminary results of the implementation of a teaching experiment designed to promote reasoning and proving processes with elementary preservice teachers. The teaching experiment deals with the inscribed angle theorem. It has been designed following the principles of task design for conjecturing and proving of Lin et al. (2012), and it tries to generate the intellectual need of deductive reasonings. Using the Mathematics Teachers' Specialised Knowledge (MTSK) model as an analytical tool, we have analysed the productions of the participants to detect and characterise the mathematical knowledge deployed by them during the task. Then, we use these results to reflect about the potential and limitations of the teaching experiment. Here, we

present the results of the analysis of a pair of preservice teachers, whose behaviour was more aligned with the objective of the teaching experiment.

Arslan, O. (2023). **The role of practicum teachers in mathematics teacher identity development.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztanyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG20). Consulté à l'adresse <https://hal.science/hal-04404300>

This study aimed to explore significant others, referring to the individuals who have effects on identity development, in mathematics teachers' stories of teacher identity development. In line with this aim, five middle school mathematics teachers have been monitored in their last two years of the teacher education program and their first year of in-service teaching. The data were collected through a total of three interviews, each held at the end of the year. Analysis revealed that practicum teachers were one of the significant others in participants' mathematics teacher identity development. Practicum teachers became role models for the participants in terms of pedagogical and mathematics teaching practices. Based on their observations of practicum teachers, they developed some intentions about how the relationship with students should be developed and which methods should be preferred while teaching mathematics.

Baker, J. S. (2024). **Midwest nice and whiteness: Poetic exploration of geographical psychology influences on preservice teachers in the United States.** *Teaching and Teacher Education*, 139, 104455. <https://doi.org/10.1016/j.tate.2023.104455>

Racial turmoil and subsequent Black Lives Matter protests across the United States in 2020 heightened awareness of systemic racism for preservice teachers. Thus, for teacher educators, understanding how geographical psychology can impact preservice teachers is vital to socially just, antiracist teacher education. This article explores through poetic inquiry: 1) if and how preservice teachers see systemic racism relating to themselves; 2) how preservice teachers use "Midwest Nice" as coping mechanisms when confronting emotional issues such as systemic racism; and 3) analysis of preservice teachers' teacher identity relating to systemic racism and the implications of whiteness with/in teacher preparation.

Barouni, M., & Naceur, A. (2023). **Quelle place pour l'engagement professionnel des enseignants en Tunisie ?** *Revue internationale d'éducation de Sèvres*, (94), 87-93. <https://doi.org/10.4000/ries.14641>

L'enseignant est l'acteur principal et un chaînon essentiel de la réussite d'un système éducatif, notamment pour l'amélioration de la qualité du processus d'enseignement-apprentissage. Cet article s'intéresse à l'engagement professionnel des enseignants tunisiens, en proposant un éclairage sur le contexte dans lequel ils évoluent, ainsi que sur les défis qu'ils ont à relever. Après un aperçu des contraintes et opportunités de leur réalité professionnelle, puis de travaux de recherche, il analyse l'état actuel de cet engagement professionnel avant de proposer des pistes pour développer leur autonomisation et leur motivation.

Boissinot, A., & Lessard, C. (2023). **Enseignants: le défi de l'attractivité.** *Revue internationale d'éducation de Sèvres*, (94), 37-46. <https://doi.org/10.4000/ries.14530>

Recruter en nombre suffisant des enseignants, éviter la démission de ceux qui sont déjà en poste : autant de défis auxquels sont confrontés tous les pays. Les multiples situations analysées dans ce dossier font certes apparaître des différences liées aux contextes

sociaux et historiques, mais aussi des constantes qui permettent d'identifier des facteurs décisifs. La reconnaissance du métier, les conditions de travail et d'affectation, la qualité de la formation sont partout évoquées. La comparaison des politiques mises en œuvre pour améliorer le recrutement renvoie à trois enjeux importants : le type d'engagement proposé aux enseignants, l'efficacité des dispositifs de formation, la capacité à dynamiser et à valoriser les évolutions de carrière. Mais par-delà la difficulté à attirer vers le métier d'enseignant, ce qui est en cause est peut-être aussi la capacité des sociétés contemporaines à rendre attractive la mission d'enseignement elle-même.

Ciobanu-Gout, V. (2024). **L'entre-deux de la transition professionnelle : quelle posture de l'accompagnement ?** *Phronesis*, 13(1), 173-187. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2024-1-page-173.htm>

Dans un contexte de transformation du marché du travail, les transitions professionnelles se multiplient. Cette contribution explore le vécu du sujet pendant cette transition, considérée comme un « entre-deux ». Elle met en avant les besoins d'accompagnement de la transition. La posture professionnelle de l'accompagnateur qui utilise le récit biographique est présentée comme celle d'un artisan qui participe, au côté de la personne accompagnée, à la construction du sens de l'histoire de sa vie.

Commission européenne. Direction générale éducation, jeunesse, De Witte, K., De Cort, W., Gambi, L., & Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2023). **Evidence-based solutions to teacher shortages: EENEE-NESET analytical report 1/2023**. Luxembourg: Office des publications de l'Union européenne. <https://eenee.eu/wp-content/uploads/2023/08/EENEE-NESET-joint-analytical-report-No-1.pdf>

La pénurie d'enseignants est devenue un défi mondial aux implications complexes et pressantes, qui nécessite des solutions à long terme et des investissements conséquents. Au sein de l'Union européenne (UE), plus de la moitié des États membres font état d'un besoin aigu d'enseignants qualifiés dans l'enseignement primaire et secondaire. Comment rendre attractif le métier ? Maintenir les enseignants dans la profession ? Améliorer la qualité des enseignants ? Le rapport vise à fournir des perspectives fondées sur des données probantes en examinant les interventions qui pourraient être mises en œuvre. Les auteurs recommandent l'utilisation d'incitations financières ciblées et une augmentation générale des salaires ainsi que le recrutement d'assistants d'enseignement pour réduire la charge de travail des enseignants. Mettre en œuvre des programmes d'intégration et de tutorat d'une durée d'au moins deux ans s'avère efficace, tout comme le développement professionnel continu. La promotion de la diversité des carrières, de la mobilité entre les matières et les niveaux d'enseignement, ainsi que le recours à des enseignants « hybrides » (qui combine un mi-temps d'enseignement avec un autre emploi) et l'amélioration de l'enseignement assisté par ordinateur sont également recommandés.

Condat, S., & Polewka, A. (2023). **Références bibliographiques du dossier « Enseignant, un métier d'avenir »**. *Revue internationale d'éducation de Sèvres*, (94), 137-148. <https://doi.org/10.4000/ries.14780>

Autrefois confinée aux pays à faible revenu, la pénurie d'enseignants est désormais mondiale, et perceptible aussi bien dans les pays à faible revenu que dans les pays à revenu élevé. De nouvelles données de l'Unesco (<http://dgxy.link/aY88R>) montrent qu'il manque encore 44 millions d'enseignants dans le monde pour atteindre l'objectif d'un

enseignement primaire et secondaire pour tous d'ici 2030 et que la pénurie d'enseignants est liée au manque d'attractivité de la profession. Les organisati...

Coppe, T., März, V., & Raemdonck, I. (2022). **Rencontre entre l'enseignant de deuxième carrière et son établissement scolaire: un mariage sans idylle**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 178-198. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9911>

This contribution documents the professional integration of novice second-career teachers working in technical and vocational schools. We studied the experiences of this particular population of teachers through a qualitative study design with seven participants. The results highlight the harshness, difficulty, and complexity of this process. They experience institutional, organizational, and individual difficulties. In particular, the familiarization with the school as a new workplace is experienced as a complex process. The conclusions of the study provide insights on the consequences of the legal framework regulating access for second-career teachers to the teaching profession and the necessary training and support for these kinds of teachers.

Coppe, T., Parmentier, M., Kelchtermans, G., Raemdonck, I., März, V., & Colognesi, S. (2024). **Beyond traditional narratives about teacher professional development: A critical perspective on teachers' working life**. *Teaching and Teacher Education*, 139, 104436. <https://doi.org/10.1016/j.tate.2023.104436>

We argue that overlooking teacher professional development's (TPD) temporal and spatial situatedness neglects similarities and differences throughout teachers' career stages and organizational contexts. Using latent profile analyses for early-career (n = 383), mid-career (n = 355), and late-career (n = 296) teacher groups, we found four TPD profiles in each career phase. Results showed more heterogeneity of profiles within than between career phases; most early-career teachers shared common TPD patterns with other career phases. Throughout the phases, teachers need TPD addressing their work at both the classroom and organizational levels. Our research invites researchers to rethink reductionist narratives regarding TPD.

Dauphin, S. (2023). **Les enseignantes en France, XVIe-XXe siècle: sexe, genre et identité professionnelle**. Rennes: Presses universitaires de Rennes. <https://pur-editions.fr/product/9284/les-enseignantes-en-france-xvie-xxe-siecle>

Explorer l'évolution de la place des enseignantes en France dans les sphères scolaire et sociale entre le XVIe et le XXe siècle. Révéler de quelle manière les identités individuelles et collectives ont pu se façonner dans ce cadre professionnel à la lumière de la différence des sexes. Tel est le but de cet ouvrage articulé autour des trois pôles que sont les trajectoires de vie (origine sociale, mobilité géographique), les parcours professionnels (formation, conditions de recrutement et de travail) et l'accès des femmes aux postes de direction (prégnance du modèle masculin, rapport à la hiérarchie masculine). Les sources convoquées ici sont variées : archives d'établissements, rapports d'inspecteurs, presse, témoignages oraux et écrits, représentations picturales et littéraires. Elles fournissent les matériaux d'enquêtes élargies sur la formation de l'identité des enseignantes et nous aident à mesurer l'emprise des représentations sur elles, ainsi que sur leur capacité à y résister. Éclairer les assignations institutionnelles, les rapports professionnels et humains qui se nouent au fil du temps au sein de l'École, la reconnaissance enfin du rôle des femmes dans l'enseignement : un combat théorique et social qui demeure à la fois actuel et essentiel

Davis, C. L., & Behm Cross, S. (2024). **Whiteness in the bones: Structures and practices in justice-centered teacher preparation.** *Teaching and Teacher Education*, 139, 104433. <https://doi.org/10.1016/j.tate.2023.104433>

Drawing on critical race theory and critical whiteness studies, this year-long critical ethnography explores the question: How do justice-centered reform initiative leaders' work practices and policies reproduce or disrupt racial inequities? Findings indicate patterns that reflected a commitment to raising awareness of racial injustice in education among reform initiative leaders while at the same time operating with white ideologies that led to unequal power dynamics, operating structures rooted in whiteness that avoided the possibility of institutional change, and acknowledgment of racial bias with little action to alter it. Implications for teacher education are included.

Dembélé, M., Sirois, G., Abdourhaman, I., Azoh, F. J., Kyélem, M., Sakho, I., & Bacha, M. (2023). **Assurer la disponibilité de personnel enseignant au primaire en Afrique subsaharienne francophone.** *Revue internationale d'éducation de Sèvres*, (94), 95-106. <https://doi.org/10.4000/ries.14661>

Face à d'importants besoins d'enseignants du primaire, la plupart des pays d'Afrique subsaharienne francophone ont adopté, dans les années 1990 et 2000, une politique de contractualisation de ce personnel. Quels effets cette politique et les ajustements qui ont suivi, souvent sous la pression des enseignants, ont-ils sur l'attractivité de l'enseignement primaire ? Qu'en est-il de la rétention des enseignants en exercice ? Quelle est l'ampleur de l'attrition et quelles stratégies sont déployées pour la contrer ? L'article tente de répondre à ces questions dans quatre contextes nationaux : ceux du Burkina Faso, du Cameroun, de la Côte d'Ivoire et du Sénégal.

Dion, É. (2024). **Les enseignants : des cadres au contact du public qui se sentent utiles mais en manque de reconnaissance.** *Note d'Information*, (24.02), 1-4. <https://doi.org/10.48464/ni-24-02>

La profession enseignante comporte des conditions de travail et des risques psychosociaux distincts des autres cadres. Ainsi, en 2019, les enseignants sont plus exposés à certaines contraintes que les cadres, en termes de posture, d'intensité du travail et d'exigences émotionnelles.

Farges, G., & Szerdahelyi, L. (2023). **L'attractivité des métiers de l'enseignement en France : un objet politique peu exploré par la recherche.** *Revue internationale d'éducation de Sèvres*, (94), 69-76. <https://doi.org/10.4000/ries.14611>

Cet article s'intéresse à l'attractivité des métiers de l'enseignement en France, un pays qui, comme de nombreux autres, fait face à des difficultés de recrutement d'enseignants. Ces difficultés ne sont pas inédites, mais la période actuelle présente des singularités historiques et terminologiques qui sont abordées dans la première partie de l'article. Les mesures mises en œuvre pour accroître le nombre des candidats à l'enseignement font l'objet de la seconde partie. Ces mesures touchent aux salaires mais aussi aux recrutements, comme dans le cas du dispositif « Assistants d'éducation en préprofessionnalisation » pour lequel sont présentés quelques résultats de recherche originaux.

Ganachaud, C., Seifert, L., & Adé, D. (2023). **L'importation de méthodes non-supervisées en fouille de données dans le programme de recherche empirique et technologique du**

cours d'action : Apports et réflexions critiques. *Staps*, 141(3), 97-108.
<https://doi.org/10.3917/sta.141.0097>

Actuellement, les méthodes mixtes de recherche suscitent un intérêt croissant dans le domaine des sciences du sport. À ce jour, des réflexions épistémologiques et paradigmatiques ont été engagées lorsqu'il s'agit d'articuler des méthodes, outils et/ou données hétérogènes dans ce type de recherche. Cet article s'inscrit dans cette veine. Il propose une réflexion critique sur des études conduites dans le cadre du programme de recherche empirique et technologique du cours d'action (PRETCA) ayant eu recours à la fouille de données pour mettre en forme des données phénoménologiques à des fins de présentation des résultats de recherche. Cette réflexion est l'occasion de mettre en avant des apports et des points de questionnement sur le recours à la fouille de données, notamment lorsqu'il s'agit de conduire une analyse de classification hiérarchique non supervisée pour identifier des modes typiques d'expériences en situation de pratique sportive. Il ressort que cette importation d'outils et de méthodes de fouille de données nous semble traduire chez les chercheurs du PRETCA une volonté de sophistication le traitement des données et la présentation des résultats de recherche.

Gerashchenko, D. (2024). **Becoming a university leader: Changes in publication patterns.** *Higher Education Quarterly*, 78(1), 173-191. <https://doi.org/10.1111/hequ.12451>

How do a university leader's publication patterns change after appointment? Until now, few studies have examined whether administrative burden has a significant effect on a leader's publication patterns. This study seeks to evaluate changes in individual publication patterns in relation to academic productivity and increased administrative load. The main expectation is that rectors opt for collaboration instead of publishing single-authored papers. The analysis of publication data on Russian rectors demonstrates that: (1) a rector's academic productivity is significantly positively related to the share of single-authored papers and papers in inter-organizational co-authorship; (2) every additional year in office adds to the share of co-authored papers and impedes a yearly increase in article numbers; and (3) previously high individual productivity has a mitigating effect on an increasing share of institutionally co-authored papers. The results suggest that administrative burden induces changes in collaboration patterns of university leaders.

Glais, N. (2023). **L'adoption de l'intelligence artificielle par le chef d'établissement : l'aide à la décision algorithmique pour organiser le temps scolaire** (Phdthesis, Université de Cergy Pontoise, France). Consulté à l'adresse <https://hal.science/tel-04401482>

Notre thèse exploratoire s'inscrit en intelligence artificielle (IA) et éducation. Elle s'inscrit dans un contexte de stratégie nationale de l'intelligence artificielle de la France et des recommandations de l'UNESCO en matière d'IA et d'éducation. Nous nous centrons sur les chefs d'établissement du secondaire en France qui utilisent l'IA pour organiser le temps scolaire qui s'est complexifié avec les réformes successives. Notre question initiale de recherche est l'IA comme outil d'aide à la décision dans le cadre de la réalisation des emplois du temps par les personnels de direction : quelle relation entre l'humain et l'artefact en termes d'inputs et d'outcomes? Notre cadrage théorique est basé sur la double approche de l'IA comme objet politique (Tournay, 2020) et de la pratique métier d'un artefact pour réaliser les emplois du temps d'un établissement public local d'enseignement (EPL). Nous nous interrogeons sur la possibilité d'une appropriation du logiciel par les chefs d'établissement qu'ils soient comme l'indique le modèle des 4A (Bauchet et al., 2020) en situation d'adoption consentie ou imposée. Nous retenons ce

modèle car il a été pensé pour le système éducatif. Ainsi, notre problématique est l'IA comme outil d'aide à la décision dans le cadre de l'organisation du temps scolaire par le chef d'établissement : y-a-t-il appropriation de l'artefact quand l'adoption est imposée ? Sur le plan méthodologique, et après avoir posé nos hypothèses de travail, nous analysons le mode d'emploi prescriptif du logiciel à l'aide de l'analyse des tâches (TMTA), que nous confrontons à la pratique professionnelle des chefs d'établissement lors d'entretiens semi-directifs. Enfin, pour vérifier la solidité de notre modèle d'identification des boucles de rétroaction dans l'acte de décision, nous analysons statistiquement les 916 réponses au questionnaire distribué aux utilisateurs du logiciel d'emploi du temps. La conclusion de nos résultats nous conduit à envisager des perspectives de poursuite de notre travail.

Groves, T., & Robinson, W. (2024). **Distilling the comparative essence of teachers' centres in England and Spain 1960-1990: past perspectives and current potential for teacher professional development?** *Research Papers in Education*, 39(1), 93-112. <https://doi.org/10.1080/02671522.2022.2089215>

This paper seeks to examine a specific development in the history of teacher education to explore whether it might illuminate and inform contemporary debate. It offers a historical/comparative analysis of the contribution of teachers' centres to the professional development of teachers in England and Spain during the late 1960s to the early 1990s. In looking back to the impact that teachers' centres had on teachers in these very different social and political contexts, the paper examines whether, in spite of being adopted and adapted differently in the English and Spanish contexts, there was a fundamental essence of the teachers' centre model that could transcend both time and space. Thus, although essentially historical in method and focus, the paper will problematise just how far new forms of teacher professional development have lessons to learn from older, now largely overlooked forms, as found in the practice of the teachers' centres, with their focus on grassroots teacher autonomy and collaboration. The paper is in four parts: setting the scene and methodology; outlining the rise and fall of teachers' centres in England and Spain; identifying the core essence of the teachers' centre model; and finally exploring potential implications for current policy and practice.

Guirimand, N., & Dal, M. (2024). **Accompagner la bifurcation professionnelle subie suite à l'apparition d'un handicap : les enjeux de la posture de l'entre-deux des professionnels de l'accompagnement à l'emploi.** *Phronesis*, 13(1), 160-172. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2024-1-page-160.htm>

Tout au long de la vie, les risques de rupture professionnelle sont nombreux. Les plus fréquents sont liés à la maladie ou aux accidents de la vie ; ce qui conduit de nombreuses personnes à changer de statut professionnel à travers une reconnaissance du statut de travailleurs handicapés par la Maison départementale des personnes handicapées (MDPH). Cette situation concerne une part importante de la population. Cette recherche réalisée à partir d'une méthodologie qualitative (10 entretiens et 80 questionnaires) propose un éclairage nouveau de l'accompagnement mis en œuvre lors du bilan de compétences. Elle réinterroge l'accompagnement des demandeurs d'emploi bénéficiant d'une « reconnaissance de travailleurs handicapés » à travers l'entre-deux des postures des professionnels de l'accompagnement à l'emploi, celui de l'entre-deux des épreuves qu'ils surmontent, et enfin celui de l'entre-deux des temporalités de l'insertion des personnes en reconversion subie.

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.

Harakita, S., & Hanai, W. (2023). **Le recrutement des enseignants au Japon : situation et tendances** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (94), 47-56. <https://doi.org/10.4000/ries.14571>

Cet article présente une analyse globale de la situation du recrutement des enseignants au Japon, en s'intéressant spécifiquement à l'enseignement obligatoire (primaire et secondaire inférieur). Il expose les mécanismes du système de recrutement des enseignants, les facteurs sous-jacents de la pénurie d'enseignants et les réformes actuelles visant à remédier à cette situation. L'étude met en lumière les défis et perspectives pour améliorer l'attractivité de la profession enseignante au Japon. Ses apports peuvent intéresser les décideurs, les enseignants et les chercheurs en vue de développer des stratégies efficaces pour remédier à la pénurie d'enseignants et revaloriser la profession enseignante.

Hillion, M., & Maugendre, É. (2024). **L'effet du « jour de carence » sur les absences pour maladie des personnels du secteur public de l'éducation nationale.** *Éducation & formations*, (106), 143-166. <https://doi.org/10.48464/ef-106-06>

Nous poursuivons la parution d'articles concernant le devenir des bacheliers dans l'enseignement supérieur. Les trois articles ouvrant ce numéro 106 s'appuient sur les données du panel de bacheliers 2014 (MESR-SIES). Rossignol-Brunet discute de la porosité entre orientation souhaitée et orientation subie par certains bacheliers. Il distingue trois profils d'étudiants, orientés contrariés, et mesure les effets de l'orientation sur leurs parcours d'études. Merlin, quant à elle, s'intéresse aux facteurs de réussite des bacheliers professionnels en section de technicien supérieur (STS) et notamment aux déterminants d'obtention du diplôme (BTS), en considérant le sexe, l'origine sociale, les domaines de spécialités, ou encore la voie d'enseignement de ces étudiants. Enfin, Dumas et Lignon étudient le lien entre le vécu des étudiants inscrits en première année de l'enseignement supérieur et leur réussite. Ils nous proposent une analyse différenciée entre les femmes et les hommes selon leurs motivations, leurs satisfactions ou encore leurs conditions matérielles et financières. Suivent ensuite trois articles « varia » dont deux concernent les élèves scolarisés au collège ou au lycée. Grâce aux données de quatre panels d'élèves,

répartis sur une période de près de 40 ans, Cayouette-Remblière analyse les parcours scolaires des élèves au cours du temps. À partir de ces parcours, elle établit la dynamique diachronique des inégalités sociales et des écarts entre filles et garçons. Dans leur article, Farges et Monso évaluent l'impact de la fréquentation d'un internat à l'entrée au lycée sur la réussite scolaire. Ils comparent ainsi les chances d'obtenir un diplôme pour les élèves internes et les non-internes, selon leurs caractéristiques individuelles. Pour clore ce numéro, Hillion et Maugendre évaluent, quant à eux, l'effet du « jour de carence » sur les absences pour maladie des personnels du secteur public de l'éducation nationale, à partir de données administratives exhaustives sur la période 2006-2019. ISBN 978-2-11-167877-4 / e-ISBN 978-2-11-162559-4

Huang, Y., Nalipay, M. J. N., & Wang, H. (2024). **Profiles of occupational well-being among Chinese teachers: Associations with basic psychological needs satisfaction and teaching quality.** *Teaching and Teacher Education*, 139, 104461. <https://doi.org/10.1016/j.tate.2023.104461>

Guided by the dual-factor model of mental health, the present study used a person-centered approach to explore Chinese middle school teachers' occupational well-being profiles and investigate how these profiles correspond with teachers' basic psychological needs satisfaction and teaching quality. Data from the Teaching and Learning International Survey (TALIS) 2018 were used (N = 3,976). Four occupational well-being profiles were identified through latent profile analysis, and they were associated differently with teachers' basic psychological needs satisfaction (i.e., autonomy, competence, and relatedness) and teaching quality (i.e., clarity of instruction, cognitive activation, and classroom management). Findings provide practical implications to support teachers.

Ibrahim, J., Okoli, B. E., Anyigor-Ogah, A. C., & Jonah, D. (2024). **Competencies Required by Administrative Office Managers in the Utilization of Electronic Records in Tertiary Institutions in Taraba State, Nigeria.** *British Journal of Education*, 12(2). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-2-2024/competencies-required-by-administrative-office-managers-in-the-utilization-of-electronic-records-in-tertiary-institutions-in-taraba-state-nigeria/>

The study examined competencies required by administrative office managers in the utilization of electronic records in tertiary institutions in Taraba State, Nigeria.

Jacq, G. (2022). **Analyse socio-historique de l'identité professionnelle de professeurs bivalents, les PLP Lettres-histoire : Entre relégation et résistance, un statut à la lisière du champ scolaire** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse <https://theses.hal.science/tel-04384231>

Cette thèse propose d'analyser l'identité du corps enseignant le plus nombreux de la voie professionnelle, garant de l'enseignement des humanités au sein d'une voie de formation reléguée : les professeurs de Lettres-histoire. Héritiers de la culture technique au sein du système scolaire français, ces enseignants restent méconnus par la place singulière et incertaine qu'ils occupent au sein de l'Éducation nationale notamment depuis la définition de leur statut consécutif à la création du baccalauréat professionnel en 1985. Identifier les marges de libertés que leur statut marginalisé aux frontières du champ scolaire leur confère permet de dévoiler les stratégies d'entre-soi que ces professeurs déploient en revendiquant leur singularité stigmatisante : la bivalence disciplinaire. Cette étude conduite dans une approche multiscale prend appui sur

différentes méthodes. À l'analyse des dossiers de carrières des professeurs (en poste et retraités) issus des archives administratives d'un rectorat depuis 1960 conduisant à des monographies professorales, s'ajoutent l'exploitation des entretiens semi directifs de professeurs et des observations participantes dans plusieurs établissements au sein de deux académies parmi les plus importantes de France. Un questionnaire auprès de l'ensemble des PLP Lettres- histoire en France lui confère une dimension nationale. L'analyse de la littérature administrative produite par les différents acteurs de l'Éducation nationale (ministère, inspections générales et territoriales, syndicats et autres corps enseignants) complète ces démarches. L'analyse socio-historique du corps polymorphe des PLP Lettres-histoire permet de révéler les stratégies de ces enseignants face à la particularité des élèves de la voie professionnelle. Ils font de cette spécificité un enjeu identitaire et un mode d'existence professorale qu'ils cultivent par-delà les frontières qui leur sont imposées et qu'ils contribuent à préserver tout en les dénonçant.

Lafrance, J. (2022). **Le concept de représentations professionnelles: l'exemple des préceptrices sages-femmes.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 295-305. Consulté à l'adresse <https://mje.mcgill.ca/article/view/10122>

University level midwifery education programs include theoretical contents and practical experiences. In Quebec (Canada), a practising midwife, called preceptor, is responsible for supervising students in the clinical setting. The aim of this paper is to present the concept of professional representations to all professionals who contribute to the practical education of students. In order to do so, numerous texts support the explanations on preceptorship and the concept of professional representations. This concept is presented in relation to midwifery, but more specifically using the example of preceptorship in midwifery training. The concept of professional representations is presented according to its functions, its content, and its levels of analysis.

LeVasseur, L., Wentzel, B., Dupriez, V., & Périer, P. (2023). **Le défi de l'attractivité et le problème de l'attrition des enseignants dans quatre pays francophones.** *Revue internationale d'éducation de Sèvres*, (94), 77-86. <https://doi.org/10.4000/ries.14621>

De nombreuses recherches montrent que le défi de l'attractivité de l'enseignement serait lié aux causes du décrochage professionnel, parmi lesquelles figurent la pénibilité des conditions de travail, le manque de reconnaissance sociale et un salaire qui ne correspond pas à l'investissement en temps et en efforts que réclame une formation initiale de plus en plus exigeante. Des facteurs culturels peuvent-ils également expliquer la tendance à l'attrition ? Un travail de plus en plus évalué et transformé au nom de l'efficacité correspond-il toujours aux valeurs et aux finalités dont se réclament les enseignants ? Un travail qui échappe au contrôle de ceux qui le réalisent entraîne-t-il une déprofessionnalisation ? L'article analyse l'attrition des enseignants dans quatre pays francophones : la France, la Suisse, la Belgique et le Québec.

Liegmann, A. B., & van Ackeren-Mindl, I. (2023). **Les besoins en enseignants dans le système fédéral allemand** (W. Zettelmeier, Trad.). *Revue internationale d'éducation de Sèvres*, (94), 57-67. <https://doi.org/10.4000/ries.14600>

L'article présente brièvement l'état actuel du marché du travail pour les enseignants et les défis prévisionnels qui y sont liés, ainsi que les causes possibles de la pénurie d'enseignants en Allemagne, en particulier dans certains types d'établissements scolaires et de disciplines. Il donne un aperçu succinct de mesures prises à moyen et long

termes pour y faire face, et des débats qu'elles suscitent sur le plan politique, dans et entre les Länder, de même que chez les chercheurs, sur leur potentiel d'atténuation du problème. La multitude d'approches spécifiques qui se développe actuellement en Allemagne pour trouver des solutions vise également à une professionnalisation scientifiquement fondée des (futurs) enseignants.

Lo, W. Y. W., & Auld, E. (2024). **The role of university leaders in a political crisis: Students' perspectives from Hong Kong.** *Higher Education Quarterly*, 78(1), 4-19. <https://doi.org/10.1111/hequ.12418>

University students actively participated in the 2019 Hong Kong protests. In this context, the students expected that their universities would support their political stance. Drawing on data from interviews with student leaders, this article documents and examines students' expectations for their university heads, how they interacted and negotiated with university management and how university leaders variously responded to the students' expectations during the social movement. Noting the difficulties in reconciling conflicts over the positioning of the university amid strong political polarisation and social divisions in the society, this article argues that university leaders can only passively adapt to political unrest, and that such passive adaptation exemplifies university's vulnerability to political crises.

Martins, M., Duarte, N., & da Ponte, J. P. (2023). **Lesson study in initial teacher education: Key aspects that promote the development of prospective teachers' knowledge.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG28). Consulté à l'adresse <https://hal.science/hal-04414784>

Based on the analysis of three lesson studies, carried out in different initial teacher education programs, we aim to identify key aspects that promoted the development of the prospective teachers' knowledge during the planning phase. We followed a qualitative approach and data collection includes fieldnotes, audio recordings and documental collection. The results show that the detailed preparation of the lesson, based on collaborative work on solving and adapting the tasks, anticipating students' work, and preparing the lesson leading, promoted the development of the prospective teachers' knowledge, enhanced by analysing different papers and by the facilitators' interventions.

Mendoza, N. B., & Dizon, J. I. W. T. (2024). **Principal autonomy-support buffers the effect of stress on teachers' positive well-being: a cross-sectional study during the pandemic.** *Social Psychology of Education*, 27(1), 23-45. <https://doi.org/10.1007/s11218-023-09834-7>

Aside from the personal and health difficulties brought about by the COVID-19 pandemic, teachers also faced tremendous work-related challenges that led to increased stress levels and poorer well-being. This is especially true for resource-constrained schools in an Eastern context. The present study aimed to examine the moderating role of principal autonomy-support on the relationship between stress and teacher well-being during the early stages of the pandemic. Data was collected from 1150 K-12 teachers in the Philippines and hierarchical multiple regression was used to assess the moderating effect of principal autonomy-support on the relationship between stress and well-being. Findings show that stress was negatively associated with emotional, psychological, and social well-being and principal autonomy-support moderated the link between stress and psychological well-being. Johnson-Neyman plots and simple

slopes analyses demonstrated that the negative relationship between stress and psychological well-being is more pronounced for teachers who reported lower autonomy-support from principals and weaker for those who reported higher principal autonomy-support. The study highlights the crucial role of autonomy-supportive school leadership in mitigating the adverse effects of stress on teachers' well-being, particularly in the challenging backdrop of a pandemic. The findings further corroborate the relevance of autonomy-support on well-being not only in the Western perspective but specifically within an Eastern, lower-middle-income context. Key discussions and research implications for improving teacher well-being are discussed.

Nóvoa, A. (2023). **Formation des enseignants : une troisième révolution ?** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (94), 127-136. <https://doi.org/10.4000/ries.14730>

Cet article suggère la possibilité d'une troisième révolution en matière de formation des enseignants. Dans une première partie, après avoir évoqué l'époque des écoles normales et de l'universitarisation au vingtième siècle, il soutient que la formation des enseignants doit être pensée comme une formation professionnelle de niveau supérieur. Dans la deuxième partie, les dichotomies sont évitées et une synthèse est proposée autour de la valorisation de la connaissance professionnelle enseignante (un troisième genre de connaissance), de la reconnaissance des enseignants comme formateurs des nouveaux enseignants (un troisième acteur) et de la construction d'une maison commune pour la formation et la profession (un troisième lieu). Ces éléments jettent les bases d'une troisième révolution dans la formation des enseignants.

Nwokeocha, S., Kah, E. D., Sessay, A., Njora, H., & Wodon, Q. (2023). **Where do West African countries stand on professional standards and competencies for teachers and school leaders?** (p. 20). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388115>

Nwokeocha, S., Sessay, A., Njora, H., & Wodon, Q. (2023). **Professional standards and competencies for teachers and school leaders: a case study for Sierra Leone** (p. 30). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388114>

Olivier, E., Lazariuk, L., Archambault, I., & Morin, A. J. S. (2024). **Teacher emotional exhaustion: The synergistic roles of self-efficacy and student-teacher relationships**. *Social Psychology of Education*, 27(1), 1-22. <https://doi.org/10.1007/s11218-023-09826-7>

This study examined the role of teacher self-efficacy and student-teacher relationships (i.e., closeness and conflict) in predicting teacher emotional exhaustion over one school year. Regression analyses conducted among a sample of 161 third- to sixth-grade teachers indicated that, for those who reported high levels of self-efficacy, the sharing of close and conflictual relationships with their students revealed an association with increased levels of emotional exhaustion over time. Thus, when teachers cared and felt efficacious in their work with students, both types of relationships, close and conflictual relationships acted as job demands, increasing their risk of feeling exhausted. When teachers reported low self-efficacy, exposure to conflictual relationships acted as a buffer against emotional exhaustion, as they may have attributed difficulties experienced in the classroom to students rather than their lack of efficacy. Discussion of

the Job-Demands-Resources model, emotional labor, and misalignment between teachers' beliefs and practices shed light on these unexpected results.

Özel, E. (2024). **What is Gender Bias in Grant Peer review?** Consulté à l'adresse <https://shs.hal.science/halshs-03862027>

Competition for research funding on the basis of peer-reviewed grant applications is an essential component of knowledge production. Although women's participation in science is increasing, challenges remain in achieving gender equality in the allocation of research grants. There is a very large literature that attempts to describe and analyze gender bias in academia. However, grant peer review is often researched separately in different disciplines, each applying different criteria and studying different phenomena. The complexity of multi-stage decision making in grant funding mechanisms is largely overlooked in the literature. This study presents a conceptual toolbox to understand gender bias in grant peer review. It explains the key concepts of peer review and the relationships between them, identifies theories of bias applicable to grant peer review, and analyzes their effects in different decision-making contexts.

Petiot, O., Visioli, J., Dugény, S., & Kermarrec, G. (2023). **La quantification de données qualitatives : quels apports pour l'analyse du travail émotionnel de l'enseignant d'EPS ?** *Staps*, 141(3), 159-178. <https://doi.org/10.3917/sta.141.0159>

Les Méthodes Mixtes de Recherche (MMR) ne cessent de se développer dans les travaux portant sur l'EPS. L'objectif de cet article est de focaliser sur les apports d'une quantification des données qualitatives pour analyser le travail émotionnel de l'enseignant d'EPS. Plus précisément, il a été demandé à 61 enseignants d'EPS en éducation prioritaire et à 50 enseignants d'EPS auprès d'élèves en situation de handicap de raconter à l'écrit trois à cinq incidents critiques vécus avec leurs élèves. Le traitement des 370 incidents critiques recueillis a révélé trois principaux apports de la quantification des données qualitatives pour l'analyse du travail émotionnel de l'enseignant d'EPS : (1) Hiérarchiser les inducteurs du travail émotionnel des enseignants ; (2) Comparer les formes de travail émotionnel selon le contexte d'enseignement ; (3) Déterminer la force de l'association entre les formes et les inducteurs du travail émotionnel de l'enseignant. Ces résultats nous permettent d'appréhender le travail émotionnel de l'enseignant d'EPS selon un regard novateur. Ils sont complémentaires à ceux qui émergent d'études menées dans une perspective quantitative, mais aussi d'études basées sur une approche qualitative. Ils nous permettent d'aboutir à une modélisation du travail émotionnel de l'enseignant d'EPS fondée sur une approche psychologique située.

Petry-Genay, I. (2024). **La fonction d'enseignant coordonnateur ULIS dans le second degré : une posture professionnelle de l'entre-deux dans le parcours de l'élève en situation de handicap.** *Phronesis*, 13(1), 48-66. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2024-1-page-48.htm>

En France, l'ULIS (unité localisée pour l'inclusion scolaire) constitue un espace scolaire spécifique dont l'enseignant coordonnateur accompagne le parcours de l'élève reconnu handicapé. Fondée sur une enquête qualitative, notre recherche portait sur la réalisation du projet d'orientation des élèves affectés en ULIS. Nous nous intéressons ici à la manière dont les enseignants coordonnateurs sont confrontés à la gestion de l'entre-deux dans leurs pratiques et aux modes d'implication dans cette posture. En esquisant quelques types de positionnement, nous montrons comment les modalités des pratiques

et les modalités relationnelles se font écho dans une réflexivité nourrie de l'expérience en construction.

Plumelle, B. (2023). **L'enquête Talis (OCDE) donne la parole aux enseignants.** *Revue internationale d'éducation de Sèvres*, (94), 25-29. <https://doi.org/10.4000/ries.14471>

En 2008, des enseignants et des chefs d'établissement de trente et un pays étaient interrogés sur leurs pratiques professionnelles et sur les conditions d'exercice de leur métier dans le cadre de la première Enquête internationale sur l'enseignement et l'apprentissage (Talis) conduite par l'OCDE. Après une deuxième enquête en 2013, l'édition 2018 a donné la parole à deux cent soixante mille professeurs et chefs d'établissement de quarante-huit pays. Les résultats de cette consultation de gran...

Quidu, M. (2023). **S'engager dans des méthodes mixtes de recherche : croyances ontologiques et vertus épistémiques sous-tendant une pratique scientifique singulière.** *Staps*, 141(3), 55-76. <https://doi.org/10.3917/sta.141.0055>

Depuis une quinzaine d'années, l'espace français des Sciences du sport est marqué par le développement d'une pratique singulière de recherche consistant à recueillir, croiser et confronter, au sein d'une même étude, des matériaux empiriques de nature hétérogène, respectivement dits en « première personne » (documentant l'expérience vécue de l'acteur) et en « troisième personne » (renseignant les dimensions objectivables de son activité). Afin de mieux comprendre la massification (relative) de cette manière singulière de faire de la recherche, qui structure de nombreux événements académiques en 2023, le parti pris épistémologique a consisté à mettre la focale sur le point de vue des acteurs et actrices l'ayant développée. Ont ainsi été interrogé.es, au moyen d'entretiens semi-directifs, dix-sept chercheurs et chercheuses en STAPS s'y engageant. Nous avons pu mettre au jour deux types de facteurs unifiant ces démarches articulatoires, par-delà la disparité de leurs opérationnalisations empiriques. D'une part, les croyances ontologiques qui les sous-tendent sont organisées autour de deux méta-orientations : le perspectivisme et la stratification du réel. D'autre part, elles sont structurées par un système de valeurs – voire de vertus – épistémiques dont l'ouverture, la curiosité, le pluralisme et l'autocritique. Ces deux niveaux, ontologiques et éthiques, convergeant vers une prise en compte de la complexité, de la globalité et de l'indissociabilité des phénomènes, définissent finalement une attitude commune vis-à-vis du réel et du savoir faisant des démarches articulatoires davantage une posture qu'une méthode de recherche.

Radé, É. (2024). **Bien-être au travail des personnels de l'éducation nationale : des résultats stables en 2023.** *Note d'Information*, (24.03), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/bien-etre-au-travail-des-personnels-de-l-education-nationale-des-resultats-stables-en-2023-380559>

Au printemps 2023, les personnels de l'éducation nationale exerçant en école ou en établissement scolaire ont répondu à la seconde édition du Baromètre du bien-être au travail.

Raybaud, A. (2024, janvier 17). **Avec Parcoursup et la réforme du baccalauréat, un « climat de tension » s'instaure entre certains parents et les professeurs.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/01/17/avec-parcoursup-et-la-reforme-du-baccalaureat-un-climat-de-tension-s-instaure-entre-certains-parents-et-les-professeurs_6211260_4401467.html

Devant le poids grandissant du contrôle continu dans le destin des élèves, de plus en plus de familles n'hésitent plus à contester les notations. Une ambiance dégradée où le « consumérisme » parental s'est accentué.

Sai Manogna, B., & Swamy, T. N. V. R. (2024). **To moonlight or not to moonlight: The role of organisational commitment dimensions in secondary employment decisions among higher education teachers.** *Higher Education Quarterly*, 78(1), 93-112. <https://doi.org/10.1111/hequ.12448>

This study aims to explore the relationship between organisational commitment dimensions and moonlighting intentions. Using a sample of 189 teachers from various higher educational institutions (HEIs), the study employs Structural Equation Modelling (SEM) to examine the impact of organisational commitment dimensions (affective, continuance, normative) on moonlighting intentions. The results of the study indicate a negative relationship between organisational commitment dimensions and moonlighting intentions, suggesting that higher education institutions can reduce moonlighting intentions among faculty members by fostering a positive work environment that promotes organisational commitment. The findings of this study have implications for organisations, as they suggest that increasing employees' affective and normative commitments decrease their intentions to engage in moonlighting. Additionally, the study highlights the importance of understanding the antecedents of moonlighting intentions, as it can help organisations to implement policies and practices that reduce the likelihood of employee moonlighting.

Sakurai, Y., Saruta, S., & Cheng, W. (2024). **Mixed methods study on foreign early career academics' sense of knowledge and intellectual development.** *Higher Education Quarterly*, 78(1), 135-152. <https://doi.org/10.1111/hequ.12453>

Employees' sense of development is an essential component of their well-being that enhances their work performance. In the Japanese higher education sector, the number of foreign academics has increased considerably due to the strong backing of government initiatives. Although studies have unpacked foreign academics' intercultural challenges and marginalisation experiences, their developmental experiences in host countries have been under-researched. Thus, this mixed-methods study examined what explains foreign early career academics' sense of knowledge and intellectual development and how. Both the quantitative and qualitative results indicated collegiality's key role in their development, while the discrepancies between them suggest that their development is better explained by how knowledge is transmitted via three key conditions—access, interpersonal matters and sources—than workplace conditions. Foreign academics' perspectives can contribute to institutional policy development, because they may be aware of the status quo to which locals feel resigned.

Si Moussa, A. (2023). **Enjeux du métier d'enseignant dans la zone sud-ouest de l'océan Indien.** *Revue internationale d'éducation de Sèvres*, (94), 107-114. <https://doi.org/10.4000/ries.14701>

Les systèmes éducatifs de la zone sud-ouest de l'océan Indien sont confrontés à des problématiques particulières d'attractivité pour le métier d'enseignant, en lien avec leurs caractéristiques et contextes de développement. À La Réunion, le choix est influencé par des considérations statutaires et de mobilité géographique plus centrales qu'en France métropolitaine. À Mayotte, un modèle spécifique génère une attractivité

fortement liée aux conditions d'exercice et aux représentations du métier. Celles-ci sont également au cœur des enjeux à Madagascar, face à des besoins et à des difficultés extrêmement importants. À Maurice, la cohabitation installée entre système formel d'enseignement et cours parallèles constitue un trait dominant.

Stich, A. E., Spencer, G., Johnson, B., & Baser, S. (2024). **Is "Option B" a Viable Plan B? School Counselors' Sensemaking of a Dual Enrollment Policy in Georgia.** *Innovative Higher Education*, 49(1), 71-90. <https://doi.org/10.1007/s10755-023-09669-2>

Leveraging the state's dual enrollment program, Georgia policymakers introduced a novel postsecondary pathway called "Option B" that allows students to bypass many traditional high school graduation requirements by completing sub-baccalaureate credentials for career and technical education instead. Given the distinctiveness of this policy, high school counselors play an important role in its implementation as "street-level bureaucrats." Drawing on sensemaking theory, this qualitative study examines how counselors consider the feasibility of the new pathway and for whom it serves best. Results suggest that there is disagreement between policymakers and street-level bureaucrats regarding the appropriate extent of postsecondary expansion for high school students.

Tournier, B., Chimier, C., & Weir, H. (2023). **Structurer les carrières enseignantes pour promouvoir la collaboration : l'expérience de New York City** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (94), 115-125. <https://doi.org/10.4000/ries.14711>

Cet article s'intéresse au programme « Teacher Career Pathways », introduit en 2013 par la ville de New York, avec la coopération de la Fédération unie des enseignants. Conçu comme une alternative aux systèmes de rémunération au mérite promus par le gouvernement fédéral, le programme permet aux enseignants de postuler à des postes de direction tout en continuant à exercer leurs fonctions traditionnelles, en assumant des responsabilités supplémentaires en échange d'un salaire plus élevé. Cette réforme met l'accent sur le leadership pédagogique et sur la promotion d'une culture de collaboration dans les écoles. L'article s'appuie sur des enquêtes menées sur ce programme pour montrer comment des changements bien conçus, apportés aux structures de carrière des enseignants, peuvent contribuer à faire de l'enseignement un choix de carrière plus attrayant et encourager les enseignants les plus performants à rester dans la salle de classe.

Ulmann, A.-L., Odena, S., Revaillet, C., Olry, P., & Lagarde, C. (2022). **Le travail avec les tout-petits à l'aune d'enjeux socio-politiques. La catégorisation au cœur de l'activité de travail.** *Travail et Apprentissages*, 24(2), 39-57. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-apprentissages-2022-2-page-39.htm>

Cet article évoque le rapport entre les règles morales du travail et la « super-diversité » des enfants accueillis. Il présente la manière dont les professionnelles exerçant en crèche recourent à des catégories pour appréhender ou caractériser individuellement et collectivement les enfants dont elles s'occupent, ainsi que les collègues avec qui elles travaillent. À travers l'exemple des repas (en crèche ou chez une Nounou), l'analyse montre une mise en tension, par les différents usages de ces catégories par les professionnelles, de l'identité de métier, de la façon d'affirmer ses compétences et valeurs, une manière de se distinguer. Trois aspects analytiques sont abordés à partir de l'observation des interactions entre elles et avec les enfants : la place du genre dans les catégorisations, les rapports singuliers à la diversité des enfants, le rapport aux politiques publiques déclinées sur le site. En révélant leurs dimensions fonctionnelles pour l'action,

ces catégories permettent de saisir les intrications des différentes dimensions du travail, depuis les tâches à faire jusqu'aux enjeux sociaux de l'accueil des enfants.

