

Veille de l'IREDU



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Acquisition de compétences

Biresaw, A., & Bogale, B. (2024). **Web-based feedback system and the development of reading skills.** *Education and Information Technologies*, 29(4), 4745-4761. <https://doi.org/10.1007/s10639-023-12019-6>

When students are provided with detailed and immediate feedback on their performance in an online test, they may get some pedagogical benefits from the exercise. This study examined the effects of elaborative feedback on students' reading comprehension skills: inference, reading for gist, and detail reading. The study followed a pre-test post-test quasi-experimental design in which a total of 43 students were involved. The students took a paper-based reading comprehension test before the training was given to measure their current performance. The Moodle Cloud learning management system was used to train the participants of the study. The training was given twice a week for two months. Data were analyzed using mean, paired samples t-test, Cohen's d and NVIVO software. It was found that there was a statistically significant difference for inference questions before and after the intervention of web based feedback ($t = -10.85$, sig. = 0.000 and Cohen's $d = 1.63$). Similarly, the mean difference for detail reading questions was statistically significant before and after the use of online elaborative feedback ($t = -7.340$, sig. = 0.000 and Cohen's $d = 1.11$). The mean difference of the main idea questions was also statistically significant ($t = -6.443$, sig. = 0.000, and Cohen's $d = 0.98$). The findings clearly show that students' reading comprehension sub-skills improved after the treatment of the online elaborative feedback provided to the students. The effect size test conducted using Cohen's d also indicated that the improvements students made in all the sub-skills tested were quite substantial. Thus, as online elaborative feedback has a considerable contribution to improving students' reading comprehension skills, instructors are encouraged to facilitate situations for online elaborative feedback for their students.

Buzick, H. M., Wolf, M. K., & Ballard, L. (2024). **Achievement and Growth on English Language Proficiency and Content Assessments for English Learners in Elementary Grades.** *Educational Measurement: Issues and Practice*, 43(1), 83-95. <https://doi.org/10.1111/emip.12588>

English language proficiency (ELP) assessment scores are used by states to make high-stakes decisions related to linguistic support in instruction and assessment for English learner (EL) students and for EL student reclassification. Changes to both academic content standards and ELP academic standards within the last decade have resulted in increased academic rigor and language demands. In this study, we explored the association between EL student performance over time on content (English language arts and mathematics) and ELP assessments, generally finding evidence of positive associations. Modeling the simultaneous association between changes over time in both content and ELP assessment performance contributes empirical evidence about the role of language in ELA and mathematics development and provides contextual information to serve as validity evidence for score inferences for EL students.

Fakaruddin, F. J., Shahali, E. H. M., & Saat, R. M. (2024). **Creative thinking patterns in primary school students' hands-on science activities involving robotic as learning tools.** *Asia Pacific Education Review*, 25(1), 171-186. <https://doi.org/10.1007/s12564-023-09825-5>

Hands-on activities in science learning are beneficial in enhancing creative thinking in students. However, scant studies have probed the nature of creative thinking developed by hands-on activities, particularly among primary school students and further investigation is thus mandated. Therefore, this study aims to explore the creative thinking patterns observed in primary school students when they perform hands-on activities in science learning involving robotics as learning tools. This qualitative study was conducted with six fifth-grade primary school students aged eleven years. The thematic analysis technique was employed to analyze the data and discover the patterns of creative thinking in the students. The data analysis yielded findings that revealed two processes representing the creative thinking patterns noted in students: idea stimulation and idea generation. Engaging in robotics activities stimulates cognition in students relating to the utilization of information obtained from varied resources such as their learning environments, past experiences, multimedia, and peers. Students then mentally process the obtained information to generate ideas. Their thinking process entails students using their imagination and reasoning to transform the available information into original ideas. Accordingly, the study's findings augment the extant knowledge regarding the nature of creative thinking in students as they engage in hands-on robotics activities. Practitioners could use this enhanced understanding to scaffold the experiences and imaginations of their students and cater to their creative ideas during the teaching and learning process. Besides, the diversity of student resources and imagination denote an important element that can be utilized during the learning process. Practitioners could also enrich creative thinking in students by incorporating imagination and reasoning supported by tangible tools such as robotics.

Girard, E. (2023). ***L'intelligence émotionnelle des enseignants et des élèves: déterminants, effets et programme de développement*** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04483975>

L'intelligence émotionnelle (IE) se définit comme la capacité à identifier, comprendre, exprimer, réguler et utiliser ses émotions et celles des autres. Principalement développée dans le monde de l'entreprise, l'IE n'a pas encore été beaucoup investiguée en contexte scolaire dans lequel elle s'opérationnalise sous le terme de compétences émotionnelles (CE). Pourtant, à l'école, les interactions multiples entre l'enseignant et les élèves impliquent une dimension émotionnelle omniprésente. Dès lors, l'objectif principal de cette thèse est d'étudier les déterminants et les effets des CE et de vérifier les effets d'un programme de développement de ces CE auprès des enseignants. Pour atteindre cet objectif, trois études ont été réalisées. L'étude 1, menée auprès de 9858 enseignants du premier et du second degré, met en évidence les effets des facteurs socio-démographiques et professionnels sur les CE des enseignants et détermine leurs liens avec la motivation, le style motivationnel, le sentiment d'efficacité personnelle, la santé mentale et la pratique d'une activité physique (AP). Dans l'étude 2, conduite auprès de 16 enseignants et 354 élèves, les relations entre les CE des enseignants et celles des élèves sont examinées au cours d'un trimestre. Enfin, l'étude 3 s'appuie sur une revue systématique pour construire un programme de développement des CE à destination des enseignants dont l'improvisation théâtrale constitue l'élément central et dont l'efficacité a été contrôlée par une mesure de l'AP. Les résultats de nos études ont révélé que 1) les CE des enseignants dépendent du sexe, de l'âge, de l'expérience professionnelle et de la pratique d'une AP ; 2) les enseignants avec des CE élevées sont plus motivés de manière autonome, plus motivants auprès de leurs élèves, ont un meilleur sentiment d'efficacité personnelle dans leur travail et une meilleure santé mentale ; 3) les

CE des élèves ne sont pas affectées par celles de leur enseignant, mais elles sont liées à leur réussite scolaire et leur perception du style motivationnel de leur professeur; 4) le programme de développement des CE des enseignants améliore les versants intra et interpersonnel de leurs capacités à gérer les émotions et favorise la pratique d'une AP. Ces résultats mettent en évidence les effets positifs que peuvent avoir les CE sur de nombreux aspects de la vie des enseignants et sur la scolarité des élèves. Par ailleurs, développer les CE en associant apports théoriques et improvisation théâtrale constitue une nouvelle piste professionnelle prometteuse dans le cadre des contenus et des modalités de formation initiale et continue des professeurs et des autres acteurs du système éducatif.

Lapage, W., Wyffels, F., & Neutens, T. (2024). **Computational thinking competencies of Flemish college students: vision on data collection.** In K. Mens & O. Goletti (Éd.), *Colloque Didapro 10 sur la Didactique de l'informatique et des STIC* (p. 126-130). Consulté à l'adresse <https://hal.science/hal-04482128>

Computational thinking has become an increasingly vital competence in our technologically driven world. As a problem-solving methodology, it can be considered a competence that transcends disciplines and plays an important part in multiple diverse fields. It has also gained a more prominent role in the Flemish education system. Therefore, assessing computational thinking and collecting the necessary data to do so has become increasingly important during students' education. This paper describes how the computational thinking competencies of college students can be monitored in a controlled environment. By combining a literature study as well as knowledge of the context wherein the data will be collected, a subset of data sources has been selected that show potential for a multimodal assessment of computational thinking. This paper outlines an envisioned data collection method to gauge computational thinking competencies among second-year computer science engineering students at Ghent University. The desired end result is a collection of data that can be managed and processed as an input source to assess computational thinking and affect educational practices. This paper describes a way of collecting data that shows potential for a multimodal assessment of computational thinking. It also opens the door for future research exploring the potential of AI-driven methods for automatic assessment and the development of interactive visualisation of said assessments.

Lee, Y.-F., Chen, P.-Y., & Cheng, S.-C. (2024). **Improve learning retention, self-efficacy, learning attitude and problem-solving skills through e-books based on sequential multi-level prompting strategies.** *Education and Information Technologies*, 29(3), 3663-3680. <https://doi.org/10.1007/s10639-023-11994-0>

Health education aims to change unhealthy behaviors and promote population health. However, limited teaching time and standardized materials pose challenges, prompting elementary school teachers to explore technology-enhanced teaching strategies. To cultivate proper health attitudes and behaviors among elementary school students, many researchers have widely used e-books to teach health education-related courses. Many studies have proven interactive e-books to be effective in aiding both teaching and learning. However, despite the continuous innovation of e-books in educational applications, the long-term effects of e-books have yet to be investigated, since learning memory only responds to short-term memory effects. Therefore, this study attempts to develop a sequential multi-level prompting strategy for e-book learning in a mobile learning environment for tablet computers. Students from two primary school classes

were recruited for the empirical study. The experimental group used a sequential multi-level, prompting-based e-book to learn, while the control group used a conventional e-book learning approach. According to the study's results, the proposed learning strategies were found to improve the learning achievement of primary school students for cardiovascular disease, guide students in building knowledge, develop thinking and problem-solving skills, and help students transform their learning from short-term to long-term memory through post-testing of problem-solving delays. It is certain that sequential multi-level prompting strategies can help younger learners better understand and remember learning content and apply the knowledge they have gained to develop correct health attitudes.

Lehot, J.-J., & Lilot, M. (2023). **Apprendre de la synapse à la classe**. Paris: Ellipses. <https://www.editions-ellipses.fr/accueil/15082-enseignement-et-apprentissages-methodes-et-innovations-9782340084209.html>

Cet ouvrage est issu des cours du Master « Apprendre à apprendre » enseignés à Lyon 1. Il comporte 42 chapitres et propose une présentation complète : - Des connaissances de base sur le cerveau : sa composition, sa vascularisation, son métabolisme, ses nutriments, les drogues et les neurotoxiques pouvant l'endommager. - Du fonctionnement du cerveau : attention, motivation, flow, sentiment d'efficacité personnelle, différentes intelligences et mémoires. Des difficultés possibles : le stress, les troubles « dys », la dépression. Des innovations pédagogiques permettant de surmonter beaucoup de difficultés rencontrées : apports de Célestin Freinet et de Maria Montessori, apprentissages en groupe, classes inversées, simulation, réalités virtuelle et augmentée...

Lehoux, E. (2024, février 27). **Stages de troisième : sont-ils utiles aux collégiens ?** Consulté 4 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/stages-de-troisieme-sont-ils-utiles-aux-collegiens-222914>

Sauf pour une minorité d'élèves, l'horizon professionnel est encore trop lointain pour qu'un stage précoce constitue une aide directe à l'élaboration d'un projet. Qu'en attendre alors ?

Logan, J. A. R., Piasta, S. B., Purtell, K. M., Nichols, R., & Schachter, R. E. (2024). **Early childhood language gains, kindergarten readiness, and Grade 3 reading achievement**. *Child Development*, 95(2), 609-624. <https://doi.org/10.1111/cdev.14019>

In this preregistered study, we used latent change score models to address two research aims: (1) whether preschool-aged children's language gains, over a year of early childhood education, were associated with later performance on state-mandated, literacy-focused kindergarten readiness and Grade 3 reading achievement assessments, and (2) whether gains in language, a more complex skill, predicted these outcomes after controlling for more basic emergent literacy skills. There were 724 participating children (mean = 57 months; 51% male; 76% White, 12% Black, 6% multiple races, and 5% Hispanic or Latino). We found that language gains significantly predicted kindergarten readiness when estimated in isolation (effect = 0.24 SDs, $p < .001$), but not when gains in letter knowledge and phonological awareness were also included.

Lu, G., & Wen, S. (2024). **Are Students' Abilities Better Developed at Double First-class Universities? Evidence from Chinese University Graduates**. *Research in Higher Education*, 65(2), 303-321. <https://doi.org/10.1007/s11162-023-09758-3>

The construction of the double first-class university is significant in China's higher education. However, the question of whether students' abilities are better developed at double first-class universities remains unanswered. Based on data from the 2019 Shaanxi University Graduates' Employment and Entrepreneurship Quality Tracking Survey, we categorized universities into double first-class and non-double first-class. This study examined the effect mechanism of institution type on students' ability development using propensity score matching and student engagement's mediating effect on this relationship using the bootstrap estimation. The results demonstrated that students at double first-class universities exhibited significantly better core skills, research capabilities, and self-awareness and globalization abilities than those at non-double first-class universities. The students' research capability development varied the most among the institution types. Additionally, student engagement played an active mediating role in the relationship between institution type and ability development.

OCDE: Organisation de coopération et de développement économiques. (2024). **Perspectives de l'OCDE sur les compétences 2023: les compétences au service d'une transition écologique et numérique résiliente**. Consulté à l'adresse <https://www.oecd-ilibrary.org/sites/fe76e556-fr/index.html?itemId=/content/publication/fe76e556-fr>

Quaid, S., & Williams, H. (2024). **Troubling knowledges and difficult pedagogical moments for students learning**. *International Journal of Inclusive Education*, 28(1), 90-108. <https://doi.org/10.1080/13603116.2021.1916110>

As HE professional educators in Social Sciences, we teach a curriculum which foregrounds inequalities. This includes inequalities related to diverse social groups and differences of race, class, gender, disability and sexuality, underpinned by global approaches. Learners are asked to reconsider the social world through a critical lens with perhaps very different explanations of inequalities and the (re)production of power. This paper illuminates early considerations arising from primary research of those teaching moments described as 'difficult' by our participants. The difficulty created for the teacher/student partnership is often experienced by us through the resistance by students who often cannot imagine a world view beyond their own. They can believe their way of knowing themselves in the world is how the world is for everyone. The critical educator recognises that in any given moment they are required to consciously manage the pedagogical illuminations of structural inequalities and individual agency. These difficult moments produce struggle for the student who is learning and pedagogical challenges for the lecturer. This paper captures a snapshot of some of the experiences of educators teaching diversity across a range of subject areas. We also reflect on the potential for professional development and possibilities for embedding best practice in preparing academic staff to deal with difficult moments.