Van Eycken, L., Amitai, A., & Van Houtte, M. (2024). **Be true to your school? Teachers' turnover intentions: the role of socioeconomic composition, teachability perceptions, emotional exhaustion and teacher efficacy.** *Research Papers in Education*, 39(1), 24-49. <https://doi.org/10.1080/02671522.2022.2089208>

Teacher turnover negatively impacts educational quality. This study investigates whether schools' socioeconomic composition (SES), teachers' teachability perceptions, emotional exhaustion and teacher efficacy impact teachers' intention to quit and transfer schools. Through multilevel analysis on data of 1247 teachers in 59 Flemish schools, our results indicate that teachers are more emotionally exhausted in low-SES schools, resulting in stronger intentions to transfer schools. This association is explained through the lower teachability levels that teachers ascribe to students in low-SES schools. Intentions to quit teaching do not vary across schools. Efficacious teachers show less intent to quit teaching partly due to less emotional exhaustion.

Vargas, J.-P., Vanegas, Y., & Giménez, J. (2023). **Contexts and connections in prospective elementary school teachers training.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztanyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG4). Consulté à l'adresse <https://hal.science/hal-04419380>

Establishing good mathematical connections is a powerful tool for learning mathematics, as it links the mathematical and the everyday world. Understanding geometry as a way of understanding the world, the study of connections and contexts becomes relevant. This paper describes the meaning attributed to the context, the type of connections generated and the relationships between contexts and connections, proposed by 250 future primary school teachers. A mixed methodology is used to describe the type of contexts and connections considered in the design of geometric school activities. It is found that when future teachers use contexts that are close to them, they manage to generate more powerful connections. It is also found that the low level of geometric knowledge and lack of knowledge of other areas makes it difficult to design school activities that promote a suitable construction of geometric notions.

Veretennik, E., & Shakina, E. (2024). **Beyond borders: Achieving research performance breakthrough with academic collaborations.** *Higher Education Quarterly*, 78(1), 212-235. <https://doi.org/10.1111/hequ.12454>

Collaborative research papers are widely acknowledged to be more impactful than single-authored studies in higher education amidst subject area known to alter citation counts. While preceding studies have mostly recognised these two as the antecedents of research impact separately, it needs to be clarified whether the interaction of research area and type of collaboration causes any moderation. Comprehensive knowledge of differences in impact caused by a certain combination of type and area is important because, if citation impact is associated only with a particular combination, the impact-based research stimulation programs without regard to combination consequences may be cost-ineffective if not self-destructing. This study investigates how research collaborations in academia impact the productivity and impact of university faculty. The focus is on the impact variation due to the type of academic collaboration (internal, domestic, international) and the research area. For the empirical test of this study, publicly open data from 1368 faculty in one of the leading Russian higher education

institutions—HSE University. Results have two-fold nature. STEM (Science, Technology, Engineering and Math) researchers are more likely to collaborate with domestic co-authors. This result accentuates the specifics of the academic traditions in the research areas highly recognised for having a long and successful history and worldwide impact on science. The collaborations built on international coauthorship are associated with higher publication visibility rates for researchers from emerging fields in Russia, like those in social sciences and humanities, whereas institutional collaborations are found to be positively related to the share of cited documents. This article sheds light on the differences in academic collaboration mechanisms influencing research productivity and impact in two distinct research areas. It invites revisiting policies stimulating collaborative activities in universities, demonstrating their potentially discrepant consequences. The study's substantial contribution also refers to the use of panel data on personal attributes, research productivity and impact, which is a rare case for research collaboration studies.

Vors, O., Adé, D., Gal-Petitfaux, N., Joing, I., & Andrieu, B. (2023). **Les méthodes mixtes de recherche pour l'analyse de l'activité et de l'expérience en Éducation physique et en Sport. Articulation des données et des épistémologies.** *Staps*, 141(3), 5-19. <https://doi.org/10.3917/sta.141.0005>

Dans les recherches actuelles en STAPS, les chercheurs recourent de plus en plus aux méthodes mixtes de recherche (MMR) pour l'étude d'un même phénomène, en articulant des données, des méthodes et des théories (Vors & Bourcier, 2022). L'objet de cet édito est de questionner, d'un point de vue épistémologique et méthodologique, la conception et les usages par les chercheurs des MMR pour l'analyse de l'activité et de l'expérience en Éducation physique (EP) et en Sport, afin d'en discuter le potentiel heuristique. Les positionnements scientifiques quant aux MMR et leurs usages s'avèrent très hétérogènes, pouvant aller d'une articulation de données qualitatives et quantitatives soutenue par un même cadre théorique, à des analyses de données hétérogènes issues d'approches scientifiques distinctes (Johnson & Onwuegbuzie, 2004). Cette hétérogénéité est une invitation à questionner notamment la congruence de données hétérogènes et leur équilibre statutaire, ou la cohérence paradigmatique entre les cadres théoriques mobilisés (e.g., Creswell, 2011). Les MMR sont utilisées pour investiguer de nombreux objets de recherche, relatifs à des terrains d'études variés tels que ceux de l'enseignement de l'EP, de l'entraînement sportif, de l'Activité Physique Adaptée, des loisirs sportifs ou de l'expertise sportive (Camerino et al., 2014). Les travaux concernant l'analyse de l'activité ou de l'expérience défendent en particulier la fécondité du mixage de données hétérogènes (Adé et al., 2020). Pour autant, face à la diversité des terrains, des données, des méthodes et des théories, un questionnement épistémologique semble incontournable pour clarifier les potentiels avantages et limites des MMR en STAPS. Ce numéro spécial est l'occasion, à travers différents objets et terrains issus du champ des sciences de l'intervention de poser un regard critique et constructif sur les MMR afin d'envisager des perspectives ou des spécificités quant à leurs conceptions et usages en STAPS.

Wiese, E., Hatlevik, I. K. R., & Daza, V. (2024). **How can universities ensure quality of practice in initial teacher education?** *Teaching and Teacher Education*, 139, 104462. <https://doi.org/10.1016/j.tate.2023.104462>

This article presents a state-of-the-art review of the literature published between 2010 and 2022 on the necessary preconditions for and features of quality learning and mentoring

in schools in university-based initial teacher education (ITE). The article argues that ITE institutions should take a leading role in ensuring quality by providing criteria and assessments that promote transferability and meaningful connections, explicit and comprehensive guidelines for mentors, mentoring courses, tools and structures for mentoring, and on-campus courses that ensure coherence and progression in learning. Furthermore, ITE institutions should forge partnerships with schools and develop and perform research on teaching practice in ITE.

Woo, H., LeTendre, G. K., Brezicha, K., Bergmark, U., & Ikoma, S. (2024). **Coherence and fragmentation: Global influences on Nordic and East Asian teacher policies.** *Teaching and Teacher Education*, 139, 104352. <https://doi.org/10.1016/j.tate.2023.104352>

We investigated patterns of teacher policy reforms in eight countries – Denmark, Finland, Norway, and Sweden in the Nordic group and Japan, Singapore, South Korea, and Taiwan in East Asia. Using the Reforms Finder of the Organization for Economic Cooperation and Development (OECD) and the World Education Reform Database (WERD) to identify teacher-related reforms, we found all nations focused on the improvement of teacher quality as a common vision for education, but no nation implemented a “coherent” set of policies that addressed all phases of teacher professional trajectories. Some regional effects in policy emphasis with regard to education, certification, working conditions and long-term professional development were noted.

Numérique et éducation

Bayeck, R. Y. (2024). **Understanding computational thinking in the gameplay of the African Songo board game.** *British Journal of Educational Technology*, 55(1), 259-276. <https://doi.org/10.1111/bjet.13353>

Abstract Computational thinking is a necessary skill for the 21st century. While previously examined in computer-rich settings, researchers are increasingly studying computational thinking in unplugged environments such as board games. Focusing on the African board game Songo, this study shows that computational thinking practices are embedded in Songo board gameplay and interact with the cultural context. The study also reveals a computing practice peculiar to Songo gameplay, songoputation. This paper suggests that researchers can benefit from exploring computational thinking and computing practices beyond board games in western contexts. Practitioner notes What is already known about this topic Computational thinking can be cultivated in non-digital environments. Board games are spaces where computational thinking can be developed. The relationship between African board games and computational thinking is still unknown. What this paper adds African board games such as Songo are spaces where players engage with computational thinking and songoputation Culture informs computational thinking practices players engaging in when playing Songo. Computational thinking is not a new practice and should be explored in different culture contexts and settings. Implications for practice and/or policy African board games should be used to develop computational thinking skills. Board games should be used to foster computational thinking skills among students in context with limited access to digital technology.

Bray, A., Devitt, A., Banks, J., Sanchez Fuentes, S., Sandoval, M., Riviou, K., ... Terrenzio, S. (2024). **What next for Universal Design for Learning? A systematic literature review of**

technology in UDL implementations at second level. *British Journal of Educational Technology*, 55(1), 113-138. <https://doi.org/10.1111/bjet.13328>

Abstract In the last two decades, there has been a global movement towards pedagogies that create more inclusive school environments in order to meet the needs of diverse learners. One such approach is Universal Design for Learning (UDL), which foregrounds the design of flexible and accessible learning experiences for all, regardless of learner characteristics. Technology is a key enabler in this. To date, much of the research on UDL has focused on its impact in higher education, with less evidence available on the use of UDL within second-level education. This systematic literature review of n=15 empirical studies selected from a wide-ranging search that returned an initial result of n=1253 explores how the affordances of digital technology have been harnessed for UDL enactment at second level. The findings show that, to date, empirical research at second level has focused mostly on the easy wins within the UDL principle of Representation, where educators offer choice about how learners access content. However, there is a clear gap in UDL research on the use of technologies to support the Engagement and Action & Expression principles of UDL, supporting student self-regulation and self-assessment, and on technology-mediated communication and collaboration. The paper highlights the potential for future cross-pollination of research in educational technology with UDL. Practitioner Notes What is already known about this topic Universal Design for Learning has been extensively researched in higher education and special education contexts but much less so at K-12, in particular at second level. Technology offers many affordances that can provide choice and variation in the learning process, which can be harnessed in a UDL approach. The transformative potential of technology in educational contexts was not fully realised pre-COVID. The COVID pandemic saw an acceleration in technology adoption for learning, but it remains to be seen whether technology is being deployed to complement or transform existing practices. What this paper adds This paper clearly identifies which affordances of technology are commonly deployed in UDL implementations, particularly noting the provision of choice through multi-media options for Representation and expression. There is a clear gap in UDL research on the use of technologies to support self-regulation and self-assessment, (eg, peer, teacher and automated feedback tools) and on technology-mediated communication and collaboration. The UDL literature does not address the potential negative impacts of technology within the learning context or the short-lived nature of positive impacts (novelty effect). Implications for practice and/or policy While technology affords great opportunities for choice and Engagement, the design of the learning experience must take priority, availing of technology as needed. There are great opportunities for cross-pollination of research at the forefront of educational technology and universal design to address any gaps in technology use in UDL implementations.

Buckley, J. B., Thompson, A. K., Tretter, T. R., Biesecker, C., Robinson, B. S., & Hammond, A. N. (2024). **"Where I feel the most connected:" Community of Inquiry supporting sense of belonging in a HyFlex engineering course.** *The Internet and Higher Education*, 60, 100930. <https://doi.org/10.1016/j.iheduc.2023.100930>

In this study, we use focus groups, open-ended survey questions, and course observational data to examine aspects of one HyFlex engineering fundamentals course, with sections enrolling almost 500 first year students, that was exemplary in fostering Community of Inquiry (CoI). Findings showcase that attention to joint dynamics of teaching, social, and cognitive presence unique to HyFlex environments contributed to learning and belonging in the course. Implications include strategies for effective HyFlex

courses, such as use of the Col framework in HyFlex courses, interactive tools allowing student engagement across platforms, and opportunities for live student questions, especially with audio capability.

Büscher, C. (2023). **The role of context knowledge for middle school students' development of critical statistical literacy.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG5). Consulté à l'adresse <https://hal.science/hal-04410913>

Context knowledge generally plays an important role for learning statistics, but insights are needed into its role for the development of statistical literacy. This study reports on a design research project in which a digital learning environment was developed to foster middle school students' critical statistical literacy. Design principles include a focus on building context knowledge and scaffolding reflections of statistical arguments. The qualitative analysis shows that students use context knowledge to reflect on limitations, relevance, and consequences of statistical arguments. It also reveals that this context knowledge is often taken from phenomena which are outside the current learning environment in a subjective and metaphorical use of context.

Cerisier, J.-F. (2024, janvier 16). **Une école en « transition numérique », vraiment ?** Consulté 18 janvier 2024, à l'adresse The Conversation website: <http://theconversation.com/une-ecole-en-transition-numerique-vraiment-220733>

On parle souvent de transition numérique de l'école. Mais les objectifs à atteindre sont-ils clairement définis ? Et qu'en est-il du cadre d'action de chacun ?

Curaj, A., Geanta, I., Hâj, C., Holeab, C., Spanache, R., Plescan, P., & Tuca, P. (2024). **Framing the European way for the digital decade - Inspiring practices in digital education across the EU.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3899> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/s/y93q>

The report, overseen by the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) on behalf of the European Commission and the European Education and Culture Executive Agency, explores inspiring practices in digital education across the 27 EU countries. It delves into inspiring initiatives resulting from an extensive mapping using resources such as OECD, UNESCO, JRC, EPALE, research organisations, universities, Erasmus+ projects, private sector initiatives, etc. These practices were curated based on criteria like relevance of topics, innovative aspects, sector(s) of education covered, potential for replication across countries and / or sectors or potential to produce useful knowledge for the Hub community and beyond. Each country showcases one or two inspiring practices through a standardised template, accompanied by comparative statistical data sourced from Digital Economy and Society Index 2022 and European Innovation Scoreboard 2022. Additionally, brief descriptions of recent digitalisation initiatives supplement the report. However, information about these inspiring practices was not equally available across all 27 EU countries. Certain components may have been slightly differently analysed, interpreted and presented, given the diversity of national experts selected to contribute to the overall report. Not least, the present report does not claim to be exhaustive in terms of national inspiring practices, it merely constitutes a snapshot at national level of some

digital education initiatives, which can serve as inspiration for the community nurtured under the European Digital Education Hub and beyond.

Dai, Y., Lin, Z., Liu, A., & Wang, W. (2024). **An embodied, analogical and disruptive approach of AI pedagogy in upper elementary education: An experimental study.** *British Journal of Educational Technology*, 55(1), 417-434. <https://doi.org/10.1111/bjet.13371>

Abstract While AI has become more prevalent in our society than ever, many young learners are found holding various naive, erroneous conceptions of AI due to the influence of their technology and media environments. To address this issue, this study seeks to propose a novel pedagogical solution to improve upper-elementary school students' scientific understanding of AI. Following a theory-informed design convention, we propose an embodied, analogical and disruptive (EAD) approach which is centred on a human?AI comparison through analogical teaching and embodied interaction. To evaluate the impact of this approach, a matched-group experimental study with pre- and posttest interviews was conducted among 77 Grade 6 elementary students in China. The statistical analysis showed that the experimental group, learning via the EAD approach, significantly outperformed their counterparts receiving direct instruction in terms of student growth in understanding. Qualitative analyses revealed the strengths of the EAD approach in supporting student engagement, abstract thinking and system thinking, and its limitations in cognitive overload and communication issues. Patterns of student learning were identified, including their mental schemas and strategies. The EAD approach, as an evidence-based, age-appropriate pedagogical solution, demonstrates the value of embodied cognition and human?AI analogy in AI education in elementary education. Practitioner notes What is already known about this topic Many young students hold naive, erroneous conceptions about AI. Pedagogical design has long been a critical challenge in teaching AI in K-12 schools. Human?AI analogies are often used to teach AI, but with obvious pitfalls to be fixed. What this paper adds An embodied, analogical and disruptive (EAD) approach is proposed to improve students' understandings of AI. An experimental study shows statistically significant greater gains in students' understanding with the EAD approach than with the conventional AI-only direct instruction approach. Qualitative analysis shows the strength of the EAD approach in supporting student engagement, abstract thinking and systems thinking, and its limitations in cognitive overload and communication issues. Implications for practice and/or policy The EAD approach offers a novel pedagogical solution to promote inclusive and quality AI education for young learners. The EAD approach highlights the pedagogical value of embodied cognition and human?AI analogy in AI education. The EAD approach can complement programming and other plugged activities in AI, and more broadly technology and engineering education.

Dehghanzadeh, H., Farrokhnia, M., Dehghanzadeh, H., Taghipour, K., & Noroozi, O. (2024). **Using gamification to support learning in K-12 education: A systematic literature review.** *British Journal of Educational Technology*, 55(1), 34-70. <https://doi.org/10.1111/bjet.13335>

Abstract Using gamification to support learning in K-12 education has received much attention from scholars in recent years. However, there is still a lack of comprehensive understanding of how gamification should be used to effectively enhance the learning experiences of K-12 students. The purpose of this review was to synthesize research findings on the use of gamification in K-12 education and to propose an evidence-informed framework. This framework will guide teachers and scholars in developing

gamified learning environments that are effective in improving K-12 students' learning. In this regard, 54 empirical studies (out of 907 peer-reviewed articles), dating from 2008 through 2021, were reviewed using the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guideline. The findings were systematically categorized into four essential dimensions of learning environments inspired by Biggs' 3P teaching and learning model, ie, 'individual factors', 'environmental factors', 'learning process' and 'learning outcome'. The review yielded rich findings concerning each dimension, providing K-12 teachers and scholars with a comprehensive overview of research findings on using gamification for educational purposes. Meanwhile, the findings indicated the lack of empirical studies regarding constructively aligned gamified courses, in which the different dimensions of the adopted framework are implemented and evaluated coherently. The paper concludes by presenting several suggestions and directions for future research to address this shortcoming. Practitioner notes What is already known about this topic Gamification has demonstrated the potential to enhance learning outcomes in K-12 education. There are instances where the findings suggest neutral or negative effects of gamification on students' learning outcomes. There is a lack of a comprehensive overview of empirical findings concerning the effectiveness of gamification in K-12 education. What this paper adds The study highlights the potential of gamification in enhancing cognitive, affective and behavioural learning outcomes in K-12 education, mainly by increasing motivation, engagement and competitiveness. The study provides a comprehensive overview of empirical studies on using gamification in K-12 education. The study proposes an evidence-informed framework that can serve as a blueprint for developing constructively aligned gamified learning environments for K-12 education. Implications for practice and/or policy The study presents several up-to-date and empirically rooted calls for future research on using gamification in K-12 education. The study makes evidence-based recommendations for the effective integration of gamification in K-12 education.

European Commission. (2024). **AI report by the European Digital Education Hub's Squad on artificial intelligence in education.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3897> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://data.europa.eu/doi/10.2797/828281>

We have seen in the previous discussion and scenarios that AI has the potential to deliver great benefits for education. However, we have also seen that there are also risks associated with its use. In many cases, we may determine that these are minimal risk. Examples we've discussed include the provision of formative feedback, help for teachers in creating lesson plans, and assistance in some of the administrative functions of schools. As we move away from the use of AI as a support system, so the risk increases. As we have seen, using AI for learning analytics may help teachers adjust their teaching strategies to cater to individual needs. However, using learning analytics without adequate teacher oversight may disadvantage students dealing with adverse life circumstances that are impacting their performance, thus increasing the risk level. When it comes to relying on AI for decisions that may impact a learner's future opportunities, we are moving into the 'high' and perhaps 'unacceptable' risk territories. Therefore, we can see that the level of risk resides not so much within the tool as within the contexts in which they are used. While human oversight may help to mitigate some of the risks, we should be aware of the danger of dependence lock-in, in which humans become increasingly dependent to AI to make decisions. All this underscores the importance of

the development of Explainable AI, as discussed above. In order to ensure its responsible use in educational settings, it is important to remain ever aware of the balance that needs to be struck between leveraging AI's benefits and evaluating and mitigating potential risks and ensuring that human oversight is included and human values are served.

European Education and Culture Executive Agency. Eurydice. (2023). **Structural indicators for monitoring education and training systems in Europe 2023: digital competence at school**. Consulté à l'adresse <https://data.europa.eu/doi/10.2797/886074>

Gadille, M., Corvasce, C., & Impedovo, M. (2023). **Material and Socio-Cognitive Effects of Immersive Virtual Reality in a French Secondary School: Conditions for Innovation**. *Education Sciences*, 13(3), 251. <https://doi.org/10.3390/educsci13030251>

The dissemination of innovative pedagogies in French secondary education, under the effect of both educational policies and the spontaneous action of teachers, raises the question of the socio-cognitive and material conditions of the design, appropriation, and use of a 3D VW learning space in school. To answer this question, we study the design of a learning space using a 3D VW and the interactions that emerge between the different actors involved in techno-pedagogical innovation. The case study included 22 5th grade students. The videos recorded concern the use of a scenario-based 3D VW for Mathematics, French and Second Language. The analysis of these scenarios based on co-presence, remote-learning and autonomy retrace the material and socio-cognitive conditions of a changing learning space that co-evolves with identities and the teachers' intent to create meaning within a hybridised institutional and organisational framework.

Garza Mitchell, R. L., DeCamp, W., Horvitz, B. S., Kowalske, M. G., & Singleton, C. (2024). **"I'm Not Teaching Them Per Se": Designing and Delivering Asynchronous Undergraduate Online STEM Courses**. *Innovative Higher Education*, 49(1), 91-111. <https://doi.org/10.1007/s10755-023-09670-9>

Although online courses have been a part of academia for nearly 30 years, they are still perceived as "different" than face-to-face instruction. Through in-depth interviews with four instructors, we explored how STEM faculty approach teaching asynchronous online undergraduate STEM courses. The faculty interviewed for this study viewed online courses as "not regular class[es]" and teaching those classes as "not teaching per se." Each of the instructors had assumptions about what a classroom was and about good instruction, but even for instructors who taught online for multiple years, those assumptions remained grounded in the face-to-face environment. There is a need for greater discussion about what it means to teach in an online environment.

Glais, N. (2023). **L'adoption de l'intelligence artificielle par le chef d'établissement : l'aide à la décision algorithmique pour organiser le temps scolaire** (Phdthesis, Université de Cergy Pontoise, France). Consulté à l'adresse <https://hal.science/tel-04401482>

Notre thèse exploratoire s'inscrit en intelligence artificielle (IA) et éducation. Elle s'inscrit dans un contexte de stratégie nationale de l'intelligence artificielle de la France et des recommandations de l'UNESCO en matière d'IA et d'éducation. Nous nous centrons sur les chefs d'établissement du secondaire en France qui utilisent l'IA pour organiser le temps scolaire qui s'est complexifié avec les réformes successives. Notre question initiale de recherche est l'IA comme outil d'aide à la décision dans le cadre de la réalisation des emplois du temps par les personnels de direction : quelle relation entre l'humain et

l'artefact en termes d'inputs et d'outcomes? Notre cadrage théorique est basé sur la double approche de l'IA comme objet politique (Tournay, 2020) et de la pratique métier d'un artefact pour réaliser les emplois du temps d'un établissement public local d'enseignement (EPL). Nous nous interrogeons sur la possibilité d'une appropriation du logiciel par les chefs d'établissement qu'ils soient comme l'indique le modèle des 4A (Bauchet et al., 2020) en situation d'adoption consentie ou imposée. Nous retenons ce modèle car il a été pensé pour le système éducatif. Ainsi, notre problématique est l'IA comme outil d'aide à la décision dans le cadre de l'organisation du temps scolaire par le chef d'établissement: y-a-t-il appropriation de l'artefact quand l'adoption est imposée? Sur le plan méthodologique, et après avoir posé nos hypothèses de travail, nous analysons le mode d'emploi prescriptif du logiciel à l'aide de l'analyse des tâches (TMTA), que nous confrontons à la pratique professionnelle des chefs d'établissement lors d'entretiens semi-directifs. Enfin, pour vérifier la solidité de notre modèle d'identification des boucles de rétroaction dans l'acte de décision, nous analysons statistiquement les 916 réponses au questionnaire distribué aux utilisateurs du logiciel d'emploi du temps. La conclusion de nos résultats nous conduit à envisager des perspectives de poursuite de notre travail.

Grimault-Leprince, A., Fontar, B., & Mentec, M. L. (2024, janvier 24). **Réguler les pratiques numériques des ados : un défi pour les parents ?** Consulté 25 janvier 2024, à l'adresse The Conversation website: <http://theconversation.com/reguler-les-pratiques-numeriques-des-ados-un-defi-pour-les-parents-219983>

À une époque où les écrans sont omniprésents, comment réguler leur place dans la vie des ados ? Au-delà de la gestion des équipements, le contrôle parental passe beaucoup par l'accompagnement.

Guillén-Gámez, F. D., Colomo-Magaña, E., Ruiz-Palmero, J., & Tomczyk, Ł. (2024). **Teaching digital competence in the use of YouTube and its incidental factors: Development of an instrument based on the UTAUT model from a higher order PLS-SEM approach.** *British Journal of Educational Technology*, 55(1), 340-362. <https://doi.org/10.1111/bjet.13365>

Abstract The increasing use of digital resources has changed the way of teaching, where platforms such as YouTube offer large repositories of educational videos. There are many theoretical studies that analyse the digital competences of teachers, but to a lesser extent on the behaviours and use that the teacher makes of this multimedia platform. Thus, the purpose of this study is the development of an instrument in which it is analysed how the behavioural intention of teachers on YouTube impacts their digital competence to search and select information, share information, and interact with other users of the platform, and create educational material. To achieve this, following the partial least squares (PLS) method of structural equation models, a higher-order causal model was proposed based on an adaptation and extension of the Unified Theory of Acceptance and Use of Technology (UTAUT). The study was carried out with a sample of 2157 teachers from all over Spain. The main result was that behavioural intention explained 22.70% of the true variance of teachers' digital competence. In addition, it has been possible to verify the reliability, convergent and discriminant validity of the established causal relationships, determining a model with acceptable goodness-of-fit. These findings show that it is a valid and reliable instrument to measure teachers' digital competences on YouTube, behavioural intention, and the system of relationships between factors. Practitioner notes What is already known about this topic Teachers can use YouTube to

search and create creative and innovative educational lessons. The teacher must have adequate digital competence to search, select, evaluate, and effectively use the content of this platform in the classroom. The four central predictors of the UTAUT model (Unified Theory of Acceptance and Use of Technology) allow to explain and predict the adoption and use of ICT in different contexts. What this paper adds The elaboration of an instrument on the digital competences of the teacher on the use of YouTube as a didactic resource, based on an extended model of UTAUT. Identification of the factors with the greatest incidence on the behavioral intention of the teacher to use YouTube as an educational resource. Identification of how the behavioral intention and the ease of the conditions determine the use of YouTube by teachers to search for educational content, share it or create it by themselves. Implications for practice and/or policy Extensive information on the factors that teachers should pay attention to improve their behavioral intention to use YouTube as a teaching resource. The need to promote improvement policies on technological and digital conditions which will affect the digital competence of the teacher for the usability of YouTube as a more visual, verbal, and interactive educational process. Educational institutions should better prepare teachers for their role as innovative teachers, providing them with adequate digital skills in relation to the use of YouTube as a teaching resource.

Haşlaman, T., Atman Uslu, N., & Mumcu, F. (2024). **Development and in-depth investigation of pre-service teachers' digital competencies based on DigCompEdu: a case study.** *Quality & Quantity*, 58(1), 961-986. <https://doi.org/10.1007/s11135-023-01674-z>

The purpose of this study is twofold: (a) To develop digital competencies of pre-service teachers in an educational process; (b) To describing their digital competences by examining artefacts designed by pre-service teachers based on DigCompEdu framework. Holistic single case study was employed in this study and the course was examined as a single unit. The study group consisted of 40 pre-service teachers. A 14-week course has been designed to develop the digital competencies of pre-service teachers based on the DigCompEdu framework. The e-portfolios and reflection reports of 40 pre-service teachers who participated in the study were examined and evaluated according to the indicators presented for each competence within the framework of DigCompEdu. Pre-service teachers' digital competences were assessed as follows: mostly C2 level in digital resources; mostly C1 level in teaching and learning, and mostly B2 level in assessment and empowering learning. An education process that blends theoretical and practical assignments for the pre-service teachers' digital competencies to be improved was conducted in this study. It is expected that the steps that were followed in the study in the process of training pre-service teachers be directive towards researchers who wish to study this subject. It is important that contextual and cultural qualities are taken into consideration in the interpretation of the findings in the study. This study contributes to the literature in terms of evaluating the digital skills of pre-service teachers based on reflection reports and e-portfolios, instead of self-report surveys.

Helm, F., Baroni, A., & Acconcia, G. (2023). **Global citizenship online in higher education.** *Educational Research for Policy and Practice*, 23(1), 1-18. <https://doi.org/10.1007/s10671-023-09351-6>

Discourses of global education, citizenship and competence have been characterising the higher education literature in recent years. The COVID-19 pandemic has both heightened the relevance of global citizenship education and presented new

challenges as educators and students continue to grapple with the lasting impact and implications. This paper presents the findings of a research study which looked at the perceived learning outcomes of a 'virtual exchange' project which addressed issues relevant to global citizenship, involving students in European and Southern Mediterranean countries in online dialogue programmes. The study used quantitative and qualitative approaches to the analysis of responses to open survey questions using the quantitative tool IRAMUTEQ (Sbalchiero & Tuzzi, 2016) and focus groups. Participants perceived that their learning was happening above all through their encounters and discussions with people from different backgrounds. They reported learning to listen actively and carefully, to accept and/or respect different opinions and experiences. The findings open up possibilities for how higher education institutions might engage students in online transnational and global learning experiences—which can contribute to thinking about renewing education and societies in a post-pandemic world.

Hu, X., Zuo, H., Lai, C., Zhu, G., Guo, J., & Tan, H. (2024). **Is social media use for math learning beneficial for ethnic minority students' math identity? A socialization perspective.** *British Journal of Educational Technology*, 55(1), 363-378. <https://doi.org/10.1111/bjet.13359>

Abstract Although the educational potential of social media has been widely acknowledged, it remains unclear whether social media use might present opportunities for the development of math identity. This study drew on the socialization framework of math identity to examine the relationships between social media use for math learning, bicultural identity integration, ethnic-math beliefs and math identity among ethnic minority high school students in China. Structural equation modelling results showed that (a) social media use was positively related to math identity; (b) high bicultural identity integration was positively associated with math identity, while biased ethnic-math beliefs were negatively related to math identity and (c) social media use suppressed the socialization process of math identity, weakening the maladaptive roles of low bicultural identity integration and biased ethnic-math beliefs in shaping math identity. Our findings highlight the beneficial role of social media use in student math learning. Theoretical and practical implications are discussed. **Practitioner notes** What is already known about this topic Social media use for learning is associated with students' academic motivation, engagement and academic achievement. Social media use may have affordances for identity development, especially for ethnic minorities. The formation of ethnic minority students' math identity is intertwined with their math and ethnic socialization. What this paper adds Social media use for math learning was directly and positively related to ethnic minorities' math identity. This study quantitatively confirmed the associations of bicultural identity integration and ethnic-math beliefs with math identity. Social media use suppressed the relations of bicultural identity integration and ethnic-math beliefs with math identity. Implications for practice and/or policy Promoting social media use for math learning benefits ethnic minority students' math identity. Social media use for math learning could alleviate the maladaptive role of low bicultural identity integration and biased ethnic-math beliefs in math identity development. Ethnic minority students' math identity socialization processes merit attention.

Immanuel, L., Palha, S., & Bouwer, A. (2023). **The design of a digital game to reduce math anxiety in the classroom.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics*

Education (CERME13) (Vol. TWG16). Consulté à l'adresse <https://hal.science/hal-04410830>

Students' feelings of tension or fear for mathematics can interfere with their mathematical performance and choice for a future study or job. Well-designed digital games can help players to feel engaged and experience positive feelings and thoughts, which in turn can be beneficial for reducing math anxiety. Following a design research approach, we developed and investigated a digital game that aims to support students in reducing their math anxiety. The game builds on principles of positive psychology and previous research on game-based learning. In this paper we present the results of the iterative design process from conceptual analysis to a working game prototype.

Jaeger, L. S., & Lüken, M. M. (2023). **The Connection between Numerical Competencies and Young Children's Probabilistic Thinking – A Poster Proposal**. In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG5). Consulté à l'adresse <https://hal.science/hal-04410948>

Lagarrigue, A., Ninassi, B., & Farhi, L. (2023). **Impact'Num le MOOC responsable**. *Collection numérique de l'AMUE, Agence de mutualisation des universités et établissements d'enseignement supérieur*, (29), 2. Consulté à l'adresse <https://inria.hal.science/hal-04402645>

Low tech, écologie numérique, numérique responsable... La prise de conscience de l'impact de l'activité humaine sur l'environnement progresse, et les appels à l'action pour le réduire se multiplient. C'est dans ce contexte que Class'Code et Inria proposent depuis fin 2021, avec le soutien du Ministère de l'éducation nationale, de la jeunesse et des sports et d'Unit, le MOOC Impact'Num sur la plateforme nationale FUN (France Université Numérique).

Lai, C., Chen, Q., Wang, Y., & Qi, X. (2024). **Individual interest, self-regulation, and self-directed language learning with technology beyond the classroom**. *British Journal of Educational Technology*, 55(1), 379-397. <https://doi.org/10.1111/bjet.13366>

Abstract Individual interest and self-regulation are two pillars of self-directed learning. Despite empirical evidence on the interaction between the two with respect to academic achievement, few studies have explored how individual interest and self-regulation might interact and relate to self-directed informal learning. This study surveyed 322 university students on self-regulation and two interest constructs (interest in learning English and interest in pursuing personal interest in English), and tested how these factors related to their engagement in self-directed use of technology for English learning beyond the classroom. Structural equation modelling analysis revealed that despite both being significant determinants, interest factors, and self-regulation were associated differently with various types of self-directed technological activities (instruction-, information-, entertainment- and socialization-oriented activities). Self-regulation was predictive of instruction-, information- and socialization-oriented activities, which have high cognitive load and require effort management for second-language learners. Interest in English learning was consistently a significant predictor of all four types of technological activities. Interest in pursuing personal interest in English played a significant role in information- and entertainment-oriented technological activities. The findings recommend greater attention to individual interest when promoting self-directed informal learning. The findings further suggest adopting a differentiated

approach to bolstering self-directed learning for different purposes. Practitioner notes What is already known about this topic Self-regulation is important to self-directed learning. Subject-matter interest and self-regulation interplay to influence academic performance in formal learning contexts. What this paper adds Interest and self-regulation interplayed to shape self-direction in informal learning contexts. Self-regulation was predictive of instruction-, information- and socialization-oriented activities. Interest factors added additional explanation power on self-directed technological activities. Both subject-matter interest and the integration of personal interest with subject learning were significant determinants. The integration of personal interest with subject learning mediated the influence of subject-matter interest. Implications for practice and/or policy Educational interventions need to work simultaneously on both interest and self-regulation to bolster self-directed learning. Educators need to address different factors when boosting different types of technological activities. A relative stance needs to be taken since self-regulation might play a less significant role in less taxing technological activities. It is important to deliberately integrate students' personal interests into English learning and help students perceive and act on the integration.

Larty, J., & Hodgson, V. (2024). **An exploration of the ideological becoming of online educators.** *British Journal of Educational Technology*, 55(1), 139-155. <https://doi.org/10.1111/bjet.13331>

Abstract As online education continues to proliferate that there is a need to understand how institutions can better support faculty in the transition to online education. Building on work that has suggested the importance of learning spaces for faculty to engage in discussion and reflection on their move to online education, this paper employs Bakhtin's notion of ideological becoming to provide a theoretically grounded understanding of how the design of such spaces can better facilitate this move. The paper reveals how learning spaces designed to develop critical awareness empower faculty to navigate discourses of online education, enabling them to build on their existing knowledge and skills as educators. The findings reveal how engaging faculty in critical dialogue can enable a cumulative shift in thinking from discussions dominated by authoritative discourses of online education that create an initial confusion between performance and pedagogy to the development of critical awareness that enables them to challenge dominant discourses and reconnect with the self as an experienced educator. The paper provides an important insight into an approach that might enable institutions to better support faculty buy-in and acceptance of online education. Practitioner Notes What is already known about this topic Institutions struggle to understand how best to engage faculty in the transition to online education. A number of frameworks and models have been proposed to facilitate the transition, but these mostly take a managerial perspective. The transition to online teaching is most effective when supported by opportunities for faculty to engage in critical reflection and discussion. Less is known about how opportunities for critical reflection support the transition process and there is a need to theoretically ground such understanding. What this paper adds The paper draws on Bakhtin's notion of ideological becoming to explore how learning spaces for educator discussion and reflection can be used to facilitate the transition process. The findings show how learning spaces can be designed to enable faculty to develop the skills to navigate and challenge dominant discourses of online learning. The development of critical awareness among educators can also facilitate the development of educational practices for both classroom and online teaching. Implications for practice and/or policy The transition to online education is not an individual activity, but a

collaborative and dialogical process. Faculty need time and space to critically challenge dominant discourses of online education and to re-establish their existing skills and experience within an online context. This should not be a one-off event but an ongoing process and conversation in a constantly changing and evolving higher education context. At the policy level, we should not expect online educational practice to be based on one approach or model, but to celebrate individuality and innovation.

Lehane, P., Scully, D., & O'Leary, M. (2024). **Why multimedia might matter: The impact of animations and images on item performance and test-taker behaviour.** *British Journal of Educational Technology*, 55(1), 398-416. <https://doi.org/10.1111/bjet.13369>

Abstract The use of animations and images in technology-based assessments (TBAs) represents a significant change in assessment design. To ensure that appropriate inferences can be drawn from assessments that use multimedia stimuli, their impact on test-taker performance and behaviour must be investigated. To achieve this, an experiment was conducted with 251 Irish post-primary students using an animated and text-image version of the same TBA of scientific literacy. Eye movement ($n=33$) and interview data ($n=12$) were also collected as a measure of test-taker attentional behaviour. Overall, there was no significant difference in test-taker performance when identical items used animated or text-image stimuli. However, items with dynamic stimuli often had higher discrimination indices indicating that these items were better at distinguishing between those with differing levels of knowledge. Eye movement data also revealed that dynamic item stimuli encouraged longer average fixation durations on the response area of an item. These findings indicate that multimedia stimuli may potentially affect how test-takers interact with online assessments. This has implications for what claims can be made about a learner's performance on an assessment. Recommendations for policy, practice and future research are considered. Practitioner notes What is already known about this topic: The use of multimedia stimuli in the form of diagrams, high-resolutions images, animations, and simulations are becoming more commonplace in technology-based assessments (TBAs) for post-primary aged learners. It is unclear what impact the use of multimedia stimuli can have on an individual's performance and behaviour in assessment/testing contexts. Eye movement data can be used to support our understanding of test-takers' interactions with TBAs. What this paper adds: By comparing the use of different types of multimedia stimuli (animations vs images), this study has responded to calls for a more in-depth examination of test items involving multimedia stimuli for TBAs. While there was no difference in test-taker performance between those who saw test items with different forms of multimedia stimuli, key differences in attentional behaviour were noted. Test-takers interacted with the assessment differently pending the multimedia stimuli used. The current study showed that dynamic stimuli may be a way to improve item discrimination, which is generally desirable in assessments. Implications for practice and/or policy: Certain design features appeared to add additional assessment load. This information could be leveraged to improve test item design and test specifications. It may also encourage test-developers to reconsider what claims they make about individuals who complete assessments with these features. Eye-tracking technology has huge potential to support research in online assessment environments.

Li, W., Liu, C.-Y., & Tseng, J. C. R. (2024). **Development of a metacognitive regulation-based collaborative programming system and its effects on students' learning**

achievements, computational thinking tendency and group metacognition. *British Journal of Educational Technology*, 55(1), 318-339. <https://doi.org/10.1111/bjet.13358>

Abstract Collaborative programming helps improve students' computational thinking and increases their confidence in solving programming problems. However, the effect of collaborative learning is not ideal because it is difficult for students to mobilize metacognition to regulate learning spontaneously. To guide students to effectively regulate the learning process when they collaborate to solve programming problems, this study develops a collaborative learning approach and a Collaborative programming System (MR-CPS) based on metacognitive regulation to support students' collaborative programming learning. A quasi-experimental study was conducted in a junior high school programming course in Taiwan to assess the effects on students. The impacts of MR-CPS from both individual and collaborative perspectives were investigated. Students' learning achievement and computational thinking tendencies were examined from an individual perspective. From a collaborative perspective, group self-efficacy and group metacognition were investigated. Participants were divided into MR-CPS (n=115) and No-MR-CPS (n=107). The MR-CPS group used the collaborative programming approach with metacognitive regulation mechanisms as the experimental group. In contrast, the No-MR-CPS group used the collaborative programming approach without metacognitive regulation mechanisms as the control group. The results show that the MR-CPS group statistically significantly outperformed the No-MR-CPS group in learning achievements. It was also found that the MR-CPS group had statistically significantly better computational thinking tendency, collective efficacy and metacognitive planning and evaluation skills than the No-MR-CPS group. This finding suggests that the MR-CPS has the potential to improve students' learning achievements, computational thinking tendency, group metacognition and collective efficacy. The study results have implications for the design of collaborative programming systems consistent with metacognitive regulation.

Lin, J., Raković, M., Li, Y., Xie, H., Lang, D., Gašević, D., & Chen, G. (2024). **On the role of politeness in online human-human tutoring.** *British Journal of Educational Technology*, 55(1), 156-180. <https://doi.org/10.1111/bjet.13333>

Abstract Researchers have demonstrated that dialogue-based intelligent tutoring systems (ITS) can be effective in assisting students in learning. However, little research has attempted to explore the necessity of equipping dialogue-based ITS with one of the most important capabilities of human tutors, that is, maintaining polite interactions with students, which is essential to provide students with a pleasant learning experience. In this study, we examined the role of politeness by analysing a large-scale real-world dataset consisting of over 14K online human-human tutorial dialogues. Specifically, we employed linguistic theories of politeness to characterise the politeness levels of tutor-student-generated utterances, investigated the correlation between the politeness levels of tutors' utterances and students' problem-solving performance and quantified the power of politeness in predicting students' problem-solving performance by applying Gradient Tree Boosting. The study results showed that: (i) in the effective tutorial sessions (ie, sessions in which students successfully solved problems), tutors tended to be very polite at the start of a tutorial session and become more direct to guide students as the session progressed; (ii) students with better performance in solving problems tended to be more polite at the beginning and the end of a tutorial session than their counterparts who failed to solve problems; (iii) the correlation between tutors' polite expressions and students' performance was not evident in non-instructional

communication; and (iv) politeness alone cannot adequately reveal students' problem-solving performance, and thus other factors (eg, sentiment contained in utterances) should also be taken into account. Practitioner notes What is already known about this topic Human?human tutoring is acknowledged as an effective instructional method. Polite expression can help strengthen the relationship between tutors and students. Polite expression can promote students' learning achievements in many educational contexts. What this paper adds By considering the students' prior progress on a problem-based learning task, we demonstrated the extent to which tutors and students display politeness in tutoring dialogues. Tutors' polite expressions might not correlate with students' problem-solving performance in online human?human tutoring dialogues. Politeness alone was insufficient to predict the students' performance. Implications for practice Tutors might consider using words with positive sentiment values to express politeness to students with prior progress, which might encourage those students to make a further effort. The polite strategy of expressing indirect requests could help tutors mitigate the sense of directness, but this strategy should be carefully used in delivering instructional hints, especially for students without prior progress. To better assist students without prior progress, tutors might consider using more direct expression to explicitly guide students.

Lin, L., King, R. B., Fu, L., & Leung, S. O. (2024). **Information and communication technology engagement and digital reading: How meta-cognitive strategies impact their relationship.** *British Journal of Educational Technology*, 55(1), 277-296. <https://doi.org/10.1111/bjet.13355>

Abstract The purpose of the study was to examine the relationships among information and communication technology (ICT) engagement, meta-cognitive strategies and digital reading. Specifically, we used PISA 2018 data to examine whether (a) the behavioural aspect of ICT engagement negatively impacted digital reading, (b) the motivational aspect of ICT engagement positively impacted digital reading and (c) meta-cognitive strategies mediated or moderated the relationship between ICT engagement and digital reading. Our findings revealed that (a) the behavioural aspect of ICT engagement negatively impacted digital reading, whereas the motivational aspect of ICT engagement, except ICT social motivation, positively impacted digital reading; (b) the behavioural aspect of ICT engagement, as well as ICT social motivation, had significant negative indirect effects on digital reading achievement through meta-cognitive strategies, whereas all other motivational aspects of ICT engagement were differentially mediated by the meta-cognitive strategies; (c) the impact of ICT social motivation on ICT engagement was mediated and moderated by meta-cognitive strategies. These findings are discussed in terms of the educational implications, limitations and future directions. Practitioner notes What is already known about this topic There is ambiguity in the literature regarding the relationship between ICT engagement and achievement. The nature of the relationships among ICT engagement, meta-cognitive strategy use and achievement in digital reading remains unclear. What this paper adds The behavioural aspect of ICT engagement, as well as ICT social motivation, had significant negative indirect effects on digital reading achievement through meta-cognitive strategies, whereas all other motivational aspects of ICT engagement were differentially mediated by the meta-cognitive strategies. The impact of ICT social motivation on ICT engagement was mediated and moderated by meta-cognitive strategies. Implications for practice and/or policy Practitioners should focus on how to utilize ICT by applying appropriate strategies. Students' knowledge about and use of

meta-cognitive strategies play positive roles even in the contexts when rote learning activities predominate.

Liu, Q., Zheng, X., Liu, Y., Wu, L., Zhang, S., Zhang, N., & Wang, Q. (2024). **Exploration of the characteristics of teachers' multimodal behaviours in problem-oriented teaching activities with different response levels.** *British Journal of Educational Technology*, 55(1), 181-207. <https://doi.org/10.1111/bjet.13332>

Abstract Problem-oriented teaching (POT) activities are important in classroom instruction. The level of student response can be influenced by different teacher behaviours in POT. However, the characteristics of teachers' multimodal behaviours at different levels of response are unclear. This study applied epistemic network analysis to explore the characteristics of teachers' multimodal behaviours in POT with different response levels. Using 256 POT segments from 12 classroom teaching videos in primary and secondary schools, this study found that authentic questions and iconic gestures occupied a central position in multimodal behaviours. The concomitant use of multimodal behaviours and the flexibility in eye contact could improve the response levels of students. These findings help understand how teachers' multimodal behaviours can promote students' responses. Practitioner notes What is already known about this topic Various behaviours have been shown to impact learners' response, such as teachers' responses to students and teachers' non-verbal behaviours. Epistemic network analysis can be used to analyse the structure of the connections between cognitive, social and interaction data. What this paper adds This study analyses the characteristics of teachers' multimodal behaviours during problem-oriented activities. It also compares the salient properties of non-verbal, verbal and multimodal behavioural networks generated by interactive fragments of students' responses of different cognitive levels. Implications for practice and policy Teachers should ask more authentic questions in the classroom to promote in-depth thinking processes in students. The appropriate coordination of multimodal behaviours by teachers is crucial to promote the cognitive level of students' responses. Upon making eye contact with students, teachers should also use iconic gestures and be flexible regarding the use of eye contact.