Smekalova, L., Chaloupkova, P., Nemejc, K., & Ny, V. (2024). **Satisfaction with acquired transferable competences among university students in Cambodia**. *Asia Pacific Education Review*, 25(1), 19-29. <https://doi.org/10.1007/s12564-023-09821-9>

Improving the quality of higher education is one of the priority areas worldwide. Transferable competences acquired during studies play a key role in student employment in the labor market. This study aims to compare, through transversal research, the eight transferable competences required by the labor market across occupational sectors, with the degree of satisfaction with their acquisition by university students in agricultural fields of study in Cambodia. This aim makes it possible, in

particular, to identify the educational gap in university preparation for the profession. The data were collected from 439 respondents using a self-evaluation questionnaire. The Kruskal–Wallis test was used to test the significant difference of each transferable competence associated with respondents' sociodemographic characteristics (gender, field of study, and year of study). The results showed that the highest levels of student satisfaction with sense of responsibility and teamwork and least recognized working with digital technologies and communicating in foreign languages as competences. Additionally, the degree of satisfaction with transferable competences increases among students of later years. This is the first study of transferable competences in Cambodia, allowing a clearer view of education in an Asian environment. Implementing transferable competences in curricula will increase graduates' employability and strengthen the country's economic growth.

STEPONAVICIUS, M., GRESS-WRIGHT, C., & LINZARINI, A. (2023). **Social and emotional skills Latest evidence on teachability and impact on life outcomes**. Consulté à l'adresse https://www.oecd-ilibrary.org/education/social-and-emotional-skills-ses_ba34f086-en

Les compétences sociales et émotionnelles (CSE) sont de plus en plus considérées par les systèmes éducatifs comme étant essentielles pour les élèves et la société. L'OCDE a réalisé un premier travail pour mesurer ces compétences et en constituer une base de données. Ce document de travail a pour but de clarifier plusieurs questions afin de préparer le nouveau projet de l'OCDE sur ces compétences qui vise à compléter les mesures auto-évaluatives du projet « Survey on Social and Emotional Skills » par des méthodes plus directes d'évaluations. Il discute et répond aux principales critiques, telles que le fait qu'il soit basé sur un modèle de la personnalité (modèle des « Big Five »). Il présente une revue de littérature sur la question de savoir si les CSE sont généralement enseignables, et comment les CSE se comparent les uns aux autres en termes d'enseignabilité. Il présente une compilation de données récentes sur la relation entre les CSE et différentes variables d'intérêt (qualité de vie, réussite académique, vie professionnelle, et autres facteurs). Enfin, le document vise à combler le fossé conceptuel entre les différents courants de la littérature en actualisant la définition des CSE, en soulignant les divergences dans les définitions des compétences spécifiques, et en identifiant les compétences enseignables ayant un lien important avec les variables d'intérêt.

Su, J., & Yang, W. (2024). **Digital competence in early childhood education: A systematic review**. *Education and Information Technologies*, 29(4), 4885-4933. <https://doi.org/10.1007/s10639-023-11972-6>

Digital competence is a vital combination of knowledge, abilities, and attitudes required for effective and responsible use of digital tools and technologies in the modern world. This article presents a review of 23 academic papers that investigate digital competence in early childhood education (ECE) settings from 2012 to 2022. The purpose of this systematic literature review is to provide a thorough understanding of the definition of digital competence, how it is evaluated, research aims, methodologies, outcomes, limitations, and recommendations. The review revealed that the definitions of digital competence used in the included studies were drawn from three sources: research, policy document, and both policy and research. The majority of participants in the studies were pre-service teachers, and the primary research goals were to evaluate children's or teachers' achievements and participants' views on digital competence. Most studies adopted quantitative methods, and their findings were linked to

achievements in digital competence, positive and negative perceptions, the effectiveness of teaching strategies, and factors contributing to the development of digital competence. The two main limitations identified in the research were small sample sizes and limited assessment methods. This review highlights gaps in the current research on digital competence in ECE and suggests recommendations for future research and practice.

Tucker, A., Fluckiger, C., & Gidel, T. (2024). **Apprendre à travailler ensemble : influences de l'espace de travail numérique sur l'engagement dans la collaboration.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12444>

Cet article examine les conditions d'un engagement des apprenants dans un projet commun ainsi que les conditions de développement de compétences spécifiques pour collaborer. Pour mieux comprendre l'engagement dans la collaboration et les compétences qui y sont associées, nous nous appuyons sur les résultats d'une expérimentation mobilisant des tables et tableaux multitouches et multiutilisateurs. Nous avons cherché à mesurer les effets sur l'engagement des apprenants d'un tel dispositif sociotechnique de formation en comparant trois formes différentes d'instrumentation de l'activité collaborative : une table et un tableau tactiles ; un tableau tactile seul ; des tablettes numériques avec un tableau tactile. Cela nous permet de comparer comment la conception de ces espaces influence l'implication des individus dans la collaboration et les compétences collaboratives développées.

Vefour, J. F. (2024). **Le e-portfolio comme instrument de développement des compétences à s'orienter.** Consulté à l'adresse <https://hal.science/hal-04455256>

The Avenir pathway is an education policy introduced by an ar- of 1 July 2015. It enables pupils, from sixth form to final year, throughout their secondary education, to develop a genuine com- petence in finding their bearings. School careers guidance is a self-constructed process that involves a tension between two types of reflexivity. The first is the dual re The first is the dual reflexivity of mirror self-anticipation, in reference to the « I » developed by Lacan. developed by Lacan. The second is the reflexivity that translates into the interpreta- tion of a dialogue between the « I » and the « me ». tion of a dialogue between the « I », the « you » and the « he/she ». Can we develop orientation skills using tools such as digital portfolios? portfolio? This article attempts to answer this question. From this the use of the Folios tool is introduced to a class of first-year technological première technologique. The behaviour and discourse of the students are analysed in order to understand the impact of using the e-portfolio. The results- results show that the introduction of the Folios tool has a reduced impact on the behaviour and discourse. Rabardel's theory Rabardel's theory sheds relevant light on this paradoxical situation. The development- implies the implementation of activities. But the per- of instrumented activities requires in-depth knowledge of the of the subject's activity with the instrument.

Wilson, B. B. (2024). **Disorientation as a Learning Objective: Applying Transformational Learning Theory in Participatory Action Pedagogy.** *Journal of Planning Education and Research*, 44(1), 457-468. <https://doi.org/10.1177/0739456X20956382>

As the field of planning stretches toward redressing the injustices of past land use patterns through reparative practices, student learning needs to include socio-emotional, as well as technical and intellectual, skill-building. Pedagogy should increase the planner's ability to recognize systems of oppression and center lived expertise in decision-making processes. Transformational learning theory considers the mechanisms through which

place-based learning expands student worldviews through exposure to other ways of knowing. Reflecting on a participatory action course through the analytical lens of transformational learning theory, this paper considers the pedagogical and ethical challenges and opportunities for planning education through collaborative action.

Woo, J., & Lee, S.-Y. (2024). **The moderating effect of creative metacognition on adolescents' risk-taking in creative performance.** *Asia Pacific Education Review*, 25(1), 99-115. <https://doi.org/10.1007/s12564-024-09927-8>

Research has demonstrated the crucial role of creative metacognition and risk-taking in creativity. However, little empirical research has examined how creative metacognition and risk-taking work on creative performance in educational practice. This paper explored the moderating effects of creative metacognition on the relationships between different types of risk-taking (i.e., propensity for taking a risk, willingness to take a risk) and creative performance (i.e., general creativity, originality, usefulness) in a middle school context. The sample consisted of 350 7th- and 8th-grade students from three middle schools. They completed a survey and a creative performance task. Hierarchical regression analysis revealed that creative metacognition moderated the relationships between willingness to take a risk and both originality and usefulness. The results indicated that creative metacognition reinforces the positive effect of risk-taking on originality and mitigates the negative effect of risk-taking on usefulness. Our findings suggest a potential role for creative metacognition in enhancing curriculum-based creative performance in middle schools. In the end, practical implications, limitations, and future directions are discussed.

Xu, X., Ren, S., Zhang, D., & Xin, T. (2024). **Knowledge Integration in Science Learning: Tracking Students' Knowledge Development and Skill Acquisition with Cognitive Diagnosis Models.** *Educational Measurement: Issues and Practice*, 43(1), 66-82. <https://doi.org/10.1111/emip.12592>

In scientific literacy, knowledge integration (KI) is a scaffolding-based theory to assist students' scientific inquiry learning. To drive students to be self-directed, many courses have been developed based on KI framework. However, few efforts have been made to evaluate the outcome of students' learning under KI instruction. Moreover, finer-grained information has been pursued to better understand students' learning and how it progresses over time. In this article, a normative procedure of building and choosing cognitive diagnosis models (CDMs) and attribute hierarchies was formulated under KI theory. We examined the utility of CDMs for evaluating students' knowledge status in KI learning. The results of the data analysis confirmed an intuitive assumption of the hierarchical structure of KI components. Furthermore, analysis of pre- and posttests using a higher-order, hidden Markov model tracked students' skill acquisition while integrating knowledge. Results showed that students make significant progress after using the web-based inquiry science environment (WISE) platform.

Youssef, I. (2023). **Évaluation de la compétence de communication à l'écrit en Union des Comores au lycée et Baccalauréat** (Phdthesis, Université de la Réunion). Consulté à l'adresse <https://theses.hal.science/tel-04467265>

La compétence de communication à l'écrit des élèves du lycée et les évaluations de français au bac constituent une réflexion de taille dans notre travail de recherche. Les critères d'évaluation, les programmes et instructions officielles pour l'enseignement du français, la notion de compétence de communication et les différents modèles, les

ressentis des enseignants par rapport à la pratique et les évaluations selon les objectifs prescrits, sont au cœur de notre travail. Un modèle de compétence de communication, constitué des compétences linguistique, pragmatique, socioculturelle, stratégique et interactionnelle, est retenu pour analyser les programmes, les sujets du bac, et les discours des enseignants à travers un focus groupe. Il ressort que les programmes posent comme objectifs diverses dimensions de la compétences de communication en mettant en avant le pragmatique alors que les sujets du bac s'avèrent peu orientées vers la compétence de communication. ils sont dominés par des compétences liées à des activités scolaires qui ne permettent pas une autonomie d'usage de la langue dans les situations réelles de la vie. Le discours des enseignants signale l'importance de la compétence de communication et déplore des programmes peu riches en termes de compétence de communication et des évaluations aux examens nationaux dépourvus d'outils et fournissant parfois des pistes erronées. Les sujets du bac ne reflètent pas un alignement pédagogique avec les objectifs mais un effet de backwash se fait sentir: c'est sous l'influence des examens que les enseignements s'effectuent et non l'inverse.

Yu & Duchin. (2024). **Building a Curriculum to Foster Global Competence and Promote the Public Interest: Social Entrepreneurship and Digital Skills for American Community College Students.** *Community College Journal of Research and Practice*, 48(3), 164-174. <https://doi.org/10.1080/10668926.2022.2064374>

This paper proposes a new approach for combining top-down and bottom-up approaches intended to lead to a curriculum for action in the public interest that builds on social entrepreneurship and digital skills for students at community colleges. This integrated approach requires a collaborative, participatory approach and aims to provide relevant content for students with different cultures and backgrounds, personal values, and sense of identity. The objective is for all participants to engage in the learning process, become more confident, and develop contemporary skills that inspire and enable them to take initiatives to tackle global challenges and to thrive in a multicultural world. A relevant curriculum must enable students to understand the global and local situations in different geographies and, with the increasing demand for digital skills, to access and share information over networks, to develop possible solutions, and to make them happen. This paper proposes ideas for stimulating students to think about what they can do for the public good, starting with local issues, and to generate outcomes valued by the community. The ideas proposed for specific local communities in Maryland can be generalized for understanding and addressing problems for different communities in the United States as well.

Aspects économiques de l'éducation

Ahsan, H. (2024). **Impact of Education Mismatch on Earnings: Evidence from Pakistan's Labor Market** (PIDE-Working Paper N° 2024:1). Consulté à l'adresse Pakistan Institute of Development Economics website: https://econpapers.repec.org/paper/pidwpaper/2024_3a1.htm

During the last 20 years developing countries like Pakistan heavily invested in their education sector to increase enrollment at primary, secondary and tertiary levels to boost their human capital. However, in the presence of poor governance institutions, stagnant labor markets and low educational quality, these additional years of schooling do not necessarily translate into enhanced human capital. It has been argued in literature that Human Capital Model based on Mincer Earning model produces biased

results as a mismatch of education exists in the labor market. Therefore, present study investigated the impact of education mismatch on earnings by using the methodology of Duncan and Hoffman (1981). For this I used Pakistan Social Living Measurement PSLM (2019-20) data.

Alleman, N. F., Cliburn Allen, C., & Madsen, S. E. (2024). **Constructed Pathways: How Multiply-Marginalized Students Navigate Food Insecurity at Selective Universities.** *American Educational Research Journal*, 61(2), 328-365.
<https://doi.org/10.3102/00028312231217751>

Studies about collegiate food insecurity show its prevalence as a national issue that disproportionately affects students from marginalized groups. This study further contextualizes this work, examining the ways that multiply-marginalized students navigate systems of privilege and opportunity at selective, normatively affluent universities to meet food needs and pursue personal goals. Findings from this multi-institutional qualitative study highlight asset-based approaches by which students leverage institutional interest in their marginal identities as navigational strategies. Conclusions point to the value of "student pathways navigation" as a conceptual and analytic approach to understanding how students manage collegiate environments.