Liu, X., & Zhang, L. (2024). **Exploring the relationship between teachers' professional capital and technology-enhanced teaching innovation: The mediating role of constructivist belief.** *Teaching and Teacher Education*, 139, 104434. <https://doi.org/10.1016/j.tate.2023.104434>

This study aims to develop and test a mediation model to examine teachers' constructivist belief as a mediator in the relationship between teachers' professional capital and technology-enhanced teaching innovation. Analysing data from 4,471 Chinese teachers, we found that: (a) Teachers' professional capital, integrating human, social, and decisional capital, positively related to technology-enhanced teaching innovation. (b) The effect of teachers' professional capital surpasses the individual effects of teachers' human, social or decisional capital. (c) Constructivist belief mediates the relationship between professional capital and teaching innovation. This work provides implications on how to promote teaching innovation from a professional capital perspective.

Macleroy, V., & Chung, Y. (2023). **How Can Digital Storytelling Open Up Spaces for Activist Citizenship Where Young Children Create Stories of Hope and Resilience Across the**

World? *International Journal of Early Childhood*, 55(3), 441-461.
<https://doi.org/10.1007/s13158-023-00371-0>

This article examines how 8-year-old children in a primary school in England develop new understandings of hardship and survival through the process of digital storytelling. The research presented here is part of a larger global literacy 'Critical Connections Multilingual Digital Storytelling Project' (2012-ongoing) working across 15 countries (Algeria, Australia, Cyprus, Egypt, England, Germany, India, Italy, Luxembourg, Malaysia, Palestine, Switzerland, Taiwan, Turkey, U.S.A.) in over 36 languages. We build on critical literacy research which argues that in creating texts, such as digital stories, with an ethic of social justice, children have to navigate tensions existing within cultures, languages, and communities. In our research, we look at what happens when children create their own collaborative digital story, interrogating these tensions surrounding ideas and realities of social justice, and decide how to represent their lives and the lives of others. We analyze the filmmaking process and how a class of 8-year-old children create a digital story, *A Reflection on Water*, for the project. As part of the process of creating their digital story, these children walk around their school playground carrying heavy buckets of water, raise money for Water Aid, create a website, and want children across the world to get clean water. These young children become part of a wider digital storytelling community at a global film festival, and we examine their reflections on the digital story, *From my Window- De ma Fenêtre*, created by older 10-year-old children in their school. A Ukrainian child joined this class during the project and their digital story shifted to incorporate their collective response to the Ukrainian crisis. In conclusion, we return to the Critical Connections Pedagogical Model and demonstrate collaborative filmmaking can open up spaces for activist citizenship with young children, and stories of hope and resilience.

Mao, P., Cai, Z., Wang, Z., Hao, X., Fan, X., & Sun, X. (2024). **The effects of dynamic and static feedback under tasks with different difficulty levels in digital game-based learning.** *The Internet and Higher Education*, 60, 100923.
<https://doi.org/10.1016/j.iheduc.2023.100923>

To provide more useful feedback strategies in DGBL, this study investigated the effects of dynamic feedback (feedback contents adjusted to game task difficulty) and static feedback (the same feedback contents for all tasks) on students' learning by using an educational programming game with easy to difficult game tasks. In addition, a lag sequence analysis was used to analyze the behavior patterns of learners. A sample of 105 university students were randomly assigned to four feedback treatment conditions. The results showed that dynamic feedback, with feedback contents appropriately adjusted to the task difficulty levels (i.e., simple hints after easy game tasks and detailed explanations after difficult game tasks), were more effective in enhancing students' learning achievement and gaming engagement. Furthermore, we also found that providing detailed explanations after both easy and difficult game tasks led to a decrease in learners' engagement. The implications of findings and future research directions are discussed.

Max, A.-L., Lukas, S., & Weitzel, H. (2024). **The pedagogical makerspace: Learning opportunity and challenge for prospective teachers' growth of TPACK.** *British Journal of Educational Technology*, 55(1), 208-230. <https://doi.org/10.1111/bjet.13324>

Abstract The aim of this study was (1) to describe challenges prospective teachers perceive during project work in a pedagogical makerspace and coping strategies they

develop to deal with the challenges, (2) to analyse the development of prospective teachers' TPACK and attitudes towards the use of ICT in class. Challenges regarding project work and coping strategies were recorded via semi-structured interviews and evaluated by qualitative content analysis. TPACK and prospective teachers' attitudes towards the usefulness of digital technologies, technology acceptance, intrinsic motivation, self-efficacy, intentions to use digital media and constructivist understanding of teaching were assessed via questionnaire. The sample consists of German prospective teachers (N=145). The results show an increase in TPACK, technology acceptance, intention to use digital media and motivation over the course of the project. TPACK before the intervention was the only variable that predicted TPACK after the intervention. The prospective teachers report numerous challenges during their projects, which can be attributed to the framework, teamwork, and taskwork levels, as well as the individual TPACK. Coping strategies were mainly found on the taskwork level, for example by adjusting goals, creating subtasks and organising regular feedback meetings for self-monitoring. Practitioner notes What is already known about this topic The opportunities for using ICT in schools are developing rapidly, and with them, the demands on teachers' skills (TPACK). The promotion of TPACK competencies in a holistic, multi-layered, and practice-oriented manner has to be learned over a longer period of time combining theoretical explanations with practical activities. Making appears to be a suitable activity to foster TPACK, and a makerspace was described as an ideal learning environment to follow constructivist learning, but it has not yet been empirically tested. What this paper adds The presentation of an innovative approach for prospective teachers to teach TPACK problem- and project-based in a pedagogical makerspace. Empirical data of a large sample size in a field that has not yet been sufficiently empirically researched. A model-based analysis of the challenges of project work in a university pedagogical makerspace regarding preservice teachers and their coping strategies. Examination of the suitability of project-based work in the pedagogical makerspace for teaching TPACK and relevant attitudes. Further insights about learning processes and influencing factors in a university pedagogical makerspace with respect to promoting TPACK. Implications for practice A pedagogical makerspace is a suitable learning environment to foster TPACK and attitudes towards the use of ICT in school. TPACK development depends on TPACK before working in a makerspace. Challenges and coping strategies while working in a pedagogical makerspace can be assigned to four levels. The assignment of challenges and coping strategies to those levels supports lecturers in developing the necessary support structures. Support structures should include at least basic knowledge about the organisation of projects. Agile project elements prove helpful for product development in the makerspace.

Miao, F., & Holmes, W. (2023). **Guidance for generative AI in education and research** (p. 44). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000386693>

Mocquet, B. (2023). **À la recherche d'usages d'IA dans le contexte du Sup'**. Collection numérique de l'AMUE, Agence de mutualisation des universités et établissements d'enseignement supérieur. Consulté à l'adresse <https://hal.science/hal-04387752> la collection numérique de l'Agence de mutualisation des universités et établissements d'enseignement supérieur ou de recherche et de support à l'enseignement supérieur ou à la recherche

OECD. (2023). **OECD Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem**. Consulté à l'adresse <https://doi.org/10.1787/c74f03de-en>
Digital Education Outlook 2023 provides a comparative, thematic analysis of how countries shape or could shape their digital ecosystem.

Paquette, G., Basque, J., & Henri, F. (2023). **Apprendre et enseigner sur le Web: quelle ingénierie pédagogique?** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/apprendre-enseigner-sur-web-quelle-ingenierie-4334.html>

L'essor des technologies numériques entraîne de profonds bouleversements en éducation. La récente pandémie a accéléré leur usage et a révélé le manque de préparation des milieux éducatifs. Les défis pédagogiques, technologiques et organisationnels à y relever sont largement sous-estimés. L'ouvrage vise à contribuer à l'actualisation des pratiques en ingénierie pédagogique et à la formation de nouveaux praticiens, formateurs et chercheurs dont nos sociétés axées sur le savoir ont de plus en plus besoin à l'ère numérique.

Prisca, F. (2024). **L'éducation inclusive et numérique : quelles convergences ?** Dossier de veille de l'IFÉ, (146). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/DA/detailsDossier.php?parent=accueil&dossier=146&lang=fr>

Roelens, C. (2024). **Présent à distance, une posture d'entre-deux ? Esquisse d'une éthique de l'accompagnement numérique**. *Phronesis*, 13(1), 106-125. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2024-1-page-106.htm>

Cet article procède de l'éthique de l'éducation et de la formation, dans une perspective interdisciplinaire elle-même structurellement inscrite dans la multiréférentialité constitutive des sciences de l'éducation et de la formation. Nous y mobilisons la saisie de l'entre-deux, tel que conceptualisé par Daniel Sibony, comme posture professionnelle en éducation et formation pour envisager les manières d'articuler accompagnement et présence éducative et formative et distance physique de fait par la médiation du numérique, le tout de manière éthique. Nous discutons des conditions auxquelles l'accompagnement peut être soluble dans le distanciel (1), y dialectisons présence et numérique en éducation et formation (2), et posons enfin quelques jalons pour une éthique de l'accompagnement numérique bienveillant, faisant fond sur le concept d'autorité et ses mutations dans la démocratie hypermoderne (3).

Torrington, J., Bower, M., & Burns, E. C. (2024). **Elementary students' self-regulation in computer-based learning environments: How do self-report measures, observations and teacher rating relate to task performance?** *British Journal of Educational Technology*, 55(1), 231-258. <https://doi.org/10.1111/bjet.13338>

Abstract It is well-established that being a self-regulated learner is beneficial academically, motivationally and is considered essential for productive life-long learning. Despite this, there is limited evidence examining how different measures of self-regulation for learning (SRL) relate to task performance for young students learning in digital contexts. This study investigated the relationships between different measures of SRL of elementary school students ($N=48$, $Age=10.75$) while using a computer-based learning environment, and their association with task performance and teacher rating of student SRL ability. Results confirmed the most effective measure of SRL, in terms of its relationship with, and predictability of task performance, was a self-report written

response, whereby students identified and explained known SRL strategies, such as how to plan, monitor or complete their work. Teacher ratings of their students' metacognitive capability were significantly correlated with task performance and with two self-report instruments: the Junior Metacognitive Awareness Inventory and the SRL written response. Associations between actual observed self-regulation behaviours in a computer-based learning environment, using Azevedo et al.'s coding framework and how students self-reported their knowledge and understanding about SRL, were weak. Observations of young students' SRL behaviours in computer-based learning environments were not significantly related to task performance. Better understanding of these relationships will help educators and researchers to know where they should focus their attention in terms of developing elementary school students' self-regulatory capabilities in digital contexts, as well as the reliability of self-report measures of SRL as relative to observations of self-regulation and task performance. Implications for teacher practice are also discussed.

Practitioner notes What is already known about this topic Students need to use self-regulation for learning (SRL) strategies in digital contexts. Self-regulation strategies need to be explicitly taught to students as they are not guaranteed to become automatically acquired. Being a self-regulated learner leads to improved academic performance, engagement and motivation. What this paper adds Empirical evidence addressing the associations and patterns between various measures of SRL for young students learning in digital environments. Student self-report explanations of known SRL strategies was the only significant predictor of student task performance. Coding of young students' SRL behaviours in digital environments do not relate well to task performance. Implications for practice and/or policy Understanding the associations between young students' self-report of SRL and how this relates to their actual SRL behaviour while using digital technology is critical to supporting student learning and success. Learning to better articulate self-regulation strategies may result in greater consciousness and application of self-regulation strategies in digital contexts, which in turn could improve task performance. Eliciting explanations from students about SRL strategies may be more informative and expedient than conducting and analysing individual observations in digital contexts, to determine the general self-regulatory knowledge and understanding of young students.

Veyrac, H., & Lipp, A. (2022). **La vidéoformation pour la conceptualisation de l'action pour la sécurité en chantier pédagogique en forêt.** *Travail et Apprentissages*, 24(2), 23-38. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-apprentissages-2022-2-page-23.htm>

Former aux techniques forestières, comme abattre un arbre avec outils à main à un groupe d'apprenants, est un travail qui présente un niveau de risque d'accident grave très élevé. Ce niveau de risque justifie la conception d'un dispositif de formation pour les enseignants-formateurs amenés à conduire des chantiers à visée pédagogique. Ce dispositif s'appuie sur la didactique professionnelle et des outils de vidéoformation. Il permet de mieux comprendre comment peuvent s'articuler l'analyse du travail et les objectifs d'aide à la conceptualisation de l'action. Premièrement, par la mise en scène des concepts issus d'une analyse du travail menée en amont avec des professionnels par une instruction au sosie. Deuxièmement par une situation de travail à fort potentiel d'apprentissage, jouée, simulée en forêt, puis mise en scène sous forme de vidéo interactive, intégrant des conceptualisations de l'action identifiées par la littérature en sciences de l'éducation et de la formation.

Voillot, M. (2022). **Le corps au coeur de l'apprentissage grâce au numérique : exploration d'un nouveau paradigme pour l'éducation à la petite enfance** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://theses.hal.science/tel-04413290>

Face à l'arrivée bouleversante des outils numériques, et surtout des écrans, dans la vie des tout-petits, les préoccupations des professionnels de petite enfance se multiplient. Comment favoriser le développement des jeunes enfants à l'ère numérique ? Comment promouvoir et diversifier les apprentissages grâce au numérique ? ou encore, comment promouvoir une culture numérique dès la maternelle ? Ces questionnements de recherche sont à l'origine du projet de thèse de Marion Voillot qui se situe à la croisée des domaines du design, des interactions humain-machine et des sciences cognitives, et propose ainsi de repenser l'éducation au numérique dès la petite enfance. Dans un processus de recherche en design, nous avons co-créé trois dispositifs interactifs inclus dans des expériences d'apprentissage incorporées par le numérique. C'est-à-dire que ces dispositifs positionnent le corps comme médium d'interaction avec la technologie en mobilisant communément les sens (ouïe, vue, toucher), ainsi que le mouvement. - CoMo'education - une application pour raconter des histoires sonores en mouvement grâce à l'utilisation de smartphones traduisant alors des gestes en sons (en collaboration avec l'équipe Interaction Son Musique Mouvement de l'IRCAM-STMS) - learning matters - des circuits en textile électronique permettant de manipuler physiquement des systèmes de traitement de l'information : énergie/ information/ signal, par l'intermédiaire de gestes précis - caresser, taper, frotter (en collaboration avec Claire Eliot, designer spécialisée en e-textile) - L'eGloo- un mini living-lab conçu pour les jeunes enfants dans lequel la narration d'une histoire encourage la réalisation d'interactions multi-sensorielles (en collaboration avec Premiers Cris, Les Causeuses électroniques et OVAOM). Chaque dispositif est le fruit d'un processus de collaboration interdisciplinaire réunissant des expertes de la petite enfance, des ingénieures et des designers. Les expériences suscitées ont été testées au sein d'écoles maternelles ou lieux d'éveil culturel et artistique.

Wang, P., Luo, H., Liu, B., Chen, T., & Jiang, H. (2024). **Investigating the combined effects of role assignment and discussion timing in a blended learning environment.** *The Internet and Higher Education*, 60, 100932. <https://doi.org/10.1016/j.iheduc.2023.100932>

Asynchronous online discussion (AOD) is an essential component of blended learning, and role assignment and timing are two important discussion design considerations. With the purpose of improving blended learning through effective AOD design, this study conducted a two-level factorial experiment to explore the main effects and interaction effects of role assignment and timing on blended learning outcome and experiences. In addition, this experiment examined the influence of role assignment and timing on participants' social communication in AOD and the effects of timing on individual role performance in role-based discussion. A total of 114 participants in a blended course were randomly assigned to four experimental conditions: role-based pre-class discussion (n = 29), role-free pre-class discussion (n = 29), role-based post-class discussion (n = 28), and role-free post-class discussion (n = 28). The results showed that the role assignment strategy featured by initiator, supporter, and arguer has led to improved learning experiences in terms of affection, sense of community, and forum experiences, as well as enhanced social communication in AOD; while timing affected the enactment, contribution, and participation of assigned roles in role-based discussions. However, there was no significant interaction between the two AOD strategies. In general, role-based post-class AOD is recommended after face-to-face lesson because of the better learning experience and role performance.

Weijers, R. J., de Koning, B. B., Scholten, E., Wong, L. Y. J., & Paas, F. (2024). **“Feel free to ask”**: Nudging to promote asking questions in the online classroom. *The Internet and Higher Education*, 60, 100931. <https://doi.org/10.1016/j.iheduc.2023.100931>

Asking questions is vital for learning, yet students seldom exhibit this behavior. Given the increasing presence of online classrooms in tertiary education, it is much needed to examine ways to encourage students to ask questions and increase their engagement. Despite the critical role of asking questions to enhance learning, little is known in research on promoting this behavior. Therefore, in this paper, we empirically tested the effect of nudging – a novel approach in education consisting of subtle interventions to change behavior – in online classrooms in tertiary education on question asking behavior, student engagement, and grades. In Experiment 1 (n = 1011), the teacher’s virtual background prompted questions (prompt nudge), while in Experiment 2 (n = 449), the teacher set a goal for the students to ask one question per session (goal-setting nudge). We found a trend towards a positive effect of the prompt nudge on questions, but not on grades. Exploratory analyses revealed this was driven by students who already asked many questions. We found no effect of the goal-setting nudge on any measure, nor any effect in either experiment on student engagement. The findings demonstrate that the prompt nudge can be a possible useful and easy to implement tool to encourage questions in the online classroom.

Wu, R., & Yu, Z. (2024). **Do AI chatbots improve students learning outcomes? Evidence from a meta-analysis.** *British Journal of Educational Technology*, 55(1), 10-33. <https://doi.org/10.1111/bjet.13334>

Abstract Artificial intelligence (AI) chatbots are gaining increasing popularity in education. Due to their increasing popularity, many empirical studies have been devoted to exploring the effects of AI chatbots on students’ learning outcomes. The proliferation of experimental studies has highlighted the need to summarize and synthesize the inconsistent findings about the effects of AI chatbots on students’ learning outcomes. However, few reviews focused on the meta-analysis of the effects of AI chatbots on students’ learning outcomes. The present study performed a meta-analysis of 24 randomized studies utilizing Stata software (version 14). The main goal of the current study was to meta-analytically examine the effects of AI chatbots on students’ learning outcomes and the moderating effects of educational levels and intervention duration. The results indicated that AI chatbots had a large effect on students’ learning outcomes. Moreover, AI chatbots had a greater effect on students in higher education, compared to those in primary education and secondary education. In addition, short interventions were found to have a stronger effect on students’ learning outcomes than long interventions. It could be explained by the argument that the novelty effects of AI chatbots could improve learning outcomes in short interventions, but it has worn off in the long interventions. Future designers and educators should make attempt to increase students’ learning outcomes by equipping AI chatbots with human-like avatars, gamification elements and emotional intelligence. Practitioner notes What is already known about this topic In recent years, artificial intelligence (AI) chatbots have been gaining increasing popularity in education. Studies undertaken so far have provided conflicting evidence concerning the effects of AI chatbots on students’ learning outcomes. There has remained a paucity of meta-analyses synthesizing the contradictory findings about the effects of AI chatbots on students’ learning outcomes. What this paper adds This study, through meta-analysis, synthesized these recent findings about the

effects of AI chatbots on students' learning outcomes. This study found that AI chatbots could have a large effect on students' learning outcomes. This study found that the effects of AI chatbots were moderated by educational levels and intervention duration. Implications for practice and/or policy AI chatbot designers could make AI chatbots better by equipping AI chatbots with human-like avatars, gamification elements and emotional intelligence Practitioners and/or teachers should draw attention to the positive and negative effects of AI chatbots on students. Considering the importance of ChatGPT, more research is required to develop a better understanding of the effects of ChatGPT in education. More research is needed to examine the mechanisms underlying the effects of AI chatbots on students' learning outcomes.

Xiao, Y., & Hew, K. F. T. (2024). **Intangible rewards versus tangible rewards in gamified online learning: Which promotes student intrinsic motivation, behavioural engagement, cognitive engagement and learning performance?** *British Journal of Educational Technology*, 55(1), 297-317. <https://doi.org/10.1111/bjet.13361>

Abstract Gamification has often been used to stimulate learner engagement via intangible rewards, such as virtual points and virtual badges, rather than material goods or benefits. However, not all learners value such intangible rewards; some express their desire to redeem intangible rewards for utilitarian resources or benefits. Although tangible rewards have long been considered a key gamification mechanism in commercial loyalty programs, few studies have explicitly explored its effectiveness in the context of gamified education. To address this gap, the present study used a randomized controlled trial approach to examine the effects of tangible rewards that are redeemed through intangible rewards on students' intrinsic motivation, behavioural and cognitive engagement, and learning performance in a fully online gamified flipped class. Each student was randomly assigned either to the tangible rewards group (EG_n=28) or the intangible rewards group (CG_n=29). The students in EG significantly outperformed those in CG in terms of intrinsic motivation, behavioural engagement, cognitive engagement and learning performance in the final exam. The results provided practical implications for instructors who plan to use tangible rewards in their gamified classes. Practitioner notes What is already known about this topic Fully online learning often suffers from a lack of student engagement. Gamification is often used to stimulate learner engagement via intangible rewards (eg, virtual points and badges) that do not contain any utilitarian benefits outside the gamified system. Not all learners value intangible rewards over time; instead, they desire to convert the intangible badges or points into more utilitarian benefits/resources. What this paper adds This study conducted a randomized controlled experiment to compare the effects of redeemable tangible rewards and intangible rewards on student intrinsic motivation, behavioural engagement, cognitive engagement and learning performance. The tangible rewards group significantly outperformed the intangible rewards group in all aspects. Implications for practice Using tangible rewards is better than merely using intangible rewards in gamified learning. Practitioners should link tangible rewards to a standard of performance. Practitioners should also set a specific and moderately challenging redemption goal.

Xie, J., & Correia, A.-P. (2024). **The effects of instructor participation in asynchronous online discussions on student performance: A systematic review.** *British Journal of Educational Technology*, 55(1), 71-89. <https://doi.org/10.1111/bjet.13350>

Abstract Asynchronous online discussion is a learning activity commonly used in online teaching. The way instructors participate in asynchronous online discussions significantly

impacts students' learning outcomes. This systematic review aims to determine the effects of instructor participation in asynchronous online discussions on student performance by analysing 25 relevant studies in the past twelve years (2011-2022). The findings show that the research was focused on the presence, frequency and type of instructor participation. The effects of instructor participation on student performance were mixed and concentrated in five main aspects: the quantity of student participation, the quality of student participation, student achievements, student emotions and student learning time. Not only the teaching experience of instructors but also course content, learning objectives, class sizes and learner characteristics influenced the effects. Based on the findings, several recommendations were made to help instructors effectively participate in asynchronous online discussions, thereby contributing to improving the quality of online education. Practitioner notes What is already known about this topic Asynchronous online discussion is a learning activity commonly used in online teaching. The way instructors participate in asynchronous online discussions significantly impacts students' learning outcomes. What this paper adds Previous research on instructor participation in asynchronous online discussions and student performance primarily focuses on the presence, frequency and type of instructor participation. The impact of instructor participation on student performance is mixed and concentrated in the following main areas: Quantity of student participation Quality of student participation Student achievements Student emotions Student learning time The effects of instructor participation are influenced not only by the teaching experience of instructors but also by: Course content Learning objectives Class sizes Learner characteristics Implications for practice and/or policy Instructors should participate in asynchronous online discussions based on the class sizes, more in small classes (within 15 students) and less in large classes (more than 30 students). If it is possible, divide the large classes into small discussion groups. Instructors should initiate discussions with heuristic and interesting open-ended questions, gradually release control and give the central position to students and intervene only when necessary (eg, keep discussions on track, provide correct information, extend discussions, mediate conflicts, etc). Instructors should apply appropriate facilitation strategies (eg, establish detailed discussion rubrics, grade student posts and provide regular individual feedback). Instructors should use more instructional comments and supplement them with sincere rather than perfunctory social comments.

Yan, L., Sha, L., Zhao, L., Li, Y., Martinez-Maldonado, R., Chen, G., ... Gašević, D. (2024). **Practical and ethical challenges of large language models in education: A systematic scoping review.** *British Journal of Educational Technology*, 55(1), 90-112. <https://doi.org/10.1111/bjet.13370>

Abstract Educational technology innovations leveraging large language models (LLMs) have shown the potential to automate the laborious process of generating and analysing textual content. While various innovations have been developed to automate a range of educational tasks (eg, question generation, feedback provision, and essay grading), there are concerns regarding the practicality and ethicality of these innovations. Such concerns may hinder future research and the adoption of LLMs-based innovations in authentic educational contexts. To address this, we conducted a systematic scoping review of 118 peer-reviewed papers published since 2017 to pinpoint the current state of research on using LLMs to automate and support educational tasks. The findings revealed 53 use cases for LLMs in automating education tasks, categorised into nine main categories: profiling/labelling, detection, grading, teaching support, prediction, knowledge representation, feedback, content generation, and

recommendation. Additionally, we also identified several practical and ethical challenges, including low technological readiness, lack of replicability and transparency and insufficient privacy and beneficence considerations. The findings were summarised into three recommendations for future studies, including updating existing innovations with state-of-the-art models (eg, GPT-3/4), embracing the initiative of open-sourcing models/systems, and adopting a human-centred approach throughout the developmental process. As the intersection of AI and education is continuously evolving, the findings of this study can serve as an essential reference point for researchers, allowing them to leverage the strengths, learn from the limitations, and uncover potential research opportunities enabled by ChatGPT and other generative AI models. Practitioner notes What is currently known about this topic Generating and analysing text-based content are time-consuming and laborious tasks. Large language models are capable of efficiently analysing an unprecedented amount of textual content and completing complex natural language processing and generation tasks. Large language models have been increasingly used to develop educational technologies that aim to automate the generation and analysis of textual content, such as automated question generation and essay scoring. What this paper adds A comprehensive list of different educational tasks that could potentially benefit from LLMs-based innovations through automation. A structured assessment of the practicality and ethicality of existing LLMs-based innovations from seven important aspects using established frameworks. Three recommendations that could potentially support future studies to develop LLMs-based innovations that are practical and ethical to implement in authentic educational contexts. Implications for practice and/or policy Updating existing innovations with state-of-the-art models may further reduce the amount of manual effort required for adapting existing models to different educational tasks. The reporting standards of empirical research that aims to develop educational technologies using large language models need to be improved. Adopting a human-centred approach throughout the developmental process could contribute to resolving the practical and ethical challenges of large language models in education.

Orientation scolaire et professionnelle

Azpilicueta, A. E., Ghio, F. B., Cupani, M., Garrido, S. J., & Morán, V. (2024). **Predictive Contribution of Personality Traits in Career Decision-Making: A Test of the Social Cognitive Model of Career Self-Management.** *Journal of Psychoeducational Assessment*, 42(1), 89-109. <https://doi.org/10.1177/07342829231207140>

The current study sought to test hypotheses derived from the social cognitive model of career self-management (CSM; Lent & Brown, 2013) applied to the process of career exploration and decision-making. We examined how well personality traits, contextual factors, and social cognitive predictors, collectively, account for exploration behavior and career decision-making outcomes. Specifically, we determine the relationships between personality traits with career decision self-efficacy, career goals, and decisional criteria in a sample of 302 high school students. The participants completed domain-specific measures of four personality traits (conscientiousness, intellect/openness, extraversion, and neuroticism), social support, self-efficacy, outcome expectations, goals, level of career indecision, and decisional anxiety. The model fit the data well overall, though certain predictors were linked to the criterion variables only indirectly via mediated pathways. The structural equation model analysis suggested, consistent with

previous studies, that the contribution of personality on career exploration and decision-making was mediated by sociocognitive mechanisms. Multiple group analysis suggests that neither sex nor the type of institution (state/private) that students attend determines the relationships among the variables of the proposed theoretical model. Limitations, further research, practical implications, and methodological implications for the CSM model are discussed.

Ben Hamouda, L. (2024, janvier 23). **Orientations des lycéens ruraux : plutôt des filières courtes et professionnalisantes**. Consulté 24 janvier 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/01/23/orientations-des-lyceen-ruraux-des-filieres-courtes-et-professionnalisantes/>

Clément Reversé est sociologue, il a récemment étudié l'orientation des lycéens de milieux ruraux. Des lycéens, qui « contrairement à ce que l'on croit souvent, n'ont pas de retard scolaire ou culturel, et cela malgré une composition socioéconomique plus modeste qu'en ville ». Le chercheur, qui démontre que ces lycéens font souvent le choix de...

Blanchard, M., & Lemistre, P. (2023). **Les parcours des bacheliers 2014 dans l'enseignement supérieur : l'empreinte du genre et les spécificités de l'orientation vers les sciences**. In N. Beaupère & C. Érard (Éd.), *Les femmes dans l'enseignement supérieur : une (r)évolution inachevée : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 23-39). <https://doi.org/10.4000/books.cereq.3408>

Borras, I., & Bosse, N. (2023). **Parcours de femmes en reprise d'études à l'université : quand les sphères privée et professionnelle se mêlent à la formation**. In N. Beaupère & C. Érard (Éd.), *Les femmes dans l'enseignement supérieur : une (r)évolution inachevée : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 83-95). <https://doi.org/10.4000/books.cereq.3441>

Bozonnet, C. (2024, janvier 24). **Le déclassement des diplômés de master : « Aujourd'hui, il y a une sacralisation des études longues, mais comme beaucoup de monde en fait, on se retrouve bloqués »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/01/24/le-declassement-des-diplomes-de-master-aujourd-hui-il-y-a-une-sacralisation-des-etudes-longues-mais-comme-beaucoup-de-monde-en-fait-on-se-retrouve-bloques_6212638_4401467.html

Le bac + 5 s'est démocratisé : le nombre d'étudiants choisissant un cursus long a explosé. Avec l'idée que ce serait un sésame pour s'ouvrir les portes du marché du travail. Précarité, niveau de salaire ou de responsabilité... Pour certains, la déception est de taille.

Clayton, A. B., & Worsham, R. E. (2024). **Preparing Students for Postsecondary Success: The Effects of College Advising on College Readiness**. *Innovative Higher Education*, 49(1), 1-24. <https://doi.org/10.1007/s10755-023-09664-7>

This study examined the effectiveness of the Carolina College Advising Corps (CCAC) on two college readiness outcomes: advanced college preparatory course enrollment and SAT test-taking behaviors. The focus of this study is on concrete college readiness measures beyond mere college aspirations, as these measures more accurately predict college success. We utilized a difference-in-differences research design, which compares treatment and comparison schools over time using pre- and post-intervention

panel data. The treatment group consisted of partner high schools in North Carolina that received the CCAC treatment, and the comparison group included public schools in the state that do not have this resource. We found that the introduction of a CCAC adviser increased schools' SAT participation rate but lowered their overall average score. The results of this work add to the growing literature on the impact of college advising professionals and may help inform goal-setting for the CCAC and similar interventions.

Cureton, A., & Aguinaldo, E. (2024). **After High School, What's Next? Exploring Refugee Youths' Perceptions and Preparations Around College Choice and Transition.** *Journal of Career Assessment*, 32(1), 182-201. <https://doi.org/10.1177/10690727231185175>

Higher education can offer refugee youth a route to economic advancement and improved quality of life. However, the decision to pursue college poses a unique set of challenges and considerations. Drawing on Perna's conceptual model of student college choice, this study employs a phenomenological approach to examine refugee students' motivations and perceptions of college as well as their career aspirations. Semi-structured interviews with 15 refugee students revealed a strong desire to go to college and pursue a STEM career; an unfamiliarity with the college process; and a preference for community colleges. Modifications to using Perna's model to better capture refugee youth's college choice experiences are discussed. Findings from this study yields important insights regarding how high schools can offer guidance to refugee youth on the college choice process.

De Clercq, M., Parmentier, M., & Van Meenen, F. (2024). **Fair enough?! Investigating the specific challenges of diverse university first-year students.** *Research Papers in Education*, 39(1), 113-133. <https://doi.org/10.1080/02671522.2022.2089214>

The transition into higher education (HE) is a particularly challenging process for students due to a large variety of difficulties and requirements. Moreover, increasing student numbers and diversity in European HE have complexified the issue of the successful transition to university. Consequently, it is important to further develop our understanding of the heterogeneity of students and the specific challenges that impact their successful and less stressful transitions into higher education. This paper contributes to this scientific endeavour. More precisely, a study was carried out among 1,048 first-year students from a French-speaking Belgian university . Using latent profile analysis, our results yielded five profiles representing different combinations of achievement predictors (high school grade, socio-economic status, informed-choice, and self-efficacy beliefs). When comparing the profiles, our results further highlighted key differences in the way students experienced the specific challenges associated with the transition and succeeded at the end of the first year. The discussion of the results allowed us to provide practical implications and future perspectives on the thorny issue of diversity into the transition to HE.

Jaoul-Grammare, M. (2023). **Évolution des aspirations à la mobilité professionnelle féminine sur 20 ans : choix de compromis ?** In N. Beaupère & C. Érard (Éd.), *Les femmes dans l'enseignement supérieur : une (r)évolution inachevée : Groupe de travail sur l'enseignement supérieur (GTES)* (p. 97-114). <https://doi.org/10.4000/books.cereq.3443>

Kao, S., Chea, P., & Song, S. (2024). **Upper secondary school tracking and major choices in higher education: to switch or not to switch.** *Educational Research for Policy and Practice*, 23(1), 89-113. <https://doi.org/10.1007/s10671-023-09356-1>

This study aims to investigate the characteristics of students who switch versus those who do not switch when they transition from upper secondary to higher education. The data from 1338 students randomly selected from 21 HEIs in Cambodia in 2020 found that upper secondary school students are more likely than not to switch academic majors when they enter higher education. The tendency to switch is more common for female students in science-track, most of whom chose non-STEM majors such as business, management, accounting and finance. Probit analysis revealed that the decision to switch is influenced by individual academic performance and interest in science and mathematics at upper secondary school, household's socioeconomic status, higher education institution (HEI)'s location and type. However, students whose like mathematics and physics and who have a higher technology readiness index score and those who were awarded scholarships are less likely to switch from science to non-STEM majors. Teaching approaches that create opportunities for students to engage in practical classroom activities and stimulate their curiosity in science and mathematics should be considered. Efforts to optimise learning experiences should therefore focus on creating a highly interactive teaching-learning environment as a cognitive-activation strategy for promoting students' interest and enjoyment of the subjects they are studying. Scholarship can also be an alternative to address the switching issue.

Parola, G., Thaler, J., & Solivo, M. (2024). **Metaphors in Career Development: Using ZMET to Explore How an Employment Initiative Changes NEETs' Mental Models.** *Journal of Career Assessment*, 32(1), 154-181. <https://doi.org/10.1177/10690727231185174>

Noting the lack of in-depth insights into the role of emotions and the malleability of affective dispositions for career development, the current research adopts a single case study approach, involving an employment initiative, to elicit conscious and unconscious emotions and beliefs of participants who are not in employment, education, or training (NEETs). Using Zaltman metaphor elicitation technique (ZMET), which involves in-depth, semi-structured interviews and images, the authors determine that comfort emotions represent necessary conditions, acting as filters that alter mental representations of the world, evoke a process of perspective transformation, and ultimately induce new beliefs and individual emancipation. This research contributes to career development literature and redefines career helpers as agents of change who should recognize and harness emotions for assisting NEETs who must navigate complex, unique career environments.

Recoules, N., & Chaliès, S. (2022). **La reconversion professionnelle volontaire, une forme de bifurcation paradoxale: Note de synthèse.** *Travail et Apprentissages*, 24(2), 77-111. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-apprentissages-2022-2-page-77.htm>

Cet article propose une recension de la littérature francophone et anglo-saxonne portant sur la reconversion professionnelle volontaire. Considérée comme une réelle bifurcation, cette reconversion apparaît comme le reflet de récentes évolutions sur le marché du travail. Ainsi, dans un premier temps, ce travail s'attache à définir cette forme singulière de mobilité professionnelle ainsi que le cadre légal qui, en France, entoure sa mise en œuvre. Il se structure ensuite à partir d'une série de résultats délimitant les déterminants de ces reconversions professionnelles ainsi que leurs implications sur les individus y étant engagés. Ces résultats font apparaître un paradoxe. Bien que volontaire et animée par la volonté de mieux vivre son travail, cette forme de reconversion professionnelle est susceptible d'engendrer des doutes et bouleversements chez les individus concernés. Pour autant l'impact de la reconversion professionnelle volontaire

sur la santé de ces derniers, notamment lors de la formation à leur nouveau métier, reste une zone d'ombre dans la littérature.

Rossignol-Brunet, M. (2024). « **Probables déçus** », « **possibles satisfaits** » ou « **contrariés certains** » ? **Mesure de l'orientation contrariée à l'université et différences de parcours d'études**. *Éducation & formations*, (106), 7-26. <https://doi.org/10.48464/ef-106-01>

Nous poursuivons la parution d'articles concernant le devenir des bacheliers dans l'enseignement supérieur. Les trois articles ouvrant ce numéro 106 s'appuient sur les données du panel de bacheliers 2014 (MESR-SIES). Rossignol-Brunet discute de la porosité entre orientation souhaitée et orientation subie par certains bacheliers. Il distingue trois profils d'étudiants, orientés contrariés, et mesure les effets de l'orientation sur leurs parcours d'études. Merlin, quant à elle, s'intéresse aux facteurs de réussite des bacheliers professionnels en section de technicien supérieur (STS) et notamment aux déterminants d'obtention du diplôme (BTS), en considérant le sexe, l'origine sociale, les domaines de spécialités, ou encore la voie d'enseignement de ces étudiants. Enfin, Dumas et Lignon étudient le lien entre le vécu des étudiants inscrits en première année de l'enseignement supérieur et leur réussite. Ils nous proposent une analyse différenciée entre les femmes et les hommes selon leurs motivations, leurs satisfactions ou encore leurs conditions matérielles et financières. Suivent ensuite trois articles « varia » dont deux concernent les élèves scolarisés au collège ou au lycée. Grâce aux données de quatre panels d'élèves, répartis sur une période de près de 40 ans, Cayouette-Remblière analyse les parcours scolaires des élèves au cours du temps. À partir de ces parcours, elle établit la dynamique diachronique des inégalités sociales et des écarts entre filles et garçons. Dans leur article, Farges et Monso évaluent l'impact de la fréquentation d'un internat à l'entrée au lycée sur la réussite scolaire. Ils comparent ainsi les chances d'obtenir un diplôme pour les élèves internes et les non-internes, selon leurs caractéristiques individuelles. Pour clore ce numéro, Hillion et Maugendre évaluent, quant à eux, l'effet du « jour de carence » sur les absences pour maladie des personnels du secteur public de l'éducation nationale, à partir de données administratives exhaustives sur la période 2006-2019. ISBN 978-2-11-167877-4 / e-ISBN 978-2-11-162559-4

Zhou, N., Cao, H., Wang, S., Li, X., & Liang, Y. (2024). **Parental Career Expectation Predicts Adolescent Career Development Through Career-Related Parenting Practice: Transactional Dynamics Across High School Years**. *Journal of Career Assessment*, 32(1), 125-141. <https://doi.org/10.1177/10690727231184609>

The potential mediating role of career-related parenting practice in the association between parental career expectation and adolescents' career development remains understudied, especially the likely transactional dynamics inherent within such links. This study utilized three-annual-wave data from 3196 Chinese adolescents across the high school years (Mage = 15.55 years old, SD = .44; 52.8% girls at Wave 1) to address such gaps. Results of cross-lagged structural equation modeling analyses demonstrated reciprocal associations between parental career expectation and career adaptability consistently across three high school years; and career-related parental support served as a mediator in such associations, net of a series of covariates. However, no associations of career ambivalence with parental career expectation across the high school years emerged. Such findings highlighted the dynamic nature of the associations among parental career expectation, career-related parenting practice, and adolescents' career developmental outcomes. Implications for future research and practice were discussed.

Politique de l'éducation et système éducatif

Agence exécutive européenne pour l'éducation et la culture (Commission européenne), & Balcon, M.-P. (2023). **The organisation of school time in Europe: primary and general secondary education: 2023/2024**. Consulté à l'adresse <https://data.europa.eu/doi/10.2797/41353>

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.

Aguilar-Smith, S., & Doran, E. (2024). **The Expansion of Title V: A Historical Analysis of the Promoting Postbaccalaureate Opportunities for Hispanic Americans Program**. *Educational Policy*, 38(2), 320-349. <https://doi.org/10.1177/08959048231153608>

Understanding the development of major educational policies is essential, especially federal policies integral to Hispanic-Serving Institutions (HSIs)—one of the fastest-growing types of postsecondary institutions in the United States, which collectively serve over two-thirds of Latina/o/x-identified college students. Accordingly, in this archive-based study, we explore the expansion of Title V, specifically the creation of the Postbaccalaureate Opportunities for Hispanic Americans Program, and how advocates framed the need for this program. Specifically, employing McBeth et al.'s policy narrative framework, we story how Congress came to enact this program, describing the setting, characters, and plot of this policy process. In doing so, we make visible via narration how federal policy unfolds and the relationship between federal and state-level policy. Additionally, we show that nationalist, capitalist, and democratic logics are often used to justify programs to support the Latina/o/x community. Considering the findings, we conclude with implications for policy and future research. Ultimately, using this innovative lens, we expand the HSI literature and complexify the understanding of Title V.

Ahl, L. M., Aguilar, M. S., Jankvist, U. T., Misfeldt, M., & Prytz, J. (2023). **Factors of Influence for Implementing Curriculum Reform: An analysis based on a systematic literature review**. In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13) (Vol. TWG23)*. Consulté à l'adresse <https://hal.science/hal-04393480>

To get an overview of the characteristics of the studies in mathematics education research that explicitly purport to concern implementation, we have conducted a systematic literature review. We report on a subset of twelve papers investigating and discussing factors of influence that are decisive for implementing curriculum reforms. Results show that curriculum change does not occur independently of a change in teachers' concerns, beliefs, views, and images about the nature of mathematics teaching and learning. Also, the school's support level and the innovations' adaption to context are decisive for the implementation outcome. Design for evaluation of curricular reforms may benefit from explicating the supposed main factors of influence and design methods of evaluating their mechanisms.

Akkari, A., & Vinuesa, V. (2023). **Pour une réforme des programmes de formation initiale des enseignants en Afrique de l'Ouest**. *Revue internationale d'éducation de Sèvres*, (94), 16-18. <https://doi.org/10.4000/ries.14423>

La formation initiale des enseignants en Afrique de l'Ouest a connu des chamboulements fréquents durant les dernières décennies. Tout d'abord, dans le sillage

des contraintes imposées par les institutions financières internationales, les gouvernements de la région ont réduit l'activité ou même fermé les écoles normales et autres institutions de formation initiale des enseignants. Dans le même temps, la population en âge scolaire explose avec, en moyenne, un taux de fécondité dans les pays du ...

Al-Hendawi, M., & Alodat, A. M. (2023). **Inclusive education of refugee students with disabilities in higher education: a comparative case study.** *Humanities and Social Sciences Communications*, 10(1), 1-11. <https://doi.org/10.1057/s41599-023-02410-6>

The United Nations Sustainable Development Goal 4 (SDG-4) calls for the establishment of an inclusive education system for all students. As conflicts, persecution, and natural disasters continue to displace millions globally, the duration of refugee situations has become increasingly extended. The complexities of exile have further entangled the human rights issue, making it essential for affected individuals to seek sanctuary in other countries. These crises not only uproot families but also disrupt livelihoods and educational systems. Consequently, the onus has been on international laws and policies to promote and protect inclusive education as a human right for students with disabilities. In this study, using mixed methods, we first conducted interviews with two Syrian students with disabilities at Yarmouk University in Jordan and Qatar University in Qatar. Thematic analysis of these interviews yielded three primary themes: equity in educational opportunities, services provided, and challenges facing inclusive education. Following the interviews, we conducted a document analysis to evaluate the educational policies at both institutions. We used the 4-A framework for this evaluation, emphasizing that educational systems should be Available, Accessible, Acceptable, and Adaptable. The analysis indicated significant disparities in how closely each institution adheres to the principles of the 4-A framework. The findings indicate that inconsistencies in policy implementation, unequal access to financial aid, and difficulties in career planning are influenced by cultural, social, political, and economic factors.

Alì, M. (2024). **Les politiques de scolarisation pour l'Outre-mer. Bilan pour la Commission nationale consultative des droits de l'Homme.** Consulté à l'adresse <https://hal.science/hal-04402933>

Ce diaporama a été présenté lors de l'audition à la Commission nationale consultative des droits de l'Homme (CNCDH), sous-commission A (scolarisation), qui s'est tenue à Paris le 16 janvier 2024. Dans cette communication, l'auteur présente un bilan (catastrophique) des politiques éducatives et de la situation de la scolarisation dans la France d'Outre-mer.

Arbelaez Ayala, A. (2023). **Quatrième rapport du comité scientifique de l'évaluation du Plan d'investissement dans les compétences** (p. 174). Consulté à l'adresse DARES website: <http://www.vie-publique.fr/rapport/292614-evaluation-du-plan-d-investissement-dans-les-competences-4e-rapport>

Ce quatrième rapport du comité scientifique de l'évaluation du Plan d'investissement dans les compétences (PIC) dresse un bilan à l'issue de cinq années de déploiement et complète les constats établis par les éditions précédentes. D'un point de vue quantitatif, il s'appuie sur diverses sources de données, notamment le dispositif statistique (ForCE) permettant de reconstituer les trajectoires professionnelles des demandeurs d'emploi. Au niveau qualitatif, le rapport est étayé par les évaluations du déploiement du PIC à

l'échelle régionale (monographies régionales) ainsi que les évaluations de programmes spécifiques du PIC.

Barnes, K., Ashlee, A., Mukankusi, A., Pacitto, J., Rabi, A., Thomas, M., ... Zhao, A. (2024). **Education in times of restriction: an examination of refugee girls' and young women's access to learning during COVID-19 school closures in Pakistan.** *Educational Research for Policy and Practice*, 23(1), 115-133. <https://doi.org/10.1007/s10671-023-09353-4>

This paper examines the extent to which refugee girls and young women were able to access learning during COVID-19 education closures in Pakistan, and the role that EdTech played in their learning access. It is based on findings from a survey with 403 Afghan refugee students, along with in-depth interviews with six young female refugees. The research shows that, while the majority of female refugee students were able to continue accessing education in some form during school closures, learning access was nevertheless limited, and a sizable minority were not engaged in any learning during this time. Teacher and institutional support was either absent or inadequate for many students, and infrastructure and devices that serve to support remote learning were not always reliable or accessible. Although male respondents were less likely than females to engage in independent study during the closures, refugee girls and young women were significantly less likely than their male counterparts to own the devices they needed for learning. The findings demonstrate how targeted investment in specific types of EdTech and teacher professional development, as well as supporting educational institutions in the establishment of remote learning opportunities, could help sustain learning during future periods of educational restriction.