Assaad, R., Ginn, T., & Saleh, M. (2024). **Refugees and the Education of Host Populations: Evidence from the Syrian Inflow to Jordan** (Working Paper N° 679). Consulté à l'adresse Center for Global Development website:
<https://econpapers.repec.org/paper/cgdwpaper/679.htm>

While labor market impacts of refugees in low- and middle-income countries are commonly studied, public services like education could also be affected by mass arrivals. This paper examines the impact of Syrian refugees on the educational outcomes of Jordanians. Combining detailed household surveys with school-level records on the density of Syrians, we study both the quantity and quality of education using a difference-in-differences design across refugee prevalence and schooling cohort. We find no evidence that Syrians significantly affected the educational outcomes of Jordanians. We show that the government's response of establishing second shifts in existing public schools and opening new schools in camps mitigated potential overcrowding.

Behrman, J. R., Fan, C. S., Guo, N., Wei, X., Zhang, H., & Zhang, J. (2024). **Tutoring Efficacy, Household Substitution, and Student Achievement: Experimental Evidence from an After-School Tutoring Program in Rural China.** *International Economic Review*, 65(1), 149-189.
<https://doi.org/10.1111/iere.12668>

After-school tutoring has risen globally despite limited evidence of effectiveness. We implement a randomized after-school tutoring program in rural China where many children are left-behind by parents in care of grandparents. Compared to tutees cared for by parents, those in care of grandparents reported much smaller home-tutoring reductions but larger test-score gains. We interpret our data analysis with a model with tutoring efficacy and substitution between private and public inputs both differing by family background: Increased public tutoring generates larger test-score gains for children who experience greater tutoring efficacy and lesser substitution with household inputs, consistent with our estimates.

Bertoni, M., Heller-Sahlgren, G., & Silva, O. (2023). **Free to improve? The impact of free school attendance in England** [LSE Research Online Documents on Economics]. Consulté

à l'adresse London School of Economics and Political Science, LSE Library website:
<https://econpapers.repec.org/paper/ehllserod/121281.htm>

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

Biasi, B., Lafortune, J. M., & Schönholzer, D. (2024a). **What Works and For Whom? Effectiveness and Efficiency of School Capital Investments Across The U.S** (NBER Working Paper N° 32040). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/32040.htm>

This paper identifies which investments in school facilities help students and are valued by homeowners. Using novel data on school district bonds, test scores, and house prices for 29 U.S. states and a research design that exploits close elections with staggered timing, we show that increased school capital spending raises test scores and house prices on average. However, impacts differ vastly across types of funded projects. Spending on basic infrastructure (such as HVAC) or on the removal of pollutants raises test scores but not house prices; conversely, spending on athletic facilities raises house prices but not test scores. Socio-economically disadvantaged districts benefit more from capital outlays, even conditioning on project type and the existing capital stock. Our estimates suggest that closing the spending gap between high- and low-SES districts and targeting spending towards high-impact projects may close as much as 25% of the observed achievement gap between these districts.

Biasi, B., Lafortune, J., & Schönholzer, D. (2024b). **What Works and for Whom? Effectiveness and Efficiency of School Capital Investments across the U.S** (CESifo Working Paper Series N° 10884). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10884.htm>

This paper identifies which investments in school facilities help students and are valued by homeowners. Using novel data on school district bonds, test scores, and house prices for 29 U.S. states and a research design that exploits close elections with staggered timing, we show that increased school capital spending raises test scores and house prices on average. However, impacts differ vastly across types of funded projects. Spending on basic infrastructure (such as HVAC) or on the removal of pollutants raises test scores but not house prices; conversely, spending on athletic facilities raises house prices but not test scores. Socio-economically disadvantaged districts benefit more from capital outlays, even conditioning on project type and the existing capital stock. Our estimates suggest that closing the spending gap between high- and low-SES districts and

targeting spending towards high-impact projects may close as much as 25% of the observed achievement gap between these districts.

Bonesrønning, H., & Iversen, J. M. V. (2024). **The Importance of Tutors' Instructional Practices: Evidence from a Norwegian Field Experiment** (CESifo Working Paper Series N° 10878). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10878.htm

We use data from a large field experiment where young students were pulled out of their regular classes and offered mathematics instruction in small homogenous groups, to investigate the importance of the tutors' instructional practices. The analyzes are limited to low achievers, and the instructional practices are characterized by the degree of individualization and the tutors' allocation of attention between students. Tutors who spent much time with avoidant students were associated with a treatment effect of approximately 0.20 SD while tutors who spent little time with these students were associated with no significant treatment effects.

Bongrand, P., Hugon, M.-A., & Viaud, M.-L. (2021). **La dimension économique des pédagogies différentes. Introduction au dossier.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 7-25. <https://doi.org/10.3917/lsdle.544.0007>

Cet article introduit un dossier qui plaide pour que des recherches sur les pédagogies « différentes » (définies par leur prise de distance revendiquée vis-à-vis de l'ordinaire scolaire) enquêtent sur leurs aspects économiques. Le constat récurrent du coût très élevé, facteur d'inégalités, de certaines écoles privées alternatives ne vaut pas pour toutes les pédagogies différentes. Étudier les démarches des fondateurs ou membres des écoles différentes soutient l'hypothèse que la contrainte de financement fait l'objet de stratégies variées qui, dans le contexte de développement de quasi-marchés scolaires, concourent à éclairer non seulement la genèse, le devenir et les publics de ces établissements, mais également leurs pratiques pédagogiques.

Bühler, M., Vollmer, L., & Wimmer, J. (2024). **Female education and social change.** *Journal of Economic Growth*, 29(1), 79-119. <https://doi.org/10.1007/s10887-023-09232-w>

Does access to education facilitate the emergence of a human capital elite from which social activists, and thus, social change can emerge? Assembling a city-level panel of the political, intellectual, and economic elite throughout German history, we find that the opening of schools providing secondary education for women increased their representation among the human capital elite. These elites challenged the status quo and developed critical ideas that resonated in cities with higher human capital, connecting women to form a social movement. We find no evidence of other city-specific indicators of economic and gender-specific cultural change affecting our results. Differential returns to education are also unrelated to the increasing representation of women among the human capital elite, as the opening of gender-specific schools has no impact on the opposite gender.

Carraud, F. (2021). **Les écoles privées aujourd'hui : des entreprises pas comme les autres ?** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 81-100. <https://doi.org/10.3917/lsdle.544.0081>

Pour exister légalement, les écoles privées hors contrat doivent adopter une structure juridique (association ou entreprise) inscrite dans le monde économique et marchand. Dans ce champ de l'éducation, les références sont celles de l'économie sociale et

solidaire qui suscite de nombreuses attentes en termes d'autonomie, d'égalité ou de justice au travail (Darbus, 2009). Pour les quatre écoles étudiées dans ce texte, cette forme entrepreneuriale et l'organisation du travail adoptée, avec une division sociale du travail éducatif (Tardif & Lévesque, 2010) plus ou moins caractérisée, a d'importantes conséquences sur l'activité et la pédagogie des professionnels au quotidien. Disputes, conflits et démissions mettent parfois en péril l'existence même des structures, sans que les enjeux en termes d'organisation du travail ne soient suffisamment clarifiés. Ainsi, au-delà des références pédagogiques, sources de la création de ces écoles, la question de l'entrepreneuriat social et solidaire, et de ses ambiguïtés, doit aussi être étudiée, en fonction des différentes situations.

Clark, G., & Nielsen, C. A. A. (2024). **The Returns to Education: A Meta-study** (Working Paper N° 0249). Consulté à l'adresse European Historical Economics Society (EHES) website: <https://econpapers.repec.org/paper/heswpaper/0249.htm>

There have been many studies estimating the causal effect of an additional year of education on earnings. The majority employ administrative changes in the minimum school leaving age as the mechanism allowing identification. Here we survey 66 such estimates. However, remarkably, while the majority of these studies find substantial gains from education, a number of well-grounded studies find no effect. The average return from these studies still implies substantial average gains from an extra year of education: an average of 8.5%. But the pattern of reported returns shows clear evidence of publication biases. There is, in particular, large scale omission of studies showing negative return estimates. Correcting for these omitted studies, the implied average causal returns to an extra year of schooling are close to 0.

Cortes, K., Kortecamp, K., Loeb, S., & Robinson, C. (2024). **A Scalable Approach to High-Impact Tutoring for Young Readers: Results of a Randomized Controlled Trial** (NBER Working Paper N° 32039). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/32039.htm>

This paper presents the results from a randomized controlled trial of Chapter One, an early elementary reading tutoring program that embeds part-time tutors into the classroom to provide short bursts of 1:1 instruction. Eligible kindergarten students were randomly assigned to receive supplementary tutoring during the 2021-22 school year (N=818). The study occurred in a large Southeastern district serving predominantly Black and Hispanic students. Students assigned to the program were over two times more likely to reach the program's target reading level by the end of kindergarten (70% vs. 32%). The results were largely homogenous across student populations and extended to district-administered assessments. These findings provide promising evidence of an affordable and sustainable approach for delivering personalized reading tutoring at scale.

Cuevas Ruiz, P., Borra, C., & Sevilla Sanz, M. A. (2023). **The causal impact of maternal educational curricula on infant health at birth** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehllserod/121334.htm>

We provide the first causal evidence of the returns to maternal educational curricula on offspring's health at birth. Educational programs that aim to deliver more general knowledge may potentially improve women's earning potential and maternal prenatal investment by increasing the portability of skills across occupations and improving women's ability to make informed decisions about fertility options and health behavior.

We study the impacts of a comprehensive educational reform that postponed students' curriculum choices and integrated more general education into the high school system on infant health outcomes. Using a dose-response difference-in-differences (DiD) model research design applied to linked population registries, we find that the reform led to a significant reduction in the incidence of very low birth weight (less than 1,500 grams) and very preterm birth (less than 33 gestation weeks). Overall, the reform's positive effects on infant health at birth seem to be driven by increased mothers' labor market opportunities and better family planning, rather than increased ability to avoid risky behaviours or increased women's earnings via different occupational choices or assortative mating.

DeMalach, E., & Schlosser, A. (2024). **Short- and Long-Term Effects of Universal Preschool: Evidence from the Arab Population in Israel** (CESifo Working Paper Series N° 10904). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10904.htm

We estimate the short- and long-term effects of universal preschool education by analyzing the impact of the Israeli Preschool Law, which mandated the provision of public preschool for ages 3 and 4 starting in September 1999. We focus on the Arab population, who were the main beneficiaries of the first phase of the implementation of the Law, and exploit exogenous variation in universal preschool provision across localities due to the Law's gradual implementation. Our difference-in-differences research design compares cohorts of children in treatment localities before and after the Law's introduction to equivalent cohorts in comparison localities. We find that individuals benefited from the provision of universal preschool along various dimensions: their academic performance in elementary, middle school, and high school improved significantly, and their postsecondary enrollment rates increased substantially. We also find beneficial effects of universal preschool on additional outcomes, such as a reduction in juvenile delinquency among males and a decline in early marriage among females. Results are not driven by changes in maternal income or labor supply. A potential mechanism impacting long-term outcomes was the creation of a better learning environment in elementary and middle school, with a greater sense of security and better relationships with teachers and classmates.

Domina, T., Clark, L., Radsky, V., & Bhaskar, R. (2024). **There Is Such a Thing as a Free Lunch: School Meals, Stigma, and Student Discipline**. *American Educational Research Journal*, 61(2), 287-327. <https://doi.org/10.3102/00028312231222266>

The Community Eligibility Provision (CEP) allows high-poverty schools to offer free meals to all students regardless of household income. Conceptualizing universal meal provision as a strategy to alleviate stigma associated with school meals, we hypothesize that CEP implementation reduces the incidence of suspensions, particularly for students from low-income backgrounds and minoritized students. We link educational records for students enrolled in Oregon public schools between 2010 and 2017 with administrative data describing their families' household income and social safety net program participation. Difference-in-differences analyses indicate that CEP has protective effects on the probability of suspension for students in participating schools, particularly for students from low-income families, students who received free or reduced-price meals prior to CEP implementation, and Hispanic students.

Figlio, D. N., Hart, C. M. D., & Karbownik, K. (2024). **Competitive Effects of Charter Schools** (IZA Discussion Paper N° 16773). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16773.htm>

Using a rich dataset that merges student-level school records with birth records, and leveraging three alternative identification strategies, we explore how increase in access to charter schools in twelve districts in Florida affects students remaining in traditional public schools (TPS). We consistently find that competition stemming from the opening of new charter schools improves reading—but not math—performance and it also decreases absenteeism of students who remain in the TPS. Results are modest in magnitude.

Gomoryova, K. (2024). **Female Leadership and Financial Performance: A Meta-Analysis** (Working Papers IES N° 2024/6). Consulté à l'adresse Charles University Prague, Faculty of Social Sciences, Institute of Economic Studies website: https://econpapers.repec.org/paper/fauwpaper/wp2024_5f06.htm

Is female leadership the secret ingredient to financial prosperity? This question has been the subject of extensive research, yet the findings remain inconclusive. We aim to provide a comprehensive understanding of this relationship employing contemporary techniques on the up-to-date dataset comprising 1,131 estimates gathered from 96 distinct studies. We address the pervasive issue of publication bias resulting in the mild preference for positive outcomes. After filtering out this bias, the study finds a negligible mean effect estimate, suggesting that the impact of women in leadership on financial performance is minimal. We further explore the potential factors that could account for variations in the estimated effects across different studies. Utilising Bayesian Model Averaging, weighted by the inverse number of estimates, we identify thirteen significant moderators that influence the relationship under study. Among these, the proportion of female authors, the impact factor of the journal, the duality of the CEO role, and the tenure of leaders are found to exert the most positive influence on the effect. Conversely, the age of leaders pushes effect the most in the opposite direction. Other influential factors include the publication status of the article, the number of variables used in the study, publication bias, the use of random estimation and matching approaches, the use of accounting-based financial measures, focus on the emerging market, and the representation of the leadership variable as a proportion.