Barra, C., Castro-Peña, M. Y., & Coello, J. G. (2024). **Research and knowledge transfer performance in Colombian universities.** *Quality & Quantity*, 58(1), 77-96. <https://doi.org/10.1007/s11135-023-01627-6>

This study analyzes the performance of Colombian universities in their research and knowledge transfer (KT) objectives in the period 2016–2018. The methodology was based on Data Envelopment Analysis models with Variable Return Scale and a Malmquist Productivity Index (MPI) using different combinations of variables, considering the sensitivity of performance according to the type of variables used for its measurement. The results allowed us to identify significant gaps in research output among the studied universities. Publications and patents are the main variables that influence these differences in university performance and impact their scores. On the other hand, the MPI analysis made it possible to identify that most of the universities with the most significant improvements in the analyzed period correspond to private universities, and it was possible to recognize the importance of institutional efforts and strategies as an explanatory factor for progress in the performance of universities in the studied objectives. The results obtained formed the starting point for the discussion about the implications of some incentive policies at the national and institutional level for academic production. We also refer to the KT opportunities for Colombian universities and the measures required to promote their development.

Bationo, J.-C., & Kiemdé, I. (2023). **L'obligation scolaire et la transition école-collège au Burkina Faso : difficultés et suggestions d'amélioration des performances des élèves.** *RISE: Revue interdisciplinaire en sciences de l'éducation*, (1), 17-32. <https://doi.org/10.60481/revue-rise.N1.3>

L'obligation scolaire au Burkina Faso a entraîné un grand effectif dans les écoles avec pour corolaire la baisse de la qualité des enseignements. Les statistiques annuelles montrent un taux d'accès à la scolarisation moyen, un taux d'achèvement peu important (63% en 2019) et un taux d'admission en 6^è faible (26,2%). Cela suscite des questions relatives à la transition école-collège. Mettant en lumière le rapport entre obligation scolaire, difficultés dans l'enseignement-apprentissage des contenus et transition école-collège, l'étude met en évidence les obstacles à la transition école-collège et les actions à entreprendre pour atteindre les objectifs de la loi d'orientation.

Ben Hamouda, L. (2024a, janvier 18). **PISA 2022 : on en reparle ?** Consulté 18 janvier 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/01/18/pisa-2022-on-en-reparle/>

Passés rapidement dans le débat public, les résultats du programme PISA regorgent d'enseignement sur notre système scolaire. Lors de la dernière conférence Terrains Innovants, Eric Charbonnier, analyste à l'OCDE, et Clémence Lobut, chercheuse, expliquent les mauvais résultats des élèves français. Indiscipline dans les classes, manque d'attractivité du métier d'enseignant et faiblesse de la formation continue...

Ben Hamouda, L. (2024b, janvier 22). **PISA et l'École : une loupe qui rend myope.** Consulté 24 janvier 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/01/22/pisa-et-lecole-une-loupe-qui-rend-myope/>

« PISA est-il l'outil universel de pilotage objectif et positif qu'il prétend être ou bien un leurre qui empêche de comprendre la réalité des systèmes d'éducation et de penser leur réforme ? » interroge Philippe Champy dans un billet de blog sur le club Mediapart. Selon le spécialiste des systèmes scolaires, « en focalisant l'attention sur des informations...

Ben Hamouda, L. (2024c, janvier 30). **Groupes de niveau : qu'en dit la recherche internationale ?** Consulté 31 janvier 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/01/30/groupes-de-niveau-revue-de-litterature-internationale/>

Romuald Normand, professeur des Universités à l'Université de Strasbourg, propose une revue de la littérature internationale sur les regroupements d'élèves. Selon cette recension, pour que les groupes de niveau annoncés à la rentrée prochaine fonctionnent, il y a beaucoup de conditions à réunir: formation des enseignants, flexibilité des groupes dans le temps et dans...

Birnbaum, Sonnert, Chen, Sadler, & Kröner. (2024). **Intervening Opportunities between Home and College: Students' Geographic Mobility by College Type.** *Community College Journal of Research and Practice*, 48(2), 105-120. <https://doi.org/10.1080/10668926.2022.2064372>

This study compared the geographic mobility of community college students with that of students at other institutions of higher education. Using a sample of 7192 students at 39 institutions across the United States (13 community colleges, 14 public 4-year institutions, 12 private 4-year institutions), it employed the method of operationalizing geographic distance as the number of intervening opportunities between home and school. From normative life course theory, two main hypotheses were derived. Corroborating the first hypothesis, the catchment areas of the community colleges were found to be local and

determined by proximity. Contrary to the second hypothesis, there was no interaction effect of gender and college type. Rather, women, on average, exhibited a lower degree of geographic mobility than did their male counterparts across all college types. Although there are certainly structural challenges inherent in the non-hegemonic life course strategy presented by community colleges, community colleges were found to fulfill their mission in terms of delivering an alternative to the hegemonic spatial element of expected geographic mobility in higher education.

Bjerre-Nielsen, A., & Gandil, M. H. (2024). **Attendance Boundary Policies and the Limits to Combating School Segregation.** *American Economic Journal: Economic Policy*, 16(1), 190-227. <https://doi.org/10.1257/pol.20200843>

Attendance Boundary Policies and the Limits to Combating School Segregation by Andreas Bjerre-Nielsen and Mikkel Høst Gandil. Published in volume 16, issue 1, pages 190-227 of *American Economic Journal: Economic Policy*, February 2024, Abstract: What is the efficacy of redrawing school attendance bo...

Braden, E., Long, S., Wynter-Hoyte, K., Boutte, G., Frazier, J., Mosso-Taylor, S., & Volk, D. (2023). **Curricular Violence and the Education of Black Children: Working Toward Positive Peace Through Pro-Black Practices.** *International Journal of Early Childhood*, 55(3), 347-367. <https://doi.org/10.1007/s13158-023-00379-6>

This article responds to the endemic, intergenerational, and pervasive racism endured by Black children in the USA and the need to reimagine classrooms as cultures of peace where Black histories, literatures, accomplishment, oppression, resistance, resilience, and joy are taught as central to the curriculum. To do so, the article shares a five-year study of practices developed by 12 teachers working with university educators to construct Pro-Black pedagogy for children from ages five-to-nine. The article opens with descriptions of renewed efforts in the USA to ban books and deny the teaching of whole histories and how that constitutes curricular violence in the lives of Black students. The study is anchored in Black Critical Theory as it encompasses understandings of anti-and Pro-Blackness in the education of young children. With decolonizing methodologies guiding data collection, analysis, and representation, findings are shared in the form of (a) practices used by the teachers to help students grow in their understanding of Black brilliance, resistance, and resilience; (b) tensions encountered; and (c) positive outcomes. The article closes with implications to guide the examination of curriculum and school structures as an essential element in Pro-Black curricular transformation.

Bulkley, K., Lu, A., Meza Fernandez, K., & Gerry, A. (2024). **Charter Authorizing, Applications, and the Needs of Historically Marginalized Students: A Cross State Analysis.** *Educational Policy*, 38(2), 287-319. <https://doi.org/10.1177/08959048231153596>

Charter school authorizers shape which charter schools open, where they open, and who they serve. We draw on principal agent theory to investigate how the priorities and practices of nine authorizers intersected with charter school applications' attention to the needs of historically marginalized students. Using data from interviews and applications, we find authorizers vary in orientations toward equity and the ways in which they signal that orientation to charter applicants. Our analysis suggests a robust relationship between authorizer mission and the content found in charter applications, demonstrating the influence of authorizing practices on the contents of charter school applications.

Carnelli, M., Torres, S., & Tortello, R. (2023). **Accessible Digital Textbooks: Creating Digital Tools to Enable Inclusive Education** (p. 31). Consulté à l'adresse UNICEF website: <https://www.unicef-irc.org/publications/1885-accessible-digital-textbooks-creating-digital-tools-to-enable-inclusive-education.html>

In the Latin America and Caribbean region, more than 19 million children have a disability. In Jamaica, disability is a major factor of exclusion from the education system. The Accessible Digital Textbooks for All (ADT) initiative, implements accessi

CEDEFOP. (2023). **Microcredentials for labour market education and training: the added value for end users** (p. 118). Consulté à l'adresse Publications Office of the European Union website: <https://data.europa.eu/doi/10.2801/141643>

Study results show that trust, which shapes potential engagement, is underpinned by socioeconomic factors and an individual's learning-work trajectory. Due to the different configurations of VET systems and how they are governed, extensive debate continues about the measures needed to support different groups of microcredential end users in varying labour market contexts.

Chawki, M. (2023). **Enseignement / apprentissage du français à l'école primaire au Maroc à la lumière de la nouvelle vision stratégique de la réforme de l'enseignement 2015-2030** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://theses.hal.science/tel-04412528>

Au Maroc, le secteur de l'enseignement a connu plusieurs réformes depuis les années soixante qui ont visé la généralisation de l'enseignement obligatoire et l'arabisation des matières d'enseignement. Cependant, des difficultés persistent encore chez les élèves surtout au niveau de leur bilinguisme scolaire (arabe standard / français). Depuis 2015, une nouvelle réforme nommée la vision stratégique de la réforme 2015-2030 est entreprise pour continuer la restructuration de ce secteur vital pour le développement du pays. À partir de la rentrée scolaire 2017/2018, la langue française est enseignée dès la première année du primaire. Elle est aussi devenue la langue d'enseignement des matières scientifiques au collège après l'échec de la politique d'arabisation. La problématique de cette thèse se focalise sur les apports de « la vision stratégique de la réforme 2015-2030 » au niveau de l'enseignement / apprentissage du français dans le contexte marocain à l'école primaire par rapport aux anciennes pratiques de classe au plan didactique et pédagogique. Dans une perspective interdisciplinaire mettant en relation les politiques éducatives et la didactique des langues et des cultures, cette thèse interroge les différentes réformes qu'a connu le système éducatif marocain en matières d'enseignement-apprentissage du français, notamment la vision stratégique 2015-2030 et la loi cadre 51-17 relative au système d'éducation, de formation et de recherche scientifique. Elle a pour objectif majeur la mise en relation des discours officiels et des contenus des manuels de première et de sixième année du primaire afin d'en observer la corrélation entre la refonte curriculaire et les nouveaux manuels de français à l'école primaire. Dans une démarche qualitative, cette investigation, fondée sur un corpus de textes (officiels et livres scolaires) nous a permis de prospecter et d'examiner de manière fine la traduction et la transposition de la réforme éducative dans les nouveaux manuels réformés. Ainsi, la nouvelle réforme a permis de mettre fin à l'échec de la politique d'arabisation et d'adopter le français dès le primaire comme matière enseignée en parallèle aux langues officielles du pays à savoir l'arabe standard et l'amazigh. Cette thèse démontre que la politique éducative actuelle en matière de langues et particulièrement du français au primaire a pour visée de renforcer le plurilinguisme

scolaire précoce chez les élèves marocains. Nous espérons dans quelques années que ces derniers puissent dépasser leur échec scolaire dans les apprentissages de base (lecture, écriture et mathématiques) afin de pouvoir reclasser le Maroc parmi les pays ayant un système éducatif fort et répondant aux normes et aux exigences internationales. Les conclusions obtenues au terme de notre recherche doctorale pourront servir de perspectives didactiques de remédiation et d'amélioration de l'enseignement du français à l'école primaire marocaine.

Collective, V. A. 4. 0. (2023). **Transitioning Vocational Education and Training in Africa: A Social Skills Ecosystem Perspective**. In *Transitioning Vocational Education and Training in Africa*. Consulté à l'adresse <https://bristoluniversitypressdigital.com/monobook-oo/book/9781529224658/9781529224658.xml>

« Transitioning Vocational Education and Training in Africa » published on 06 Jan 2023 by Bristol University Press.

Commission européenne. Direction générale éducation, jeunesse, De Witte, K., De Cort, W., Gambi, L., & Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2023). **Evidence-based solutions to teacher shortages: EENEE-NESET analytical report 1/2023**. Luxembourg: Office des publications de l'Union européenne.

La pénurie d'enseignants est devenue un défi mondial aux implications complexes et pressantes, qui nécessite des solutions à long terme et des investissements conséquents. Au sein de l'Union européenne (UE), plus de la moitié des États membres font état d'un besoin aigu d'enseignants qualifiés dans l'enseignement primaire et secondaire. Comment rendre attractif le métier ? Maintenir les enseignants dans la profession ? Améliorer la qualité des enseignants ? Le rapport vise à fournir des perspectives fondées sur des données probantes en examinant les interventions qui pourraient être mises en œuvre. Les auteurs recommandent l'utilisation d'incitations financières ciblées et une augmentation générale des salaires ainsi que le recrutement d'assistants d'enseignement pour réduire la charge de travail des enseignants. Mettre en œuvre des programmes d'intégration et de tutorat d'une durée d'au moins deux ans s'avère efficace, tout comme le développement professionnel continu. La promotion de la diversité des carrières, de la mobilité entre les matières et les niveaux d'enseignement, ainsi que le recours à des enseignants « hybrides » (qui combine un mi-temps d'enseignement avec un autre emploi) et l'amélioration de l'enseignement assisté par ordinateur sont également recommandés.

Crawford, L., Hares, S., & Todd, R. (2024). **The Impact of Private Schools, School Chains and PPPs in Developing Countries**. *The World Bank Research Observer*, 39(1), 97-123. <https://doi.org/10.1093/wbro/lkad005>

The private school sector has expanded with almost no public intervention to educate half of primary school children in many urban centers in Africa and Asia. Simple comparisons of test scores would suggest that these private schools may provide better quality than public schools, but how much of this difference is due to selection effects is unclear. Much donor and policymaker attention has proceeded on the basis that private schools do perform better, and focused on models of public subsidy to expand access, and investment in networks or chains to encourage expansion. We review the evidence of the effects of private schools on learning, and how that effect translates to public-private partnerships (PPPs). We also study the effects of private school chains. We conduct a systematic review for eligible studies, with transparent search criteria. The

search resulted in over 100 studies on low-cost private schools and PPPs, with a large majority being on low-cost private schools. Our meta-analysis shows moderately strong effects from private schooling, although the limited number of experimental studies find much smaller effects than quasi-experimental studies. This advantage, though, is not nearly enough to help most children reach important learning goals. Turning to policy goals, we find that the private school advantage has not translated to public private partnerships, which have shown limited value in improving quality. They can however represent a lower-cost means of increasing access to school. We also find that private school chains perform little better than individual private schools and have little scope for achieving meaningful scale.

Curaj, A., Geanta, I., Hâj, C., Holeab, C., Spanache, R., Plescan, P., & Tuca, P. (2024). **Framing the European way for the digital decade - Inspiring practices in digital education across the EU.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3899> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/s/y93q>

The report, overseen by the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) on behalf of the European Commission and the European Education and Culture Executive Agency, explores inspiring practices in digital education across the 27 EU countries. It delves into inspiring initiatives resulting from an extensive mapping using resources such as OECD, UNESCO, JRC, EPALE, research organisations, universities, Erasmus+ projects, private sector initiatives, etc. These practices were curated based on criteria like relevance of topics, innovative aspects, sector(s) of education covered, potential for replication across countries and / or sectors or potential to produce useful knowledge for the Hub community and beyond. Each country showcases one or two inspiring practices through a standardised template, accompanied by comparative statistical data sourced from Digital Economy and Society Index 2022 and European Innovation Scoreboard 2022. Additionally, brief descriptions of recent digitalisation initiatives supplement the report. However, information about these inspiring practices was not equally available across all 27 EU countries. Certain components may have been slightly differently analysed, interpreted and presented, given the diversity of national experts selected to contribute to the overall report. Not least, the present report does not claim to be exhaustive in terms of national inspiring practices, it merely constitutes a snapshot at national level of some digital education initiatives, which can serve as inspiration for the community nurtured under the European Digital Education Hub and beyond.

Dalane, K., & Marcotte, D. E. (2024). **Charter Schools and the Segregation of Students by Income.** *Educational Evaluation and Policy Analysis*, 46(1), 34-52. <https://doi.org/10.3102/01623737221137903>

The share of students attending charter schools has been rising. There is evidence that charter school growth has increased socioeconomic segregation of students between schools. In this paper, we assess whether charter school growth affects how students are organized within nearby traditional public schools (TPS). We use administrative data from North Carolina to estimate the impact of charter school openings on segregation by income within nearby TPS. Our models exploit variation in the presence and location of charter schools over time between 2007 and 2014 for students in Grades 3 to 8. We find limited evidence that the segregation of students by income at the classroom level increases when charters open nearby. We find some evidence of increasing segregation

in third grade and fourth grade math and third grade ELA classrooms at TPS within 2 miles of new charters in large urban districts schools. Our results vary somewhat depending on how we control for underlying trends and measure segregation. We find no effect of charter school growth on income segregation in higher grades.

Dembélé, M., Sirois, G., Abdourhaman, I., Azoh, F. J., Kyélem, M., Sakho, I., & Bacha, M. (2023). **Assurer la disponibilité de personnel enseignant au primaire en Afrique subsaharienne francophone**. *Revue internationale d'éducation de Sèvres*, (94), 95-106. <https://doi.org/10.4000/ries.14661>

Face à d'importants besoins d'enseignants du primaire, la plupart des pays d'Afrique subsaharienne francophone ont adopté, dans les années 1990 et 2000, une politique de contractualisation de ce personnel. Quels effets cette politique et les ajustements qui ont suivi, souvent sous la pression des enseignants, ont-ils sur l'attractivité de l'enseignement primaire ? Qu'en est-il de la rétention des enseignants en exercice ? Quelle est l'ampleur de l'attrition et quelles stratégies sont déployées pour la contrer ? L'article tente de répondre à ces questions dans quatre contextes nationaux : ceux du Burkina Faso, du Cameroun, de la Côte d'Ivoire et du Sénégal.

de Miranda Grochocki, L. F., & Cabello, A. F. (2024). **Outlining inbreeding in the Brazilian higher education system**. *Higher Education Quarterly*, 78(1), 20-46. <https://doi.org/10.1111/hequ.12440>

This study describes characteristics of academic inbreeding in the Brazilian higher education system. Results show the rate of inbreeding significantly differs among distinct types of institutions, fields of knowledge, states and university ranking tiers. According to this study, inbreeding is most likely to be found in established elite research institutions, concentrated in the Southeast of Brazil, in the STEM fields. These also happen to be the main providers and most prestigious consumers of the well-trained local academic workforce, supporting the conclusion that both internal and external factors could be influencing the high concentration of inbred scholars at prominent alma maters. It contributes to international literature by evaluating the role of individual characteristics and by showing how the expansion of higher education to more geographically distant areas may establish different patterns of inbreeding.

Denis, J.-P., Deville, A., & Meier, O. (2024). **L'enseignement supérieur en transition : propositions pour l'avenir**. Consulté à l'adresse <https://www.editions-ems.fr/boutique/lenseignement-superieur-en-transition-propositions-pour-lavenir/>

Le paysage universitaire est en pleine transformation. Les différentes réformes à l'oeuvre bouleversent l'organisation des établissements et favorisent la transformation des pratiques d'enseignement et de gestion des activités. L'Université française fait face à un risque accru d'inégalités au sein même des universités (taux de sélectivité, conditions de travail, budget alloué à la recherche), de perte d'identité (dispersion des moyens et des aides) et de concurrence accrue sur le plan international. Cet ouvrage collectif se propose d'aborder ce changement de contexte et ses conséquences pour l'Université et son mode de gouvernance, dans une perspective à la fois historique et prospective, en esquissant des tendances et différentes pistes d'action. Il vise par conséquent à enrichir le débat public sur un sujet essentiel pour l'avenir du pays tant en termes de formation, de recherche que de perspectives d'emplois. Ouvrage collectif dirigé par Jean-Philippe Denis (Univ. Paris-Saclay), Aude Deville (IAE Nice) et Olivier Meier (Univ. Paris-Est). Préface de Alain Cotta, avec les contributions de : Charlène Arnaud, Marc

Bidan, Pierre Buffaz, Laurent Cappelletti, Nathalie Carminatti, Véronique Chanut, Thierry Côme, Jean-Philippe Denis, Aude Deville, Mbaye Fall Diallo, Fatou Diop, Sébastien Dony, Nathalie Fabbe-Costes, Julien Fernando, Mathilde Gollety, Léonard Gourbier, François Grima, Éric Lamarque, Corentin Mariette, Olivier Meier, Jérôme Méric, Emmanuelle Nègre, Gwenaëlle Nogatchewsky, Mickael Peiro, Gilles Rouet, Lolita Rubens, Claire Salmon, Alain Supiot, Marie-Anne Verdier.

Dietsch, G. (2024, janvier 17). **L'éducation physique et sportive à l'école : quels défis en année olympique ?** Consulté 24 janvier 2024, à l'adresse The Conversation website: <http://theconversation.com/leducation-physique-et-sportive-a-lecole-quels-defis-en-annee-olympique-220166>

Si des programmes comme les « 30 minutes d'activité quotidienne » à l'école mettent l'accent sur la lutte contre la sédentarité, la mission des cours d'éducation physique et sportive va bien au-delà.

Direction générale de l'éducation, de la jeunesse. (2023a). **Education and training monitor 2023: France**. Consulté à l'adresse <https://data.europa.eu/doi/10.2766/062925>

The Education and Training Monitor's country reports present and assess the main recent and ongoing policy development at all education levels in EU Member States. They give the reader more in-depth insight into the performance of a country as regards the EU-level targets agreed within the European Education Area. They are based on the most up-to-date quantitative and qualitative evidence available. The Key indicators section presents a statistical overview of the main education and training indicators. Section 1 focuses on the attractiveness of the teaching profession against a backdrop of teacher shortages. Section 2 covers early childhood education and care. Section 3 deals with school education policies. Section 4 covers vocational education. Section 5 discusses measures in higher education. Section 6 covers adult learning.

Direction générale de l'éducation, de la jeunesse. (2023b). **Erasmus+ annual report 2022**. Consulté à l'adresse <https://data.europa.eu/doi/10.2766/211791>

The Erasmus+ Annual Report 2022 covers the second year of implementation of the new programme under the 2021-2027 Multiannual Financial Framework. It outlines the programme's new priorities (inclusion, digital, green, democratic participation) and focuses on the new opportunities offered to participants, while providing insights on its implementation. It reflects on the qualitative and quantitative achievements of the programme in 2022, marking its 35th anniversary.

El Gemayel, S. M. (2023). **Barriers and Lifelines for Young Refugee Children's Education: The Experiences of One Young Iraqi Refugee Living in the Northern Suburbs of Beirut**. *International Journal of Early Childhood*, 55(3), 369-385. <https://doi.org/10.1007/s13158-023-00374-x>

This paper identifies key barriers to young Iraqi and Syrian refugee children's access to education in Lebanon and highlights how local initiatives serve as glimmers of hope, or 'lifelines', for their well-being and learning. Reporting on aspects of my doctoral study, the paper homes in on one case study with an Iraqi family and their 5-year-old son, Kefa. The 'Day in the Life' methodology enabled rich insights into Kefa's home life and the informal school he attended, supplemented by interview data with his schoolteacher and observation of his school. The paper also draws on questionnaire data to situate this case study in a broader spectrum of refugee children's experiences in Lebanon (n = 100).

Framed by sociocultural approaches to learning, the findings illustrate the interplay of social, economic and relational barriers that impede refugee children's access to quality education, and demonstrate how, despite limited resources, the informal school offered an inclusive and anti-discriminatory environment and pedagogy to break down barriers that bred racism, bullying and isolation. The paper argues that, although important, these lifelines are limited in their scope. State intervention is needed to build non-discriminatory systems that promote inclusive education, so all children can receive quality education, feel safe and belong.

European Commission (EC). (2024). **Soutenir la direction des établissements scolaires au service de la durabilité.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3895> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/s/y93f>
Pour une direction au service de la durabilité, une vision et un engagement en faveur d'un monde meilleur sont nécessaires. Cela implique d'inspirer, de guider et de motiver le personnel et les étudiants, en ouvrant la voie à des collaborations, et de connecter divers aspects des activités de l'école afin que l'enseignement, l'apprentissage et la pratique de l'école s'unissent pour œuvrer en faveur d'une meilleure durabilité. 1. Introduction 2. Défis et obstacles 3. Principaux aspects de la direction en matière de durabilité 4. Points d'entrée pour la direction

European Education and Culture Executive Agency. Eurydice. (2023). **Structural indicators for monitoring education and training systems in Europe 2023: digital competence at school.** Consulté à l'adresse <https://data.europa.eu/doi/10.2797/886074>

European University Association (EUA). (2024). **Enhancing research security in Europe.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3904> [Report]. Consulté à l'adresse European University Association (Transnational) website: <https://eua.eu/resources/publications/1102:enhancing-research-security-in-europe.html>
European University Association input to the European Commission's call for evidence on 'Boosting research security in the EU' Consistently applied research security policies, with a strong emphasis on open and responsible cooperation, should set the tone for policies regarding EU's global role in research and education. In its response to a European Commission call for evidence on 'Boosting research security in the EU', the European University Association welcomed proposals that are sound and conducive to responsible internationalisation, within Europe's broader economic security strategy and the aim of open strategic autonomy. In this policy input, EUA highlights that Europe's universities are by nature internationally-oriented institutions that recognise and manage the challenges to security, ethics and integrity that are inherent in their global activities. Moreover, it is vital for Europe's standing in the international research community that central values regarding academic freedom, universities' institutional autonomy, ethics and integrity are upheld within the European research and education system. Therefore, the document outlines how open cooperation should be the default option in research and education. As such, it addresses key considerations such as the principle of proportionality, the risk of non-cooperation, the importance of close dialogue between authorities, universities and the academic community, necessary support for developing and strengthening risk management within institutions, and the role that cooperation in research and education plays for building bridges and creating inter-cultural understanding.

Evain, F. (2024). **Taille des classes du premier degré : une septième année de baisse consécutive**. *Note d'Information*, (24.01), 1-4. <https://doi.org/10.48464/ni-24-01>

Ces mesures, qui ont d'abord concerné les classes de CP-CE1, et depuis la rentrée 2020 les grandes sections de maternelle, n'ont pas retiré de moyens aux autres niveaux. Elles n'ont pas non plus été réalisées aux dépens des écoles rurales ou urbaines hors éducation prioritaire, dont le nombre d'élèves par classe diminue également. Par ailleurs, le plafonnement à 24 du nombre d'élèves par classe en grande section, CP et CE1 sur l'ensemble du territoire, amorcé en 2020, contribue aussi à alléger la taille des classes.

Flipse, A. C., van Berckel Smit, F. J. N., & Huisman, J. (2024). **Understanding organizational identity in universities: Unravelling autonomy, governance and leadership in the case of the Vrije Universiteit Amsterdam**. *Higher Education Quarterly*, 78(1), 254-267. <https://doi.org/10.1111/hequ.12458>

This paper offers a historical analysis of organizational identity development at a particular Dutch university, the Vrije Universiteit (VU) Amsterdam. Our analysis contributes to the discussion on what factors contribute to organizational identity maintenance and evolution. Whereas the literature suggests a rather straightforward development, with national and institutional governance arrangements offering more institutional autonomy and providing significant scope for identity development and profiling, this case study shows that these relationships between identity, governance, and autonomy are not that obvious. In this particular case, the opposite happened. Despite more autonomy, VU Amsterdam was not able to maintain its historically distinctive identity, nor was it able to replace this with a new, unambiguous identity. External factors (demographics) and internal dynamics (leadership strategies) explain the anomalies.

Garnier, L. (2023). **Transforming education: views and ideas from the world's students on how to transform education**. Consulté à l'adresse https://assets-global.website-files.com/5f3eab3adf0948c7d3319877/644fef426cdc5811ed4fde67_WLL%20-%20Transforming%20Education%20Report.pdf

Gasse, S. (2024). **L'éducation non formelle : un espace d'entre deux au sein de situations sociales complexes pour rendre effectif le droit à l'éducation**. *Phronesis*, 13(1), 77-94. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2024-1-page-77.htm>

Inscrite dans le débat sur les conceptions multiformes d'éducation, l'éducation non formelle, un domaine difficile à cerner et à caractériser, trouve son existence au sein d'espaces d'entre-deux désertés par le système institutionnel dominant pour un public marginalisé que le droit à l'éducation n'atteint pas. Au-delà d'une simple négation de la forme, l'auteure montre à travers le contexte spécifique du Mali, le caractère flexible et la capacité d'adaptation dont témoignent les initiatives communautaires entreprises dans le champ de l'éducation non formelle à l'image de l'approche REFLECT, directement inspirée de l'environnement immédiat de l'apprenant qui illustre des modalités de rencontre de l'altérité, de l'autre dans son individualité, à partir duquel on peut (re) penser l'éducation pour les publics exclus et les plus vulnérables.

Germain, S. (2024, février 1). **Les 7 principes de bonne gouvernance de l'éducation en Europe : la France à contre-courant**. Consulté 1 février 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/02/01/259482/>

Longtemps silencieuse sur le sujet, l'Europe a proposé, en 2018, des idées sur la gouvernance des systèmes éducatifs afin d'améliorer les apprentissages. Les travaux rendus par le groupe de travail reposent sur une analyse des tendances observées et sur une anticipation des besoins éducatifs à venir selon une logique de stratégie éducative. Ce modèle de...

Gottschalk, F., & Borhan, H. (2023). **Child participation in decision making: Implications for education and beyond.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3900> [Report]. Consulté à l'adresse OCDE website: <https://doi.org/10.1787/a37eba6c-en>

Child empowerment is on the policy agenda of education systems around the world, in particular since the increasing emphasis in policy and research discourse on supporting children's participation rights. A large body of literature suggests that child participation in making decisions on matters that affect them is not only essential from a child rights perspective, but also that it is associated with several positive outcomes from the individual to societal level. In OECD countries there are many domains in which children can and do actively participate in making decisions, including regarding their education. This paper explores how and where children can participate in decision making, with a focus on policies and practices in OECD education systems. It outlines key considerations for child participation, including barriers that many systems are struggling to overcome.

Grant, B.-J., Haverland, J., & Kalbfleisch, J. (2024). **Title IX Policy Implementation and Sexual Harassment Prevalence in K-12 Schools.** *Educational Policy*, 38(2), 510-547. <https://doi.org/10.1177/08959048231163809>

This study examined the prevalence of student-to-student and staff-to-student sexual harassment in K-12 schools and school district compliance with Title IX using a retrospective survey of young adults. Participants (n = 511) were asked to describe their knowledge of policies and procedures regarding Title IX, the prevalence of sexual harassment, and the school's observed response to harassment using a 34-item, anonymous online survey. Descriptive statistics revealed that 13.4% of participants perceived that sexual harassment at their K-12 school district was at a "moderate" or "high" level, 50.1% reported that they either knew someone who experienced sexual harassment by a school employee or experienced it themselves, and 17.4% (n = 89) of individuals personally experienced one or more incident of staff-to-student sexual harassment. Nearly all (94%) students were unable to identify their Title IX compliance officer and 70% were unaware of how to file grievances. School districts without policies and materials that address sexual harassment had statistically significantly higher rates of harassment than school districts with policies (p = .01) and materials (p < .01).

Harris, A., & Jones, M. (2023). **The importance of school leadership? What we know.** *School Leadership & Management*, 43(5), 449-453. <https://doi.org/10.1080/13632434.2023.2287806>

Hawrot, A. (2024). **Do School-Related Factors Affect Private Tutoring Attendance? Predictors of Private Tutoring in Maths and German among German Tenth-Graders.** *Research Papers in Education*, 39(1), 1-23. <https://doi.org/10.1080/02671522.2022.2089209>

Private tutoring is part of the everyday life of hundreds of thousands of students all around the world, and its prevalence is growing. However, despite a proliferation of research on private tutoring, little is known about the role that school plays in shaping the phenomenon. This study investigates school-related factors that may affect private tutoring attendance in maths and German using two German nationwide samples of Grade 10 students (over 15,000 participants in total). These factors are: teacher support in the classroom, classroom management, teacher collaboration with the teacher body and teacher-family communication. We also verified the role of various individual factors, including student helplessness and the subjective task values. Two-level logistic regression analyses did not confirm the role of school-related factors. However, private tutoring attendance was affected by student helplessness, subjective task values, past school achievement, cognitive ability, gender, mother tongue and type of school attended, although the pattern of results differed between subjects. The results highlight the role of motivational factors behind the decision to take private tutoring, which has been rarely inquired into, and the remedial nature of private tutoring. They also show that school contribution to the decision remains elusive, at least for maths and German.

Hayter, E., & Morales H., M. (2023). **Policy labs and evidence use in education** (p. 115). Consulté à l'adresse Jacobs Foundation website: <https://jacobsfoundation.org/publication/policy-labs-and-evidence-use-in-education/> The Jacobs Foundation, alongside On Think Tanks (OTT), have released an evidence review on the efficacy of Education Evidence Labs (EdLabs).

Hodge, E. M., Salloum, S. J., & Benko, S. L. (2024). **How State Educational Agency Coordinators Navigate Logics of Local Control in Standards Implementation**. *Educational Policy*, 38(2), 391-420. <https://doi.org/10.1177/08959048231153595>

State educational agency content coordinators commonly experience tensions in their professional roles related to distinct sets of beliefs, or logics, about who “should” control what students learn: the state bureaucracy, the local community, or the broader profession. Using an institutional logics frame and drawing on interviews with coordinators for English/language arts representing about a third of U.S. states, we illustrate how individuals navigate these competing traditions of decision-making. Multiple logics shaped coordinators' perceptions of their job responsibilities and goals, as well as the actions they felt were possible for them to take in creating and providing resources, communicating those resources to local stakeholders, and providing professional development. More consistent messaging to coordinators about the types of outreach the state views as acceptable would better support high-quality literacy instruction.

Hossain, M. (2024). **Perceptions of key education actors towards PISA: the case of Scotland**. *Oxford Review of Education*, 50(1), 113-130. <https://doi.org/10.1080/03054985.2023.2207817>

This study explores the perceptions of government officials, teachers, and parents in Scotland regarding the use of Programme for International Student Assessment (PISA) results to evaluate national education performance. International large-scale assessments (ILSAs) such as PISA have been increasingly influencing education policymaking worldwide, but there is limited understanding of how education actors perceive these assessments. This study uses Scotland's recent declining performance in PISA after the implementation of the Curriculum for Excellence (CfE) reform in 2010 as a case study. Interviews with key officials involved in implementing the CfE, and parents'

and teachers' representatives reveal their doubts about the validity of PISA as a means of assessing Scottish education performance. This is because PISA data lack comparability and accountability, as students' academic performance is not impacted by PISA scores and teacher evaluations are not based on them. They do not consider that the PISA results reflect the effects of the CfE reform. These views contradict the Scottish government policy that PISA, among other assessments, is meant to inform policymakers and evaluate reform effects. Our findings have implications for countries that routinely use PISA to assess their educational performance and do not consider the views of education actors.

Irmert, N., Bietenbeck, J., Mattisson, L., & Weinhardt, F. (2023). **Autonomous Schools, Achievement, and Segregation** (CESifo Working Paper Series N° 10831). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10831.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.

Jafari, E. (2024). **The challenges and strategies in Iranian higher education: the post-COVID age**. *Educational Research for Policy and Practice*, 23(1), 135-156. <https://doi.org/10.1007/s10671-023-09357-0>

In the present study, the challenges and strategies of Iranian higher education in the post-COVID era have been considered. The research approach was qualitative and phenomenological, and accordingly, semi-structured interviews were conducted with 19 samples from two groups of chief executive officer and faculty members. Thematic content analysis method was used to analyze the qualitative data. The results showed that the challenges of the higher education system in the post-COVID era in the form of bipolarity include (1) social health versus social and cultural harms, (2) globalization versus localization, (3) existing curriculum versus emerging curriculum and (4) honesty versus academic dishonesty. Also, in this regard, strategies and guidelines such as (1) facilitate and promote domestic and international cooperation, (2) attracting popular support, (3) use of various teaching methods and (4) develop the competencies of the faculty members are recommended. Therefore, in Iranian higher education, it is necessary for university management in the COVID-19 era to be prepared to advance its goals, and based on the circumstances, to prioritize the review of educational, research and executive methods.

Jahic, H., & Adziahmetovic, N. (s. d.). **Alternative financing models and student loans in higher education** (p. 20). Consulté à l'adresse Office des publications de l'Union européenne website: <https://eenee.eu/wp-content/uploads/2023/11/EENEE-Ad-hoc-report-alternative-financing-models.pdf>

Les frais de scolarité au niveau master s'avèrent plus élevés que ceux de niveau licence dans un certain nombre de pays. En raison des tarifs croissants, les étudiants recherchent un soutien financier de type traditionnel (bourses, subventions, prêts, etc.). Cependant,

ces aides ne suffisent parfois pas à couvrir le coût des études. Ces dernières années la dette étudiants a augmenté significativement dans les pays de l'OCDE. En Australie, en Angleterre et en Nouvelle-Zélande, au moins 70% des étudiants sont endettés au moment de l'obtention de leur diplôme. En outre, les recherches montrent une diminution du financement direct des gouvernements et une demande croissante de sources de financements alternatifs tels que les accords de partage des revenus, les microcrédits et prêts entre particuliers, les formations parrainées par l'employeur et les remboursements fondés sur le revenu. Ce rapport vise à fournir une analyse des modèles de financements alternatifs dans les pays de l'OCDE du point de vue des étudiants et des entreprises.

Jakubowski, M. J., Gajderowicz, T. J., & Patrinos, H. A. (2024). **COVID-19, School Closures, and Student Learning Outcomes : New Global Evidence from PISA**. Consulté à l'adresse World Bank Group website: <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099932301112496929/IDU16cf7d0801f2091478b1934914b47c3ab4027>

Jansen, D., Elffers, L., Jak, S., & Volman, M. L. L. (2024). **Is a more selective exit exam related to shadow education use? An analysis of two cohorts of final-year secondary school students in the Netherlands**. *Oxford Review of Education*, 50(1), 24-41. <https://doi.org/10.1080/03054985.2023.2187364>

The prevalence of private supplementary tutoring (i.e. shadow education) is growing, particularly in nations with selective school exams. The hypothesis that tutoring attendance rises as pressure to perform increases has not yet been tested. Therefore, our research question is: does the likelihood of attending shadow education increase with an increase in educational system selectivity (in this case: stricter requirements to graduate)? Our study used an opportunity to study this question in the Dutch context, where performance standards on the nationwide secondary education exit exam were raised in 2011. We used data from two cohorts of Dutch exam year students: one before and one after the raised selectivity, hypothesising that the latter group had a higher likelihood of attending shadow education than the former. Results from Propensity Score Matching (PSM), applied to obtain cohorts as similar as possible on observable characteristics, provide support for our hypothesis. Our results on the Dutch policy change confirm that shadow education use might emerge at key moments of selection. In doing so, our study suggests that policymakers and researchers may want to include shadow education use in discussions on the merits and pitfalls of introducing more stringent performance standards into the education system.

Kaiser, R., & Hamlin, D. (2024). **The National School Lunch Program and Healthy Eating: An Analysis of Food Selection and Consumption in an Urban Title I Middle School**. *Education and Urban Society*, 56(2), 143-163. <https://doi.org/10.1177/00131245221110552>

The National School Lunch Program (NSLP) is a federal program that provides free and reduced priced lunch to millions of low-income children in urban schools. Empirical research shows mixed results on the physical and nutritional health of urban students participating in the program. However, a considerable limitation of this literature is that it focuses on student participation in the NSLP rather than what students consume when they receive a school lunch. By directly collecting a random sample of school lunches, we analyze the nutritional content of both selected and consumed school lunches

(n = 141) at a Title I middle school in a large US city. Results indicated that the food items that students select for school lunch are low in nutrients and high in sugar. Furthermore, food that students ultimately consumed during lunch had even lower nutritional value while consumption of sugar remained high. Future research is needed to investigate school-based interventions that leaders can deploy to foster healthy eating in urban schools.

Kohtamäki, V., Zheng, G., & Jinia, N. (2024). **Gender inequality in academic leadership: Bangladesh, China and Finland.** *Higher Education Quarterly*, 78(1), 78-92. <https://doi.org/10.1111/hequ.12447>

The importance of gender equality in academic leadership has been widely recognised, yet this issue has been underexplored outside the Anglo-Saxon countries. In this systematic review, we analysed 62 academic articles on women's academic leadership in Bangladesh (15), China (17) and Finland (30), published between 2000 and 2021. Our study revealed that research on gender-related academic leadership is still underdeveloped across the three countries, particularly in Bangladesh. Most studies have focussed on the barriers that hinder women from attaining academic leaders' roles. Our review results highlight the role of societal and cultural factors that contribute to the differences in the levels of gender equality in university leadership across the three countries. However, the men-dominated structure and culture in higher education pose the major obstacle for women in reaching leaders' positions in all three countries.

Lai, M., & Jung, J. (2024). **Master's programmes at Sino-foreign cooperative universities in China: An analysis of the neoliberal practices.** *Higher Education Quarterly*, 78(1), 236-253. <https://doi.org/10.1111/hequ.12456>

This study explores the current status and practices of master's programmes at Sino-foreign cooperative universities (SFCUs) in China. A document analysis of university publications is conducted on 133 master's programmes at nine SFCUs. The findings show the diversified development of disciplines and heterogeneity across nine universities. By examining how these programmes entangle with neoliberal ideas, marketisation and western orientation are found to be mobilised and reinforced in the internationalisation process. From the postcolonial perspective, this study identifies the practices of mimicry and resistance in operating master's programmes under transnational partnerships. The findings have implications in terms of educational equalities, the implementation of master's programmes in transnational higher education and the balance between home and host institutions in practice.

Lisitskaya, T., Taranov, P., Ugnich, E., & Pislyakov, V. (2024). **Pillar Universities in Russia: Bibliometrics of 'the second best'.** *Quality & Quantity*, 58(1), 365-383. <https://doi.org/10.1007/s11135-023-01645-4>

It is rather easy to identify the leading universities in a country, there are different established methods and indicators of excellence. Generally, it is more challenging to find 'the second best' universities which have the potential to become leaders, 'the firsts'. In Russia, such an attempt has been made. The program of 'Pillar Universities' was realized in 2016–2020, in two stages. This paper analyzes the initial stage of the project and its outcomes. We aim to investigate how the program affected the output of the universities from the bibliometric point of view. The results, obtained by bibliometric methods, are encouraging. There is an increase in publication output above the Russia's average growth. Multidisciplinary, domestic and international collaboration also increase. Those

universities which had no papers in the top journals started publishing their research there. The overall effect of the 'pillar project' is found to be positive. Bibliometrics is widely used for assessing higher education institutions and is free from local peculiarities. This allows using the observations of this study in a broader context.

Llopart, M., Martin, J., & Pierrel, A. (2023). **La formation technique et professionnelle en France: années 1820-1980**. Consulté à l'adresse <https://www.atlande.eu/nos-ouvrages/1062-la-formation-technique-et-professionnelle-en-france-annees-1820-annees-1880-9782350309347.html>

Un ouvrage efficace et complet pour préparer l'épreuve de SES histoire et géographie du monde contemporain de l'agrégation externe de SES pour 2024

Lo, W. Y. W., & Auld, E. (2024). **The role of university leaders in a political crisis: Students' perspectives from Hong Kong**. *Higher Education Quarterly*, 78(1), 4-19. <https://doi.org/10.1111/hequ.12418>

University students actively participated in the 2019 Hong Kong protests. In this context, the students expected that their universities would support their political stance. Drawing on data from interviews with student leaders, this article documents and examines students' expectations for their university heads, how they interacted and negotiated with university management and how university leaders variously responded to the students' expectations during the social movement. Noting the difficulties in reconciling conflicts over the positioning of the university amid strong political polarisation and social divisions in the society, this article argues that university leaders can only passively adapt to political unrest, and that such passive adaptation exemplifies university's vulnerability to political crises.

Lovell, D., & Mallinson, D. J. (2024). **Pencils Down... for Good? The Expansion of Test-Optional Policy After COVID-19**. *Innovative Higher Education*, 49(1), 177-199. <https://doi.org/10.1007/s10755-023-09677-2>

Test-optional admissions policies have been steadily, though slowly, expanding throughout higher education institutions for decades. The COVID-19 pandemic, however, sparked a rapid expansion of institutions adopting test-optional policy. Using a diffusion of innovations framework, this study assesses the institutional characteristics that shaped test-optional policy adoption of institutions adopting the policy before and after spring 2020. We find that COVID adopters are more ethnically diverse, more likely to be public, have higher test scores, and graduation rates, and lower admissions rates and percentage of financial aid coming from Pell Grants than pre-COVID adopters.

Lu, S., Vong, K. P., Tong, L., Zhou, Y., & Leung, S. O. (2024). **Moderating effect of the urbanicity construct on teachers' capacities to foster children's creativity in rural areas: evidence from Southwest China**. *Educational Research for Policy and Practice*, 23(1), 45-62. <https://doi.org/10.1007/s10671-023-09352-5>

While the Chinese government is in full force to narrow the gap between its rural and urban areas in all facets of development, it has been suggested that there are disparities in teacher quality in the two dichotomous territories, especially in terms of promoting children's cognitive trajectory. To unpack specifically the differences of the two groups of teachers' capacities to foster children's creativity, this study investigated the impact, namely the moderating effect, of the urbanicity construct (i.e., in terms of the extent of urbanization of the teachers' living and working environment) on the relationship

between teachers' perceived creativity characteristics of children and teachers' intention of creativity fostering teaching. Such was done through comparing the teachers' perception of creative characteristics (teachers' CC), vis-à-vis teachers' intention of creativity fostering teaching (teachers' CFT intention). In total, 104 teachers from two parts of Guizhou province participated in the study. Results showed that teachers' CC positively associated with CFT intention. However, urbanicity did not directly associate with teachers' CC and CFT. Instead, higher urbanicity decreased the association between teachers' CC and CFT intention. Implications and the significance of these findings will be discussed.

Lunag, M. N., Posadas, C. L., Lamadrid, R. L., Ducas, A. G., Teehankee, A., De Guzman, M. K. B., ... Clemente, Ma. C. B. (2024). **Building sustainable research and innovation ecosystem in Philippine higher education institutions.** *Educational Research for Policy and Practice*, 23(1), 63-88. <https://doi.org/10.1007/s10671-023-09355-2>

Research and innovation are highlighted as significant priorities among Higher Education Institutions (HEIs) in the Philippines. However, most HEIs in the country have a poor culture of research and innovation, which results in low academic productivity. This literature review was conducted to understand the dynamics of a teaching, research, and innovative university, discuss the current status of Philippine HEIs in terms of research (R&D)-innovation productivity, and excerpt best practices from leading universities in the country as a benchmark for other higher institutions toward building a culture of research and innovation. This study highlights different viewpoints but reveals one thing in common among the established research universities: they have exemplary administrative leadership and proper institutional framework, with strong qualifications from their faculty to absorb all the resources pouring in, thereby significantly boosting them and yielding a fruitful result in terms of research and innovation. With these, other Philippines HEIs need to build and develop a vital research and innovative culture among their stakeholders to produce tangible outcomes, which can be utilized for industry-related improvements and new market opportunities, and to address the nation's most pressing issues. Without the support and proper compensation within academia, industry, and government, the pool of talents will be put on the shelf. Nevertheless, leveling up from teaching institutions to become a research and innovative academia remains interesting as it depends primarily on the university's vision and actions, which are mostly affected by its internal and external environment. This paper hopes to be a springboard in formulating policy and practice toward enhancing research and innovation efficiency among the Philippine HEI's that could contribute to the overall nationwide progress.

Lyle, A. M., Spillane, J. P., & Haverly, C. (2024). **State-Level Efforts to Reform Elementary Science Education.** *Educational Policy*, 38(2), 350-390. <https://doi.org/10.1177/08959048231163787>

This comparative case study explores how 18 state education agencies (SEAs) support school districts in advancing standards-based elementary science reform. We identify how SEAs understand their work in advancing elementary science reform and describe how SEAs sought to engage districts in bridging from standards to classroom practice. Based on our analysis, we argue that the school subject is a critical explanatory variable in understanding SEA efforts to support standards implementation and SEAs lean on a resource-based approach for instructional policy implementation. This study contributes to the growing research base on the role of state policy in supporting standards implementation.

Macleod, G., Dozier, M., Marvell, R., Matthews-Smith, G., Macleod, M. R., & Liao, J. (2024). **Identifying a research agenda for postgraduate taught education in the UK: lessons from a machine learning facilitated systematic scoping review**. *Oxford Review of Education*, 50(1), 95-112. <https://doi.org/10.1080/03054985.2023.2203376>

This research aimed to describe and evaluate research on the Postgraduate Taught (PGT) sector in the UK from January 2008 to October 2019. The focus on PGT allowed a detailed analysis of an often overlooked part of the HE sector. Methodologically, the research is original in its use of an innovative machine learning approach to a systematic scoping review. The review scrutinised subject areas, topics studied and methodological approaches taken. Initial searches found 9,814 potentially relevant studies which were reduced to 693 for analysis. The machine learning approach was successful in reducing time without compromising accuracy. We conclude that this methodological approach is appropriate for similar reviews within education. Findings show a dominance of research into professional education programmes; a majority of research with PGT as the context rather than focus; a small number of comparative and large-scale studies; and substantial research categorised as 'scholarship of teaching'. While further research is required to ascertain if the findings are transferable to other national contexts, this study provides a reproducible methodology and identifies areas for future research to examine.

Menda, P. B., & Ditsidi, J. M. (2024). **Gratuité de l'éducation de base dans les écoles primaires publiques en République Démocratique du Congo : « Etat de lieu, défis, effets et perspectives »**. *British Journal of Education*, 12(2). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-2-2024/gratuite-de-leducation-de-base-dans-les-ecoles-primaires-publiques-en-republique-democratique-du-congo-etat-de-lieu-defis-effets-et-perspectives/>

Cette étude analyse la réforme de la gratuité de l'éducation de base dans les écoles de la République Démocratique du Congo (RDC). Elle relève les défis et évalue les effets de la gratuité de l'éducation en RDC. A l'issue de l'analyse et discussion des résultats, l'étude a abouti aux résultats suivants : la grande majorité (97,5%) des enseignants est au courant de la décision du Gouvernement de la RDC sur l'application de la gratuité de l'Enseignement primaire dans les écoles primaires publiques. La gratuité appliquée dans leurs écoles favorise l'accès de tous les enfants à l'école (62,5%) car beaucoup d'enfants ont regagné le chemin de l'école. La gratuité a diminué la charge des parents dans les frais à payer à l'école (97,5%). Certains frais ne sont plus payés par les parents notamment : les frais de contrôle des dossiers des finalistes ; les frais d'organisation matérielle des examens ; les frais des uniformes scolaires ; les frais d'inscription, de réinscription ou de confirmation d'inscription ; les frais d'évaluation interne ; les frais d'admission en classe supérieure ; les frais de suivi de la passation des épreuves de fin de cycle ; les frais de motivation des enseignants ; les frais de motivation des enseignants et les frais de transport des enseignants. En outre, la réforme de la gratuité de l'éducation de base présente plusieurs défis en RDC. Ces défis sont à trois niveaux. Ils sont liés à l'élève, à l'enseignant et aux parents. Les résultats de l'analyse quantitative ont montré que la moyenne du nombre de livre avant la gratuité était de 19 livres tandis qu'après la gratuité la moyenne est de 22 livres pour une classe. C'est-à-dire qu'il y a eu plus de livres après la gratuité d'avant. La moyenne de nombre de classes, avant la gratuité était de 1 classe alors qu'après la gratuité, les écoles sont passées de 1 à 2 classes paires. Le nombre d'enseignants a aussi doublé après la gratuité. La moyenne du nombre des

élèves est passée de 38 à 78 élèves pour une classe. En plus, la moyenne de réussite a baissé ; elle est passée de 69% à 66,8% après la gratuité. Les différences observées dans le nombre de livres ($t = -0,993$; $p = 0,350$), nombre de classes ($t = -0,894$; $p = 0,397$), nombre d'enseignants ($t = -0,894$; $p = 0,397$) et la moyenne de réussite ($t = 0,446$; $p = 0,667$) ne sont pas significatives. Cependant, la différence observée dans le nombre d'élèves ($t = -5,864$; $p = 0,000$) est significative.

Menken, K., Espinet, I., & Avni, S. (2024). **“There Was Nothing Here”**: School Leaders Using Dual Language Bilingual Education Programs as a Formula to Re-Engineer Student Populations for School Turnaround. *Educational Policy*, 38(2), 448-478. <https://doi.org/10.1177/08959048231159919>

New York City offers an example of the national trend to expand dual language bilingual education (DLBE) programs, yet only a small proportion of multilingual learners are enrolled in these programs in city schools. Our examination of new DLBE programs in three city schools builds on research about the “gentrification” of DLBE. Specifically, our findings show how school leaders opened DLBE programs to re-engineer the demographics of their student population by enrolling more White, privileged students in the name of “school turnaround”—namely, to increase enrollment and popularity in a school choice context and improve performance on accountability measures.

Mizala, A., Canals, C., & Ortega, L. (2023). **Promoting gender equity in and through education**. Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388037>

Naudet, C. (2023). **Une approche des territoires en surplomb dans la géographie scolaire ? L'exemple du concept de ressources**. In C. international des sciences territoriales (CIST) (Éd.), *CIST2023 - Apprendre des territoires / Enseigner les territoires* (p. 37-41). Consulté à l'adresse <https://hal.science/hal-04388968>

What is the dominant approach to territories in school geography? This paper focuses on the study of teaching content to understand a dominant «disciplinary form» (Forquin, 2008). This prism focuses the approach to school geography on its actors and objects. Our hypothesis is that the approach to territories in school geography is conditioned by the disciplinary form to be taught –a system of resources but also of constraints for teachers. As soon as geography proposes an overarching approach, the disciplinary form taught turns out to be mostly deterritorialized. The empirical analysis is made up of three sets and focuses on a major concept of school geography (resources): The first consists of an analysis of middle and high school curricula; the second and third are centred on the 5th and 2nd grades, via the analysis of collections of school textbooks and pupils' notebooks.

Nordholm, D., & Adolfsson, C.-H. (2023). **Big ideas, soft governance: managing large-scale school improvement at the national agency level in Sweden**. *International Journal of Educational Management*, 38(1), 302-316. <https://doi.org/10.1108/IJEM-04-2023-0219>

Purpose Using a large-scale school improvement program in Sweden as a case, this article aims to explore the state governance of a large-scale school improvement program in Sweden and how officials at the state agency level made sense of the reform ideas and operationalized them in policy actions. Design/methodology/approach Data were integrated from Swedish Government Official Reports and formal directives from the Ministry of Education. Officials of the Swedish National Agency for Education (SNAE)

were also interviewed. Data were analyzed to identify how regulatory rules, professional norms and cultural–cognitive beliefs shaped SNAE's design of the program. Findings The article shows how different types of governance (i.e. regulatory rules, professional norms and cultural–cognitive beliefs) set the direction for managing large-scale school improvement. In particular, in the studied case, the lack of clear regulatory directives enabled sensemaking processes clearly influenced by normative ideas and cultural–cognitive beliefs. Research limitations/implications The findings are mostly presented from the perspective of managers, so further study is required to attain a broader understanding of the state agency level's role and function. Practical implications By illustrating the strengths of understanding various dimensions of educational governance, the findings are highly relevant to both policymakers and educational managers at different levels of school systems. Originality/value The article offers a valuable perspective on large-scale school improvement and educational governance by focusing on a level that has hitherto received little attention.

Nwokeocha, S., Kah, E. D., Sessay, A., Njora, H., & Wodon, Q. (2023). **Where do West African countries stand on professional standards and competencies for teachers and school leaders?** (p. 20). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388115>

Nwokeocha, S., Sessay, A., Njora, H., & Wodon, Q. (2023). **Professional standards and competencies for teachers and school leaders: a case study for Sierra Leone** (p. 30). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388114>

OCDE. (2024a). **How do public and private schools differ in OECD countries?** <https://doi.org/10.1787/90348307-en>

Private schools cater for around 1 in 5 students from pre-primary to the end of secondary education, a share that has not changed materially since 2015. They enjoy greater autonomy, suffer fewer shortages of all kinds and handled the COVID-19 pandemic better than public schools. Although their students achieved better results in PISA 2022 in many countries, this is mainly because they enrol more students from advantaged socio-economic backgrounds than their public counterparts. The main challenge in many countries today is to increase the social mix in public and private schools, which is why many efforts have been made in this direction over the past decade.

OCDE. (2024b). **Transforming education in Indonesia: Examining the landscape of current reforms.** <https://doi.org/10.1787/9ff8d407-en>

This policy perspective examines Indonesia's Merdeka Belajar (“Emancipated Learning”) initiative, a comprehensive education reform agenda initiated in 2019. The primary objective of this reform is to enhance learning outcomes, make schooling a more joyful experience, and empower students and school communities. The new « Emancipation Curriculum » emphasises foundational competencies and 21st-century skills and adopts holistic, formative assessment methods. It streamlines content and introduces innovative teaching methods, while increasing teachers’ flexibility and autonomy in schools. It also instigates a new model of teacher professional learning. This document contextualises these initiatives within the international education landscape. It offers perspectives on what could help Indonesia ensure the success of these reforms,

potentially reshaping the country's educational future and contributing to its development and prosperity.

OECD. (2023). **OECD Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem**. Consulté à l'adresse <https://doi.org/10.1787/c74f03de-en>
Digital Education Outlook 2023 provides a comparative, thematic analysis of how countries shape or could shape their digital ecosystem.

(ORES), O. sur la réussite en enseignement supérieur. (2023). **Accessibilité financière aux études : quelles conditions pour la réussite étudiante ?** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3902> [Report]. Consulté à l'adresse Observatoire sur la réussite en enseignement supérieur (ORES) website: https://oresquebec.ca/wp-content/uploads/2023/10/Dossier_AccessibiliteFinanciere_72DPI_VFF.pdf

Au Québec, le modèle d'accessibilité aux études a été mis en place dans les années 1960, avec la création des premiers cégeps, du réseau de l'Université du Québec et de l'adoption de la loi québécoise sur l'aide financière aux études (AFE). Fondé sur la redistribution, le programme d'AFE continue d'avoir des effets positifs sur l'accessibilité à l'enseignement supérieur de plusieurs groupes de la population étudiante (de première génération, de milieu défavorisé, par exemple) en réduisant les barrières financières et les inégalités des chances (Bouchard St-Amant, 2020; Colas et al., 2021). L'accessibilité financière aux études est également favorisée par un gel des droits de scolarité à différents moments depuis les années 1960, fruit des luttes d'un mouvement étudiant structuré et présent dans l'espace public (Beaupré-Lavallée et Bégin-Caouette, 2019). Depuis le « printemps érable » de 2012, le consensus sur l'indexation des droits de scolarité à l'inflation est partagé par l'ensemble des acteurs et actrices de l'enseignement supérieur. Or, cette inflation est en forte croissance ces dernières années : l'Indice des prix à la consommation a augmenté de près de 11 % en 2022, un sommet en 40 ans depuis la récession de 1982 (Statistique Canada, 2023). Au sein même de la population étudiante, les répercussions de l'inflation sont inégales et atteignent davantage certaines personnes étudiantes, dont celles qui sont dans une ou des situations suivantes (Bottorff et al., 2020; Savoie-Roskos et al., 2023) : Provenir de milieu socioéconomique défavorisé; Être en situation de handicap; Être de la première génération à fréquenter un établissement d'enseignement supérieur; Provenir d'un autre pays; Vivre sur le campus; Faire partie de la diversité sexuelle et de genre; S'identifier à une minorité ethnoculturelle; Avoir des personnes à charge. Autrement dit, le risque d'insécurité financière est plus élevé chez les personnes étudiantes qui sont déjà vulnérables aux inégalités sociales et économiques (ibid.). L'accessibilité financière aux études est donc compromise par l'insécurité alimentaire ou encore le manque de logements abordables (UTILE, 2022b). Les conséquences de cette augmentation du coût de la vie ne sont pas encore toutes connues, mais l'endettement croissant par crédit à la consommation (Fiset et Pugliese, 2021) risque de croître chez la population étudiante. Par ailleurs, le programme québécois d'aide financière aux études repose sur de solides fondations sur lesquelles il est possible de s'appuyer en ces temps d'incertitude économique, afin de ne laisser aucune personne étudiante derrière. En tant qu'espaces de formation au jugement critique, les établissements d'enseignement supérieur pourraient-ils devenir le lieu privilégié d'une éducation financière adaptée aux réalités étudiantes actuelles ?

Owan, V. J., Ameh, E., & Anam, E. G. (2024). **Collaboration and institutional culture as mediators linking mentorship and institutional support to academics' research productivity.** *Educational Research for Policy and Practice*, 23(1), 19-44. <https://doi.org/10.1007/s10671-023-09354-3>

This study estimated the direct and indirect contributions of mentorship and institutional support (IS) to academic staff's research productivity (RP) at a public university in Cross River State. Two mediator variables—collaboration and institutional culture (IC), were introduced to determine their roles in the nexus between the predictors and the criterion variables. The quantitative research method was adopted following the correlational research design. "Career Empowerment and Research Productivity Questionnaire (CERPQ)" was used for data collection after validation by experts and reliability test. Three hundred twenty-seven copies of the CERPQ were administered, but 303 were retrieved. Mediation-based analysis was performed using structural equation modelling following the research questions and hypotheses. Amongst others, findings revealed that mentorship had a non-significant negative contribution to the RP of academic staff; mentorship only promoted RP among academic staff when it was followed by positive IC and collaboration. IS had a non-significant positive contribution to the RP of academic staff. The joint mediation of collaboration and IC was significant in the nexus between mentorship and RP and between IS and RP of academic staff in the public university. Collaboration was the most important factor directly associated with the RP of academic staff and also partially mediated the contributions of other variables (such as mentorship and IS) to the RP of academic staff. The results of this study can be useful for universities seeking to enhance the research productivity of their academic staff. The study highlights the importance of considering multiple factors that may influence research productivity and suggests that institutions should prioritise fostering a supportive and collaborative environment for academic staff to maximise their research productivity. The study can also inform the development of mentorship programmes and the creation of institutional policies that support and promote research productivity.

Perkins, Carrier, & Schaffer. (2024). **Course Placement for Non-Traditional Community College Students.** *Community College Journal of Research and Practice*, 48(2), 121-125. <https://doi.org/10.1080/10668926.2023.2216659>

Community colleges often employ measures to determine student course placement. Though much research has examined the predictive validity of placement measures such as ACT or high-school GPA, little research examines the effects of students' traditional and non-traditional status. Using data from a rural state community college, we examined the predictability of high-school GPA and ACT scores on college GPA and passing math and English courses. The results confirm previous research that finds high-school GPA to predict better than other placement measures. The results from the analyses of traditional and non-traditional students add to the placement literature by suggesting that the number of years between high-school graduation and community college attendance also affects overall success. This signifies that the number of years since a student graduated high school should be factored into placement decisions.

Pons, X. (2024). **La fabrique des politiques d'éducation: La rapidité sans la qualité ?** Consulté à l'adresse <https://www.puf.com/la-fabrique-des-politiques-deducation>

Qui fabrique vraiment les politiques d'éducation ? Pour qui et selon quelles logiques ? Ces politiques sont-elles fabriquées en priorité par et pour quelques groupes d'acteurs initiés ? Ces questions sont simples et fondamentales pour toute démocratie, encore plus

en France où l'école est une institution centrale du modèle républicain. Néanmoins aucun ouvrage en français n'a été consacré à ce thème à ce jour alors que le policy making constitue un objet d'interrogation international depuis des décennies. Ce livre entend combler ce manque en proposant une revue de littérature intensive des travaux disponibles, francophone et anglophone, et en développant des exemples pris dans nos recherches personnelles de ces dernières années. Il montre que la France a connu trois modèles de fabrique des politiques d'éducation depuis la Libération : la communauté de politique publique, la décommunautarisation et le puzzle accéléré. Ces modèles se sont sédimentés, ce qui a grandement complexifié cette fabrique. Face à cela, la tentation actuelle des responsables politiques semble être d'aller toujours plus vite, l'accélération de la fabrique pouvant se faire au détriment de sa qualité.

Prisca, F. (2024). **L'éducation inclusive et numérique : quelles convergences ?** Dossier de veille de l'IFÉ, (146). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/DA/detailsDossier.php?parent=accueil&dossier=146&lang=fr>

Reikosky, N. (2024). **Pipeline Philanthropy: Understanding Philanthropic Corporate Action in Education During the COVID-19 Era and Beyond.** *Educational Policy*, 38(2), 479-509. <https://doi.org/10.1177/08959048231163802>

In response to COVID-19 many companies, particularly technology companies, voluntarily attended to the strained education sector by donating or temporarily discounting their core products, generating public support and gratitude. This type of philanthropic corporate action demonstrates an expansive and perhaps increasing function in the provisioning of certain educational materials and resources by private actors. This article analyzes this strand of corporate activity as pipeline philanthropy and shows how this model of strategic corporate giving differs from existing models of philanthropy in education. Through illustrations this study assesses the democratic implications of corporate entanglement through philanthropic action to evaluate whether the benefits brought about by an enhanced role for corporate actors in education are worth what they compromise.

Remnant, J., Sang, K., Calvard, T., Richards, J., & Babajide, O. (Abraham). (2024). **Exclusionary Logics: Constructing Disability and Disadvantaging Disabled Academics in the Neoliberal University.** *Sociology*, 58(1), 23-44. <https://doi.org/10.1177/00380385231162570>

Contemporary academia features managerialism and neoliberal thinking, consequent of an increasingly dominant market logic. This article draws on interviews with disabled academics, line managers, human resources professionals, estates staff, health and safety staff, and trade union representatives, alongside university policy documents, to discuss the impact of this logic on the experiences of disabled academics. Understandings of disability across professional groups were divorced from institutional rhetoric of Equality, Diversity and Inclusion, aligning more clearly with market logic, manifest in performance management and idealised notions of academic work. Unlike students, disabled academics are required to navigate hostile policies and procedures. Their diagnoses are used in points of dispute relating to performance, or as an obstruction to dismissal tolerated out of legal obligation. This article illustrates the need for a change in university institutional logics to undo the damaging limitations of following market models of education.

Roulston, S., & Cook, S. (2024). **Using GIS to analyse early years provision in Northern Ireland – adding another year of segregated education?** *Oxford Review of Education*, 50(1), 42-59. <https://doi.org/10.1080/03054985.2023.2190088>

Early years education is offered free to all three-year-olds in Northern Ireland, prior to starting primary school, and most parents take advantage of this offer for their children. An experience of early years education has been shown to considerably improve life chances and to be important in starting the process of building a shared society, particularly important in a divided society emerging from conflict such as Northern Ireland. This paper will examine the degree to which that provision is segregated using GIS analysis and explore the factors which influence those divisions within the wider context of a deeply segregated system of education. Pre-school education in Northern Ireland is found to be highly segregated by community background, and there is a tendency for pre-schools to be more segregated than the areas in which they are located. This may exacerbate existing divisions within education and adding a further year of segregated education may provide a further impediment to building a shared future for communities in Northern Ireland.

Runde, D. F., Bandura, R., & McLean, M. (2023). **Investing in Quality Education for Economic Development, Peace, and Stability**. Consulté à l'adresse <https://www.csis.org/analysis/investing-quality-education-economic-development-peace-and-stability>

In a time of rapid social, technological, and economic change, investing in education is important for building country resilience, and needs to be embedded in policy discussions and decisions related to peacebuilding, inclusion of women and girls, and state fragility.

Savitz-Romer, M., Nicola, T. P., Rowan-Kenyon, H. T., & Carroll, S. (2024). **A Landscape Analysis of State-Level School Counseling Policy: Perspectives from State Officials**. *Educational Policy*, 38(2), 421-447. <https://doi.org/10.1177/08959048231163803>

This study explores the prevalence and implementation of four key school counseling policies at the state level and to what extent they are monitored for positive impact on the school counseling profession. Drawing on an analysis of state school counseling policy documents and interviews with school counseling leaders from 30 state education agencies, we found that policies vary considerably across states. Within states, the constrained authority of state counseling officials and lack of funded counseling mandates contributed to differences in policy implementation at the local level. These barriers can unintentionally reduce the efficacy of counseling policies and thus their impact on students.

Schäfer, G. (2024). **What is higher education to contemporary students in Germany?** *Higher Education Quarterly*, 78(1), 268-282. <https://doi.org/10.1111/hequ.12464>

The purpose, aim and goals of higher education itself have been discussed and researched in the context of massified and marketised higher education in Germany, with a focus mainly on higher education national policies or the view of faculty staff. By shifting the perspective instead to the students, this article asks what higher education means to them nowadays. This study is based on 95 interviews with German graduate students from three disciplines (i.e. business administration/management, medicine and musicology) and it offers a typology of what students understand as the purpose of higher education. Six types were reconstructed from the empirical material, along three main

lines of higher education's purpose (i.e. occupational, personal and societal). This paper also shows how the chosen discipline becomes more salient for the student's perception of higher education purpose than their social background. This questions previous research that found strong ties between instrumentalism and social background in higher education. This paper also demonstrates that social differences do matter in their egalitarian or elitist variation of understanding within non-instrumentalist types. Overall, this study illustrates how heterogenous contemporary higher education purpose has become, which mirrors a further general differentiation in higher education.

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2023). **Education for citizenship in times of global challenge: IEA international civic and citizenship education study 2022 international report.** Consulté à l'adresse <https://www.iea.nl/sites/default/files/2023-11/ICCS2022-International-Report.pdf>

Sisson, J. H. (2023). **Bringing Children's and Teachers' Agency Together to Create Meaningful Learning That Matters in a Diverse Preschool.** *International Journal of Early Childhood*, 55(3), 387-402. <https://doi.org/10.1007/s13158-023-00364-z>

This article addresses children living and learning under difficult circumstances by problematising taken-for-granted views of what counts as learning and school readiness that perpetuate deficit views of children who have been impacted by forced migration. Drawing from a larger study focused on exploring how early childhood teachers re-design their pedagogy in culturally responsive ways, this article presents the findings of one team who shifted their views about a group of children impacted by forced migration who resisted planned learning experiences. The analysis focuses on how an assemblage of knowledge, actors, expressions and experiences came together to constitute children's play and digital worlds as matter(ing) in teachers' planning and pedagogy and teachers' planning and pedagogy as matter(ing) in children's play, demonstrating how children and their mediators of learning re-imagined their repertoires, identities and agencies to co-construct meaningful learning.

Stich, A. E., Spencer, G., Johnson, B., & Baser, S. (2024). **Is "Option B" a Viable Plan B? School Counselors' Sensemaking of a Dual Enrollment Policy in Georgia.** *Innovative Higher Education*, 49(1), 71-90. <https://doi.org/10.1007/s10755-023-09669-2>

Leveraging the state's dual enrollment program, Georgia policymakers introduced a novel postsecondary pathway called "Option B" that allows students to bypass many traditional high school graduation requirements by completing sub-baccalaureate credentials for career and technical education instead. Given the distinctiveness of this policy, high school counselors play an important role in its implementation as "street-level bureaucrats." Drawing on sensemaking theory, this qualitative study examines how counselors consider the feasibility of the new pathway and for whom it serves best. Results suggest that there is disagreement between policymakers and street-level bureaucrats regarding the appropriate extent of postsecondary expansion for high school students.

Thoma, N. (2023). **Overcoming Religious and Racioreligious Othering in Preschools: Transforming Educational Policies for More Social Just Pedagogies.** *International Journal of Early Childhood*, 55(3), 331-346. <https://doi.org/10.1007/s13158-023-00373-y>

The article addresses religious and racioreligious othering in preschools in South Tyrol, an autonomous province in Northern Italy with a predominantly catholic population in which migration is still discussed as a rather 'new' phenomenon. Theoretically, the article draws

on education policy research and on migration pedagogy as a way to understand how religion-related policy recommendations are connected to social hierarchisations and how they are enacted in educational practice. Empirically, the article is based on ethnographic research in South Tyrolean preschools. During the fieldwork in three preschools, religion proved to be a relevant category of othering and hierarchisation. With an analysis of a policy paper, fieldnotes and transcribed audio recordings, the article aims at contributing to an understanding on how teachers, despite their good intentions, contribute to religious and racireligious othering and how children as active agents centre their friendships and resist religion-based hierarchisations. The article ends with suggestions on how pedagogical policies and practices can support children and teachers in countering religious and racireligious othering.

Thomas, S. (2023). **Building evidence to support vocational excellence for the digital and green transitions: The role of centres of vocational excellence in the digital transition** (p. 91). Consulté à l'adresse <https://www.etf.europa.eu/en/publications-and-resources/publications/building-evidence-support-vocational-excellence-digital-and>

Torres, A. C., Frost Waldron, S., & Burns, J. (2024). **Compliance, Chaos, or Coherence? How Superintendents, Districts, and Schools Craft Coherence From School Turnaround Policy.** *Educational Evaluation and Policy Analysis*, 46(1), 133-159. <https://doi.org/10.3102/01623737231161363>

This mixed-method study examines Michigan's Partnership policy for school turnaround, which positions the district and superintendents as key policy implementation actors. We first interviewed 21 of 35 Partnership superintendents/leaders across Michigan and surveyed teachers to understand the initial response to the turnaround policy and the strategic planning process. We then used our understanding of these leaders' responses to conduct a purposively sampled embedded multiple comparative case study of three varied districts. These case studies helped us more deeply understand and compare how districts engaged in the process of crafting coherence and school-level stakeholders' perceptions of activities related to coherence and implementation of the reform. Based on these two levels of data collection and analysis, we found that many leaders used the opportunity to create new changes, roles, and partnerships, but the majority also symbolically adopted policy demands by aligning their turnaround plans with pre-existing efforts. Using cross-case comparisons of our three districts, we argue that some degree of strategic buffering from policy demands may be warranted, especially when districts have low capacity and face significant challenges recruiting and retaining teachers.

Trinidad, J. E. (2024). **Positionality in the Politics of Education: Mapping the Strategies and Constraints of Education Reformers.** *Educational Policy*, 08959048231220038. <https://doi.org/10.1177/08959048231220038>

The success and failure of education reform policies often depend on the strategies of reformers. This article suggests a framework to understand the positionality of reformers, as they vary in their strategy (i.e., technical vs. relational) and focus for change (i.e., process- vs. outcomes-focused). Using the case of individuals who initiated new data systems in Chicago, Philadelphia, and New York City, the study discusses four groups of reformers: Engineers privilege efficient technical fixes that may be resisted by people on the ground. Capacity-builders focus on empowering schools but may lead to variable successes. Framers research and disseminate ideas to reframe policy and political discourses. Table-setters leverage their social networks and financial resources but may

challenge democratic decision-making. As schools continue to be sites of political debates and challenges, the concept of positionality can clarify how reformers promote particular changes and can suggest possibilities for positions to constructively complement each other.

UNESCO. (2023a). **From commitment to action towards a gender-transformative approach to addressing school violence in the Asia-Pacific Region: Technical brief** (p. 18). Consulté à l'adresse UNESCO website: <https://www.unesco.org/en/articles/commitment-action-towards-gender-transformative-approach-addressing-school-violence-asia-pacific>

Dévoilant la dynamique cachée de la violence sexiste en milieu scolaire dans la région Asie-Pacifique, cette note technique explore les intersections complexes des normes de genre néfastes, de la violence et des paysages éducatifs. Elle préconise une approche transformatrice remettant en question les stéréotypes de genre et les dynamiques de pouvoir qui façonnent les expériences et les impacts de la violence scolaire. Elle appelle ainsi les gouvernements et les acteurs de l'éducation à l'action, en prenant des mesures décisives comme la mise en œuvre de programmes holistiques fondés sur des données probantes qui appliquent une optique de genre pour créer des écoles sûres et inclusives.

UNESCO. (2023b). **The futures we build: abilities and competencies for the future of education and work** (p. 77). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000386933_eng

Vindrola, S., Ghawi, G., Baghdasaryan, B., Lata, D., Loza, S., & Nugroho, D. (2023). **What Works in Pre-Primary Education Provision** (p. 92). Consulté à l'adresse UNICEF website: https://www.unicef-irc.org/publications/pdf/Digital_ECE_WhatWorks_Final.pdf

The 'What Works in Pre-Primary Education Provision' report is based on an evidence review of 56 studies from 29 low- and middle-income countries (LMICs). It synthesizes the available evidence on pre-primary education interventions or programmes t

Woo, H., LeTendre, G. K., Brezicha, K., Bergmark, U., & Ikoma, S. (2024). **Coherence and fragmentation: Global influences on Nordic and East Asian teacher policies**. *Teaching and Teacher Education*, 139, 104352. <https://doi.org/10.1016/j.tate.2023.104352>

We investigated patterns of teacher policy reforms in eight countries – Denmark, Finland, Norway, and Sweden in the Nordic group and Japan, Singapore, South Korea, and Taiwan in East Asia. Using the Reforms Finder of the Organization for Economic Cooperation and Development (OECD) and the World Education Reform Database (WERD) to identify teacher-related reforms, we found all nations focused on the improvement of teacher quality as a common vision for education, but no nation implemented a “coherent” set of policies that addressed all phases of teacher professional trajectories. Some regional effects in policy emphasis with regard to education, certification, working conditions and long-term professional development were noted.

Zapiola, J. S. (2023). **Drought Shocks and School Attendance in Tanzania** (Young Researchers Working Paper N° 12). Consulté à l'adresse Universidad de San Andres, Departamento de Economia website: <https://econpapers.repec.org/paper/sadypaper/12.htm>

In this study, we investigate the effect drought has on school attendance in Tanzania. To do so, we exploit exogenous rainfall variability to explore its effect on the proportion of school attendance after they experienced a drought shock. We resulted in a positive and significant coefficient, indicating that those with a severe-extreme drought shock are likelier to increase school attendance. Notably, this finding holds across different model specifications, demonstrating the robustness and consistency of our results.

Pratiques enseignantes

Adam, C., Cousin, E., Feron, A., Poinsothe, F., Ruault, R., & Zeini, N. (2023). **Enjeux environnementaux et sociétaux: des écosystèmes de formation, pour quelles transformations ?** *Question de pédagogie dans l'enseignement supérieur. Colloque QPES 2023*. Présenté à Lausanne, Switzerland. Consulté à l'adresse <https://hal.science/hal-04249719>

This symposium focuses on three initiatives dedicated to the training of engineers to understand and act on environmental and societal issues of the 21st century, which are anchored in three different engineering training institutions in France. The ambition of this work is to study the design and implementation of concrete systems to respond to these issues, to provide elements of understanding and to stimulate constructive questioning and a reflective approach for the actors of this type of training at different levels of the curricula (macro - institutions, meso - programs and systems, micro - actors). Through a cross-presentation of these experimental systems, and by taking a step back on the practices and modalities via a systemic approach, the contributors highlight the perceived contributions and limits, question the targeted transformations and the effects obtained, and identify the questions and perspectives raised. This feedback and the analyses that result from it contribute to a broader scientific reflection on the design of training as a complex ecosystem. A specific way of conceiving training around the paradigm of complexity is emerging. This study allows us to take a different look at the processes of (co-)construction of such systems and to reexamine the learning processes and teaching methods, even though the objectives and goals are, by nature, evolving and often uncertain.

Archieri, C. (2023). **Note de synthèse pour obtenir l'Habilitation à Diriger des Recherches : Documenter l'expérience corporelle pour instrumenter cette dimension de la formation. Contribution à un programme écologique de l'agir humain** (Thesis, UBO). Consulté à l'adresse <https://hal.science/tel-04388545>

Artigue, M., & Masselin, B. (2023). **The dynamic of implementation of adapted Lesson Studies in France**. In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG23). Consulté à l'adresse <https://hal.science/hal-04393494>

The implementation research reported here studies the dynamic of the implementation of adapted Lesson Studies (LSa) in France, a process initiated in 2016-2017 at the IREM of Rouen. Drawing in particular on the systemic and ecological approach offered by the anthropological theory of the didactic, we show how a hybrid object combining the LS and the IREM cultures of teacher professional development has emerged and consolidated. We identify an original, essentially bottom-up dynamic that exploits curricular and institutional changes, and mobilises an increasing diversity of contexts and

actors. We question its potential and its limitations, in the light of the current state of implementation research, and reflect on the most appropriate models for it.

Azrou, N. (2023). **Views of teachers and students about teaching and learning proof at the university level.** In P. Drijvers, H. Palmér, C. Csapodi, K. Gosztanyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG1). Consulté à l'adresse <https://hal.science/hal-04398781>

The aim of this paper is to investigate, on both sides of teachers and students, a situation in which teaching of proof and proving is not a core subject of teaching university mathematics due to institutional constraints, traditions, and teachers' views. Ten teachers and twenty students of three Algerian universities have been interviewed about the teaching and the learning of proof and proving. The results of the interviews showed conflictual points of view of teachers and students: in particular, while teachers claimed that proof and proving can be learnt parallelly through the learning of advanced mathematics, by making more efforts and attention, students expressed the need for a specific teaching of such an important subject where they have many difficulties.

Barbosa, A., & Vale, I. (2023). **Pre-service teachers' generalization strategies solving figurative growth patterns.** In P. Drijvers, H. Palmér, C. Csapodi, K. Gosztanyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG19). Consulté à l'adresse <https://hal.science/hal-04395399>

The aim of this paper is to analyse the algebraic thinking of future elementary education teachers (3- 12 years old) when they solve tasks involving figurative growth patterns. The theoretical framework related to generalization processes and strategies and also to learning styles in problem solving is taken as reference. The study involved 43 pre-service teachers and followed a qualitative, interpretative methodology. Data was mainly collected through participant observation and written productions. The results show that the participants were able to use a diversity of generalization strategies, allowing the development of representational fluency, and showed more difficulties with the transition from near to far generalization when they recurred to analytical approaches. In general, we noticed that the exploration of figurative growth patterns facilitates the integration of different learning.

Barlovits, S., & Ludwig, M. (2023). **Effective or not? The impact of mobile learning on students' interest, self-efficacy, and performance in outdoor mathematics education.** In P. Drijvers, H. Palmér, C. Csapodi, K. Gosztanyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG16). Consulté à l'adresse <https://hal.science/hal-04395404>

Interest and self-efficacy are seen as important requirements for students' performance. Two approaches that can promote students' affective attitudes towards mathematics are mobile learning as well as outdoor learning. The latter one can be realised in mathematics education by so-called math trails, which connect math tasks to real outdoor objects. Math trails can be enriched by mobile applications, such as the MathCityMap app. In a quantitative study (N = 257), we compare math trails with or without digital support regarding students' interest, self-efficacy, and performance. The results show that the use of the mobile app has no influence on students' interest and self-efficacy. Nevertheless, it is beneficial since it leads to a significant increase in the number of tasks solved, while the number of tasks processed is comparable. As the

analysis of the app usage shows, this result can be attributed to the valuable support of the app in form of hints and immediate answer validation.

Bateman, A., & Mitchell, L. (2023). **Drawing as a Pedagogical Resource for Immigrant Children's Stories About Belonging**. *International Journal of Early Childhood*, 55(3), 421-440. <https://doi.org/10.1007/s13158-023-00369-8>

This article explores how drawing, facilitated by teacher prompts, provides opportunities for children to communicate their new connections in and sense of belonging with Aotearoa New Zealand, whilst sustaining connections with people and experiences from their home country. We use an ethnomethodological framework (Garfinkel, 1967) and a conversation analysis approach (Sacks et al., 1974) to explore spontaneous interactions between children and early childhood teachers around drawing activities. Four children, aged 3 and 4 years and who are from immigrant backgrounds, are the focus for the article. They participated with their families as case studies in research about the role of early childhood education in strengthening belonging for refugee and immigrant families (Mitchell et al., 2018). Families selected for case studies were of differing ethnicities, had come to Aotearoa New Zealand as refugees or immigrants, and wanted to participate in the research. The examples here involve the children restricting their talk to include only the characters they have drawn, demonstrating drawing as a unique resource which restricts possible unintentional 'hijacking' (Davis & Peters, 2008). Our findings demonstrate how touch and talk intertwine to co-construct a sequential unfolding of a story where characters are identified prior to the child telling about activities and location. As such, the drawings act as tangible resources which facilitate talk about an abstract concept such as belonging. 'Slow pedagogies' and a dedicated space for uninterrupted work with small groups were other facilitating features.

Begué, N., & Arnal-Palacián, M. (2023). **Exploring emotions in primary school students through mathematical problem solving**. In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztanyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG8). Consulté à l'adresse <https://hal.science/hal-04416881>

The aim of this work is to analyse the emotions mobilised in primary school students after solving a problem. A series of instruments have been designed to help students identify the emotions for their posterior analysis. In view of the type of questions to analyse the affective dimension, a mixed research methodology was established on a sample of 17 students. On the one hand, a descriptive analysis of the number of pleasant and unpleasant emotions, as well as their frequency in the sample. Although no differences are identified in relation to the presence of pleasant emotions compared to unpleasant ones, the study of the responses according to gender highlights that the majority of females identify more unpleasant emotions during problem solving. The qualitative analysis completes the previous results, identifying the factors that justify the identification of unpleasant emotions.

Bell, B. A., Taylor, S. G., Roberts, A. M., Shi, D., Burgess, K., Hough, C., & Flory, K. (2024). **Factor Structure of the Teacher Strengths and Difficulties Questionnaire in a Large Community-Based Sample: An Investigation of Alternative Measurement Models**. *Assessment*, 31(2), 291-303. <https://doi.org/10.1177/10731911231157627>

The Strengths and Difficulties Questionnaire (SDQ) is a screening measure commonly used to assess behavioral and emotional symptoms and strengths among children and

adolescents. However, despite its frequent use, its underlying factor structure remains an important area of inquiry. Whereas the original five-factor structure has often been supported through exploratory factor analysis, results from confirmatory analyses continue to yield mixed results. We analyzed data from youth in Grades K through 12 from a large epidemiologic study in the Southeastern United States. Teacher-report SDQ data were used to test three confirmatory factor models by school level (i.e., elementary [Grades K–5] and secondary [Grades 6–12]): The original five-factor model, a three-factor model, and a bifactor model. Model fit indices and reliability measures supported the original five-factor model as the preferred model when using the teacher-reported SDQ with both elementary and secondary school children. Implications for using the SDQ in applied research and predictive modeling are discussed.

Bernier, V., Gaudreau, N., & Massé, L. (2022). **Les pratiques de gestion de classe des enseignants : efficacité perçue par les élèves présentant des difficultés comportementales.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 57-79. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9925>

This article discusses the perceptions of students with emotional and behavioral difficulties (EBD) regarding the effectiveness of teachers' classroom management practices. The interviews with fourteen PDC students enrolled in secondary school special class were analyzed using a qualitative thematic analysis approach. Based on the model of the five components of classroom management, the results offer an unprecedented perspective on classroom management and reveal a large inventory of practices perceived effective by participants to manage the classroom. They also reveal that the type of school attended and attitudes towards it particularly influence their perceptions. Finally, the perceptions of students with EBD are quite consistent with the practices recommended by research in the field.

Bertoni, E., Elacqua, G., Mendez, C., & Santos, H. (2024). **Teacher Selection Instruments and Teacher Value-Added: Evidence From Peru.** *Educational Evaluation and Policy Analysis*, 46(1), 53-81. <https://doi.org/10.3102/01623737221149417>

In this article, we explore whether the evaluation instruments used in the teacher selection process in Peru are good predictors of teacher effectiveness. To this end, we estimate teacher value-added (TVA) measures for public primary school teachers and test their relationship with Peru's results of two rounds of the teacher evaluation (i.e., a centralized national stage and a decentralized stage performed at the school level). Our findings indicate that among the instruments that comprise the national stage of the process, the logical reasoning and curricular and pedagogical knowledge subtests have the strongest relationship with the TVA measure, while the weakest relationship is found with the reading comprehension component. Also, we find that the weighted aggregate score has a higher relationship with estimated TVA than the specific subtests. At the school-level stage, we find no significant relationships with our measures of TVA for math, as well as a nonrobust relationship for the classroom observation and interview evaluation instruments for reading. Moreover, we find relationships between our TVA measure and several teacher characteristics: TVA is higher for female teachers and for those at higher salary levels while it is lower for teachers with temporary contracts. These results provide lessons for the design and implementation of evaluation instruments in teacher hiring processes around the world.

Bertram, J., & Scherer, P. (2023). **Which factors do pre-service teachers consider most important for successful inclusive mathematics classrooms? Results of an interview study.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG25). Consulté à l'adresse <https://hal.science/hal-04409073>

Theoretical and empirical literature discuss many factors as being important for teaching in inclusive (mathematics) settings, like teachers' knowledge or beliefs as well as institutional conditions. Teacher education programs intend to provide pre-service teachers with necessary competencies for successful inclusive classrooms. But which factors do German pre-service teachers themselves consider most important for teaching mathematics in an inclusive classroom? After a course on learning mathematics with substantial learning environments (3rd year, BA-program for primary mathematics), six pre-service teachers were interviewed to gain insight into this question. Results show that pre-service teachers name quite different factors, which in sum comprise a variety of factors that are discussed in literature as well. In conclusion, some implications for teacher education programs, like reflecting with pre-service teachers about these factors, are presented.

Bocquillon, M., Baco, C., Derobertmasure, A., Demeuse, M., Gauthier, C., Bissonnette, S., & Bressoux, P. (2024). **Enseignement explicite : pratiques et stratégies: Quand l'enseignant fait la différence** (1er édition). Consulté à l'adresse <https://www.deboecksuperieur.com/ouvrage/9782807361720-enseignement-explicite-pratiques-et-strategies>

Les fondamentaux de la formation à l'enseignement explicite: en théorie et en pratique. Pour choisir ses pratiques pédagogiques, tout enseignant est confronté à une multitude d'informations de qualité variable. Certaines reposent sur des traditions ou encore des opinions, tandis que d'autres reposent sur des recherches de terrain, ayant permis d'en démontrer l'efficacité. C'est notamment le cas de l'enseignement explicite, une approche pédagogique qui permet au plus grand nombre d'élèves de réussir, et ce, indépendamment de leurs caractéristiques initiales telles que l'origine sociale. En ce sens, l'enseignement explicite est donc également équitable. En utilisant cette démarche, l'enseignant tente de rendre accessible à tous ce qui se passe en classe (les démarches, les objectifs...), considérant que l'implicite peut être néfaste aux apprentissages, notamment des élèves en difficultés. Pour ce faire, l'enseignant met en oeuvre un ensemble de gestes professionnels de gestion des apprentissages et de classe présentés en détail dans ce livre. Les stratégies décrites sont « transversales » et utiles pour les différents niveaux d'enseignement ; les différentes disciplines.

Braden, E., Long, S., Wynter-Hoyte, K., Boutte, G., Frazier, J., Mosso-Taylor, S., & Volk, D. (2023). **Curricular Violence and the Education of Black Children: Working Toward Positive Peace Through Pro-Black Practices.** *International Journal of Early Childhood*, 55(3), 347-367. <https://doi.org/10.1007/s13158-023-00379-6>

This article responds to the endemic, intergenerational, and pervasive racism endured by Black children in the USA and the need to reimagine classrooms as cultures of peace where Black histories, literatures, accomplishment, oppression, resistance, resilience, and joy are taught as central to the curriculum. To do so, the article shares a five-year study of practices developed by 12 teachers working with university educators to construct Pro-Black pedagogy for children from ages five-to-nine. The article opens with descriptions of renewed efforts in the USA to ban books and deny the teaching of whole

histories and how that constitutes curricular violence in the lives of Black students. The study is anchored in Black Critical Theory as it encompasses understandings of anti-and Pro-Blackness in the education of young children. With decolonizing methodologies guiding data collection, analysis, and representation, findings are shared in the form of (a) practices used by the teachers to help students grow in their understanding of Black brilliance, resistance, and resilience; (b) tensions encountered; and (c) positive outcomes. The article closes with implications to guide the examination of curriculum and school structures as an essential element in Pro-Black curricular transformation.

Cardamone, C. N., & Cobb Kung, B. (2024). **Paired Dialog on Equity —Six Goals for an Introductory Astronomy Course.** *College Teaching*, 72(1), 28-38. <https://doi.org/10.1080/87567555.2022.2076648>

This paper introduces a process of reading, reflection, and discussion used by two white faculty teaching at predominately white institutions to address challenges to equity in their introductory astronomy courses. The conversations focused on the context of large introductory courses, where individual instructors may lack resources and agency to make large-scale structural changes. Six goals to improve the classroom experience for all students are identified. The paper explores the nature of inequities that students face and, through a process of backwards design, identifies actions that begin to address such issues. The ideas discussed are rooted in ongoing conversations around injustice, antiracism, equity and inclusion and this paper describes a process by which individual instructors can make progress in their own classrooms. We write this paper with the hope that it could serve as a model, and that other faculty of introductory courses might consider embracing similar goals as we strive to make our disciplines more welcoming and inclusive.

Cekaite, A., & Simonsson, M. (2023). **Guided Play Supporting Immigrant Children's Participation and Bilingual Development in Preschools.** *International Journal of Early Childhood*, 55(3), 403-420. <https://doi.org/10.1007/s13158-023-00370-1>

In recent decades, refugee immigration has had significant impact on educational contexts in Sweden, with preschools the primary arenas for young children's language learning experiences. The present study examines second language and literacy training practices for immigrant children (aged 1–5) in preschools in Sweden. The empirical data consist of video recordings of teacher-guided play activities. These were designed to create rich linguistic and cultural environments facilitating active and democratic participation by the children. Guided play activities were developed in close collaboration between teachers and researchers during action-based interventions that were aimed at constructing child-oriented participatory language learning practices in ethnically and linguistically diverse ECEC settings. The children's first languages were Tigrinya, Arabic dialects, Somalian, Kurdish dialects, Russian, Spanish and Swedish. The participatory learning potential of guided play was collaboratively analyzed and assessed, and new and revised activities were implemented, based on the goals of inclusivity and children's active engagement in play and language learning. The analysis shows that teachers' use of multimodal semiotic means, such as questions, texts and cultural artifacts (stories, material story-related objects, play spaces) were important strategies for the preparation of appealing play environments and activities that contributed to children's curiosity and participation. These resources served as affordances for guided play, allowing the simultaneous scaffolding of children's play competencies and their language learning.