Goulas, S., Megalokonomou, R., & Zhang, Y. (2023a). **Female Classmates, Disruption, and STEM Outcomes in Disadvantaged Schools: Evidence from a Randomized Natural Experiment** (IZA Discussion Paper N° 16689). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16689.htm>

Recent research has shown that females make classrooms more conducive to effective learning. We identify the effect of a higher share of female classmates on students' disruptive behavior, engagement, test scores, and major choices in disadvantaged and non-disadvantaged schools. We exploit the random assignment of students to classrooms in early high school in Greece. We combine rich administrative data with hand-collected student-level data from a representative sample of schools that feature two novel contributions. Unlike other gender peer effects studies, a) we use a rich sample of schools and students that contains a large and diverse set of school qualities, and household incomes, and b) we measure disruption and engagement using misconduct-related (unexcused) teacher-reported and parent-approved (excused) student class absences instead of self-reported measures. We find four main results. First, a higher share

of female classmates improves students' current and subsequent test scores in STEM subjects and increases STEM college participation, especially for girls. Second, a higher share of female classmates is associated with reduced disruptive behavior for boys and improved engagement for girls, which indicates an increase in overall classroom learning productivity. Third, disadvantaged students - those who attend low-quality schools or reside in low-income neighborhoods - drive the baseline results; they experience the highest improvements in their classroom learning productivity and their STEM outcomes from a higher share of female classmates. Fourth, disadvantaged females randomly assigned to more female classmates in early high school choose college degrees linked to more lucrative or prestigious occupations 2 years later. Our results suggest that classroom interventions that reduce disruption and improve engagement are more effective in disadvantaged or underserved environments.

Goulas, S., Megalokonomou, R., & Zhang, Y. (2023b). **Female Classmates, Disruption, and STEM Outcomes in Disadvantaged Schools: Evidence from a Randomized Natural Experiment** (CESifo Working Paper Series N° 10864). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10864.htm>

Recent research has shown that females make classrooms more conducive to effective learning. We identify the effect of a higher share of female classmates on students' disruptive behavior, engagement, test scores, and major choices in disadvantaged and non-disadvantaged schools. We exploit the random assignment of students to classrooms in early high school in Greece. We combine rich administrative data with hand-collected student-level data from a representative sample of schools that feature two novel contributions. Unlike other gender peer effects studies, a) we use a rich sample of schools and students that contains a large and diverse set of school qualities, and household incomes, and b) we measure disruption and engagement using misconduct-related (unexcused) teacher-reported and parent-approved (excused) student class absences instead of self-reported measures. We find four main results. First, a higher share of female classmates improves students' current and subsequent test scores in STEM subjects and increases STEM college participation, especially for girls. Second, a higher share of female classmates is associated with reduced disruptive behavior for boys and improved engagement for girls, which indicates an increase in overall classroom learning productivity. Third, disadvantaged students—those who attend low-quality schools or reside in low-income neighborhoods—drive the baseline results; they experience the highest improvements in their classroom learning productivity and their STEM outcomes from a higher share of female classmates. Fourth, disadvantaged females randomly assigned to more female classmates in early high school choose college degrees linked to more lucrative or prestigious occupations 2 years later. Our results suggest that classroom interventions that reduce disruption and improve engagement are more effective in disadvantaged or underserved environments.

Graveleau, S. (2024, février 13). **La précarité alimentaire des étudiants s'aggrave encore : « Ce n'est pas parce qu'on est jeune et en galère qu'on doit manger de la merde »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/02/13/la-precarite-alimentaire-des-etudiants-s-aggrave-encore-ce-n-est-pas-parce-qu-on-est-jeune-et-en-galere-qu-on-doit-manger-de-la-merde_6216252_4401467.html

Alors que les distributions alimentaires ne désemplissent pas, les acteurs associatifs essaient d'améliorer la qualité des colis. A Bordeaux, une initiative tente de passer de l'aide d'urgence à un droit à une alimentation saine sur le long terme.

Harris, D. N. (2024). **How Free Market Logic Fails in Schooling—And What It Means for the Role of Government.** *Educational Researcher*, 53(2), 111-122.
<https://doi.org/10.3102/0013189X231216953>

Market-based policies, especially school vouchers, are expanding rapidly and shifting students out of traditional public schools. This article broadens, deepens, and updates prior critiques of the free market logic in five ways. First, although prior articles have pointed to some of the conditions necessary for efficient market functioning, I provide a more comprehensive list. Second, with an up-to-date literature review, I show that all of these conditions fail to hold to an unusual extent in schooling relative to other markets. Third, because of these failures, I argue that the most potent critique of the free market approach to schooling comes from the intellectual home of markets—economics. Fourth, I show that the issues leading to inefficiency are the same ones leading to inequity. Fifth, I argue that the analysis points to specific roles for government that go well beyond those included in new universal school voucher policies but are also narrower than the roles of government encompassed in traditional public education. For these reasons, the current policy direction is off track and apparently inconsistent with the main criteria on which we evaluate education policy and even with the values that voucher advocates profess.

Jain, C., & Jain, R. (2024). **Chronic Absenteeism and its Impact on the Learning Outcomes of Primary Grade Students in India** (NCAER Working Paper N° 157). Consulté à l'adresse National Council of Applied Economic Research website:
<https://econpapers.repec.org/paper/ncancaerw/157.htm>

This paper addresses one of the most critical yet overlooked problems of excessive absence of students in primary grades in India. Considering the intuitive link between students' attendance and achievements, this paper empirically investigates the incidence and causes of chronic absenteeism while examining the variations in the attainment of foundational skills of primary students. Using data from the India Human Development Survey, round II, the authors find a continuous decline in the attainment of foundational skills among students, as the absenteeism rate increases from normal to chronic, clearly indicating that attendance works! Further, the logistic regression model shows that poor health conditions of a child, larger school distance, extra school working hours, teaching factors, and harsh punishments are among the major contributing factors leading to chronic absence among students. Early attention and strict policy interventions are required due to their direct implications on the cognitive growth of young minds, and quality and productivity of the overall school education.

Jonbekova, D. (2024). **Government scholarships for international higher education: pathways for social change in Kazakhstan.** *Higher Education*, 87(3), 761-777.
<https://doi.org/10.1007/s10734-023-01034-8>

Globally, scholarships for international higher education play a critical role in human capital development. While substantial research has documented the benefits such scholarships provide for individuals, their impact on the creation of pathways for social change remains under-researched. This paper bridges this gap by examining the extent to which a government scholarship for international education has created pathways for social change in Kazakhstan. Data were collected through interviews with 67 scholarship alumni. Drawing on Dassin et al.'s (2018) framework for pathways to social change, the

findings reveal that international education fosters social change in Kazakhstan in four ways. First, the scholarship program develops local talent and builds agents of change. Second, it widens access to international education, particularly for individuals from marginalized communities, who would otherwise lack access owing to their scarce financial resources. Third, the program develops alumni's cosmopolitan and intercultural competencies and strengthens international collaborations. Finally, it creates associations and groups through which alumni can collectively contribute to society. The findings highlight that while the interviewed alumni foster strong patriotic feelings and are determined to contribute to the prosperity of their country, underdeveloped industries, economic volatility, and top-down bureaucracy in workplaces limit their potential contributions to social changes. These findings may help policymakers and administrators to reconsider and improve on the design and structure of scholarship programs.

Kelchen, R., Ortagus, J., Rosinger, K., Baker, D., & Lingo, M. (2024). **The Relationships Between State Higher Education Funding Strategies and College Access and Success.** *Educational Researcher*, 53(2), 100-110. <https://doi.org/10.3102/0013189X231208964>

We compiled the first longitudinal data set with detailed state funding information to examine whether different funding strategies for public higher education correlate with college access and completion, with a focus on outcomes among racially minoritized students. We found no relationships between funding mechanisms and student outcomes at public universities. However, at community colleges, we found that funding strategies that combine base adjustments and enrollment or performance components may increase enrollment, but not completions.

Lavecchia, A., Oreopoulos, P., & Spencer, N. (2024a). **The impact of comprehensive student support on crime** (CLEF Working Paper Series N° 65). Consulté à l'adresse Canadian Labour Economics Forum (CLEF), University of Waterloo website: <https://econpapers.repec.org/paper/zbwclefwp/283010.htm>

This study finds substantial reductions to criminal activity from the introduction of a comprehensive high school support program for disadvantaged youth living in the largest public housing project in Toronto. The program, called Pathways to Education, bundles supports such as regular coaching, tutoring, group activities, free public transportation tickets and bursaries for postsecondary education. In this paper, we use a difference-in-differences approach that compares students living in public housing communities where the program was offered to those living in communities where the program was not offered over time. We find that eligibility for Pathways reduces the likelihood of being charged with a crime by 32 percent at its Regent Park location. This effect is driven by a reduction in charges for breaking and entering, theft, mischief, other traffic offenses and Youth Criminal Justice Act offenses.

Lavecchia, A., Oreopoulos, P., & Spencer, N. (2024b). **The Impact of Comprehensive Student Support on Crime: Evidence from the Pathways to Education Program** (IZA Discussion Paper N° 16724). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16724.htm>

This study finds substantial reductions to criminal activity from the introduction of a comprehensive high school support program for disadvantaged youth living in the largest public housing project in Toronto. The program, called Pathways to Education, bundles supports such as regular coaching, tutoring, group activities, free public transportation tickets and bursaries for postsecondary education. In this paper, we use a

difference-in-differences approach that compares students living in public housing communities where the program was offered to those living in communities where the program was not offered over time. We find that eligibility for Pathways reduces the likelihood of being charged with a crime by 32 percent at its Regent Park location. This effect is driven by a reduction in charges for breaking and entering, theft, mischief, other traffic offenses and Youth Criminal Justice Act offenses.

Liu, J., Conrad, C., & Blazar, D. (2024). **Computer Science for All? The Impact of High School Computer Science Courses on College Majors and Earnings** (IZA Discussion Paper N° 16758). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16758.htm>

This study provides the first causal analysis of the impact of expanding Computer Science (CS) education in U.S. K-12 schools on students' choice of college major and early career outcomes. Utilizing rich longitudinal data from Maryland, we exploit variation from the staggered rollout of CS course offerings across high schools. Our findings suggest that taking a CS course increases students' likelihood of declaring a CS major by 10 percentage points and receiving a CS BA degree by 5 percentage points. Additionally, access to CS coursework raises students' likelihood of being employed and early career earnings. Notably, students who are female, low socioeconomic status, or Black experience larger benefits in terms of CS degree attainment and earnings. However, the lower take-up rates of these groups in CS courses highlight a pressing need for targeted efforts to enhance their participation as policymakers continue to expand CS curricula in K-12 education.

Ma, X. (2024). **College Expansion, Trade, and Innovation: Evidence from China.** *International Economic Review*, 65(1), 315-351. <https://doi.org/10.1111/iere.12670>

China has expanded the yearly quota on newly admitted college students by more than seven times since 1999. How did this massive education expansion affect firms' export and innovation choices? I document that after this expansion impacted the labor market, manufacturing firms' innovation increased considerably, especially among exporting firms, accompanied by sizable skill upgrading of exports. I then develop a multi-industry spatial equilibrium model, featuring skill intensity differences across industries and heterogeneous firms' innovation and export choices. Quantitatively, the college expansion explained 72% of increases in China's manufacturing research and development (R&D) intensity between 2003 and 2018 and also triggered export skill upgrading.

Maurer, S., Schwerdt, G., & Wiederhold, S. (2023). **Do role models matter in large classes? New evidence on gender match effects in higher education** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehllserod/121336.htm>

We study whether female students benefit from being taught by female professors, and whether such gender match effects differ by class size. We use administrative records of a German public university, covering all programs and courses between 2006 and 2018. We find that gender match effects on student performance are sizable in smaller classes, but do not exist in larger classes. This difference suggests that direct and frequent interactions between students and professors are important for the emergence of

gender match effects. Instead, the mere fact that one's professor is female is not sufficient to increase performance of female students.

Messina, J., Sanz-de-Galdeano, A., & Terskaya, A. (2024). **Birds of a Feather Earn Together. Gender and Peer Effects at the Workplace** (IZA Discussion Paper N° 16721). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16721.htm>

Utilizing comprehensive administrative data from Brazil, we investigate the impact of peer effects on wages, considering both within-gender and cross-gender dynamics. Since the average productivity of both individuals and their peers is unobservable, we estimate these values using worker fixed effects while accounting for occupational and firm sorting. Our findings reveal that within-gender peer effects have approximately twice the influence of cross-gender peer effects on wages for both males and females. Furthermore, we observe a reduction in the disparity between these two types of peer effects in settings characterized by greater gender equality.

Montalban, J., Sanchis-Guarner, R., & Weinhardt, F. (2024). **Home broadband and human capital formation** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcpdps/dp1979.htm>

Using administrative data, we estimate the effect of home broadband speed on student-level value-added test scores. Our headline estimate relies on jumps in connection quality between close neighbours that occur across thousands of invisible telephone exchange station catchment-area boundaries. We find that increasing speed by 1 Mbit/s increases test scores by 1.37 percentile ranks, equivalent to 5% of a standard deviation. School-level factors or broadband take-up cannot explain this. Instead, the positive effects are concentrated among high-ability and non-free-school-meal eligible students and result from more education-oriented internet use. Differences in ICT quality can thus lead to increasing education inequalities.

Moore, C., Thomas, J. W., & Foster, H. (2024). **Financial Exigency and Mergers: Considering Identities and Interactions**. *Journal of Cases in Educational Leadership*, 27(1), 83-93. <https://doi.org/10.1177/15554589231207805>

This case study is designed for graduate students interested in higher education finances. It presents the challenges that higher education is facing regarding financial exigency elements that have led to responses with a primary focus on mergers. This financial exigency process has also caused increased legal considerations in higher education settings as administrators, faculty, staff, and alumni challenge finances in academic settings. This case highlights the complex issues that administrators must confront while considering mergers that will provide students an opportunity to evaluate the complex issues related to the financial status of an institution of higher education.