Chang, H.-Y., Liu, C.-C., Wen, C.-T., Chang, M.-H., Fan Chiang, S.-H., & Hwang, F.-K. (2024). **The effect of the cyclic curricular design of modelling-based instruction with virtual labs.** *International Journal of Science Education*, 46(1), 46-72. <https://doi.org/10.1080/09500693.2023.2219365>

One issue facing teachers who implement model-based instruction within the school system is the tight curricular schedule. The 'lesson objective tension' calls for investigations to address instructional issues such as how to organise modelling-based instruction at the curriculum level which is across multiple units. We investigated the effect of the cyclic curricular design spacing out three modelling-based instruction units with virtual labs over three semesters, each involving 73, 181, and 150 junior high school students, respectively. Results indicate that, overall, the approach of modelling with virtual labs better promoted students' scientific literacy than the traditional instruction did. Specifically, students with low and moderate school science achievements benefitted more as shown in their scientific literacy scores than did the high achievement students. Furthermore, this study found that receiving one unit of modelling-based instruction may not be sufficient to promote students' scientific literacy, whereas the cyclic approach that suggests students receive two or more units of modelling-based instruction with virtual labs spaced over consecutive semesters had significant effects on promoting students' scientific literacy. The results provide insights into when and how modelling-based learning with virtual labs can promote scientific literacy at a curricular level.

Chavanne, M. H. (2024). **Innovation pédagogique et didactique : la musique en EPS: Impacts sur la performance sportive et la motivation en course.** Consulté à l'adresse <https://www.editions-harmattan.fr/livre-innovation-pedagogique-et-didactique-la-musique-en-eps-impacts-sur-la-performance-sportive-et-la-motivation-en-course-marion-huault-chavanne-9782140324727-78997.html>

L'objet de cette étude est d'observer les effets de la musique sur la performance sportive et la motivation des élèves de collège et lycée. Les tests sont réalisés en course (400 m chronométré) avec 3 classes (4e, 3e et 1e). Trois variables ont été testées dans cette étude, à savoir une course avec une musique qui a été donnée à tous les élèves, une course où chaque élève a choisi sa musique et une course sans musique. Chaque élève fera donc 3 courses et testera les 3 variables dans un ordre défini par son groupe. Cette étude vise à connaître les appétences liées à la musique des élèves, à réaliser une prise de performance sur les 3 courses avec analyse des ressentis musculaires, d'efforts, de chaleur et de respiration pour vérifier l'implication dans l'effort. Pour finir, les élèves répondront à un questionnaire pour témoigner de leurs préférences (Quelle course ont-ils préférée ? Est-ce que la musique les a motivés à courir ?)

Chiang, K. M., Yin, H., Lee, I., & Chang, C. H. (2024). **Taking stock of the research into professional learning communities: Paradigms, pathways, and possibilities.** *Teaching and Teacher Education*, 139, 104431. <https://doi.org/10.1016/j.tate.2023.104431>

This narrative literature review conceptualizes how professional learning communities (PLCs) have been researched via the three paradigms of inquiry proposed by Jürgen Habermas. We first briefly introduce the existing PLC research and then discuss the need for a narrative review through a paradigmatic lens. Next, we outline the characteristics and pathways of the three paradigms that structure our conceptual lens, namely empirical-analytical inquiry, hermeneutic inquiry, and critical inquiry. We then review and

critique the existing PLC research from these three paradigms of inquiry to reveal their strengths and shortcomings. Finally, the implications and possibilities for future research are discussed.

Ciocca, J.-L., & Cotnam-Kappel, M. (2022). **La planification dans l'action : les trois actions du personnel enseignant pour planifier une activité maker.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 117-136. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9853>

The article explores how teachers in francophone Ontarian schools conceptualize the planning of a Maker activity. Anchored in the do-it-yourself tradition, the unprecedented enthusiasm in education for this type of activity raises certain planning challenges and issues. The results of our qualitative analyses of interviews with two teachers (6th grade and 11th grade technical) underscore that teachers undertake three actions when planning a Maker activity: 1) create a Maker community spirit; 2) implement a Maker mentality through actions; and 3) adopt a planning-in-action approach. Our research underscores that a form of planning that we define as planning-in-action seems specific to Maker activities in a classroom at the primary or secondary level.

Comment, en pratique, favoriser les apprentissages ? (2023). *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

Corte, C., & Amrein-Beardsley, A. (2024). **Faculty/Staff Training to Examine Racial Implicit Bias: Findings and Implications for Creating Inclusive Educational Spaces.** *Innovative Higher Education*, 49(1), 133-151. <https://doi.org/10.1007/s10755-023-09673-6>

Inclusive educational spaces are necessary for post-secondary Black students to thrive. However, faculty and staff often, unintentionally, create non-inclusive educational spaces while exhibiting and perpetuating behaviors relative to race/racism and microaggressions driven by racial implicit bias. Via this mixed-methods study, researchers examined the effects that a set of training modules about race/racism, implicit bias, and microaggressions had on the attitudes of participating university faculty and staff, as well as their intentions toward creating inclusive educational spaces. More specifically, university faculty and staff members completed an online training during which they were provided information in separate modules about systemic and color-blind racism, implicit bias, microaggressions, and two components of inclusive educational spaces, culturally sustaining pedagogical and race-conscious educational practices. Researchers found participants' attitudes, post-training, significantly and positively shifted relative to race/racism, implicit bias, and microaggressions. In addition, faculty and staff identified specific practices they intended to incorporate to facilitate more inclusive educational spaces for Black students. Researchers also drew implications from findings for other higher education settings.

De Checchi, K., Barbier, C., & Pallarès, G. (2023). **Représentations de l'esprit critique et de son enseignement chez les enseignants en sciences de la vie et de la Terre en formation initiale**. *RDST. Recherches en didactique des sciences et des technologies*, (28), 49-74. <https://doi.org/10.4000/rdst.5121>

Le développement de l'esprit critique des élèves est considéré comme un enjeu éducatif majeur. Comment les enseignants en formation initiale en sciences de la vie et de la Terre s'en emparent-ils ? Quels liens font-ils entre les enseignements scientifiques et le développement de l'esprit critique ? Pour répondre à ces questions, nous avons interrogé via un questionnaire 21 enseignants de sciences de la vie et de la Terre en formation initiale. L'analyse de leurs réponses nous a permis de mieux cerner leurs représentations de l'esprit critique, de son développement et leurs liens avec l'enseignement des sciences. Pour la plupart de nos répondants, leurs représentations mettent en évidence une réflexion pédagogique insuffisante relevant des enjeux pédagogiques du développement de l'esprit critique des élèves. Plus particulièrement, les futurs enseignants de notre étude expriment peu de liens explicites permettant d'articuler les pistes didactiques de l'enseignement des sciences avec ceux du développement de l'esprit critique. Nous discutons ces résultats dans la perspective de dégager des enjeux de formation à l'esprit critique auprès des enseignants en formation initiale.

Decristan, J., Bertram, V., Reitenbach, V., Schneider, K. M., & Rauch, D. P. (2024). **Translanguaging in today's multilingual classes – Students' perspectives of classroom management and classroom climate**. *Teaching and Teacher Education*, 139, 104437. <https://doi.org/10.1016/j.tate.2023.104437>

Although several approaches for addressing students' multilingualism have been proposed, their implementation in class has often been challenged, with classroom-related concerns voiced over key dimensions of teaching quality. This study investigates the relationship between a teaching unit including translanguaging and students' perceptions of teaching quality in multilingual elementary school classes in Germany. Using data from an intervention study involving 48 classes and 865 students, the results provide empirical evidence to allay concerns over implementing translanguaging in multilingual classrooms, enhancing the understanding of the connection between translanguaging and teaching quality.

Deehan, J., & MacDonald, A. (2024). **Relations between Australian primary teachers' approaches to student choice and their reported science teaching efficacy beliefs and teaching practices**. *International Journal of Science Education*, 46(2), 181-203. <https://doi.org/10.1080/09500693.2023.2225714>

As a myriad of student-centred practices in primary science education have been established as valuable, effective cornerstones of teachers' repertoires, there is now space to further consider student choice in science education. This paper seeks to examine the role of student choice in primary science education by exploring the relationship between primary teachers' attitudes towards student-choice (minimal, emergent, and planned) and their science teaching efficacy beliefs and reported science teaching practices. A sample of 206 Australian primary teachers responded to a digital quantitative survey comprised of items that included professional demographics, the Science Teaching Efficacy Belief Instrument A (STEBI-A), science teaching approaches, and student-choice in science teaching. Descriptive statistics, T-tests, ANOVAs and Chi Squares were used in data analysis. The results showed that

teachers who reportedly embraced student-choice were more efficacious and reported more expansive arrays of science teaching approaches than those who purported to minimise choice. Although there is a need for follow-up proximal research to elucidate these findings, some speculative interpretations and recommendations are discussed.

Durante, K. A., & Caputo, C. (2024). **Teaching Statistics: Can Supplemental Instruction Facilitate Student Success?** *College Teaching*, 72(1), 50-57. <https://doi.org/10.1080/87567555.2022.2081123>

Social science students are often uninterested in studying statistics, and only take these courses because they are required. This disinterest can lead to lower performance. We employ regression analysis to examine the impact of attending Supplemental Instruction sessions on final grades earned in a required social sciences statistics course at a small, regional public Hispanic-serving institution in the Southwest United States. We find that attending voluntary Supplemental Instruction sessions is an effective way to help our predominantly Latinx and female student body improve their final grades. Collaborative learning programs can be important tools for improving academic outcomes for undergraduate students of diverse backgrounds taking required statistics courses.

Eisenreich, H., & Disney, A. (2024). **A Quick Fix for Increasing Student Engagement: Perusall.** *College Teaching*, 72(1), 39-41. <https://doi.org/10.1080/87567555.2022.2076649>

Perusall is a relatively new online tool that engages students with content and each other. Within this social learning platform, students annotate content, ask questions, and respond to their peers. This commentary explains some key features of the platform as well as explores the benefits of using Perusall with college students. The authors also share practical recommendations to help instructors in higher education smoothly integrate Perusall into their teaching practice.

Esuong, U. U., Udo, O. F., & Effiong, I. A. (2024). **The Use of Mother Tongue in Communicating Mathematics: Implication for Teaching and Learning of Mathematics.** *British Journal of Education*, 12(2). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-2-2024/the-use-of-mother-tongue-in-communicating-mathematics-implication-for-teaching-and-learning-of-mathematics/>

Mathematics as a school subject is designed to solve the everyday problem created by human activities; these problems are domesticated in the different cultures of man all over the world.

Falardeau, E., Lord, M.-A., & Sauvaire, M. (2022). **Mise à l'épreuve d'un modèle interactionniste d'enseignement explicite des stratégies d'écriture.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 80-100. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9769>

Our research aims to build an interactionist model of explicit teaching of writing strategies for the primary and secondary levels adapted to Quebecois programs. The objective of this contribution is to present this model, implementation results, as well as the limits inherent in implementing explicit teaching on a large scale, particularly in the field of writing. Starting with a critique of behaviourist models of explicit teaching, we show how numerous researchers have adapted this pedagogical model to competency-based approaches, anchoring their work in cognitivist and socioconstructivist theories. The results obtained through our experimentations bring forward a reflection on the conditions that can facilitate the successful implementation of explicit teaching.

Firode, A. (2023). **L'épistémologie poppérienne et la question de l'esprit critique dans l'enseignement scientifique.** *RDST. Recherches en didactique des sciences et des technologies*, (28), 31-48. <https://doi.org/10.4000/rdst.5076>

En s'appuyant sur l'épistémologie poppérienne, cet article se propose de questionner l'identité, généralement admise comme allant de soi, entre l'exercice de la pensée critique dans le domaine proprement scientifique et son exercice dans le domaine extrascientifique de la vie sociale. La façon dont Popper caractérise le travail du savant permet en effet de distinguer clairement entre l'esprit critique requis par la pratique et l'apprentissage des sciences et l'esprit critique envisagé à la façon d'une vertu socialement souhaitable, attendue du citoyen modèle. La méconnaissance de cette distinction expose les projets visant à développer la pensée critique dans l'enseignement des sciences à produire des effets perturbateurs, générateurs de certaines confusions épistémologiques dans l'esprit des élèves.

Fuchs-Gallezot, M., & Bächtold, M. (2023). **L'esprit critique dans l'enseignement des sciences : quelles approches ? Quelles prises en charge par la recherche ? Quelles prises en charge scolaires ?** *RDST. Recherches en didactique des sciences et des technologies*, (28), 9-30. Consulté à l'adresse <https://journals.openedition.org/rdst/5066>

Au cœur d'enjeux éducatifs aussi bien scientifiques que citoyens, construit complexe, susceptible de recevoir diverses définitions, l'esprit critique dans l'enseignement des sciences fait l'objet de différentes lignes de recherche empiriques et d'approches plus théoriques dont les six articles publiés dans ce dossier portent la trace. L'objectif du présent article est d'en proposer une mise en perspective, d'abord en dressant un panorama succinct des différentes lignes de recherche qui prennent l'esprit critique dans l'enseignement scientifique comme objet de recherche, puis en repérant leur positionnement concernant différents points identifiés comme des difficultés ou des points d'attention dans la littérature. Les questions soulevées par ce dossier à la fois sur l'élaboration d'une éducation à l'esprit critique des élèves et sur la formation des enseignants sont évoquées en conclusion.

Fung, D. (2024). **The synergy of peer collaboration and mind mapping in cultivating primary students' science understanding: an integrative pedagogy to enhance science concept acquisition.** *International Journal of Science Education*, 46(2), 131-154. <https://doi.org/10.1080/09500693.2023.2222549>

The aim of this research was to investigate the synergistic effects of peer collaboration and graphic organisers (i.e. mind maps) in Hong Kong science classrooms. Over two hundred Grade Four (i.e. Primary Four) students were assigned to different pedagogical groups, namely, 'individualised learning with mind mapping', 'collaborative learning without mind mapping' and 'collaborative mind mapping', in which they learned a number of science concepts (e.g. living organisms) through such classroom activities as brainstorming tasks and self-reflection exercises. Whilst the quantitative results (i.e. one-way ANOVA) on the elementary science questions revealed that collaborative mind mapping markedly enhanced students' academic achievement, the qualitative findings elicited from their collected mind maps, triangulated by interview data, highlighted the advantages of this integrative learning approach for boosting students' joint construction of conceptual knowledge in science. Valuable insights on the employment of mind maps as peer diagnostic instruments to identify science misconceptions are discussed.

Garza Mitchell, R. L., DeCamp, W., Horvitz, B. S., Kowalske, M. G., & Singleton, C. (2024). **“I’m Not Teaching Them Per Se”: Designing and Delivering Asynchronous Undergraduate Online STEM Courses.** *Innovative Higher Education*, 49(1), 91-111. <https://doi.org/10.1007/s10755-023-09670-9>

Although online courses have been a part of academia for nearly 30 years, they are still perceived as “different” than face-to-face instruction. Through in-depth interviews with four instructors, we explored how STEM faculty approach teaching asynchronous online undergraduate STEM courses. The faculty interviewed for this study viewed online courses as “not regular class[es]” and teaching those classes as “not teaching per se.” Each of the instructors had assumptions about what a classroom was and about good instruction, but even for instructors who taught online for multiple years, those assumptions remained grounded in the face-to-face environment. There is a need for greater discussion about what it means to teach in an online environment.

Gerosa, T., Argentin, G., & Spada, A. (2024). **What are teacher relational skills? A defining study using a bottom-up modified Delphi method.** *Quality & Quantity*, 58(1), 581-602. <https://doi.org/10.1007/s11135-023-01638-3>

Relational skills are an essential work-related tool for several professions, especially teaching. This specific domain of teacher competence is acquiring ever-increasing attention due to the connection between social and emotional aspects of education and student school success. Nonetheless, a persistent focus on content-related knowledge, didactic skills and digital literacy has generated uncertainties about what teacher relational skills effectively are. In this respect, our study presents an alternative bottom-up approach for the definition of teacher relational skills based on the use of a modified Delphi method. Four iterative rounds of data collection and analysis were carried out on a sample of 35 experienced teachers. This Delphi was pushed to generate innovative definitions, taking advantage of its bottom up perspective with teachers simultaneously involved as reflective professionals and as experts by experience of professional development completion. The emerging innovative elements were coherently integrated with previous literature thanks to a circular relationship between the Delphi panelists and an external group of experts. As a result, 6 relational domains, 44 relational skills and 180 practical examples of their application were identified. Our findings underline the importance of stimulating the debate around direct experiences of effective practices for the development of competence-based working approaches, especially in the areas of socialization, relations and emotions, where well established theoretical frameworks are still a long way off.

Gleeson, J., Harris, J., Cutler, B., Rosser, B., Walsh, L., Rickinson, M., ... Cirkony, C. (2024). **School Educators’ Use of Research: Findings from Two Large-Scale Australian Studies.** *Research Papers in Education*, 39(1), 155-179. <https://doi.org/10.1080/02671522.2022.2089210>

Increasingly, there are expectations internationally that schools will use research to inform their improvement initiatives. Within this context, this paper brings together findings from two large-scale Australian studies – the Monash Q Project and the University of Newcastle’s Quality Teaching Rounds Project – to explore educators’ patterns of engagement with research. The combination of these studies provides data from a larger and more diverse sample (n = 774) than other recent Australian studies, and integrates insights from direct and indirect approaches to investigating educators’ research engagement. The analysis highlights several common themes associated with

educators' research use including: the perceived credibility of different sources; the relevance and usability of research; and affordances of access to research and time to use it well in practice. Newer and more nuanced insights include: the interrelationships between collaborative and directed research use; the need for research to be convenient in terms of access and usability; the role of trusted colleagues in helping to bridge gaps between research and practice; and educators' distrust of research itself. The paper argues that these insights provide important cues as to how systems and school leaders can help educators to increase and improve their use of research in practice.

Gunawardena, M., Bishop, P., & Aviruppola, K. (2024). **Personalized learning: The simple, the complicated, the complex and the chaotic.** *Teaching and Teacher Education, 139*, 104429. <https://doi.org/10.1016/j.tate.2023.104429>

Personalized learning is touted to provide opportunities for learners to achieve their full potential while developing a love of learning. However, questions regarding the practicality of implementing it remain. This qualitative case study inquired into the perspectives of Australian secondary school teachers who reported interest in implementing personalized learning. Using complexity theory, the researchers examined participants' perspectives and used NVivo to code data according to the classifications of simple, complicated, complex, and chaotic. Findings included teachers' enthusiasm and wariness. This study suggests that complexity theory helps navigating the issues to help teachers to evolve and sustain in managing the complexity.

Hanley, Y. D., Maykrantz, S. A., & Houghton, J. D. (2024). **Broken engagement: The role of grit and LMX in enhancing faculty engagement.** *Higher Education Quarterly, 78*(1), 153-172. <https://doi.org/10.1111/hequ.12450>

As the roles of faculty members have continued to expand, leaders in higher education need a better understanding of the drivers of faculty engagement. The current paper develops and tests a hypothesized model of faculty engagement in which faculty member grit is positively related to faculty member engagement both directly and indirectly through faculty member–academic chair leader member exchange (LMX). Using a sample of 156 faculty members in a mid-sized public university in the mid-Atlantic region of the United States, we tested the hypothesized model using PROCESS Model 4 with 5000 boot-strapped samples and a 95% confidence interval. Results show significant direct positive relationships between faculty member grit and faculty member engagement and between faculty member–academic chair LMX and faculty member engagement, but no significant indirect relationship of faculty member grit through LMX. Implications for higher education leaders are discussed, along with limitations and directions for future research.

Harrison, L. M., Morgenstern, E. C., & Angelo, M. (2024). **Eliminating the Front Row: How Teaching in the Chat Fosters Student Engagement.** *College Teaching, 72*(1), 42-49. <https://doi.org/10.1080/87567555.2022.2081122>

There has been a movement toward pedagogies that employ student-centered learning (SCL) to increase student engagement and motivation. Our experience transitioning to remote teaching due to the COVID-19 pandemic provided an opportunity for us to observe how students used the chat function to take ownership of their learning. We used qualitative content analysis to analyze data from 53 graduate students' chats over the

course of the 2020-2021 academic year. Findings revealed students used the chat for motivation, encouragement, and active learning.

Haşlamam, T., Atman Uslu, N., & Mumcu, F. (2024). **Development and in-depth investigation of pre-service teachers' digital competencies based on DigCompEdu: a case study.** *Quality & Quantity*, 58(1), 961-986. <https://doi.org/10.1007/s11135-023-01674-z>

The purpose of this study is twofold: (a) To develop digital competencies of pre-service teachers in an educational process; (b) To describing their digital competences by examining artefacts designed by pre-service teachers based on DigCompEdu framework. Holistic single case study was employed in this study and the course was examined as a single unit. The study group consisted of 40 pre-service teachers. A 14-week course has been designed to develop the digital competencies of pre-service teachers based on the DigCompEdu framework. The e-portfolios and reflection reports of 40 pre-service teachers who participated in the study were examined and evaluated according to the indicators presented for each competence within the framework of DigCompEdu. Pre-service teachers' digital competences were assessed as follows: mostly C2 level in digital resources; mostly C1 level in teaching and learning, and mostly B2 level in assessment and empowering learning. An education process that blends theoretical and practical assignments for the pre-service teachers' digital competencies to be improved was conducted in this study. It is expected that the steps that were followed in the study in the process of training pre-service teachers be directive towards researchers who wish to study this subject. It is important that contextual and cultural qualities are taken into consideration in the interpretation of the findings in the study. This study contributes to the literature in terms of evaluating the digital skills of pre-service teachers based on reflection reports and e-portfolios, instead of self-report surveys.

Hilton, C., Kelly, J., & Wright, P. (2023). **How teaching mathematics for social justice can support inclusive practices in the elementary mathematics classroom.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztanyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG25). Consulté à l'adresse <https://hal.science/hal-04409310>

The paper describes a project that took place in two elementary schools in London, U.K. By focusing on developing approaches to Teaching Mathematics for Social Justice (TMSJ), we identified opportunities and challenges for teaching and learning activities that promote inclusive practices and critical awareness amongst both teachers and students. By moving away from more traditional classroom practices and creating activities that were genuinely meaningful and engaging, teachers were able to engage their more 'reluctant' mathematics learners and students themselves became more focused and positive about themselves as mathematicians. TMSJ enabled teachers to realise the power of mathematics and to see themselves and their students as agents of change. This critical awareness provided opportunities for greater inclusion and participation.

Hirsch, C. L., & Buchholtz, N. (2023). **The concept of practices in mathematics teachers' competence: A theoretical exploration.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztanyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG20). Consulté à l'adresse <https://hal.science/hal-04407608>

Various research disciplines investigate teachers' practices but only a few studies define that term. Therefore, the aim of this integrated review study is to identify and synthesize theoretical conceptualizations on teachers' practices in order to understand this term as an expression of teachers' professional competence. Our theoretical exploration reveals how teachers' cognitive and affective dispositions as well as situation-specific skills are involved in applying and developing practices to cope with specific recurring requirement situations in teaching.

Jarraud, F. (2024, janvier 25). **Lecture : Un rapport parlementaire contre les méthodes mixtes.** Consulté 25 janvier 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/01/25/lecture-un-rapport-parlementaire-contre-les-methodes-mixtes/>

Si la France est à la traîne en matière d'apprentissage de la lecture, c'est la faute des professeurs des écoles. C'est ce que suggère le rapport des députés Annie Genevard (Les Républicains) et Fabrice Le Vigoureux (Renaissance). Pour eux, "la pédagogie peut l'emporter sur la sociologie" à condition de suivre la méthode 100% syllabique dans...

Jaskyte, K., Hunter, A., & Mell, A. C. (2024). **Predictors of Interdisciplinary Team Innovation in Higher Education Institutions.** *Innovative Higher Education*, 49(1), 113-132. <https://doi.org/10.1007/s10755-023-09676-3>

Higher education institutions recognize that today's problems are too complex to be conceptualized by a single discipline and are becoming increasingly committed to interdisciplinary work, as evidenced by the increasing number of interdisciplinary departments, internal funding opportunities, and research centers. Despite the widespread popularity and theorized benefits of interdisciplinary work, there is minimal research on predictors of team innovation of university-based interdisciplinary teams. To fill this gap in the literature, the authors developed and tested a comprehensive model of interdisciplinary team innovation. The results suggest that members of teams that had a shared vision, were task-oriented, and embraced debate, perceived their teams as innovative. Cognitively diverse teams that were task oriented, on the other hand, had higher team innovation performance. Lessons learned from this study are useful for all organizations that engage in interdisciplinary work and those professionals who work or advise interdisciplinary teams.

Kariger, J., & De Kesel, M. (2023). **Analyse de l'influence de pauses métacognitives sur l'évolution de compétences critiques développées dans le cadre de l'enseignement des sciences fondé sur l'investigation.** *RDST. Recherches en didactique des sciences et des technologies*, (28), 75-114. <https://doi.org/10.4000/rdst.5166>

La pensée critique, essentielle pour faire face aux fake news pouvant surgir au détour d'une page internet, est considérée comme une compétence du xxie siècle. Or, dans l'enseignement secondaire, le manque d'esprit critique des élèves reste bien présent. Dans cette recherche exploratoire, nous choisissons de travailler la pensée critique selon deux axes : didactique avec la démarche d'investigation comme invariant et pédagogique avec l'insertion de pauses métacognitives. Le dispositif testé s'intègre dans le cours de sciences générales au début du niveau d'éducation 3 (élèves de 14-15 ans), spécifiquement durant l'unité d'acquis d'apprentissage portant sur la physique des fluides. Ce dispositif intègre des pauses métacognitives lors de phases spécifiques des différentes démarches d'investigation menées durant la séquence d'apprentissage. Au terme de cette expérimentation, il est relevé que, pour les élèves performant le mieux

au Cornell Critical Thinking Test (CCTT), l'évolution de la compétence de déduction est corrélée positivement au nombre de pauses métacognitives vécues. De plus, nous avons constaté que les résultats obtenus au test certificatif, portant sur une démarche d'investigation plus complexe, sont corrélés positivement à ce nombre de pauses. Nous soutenons que la mise en œuvre de deux pauses métacognitives (préalablement à l'émission d'hypothèses et à la phase d'interprétation) dans la démarche d'investigation est à encourager. En vue d'améliorer le dispositif et augmenter le développement de compétences critiques, varier les mises en œuvre des pauses métacognitives, les travailler durant une année scolaire complète et/ou apprendre aux élèves à exercer leur contrôle inhibiteur, y contribuerait.

Kaufman, E. M., Glidden, J. T., & Killen, M. (2024). **Teachers' beliefs, values, and likelihood of talking about group-based discrimination.** *Teaching and Teacher Education*, 139, 104444. <https://doi.org/10.1016/j.tate.2023.104444>

A teacher survey (N = 290) based on the social reasoning developmental model investigated (1) beliefs and values about using class time for discussing discrimination and reported frequency of discussing discrimination based on different social identities and (2) factors predicting teachers' frequency for discussing racial discrimination in the classroom. Most participants reported beliefs that all five identities were worth discussing in class, yet teachers most strongly believed that wealth, race, and native language affect students' education. Higher beliefs that prejudice can change, school support, and beliefs that race affects students' education predicted higher teacher reports for talking about racial discrimination.

Kelly, A. E., & Cuccolo, K. (2024). **Supporting College Students During Times of Transition: Pedagogical Recommendations Based on Pandemic Learning Data.** *College Teaching*, 72(1), 15-27. <https://doi.org/10.1080/87567555.2022.2071825>

College students' learning experiences were significantly impacted by the COVID-19 pandemic and the move to emergency remote teaching during March 2020. With the present availability of vaccines, many colleges and universities are now transitioning back to in-person learning. Students will need pedagogical support during this transition, but research identifying specific areas of support is currently absent. The present study sought to address this gap. Students (N = 143) were surveyed about their pandemic learning experiences and perceptions of the transition back to in-person learning. Several pandemic learning challenges and concerns about returning to in-person learning were reported, along with course policies and instructor behaviors students would like to see continued during the transition. Based on these findings, recommendations are made for pedagogical practices and instructor behaviors that will facilitate the transition to in-person teaching and learning, as well as for transition periods beyond the COVID-19 pandemic.

Koch, Y. (2023, juillet 10). **Participating in inclusive classrooms by solving tasks in practical contexts and with objects of representation.** TWG25(8). Consulté à l'adresse <https://hal.science/hal-04409395>

Participation is an important goal for teaching mathematics in inclusive classrooms. In this paper, participation is defined as the interaction that allows children to be socially included and actively involved in mathematical learning situations. Task structure, the use of objects of representation and tasks in practical contexts are deliberately used in

learning situations and their effects on participation are examined. A scene is described in order to analyse social and content-related participation more specifically.

Kostoulas, A. (2024). **Challenging normative influences in refugee and migrant education: Reflections of a trainee teacher cohort.** *Teaching and Teacher Education*, 139, 104454. <https://doi.org/10.1016/j.tate.2023.104454>

This study reports how participants in an MA course on language education for refugees and migrants in Greece engaged in meaning-making during their teaching placements. The reflections of 33 trainee teachers (elicited in 2021–2022) were thematically analysed using ecological theory. These show how participants negotiated the transition between the 'ecologies of ideas' of the postgraduate programme and the locus of their teaching placement. When placed in challenging teaching environments, participants reverted to 'safer' practices and performative teaching, which satisfied course requirements. However, growing confidence helped some participants to challenge normative expectations and develop more empowering ways to teach.

Kuhn, C., Hagenauer, G., Gröschner, A., & Bach, A. (2024). **Mentor teachers' motivations and implications for mentoring style and enthusiasm.** *Teaching and Teacher Education*, 139, 104441. <https://doi.org/10.1016/j.tate.2023.104441>

Using expectancy-value theory, this cross-sectional study examines the extent to which the expectations and values mentor teachers attach to mentoring are associated with their mentoring styles and enthusiasm. Path-analytical results of N = 189 Austrian mentor teachers surveyed in 2022 showed that high expectations of success and high attribution of values related to the social utility of mentoring are associated with self-assessed constructive mentoring. Transmissive behavior correlated positively with extrinsic personal utility value. Enthusiasm is high when mentors have a strong intrinsic motivation and attach high intrinsic personal utility value to mentoring. These findings contribute to knowledge on factors shaping mentoring quality.

Le Foll, E. (2023). **“To me, authenticity means credibility and correctness”: Encouraging Pre-Service Teachers to Re-Evaluate their Understanding of « Authentic English » using Data-Driven Learning.** Consulté à l'adresse <https://hal.science/hal-04393791>

Languages are known to vary greatly across different situational contexts of use. However, many teachers perceive language as a monolithic entity: teachers' beliefs of « authentic English » in the classroom are often associated with dichotomous categorisation of « correct » versus « incorrect » grammar. These beliefs are often in direct contradiction with their desire to follow a communicative language teaching approach. To address this, a multiliteracies-aligned unit was designed. In addition to individual and group reflection, the unit revolves around a data-driven learning (DDL) activity to raise pre-service English as a Foreign Language (EFL) teachers' awareness of situational language variation. It relies on corpus data and corpus-linguistic tools and methods to challenge participants' preconceived beliefs of « authenticity » and « correctness ». This study evaluates the outcomes of the unit as implemented in two iterations of a pre-service EFL teacher education seminar in Germany. To this end, students' responses to the unit's four asynchronous tasks are analysed using mixed methods. The analysis reveals a significant shift in participants' initial definitions of authenticity. Most identified DDL as beneficial for a more empirically grounded and differentiated understanding of « authentic » and « correct » language use. The results highlight the importance of integrating individual and collaborative, asynchronous and synchronous activities to

tackle (pre-service) teacher beliefs. The findings may inform future pedagogical interventions challenging other entrenched beliefs in language education in both pre- and inservice teacher training. This is a preprint version of a chapter to be published in Blume, Carolyn (Ed.), *Multiliteracies-aligned teaching and learning in digitally-mediated second language teacher education (Multiliteracies and Second Language Education)*. Routledge.

Lehmann, M., Roesken-Winter, B., & Jenßen, L. (2023). **Relation of a test for assessing pre-service primary teachers' pedagogical content knowledge to other educational variables**. In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztanyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG20). Consulté à l'adresse <https://hal.science/hal-04407632>

PCK is a central component of the professional competence of (pre-service) primary teachers in the field of mathematics, and can be differentiated into different facets. In order to examine this knowledge facet in relation to other components of professional competence (e.g., emotions, beliefs, action planning, instructional quality), an economical and freely available test procedure that sufficiently fulfils common quality criteria is needed. This paper presents partly the validation of such a test. According to test standards and in order to prove whether test scores allow for conclusions on pre-service teachers' PCK, relationships to other variables were examined. The results provide validity arguments, indicating a sufficiently high reliability of the test, and support theory-conform conclusions based on the test scores.

Lentillon-Kaestner, V., & Voisard, N. (2023). **Pratiques évaluatives en EPS dans trois contextes avec un programme commun et des modes de communication de l'évaluation sommative différents : les apports d'une approche mixte**. *Staps*, 141(3), 129-144. <https://doi.org/10.3917/sta.141.0129>

Basée sur une approche mixte, cette étude s'intéresse aux pratiques évaluatives en EPS dans trois cantons de Suisse romande où le programme scolaire est identique, mais où les modes de communication de l'évaluation sommative diffèrent : une note certificative dans le canton de Genève, une note non certificative dans le canton du Jura, un livret d'évaluation dans le canton de Vaud (pas de note). Au total, 214 enseignants ont été interrogés par questionnaires et 10 enseignants ont participé à deux entretiens réalisés avant et après des observations en classe. Des analyses statistiques et de contenu thématique ont été réalisées. Dans cette étude, les données qualitatives (importance accordée aux évaluations, visées prioritaires) ont permis de mieux comprendre les données chiffrées issues des questionnaires (fréquences des évaluations). Les résultats de l'étude montrent que les évaluations, qu'elles soient diagnostiques, formatives, et sommatives, sont plus fréquemment mises en place et plus formalisées dans le canton de Genève avec une note certificative. Les visées prioritaires diffèrent dans les trois cantons étudiés avec une priorisation des compétences motrices dans le contexte genevois. Des pistes explicatives et des propositions afin d'améliorer l'étude des pratiques évaluatives et la qualité de l'enseignement de l'EPS sont proposées.

Lesellier, J., Escalié, G., Drolez, Y., & Legrain, P. (2023). **Appréhender les perceptions d'efficacité en coaching par l'utilisation des méthodes mixtes : le cas de la formation des entraîneurs de football**. *Staps*, 141(3), 145-158. <https://doi.org/10.3917/sta.141.0145>

L'article présente une méthodologie mixte originale pour appréhender une expérience de formation des entraîneurs de football en intégrant les perceptions d'efficacité en coaching. Le choix méthodologique répond notamment à un besoin identifié par les concepteurs de la formation fédérale d'optimiser les formations par l'identification des circonstances favorables au développement des perceptions d'efficacité. L'adoption d'une approche anthropo-psychologique d'une expérience de formation permet d'appréhender différentes dimensions de l'expérience de formation qui dépassent le caractère autorapporté de cette dernière. Cette vision holistique de la signification d'une expérience engage le recours à divers outils dont l'article présente l'articulation sur les plans théorique et méthodologique. Les résultats mettent en évidence, d'une part, l'effet du dispositif sur les perceptions d'efficacité des entraîneurs collectées par questionnaire, et d'autre part, les circonstances de formation qui en nourrissent le développement, à partir des entretiens d'autoconfrontation. Notamment, les expériences de vicariantes vécues en centre de formation sont identifiées comme une ressource majeure de développement professionnel pour les stagiaires. En discussion, le potentiel effet d'ordre issu de cette méthodologie mixte est questionné.

Levasseur, A., & Clément, L. (2022). **Performance organisationnelle : le rôle du sentiment d'efficacité personnelle des enseignants.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 228-250. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9823>

This study examines the distinct and complementary roles of the components of teachers' sense of personal efficacy (SPE) (instructional strategies deployment, classroom management, student engagement) in relation to their organizational performance (subjective performance, organizational citizenship behaviours individuals [OCBI] and organizations [OCBO]). Data were collected from 250 college teachers in Quebec. The results of the analyses show that only the instructional strategies deployment component of the SPE predict a single component of performance, namely OCBI. The study's findings support the separate study of SPE components in relation to teachers' organizational performance, as they do have distinct and complementary roles on organizational performance.

Lewis, K. B. (2024). **Shifting images of teaching in student teachers' talk about microteaching.** *Teaching and Teacher Education*, 139, 104438. <https://doi.org/10.1016/j.tate.2023.104438>

The current study investigated the images of teachers and teaching—ideas about what it meant to teach and be teachers—that emerged in student teachers' talk about a microteaching activity within a practicum course. Case studies of three student teachers are presented, which demonstrate how talking about microteaching led to reflection on their own teacher identities and transformations in some student teachers' images of themselves as teachers. Such reflection, which goes beyond consideration of what happened and why, is encouraged as a follow-up to microteaching activities.

Linker, J.-C., & Selter, C. (2023). **Teachers' self-reported teaching practices in formative assessment.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG21). Consulté à l'adresse <https://hal.science/hal-04413552>

Liu, Q., Zheng, X., Liu, Y., Wu, L., Zhang, S., Zhang, N., & Wang, Q. (2024). **Exploration of the characteristics of teachers' multimodal behaviours in problem-oriented teaching**

activities with different response levels. *British Journal of Educational Technology*, 55(1), 181-207. <https://doi.org/10.1111/bjet.13332>

Abstract Problem-oriented teaching (POT) activities are important in classroom instruction. The level of student response can be influenced by different teacher behaviours in POT. However, the characteristics of teachers' multimodal behaviours at different levels of response are unclear. This study applied epistemic network analysis to explore the characteristics of teachers' multimodal behaviours in POT with different response levels. Using 256 POT segments from 12 classroom teaching videos in primary and secondary schools, this study found that authentic questions and iconic gestures occupied a central position in multimodal behaviours. The concomitant use of multimodal behaviours and the flexibility in eye contact could improve the response levels of students. These findings help understand how teachers' multimodal behaviours can promote students' responses. Practitioner notes What is already known about this topic Various behaviours have been shown to impact learners' response, such as teachers' responses to students and teachers' non-verbal behaviours. Epistemic network analysis can be used to analyse the structure of the connections between cognitive, social and interaction data. What this paper adds This study analyses the characteristics of teachers' multimodal behaviours during problem-oriented activities. It also compares the salient properties of non-verbal, verbal and multimodal behavioural networks generated by interactive fragments of students' responses of different cognitive levels. Implications for practice and policy Teachers should ask more authentic questions in the classroom to promote in-depth thinking processes in students. The appropriate coordination of multimodal behaviours by teachers is crucial to promote the cognitive level of students' responses. Upon making eye contact with students, teachers should also use iconic gestures and be flexible regarding the use of eye contact.

Liu, S., & Yin, H. (2024). **Opening the black box: How professional learning communities, collective teacher efficacy, and cognitive activation affect students' mathematics achievement in schools.** *Teaching and Teacher Education*, 139, 104443. <https://doi.org/10.1016/j.tate.2023.104443>

This study examined the mediating roles of collective teacher efficacy and cognitive activation in the relationship between professional learning communities (PLCs) and students' mathematics achievement at the school level, using responses from both teachers and students. A total of 5458 teachers and 11,324 students from 227 junior high schools participated in this study. The results of multilevel structural equation modeling revealed that, at the school level, the association between PLCs and students' mathematics achievement was significantly mediated by collective teacher efficacy and teachers' adoption of cognitive activation in lessons. The theoretical and methodological implications of the research are discussed.

Liu, X., & Zhang, L. (2024). **Exploring the relationship between teachers' professional capital and technology-enhanced teaching innovation: The mediating role of constructivist belief.** *Teaching and Teacher Education*, 139, 104434. <https://doi.org/10.1016/j.tate.2023.104434>

This study aims to develop and test a mediation model to examine teachers' constructivist belief as a mediator in the relationship between teachers' professional capital and technology-enhanced teaching innovation. Analysing data from 4,471 Chinese teachers, we found that: (a) Teachers' professional capital, integrating human, social, and decisional capital, positively related to technology-enhanced teaching

innovation. (b) The effect of teachers' professional capital surpasses the individual effects of teachers' human, social or decisional capital. (c) Constructivist belief mediates the relationship between professional capital and teaching innovation. This work provides implications on how to promote teaching innovation from a professional capital perspective.

Lohwasser, K., Long, C., Shim, S.-Y., & Windschitl, M. (2024). **“Protected Teaching Spaces”:** **Opportunities and Constraints When Teaching for the edTPA.** *Educational Evaluation and Policy Analysis*, 46(1), 106-132. <https://doi.org/10.3102/01623737231162112>

Preservice teacher performance assessments, such as the edTPA, are one of the accountability policies from states and local authorities designed to ensure the quality of beginning teachers and standardize teacher education. We studied experiences of 65 preservice teachers regarding the effect of the edTPA on their learning in field-placement classrooms. These cases revealed that the edTPA created “protected teaching spaces” for participants to experiment with student-centered instructional practices supported in university courses and codified in edTPA rubrics. This was especially impactful for novices who previously had limited opportunities to try out equitable reform-oriented instruction in their placements. In these cases, the edTPA also helped mitigate inequities in learning to teach, an unintended outcome that is important for policymakers to consider when deciding on credentialing requirements.

Lu, S., Vong, K. P., Tong, L., Zhou, Y., & Leung, S. O. (2024). **Moderating effect of the urbanicity construct on teachers' capacities to foster children's creativity in rural areas: evidence from Southwest China.** *Educational Research for Policy and Practice*, 23(1), 45-62. <https://doi.org/10.1007/s10671-023-09352-5>

While the Chinese government is in full force to narrow the gap between its rural and urban areas in all facets of development, it has been suggested that there are disparities in teacher quality in the two dichotomous territories, especially in terms of promoting children's cognitive trajectory. To unpack specifically the differences of the two groups of teachers' capacities to foster children's creativity, this study investigated the impact, namely the moderating effect, of the urbanicity construct (i.e., in terms of the extent of urbanization of the teachers' living and working environment) on the relationship between teachers' perceived creativity characteristics of children and teachers' intention of creativity fostering teaching. Such was done through comparing the teachers' perception of creative characteristics (teachers' CC), vis-à-vis teachers' intention of creativity fostering teaching (teachers' CFT intention). In total, 104 teachers from two parts of Guizhou province participated in the study. Results showed that teachers' CC positively associated with CFT intention. However, urbanicity did not directly associate with teachers' CC and CFT. Instead, higher urbanicity decreased the association between teachers' CC and CFT intention. Implications and the significance of these findings will be discussed.

Marty, O., & Mencacci, N. (2023). **Qu'est-ce qu'évaluer un mémoire ? Traces mnésiques du document et de la soutenance.** *Penser l'éducation*, (52), 99-117. Consulté à l'adresse <https://hal.science/hal-04369653>

Cet article, après un travail sur la littérature anthropologique et philosophique en éducation, s'appuie sur la réflexivité des deux auteurs face à leur expérience d'évaluation de mémoires de master en sciences de l'éducation (et de thèses). Le document répond à la question : « qu'est-ce qu'évaluer un mémoire ? » en posant que

la profondeur de la trace mnésique (de son objet, sa méthode, sa discipline, ses configurations, etc.) fait la valeur d'un mémoire. Comment nous souviendrons-nous d'un mémoire ? La mesure de cette profondeur mémorielle varie selon que le mémoire est « interne », c'est-à-dire propre à l'académie, ou « externe », professionnel – soit les lieux où il servira de référence. C'est la mémoire de l'évalué qu'il convient de sonder, en anticipant les configurations de remémoration collective et le sens qui y sera donné en situation. Différents éléments sont finalement discutés : le rapport aux valeurs (objet d'un schéma), les conséquences du vocabulaire de la « position », la cérémonie de soutenance et les ruses ou habiletés propres à ce moment décisif.

Mascret, N., Berthet, T., Brandt-Pomares, P., Coupaud, M., Favier, M., Mirault, J., & Ziegler, J. C. (2023). **Développer, expérimenter et évaluer des dispositifs pédagogiques innovants : l'exemple du Créativlab d'Ampiric et la question du passage à l'échelle.** Consulté à l'adresse <https://shs.hal.science/halshs-04360207>

Max, A.-L., Lukas, S., & Weitzel, H. (2024). **The pedagogical makerspace: Learning opportunity and challenge for prospective teachers' growth of TPACK.** *British Journal of Educational Technology*, 55(1), 208-230. <https://doi.org/10.1111/bjet.13324>

Abstract The aim of this study was (1) to describe challenges prospective teachers perceive during project work in a pedagogical makerspace and coping strategies they develop to deal with the challenges, (2) to analyse the development of prospective teachers' TPACK and attitudes towards the use of ICT in class. Challenges regarding project work and coping strategies were recorded via semi-structured interviews and evaluated by qualitative content analysis. TPACK and prospective teachers' attitudes towards the usefulness of digital technologies, technology acceptance, intrinsic motivation, self-efficacy, intentions to use digital media and constructivist understanding of teaching were assessed via questionnaire. The sample consists of German prospective teachers (N=145). The results show an increase in TPACK, technology acceptance, intention to use digital media and motivation over the course of the project. TPACK before the intervention was the only variable that predicted TPACK after the intervention. The prospective teachers report numerous challenges during their projects, which can be attributed to the framework, teamwork, and taskwork levels, as well as the individual TPACK. Coping strategies were mainly found on the taskwork level, for example by adjusting goals, creating subtasks and organising regular feedback meetings for self-monitoring. Practitioner notes What is already known about this topic The opportunities for using ICT in schools are developing rapidly, and with them, the demands on teachers' skills (TPACK). The promotion of TPACK competencies in a holistic, multi-layered, and practice-oriented manner has to be learned over a longer period of time combining theoretical explanations with practical activities. Making appears to be a suitable activity to foster TPACK, and a makerspace was described as an ideal learning environment to follow constructivist learning, but it has not yet been empirically tested. What this paper adds The presentation of an innovative approach for prospective teachers to teach TPACK problem- and project-based in a pedagogical makerspace. Empirical data of a large sample size in a field that has not yet been sufficiently empirically researched. A model-based analysis of the challenges of project work in a university pedagogical makerspace regarding preservice teachers and their coping strategies. Examination of the suitability of project-based work in the pedagogical makerspace for teaching TPACK and relevant attitudes. Further insights about learning processes and influencing factors in a university pedagogical makerspace with respect to promoting TPACK. Implications

for practice A pedagogical makerspace is a suitable learning environment to foster TPACK and attitudes towards the use of ICT in school. TPACK development depends on TPACK before working in a makerspace. Challenges and coping strategies while working in a pedagogical makerspace can be assigned to four levels. The assignment of challenges and coping strategies to those levels supports lecturers in developing the necessary support structures. Support structures should include at least basic knowledge about the organisation of projects. Agile project elements prove helpful for product development in the makerspace.

Menouti, K. (2024). **Enseigner une langue étrangère dans une perspective d'entre-deux**. *Phronesis*, 13(1), 95-105. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2024-1-page-95.htm>

Partant du fait qu'il y a une discontinuité entre les objectifs assignés par les politiques linguistiques en Grèce et leur mise en place dans les classes de français langue étrangère (FLE) à l'école publique, cet article se propose d'étudier, chez l'enseignant de français langue étrangère, la posture de l'entre-deux comme une possibilité de penser autrement la notion de différence et de favoriser l'apprentissage.

Monney, N., Smith, J., Gagné, A., & Simard-Côté, A. (2022). **Analyse des savoirs mobilisés par des stagiaires en enseignement pour évaluer leurs élèves**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 157-177. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9900>

This paper presents the results of a qualitative-interpretative study on the mobilization of assessment knowledge of five teacher candidates. The data was collected by the conduct of 10 in-class observations and 10 self-confrontation interviews. Based on the analysis of the results, teacher candidates primarily face challenges associated with knowledge of learning design and targeting learning objectives. As a result, the assessment activities are only carried out at the end of each lesson to confirm what has been learned. This article concludes by proposing a model that ranks the different types of assessment knowledge while proposing accompaniment strategies destined to teacher candidate supervisors.

Moreau, A. C., Granger, N., Gingras, F., & Vezeau, C. L. (2022). **Évaluer des apprentissages au secondaire en équipe collaborative**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 137-156. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9893>

This article presents a praxeological *expost facto* study with secondary school teachers working in interdisciplinary teams and wanting to improve their learning assessment practices. We specify the factors that helped to sustain new teaching practices one year after the end of a project aimed at implementing collaborative team functioning and highlight success factors for students with literacy difficulties. Data collected with five teachers enabled us to describe a renewed practice of learning assessment, including the use of a coding tool. We discuss issues that may help or hinder the drive for sustainable changes in learning assessment practices and raise avenues for future research. The study contributes an illustration of a learning assessment practice relevant for both teachers and learners.

Mosvold, R., Hoover, M., Grundén, H., Mhuirí, S. N., & Choutou, C. (2023). **An introduction to TWG19: Mathematics teaching and teacher practice(s)**. In P. Drijvers, C. Csapodi, H.

Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG19). Consulté à l'adresse <https://hal.science/hal-04395313>

Teaching is everywhere, yet much of what is involved in teaching remains hidden, with comprehensive theories lacking. These challenges serve as the backdrop for research on mathematics teaching and the work of Thematic Working Group 19. To make progress, the group has used four domains to organize and consider research on teaching. This paper reviews the contributions and issues that arose in the group at CERME13. We elaborate on how the domains stimulated discussions of the meaning of teaching across papers, and we provide reflections and implications for future work.

Mraihi, S. (2023). **Se saisir des interactions pour analyser l'activité de l'enseignant et des étudiants : le cas du cours en visioconférence** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-04379524>

Notre travail de recherche s'inscrit dans une approche inductive pour comprendre et documenter l'activité de l'enseignant et des étudiants en se saisissant des interactions qui s'opèrent dans le cours en visioconférence largement déployé par les établissements du supérieur durant la crise sanitaire de la COVID-19. Notre démarche mixte basée sur plusieurs méthodologies de recueils et d'analyse de données (observation enregistrement vidéo, entretien, questionnaire) met en lumière plusieurs dimensions qui caractérisent l'interaction en cours par visioconférence : 1) La présence prégnante d'un modèle d'interaction question – réponse – feedback où l'enseignant est le principal initiateur de l'interaction et laisse peu de place à l'action de l'étudiant. 2) Le mode verbal reste la principale ressource mobilisée malgré la possibilité de faire appel à l'écrit et l'image vidéo qui sont peu investis. 3) L'enseignant joue un rôle essentiel dans ses interactions avec ses étudiants à travers ses conduites et les stratégies pédagogiques qu'il met en place 4) La pluralité des espaces d'interaction aussi bien physique que numérique conduit à une fragilité de l'espace transactionnel. 5) L'affordance de l'objet technique fortement présent transforme les pratiques de l'enseignant qui à son tour transforme les usages associés à l'objet technique. Par ailleurs, l'analyse de nos résultats nous permet de proposer une version augmentée de notre cadre conceptuel initial que ne mettrons à l'épreuve d'autres recherches sur les pratiques d'enseignement-apprentissage à distance ou hybrides qui tendent à se maintenir pour répondre à différentes situations de contrainte.

Mutabazi, E., & Khasanzyanova, A. (2023). **Accompagner et prévenir le décrochage scolaire**. Consulté à l'adresse <https://www.editionsbdl.com/produit/accompagner-et-prevenir-le-decrochage-scolaire/>

Selon le ministère de l'Education nationale, les élèves décrocheurs sont estimés à 140 000 en moyenne chaque année en France. Le décrochage scolaire touche-t-il toutes les classes sociales ? Seuls 5% des décrocheurs sont des enfants de cadres contre 60% d'enfants d'ouvriers sans revenus. Les effets du décrochage sont multiples. Nous pouvons notamment évoquer des difficultés personnelles, sociales et économiques des décrocheurs qui limitent considérablement leur insertion sociale et professionnelle. Ces difficultés créent également des inégalités au sein de la population et coûtent cher à la société qui se retrouve devant le besoin d'assister ces personnes souvent marginalisées et discriminées. Face à la gravité de ce phénomène ainsi que ses conséquences aussi bien auprès des décrocheurs qu'à leur société, il nous semble essentiel d'accorder du crédit dans cet ouvrage à l'accompagnement des jeunes en situation de décrochage

dans une démarche collaborative. Quels sont les approches éducatives, didactiques et organisationnelles susceptibles de prévenir le décrochage scolaire ? Quels sont les avantages et limites de types d'accompagnement et d'orientation proposés aux élèves en difficulté pour lutter contre le décrochage ? Quelles compétences à développer chez ces jeunes en situation de décrochage scolaire afin d'augmenter leur motivation dans les apprentissages et leur inclusion scolaire ? En quoi le partenariat entre l'école et les structures extrascolaires contribue à la prévention du décrochage scolaire ?

Orange, C., & Orange Ravachol, D. (2023). **Pensée critique et savoirs en SVT : un point de vue depuis le cadre théorique de l'apprentissage par problématisation.** *RDST. Recherches en didactique des sciences et des technologies*, (28), 115-142. <https://doi.org/10.4000/rdst.5201>

Le cadre de l'apprentissage par problématisation étudie les conditions d'accès des élèves à des savoirs en biologie et géologie qui ne se réduisent pas à un savoir « comment cela fonctionne » mais questionnent « pourquoi cela ne peut pas fonctionner autrement », des savoirs raisonnés, donc. Nous voulons ici discuter des liens qui existent entre la construction de tels savoirs et la pensée critique qui est grandement mise en avant dans les référentiels et programmes de nombreux pays. Pour cela nous étudions quatre cas de séquences (école primaire et lycée), construites dans le but d'amener la classe à des savoirs raisonnés, de façon à repérer les conditions de développement de la pensée critique des élèves. Nous montrons ainsi que l'accès à des savoirs raisonnés et le développement de la pensée critique sont fortement liés car ils sont chacun la condition de l'autre.

Ozcan-Ermis, G., & Hervé, N. (2024). **Identifying Pre- and In-service Teachers' Stances on Teaching Socioscientific Issues: A Systematic Review of Empirical Studies.** *Canadian Journal of Science, Mathematics and Technology Education*. <https://doi.org/10.1007/s42330-023-00306-w>

There is a prevalent consensus among science education scholars that teaching socioscientific issues (SSI) has notable importance for promoting functional scientific literacy and raising responsible citizens. However, teachers encounter numerous problems when teaching SSI, so they may not prefer to teach them. Today, we still do not know many specific particulars about how teachers' own opinions, beliefs, or experiences influence the way in which they present controversies and which teacher's role is best suited for teaching SSI. This paper aims to review the empirical studies that include teachers' stances during teaching SSI and, if stated, their rationales about preferred stances. We employed the Web of Science and Education Resources Information Center (ERIC) databases and Google Scholar to find the relevant literature. Then, we independently screened the titles, abstracts, and full texts of the selected studies for eligibility. Based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement checklist, eighteen empirical studies were included in this review. Three main profiles of teachers' positions while addressing SSI were identified: excluders, neutrals, and disclosers. Two subprofiles were identified for both neutrals and disclosers. Neutral teaching was found to be the most adopted and preferred teacher position for introducing SSI. It was followed by the avoidance of SSI teaching because the teachers viewed value-free education as important. Teachers' own opinions, beliefs, epistemological orientations, concerns of indoctrination, and external factors were reported as the main underlying reasons for their preferred positions. Obviously, the studies conducted with in-service teachers yielded different

reasoning patterns for their neutrality. We concluded that, given the pedagogical and epistemological challenges of teaching SSI, more research on teachers' positions in addressing SSI in science classrooms is needed.

Paige, K., O'Keeffe, L., & Osborne, S. (2024). **Silence is not an option: pre-service teachers embedding First Nation knowledge and practices in primary/middle mathematics and science.** *International Journal of Science Education*, 46(1), 28-45. <https://doi.org/10.1080/09500693.2023.2217986>

Teachers, pre-service teachers and teacher educators in Australia are predominately European Australian with a small minority of First Nations people. Those with limited first-hand understanding of First Nations ways of knowing can find it difficult to embed these knowledges across learning areas. This is particularly complex for pre-service teachers. We argue that all teacher educators have a responsibility to engage First Nations ways of knowing across learning areas as an ethical and professional commitment to preparing pre-service teachers for negotiating the complexities of Australian histories and living cultures. This paper reports on interventions implemented with final year primary/middle pre-service teachers with an expertise in science and mathematics. Firstly, we discuss pre-service teachers' confidence (self) ratings in integrating their understanding of Aboriginal and Torres Strait Islander histories and cultures across the curriculum. Secondly, we present an in-depth exploration of two pre-service teachers' transdisciplinary units of work which embed Aboriginal and Torres Strait Islander knowledges and practices. This study challenges all science and mathematics teacher educators to consider ways a transdisciplinary, culturally responsive approach prepares students to transition into confident and competent early career teachers.

Pallarès, G., De Checchi, K., & Bächtold, M. (2023). **Quelle didactique pour « l'esprit critique » ? Une approche par les normes de l'argumentation critique sur les questions socioscientifiques.** *RDST. Recherches en didactique des sciences et des technologies*, (28), 143-167. <https://doi.org/10.4000/rdst.5221>

« Développer l'esprit critique des élèves », notamment en cours de sciences, est un objectif fort des programmes officiels actuels. Mais comment penser l'enseignement de « l'esprit critique » dans une démarche didactique ? Pour rendre cette notion opératoire dans le contexte scolaire, nous proposons dans cet article de considérer l'esprit critique au sens d'une pratique normée de l'argumentation. Nous proposons ainsi d'étendre les concepts de pratiques de référence et de représentations spontanées pour outiller une réflexion didactique sur l'enseignement de l'argumentation critique sur des questions socioscientifiques (QSS). Dans cette perspective, d'une part, nous dégageons à partir de la littérature des normes épistémiques de référence caractérisant la pratique de l'argumentation sur des QSS. D'autre part, nous identifions dans l'argumentation des élèves des normes qu'ils construisent spontanément sur la base de leurs représentations de ce que doit être l'argumentation. Nous explorons le pouvoir heuristique de cette approche à travers une étude de cas portant sur un débat d'élèves au lycée sur une QSS. Les résultats obtenus montrent la coexistence dans l'argumentation des élèves de diverses normes spontanées, dont certaines correspondent à des normes de référence. L'interaction de ces normes spontanées et de référence met en évidence une pluralité de représentations de l'argumentation donnant des pistes pour penser une didactique de l'argumentation sur des QSS.

Pantić, N., Sarazin, M., Coppe, T., Oral, D., Manninen, E., Silvennoinen, K., ... Li, S. (2024). **How do teachers exercise relational agency for supporting migrant students within social networks in schools from Scotland, Finland, and Sweden?** *Teaching and Teacher Education*, 139, 104442. <https://doi.org/10.1016/j.tate.2023.104442>

This study examines how teachers exercise relational agency - working flexibly with other actors in their social networks to support migrant students. Teachers and other staff members from 7 schools in Scotland, Finland and Sweden participated in social network surveys (n = 1116), online logs (n = 275) and interviews (n = 82). A mixed-method social network analysis shows how networks facilitate relational agency as teachers reach out to others to mobilise resources and tacit knowledge within their school communities. The findings point to the critical role of professional collaboration and suggest that social networks shape how teachers work with specialists to support migrant students.

Paquet, A., Dionne, C., Rousseau, M., Lemire, C., & Dubé, A.-C. (2022). **La collaboration intersectorielle en soutien aux pratiques éducatives inclusives, qu'en pensent les milieux de garde?** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 251-275. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9930>

Collaboration is considered to be a key element of inclusive early childhood practices. To ensure effective collaboration, it is important to provide facilitating conditions as teams often encounter many challenges. The purpose is to describe intersectoral collaborative experiences from the perspective of childcare centres. One hundred and fifty-four childcare educators and 94 supervisors responded to an online survey. The results show that collaboration with partners from institutions or organizations to support the inclusion of young children is perceived positively. Despite the challenges, it is seen as helpful, particularly in terms of joint intervention planning.

Paquette, G., Basque, J., & Henri, F. (2023). **Apprendre et enseigner sur le Web: quelle ingénierie pédagogique?** Consulté à l'adresse <https://www.pug.ca/catalogue/livres/apprendre-enseigner-sur-web-quelle-ingenierie-4334.html>

L'essor des technologies numériques entraîne de profonds bouleversements en éducation. La récente pandémie a accéléré leur usage et a révélé le manque de préparation des milieux éducatifs. Les défis pédagogiques, technologiques et organisationnels à y relever sont largement sous-estimés. L'ouvrage vise à contribuer à l'actualisation des pratiques en ingénierie pédagogique et à la formation de nouveaux praticiens, formateurs et chercheurs dont nos sociétés axées sur le savoir ont de plus en plus besoin à l'ère numérique.

Pyne, J. (2024). **Teacher Perceptions of Past Classroom Behaviors Influence Adolescents' Receptivity and Responsiveness to a Belonging Intervention.** *Educational Evaluation and Policy Analysis*, 46(1), 82-105. <https://doi.org/10.3102/01623737231154605>

This study shows how receptivity and responsiveness can influence the efficacy of an intervention helping adolescents reappraise worry or uncertainty following the difficult transition to middle school. The intervention was implemented at-scale in a diverse sample of sixth-grade public school district students followed through eighth grade (N = 1,180; 41% Black or Latinx; 44% low socioeconomic status). Results suggest the intervention's effects on grade point average are confined to a racially and socioeconomically diverse subgroup of adolescents who had high teacher evaluations of their classroom behaviors in kindergarten that declined over the early elementary

school years (i.e., "Disengagers"). These findings suggest that adolescents' past school experiences with educators may bound the extent to which interventions can promote success in school.

Reuter, Y. (2024). **Comprendre et combattre l'échec scolaire: L'articulation entre pédagogies et didactiques**. Consulté à l'adresse <https://boutique.berger-levrault.fr/comprendre-et-combattre-l-echec-scolaire.html>

L'ouvrage analyse les bénéfices d'une meilleure articulation entre les recherches en didactiques, centrées sur les contenus et les disciplines, et les recherches en pédagogies, centrées sur les démarches et les dispositifs. Il s'agit d'explorer les pistes possibles afin de ne pas reconduire le poids des histoires sociales sur les performances scolaires. Dans cette perspective, l'auteur prend en compte plus particulièrement les situations de pauvreté, pour plusieurs raisons. D'abord parce que les élèves qui appartiennent à ces catégories de la population sont particulièrement touchés par les difficultés scolaires. Ensuite parce qu'il s'agit d'un angle mort de nombre de recherches, notamment en didactiques. Aussi parce que les difficultés que rencontrent ces élèves sont susceptibles de produire un effet de loupe sur les dysfonctionnements de l'école et que les pistes proposées lui semblent pouvoir être bénéfiques pour tous les élèves. Juste un exemple pour montrer que les entrées pédagogiques et didactiques sont différentes mais qu'elles peuvent être complémentaires : les didacticiens se centrent sur les relations entre enseignement, contenus et apprentissages, sans prendre en compte - ou très peu - les relations aux familles. C'est pourtant essentiel en milieu défavorisé, et les approches pédagogiques ont beaucoup plus travaillé sur cette question en montrant l'importance que peuvent avoir ces relations pour sécuriser les familles et faire en sorte qu'elles deviennent des alliés des enseignants.

Richit, A., & Cavalcanti, J. D. B. (2023). **L'enseignement des mathématiques au Brésil à l'époque coloniale**. *Revue internationale d'éducation de Sèvres*, (94), 18-20. <https://doi.org/10.4000/ries.14431>

L'enseignement élémentaire des mathématiques a débuté au Brésil à l'époque coloniale avec la création d'écoles élémentaires sous la responsabilité de la Compagnie de Jésus (connue sous le nom d'Ordre des Jésuites) et se limitait à l'écriture des nombres dans le système de numération décimale et à l'étude des quatre opérations principales (addition, soustraction, multiplication et division). Les écoles élémentaires jésuites apprenaient aux enfants des colons à lire, à écrire, à calculer et, su...

Ries, C., Schuler, S., & Wittmann, G. (2023). **First-class teachers' beliefs about manipulatives and their use**. In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG20). Consulté à l'adresse <https://hal.science/hal-04407652>

Especially in primary school, manipulatives are used to represent mathematical concepts and structures. The way they are used is fundamental to support mathematical learning. It can be assumed that teachers' beliefs about using manipulatives can influence their classroom actions and therefore are worth to be investigated. In this study, we focus on German primary school teachers' beliefs about their use of manipulatives in first-class math lessons. Semi-structured narrative interviews were conducted to gain profound findings about implicit and explicit beliefs. Subsequently, the interviews were analysed using the Documentary Method as it provides an interpretative approach for

reconstructing beliefs, especially on an implicit layer. The 12 teachers interviewed showed a wide range of beliefs concerning manipulatives, their quantity, and the way they are used in the classroom. Teacher training can be developed considering the investigated differences in teacher beliefs.

Royet, T., Mascret, N., & Vors, O. (2023). **'The teacher could correct me without being there': Adapting distance education approaches to promote physical activity during lockdown.** *STAPS: Revue Internationale Des Sciences Du Sport et de l'éducation Physique*, 140(4), 75-96. <https://doi.org/10.3917/sta.140.0075>

Despite the impossibility of face-to-face teaching during the covid-19 pandemic lockdown, many physical education teachers used remote activity pedagogical monitoring (PM) to keep students engaged in physical activity (PA). The aim of this study was to explore students' experiences of remote PM practices during lockdown to engage in PA. A sequential explanatory mixed methods design was used, with a qualitative investigation (students' experience of PM) informed by a quantitative investigation (relationship between PA and PM as a function of diligence). First, 644 French students (16.32 ± 1.01 years) participated in a longitudinal survey to collect retrospective data about their reported PA levels during a typical week before lockdown and four weeks after. A second step consisted of identifying clusters, based on how PA emerged in participants and diligence in PM. Five clusters were identified from which eight paragons accepted to be interviewed. Interviews were conducted with paragons from each cluster to understand their different lived experiences during PM. Results showed a significant decrease in PA during lockdown, with PM serving to limit the drop-out from PA. Positive experiences in PA engagement were associated with: (a) family and video support, (b) variety in the PA program, (c) requests for work, (d) provision of feedback, and (e) use of personalised training. Results are encouraging in terms of developing hybrid pedagogical practice which includes face-to-face activity and use of PM. Further research is needed to ensure these pedagogical principles lead to positive experiences of PA engagement at a distance.

Saad, Z., & Azzouna, A. (2023). **Le développement de la pensée critique à travers l'enseignement d'une question scientifique aux implications éthiques: la procréation médicalement assistée.** *RDST. Recherches en didactique des sciences et des technologies*, (28), 169-195. <https://doi.org/10.4000/rdst.5241>

Le présent travail s'intéresse au développement de la pensée critique chez les élèves en classe des sciences de la vie et de la Terre. Afin d'élaborer une méthode qui permet de résoudre le problème de la difficulté de l'évaluation de la pensée critique et de chercher le rôle que peut jouer le discours éthique dans son développement, nous avons mené avec les élèves de la classe de quatrième sciences expérimentales une démarche d'îlots interdisciplinaires de rationalité autour d'une question scientifique aux implications éthiques, celle de la procréation médicalement assistée (PMA). Au cours de la démarche, les élèves ont été répartis en trois comités (scientifique, législatif et éthique) dont chacun a pris en charge le recueil d'informations propres à son domaine. La synthèse de la démarche a consisté à deux débats socio-scientifiques où chaque comité a essayé de mobiliser des arguments pour défendre son point de vue concernant la proposition d'une loi qui organise la pratique de choix de sexe de l'enfant. Le premier débat a connu la participation du comité législatif et du comité scientifique seulement. L'intervention du comité éthique dans le second débat a eu comme résultat une évolution claire des pratiques critiques et des modes de pensée cognitive.

Sagredo-Sanchez, L. (2023). **Implementing flipped learning in mathematics higher education: an action research project**. In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG14). Consulté à l'adresse <https://hal.science/hal-04410410>

Saint-Dizier de Almeida, V., Vinatier, I., & Specogna, A. (2024). **Quels enseignements tirer de l'étude d'un aléa survenu lors d'une discussion à visée philosophique en contexte scolaire ?** *Phronesis*, 13(1), 188-199. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2024-1-page-188.htm>

L'article présente l'analyse d'un extrait de Discussion à Visée Philosophique. À travers cette étude de cas, nous montrons les malentendus possibles liés à la dualité de deux « mondes » : celui de l'enseignante qui expérimente les DVP dans sa classe et celui de la chercheuse à qui revient la conception de ce type de séance. Le « monde » se définit comme « arrière-plan conceptuel, axiologique et praxique ». La confrontation entre ces mondes interroge par conséquent autant les modalités de leur nécessaire collaboration que les conditions de la construction et de l'usage d'une véritable « genèse professionnelle ».

Selvik, S., & Herrebrøden, M. K. (2024). **Teacher experiences under COVID-19 pandemic school reopening periods: A window of opportunity for adapted education**. *Teaching and Teacher Education*, 139, 104445. <https://doi.org/10.1016/j.tate.2023.104445>

The COVID-19 pandemic obliged schools worldwide to make structural changes in response to the epidemiological situations in their countries. New national transmission control measures (TCMs) at schools were continuously announced to ensure pupil health. This study investigates how TCMs influenced the teaching and learning environment for pupils with special educational needs (SEN) at Norwegian schools during reopening periods. Data was gathered through eight in-depth interviews with teachers and coded thematically. It was analyzed using self-determination theory and adapted education. Despite the difficulties caused by TCM, teachers reported positive teaching and learning opportunities for pupils with SEN.

Selznick, B. S., Hathcoat, J. D., & Shapovalov, Y. A. (2024). **"We're on this Journey Together": Instructor Perspectives on Teaching and Learning Across Disciplines**. *Innovative Higher Education*, 49(1), 49-69. <https://doi.org/10.1007/s10755-023-09663-8>

The purpose of this study is to understand the distinctive aspects of curricular spaces that bring together diverse disciplines by centering the voices of educators, with full recognition that these environments can inspire learning among both students and faculty. We interviewed eight faculty and one administrator from a mid-sized public university about their experiences with solo-taught interdisciplinary classes or transdisciplinary team-taught classes. We used a two-cycle, collaborative approach to analyze data. A philosophical/paradigmatic view toward teaching and learning emerged from our interviews that centered upon the importance of self-awareness, autonomy/ownership, learning with students, and integrative inquiry. We also discuss the thematic importance of 'space,' both organizationally and at a curricular level for the success of cross-disciplinary courses. Collectively, these findings offer a unique perspective on interdisciplinary learning by bringing together disparate conversations into a cohesive whole centered on alignment across paradigm, people, and places. We

close by providing directions for practical implementation, theoretical development, and future research.

Sestigiani, S., & Pechenkina, E. (2024). **Using Collaborative Play Adaptation and Performance Theater Techniques to Facilitate Authentic Foreign Language Learning.** *College Teaching*, 72(1), 58-69. <https://doi.org/10.1080/87567555.2022.2084013>

This qualitative study explores challenges and benefits of introducing theater techniques into Higher Education (HE) undergraduate intermediate Italian language classrooms. Drawing on student surveys and reflective essays, the study offers original insights into how collaborative, performance-based activities can result in greater student engagement, confidence and agency in foreign language settings. Data was analyzed comparatively between two cohorts of students: those who received instruction in a theater-enhanced classroom and those studying in a 'traditional' textbook-based format. While data gathered from the latter cohort focused on technical aspects of their learning (e.g., concerns over mastering vocabulary and grammar, etc.), students in the theater-based classroom focused on their experiences with the theater components, expressing an overall higher level of confidence in their linguistic ability. Challenges of incorporating theater techniques into curriculum and assessment structure are also discussed.

Sochala, L., Gelin, O., Viriot-Goedel, C., & Train, G. (2022). **Emergency remote teaching in France: the influence of social background in teachers' choices.** In Edulearn (Éd.), *16th International Technology, Education and Development Conference* (p. 3022-3028). <https://doi.org/10.21125/inted.2022.0853>

The present study aims to investigate the extent to which the emergency remote teaching which took place beginning in the spring of 2020 in France was implemented differently by teachers working in schools serving students from socially disadvantaged backgrounds. Questionnaire surveys (n=351), 22 teachers' semi-structured interviews and observation of 19 of their videoconference class sessions showed significant differences according to social contexts in three main areas: parental involvement in remote learning, the use of videoconferencing, and learning requirements. Discussion will address the influence of social context in pandemic teaching and consider the contribution these results could offer to foster school equity in France.

Sürmeli, Þ. Á., Ragnarsdóttir, G., & Gestsdóttir, S. M. (2024). **Leading the dance. The role of teacher collaboration and collegiality during sudden disruptions.** *Teaching and Teacher Education*, 139, 104453. <https://doi.org/10.1016/j.tate.2023.104453>

Through the lens of social capital, this study examines the significance of collaboration among teachers and their perceived support from school leaders during the first phases of the COVID-19 pandemic. By thematically analyzing interviews with thirteen teachers in three Icelandic upper secondary schools, the findings show that teachers who were part of teacher communities or collegial relationships were more likely to get necessary support and cope with the sudden changes. The results imply that schools could better prepare for future disruptions by systematically promoting collaboration within the school and providing teachers with the foundation to establish and build collegial relationships.

Swalve, N. (2024). **Changes in Perceptions on Addiction and Empathy after a Drugs and Behavior Course at a Small Liberal Arts College.** *College Teaching*, 72(1), 1-8. <https://doi.org/10.1080/87567555.2022.2046999>

Empathy is linked to decreased relapse in patients with substance abuse. Educational programming for nursing and medical students focused on developing empathy, but no research has been done on how drug education can alter perceptions and empathy toward addiction. This study examined the influence of a drugs course on attitudes toward addiction. Pre-and post-course surveys measured empathy toward addiction, and qualitative descriptions. Overall empathy remained steady but students trended toward promoting more social programs and support. Descriptions changed from a focus on lack of willpower to vulnerabilities, suggesting that a single course could exert influence on perceptions of addiction.

Tarantul, A., & Berkovich, I. (2024). **Teachers' emotion regulation in coping with discipline issues: Differences and similarities between primary and secondary schools.** *Teaching and Teacher Education*, 139, 104439. <https://doi.org/10.1016/j.tate.2023.104439>

This qualitative study investigates teachers' emotion regulation strategies in coping with discipline issues in primary and secondary schools. Semi-structured interviews were conducted with 24 Israeli teachers, 12 from each level of education. Findings indicate that teachers at both levels of education used several similar strategies to regulate their emotions in coping with issues of discipline, but situation modification and reappraisal of the emotional stimulus were the most frequently reported strategies by primary school teachers. Masking, self-talk, and rumination were most frequently reported by secondary school teachers. The theoretical and practical implications of the findings are discussed.

Tengberg, M., Skar, G. B., & Huebner, A. (2024). **The impact of observable and perceived features of instruction on student achievement.** *Teaching and Teacher Education*, 139, 104457. <https://doi.org/10.1016/j.tate.2023.104457>

This study explored to what extent observable and perceived features of language arts instruction could explain variance in student reading achievement in lower secondary school. Data from classroom observations (using PLATO) and student surveys (using Tripod) were collected to examine the relationships between dimensions of teaching and student achievement gains (N=601). A combination of instructional features that provide coherence and consolidation of new knowledge were found to be positive predictors of reading achievement. The majority of features examined, however, did not significantly explain variance in achievement. We discuss the findings with respect to expected theoretical assumptions and potential measurement limitations.

Tétreault, S., Mercure, D., Bétrisey, C., Leanza, Y., Gulfi, A., Brisset, C., & Kühne, N. (2022). **Intervention interculturelle dans le secteur de la santé et du social : comment former les étudiants.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 199-227. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9784>

Preparing health and social care students to practice in a context of diversity is an educational challenge. Guidelines for the adoption of theoretical models and the teaching of pedagogical content remain unclear. Using the "world café" method, this study aims to validate recommendations facilitating the acquisition of intercultural competences and enriching them with various partners. The 41 participants indicated the need to improve initial training and to include specific courses on intercultural intervention using a variety of teaching methods. Several suggest consolidating internship supervisors' prior learnings regarding this approach. Considering the increase of individuals from different cultural backgrounds, it is important to adjust training programs.

Thoma, N. (2023). **Overcoming Religious and Racioreligious Othering in Preschools: Transforming Educational Policies for More Social Just Pedagogies.** *International Journal of Early Childhood*, 55(3), 331-346. <https://doi.org/10.1007/s13158-023-00373-y>

The article addresses religious and racioreligious othering in preschools in South Tyrol, an autonomous province in Northern Italy with a predominantly catholic population in which migration is still discussed as a rather 'new' phenomenon. Theoretically, the article draws on education policy research and on migration pedagogy as a way to understand how religion-related policy recommendations are connected to social hierarchisations and how they are enacted in educational practice. Empirically, the article is based on ethnographic research in South Tyrolean preschools. During the fieldwork in three preschools, religion proved to be a relevant category of othering and hierarchisation. With an analysis of a policy paper, fieldnotes and transcribed audio recordings, the article aims at contributing to an understanding on how teachers, despite their good intentions, contribute to religious and racioreligious othering and how children as active agents centre their friendships and resist religion-based hierarchisations. The article ends with suggestions on how pedagogical policies and practices can support children and teachers in countering religious and racioreligious othering.

Tickell, R. M., & Klassen, R. M. (2024). **Developing the Teacher mentoring self-efficacy scale (TMSES) using the Delphi method and exploratory factor analysis.** *Teaching and Teacher Education*, 139, 104452. <https://doi.org/10.1016/j.tate.2023.104452>

As a psychometrically robust scale for measuring teacher mentoring self-efficacy beliefs remains to be established, the purpose of this study was to address this gap by developing the teacher mentoring self-efficacy scale (TMSES). In Phase 1 a Delphi approach (N = 26) determined the competencies needed for effective teacher mentoring. In Phase 2 these 44 competencies were used to generate TMSES items. Following testing with 239 teacher mentors, exploratory factor analysis suggested a 16-item two-factor model, with factors named as 'Pedagogical Practices' and 'Professional Relationships.' Results suggested strong inter-connections between qualitative themes, quantitative factors, and the theorised sources of self-efficacy.

Torrington, J., Bower, M., & Burns, E. C. (2024). **Elementary students' self-regulation in computer-based learning environments: How do self-report measures, observations and teacher rating relate to task performance?** *British Journal of Educational Technology*, 55(1), 231-258. <https://doi.org/10.1111/bjet.13338>

Abstract It is well-established that being a self-regulated learner is beneficial academically, motivationally and is considered essential for productive life-long learning. Despite this, there is limited evidence examining how different measures of self-regulation for learning (SRL) relate to task performance for young students learning in digital contexts. This study investigated the relationships between different measures of SRL of elementary school students (N=?48, Mage=?10.75) while using a computer-based learning environment, and their association with task performance and teacher rating of student SRL ability. Results confirmed the most effective measure of SRL, in terms of its relationship with, and predictability of task performance, was a self-report written response, whereby students identified and explained known SRL strategies, such as how to plan, monitor or complete their work. Teacher ratings of their students' metacognitive capability were significantly correlated with task performance and with two self-report instruments: the Junior Metacognitive Awareness Inventory and the SRL written response.

Associations between actual observed self-regulation behaviours in a computer-based learning environment, using Azevedo et al.'s coding framework and how students self-reported their knowledge and understanding about SRL, were weak. Observations of young students' SRL behaviours in computer-based learning environments were not significantly related to task performance. Better understanding of these relationships will help educators and researchers to know where they should focus their attention in terms of developing elementary school students' self-regulatory capabilities in digital contexts, as well as the reliability of self-report measures of SRL as relative to observations of self-regulation and task performance. Implications for teacher practice are also discussed. Practitioner notes What is already known about this topic Students need to use self-regulation for learning (SRL) strategies in digital contexts. Self-regulation strategies need to be explicitly taught to students as they are not guaranteed to become automatically acquired. Being a self-regulated learner leads to improved academic performance, engagement and motivation. What this paper adds Empirical evidence addressing the associations and patterns between various measures of SRL for young students learning in digital environments. Student self-report explanations of known SRL strategies was the only significant predictor of student task performance. Coding of young students' SRL behaviours in digital environments do not relate well to task performance. Implications for practice and/or policy Understanding the associations between young students' self-report of SRL and how this relates to their actual SRL behaviour while using digital technology is critical to supporting student learning and success. Learning to better articulate self-regulation strategies may result in greater consciousness and application of self-regulation strategies in digital contexts, which in turn could improve task performance. Eliciting explanations from students about SRL strategies may be more informative and expedient than conducting and analysing individual observations in digital contexts, to determine the general self-regulatory knowledge and understanding of young students.

Tremblay, K., Poulin, M.-H., & Guimond, F.-A. (2022). **Revue systématique: stratégies d'intervention des enseignants auprès des élèves ayant des besoins particuliers en situation d'intimidation.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 276-294. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9880> Bullying in primary schools is a concern, especially for students with special needs. Despite the implementation of preventative programmes, teachers are lacking intervention strategies. This review focuses on teachers' interventions in bullying situations experienced by students with special needs and their effects on bullying and victimization rates. Four databases were searched for a total of 417 articles. Ten of these articles (2008 to 2019) were selected and none report results specific to students with special needs. Teachers prioritize strategies that are not supported by research, such as punishment. The results are discussed in relation to research and real-live needs.

Vasilopoulou, M., & Triantafillou, C. (2023). **Tensions in teachers' attempts to apply inclusive mathematics education for students with diverse learning needs.** In P. Drijvers, C. Csapodi, H. Palmér, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG25). Consulté à l'adresse <https://hal.science/hal-04409477>

This study explores tensions secondary mathematics teachers' experience as they simultaneously try to create inclusive mathematics settings for students with diverse learning needs (i.e., students who are struggling and those who are competent in

mathematics.) Our data comes from five group discussions with eight in-service mathematics teachers. We view tensions from an activity theory perspective. The findings indicate that participants' tensions are related to the selection of proper tools (tasks, prompts), personal rules (teachers' perceptions and attitudes), and communal rules imposed by the Greek educational system.

Veles, N., & Danaher, P. A. (2024). **Transformative research collaboration as third space and creative understanding: learnings from higher education research and doctoral supervision.** *Research Papers in Education*, 39(1), 50-66.
<https://doi.org/10.1080/02671522.2022.2089212>

Any research collaboration can potentially transform the participants' understandings and enhance their professional relationships with one another and with significant others. If this transformation is to eventuate, research collaborators need to exhibit mindfulness with regard to their multiple relationships, as well as to the intentions and effects of their collaborations. These requirements of transformative research collaborations align with, and build on, Macfarlane's (2017a) influential, six-element representation of research collaboration as a moral continuum, through the authors' rationale for adding a seventh element to this representation, centred on the ethically informed fusion of third space (Bhabha, 1994) and creative understanding (Bakhtin, 1986). The authors argue that this fusion enables researchers to move beyond the self-regarding and other-regarding binary underpinning Macfarlane's representation, and also to progress to a new collaboration dimension that is fundamentally democratic in character as well as creative and productive in its effects. The evidence for this argument derives from the first-named author's Doctor of Philosophy thesis (Veles, 2020), which investigated the cross-boundary third space collaboration of university actors, and for which the second-named author was a supervisor/adviser. The authors posit this particular research collaboration as transformative through its creative fusion of third space and creative understanding.

Villalobos Vergara, P., Vergara Ortúzar, R., Sabando Gómez, M. C., Peixoto, F. J., & Castro Silva, J. (2024). **Resilience and mental health in practicing Chilean teachers during the pandemic.** *Teaching and Teacher Education*, 139, 104435.
<https://doi.org/10.1016/j.tate.2023.104435>

The connection between resilience and psychological well-being, as well as the associations between various resilience profiles and well-being, remain unclear. This study investigated the resilience profiles of teachers and their links to psychological well-being and mental health symptoms. The data were gathered from 602 Chilean teachers who completed questionnaires assessing resilience, well-being, and mental health symptoms. The primary findings revealed a significant relationship between resilience and mental health, especially among experienced teachers who perceived their working conditions as better. This study provides compelling evidence supporting the notion that resilience can serve as a protective factor against mental health issues.

Villeneuve-Lapointe, M., Moreau, A. C., & Blain, S. (2022). **Quelles connaissances orthographiques enseignées par sept enseignantes du deuxième cycle du primaire?** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 101-116. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9773>

French spelling is based on several skills that need to be acquired: phonological, morphological and visuoorthographic. To promote this learning, formal teaching is

essential to ensure academic success. However, few research has focused on orthographic knowledge taught in the classroom. In this article, the knowledge reported and taught by seven upper primary school teachers was documented. A semi-structured interview, two observations during spelling teaching and two self-confrontation interviews were used to identify the knowledge taught. According to our results, the teachers taught all spelling knowledge, even though they make few references to this knowledge in the interviews and self-confrontation interviews.

Wächter, T., Gorges, J., Apresjan, S., & Lütje-Klose, B. (2024). **How can inclusion succeed for all? Children's well-being in inclusive schools and the role of teachers' inclusion-related attitudes and self-efficacy.** *Teaching and Teacher Education*, 139, 104411. <https://doi.org/10.1016/j.tate.2023.104411>

This study investigates how attitudes toward inclusion and inclusion-related self-efficacy of teachers working in inclusive schools may influence the well-being of students. Teachers and students from 26 schools participated in the study, completing an online survey (teachers) and pen-and-paper questionnaires (students, teachers). Cross-sectional analyses showed positive effects of attitude on the well-being in students. Longitudinal analyses showed no predictive validity of attitude when controlling for previous well-being. Testing the potential interaction between attitude and self-efficacy revealed significant moderating effects on the prediction of well-being. Findings indicate that positive attitudes toward inclusion may be beneficial for students' well-being.

Warnick, B. R. (2023). **Adaptation, Activism, and the Looming Climate Disaster.** *Educational Theory*, 73(6), 801-821. <https://doi.org/10.1111/edth.12610>

It is likely that the process of global climate change will continue to accelerate. There is a lack of political will to confront the problem and the consequences for humanity — including widespread suffering and institutional destabilization — will be disastrous. How should educators respond to a catastrophic future? Here, Bryan Warnick argues that two criteria should guide the educational response. The response should not (1) undermine efforts to find an “unprecedented solution” to climate change, or (2) leave students unprepared to adapt to a global catastrophe. Using these criteria, he analyzes several possible ways to help students adapt to disaster, including teaching survivalism, encouraging forms of emotional resilience (like the Stoic apatheia), and helping students to appreciate the current moment. These adaptive responses seem to violate the first criterion. At the same time, an educational response focused entirely on climate activism seems to violate the second criterion. Warnick ends by exploring ways to accommodate the need for both adaptation and social engagement, finding promise in the idea of a tragic activism.

Whitmore, C., & Carlson, E. (2024). **Making Land Acknowledgements in the University Setting Meaningful and Appropriate.** *College Teaching*, 72(1), 9-14. <https://doi.org/10.1080/87567555.2022.2070720>

Land acknowledgments are one step that educators and institutions can take to begin realigning their relationship with Indigenous peoples. However, many fear doing more harm than good when taking the first step of doing a land acknowledgment. In this paper an instructor who overcame such hesitation and an Indigenous faculty member share a six item framework for land acknowledgments developed in collaboration with Indigenous students, colleagues, and community members that greatly increases the likelihood of doing good rather than harm when delivering a land acknowledgement.

This article's unique contribution is its specific framework and step-by-step instructions for creating an appropriate and meaningful land acknowledgement, using an example crafted for the authors' institution to illustrate the process. It also suggests resources for learning about land acknowledgment that will be useful to people living on Indigenous lands around the world.

Yvard, P. (2023). **Contexte d'enseignement, style motivationnel de l'enseignant et motivation des élèves : la spécificité de l'éducation prioritaire. Dis-moi ou tu enseignes, je te dirais comment tu motives tes élèves** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04413958>

La motivation des élèves en EPS constitue un enjeu majeur car elle est une condition de la promotion de l'activité physique et de la santé. Selon la théorie de l'autodétermination, l'enseignant d'EPS, à travers son style motivationnel, joue un rôle déterminant sur la motivation des élèves à travers la satisfaction des trois besoins psychologiques fondamentaux d'autonomie, de compétence et de proximité sociale. Or, il a été montré que le style motivationnel de l'enseignant était impacté par différents types de pressions notamment liées au contexte d'enseignement dans lequel il se situe. Parmi ces pressions, le public scolaire et particulièrement celui d'éducation prioritaire (EP) a été peu investigué. Dès lors, l'objectif principal de ce travail doctoral est d'étudier l'influence du contexte d'enseignement (EP vs. Ordinaire) sur le style motivationnel de l'enseignant d'EPS et ses effets sur la motivation et l'engagement des élèves. Pour répondre à cet objectif, trois études ont été réalisées, combinant des données quantitatives et qualitatives. La première étude s'appuie sur des questionnaires à destination de 922 collégiens visant à identifier l'influence du contexte d'enseignement sur la relation entre le style motivationnel de l'enseignant d'EPS perçu par les élèves et leur motivation. La deuxième étude repose sur des observations filmées du style motivationnel de 48 enseignants d'EPS et de l'engagement de leurs élèves pendant des leçons d'EPS. Dans la dernière étude, des entretiens semi-directifs avec 14 enseignants ont été menés afin de mieux comprendre les liens entre le style déclaré et les pressions liées à leur contexte d'enseignement. Les résultats de nos différentes études ont montré que 1) la motivation des élèves et notamment leur régulation identifiée est davantage impactée positivement par la structure en contexte d'EP par rapport au contexte ordinaire, tandis que leur régulation externe est davantage impactée négativement par le style global en contexte d'EP par rapport au contexte ordinaire ; 2) le soutien des besoins observé est plus important en contexte d'EP par rapport au contexte ordinaire ; 3) les stratégies liées à structure et au soutien de l'autonomie sont modérées par le contexte, avec une structuration forte orientée vers une démarche de sens en EP vs. une offre de responsabilité en contexte ordinaire ; 4) les pressions émanant des élèves sont ressenties fortement en EP et ont une influence positive sur le soutien des besoins, alors qu'en contexte ordinaire, celles-ci sont moins prégnantes au profit des pressions institutionnelles, qui ont un effet négatif sur le soutien des besoins. Ces résultats mettent en évidence un poids des besoins différent chez les élèves en contexte d'EP par rapport au contexte ordinaire renforçant la réflexion concernant l'universalité sans uniformité, et démontrent l'intérêt de prendre en considération le contexte d'enseignement lorsqu'il s'agit d'étudier le style motivationnel et les pressions pesant sur ce dernier. Ils offrent également des perspectives professionnelles intéressantes concernant les stratégies motivationnelles à privilégier en fonction du contexte d'enseignement.

Zhang, Y., & Stylianides, A. J. (2023). **A comparative case study of the mathematics pedagogy in two Chinese schools: How “student-centered” is a proclaimed reformed pedagogy?** In P. Drijvers, H. Palmér, C. Csapodi, K. Gosztonyi, & E. Kónya (Éd.), *Thirteenth Congress of the European Society for Research in Mathematics Education (CERME13)* (Vol. TWG19). Consulté à l'adresse <https://hal.science/hal-04401607>

Although mathematics pedagogy in Chinese classrooms is presumed to be mostly teacher-centered, the Dulangkou secondary school has a strong national reputation of having reformed its pedagogy to be student-centered. In this comparative case study, we used the Reformed Teaching Observation Protocol (RTOP) to investigate whether the pedagogy used at Dulangkou meets the description of student-centered pedagogy (SCP) as elaborated in the international literature and relative to School Y, a Chinese secondary with a similar context as Dulangkou but purported to use teacher-centered pedagogy (TCP). The results showed significant differences between the observed lessons in the two schools, with Dulangkou's lessons rated as more student-centered than those in School Y. Yet only 1 out of the 13 lessons observed at Dulangkou used SCP; the rest used transitional pedagogy combining TCP and SCP. Implications for research and practice are discussed in light of these findings.

Zhou, X., & Ou, Y. (2024). **Worlds apart: Students' perception of teachers' responses to their mental health issues.** *Teaching and Teacher Education*, 139, 104440. <https://doi.org/10.1016/j.tate.2023.104440>

This study applies data from the China Education Panel Survey (N = 7954; boys: 51.28%; M age = 13.92) to explore students' perceptions of teachers' responses to their mental health issues and how students' and parents' level of engagement with school is associated with teachers' responses. The results suggest that in addition to being influenced by the severity of students' mental health issues, teachers' responses are highly influenced by the school engagement levels of students and parents. This study highlights teachers' uneven attention to students' mental health issues, which is inadequately addressed in real-life research and practice.

Zogmal, M., Montefusco, C., & Trébert, D. (2022). **Le tutorat sur la place de travail en soins infirmiers : du faire interactionnel en acte.** *Travail et Apprentissages*, 24(2), 7-22. Consulté à l'adresse <https://www.cairn.info/revue-travail-et-apprentissages-2022-2-page-7.htm>

Notre contribution s'appuie sur une recherche subventionnée par le Fonds National Suisse FNS1 qui s'intéresse à la dimension collective de l'accompagnement en formation dans les domaines des Hautes Ecoles de Suisse occidentale de la santé et du travail social. Nous cherchons à mieux comprendre l'activité des tuteurs, désignés « praticiens-formateurs » (ci-après PF) qui exercent dans les environnements hospitalier et socioéducatif. Considérant que les PF accompagnent les étudiants dans des contextes variés et par des modalités diverses, nous montrons comment les PF « se débrouillent », négocient et se coordonnent pour aménager les conditions d'apprentissage des stagiaires qu'ils accompagnent dans les pratiques professionnelles quotidiennes. Sur le plan théorique et méthodologique, notre approche s'appuie sur les courants de l'action située et une méthodologie d'analyse micro des traces d'interactions recueillies dans des situations de formation au travail. Nos travaux mettent en évidence comment l'analyse des ressources langagières verbales et non verbales – regards, mimiques, gestes, déplacements, corps – mobilisées par les participants contribue au développement des processus de professionnalisation dans le contexte de l'alternance. En particulier, cette contribution montre comment se déploie concrètement « ce faire

interactionnel » dans le contexte d'un stage réalisé dans la filière des soins infirmiers avec un public de personnes migrantes.