Mulvey, B., Morris, A., & Ashton, L. (2024). **Differentiated experiences of financial precarity and lived precariousness among international students in Australia**. *Higher Education*, 87(3), 741-760. <https://doi.org/10.1007/s10734-023-01033-9>

Empirical research on international student migrants has sometimes homogenised this group, framing it as predominantly made up of privileged members of the global middle-class. This has led to calls to acknowledge and address the precarity faced by international students in their respective host countries more comprehensively. This study

aims to explore how levels of financial precarity vary among international students in Australia, and how this in turn contributes to varying levels of precariousness in the personal spheres of students' lives. In doing so, we centre and refine the concept of precarity for use in studies of internationally mobile students, arguing for its use as a 'relational nexus', bridging financial precarity and broader lived experiences. Drawing on a large-scale survey and semi-structured interviews with 48 students, we emphasise the linkages between financial precarity and precariousness as a socio-ontological experience, explored through the examples of time poverty, physical and mental wellbeing, and relationships.

Munteanu, A. (2024). **School Choice, Student Sorting and Academic Performance** [Cahiers de recherche / Working Paper]. Consulté à l'adresse Chaire de recherche sur les enjeux économiques intergénérationnels / Research Chair in Intergenerational Economics website: <https://econpapers.repec.org/paper/rsicreeic/2401.htm>

This study examines the impact of school choice on academic achievement, by using differences in the number of schools across similar Romanian towns, generating variation in school choice for local students, who compete for seats via test scores. The author finds that more school choice results in increased sorting of students by admission scores across different schools. Sorting widens achievement gaps between high- and low-admission score students. High-scorers having access to better teachers and peer effects are the primary factors explaining these widening gaps. Lastly, between-school competition via school choice does not increase average achievement levels.

Murat, M. (2024). **Citizenship, math and gender: Exploring immigrant students' choice of majors** (GLO Discussion Paper Series N° 1370). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1370.htm>

This paper investigates whether citizenship of immigrant students in the host country influences their choice of majors, and whether these effects differ by gender. Using detailed students' data from an Italian university, combined with characteristics of the countries of origin, I examine the effects of citizenship on enrolments in educational areas categorized by their mathematical content. Results indicate a decrease in the likelihood of enrolment in math-intensive fields among students who acquire citizenship, particularly among males, leading to a reduction in gender gaps. Moreover, gender gaps are smaller and show a more pronounced decrease with citizenship as gender inequality in countries increases. Results are corroborated by matching and instrumental variables strategies. These findings shed light on the existence of trade-offs between empowerment, as manifested through citizenship, and major choices.

Musah, A., Aawaar, G., & Musah, G. (2024). **Effect of public education financing on educational quality in sub-Saharan africa: an autoregressive distributed lag approach**. *Cogent Education*, 11(1), 2295166. <https://doi.org/10.1080/2331186X.2023.2295166>

Education plays an essential role in improving the welfare of society. Governments, therefore, invest huge sums of money in education. However, there is a lack of conclusive evidence regarding the impact of public education funding on educational outcomes in sub-Saharan Africa. Therefore, this study analyses the short-run and long-run effects of public education financing on the quality of education in sub-Saharan Africa. This paper applies the autoregressive distributed lag model on annual time series data from the World Bank from 1970 to 2021. The results show that public education financing significantly affects the pupil-teacher ratio in the short run at the primary, secondary, and

tertiary levels. In the long run, however, public education financing significantly affects the pupil-teacher ratio only at the secondary and tertiary levels. The study's findings imply that increased public education spending effectively improves education quality in sub-Saharan Africa in the short and long run. Therefore, sub-Saharan Africa must make sufficient budgetary allocations to education to enhance educational quality in the sub-region.

Ormandy, Ferdinands, Nerdoly, & Mayan. (2024). **A Pilot Study of Drayton Valley's Zero-Fee Tuition Program.** *Community College Journal of Research and Practice*, 48(3), 181-186. <https://doi.org/10.1080/10668926.2023.2295485>

This qualitative pilot study introduces and reflects on early development and implementation of the Zero Fee Tuition (ZFT) program in the rural, oil and gas town of Drayton Valley, Alberta, Canada. This innovative, primarily municipally funded program, implemented in 2019, provides local students with up to \$5,000 in free tuition for select post-secondary programs. Here we situate ZFT within higher education funding debates and other publicly funded tuition assistance programs in North America. ZFT is then put into conversation with a typology of tuition assistance Promise programs in the United States, framing ZFT as a last dollar, place-based, and universal program. Implications for such programs are explored in the context of Canadian post-secondary education. We conclude by drawing implications from our pilot examination of ZFT.

Paulsen, R. J. (2024). **Student loan debt and the career choices of college graduates with majors in the arts.** *Journal of Cultural Economics*, 48(1), 95-115. <https://doi.org/10.1007/s10824-023-09474-x>

This study looks to test the impact of student loan debt on the career choices of college graduates with majors in the arts in the USA. As earnings are on average lower and more variable for arts graduates when compared to graduates of many other fields, I hypothesize that student loan debt will decrease the likelihood arts graduates will work in jobs related to their major fields of study. National Survey of College Graduates data is used to test this hypothesis. I find that for arts graduates, owing on student debt decreases the likelihood of working in jobs closely related to their major fields by over 25% and decreases the likelihood they work as artists by over 30%. For all college graduates, the negative impact of student debt on working in closely related jobs to their major fields is only 3%. Student debt may have potential distributional impacts on who works as artists, as Black and Hispanic graduates and those whose parents did not attend college are more likely to have student debt and less likely to be working in jobs closely related to their major field of study. Policies that help to alleviate the debt burden on arts graduates, like debt relief, could help to mitigate these negative distributional impacts.

Randazzo, T., & Piracha, M. (2024a). **Ethnic Identity and Educational Outcomes** (IZA Discussion Paper N° 16739). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16739.htm>

We study the role of immigrant children's ethnic identity in their educational performance and preferences/aspirations in Italy. We find that students with a weak sense of Italian belonging show a low performance in reading and mathematics and higher probability of grade retention. Moreover, children in middle secondary school with a weak sense of Italian identity have a low preference towards academically-oriented high secondary track which normally increases the likelihood of pursuing a university degree. We also find that the intention of immigrant children in high secondary schools to enrol at university

decreases if they have a weak Italian identity. We exploit gender heterogeneity finding that females are more adversely affected in their educational aspirations when they have not built a strong sense of Italian identity. Immigrant children will soon form a very important component of the Italian labour force and shedding light on their educational outcomes will help us understand their performance in the Italian labour market better.

Randazzo, T., & Piracha, M. (2024b). **Ethnic identity and educational outcomes** (GLO Discussion Paper Series N° 1387). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1387.htm>

We study the role of immigrant children's ethnic identity in their educational performance and preferences/aspirations in Italy. We find that students with a weak sense of Italian belonging show a low performance in reading and mathematics and higher probability of grade retention. Moreover, children in middle secondary school with a weak sense of Italian identity have a low preference towards academically-oriented high secondary track which normally increases the likelihood of pursuing a university degree. We also find that the intention of immigrant children in high secondary schools to enrol at university decreases if they have a weak Italian identity. We exploit gender heterogeneity finding that females are more adversely affected in their educational aspirations when they have not built a strong sense of Italian identity. Immigrant children will soon form a very important component of the Italian labour force and shedding light on their educational outcomes will help us understand their performance in the Italian labour market better.

Souto-Otero, M., Donnelly, M., & Kanol, M. (2024). **A Transactional Or A Relational Contract? The Student Consumer, Social Participation And Alumni Donations In Higher Education.** *British Journal of Educational Studies*, 72(1), 85-107. <https://doi.org/10.1080/00071005.2023.2245441>

The relationship between students and higher education is seen to have become increasingly transactional. We approach the study of the student–HE relationship in a novel way, by focusing on students' behaviour post-university, rather than on student narratives. Conceptually, the article builds on multidimensional views of student engagement and the differentiation between psychological transactional contracts – where students who achieve better academic results are more likely to donate – and relational contracts – where students donate more following engagement in social experiences. Making use of longitudinal data on donation behaviour from over 50,000 alumni from an English university over two decades, we find that while students who get better degree outcomes are more likely to donate, the association between participation in social experiences and donations is much stronger. This questions prevalent transactional models of HE and underlines the limitations of purely consumerist views of the relation between students and higher education institutions, even in the marketized UK context.

Stenberg, A., & Tudor, S. (2023). **Field of Study and Mental Health in Adulthood** (IZA Discussion Paper N° 16701). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16701.htm>

We analyze whether field of study assigned at age 16 impacts mental health in adulthood. Using a regression discontinuity design that exploits GPA cut-offs, we find that admission to the preferred study field improves mental health, lowering both the incidence of antidepressant prescriptions and of mental health-related hospitalizations. Engineering contributes strongly but not uniquely to the positive results. As for

mechanisms, earnings explain 40% of the estimates, but earlier proposed hypotheses based on school-age peer characteristics have little explanatory power. Our findings imply that restrictions on individuals' choices, to improve human capital allocations, entail costs that may have been underestimated.

Viaud, M.-L. (2021). **Des écoles privées hors contrat financièrement accessibles ? Essai de typologie des logiques économiques et pédagogiques des fondateurs d'écoles alternatives.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 27-58. <https://doi.org/10.3917/lsdle.544.0027>

Depuis une quinzaine d'années, les écoles privées hors contrat se multiplient en France. Dans le même temps, leurs promoteurs sont de plus en plus soucieux de permettre leur accès à un public socialement diversifié, ce qui conduit à une diversification des stratégies économiques. À partir de l'étude d'un panel d'écoles alternatives ouvertes depuis une vingtaine d'années et de la réalisation de monographies d'établissement permettant des comparaisons dans le temps et dans l'espace des stratégies des novateurs, cet article propose une typologie des différentes logiques financières présidant à leur ouverture et à leur fonctionnement les deux premières années, et analyse les conséquences de ces choix en termes de mixité sociale et de pérennisation du projet. Trois logiques sont distinguées : celle du modèle classique de la création d'entreprise avec un recours à l'emprunt et l'embauche d'un ou plusieurs salariés (un modèle solide, mais induisant des coûts de scolarité élevés) ; celle de la création par des passionnés assurant eux-mêmes l'ensemble des tâches sans rémunération pour permettre un coût de scolarité limité ; celle d'écoles souhaitant être accessibles à tous avec un coût très réduit de scolarité, mais au prix de « bricolages économiques » complexes qui rendent la survie de ces structures très fragile.

Vidal, M., & Grossmann, S. (2021). **Les milieux alternatifs de scolarisation : de nouveaux entrepreneurs sociaux ?** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 59-79. <https://doi.org/10.3917/lsdle.544.0059>

L'entrepreneuriat social a le vent en poupe au Québec. Prisé par les politiques néolibérales contemporaines, on retrouve désormais cette expression aussi bien dans les milieux éducatifs qu'associatifs (Claude et Gaudet, 2018). Avant de s'intéresser à ses implications, il importe de comprendre les différents récits et réalités que cette expression recouvre. Sur la base de trois études de cas au sein d'une école de la rue, d'une école privée alternative et d'une association de raccrochage scolaire, cet article montre comment les différentes logiques sociales mises en place par certains milieux alternatifs de scolarisation du Québec (MAS) s'arriment à des logiques marchandes. Le cadre des économies de la grandeur (Boltanski et Thévenot, 1991) fait ressortir une pluralité de logiques qui se répartissent sur un continuum. Ces logiques se co-construisent, s'articulent, voire parfois s'opposent, afin de rendre compte des multiples facettes de l'entrepreneuriat social.

Wang, J. (2021). **La construction du marché scolaire : exemple des écoles privées chinoises.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 101-118. <https://doi.org/10.3917/lsdle.544.0101>

Les écoles privées (qui n'ont pas de sens religieux en Chine) sont ressollicitées dès les années 1980 par l'État pour combler des lacunes de l'investissement financier dans le secteur éducatif public. Aujourd'hui, ayant dépassé un simple statut complémentaire au secteur public, ces établissements privés trouvent leur clientèle dans les classes

moyennes chinoises aspirant à une éducation alternative qu'elles estiment ne pas trouver à l'école publique. Un mécanisme de marché scolaire s'installe dans le système éducatif chinois. L'enseignement privé qui propose une éducation différente du secteur public est davantage conforme aux valeurs des classes moyennes et leur permet de se soustraire aux incertitudes scolaires et à l'instabilité sociale.

Aspects psychologiques de l'éducation

Al-Obaydi, L. H., Rahul, D. R., & Pikhart, M. (2024). **The effect of online oral reading on reading comprehension, reading anxiety, and classroom anxiety among EFL learners.** *Education and Information Technologies*, 29(3), 2841-2855. <https://doi.org/10.1007/s10639-023-11950-y>

Studies have disclosed conflicting evidence on the effect of oral reading (i.e., reading aloud in class) on various language measures. However, with online learning and teaching, personalized activities are employed to develop students' reading comprehension, improve motivation, and minimize anxieties. A qualitative research design was deployed to test the association between reading anxiety and reading proficiency of EFL learners in an online classroom using a correlational research approach to see if there was a correlation between reading anxiety and reading proficiency. Two hundred undergraduate students from a public university in Iraq participated in this study. The experimental group received oral reading intervention for six months in their daily lectures (where they were all invited to read orally before explaining the material), whereas the control group did not. The results revealed a statistically significant difference in the reading comprehension test scores between the group that received the reading intervention program and the one that did not. The novelty of this research is situated in the following three items, which, although replicated in previous studies to a certain extent, have received less to no attention in the literature on online teaching and learning of oral reading and its contributions. First, there is a negative correlation between reading comprehension scores and anxiety measures. Second, reading comprehension scores increased when reading and classroom anxiety decreased. Third, there was also a positive correlation between reading and classroom anxiety that heavily affected the reading comprehension scores of the participants. The teacher's observation suggests that accommodating oral reading in online instruction promotes motivation, rapport, and a conducive classroom climate, affecting reading performance and anxiety measures in an online foreign language classroom.

An, F., Xi, L., & Yu, J. (2024). **The relationship between technology acceptance and self-regulated learning: the mediation roles of intrinsic motivation and learning engagement.** *Education and Information Technologies*, 29(3), 2605-2623. <https://doi.org/10.1007/s10639-023-11959-3>

The current study assessed 495 middle school students in China using self-report questionnaires, to examine the multiple mediating effects of intrinsic motivation and learning engagement (vitality, dedication and absorption) in the relations between technology acceptance and students' self-regulated learning. The results indicated that technology acceptance had a significant impact on self-regulated learning, intrinsic motivation mediated the relations between technology acceptance and self-regulated learning, and learning engagement (vigor, dedication, and absorption) mediated the relations between technology acceptance and self-regulated learning. The findings

suggested that students' perceived acceptance of technology can help them improve their ability to engage in self-regulated learning by enhancing intrinsic motivation and increasing learning engagement. The results expand our understanding of self-regulated learning for Chinese middle school students in the context of information technology, and have substantial theoretical and practical implications for educator and relevant researchers.

Bailey, D., Almusharraf, N., & Bennett, F. (2024). **Mediating effect of competitiveness on motivation and evaluation anxiety: a structural equation model for learning within videoconference EFL courses.** *Education and Information Technologies*, 29(3), 3729-3752. <https://doi.org/10.1007/s10639-023-11986-0>

Normative grading compounded with socio-educational conditions in East Asian countries amplifies the effect competition beliefs have on learning outcomes. Competition beliefs may be especially influential in videoconference courses since some students feel reluctant to interrupt the instructor, avoid talking over others, or dominate the class conversation. This study investigates how instrumental motivation relates to competitiveness and how that relationship influences foreign language (FL) anxiety and learning outcome beliefs among students attending video conference EFL courses. To this end, structural equation modeling was used to model the relationships between instrumental motivation, academic competitiveness, FL performance anxiety, and learning outcome beliefs. Further, the indirect effect of academic competitiveness and FL anxiety was identified. A cross-sectional survey design for a mediation analysis was implemented among 318 South Korean EFL students attending classes taught remotely that combine videoconference and learning management system (LMS) features. Results indicate that South Korean university students have high levels of instrumental motivation to learn English. Further, instrumental motivation had a positive relationship with FL performance anxiety, indicating feelings of anxiousness among motivated students in South Korea's competitive learning environment. This positive relationship vanished when academic competitiveness was added to the model, indicating full mediation when accounting for confidence in outcompeting classmates. Lastly, negative mediation on learning outcome beliefs was observed with increasing levels of FL performance anxiety. Highly competitive students are prone to the negative consequences of FL performance anxiety, which negatively influences perceived learning outcomes. These findings along with pedagogical implications are discussed.

Bakır-Yalçın, E., & Usluel, Y. K. (2024). **Investigating the antecedents of engagement in online learning: do achievement emotions matter?** *Education and Information Technologies*, 29(4), 3759-3791. <https://doi.org/10.1007/s10639-023-11995-z>

Student engagement is a multidimensional construct, indicates actual learning experiences and is affected by emotions. Negative and positive achievement emotions play an important role in engagement. In the light of Control-Value Theory and the Extended Process Model of Emotion Regulation, a model was developed and tested to investigate the relationship between student engagement and the antecedents of emotions. Participants consisted of 1450 pre-service teachers who were enrolled in degree programs at Faculties of Education in Turkey. The structural equation modeling method was used to test two research models developed for positive and negative achievement emotions. In the negative achievement emotions model, student engagement was influenced by control of learning beliefs, task value, negative achievement emotions, and reappraisal strategy, and these variables together

explained 83.1% of the total variance in engagement. In the positive achievement emotions model, results revealed the effect of control of learning beliefs, task value, positive achievement emotions, and reappraisal strategy on student engagement, and these variables together explained 97.3% of the total variance in engagement. The findings have implications for expanding the theoretical knowledge about emotions and emotion regulation strategies to improve student engagement in online learning environments. This study suggests that it is important to pay attention to task value and emotions when designing online instruction and online learning materials and courses.

Barker, C., Yorke, K. I., Mak, E., Draper, E. C., & Mazerolle, E. L. (2024). **Experimental Evaluation of the Impact of Lived Experience and Personal Story on Neuroscience Knowledge Translation Effectiveness: Sharing the Neuroscience of ADHD with Pre-Service Teachers.** *Mind, Brain, and Education*, 18(1), 125-134. <https://doi.org/10.1111/mbe.12408>

Previous work suggested that sharing personal stories is effective for knowledge translation (KT) of the neuroscience of attention deficit hyperactivity disorder (ADHD) for a teacher audience. In the current study, we experimentally evaluated the impact of personal story and lived experience on a similar KT activity. We measured knowledge and attitudes about ADHD before and after our KT activity and used a factorial design to evaluate the impact of personal story (personalized versus depersonalized) and lived experience (presenter with versus without an ADHD diagnosis) with N = 14 to 24 per group. The presenter without an ADHD diagnosis was a neuroscience expert. All conditions were associated with increased attribution of ADHD symptoms to the brain. Speaker quality ratings were high, especially in the personalized + ADHD diagnosis condition and the depersonalized + no ADHD diagnosis condition. While incorporating lived experience is important for authentic KT, we demonstrated that the KT presenter themselves need not have lived experience to change pre-service teacher attitudes and beliefs. More work is needed to address the potential impacts of neuroscience expertise and other aspects of the presenters in our study.

Barz, N., Benick, M., Dörrenbächer-Ulrich, L., & Perels, F. (2024). **The Effect of Digital Game-Based Learning Interventions on Cognitive, Metacognitive, and Affective-Motivational Learning Outcomes in School: A Meta-Analysis.** *Review of Educational Research*, 94(2), 193-227. <https://doi.org/10.3102/00346543231167795>

Digital game-based learning (DGBL) interventions can be superior to traditional instruction methods for learning, but previous meta-analyses covered a huge period and included a variety of different target groups, limiting the results' transfer on specific target groups. Therefore, the aim of this meta-analysis is a theory-based examination of DGBL interventions' effects on different learning outcomes (cognitive, metacognitive, affective-motivational) in the school context, using studies published between 2015 and 2020 and meta-analytic techniques (including moderator analyses) to examine the effectiveness of DGBL interventions compared to traditional instruction methods. Results from random-effects models revealed a significant medium effect for overall learning ($g = .54$) and cognitive learning outcomes ($g = .67$). Also found were a small effect for affective-motivational learning outcomes ($g = .32$) and no significant effect for metacognitive learning outcomes. Additionally, there was no evidence of publication bias. Further meta-regression models did not reveal evidence of moderating personal, environmental, or confounding factors. The findings partially support the positive impact of DGBL interventions in school, and the study addresses its practical implications.

Bunge, S. A. (2024). **How Should We Slice Up the Executive Function Pie? Striving Toward an Ontology of Cognitive Control Processes.** *Mind, Brain, and Education*, 18(1), 17-27. <https://doi.org/10.1111/mbe.12403>

There is a vast literature on executive functioning, or the control of one's thoughts and actions in pursuit of a goal. This broad construct is conceptualized as comprising multiple executive functions (EFs) that support academic achievement and other important life outcomes. However, there is a lack of consensus regarding what, exactly, these core EFs are. This commentary briefly reviews a few dominant models of EFs in developmental and cognitive psychology and outlines issues to be addressed; it then illustrates how insights from neuroscience could help us eliminate redundant terminology and identify EFs that have been largely overlooked. Reaching a consensus regarding the core set of EFs will inform efforts to scaffold EF development and improve educational outcomes.

Burger, J., Newman, K., & Stevens, D. (2024). **Student Engagement—Pre and Post Covid-19 Pandemic.** *Canadian Journal of School Psychology*, 39(1), 53-71. <https://doi.org/10.1177/08295735241228392>

This study contributes to applied and theoretical research for schools and districts by exploring data-based evidence of the relationships between the Covid-19 pandemic and student engagement with school. The paper features trend data on student orientation to school assessed via the multi-dimensional Student Orientation to School Questionnaire (SOS-Q). The SOS-Q was initially developed to better understand the reasons for school dropout and has expanded to explicate a wider range of student-school engagement dynamics. This study demonstrates how student orientation to school may be effected by major extraneous factors and demonstrates the value of integrating valuable non-cognitive or affective measures within comprehensive student information and assessment systems augmenting both individual and cohort psychological supports.

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 ?)

Chevalier, J.-P. (2024). **École - collège des transitions socio-émotives, institutionnelles et environnementales dans le contexte d'une massification de la scolarisation post-élémentaire.** *Accompagner le développement du cycle fondamental: l'enjeu de la*

transition école/collège. Présenté à Yaoundé, Cameroon. Consulté à l'adresse <https://hal.science/hal-04470286>

During the transition from elementary school to middle school, socio-emotional, institutional and environmental transitions in the context of a massification of post-elementary schooling. Student success is always linked to multiple factors. We will introduce our discussions by highlighting the institutional and environmental dimensions of the school-to-school transition. college", but also socio-emotional ones. A subject to be placed in the general context, or the perspective, of a massification in Africa of post-elementary schooling.

Coumans, J. V. F., & Wark, S. (2024). **Impact of Problem-Based Learning Coaching and Neuroeducation in the Development of 21st Century Lifelong Learners**. *Mind, Brain, and Education*, 18(1), 35-42. <https://doi.org/10.1111/mbe.12406>

Over the past century, health knowledge has advanced dramatically, so it is expected that future health professionals will need to learn effectively in the workplace and adapt to novel situations that cannot yet be predicted. Simultaneously, the demographics of university students have changed significantly in regard to age, gender, and socioeconomic background. Health educators must adapt their teaching methods to foster in each student the development of lifelong learning skills. This perspective article examines the concept of neuroeducation through the lens of Problem-Based Learning (PBL), with an emphasis on PBL coaching. Furthermore, it demonstrates the benefit of implementing a PBL coaching approach, using knowledge from neuroscience findings to enhance students' learning and well-being. Following targeted professional development aiming to consolidate the understanding of the brain's structures and functions that increase student learning capacity and build group coaches' skills, existing PBL academics could be an integral part of such a program.

Czekóová, K., & Urbánek, T. (2024). **Validity of Intelligence Assessment Among the Roma Minority Population**. *Journal of Psychoeducational Assessment*, 42(2), 192-206. <https://doi.org/10.1177/07342829231213791>

An accurate assessment of cognitive abilities in populations that differ from the majority in cultural and linguistic characteristics is one of the main challenges in cognitive testing. Previously developed methods for assessment of the validity of cognitive scores in individuals with diverse backgrounds, such as the Culture-Language Interpretative Matrix (C-LIM), have not been empirically substantiated. We tested the applicability of the C-LIM in the European context, by comparing selected test scores from the Woodcock-Johnson-IV Test of Cognitive Abilities (WJ-IV) between Roma children aged 7–11 years (n = 399) and their counterparts from the normative population (n = 131). The largest differences were detected in WJ-IV tests requiring abstract reasoning and manipulation with complex signs. Furthermore, the C-LIM did not reliably discriminate between our groups and its use appears to be inappropriate for making diagnostic decisions about children from populations that do not traditionally rely on processes such as categorical thinking, abstract reasoning, and generalization.

Davidson, C., Caes, L., Shing, Y. L., McKay, C., Rafetseder, E., & Wijekumar, S. (2024). **Home Enrichment Is Associated with Visual Working Memory Function in Preschoolers**. *Mind, Brain, and Education*, 18(1), 72-84. <https://doi.org/10.1111/mbe.12383>

Home enrichment plays an important role in shaping children's development. In the current study, we inquired whether home enrichment was associated with pre-schoolers'

visual working memory (VWM) function, a critical cognitive system necessary for maintaining information for short periods of time. Home enrichment was assessed using an adapted version of the Home Observation Measurement of the Environment Interview. VWM behavior and brain function were collected as children engaged with a color change detection task. Home enrichment was associated with right-lateralized fronto-parietal engagement. Specifically, greater home enrichment was linked to increased activation in the right angular gyrus, important for working memory maintenance, and suppression in the right inferior frontal gyrus (rIFG), important for re-orienting attention to distracting events. Critically, home enrichment-related rIFG suppression was linked to better VWM performance. This work sheds light on potential mechanism(s) through which enrichment in homes might be involved with cognitive function during the preschool years.

Denervaud, S., Tovar, D. A., Knebel, J.-F., Mullier, E., Gómez, Y. A.-, Hagmann, P., & Murray, M. M. (2024). **Exploring the Interplay of Age and Pedagogy in the Maturation of Error-Monitoring.** *Mind, Brain, and Education*, 18(1), 48-56. <https://doi.org/10.1111/mbe.12395>
Error-monitoring is a crucial cognitive process that enables us to adapt to the constantly changing environment. The anterior cingulate cortex (ACC) plays a vital role in error-monitoring, and its prolonged maturation suggests that it can be influenced by experience-dependent plasticity. To explore this possibility, we collected morphometric magnetic resonance imaging (MRI) measures of the ACC and error-related response-locked event-related potentials (ERPs) in 26 schoolchildren, aged 6–12 years, enrolled in either a Montessori or a traditional curriculum in Switzerland. We show that the caudal ACC undergoes significant morphometric changes during this developmental age range that seem related to error detection ERP activity. Furthermore, we observed differences in source localization activity related to error detection within the caudal ACC between Montessori and traditionally-schooled children, indicating a potential difference in the development of error-monitoring in these groups. Our study provides preliminary evidence for a potential window of opportunity to influence error-monitoring during development and calls for more work in that direction.