Relation formation-emploi

Diaby, S. (2023). **De la dysfonction : une approche systémique de la relation formation universitaire en SHS et employabilité sur le marché du travail au Mali** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04416886>

Les mutations socio-économiques et politiques des marchés de l'emploi (Voiron-Rubido, & Hanhart, 2015) exigent une prise en compte progressive des offres de formations en vue de les adapter aux besoins spécifiques des pays. L'enseignement supérieur devrait, dans cette dynamique, jouer un grand rôle dans la réorganisation de la relation formation/emploi. Cette thèse se penche alors sur les complexités entourant l'employabilité des étudiants en Sciences Humaines et Sociales (SHS) au Mali, en mettant l'accent sur la dysfonction institutionnelle qui entrave ce processus. Elle adopte une approche systémique en analysant les facteurs macro, méso, et micro qui influencent cette problématique. À partir d'une lecture sociologique de l'acteur et le système (Crozier & Friedberg, 1977 ; Dubet, 1994 ; Bourdieu, 1994 ; Bourdieu & Passeron, 1970 ; Boudon, 1991 ; 2002), de la sociologie de l'acteur réseau (Akrich, Callon & Latour, 2006) et de la sociologie des curricula (Forquin, 1984, 1991, 2008 ; Bernstein, 2007), cette thèse se propose d'interroger les logiques et les dynamiques institutionnelles, sociopolitiques et pédagogiques qui structurent et organisent le dysfonctionnement universitaire. Dysfonction qui conduit à la problématique de l'employabilité des diplômés en SHS au Mali. Notre enquête de terrain s'est basée sur une méthode mixte associant l'enquête par questionnaires adressés à 916 bacheliers et diplômés et l'enquête par entretien qui a concerné 44 individus répartis entre acteurs politiques, acteurs administratifs et acteurs pédagogiques (enseignants-chercheurs et étudiants). La mobilisation de ce type d'approche mixte (qualitative et quantitative) a permis de révéler des résultats riches à travers la triangulation et la complémentarité des données d'enquête. Du point de vue macro, en examinant les contextes politiques, institutionnels et pédagogiques qui encadrent le dysfonctionnement universitaire au Mali, les résultats mettent en évidence une gestion normative axée sur l'urgence plutôt que sur la prospective, entraînant une absence de régulation institutionnelle et de leadership démocratique. Les offres de formation ne suivent pas les évolutions du marché de l'emploi, ce qui contribue aux problèmes de l'employabilité. Ensuite, l'analyse se concentre sur la dimension administrative et pédagogique du fonctionnement universitaire, qui identifie les logiques et les mécanismes internes de gouvernance, de prise de décisions prospectives, de planification, de leadership, de gestion des enseignements et les ressources limitées. Les résultats révèlent à ce niveau méso, un manque de cohérence dans les contenus de formation, avec des aménagements disciplinaires souvent déconnectés les uns des autres. Ils révèlent aussi des pratiques individuelles et collectives de contournement des normes organisationnelles et institutionnelles qui contrarient la qualité des offres de formation. Enfin, l'analyse micro examine les dimensions individuelle et sociale de la construction des parcours de formation et d'insertion. Elle explore les modalités de recrutement, le rapport au savoir et la place du réseau relationnel dans le processus de formation et d'insertion des étudiants. Les résultats de cette dimension mettent en lumière le fait que les schémas du rapport au savoir des étudiants, qu'ils soient ou non construits autour de l'idée de la nécessité d'un réseau relationnel pour accéder à un emploi, exercent une influence significative sur leur intégration dans le marché du travail.

En d'autres termes, l'adhésion à un réseau relationnel, qu'il soit d'ordre social, économique ou politique, se révèle ainsi comme un facteur déterminant dans la construction du parcours d'insertion. Cette recherche met en lumière les défis entourant l'employabilité des étudiants en SHS au Mali, en mettant en évidence les dysfonctionnements institutionnels et les stratégies d'action individuelles et collectives (...).

Nasi, M. (2024, janvier 30). **Les « graduate programs », l'atout séduction des entreprises pour attirer les jeunes diplômés.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/01/30/il-ne-faut-surtout-pas-frustrer-ce-genre-de-profil-les-graduate-programs-l-atout-seduction-des-entreprises-pour-attirer-les-jeunes-diplomes_6213818_4401467.html

Ces dispositifs venus des pays anglo-saxons offrent aux grands groupes de recruter les « talents » à l'issue de leur formation. Les emplois proposés permettent aux heureux élus de bénéficier d'un accompagnement sur mesure, de partir à l'étranger et de changer régulièrement de poste.

Piróg, D., & Hibszer, A. (2024). **Utilising the potential of job postings for auditing learning outcomes and improving graduates' chances on the labour market.** *Higher Education Quarterly*, 78(1), 113-134. <https://doi.org/10.1111/hequ.12449>

The objective of the paper was to outline the possibility of utilising information from online job postings and text-mining analyses to identify mismatches and gaps between learning outcomes prepared by universities, and the knowledge and skills that employers need. The study uses job advertisement contents and learning outcomes documents from universities. We analysed both data sets using word importance classification, cluster analysis and hierarchical clustering. Word importance classification presented the mismatches in a quantitative and diagram format. Cluster analysis and hierarchical clustering provided information on how to correct the detected gaps and mismatches. The study empirically corroborates that the method we put forward for analysing both sources (LOs and job ads) helps identify and assess the significance of gaps and mismatches in the approaches to knowledge and skills adopted by universities and employers. Consequently, the method can be helpful during the auditing process and while implementing market-oriented curriculum changes.

Réussite scolaire

Arapí, E., Tremblay, P., & Larivée, S. J. (2022). **Le plan d'intervention influence-t-il l'implication des parents auprès des élèves en difficulté? Étude comparative selon les perspectives des parents.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 32-56. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9988>

The individualized education plan is a pedagogical tool designed to support the educational progress of pupils with difficulties. To be relevant, the implementation of the intervention plan must involve the parents. The objective of this paper is to compare the forms of parental involvement with primary school pupils with and without an intervention plan. A comparative quantitative and qualitative analysis is carried out on the dimensions of parental involvement and parents' perceptions of the school-family-community relationship with 108 parents. The results indicate that the intervention plan does not bring significant differences in the forms of parental implication.

Bowlin & Cutler White. (2024). **Should I Stay or Should I Go? Examining Persistence Factors Among Rural First-Year Community College Students.** *Community College Journal of Research and Practice*, 48(2), 69-87. <https://doi.org/10.1080/10668926.2023.2249857>

College completion is an important focus for policy and practice and is impacted by student academic and non-academic factors. Participation in non-classroom activities is well documented to extend positive intellectual, social, and psychosocial outcomes associated with college completion, yet this association is understudied for community college students. The purpose of this study was to determine whether rural community college full-time first-year students who participate in non-classroom activities differ from nonparticipants. An adapted form of the College Persistence Questionnaire Version 2 (CPQ-V2) was utilized to examine five factors previously demonstrated to influence student persistence including academic integration, social integration, degree commitment, collegiate stress, and institutional commitment. The CPQ-V2 was administered using an electronic instrument during the Fall 2021 semester wherein respondents provided details about their pre-college background and involvement in non-classroom activities. Data analysis consisted of the chi-square test of independence and one-way ANOVA to identify significant associations or relationships between variables. Results demonstrated variation among student groups in non-classroom involvement and the outcomes correlated to such involvement. The findings offer insights for community colleges considering supports to increase persistence (and completion) through student engagement and recommendations for monitoring the effectiveness of non-classroom opportunities to meet residential and nonresidential students' needs.

Breda, T., Sultan Parraud, J., & Touitou, L. (2024). **Le décrochage des filles en mathématiques dès le CP : une dynamique diffuse dans la société.** *Note IPP*, (101), 1-8. Consulté à l'adresse https://www.ipp.eu/wp-content/uploads/2024/01/Note_IPP_decrochage_filles_mathematiques-4.pdf

Les filles ont le même niveau en mathématiques que les garçons en début de cours préparatoire (CP) mais décrochent dès le milieu de cette première année d'école primaire alors qu'elles conservent un avantage sur les garçons en français. Le décrochage des filles en mathématiques se poursuit de sorte qu'à l'entrée au cours élémentaire première année (CE1), leur rang ou centile moyen (lorsque l'on classe les élèves en centiles selon leurs performances et où 100 est la plus haute valeur), passe de 50e en CP à 44e en fin de CE1. À partir de données de panel riches et exhaustives couplées avec des informations sur la catégorie socioprofessionnelle des parents, le corps enseignant dans chaque école, et les caractéristiques générales des écoles, cette note cherche à caractériser les décrocheuses et à mesurer les contributions respectives du milieu familial et de la scolarisation (l'école et les enseignants) pour expliquer l'émergence des écarts de performance observés en CP et en CE1. Les auteurs montrent que le décrochage des filles se produit sur l'ensemble du territoire, dans tous les types d'écoles et dans tous les milieux familiaux. Autrement dit, aucune configuration scolaire (école publique, privée, en réseau d'éducation prioritaire – REP – ou à pédagogie alternative) ni aucune configuration familiale (parents des catégories aisées, professions scientifiques ou familles homoparentales) ne permet d'éviter l'apparition d'un écart très tôt dans la scolarité en mathématiques en défaveur des filles.

Carvalho, M., Branquinho, C., Noronha, C., Moraes, B., Rodrigues, N., & de Matos, M. G. (2024). **Individual and Sociodemographic Factors Associated to Prosocial Behaviors and**

Academic Performance in Portuguese Preschool and Elementary School Children: Highlights from a National Study After COVID-19. *Child Indicators Research*, 17(1), 289-307. <https://doi.org/10.1007/s12187-023-10086-2>

Scientific knowledge has long been showing the intrinsic link between health and well-being with education highlighting the positive health impacts from improvements in education. The present study was developed with the main goal of analyzing the individual and sociodemographic predictors of prosocial behavior and academic performance in preschool and elementary school children. Data on 3623 school aged children, 1853 girls and 1770 boys, aged between 5 and 11 years old ($M = 7.25$; $SD = 1.56$) participating in the study "Psychological Health and Well-being | School Observatory" were analyzed. Prosocial behavior was measured by the SDQ, and academic performance was assessed by the students' classifications on different domains/subjects. The results of regression analyses showed that girls with less emotional, hyperactivity, behavioral and peer problems had more prosocial behaviors. Younger preschool children with more support from school social action tier, less hyperactivity problems and more prosocial behavior presented better academic performance. Elementary school children with parents/caregivers with higher educational attainment, more support from school social action tier, fewer hyperactivity and emotional symptoms and more prosocial and behavior problems presented better academic performance. We can conclude that gender and internalizing and externalizing symptoms are related to prosocial behavior and that hyperactivity problems and higher social action levels are related to a poorer academic performance. Future in depth studies will focus on the mechanisms of these relationships to better inform strategies for the promotion of prosocial behavior and academic performance. This is an important message for parents, educators, and teachers as well as for public policies in education, whenever pupils' psychological well-being and their academic growth is concerned.

Chupin, V. (2023). **L'accompagnement à la réussite des étudiant.e.s : se positionner de la réussite académique à la réussite étudiante.** *Les Rencontres Internationales de la Réussie Etudiante*. Présenté à Strasbourg, France. Consulté à l'adresse <https://hal.science/hal-04384891>

The concepts around student failure and success change from year to year. Following the COVID crisis, concerns about mental health and the experiences of students tend to be added to this field of reflection. However, by opening the conception of student success to classroom and out-of-class activities, we will propose to question the differences of experience of two students in a situation of academic success, particularly in relation to their well-being. With this idea, we will also question different ways in which student support services could assess the achievement of their objectives.

Clayton, A. B., & Worsham, R. E. (2024). **Preparing Students for Postsecondary Success: The Effects of College Advising on College Readiness.** *Innovative Higher Education*, 49(1), 1-24. <https://doi.org/10.1007/s10755-023-09664-7>

This study examined the effectiveness of the Carolina College Advising Corps (CCAC) on two college readiness outcomes: advanced college preparatory course enrollment and SAT test-taking behaviors. The focus of this study is on concrete college readiness measures beyond mere college aspirations, as these measures more accurately predict college success. We utilized a difference-in-differences research design, which compares treatment and comparison schools over time using pre- and post-intervention panel data. The treatment group consisted of partner high schools in North Carolina that

received the CCAC treatment, and the comparison group included public schools in the state that do not have this resource. We found that the introduction of a CCAC adviser increased schools' SAT participation rate but lowered their overall average score. The results of this work add to the growing literature on the impact of college advising professionals and may help inform goal-setting for the CCAC and similar interventions.

Dumas, A., & Lignon, V. (2024). **Vivre et réussir sa première année dans le supérieur. Des différences marquées selon le sexe.** *Éducation & formations*, (106), 53-80.
<https://doi.org/10.48464/ef-106-03>

Nous poursuivons la parution d'articles concernant le devenir des bacheliers dans l'enseignement supérieur. Les trois articles ouvrant ce numéro 106 s'appuient sur les données du panel de bacheliers 2014 (MESR-SIES). Rossignol-Brunet discute de la porosité entre orientation souhaitée et orientation subie par certains bacheliers. Il distingue trois profils d'étudiants, orientés contrariés, et mesure les effets de l'orientation sur leurs parcours d'études. Merlin, quant à elle, s'intéresse aux facteurs de réussite des bacheliers professionnels en section de technicien supérieur (STS) et notamment aux déterminants d'obtention du diplôme (BTS), en considérant le sexe, l'origine sociale, les domaines de spécialités, ou encore la voie d'enseignement de ces étudiants. Enfin, Dumas et Lignon étudient le lien entre le vécu des étudiants inscrits en première année de l'enseignement supérieur et leur réussite. Ils nous proposent une analyse différenciée entre les femmes et les hommes selon leurs motivations, leurs satisfactions ou encore leurs conditions matérielles et financières. Suivent ensuite trois articles « varia » dont deux concernent les élèves scolarisés au collège ou au lycée. Grâce aux données de quatre panels d'élèves, répartis sur une période de près de 40 ans, Cayouette-Remblière analyse les parcours scolaires des élèves au cours du temps. À partir de ces parcours, elle établit la dynamique diachronique des inégalités sociales et des écarts entre filles et garçons. Dans leur article, Farges et Monso évaluent l'impact de la fréquentation d'un internat à l'entrée au lycée sur la réussite scolaire. Ils comparent ainsi les chances d'obtenir un diplôme pour les élèves internes et les non-internes, selon leurs caractéristiques individuelles. Pour clore ce numéro, Hillion et Maugendre évaluent, quant à eux, l'effet du « jour de carence » sur les absences pour maladie des personnels du secteur public de l'éducation nationale, à partir de données administratives exhaustives sur la période 2006-2019. ISBN 978-2-11-167877-4 / e-ISBN 978-2-11-162559-4

Durante, K. A., & Caputo, C. (2024). **Teaching Statistics: Can Supplemental Instruction Facilitate Student Success?** *College Teaching*, 72(1), 50-57.
<https://doi.org/10.1080/87567555.2022.2081123>

Social science students are often uninterested in studying statistics, and only take these courses because they are required. This disinterest can lead to lower performance. We employ regression analysis to examine the impact of attending Supplemental Instruction sessions on final grades earned in a required social sciences statistics course at a small, regional public Hispanic-serving institution in the Southwest United States. We find that attending voluntary Supplemental Instruction sessions is an effective way to help our predominantly Latinx and female student body improve their final grades. Collaborative learning programs can be important tools for improving academic outcomes for undergraduate students of diverse backgrounds taking required statistics courses.

Farges, A., & Monso, O. (2024). **Fréquenter l'internat à l'entrée du lycée a-t-il un impact sur la réussite scolaire ? Une évaluation sur les lycées publics de l'éducation nationale.** *Éducation & formations*, (106), 109-142. <https://doi.org/10.48464/ef-106-05>

Nous poursuivons la parution d'articles concernant le devenir des bacheliers dans l'enseignement supérieur. Les trois articles ouvrant ce numéro 106 s'appuient sur les données du panel de bacheliers 2014 (MESR-SIES). Rossignol-Brunet discute de la porosité entre orientation souhaitée et orientation subie par certains bacheliers. Il distingue trois profils d'étudiants, orientés contrariés, et mesure les effets de l'orientation sur leurs parcours d'études. Merlin, quant à elle, s'intéresse aux facteurs de réussite des bacheliers professionnels en section de technicien supérieur (STS) et notamment aux déterminants d'obtention du diplôme (BTS), en considérant le sexe, l'origine sociale, les domaines de spécialités, ou encore la voie d'enseignement de ces étudiants. Enfin, Dumas et Lignon étudient le lien entre le vécu des étudiants inscrits en première année de l'enseignement supérieur et leur réussite. Ils nous proposent une analyse différenciée entre les femmes et les hommes selon leurs motivations, leurs satisfactions ou encore leurs conditions matérielles et financières. Suivent ensuite trois articles « varia » dont deux concernent les élèves scolarisés au collège ou au lycée. Grâce aux données de quatre panels d'élèves, répartis sur une période de près de 40 ans, Cayouette-Remblière analyse les parcours scolaires des élèves au cours du temps. À partir de ces parcours, elle établit la dynamique diachronique des inégalités sociales et des écarts entre filles et garçons. Dans leur article, Farges et Monso évaluent l'impact de la fréquentation d'un internat à l'entrée au lycée sur la réussite scolaire. Ils comparent ainsi les chances d'obtenir un diplôme pour les élèves internes et les non-internes, selon leurs caractéristiques individuelles. Pour clore ce numéro, Hillion et Maugendre évaluent, quant à eux, l'effet du « jour de carence » sur les absences pour maladie des personnels du secteur public de l'éducation nationale, à partir de données administratives exhaustives sur la période 2006-2019. ISBN 978-2-11-167877-4 / e-ISBN 978-2-11-162559-4

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.

Harpaz, G., Vaizman, T., & Yaffe, Y. (2024). **University students' academic grit and academic achievements predicted by subjective well-being, coping resources, and**

self-cultivation characteristics. *Higher Education Quarterly*, 78(1), 192-211. <https://doi.org/10.1111/hequ.12455>

The connection between grit and achievement in a variety of areas is well documented. Nevertheless, the factors that affect domain-specific academic grit and the relationship of these factors to academic achievement still require clarification. The present study aimed to explore the contribution of three main categories of variables: subjective well-being (SWB), coping resources (e.g., self-efficacy and help-seeking orientation (HSO)), and self-cultivation characteristics (e.g., savouring art and personal growth) to academic grit and academic achievement as well as the significance of academic grit as a predictor and mediator for academic achievement. The sample comprised a total of 351 university students between the ages of 18 and 58 from Anglophonic countries (US, Canada, and UK), and Israel. Using structural equation modelling (SEM), academic grit was found to be directly associated with academic achievement among university students while SWB, coping resources, and self-cultivation characteristics were only indirectly associated with academic achievement with the mediation of academic grit. These results have important educational implications since they reveal existing effects which should serve as a basis for the implementation of university programmes. The results indicate the importance of student well-being, coping resources, and self-cultivating characteristics, especially regarding personal growth to perform optimally at university studies.

Ismail, A., Schiff, M., Pat-Horenczyk, R., & Benbenishty, R. (2024). **Perceived academic success of students during the third wave of COVID-19.** *Higher Education Quarterly*, 78(1), 283-298. <https://doi.org/10.1111/hequ.12462>

This study examined the role of resource loss and gain in perceived academic success of higher education students during the COVID-19 pandemic. A self-administered questionnaire was distributed online to 10,830 students from six universities and four colleges in Israel between April 26 and July 5, 2021. We conducted descriptive analyses, correlations, and hierarchical regression to analyse the data. Consistent with the conservation of resources (COR) theory, the findings showed that loss of economic and personal resources correlated negatively with perceived academic success. But the findings were not consistent within the interpersonal domain: although loss of trust in the university correlated negatively with perceived academic success, both loss of trust in government and loss of close relationships correlated positively with perceived academic success. Additionally, gain in personal and interpersonal (perceived social support) resources were found to correlate positively with perceived academic success. The results suggest to address the needs of students in the areas of economic constraints, trust in the university, and personal resources. New programs that can help students mitigate their resource losses and enhance their positive resources should be implemented to enhance the perceived academic success and well-being of higher education students.

Merlin, F. (2024). **Les déterminants de la réussite des bacheliers professionnels en section de technicien supérieur.** *Éducation & formations*, (106), 27-51. <https://doi.org/10.48464/ef-106-02>

Nous poursuivons la parution d'articles concernant le devenir des bacheliers dans l'enseignement supérieur. Les trois articles ouvrant ce numéro 106 s'appuient sur les données du panel de bacheliers 2014 (MESR-SIES). Rossignol-Brunet discute de la porosité entre orientation souhaitée et orientation subie par certains bacheliers. Il distingue trois

profils d'étudiants, orientés contrariés, et mesure les effets de l'orientation sur leurs parcours d'études. Merlin, quant à elle, s'intéresse aux facteurs de réussite des bacheliers professionnels en section de technicien supérieur (STS) et notamment aux déterminants d'obtention du diplôme (BTS), en considérant le sexe, l'origine sociale, les domaines de spécialités, ou encore la voie d'enseignement de ces étudiants. Enfin, Dumas et Lignon étudient le lien entre le vécu des étudiants inscrits en première année de l'enseignement supérieur et leur réussite. Ils nous proposent une analyse différenciée entre les femmes et les hommes selon leurs motivations, leurs satisfactions ou encore leurs conditions matérielles et financières. Suivent ensuite trois articles « varia » dont deux concernent les élèves scolarisés au collège ou au lycée. Grâce aux données de quatre panels d'élèves, répartis sur une période de près de 40 ans, Cayouette-Remblière analyse les parcours scolaires des élèves au cours du temps. À partir de ces parcours, elle établit la dynamique diachronique des inégalités sociales et des écarts entre filles et garçons. Dans leur article, Farges et Monso évaluent l'impact de la fréquentation d'un internat à l'entrée au lycée sur la réussite scolaire. Ils comparent ainsi les chances d'obtenir un diplôme pour les élèves internes et les non-internes, selon leurs caractéristiques individuelles. Pour clore ce numéro, Hillion et Maugendre évaluent, quant à eux, l'effet du « jour de carence » sur les absences pour maladie des personnels du secteur public de l'éducation nationale, à partir de données administratives exhaustives sur la période 2006-2019. ISBN 978-2-11-167877-4 / e-ISBN 978-2-11-162559-4

Mutabazi, E., & Khasanzyanova, A. (2023). **Accompagner et prévenir le décrochage scolaire**. Consulté à l'adresse <https://www.editionsbdl.com/produit/accompagner-et-prevenir-le-decrochage-scolaire/>

Selon le ministère de l'Éducation nationale, les élèves décrocheurs sont estimés à 140 000 en moyenne chaque année en France. Le décrochage scolaire touche-t-il toutes les classes sociales ? Seuls 5% des décrocheurs sont des enfants de cadres contre 60% d'enfants d'ouvriers sans revenus. Les effets du décrochage sont multiples. Nous pouvons notamment évoquer des difficultés personnelles, sociales et économiques des décrocheurs qui limitent considérablement leur insertion sociale et professionnelle. Ces difficultés créent également des inégalités au sein de la population et coûtent cher à la société qui se retrouve devant le besoin d'assister ces personnes souvent marginalisées et discriminées. Face à la gravité de ce phénomène ainsi que ses conséquences aussi bien auprès des décrocheurs qu'à leur société, il nous semble essentiel d'accorder du crédit dans cet ouvrage à l'accompagnement des jeunes en situation de décrochage dans une démarche collaborative. Quels sont les approches éducatives, didactiques et organisationnelles susceptibles de prévenir le décrochage scolaire ? Quels sont les avantages et limites de types d'accompagnement et d'orientation proposés aux élèves en difficulté pour lutter contre le décrochage ? Quelles compétences à développer chez ces jeunes en situation de décrochage scolaire afin d'augmenter leur motivation dans les apprentissages et leur inclusion scolaire ? En quoi le partenariat entre l'école et les structures extrascolaires contribue à la prévention du décrochage scolaire ?

Nadeau, S., Lessard, A., & Deslandes, R. (2022). **La prédiction du décrochage scolaire d'élèves du secondaire à partir de leurs perceptions de facteurs du milieu familial et du climat de classe**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(3), 10-31. Consulté à l'adresse <https://mje.mcgill.ca/article/view/9707>

This predictive correlational study focuses on the contribution of students' perceptions of parenting style, parental involvement in school monitoring, and the classroom's

environment on the risk of dropping out of school. The perceptions of junior high school students (n=92) living in a socioeconomically disadvantaged neighborhood were collected through surveys. Hierarchical regression analyses show that their perceptions of parental guidance and involvement, parent-adolescent interactions, and classroom environment predicted the risk of dropping out of school. The results also suggest that students' perceptions of parent-adolescent interactions and classroom environment jointly contribute to predicting the risk of dropping out of school.

Observatoire sur la réussite en enseignement supérieur (ORES). (2024). **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=3903> [Report]. Consulté à l'adresse Observatoire sur la réussite en enseignement supérieur (ORES) website: https://oresquebec.ca/wp-content/uploads/2023/07/EDI-au-coeur-de-la-reussite-etudiante_Dossier_2023.pdf

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.

Purdam, K., Troncoso, P., Morales-Gomez, A., & Leckie, G. (2024). **Local Geographic Variations in Children's School Readiness - A Multilevel Analysis of the Development Gaps in England**. *Child Indicators Research*, 17(1), 145-176. <https://doi.org/10.1007/s12187-023-10081-7>

The educational attainment levels of children in state-funded schools in England are lower than in many countries with comparable levels of economic development. There are also striking differences at the local level across England. To understand these differences it is important to examine children's development in their early years. This research uses multilevel analysis of the National Pupil Database to investigate child development at ages 4 and 5 years old at the individual, school and local levels including within a case study urban area. Child development is assessed using teachers' observations to measure what is termed School Readiness. This is based on a child's communication, literacy and numeracy skills and their physical, personal and social development. The findings reveal substantial differences in School Readiness at the individual, school and local area levels including in terms of sex, ethnic background, age in the school year, welfare benefit entitlement and local area income deprivation level. Such differences are also evident across the separate Early Learning Goals that are used to assess School Readiness. Between local areas children with similar backgrounds can vary considerably in their likelihood of being categorised as School Ready. Many children face multiple disadvantages as a consequence of different interlinked factors including where they live. The gap in the levels of School Readiness has long-term implications for the individuals themselves and for society more widely. Whilst increasing the levels of

School Readiness is a key target in the UK Government's Levelling Up policy, tackling the stark inequalities will take considerable investment, highly targeted support and engagement across the home and school learning environments.

Reuter, Y. (2024). **Comprendre et combattre l'échec scolaire: L'articulation entre pédagogies et didactiques**. Consulté à l'adresse <https://boutique.berger-levrault.fr/comprendre-et-combattre-l-echec-scolaire.html>

L'ouvrage analyse les bénéfices d'une meilleure articulation entre les recherches en didactiques, centrées sur les contenus et les disciplines, et les recherches en pédagogies, centrées sur les démarches et les dispositifs. Il s'agit d'explorer les pistes possibles afin de ne pas reconduire le poids des histoires sociales sur les performances scolaires. Dans cette perspective, l'auteur prend en compte plus particulièrement les situations de pauvreté, pour plusieurs raisons. D'abord parce que les élèves qui appartiennent à ces catégories de la population sont particulièrement touchés par les difficultés scolaires. Ensuite parce qu'il s'agit d'un angle mort de nombre de recherches, notamment en didactiques. Aussi parce que les difficultés que rencontrent ces élèves sont susceptibles de produire un effet de loupe sur les dysfonctionnements de l'école et que les pistes proposées lui semblent pouvoir être bénéfiques pour tous les élèves. Juste un exemple pour montrer que les entrées pédagogiques et didactiques sont différentes mais qu'elles peuvent être complémentaires : les didacticiens se centrent sur les relations entre enseignement, contenus et apprentissages, sans prendre en compte - ou très peu - les relations aux familles. C'est pourtant essentiel en milieu défavorisé, et les approches pédagogiques ont beaucoup plus travaillé sur cette question en montrant l'importance que peuvent avoir ces relations pour sécuriser les familles et faire en sorte qu'elles deviennent des alliés des enseignants.

Tengberg, M., Skar, G. B., & Huebner, A. (2024). **The impact of observable and perceived features of instruction on student achievement**. *Teaching and Teacher Education*, 139, 104457. <https://doi.org/10.1016/j.tate.2023.104457>

This study explored to what extent observable and perceived features of language arts instruction could explain variance in student reading achievement in lower secondary school. Data from classroom observations (using PLATO) and student surveys (using Tripod) were collected to examine the relationships between dimensions of teaching and student achievement gains (N=601). A combination of instructional features that provide coherence and consolidation of new knowledge were found to be positive predictors of reading achievement. The majority of features examined, however, did not significantly explain variance in achievement. We discuss the findings with respect to expected theoretical assumptions and potential measurement limitations.

Urban, S. (2023). **Maudit soit l'élève en difficulté?** Consulté à l'adresse <https://www.editions-delatour.com/fr/pedagogie/4840-maudit-soit-l-eleve-en-difficulte-9782752104809.html>

Cet écrit est un support de regard sur notre société, ses dérives et ses manques, que bien des élèves en difficulté incarnent et hurlent. L'école, et particulièrement ses enfants en souffrance, reflètent les risques du tout financier, des injonctions incessantes à consommer, de celles, intenable, de réussite par un rang social dit « supérieur », ainsi que de la perte d'une hauteur d'âme qui semble envahir tous les pans sociétaux. Ce sont souvent les plus mal adaptés qui peuvent représenter ce qui ne va pas dans un système et aider celui-ci à progresser. L'auteur, Professeur des écoles et Directrice

d'établissements, propose ici tout en poésie des pistes de réflexions, des idées pratiques issues de sa longue expérience au cœur de l'éducation nationale. Un outil utile pour les parents, les enseignants, directeurs et personnels d'établissement, les inspecteurs et l'administration sans oublier les acteurs politiques en charge du Ministère

Xie, J., & Correia, A.-P. (2024). **The effects of instructor participation in asynchronous online discussions on student performance: A systematic review**. *British Journal of Educational Technology*, 55(1), 71-89. <https://doi.org/10.1111/bjet.13350>

Abstract Asynchronous online discussion is a learning activity commonly used in online teaching. The way instructors participate in asynchronous online discussions significantly impacts students' learning outcomes. This systematic review aims to determine the effects of instructor participation in asynchronous online discussions on student performance by analysing 25 relevant studies in the past twelve years (2011-2022). The findings show that the research was focused on the presence, frequency and type of instructor participation. The effects of instructor participation on student performance were mixed and concentrated in five main aspects: the quantity of student participation, the quality of student participation, student achievements, student emotions and student learning time. Not only the teaching experience of instructors but also course content, learning objectives, class sizes and learner characteristics influenced the effects. Based on the findings, several recommendations were made to help instructors effectively participate in asynchronous online discussions, thereby contributing to improving the quality of online education. Practitioner notes What is already known about this topic Asynchronous online discussion is a learning activity commonly used in online teaching. The way instructors participate in asynchronous online discussions significantly impacts students' learning outcomes. What this paper adds Previous research on instructor participation in asynchronous online discussions and student performance primarily focuses on the presence, frequency and type of instructor participation. The impact of instructor participation on student performance is mixed and concentrated in the following main areas: Quantity of student participation Quality of student participation Student achievements Student emotions Student learning time The effects of instructor participation are influenced not only by the teaching experience of instructors but also by: Course content Learning objectives Class sizes Learner characteristics Implications for practice and/or policy Instructors should participate in asynchronous online discussions based on the class sizes, more in small classes (within 15 students) and less in large classes (more than 30 students). If it is possible, divide the large classes into small discussion groups. Instructors should initiate discussions with heuristic and interesting open-ended questions, gradually release control and give the central position to students and intervene only when necessary (eg, keep discussions on track, provide correct information, extend discussions, mediate conflicts, etc). Instructors should apply appropriate facilitation strategies (eg, establish detailed discussion rubrics, grade student posts and provide regular individual feedback). Instructors should use more instructional comments and supplement them with sincere rather than perfunctory social comments.

Valeurs

Ben Hamouda, L. (2024, janvier 18). **Éducation aux médias et lutte contre la désinformation: le guide de l'UNESCO**. Consulté 18 janvier 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/01/18/education-aux-medias-et-lutte-contre-la-desinformation-le-guide-de-lunesco/>

Citoyens éduqués aux médias et à l'information : "Penser de manière critique, cliquer à bon escient ! est un ouvrage réalisé par l'Unesco". Cet ouvrage compte 428 pages, il est destiné aux professionnels de l'enfance, pour apprendre aux enfants et aux adolescents à penser de manière critique, à questionner leurs sources et à cliquer à...

Helm, F., Baroni, A., & Acconcia, G. (2023). **Global citizenship online in higher education.** *Educational Research for Policy and Practice*, 23(1), 1-18. <https://doi.org/10.1007/s10671-023-09351-6>

Discourses of global education, citizenship and competence have been characterising the higher education literature in recent years. The COVID-19 pandemic has both heightened the relevance of global citizenship education and presented new challenges as educators and students continue to grapple with the lasting impact and implications. This paper presents the findings of a research study which looked at the perceived learning outcomes of a 'virtual exchange' project which addressed issues relevant to global citizenship, involving students in European and Southern Mediterranean countries in online dialogue programmes. The study used quantitative and qualitative approaches to the analysis of responses to open survey questions using the quantitative tool IRAMUTEQ (Sbalchiero & Tuzzi, 2016) and focus groups. Participants perceived that their learning was happening above all through their encounters and discussions with people from different backgrounds. They reported learning to listen actively and carefully, to accept and/or respect different opinions and experiences. The findings open up possibilities for how higher education institutions might engage students in online transnational and global learning experiences—which can contribute to thinking about renewing education and societies in a post-pandemic world.

Hutchings, Q. R., & Morgan, D. L. (2024). **Our Students...Our Campus...Their Community: Analyzing Institutional Civic Engagement Websites.** *Innovative Higher Education*, 49(1), 25-48. <https://doi.org/10.1007/s10755-023-09662-9>

Literature suggests that institutional efforts to cultivate civic engagement may have developmental importance on an institution's mission, values, and culture. This study seeks to detail how anchor and place-based justice network institutions digitally engage with their communities through a website content analysis and using Ostrander's civic engagement framework and Kimball and Thomas' place-building theory. Findings from this study illuminated the contrasting and overlapping strategies anchor, and place-based justice network websites address advancing civic engagement. Through our analysis, we offer an innovative theoretical and practical institutional civic and community engagement website approach for strengthening institutional websites called Digital Place-Based Theory for Social Justice. This study will help scholars and practitioners explore the relationship between sustainable partnerships with local communities and post-secondary institutional responses to ever-evolving justice concerns.

Lagarrigue, A., Ninassi, B., & Farhi, L. (2023). **Impact'Num le MOOC responsable.** *Collection numérique de l'AMUE, Agence de mutualisation des universités et établissements d'enseignement supérieur*, (29), 2. Consulté à l'adresse <https://inria.hal.science/hal-04402645>

Low tech, écologie numérique, numérique responsable... La prise de conscience de l'impact de l'activité humaine sur l'environnement progresse, et les appels à l'action pour le réduire se multiplient. C'est dans ce contexte que Class'Code et Inria proposent

depuis fin 2021, avec le soutien du Ministère de l'éducation nationale, de la jeunesse et des sports et d'Unit, le MOOC Impact'Num sur la plateforme nationale FUN (France Université Numérique).

Lin, J., Raković, M., Li, Y., Xie, H., Lang, D., Gašević, D., & Chen, G. (2024). **On the role of politeness in online human-human tutoring.** *British Journal of Educational Technology*, 55(1), 156-180. <https://doi.org/10.1111/bjet.13333>

Abstract Researchers have demonstrated that dialogue-based intelligent tutoring systems (ITS) can be effective in assisting students in learning. However, little research has attempted to explore the necessity of equipping dialogue-based ITS with one of the most important capabilities of human tutors, that is, maintaining polite interactions with students, which is essential to provide students with a pleasant learning experience. In this study, we examined the role of politeness by analysing a large-scale real-world dataset consisting of over 14K online human-human tutorial dialogues. Specifically, we employed linguistic theories of politeness to characterise the politeness levels of tutor-student-generated utterances, investigated the correlation between the politeness levels of tutors' utterances and students' problem-solving performance and quantified the power of politeness in predicting students' problem-solving performance by applying Gradient Tree Boosting. The study results showed that: (i) in the effective tutorial sessions (ie, sessions in which students successfully solved problems), tutors tended to be very polite at the start of a tutorial session and become more direct to guide students as the session progressed; (ii) students with better performance in solving problems tended to be more polite at the beginning and the end of a tutorial session than their counterparts who failed to solve problems; (iii) the correlation between tutors' polite expressions and students' performance was not evident in non-instructional communication; and (iv) politeness alone cannot adequately reveal students' problem-solving performance, and thus other factors (eg, sentiment contained in utterances) should also be taken into account. Practitioner notes What is already known about this topic Human-human tutoring is acknowledged as an effective instructional method. Polite expression can help strengthen the relationship between tutors and students. Polite expression can promote students' learning achievements in many educational contexts. What this paper adds By considering the students' prior progress on a problem-based learning task, we demonstrated the extent to which tutors and students display politeness in tutoring dialogues. Tutors' polite expressions might not correlate with students' problem-solving performance in online human-human tutoring dialogues. Politeness alone was insufficient to predict the students' performance. Implications for practice Tutors might consider using words with positive sentiment values to express politeness to students with prior progress, which might encourage those students to make a further effort. The polite strategy of expressing indirect requests could help tutors mitigate the sense of directness, but this strategy should be carefully used in delivering instructional hints, especially for students without prior progress. To better assist students without prior progress, tutors might consider using more direct expression to explicitly guide students.

Macleroy, V., & Chung, Y. (2023). **How Can Digital Storytelling Open Up Spaces for Activist Citizenship Where Young Children Create Stories of Hope and Resilience Across the World?** *International Journal of Early Childhood*, 55(3), 441-461. <https://doi.org/10.1007/s13158-023-00371-0>

This article examines how 8-year-old children in a primary school in England develop new understandings of hardship and survival through the process of digital storytelling. The

research presented here is part of a larger global literacy 'Critical Connections Multilingual Digital Storytelling Project' (2012-ongoing) working across 15 countries (Algeria, Australia, Cyprus, Egypt, England, Germany, India, Italy, Luxembourg, Malaysia, Palestine, Switzerland, Taiwan, Turkey, U.S.A.) in over 36 languages. We build on critical literacy research which argues that in creating texts, such as digital stories, with an ethic of social justice, children have to navigate tensions existing within cultures, languages, and communities. In our research, we look at what happens when children create their own collaborative digital story, interrogating these tensions surrounding ideas and realities of social justice, and decide how to represent their lives and the lives of others. We analyze the filmmaking process and how a class of 8-year-old children create a digital story, *A Reflection on Water*, for the project. As part of the process of creating their digital story, these children walk around their school playground carrying heavy buckets of water, raise money for Water Aid, create a website, and want children across the world to get clean water. These young children become part of a wider digital storytelling community at a global film festival, and we examine their reflections on the digital story, *From my Window- De ma Fenêtre*, created by older 10-year-old children in their school. A Ukrainian child joined this class during the project and their digital story shifted to incorporate their collective response to the Ukrainian crisis. In conclusion, we return to the Critical Connections Pedagogical Model and demonstrate collaborative filmmaking can open up spaces for activist citizenship with young children, and stories of hope and resilience.

McLoughlin, S., Polizzi, G., Harrison, T., Moller, F., Maile, A., Picton, I., & Clark, C. (2024). **Measuring Civic Engagement in Young Children.** *Journal of Psychoeducational Assessment*, 42(1), 14-28. <https://doi.org/10.1177/07342829231205070>

There is a dearth of studies exploring how younger children engage in civic life, what may be expected of them given their age, and what instruments may be used to capture their levels of civic engagement. Addressing these questions, this article presents key findings from a pilot study that aimed to create a validated instrument designed to measure the civic engagement of primary school children. Based on a survey administered to 655 primary school children aged 9–11 across England, this article focuses on the new measure that was specifically designed, and then tested and validated through both exploratory and confirmatory analyses. The findings validate a tripartite measure of civic engagement that assesses the civic attitudes, actions and awareness of 9–11-year-olds. This measure was found to be both practical and efficient in its administration, and it has been shown to be easily comprehensible by this age group. This new measure addresses an important gap in the literature on civic engagement in children, providing researchers with a validated tool to effectively measure civic engagement in 9–11-year-olds. The findings have implications for both researchers and educators interested in designing and evaluating interventions aimed at promoting civic engagement among younger children.

Nassif, C. (2023, juin). **The importance of benevolence in educating students on human rights and values.** Consulté à l'adresse <https://hal.science/hal-04400469>

The invitations to transmit values, eco-citizenship, human rights, a benevolent practice of the teaching profession, and the development of the different dimensions of the student-human are lacking in concreteness. On the other hand, the results of our exploratory study within the framework of the AERTEF master's degree have shown that when we talk about the student-human, we are in an automatism and in an inculcation rather than in

a training. This means that by repeating concepts such as « eco-citizenship », « humanity » and « professional benevolence », teachers and students end up appropriating them and inculcating them mechanically. In addition, teachers' conceptions of these concepts are not unanimous and may vary from one establishment to another or even from one person to another. As a matter of fact, nowadays, training a student to be a human, social, respectful of rights and values individual becomes a very complicated educational mission. This complexity requires a strong sense of benevolence from the educational actors. Indeed, teachers are supposed to educate students to citizenship, values and human rights that they will not necessarily find within their families and, all the more reason, within the society where they live; without forgetting the access to the virtual world of social networks that makes it even more difficult to create a truth close to the human and worldwide reality. Therefore, the awareness of rights and values is a real educational challenge in a world of autonomous structuring continuously damaged by successive, rapid and surprising crises and disturbances and in societies forced to irreversible changes that convey the ruthless globalization of the twenty-first century. All these societal changes call into question the role of school, the mission and the supposedly benevolent educational practice of teachers. It is not always easy to harmonize theory and practice and to conjugate educational transmission and societal concretization. On another level, the posture of teachers and their own convictions and conceptions make the educational mission even more delicate. Indeed, teachers should be able to respect and believe in the universality of human rights so they can ensure their transmission without limiting themselves exclusively to those to which they adhere, ignoring the rest. This benevolence favors the integral development of the student-human being without falling into the trap of individualism and the distortion of universal human rights.

Pereira, I. (2024, janvier 28). **Avec l'écopédagogie, repenser l'éducation au développement durable**. Consulté 29 janvier 2024, à l'adresse The Conversation website: <http://theconversation.com/avec-lecopedagogie-repenser-leducation-au-developpement-durable-221266>

En mettant l'accent notamment sur les écogestes, l'éducation au développement durable tend à se focaliser sur les responsabilités individuelles. L'écopédagogie propose de changer d'angle de réflexion.

Roelens, C. (2024). **Présent à distance, une posture d'entre-deux ? Esquisse d'une éthique de l'accompagnement numérique**. *Phronesis*, 13(1), 106-125. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2024-1-page-106.htm>

Cet article procède de l'éthique de l'éducation et de la formation, dans une perspective interdisciplinaire elle-même structurellement inscrite dans la multiréférentialité constitutive des sciences de l'éducation et de la formation. Nous y mobilisons la saisie de l'entre-deux, tel que conceptualisé par Daniel Sibony, comme posture professionnelle en éducation et formation pour envisager les manières d'articuler accompagnement et présence éducative et formative et distance physique de fait par la médiation du numérique, le tout de manière éthique. Nous discutons des conditions auxquelles l'accompagnement peut être soluble dans le distanciel (1), y dialectisons présence et numérique en éducation et formation (2), et posons enfin quelques jalons pour une éthique de l'accompagnement numérique bienveillant, faisant fond sur le concept d'autorité et ses mutations dans la démocratie hypermoderne (3).

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2023). **Education for citizenship in times of global challenge: IEA international civic and citizenship education study 2022 international report.** Consulté à l'adresse <https://www.iea.nl/sites/default/files/2023-11/ICCS2022-International-Report.pdf>

Thomas, S. (2023). **Building evidence to support vocational excellence for the digital and green transitions: The role of centres of vocational excellence in the digital transition** (p. 91). Consulté à l'adresse <https://www.etf.europa.eu/en/publications-and-resources/publications/building-evidence-support-vocational-excellence-digital-and>

Urlacher-Schaal, A., Vors, O., Bouyat, M., Cante, G., & Schnitzler, C. (2023). **Développer l'éthique et les comportements pro-environnementaux en EPS : une méthode mixte de recherche sur une étude interventionnelle de 8 mois.** *Staps*, 141(3), 35-54. <https://doi.org/10.3917/sta.141.0035>

L'objectif de cet article est de présenter les effets d'un programme interventionnel sur l'évolution des attitudes environnementales des bénéficiaires. Soixante-dix enfants de $10,1 \pm 0,6$ ans inscrits en zone d'éducation prioritaire REP+ ont été séparés en un groupe test ($n=42$) et un groupe témoin ($n=28$). Le groupe test a bénéficié d'un programme d'éducation en plein air combinant Forest School et programme d'éducation à l'aventure au cours de l'année scolaire. Le questionnaire psychométrique de Bogner (2018) a permis de catégoriser les attitudes environnementales des enfants selon trois profils (anthropocentré, neutre, écocentré), et les paragons de chacune des catégories ont été interrogés à trois reprises à l'aide d'entretiens d'autoconfrontation. Les résultats quantitatifs ne montrent pas d'évolution significative durant le programme, cependant les entretiens énonciatifs suggèrent le renforcement des vellétés de protection de la nature dans les trois profils. En revanche, les scores d'appréciation de la nature ont diminué chez les élèves écocentrés et neutres, comme si le contact régulier avec la nature était un défi pour ces élèves qui les amenait à moins l'apprécier. Le programme d'intervention Ecolo'coteaux offre un aperçu des avantages potentiels des programmes d'éducation en plein air pour promouvoir la sensibilisation à l'environnement et favoriser une meilleure compréhension du monde naturel.

Warnick, B. R. (2023). **Adaptation, Activism, and the Looming Climate Disaster.** *Educational Theory*, 73(6), 801-821. <https://doi.org/10.1111/edth.12610>

It is likely that the process of global climate change will continue to accelerate. There is a lack of political will to confront the problem and the consequences for humanity — including widespread suffering and institutional destabilization — will be disastrous. How should educators respond to a catastrophic future? Here, Bryan Warnick argues that two criteria should guide the educational response. The response should not (1) undermine efforts to find an “unprecedented solution” to climate change, or (2) leave students unprepared to adapt to a global catastrophe. Using these criteria, he analyzes several possible ways to help students adapt to disaster, including teaching survivalism, encouraging forms of emotional resilience (like the Stoic apatheia), and helping students to appreciate the current moment. These adaptive responses seem to violate the first criterion. At the same time, an educational response focused entirely on climate activism seems to violate the second criterion. Warnick ends by exploring ways to accommodate the need for both adaptation and social engagement, finding promise in the idea of a tragic activism.