Di Fabio, A., & Svicher, A. (2024). **The Eco-Generativity Scale-Short Form: A Multidimensional Item Response Theory Analysis in University Students.** *Journal of Psychoeducational Assessment*, 42(2), 241-247. <https://doi.org/10.1177/07342829231212320>

The Eco-Generativity Scale (EGS) is a recently developed 28-item scale derived from a 4-factor higher-order model (ecological generativity, social generativity, environmental identity, and agency/pathways). The aim of this study was to develop a short-scale version of the EGS to facilitate its use with university students (N = 779) who will determine the future of our world's ecosystem. Data analyses included removing misfitting items and assessing the psychometric properties of the EGS short form. The Eco-Generativity Scale-Short Form (EGS-SF) showed a good fit for a higher-order model composed of four factors and sixteen items (four items for each factor).

Dillon, M. R., & Lawrence, C. R. (2024). **Common Content, Philosophy, and Programming Support Thriving Collaborations Between Cognitive Science Labs and Museums.** *Mind, Brain, and Education*, 18(1), 28-34. <https://doi.org/10.1111/mbe.12397>

University research labs focusing on education, psychology, and cognitive development have been collaborating with museums more and more over the past decade.

Nevertheless, cognitive science labs that primarily engage in basic as opposed to applied research may find it difficult to entice museums to collaborate, and existing collaborations may fall short of their full potential to garner benefits to labs and museums alike. Here, we focus on a kind of lab and museum collaboration that has common content, philosophy, and programming and impacts both scientific theory development and museum practice. By illustrating one example of a collaboration between the Lab for the Developing Mind at New York University and the National Museum of Mathematics in New York City, we offer practical tips and suggestions for other cognitive science labs aiming to achieve strong lab-museum synergy.

Dueñas, M., & Gloria, A. M. (2024). **Para honrar los sacrificios de mi familia: Motivating persons and processes of Latinx undergraduates attending a predominantly White institution.** *International Journal of Qualitative Studies in Education*, 37(3), 767-784. <https://doi.org/10.1080/09518398.2022.2098403>

A total of 174 Latinx undergraduates attending a predominantly White institution provided online responses regarding motivating persons, processes, and factors that helped them persist in college. Using a multi-step, content-based qualitative approach, there were three meta-themes (i.e. family, friends and peers, and self) with 15 themes developed from 350 response items. Using a psychosociocultural lens to guide our work and organize the data, we highlight Latinxs' educational narratives, offering critical understanding for university personnel and academic staff into students' internal and external motivations. We provide psychosociocultural implications for student support services personnel to assist and support Latinx students' success and wellness in higher education.

Duru-Bellat, M. (2024, mars 12). **Enfants surdoués : de quoi le « haut potentiel » est-il le nom ?** Consulté 13 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/enfants-surdoues-de-quoi-le-haut-potentiel-est-il-le-nom-222829>

La notion de haut potentiel est en vogue et prend aujourd'hui une importance sociale sans commune mesure avec la fragilité des instruments et des travaux sur lesquels elle s'appuie.

Ebn-Abbasi, F., Fattahi, N., Sayyahi, M. J., & Nushi, M. (2024). **Language learners' mindset and their academic engagement in online classrooms: the mediating role of achievement emotions.** *Asia Pacific Education Review*, 25(1), 73-85. <https://doi.org/10.1007/s12564-023-09901-w>

The majority of previous research on the language mindset (LM) and academic engagement (AEG) of learners was dominated by the focus on traditional in-person classrooms, whereas less is known about the influence of the beliefs of learners toward language learning on their AEG, which comprises behavioral, emotional, cognitive, and agentic engagement in the online setting. Toward this end, this study sought to investigate the influence of the LM of learners on their AEG in online classrooms and if and how this link is mediated by achievement emotions (e.g., anxiety and enjoyment). The results of partial least squares path modeling revealed that the growth LM positively predicted all components of AEG. While enjoyment functioned only as a mediator, which linked growth LM to emotional engagement, anxiety linked growth LM to all subcomponents of AEG. Moreover, out of the two emotions examined by this study, anxiety negatively predicted the four components of AEG, whereas enjoyment only

influenced emotional engagement. On the basis of these findings, the study presented practical implications and future research directions.

Goerd, A., Miller, F., Dupuis, D., & Olson, M. (2024). **Measurement Invariance of the Social, Academic, and Emotional Behavior Risk Screener - Teacher Rating Scale**. *Journal of Psychoeducational Assessment*, 42(2), 147-165. <https://doi.org/10.1177/07342829231217771>

School-based universal screening in the social, emotional, and behavioral (SEB) domains allows for the early identification of students in need of SEB support. Importantly, equitable assessment in universal screening for the SEB domains is critical to engage in accurate and ethical data-based decision-making. Measurement invariance is one method for examining potential inequities in assessment tools, permitting the ability to evaluate which assessments or assessment items perform differently across groups. As such, this study utilized multi-group confirmatory factor analysis to evaluate the extent of measurement invariance for a commonly used universal screening tool for the SEB domains: the Social, Academic, and Emotional Behavior Risk Screener - Teacher Rating Scale (SAEBRS-TRS). The sample consisted of 1949 students in kindergarten through fourth grade in a Midwest, suburban school district. Examination of factor structures indicated the bifactor model yielded adequate fit and was utilized for measurement invariance testing. Multi-group confirmatory factor analysis results provided preliminary evidence that the SAEBS-TRS displays invariance across a variety of student characteristics. Specifically, results supported configural and metric/scalar invariance of the bifactor model across the student characteristics of racial or ethnic identity, sex assigned at birth, and eligibility for free or reduced-price lunch. Yet, future research is needed to corroborate these findings. Limitations, implications for practice, and directions for future research are discussed.

Han, H., & Graham, M. (2024). **Considerations for effective use of moral exemplars in education: Based on the self-determination theory and data syntheses**. *Theory and Research in Education*, 22(1), 89-107. <https://doi.org/10.1177/14778785241233541>

The present study aimed to examine how to improve the effectiveness of moral exemplar-applied interventions based on the pillars of the self-determination theory framework, autonomy, competence, and relatedness. Past research has mainly focused on the relatedness and attainability of moral exemplars for predicting motivation outcomes. The data for this study consisted of synthesized data sets from previous studies examining the motivational impacts of distinct moral exemplars and intervention methods. The main syntheses for these data sets used multilevel modeling focusing on relatability, attainability, and intervention methods, corresponding to relatedness, competence, and autonomy in the self-determination theory, respectively, as predictors. In general, there was a significant interaction effect between the attainability or relatability, and the intervention method. Autonomous instruction methods, which support autonomy, were demonstrated to boost motivational outcomes. Implications from this study support the employment of self-determination theory to examine the use of moral exemplars in moral education and were consistent with previous exemplar studies.

Harrison, G. L., & Boulet, L. (2024). **Assessing Executive Function Influences on Reading Comprehension in French Immersion**. *Canadian Journal of School Psychology*, 39(1), 87-99. <https://doi.org/10.1177/08295735241227511>

This study examined whether the assessment of executive function (EF) added a unique contribution to second language (L2) reading comprehension in children in French immersion. Participants were 8- to 9-year old children who completed a collection of measures assessing French reading (i.e., word reading, decoding, and reading comprehension) and EF (working memory, inhibition, and shifting). After controlling for word-level reading, measures of shifting explained the most variance in reading comprehension compared to the variance accounted for by working memory and inhibition. The results add to the growing evidence of EF's contribution—especially shifting—to reading comprehension within the context of early literacy learning in the L2.

Hennes, A.-K., Schabmann, A., & Schmidt, B. M. (2024). **The Prevalence and Usage of “Neuromyths” Among German in-Service- and Pre-Service Teachers – Compared to Neuroscience Specialists and the General Public.** *Mind, Brain, and Education*, 18(1), 135-147. <https://doi.org/10.1111/mbe.12401>

In the educational context, there are numerous “neuromyths” about how findings from neuroscience can be used to improve teaching and learning. International research has shown that the majority of teachers tend to believe in these and use them in the classroom. Since the belief in neuromyths might not enhance or even have adverse effects on students' learning, teachers need to be able to identify neuromyths. We examined the prevalence of beliefs in neuromyths among German in-service and pre-service teachers—compared to the prevalence among people with a certain expertise in neuroscience (“specialists”) or no connection to neuroscience (“general public”). A sample of 247 participants completed a German adaptation of the neuromyth questionnaire by Dekker et al. (2012). The results show that German teachers believe the majority of neuromyths to be true. Compared to teachers and the general public, specialists were more accurate in identifying neuromyths. About half of the in-service teachers reported that they generally use neuroscientific principles in the classroom—at least some of which seem to be based on NM. Possible approaches to disrupt neuromyths are discussed.

Howard-Jones, P., Scott, A., & Gordillo, C. (2024). **The Science of Microteaching and Learning: An Exploratory Study.** *Mind, Brain, and Education*, 18(1), 62-71. <https://doi.org/10.1111/mbe.12389>

The teaching-learning relationship in online microteaching was explored using mixed methods. Adults (N = 40) alternated roles of “teacher” and “student” during a 15-min language learning session. Video analysis using a context-specific framework based on the science of learning revealed diversity in teaching approaches. Multiple regression revealed teaching behaviors that had been reasoned to build and consolidate knowledge contributed to learning but behaviors that had been reasoned to engage the student appeared to have a negative impact. No relationship was found between learning and participants' teaching experience (which was chiefly teaching second languages to children). Results demonstrate the complexity of teaching and its irreducibility to a set of prescriptive behaviors. They also suggest that a process-based context-specific analysis of online microteaching can provide a “bridging” tool for researchers and practitioners to address fundamental questions about teaching and so develop a “science of teaching”.

Humeau, C., Guihard, G., Guimard, P., & Nocus, I. (2023). **Life satisfaction of 10-year-olds in a bilingual context in France**. *Journal of Multilingual and Multicultural Development*, 1. <https://doi.org/10.1080/01434632.2023.2216665>

The transmission and maintenance of minority languages is at the core of family issues that can influence children's life satisfaction. It is only very recently that family language policy studies have turned their attention to the socio-emotional domain. This study examined some predictors (parental language practices, children's minority and majority language skills, their language use at home) of the life satisfaction of 86 children aged 10, living in France in a bilingual context, and whose language practiced at home is minorated. The children individually and collectively filled out questionnaires about their life satisfaction, their language practices, those of their parents and their own language skills. The results indicate that the parents' language practices and the children's use of languages at home are the only two variables that significantly predict the children's life satisfaction. Although linked to their life satisfaction, the children's skills in the minority language do not have a significant impact in the tested model. The data of this study thus tends to open new avenues for reflection on the place of child well-being in the study of family language policies.

Jehanghir, M., Ishaq, K., & Akbar, R. A. (2024). **Effect of learners' autonomy on academic motivation and university students' grit**. *Education and Information Technologies*, 29(4), 4159-4196. <https://doi.org/10.1007/s10639-023-11976-2>

Learner autonomy is the trait of an adult who displays agency concerning learning activities, whereas academic motivation is the primary driving force for students to learn, which is the drive and urge to achieve academically, while grit is an important personality trait for academic achievement. People with the motivation and persistence to work and study diligently despite hurdles and hardships to achieve a set of goals are more likely to be successful than those lacking these traits. The present study investigates the effect of learners' autonomy on academic motivation and university students' grit by employing a quantitative method. A survey method has conducted to collect the data from 1230 participants randomly selected from the general type universities. A theoretical framework has been proposed consisting of several components of learner autonomy, academic motivation, and grit. Learners' autonomy is based on social cognitive theory, while academic motivation and grit are based on self-determination theory. This study uses three instruments: Learner Autonomy Profile-Short Form (LAP-SF), academic motivation scale (AMS), and grit scale. The LAP-SF adapted consists of four constructs (desire, resourcefulness, initiative, and persistence), whereas the scale's reliability is 0.96. Similarly, the AMS developed by Vallerand adopted to collect data consists of three factors that have the reliability of a scale of 0.87. Lastly, data related to grit has been collected through the grit scale developed by Duckworth, which consists of two factors that have reliability of a scale of 0.81. The data has been analyzed through Linear Regression to answer the study research questions. Findings of the regression analysis with its four factors (Desire, Resourcefulness, Initiative, and persistence) revealed that LAS and AMS have a positive association whereas these factors also has a positive association between LAS and Grit Scale. It has been concluded that Learners 'Autonomy with all its sub-factors positively affects students' academic motivation and grit level.

Küçükaydın, M. A. (2024). **Modeling the relationship between academic self-efficacy, metacognitive thinking skills, career plan, and academic motivation**. *Quality & Quantity*, 58(2), 1113-1130. <https://doi.org/10.1007/s11135-023-01691-y>

The fact that pre-service teachers have self-efficacy, the belief that they can succeed in an academic job, activates their metacognitive thinking skills (MTS). Previous studies have indicated that individuals' academic self-efficacy (ASF) is important for metacognitive thinking. However, variables such as academic motivation (AcM) and career planning might also be effective. In this regard, the present study attempts to examine the role of pre-service teachers' career plans in the relationship between AcM and MTS and the mediating role of AcM with the structural equation model. To this end, 639 pre-service teachers were employed for the study which adopts a cross-sectional research model. Data analysis indicated positive relationships between AcM, ASF, and MTS. In addition, according to the findings, the career plan acts as a moderator between ASF and MTS. Suggestions for new studies were presented within the scope of the limitations of the study.

Kumar, S. C., Haber, A. S., & Corriveau, K. H. (2024). **Exploring How Teachers' Scientific Questions Differ by Child Gender in a Preschool Classroom.** *Mind, Brain, and Education*, 18(1), 57-61. <https://doi.org/10.1111/mbe.12400>

The current study explores differences in messages that preschool teachers send girls and boys about science, technology, engineering, and math (STEM). Video footage of a preschool classroom (16 hr; N = 6 teachers; 20 children) was transcribed. Teachers' questions were coded for question-type and whether the question was directed to a boy or a girl. Teachers directed significantly more scientific questions to boys than to girls. However, boys spent more time than girls in the science areas of the classroom and teachers directed questions to boys and girls at similar rates. These findings highlight how as early as the preschool years, girls and boys may receive different messages about how to approach science.

Langan, A. M., & Harris, W. E. (2024). **Metrics of student dissatisfaction and disagreement: longitudinal explorations of a national survey instrument.** *Higher Education*, 87(2), 249-269. <https://doi.org/10.1007/s10734-023-01004-0>

This study explores dissatisfaction and neutrality metrics from 12 years of a national-level undergraduate student survey. The notion of dissatisfaction is much less prevalent in the narratives surrounding student survey outcomes, and the underpinning metrics are seldom considered. This is despite an increasingly vociferous debate about 'value for money' of higher education and the positioning of students as consumers in a marketised sector. We used machine learning methods to explore over 2.7 million national survey outcomes from 154 institutions to describe year-on-year stability in the survey items that best predicted dissatisfaction and neutrality, together with their similarity to known metric predictors of satisfaction. The widely publicised annual increases in student 'satisfaction' are shown to be the result of complex reductions in the proportions of disagreement and neutrality across different survey dimensions. Due to the widespread use of survey metrics in university league tables, we create an anonymised, illustrative table to demonstrate how UK institutional rankings would have differed if dissatisfaction metrics had been the preferred focus for reporting. We conclude by debating the tensions of balancing the provision of valuable information about dissatisfaction, with perpetuating negative impacts that derive from this important subset of the survey population.

Larose, S., Bureau, J. S., Cellard, C., Janosz, M., Beaulieu, C., Châteauvert, G. B., & Girard-Lamontagne, A. (2024). **How did College Students with and Without Disabilities**

Experience the First wave of the COVID-19 Pandemic? A Stress and Coping Perspective.

Research in Higher Education, 65(2), 209-229. <https://doi.org/10.1007/s11162-023-09756-5>

The COVID-19 pandemic has overturned daily routines across the entire planet. And newly arrived college students in the fall of 2019 were no exception. In addition to adjusting to the college transition, they had to cope with the multiple consequences of the pandemic's first wave (e.g., confinement, quarantine, physical distancing, remote learning, job loss). To date, it is unknown how this experience has affected students, and particularly the most vulnerable. The main objective of this study was to examine, from a stress and coping perspective, how college students with and without disability experienced the first COVID-19 wave. A longitudinal study using online surveys was conducted in a sample of 1,465 students (mean age = 18.2) attending college in the province of Québec (Canada), of whom 42% disclosed a disability (i.e., ADHD, mental health disorder, or learning problem) at college entry. Exposure to COVID-19 varied according to disability type, study region, and study program. After controlling for exposure, students' initial adjustment to college, and high school GPA, students with a disability, and particularly those presenting a mental health disorder, experienced greater stress and had greater difficulty coping with the situation compared to students without a disability. Generally, girls and students attending a college in an urban area were more affected by the pandemic. Results are discussed with a view to designing preventive measures for at-risk students who enter college during a pandemic.

Lehot, J.-J., & Lilot, M. (2023). **Apprendre de la synapse à la classe**. Paris: Ellipses.

Cet ouvrage est issu des cours du Master « Apprendre à apprendre » enseignés à Lyon 1. Il comporte 42 chapitres et propose une présentation complète : - Des connaissances de base sur le cerveau : sa composition, sa vascularisation, son métabolisme, ses nutriments, les drogues et les neurotoxiques pouvant l'endommager. - Du fonctionnement du cerveau : attention, motivation, flow, sentiment d'efficacité personnelle, différentes intelligences et mémoires. Des difficultés possibles : le stress, les troubles « dys », la dépression. Des innovations pédagogiques permettant de surmonter beaucoup de difficultés rencontrées : apports de Célestin Freinet et de Maria Montessori, apprentissages en groupe, classes inversées, simulation, réalités virtuelle et augmentée...

López, F., Gray, D., Boveda, M., Oviedo, D., Ram, N., & López, L. (2024). **Centering Student Voice to Inform Teacher Practice and Research: Validation of an Asset-Based Identities Measure.** *Journal of Psychoeducational Assessment*, 42(2), 166-191.

<https://doi.org/10.1177/07342829231216778>

Collectively, measures created for research use—whether self-report or observational—have contributed to evidence underscoring the importance of ensuring teachers develop knowledge and skills to engage in asset-based pedagogy. Teachers who wish to enhance their practice, however, do not have a way to elicit students' perspectives of their instruction with a validated instrument designed to do so. Given that student identity is a robust predictor of minoritized students' academic and non-academic outcomes, this study reflects the development and validation of Asset-Based Identities Measure that centers student voice to formatively inform teacher practice. The iterative design of the study included expert educators, students, and a larger validation sample of N = 860 students. Cognitive interviews and focus groups contributed to the refinement of the pilot measure across three identity domains. Factor structures were examined through confirmatory factor analyses resulting in a robust measure. Use of the measure is discussed.

Matta, M. (2024). **Assessing an Extended Version of the Not-So-Simple View of Writing Model in School-Aged Students With Attention-Deficit/Hyperactivity Disorder.** *Journal of Psychoeducational Assessment*, 42(2), 207-222.
<https://doi.org/10.1177/07342829231211965>

Students with Attention-Deficit/Hyperactivity Disorder (ADHD) are struggling writers. Yet no comprehensive model has been validated to explain their poor writing outcomes. This study aims to test whether an extended version of the Not-So-Simple View of Writing (NSVW) model can describe the effects of key abilities on writing performance in students with ADHD. The sample included students with and without ADHD who completed cognitive and academic measures in the Colorado Twin Project. A Multi-Group Structural Equation Model approach revealed that multiple broad cognitive abilities predicted student writing performance and basic writing skills predicted more advanced writing skills. Model fit was excellent both for a model with writing as a single latent variable (fully latent) and as interrelated manifest variables (partially latent). Furthermore, students with and without ADHD demonstrated comparable patterns of relationships among the variables in the model. Implications for the assessment of writing difficulties in students with ADHD are discussed.

Miconi, D., Aigoïn, M., Audet, G., & Rousseau, C. (2024). **Teachers' Psychological Distress and Work-Related Experiences During the COVID-19 Pandemic in Quebec (Canada).** *Canadian Journal of School Psychology*, 39(1), 29-52.
<https://doi.org/10.1177/08295735241227596>

COVID-19 has put additional stress on teachers, whose levels of psychological distress are concerning. However, studies that look at teachers' work experiences and their association with psychological distress during the pandemic are lacking. This study aims to draw a portrait of psychological distress (i.e., symptoms of depression and anxiety) and work-related experiences (i.e., work engagement, workplace discrimination, interpersonal conflicts at work and quality of relationships among school staff) in a sample of preschool, primary and secondary school teachers in Quebec during the pandemic across socio-demographic characteristics (age, gender, years of teaching experience, school level, region, immigrant status). In addition, we investigated whether work-related experiences were associated with psychological distress. A total of 818 teachers (Mage = 44.5; SD = 9.04; 82.8% women) responded to an online questionnaire. Linear and logistic regression analyses were implemented. Results showed concerning levels of both anxiety and depressive symptoms in our sample. Gender, immigrant status and school level differences in the perception of the work environment emerged. Higher reported work engagement, fewer interpersonal conflicts at work and a better quality of relationships among school staff were all independently and statistically significantly associated with lower psychological distress. Promoting a cohesive school climate among school personnel can protect teachers from psychological distress in times of adversity. A socio-ecological approach to research and intervention that considers work experiences in terms of both engagement and quality of relationships is warranted to improve teachers' well-being and contribute to a positive learning environment in schools for adults and students alike.

Miller, C. L., Jelinkova, K., Charabin, E. C., & Climie, E. A. (2024). **Parent and Child-Reported Strengths of Children With ADHD.** *Canadian Journal of School Psychology*, 39(1), 3-28.
<https://doi.org/10.1177/08295735231225261>

A strength-based approach to childhood attention-deficit/hyperactivity disorder (ADHD) research highlights children's positive attributes that can support their areas of difficulty. However, research on perceptions of a child's positive attributes is understudied. Specifically, there is little research that examines strength-based perceptions of children with ADHD, and only one known article addresses parent perceptions of their children with ADHD. As such, this study analyzed parent and child-reported strengths in children with ADHD. Parent and child-reported strengths were measured using the Behavioral and Emotional Rating Scale—Second edition, Parent Form and Child Form (BERS-2). Results indicated that parents and children perceived strengths in the interpersonal, intrapersonal, and affective domains to be similar, falling in the Average range. However, children indicated their family involvement and school functioning fell within the Average range, whereas parents rated these domains below average. Positive parental perspectives of their children may promote positive parent-child interactions and serve as an overall protective factor for children with ADHD. Domains which parents and children see as strengths should be utilized to support areas of weakness. Strength-based research for children with ADHD and positive interventions utilizing strengths may benefit families with ADHD, as well as classroom teachers and school psychologists.

Ozernov-Palchik, O., Pollack, C., Bonawitz, E., Christodoulou, J. A., Gaab, N., Gabrieli, J. D. E., ... Nelson, C. A. (2024). **Reflections on the past two decades of Mind, Brain, and Education**. *Mind, Brain, and Education*, 18(1), 6-16. <https://doi.org/10.1111/mbe.12407>

Page, D., & Cunningham, T. (2024). **Exploring the Ability of Educators to Identify Behaviors Indicative of Emerging Psychopathologies in Elementary School Students: Assessing the Use of a Novel Vignette Measure**. *Canadian Journal of School Psychology*, 39(1), 72-86. <https://doi.org/10.1177/08295735241228069>

The present study sought to assess the ability of teachers to identify emerging mental health disorders through a novel vignette measure. Canadian certified primary grade teachers (N=101) completed a survey that included a novel vignette measure. Participants rated the severity of fictitious student behaviors depicted in several vignettes and their accuracy was calculated based on how closely their ratings matched the severity of symptoms depicted. Accuracy estimates derived through this measure differed considerably from previous vignette measure paradigms, producing much lower estimates of identification accuracy. A binomial logistics regression indicated that neither the gender nor pathology depicted in the vignettes significantly influenced rating accuracy. This novel vignette measure may represent a quick and effective means of assessing the accuracy of teachers in identifying emerging mental health disorders in their students.

Pang, H. (2024). **Determining the influence of depressive mood and self-disclosure on problematic mobile app use and declined educational attainment: Insight from stressor-strain-outcome perspective**. *Education and Information Technologies*, 29(4), 4635-4656. <https://doi.org/10.1007/s10639-023-12018-7>

Although problematic mobile app usage and its correlated negative consequences have become increasingly prevalent, little detailed attention was specially paid to the antecedents of problematic mobile app use and declined educational attainment. This current research employs the stress-strain-outcome (SSO) theoretical framework to thoroughly and systematically explore pathways through which depressive mood and self-disclosure lead to university students' perceived information and social overload,

and ultimately, declined educational attainment. Methodologically, the article employed a cross-sectional research approach to collect data from university students (N = 898) and analyzed data through structural equation modeling. The findings reveal that university students' depressive mood and self-disclosure significantly affect information overload, social overload and problematic mobile app use. In addition, problematic mobile app use can directly result in students' declined educational attainment. Furthermore, the study confirms that social overload can mediate the linkage between self-disclosure and problematic mobile app use. This research may add to the existing literature on the possible negative aspects of mobile technologies by providing a framework for further understanding problematic usage and providing insight into various factors that lead to and are affected by such use. The findings also imply that future researchers should delve more into the ways in which university students' personalities and environmental circumstances, such as cognitive overload, shape their mobile app use experiences.

RIVA, E., LISTER, K., & JEGLINSKA, W. (2024). **Student and staff mental well-being in European higher education institutions: NESET report**. Consulté à l'adresse <https://nesetweb.eu/wp-content/uploads/2024/03/NESET-AR4-Well-being-in-HE-with-identifiers-1.pdf>

Ruffini, C., Chini, C., Lombardi, G., Della Rocca, S., Monaco, A., Campana, S., & Pecini, C. (2024). **Training Executive Functions Within the Mathematical Domain: A Pilot Study with an Integrated Digital-Paper Procedure in Primary Second-Grade**. *Mind, Brain, and Education*, 18(1), 85-102. <https://doi.org/10.1111/mbe.12404>

Interventions targeting cognitive control processes, such as Executive Functions (EF) have recently been experimented to enhance early math skills. This pilot study explored the feasibility and effectiveness of an intervention integrating EF activities into the mathematical domain among second-grade students. One hundred and four typically-developing-children were assigned to either a group that underwent the intervention (Trained Group; n = 58) or a group that continued with daily didactic activities (Control Group; n = 46). The training lasted for 8 weeks and included both home-based digital and school-based paper activities. According to teachers' feedback, the intervention was highly appreciated by children and compatible with classical school curricula. The Trained Group improved in behavioral self-regulation, math abilities and problem-solving in comparison to the Control Group. Notably, within the Trained Group, benefits of the training were higher in children with high working memory. This training offers a model to support math learning in primary school, considering inter-individual differences in EF.

Sauret, O., & Coudert, M.-C. (2023). **Évaluons mieux, corrigeons moins: l'évaluation constructive pour développer la motivation et les compétences de tous**. Consulté à l'adresse <https://www.esf-scienceshumaines.fr/education/434-evaluons-mieux-corrigeons-moins.html>

Aujourd'hui, les notes et les évaluations sont sources de stress, voire de triche ou de stratégies d'évitement pour les élèves. En se focalisant sur les notes, les enseignants passent beaucoup de temps sur les copies, et ce au détriment des apprentissages. Pour redonner du sens aux apprentissages, Marie-Camille Coudert et Olivier Sauret proposent une nouvelle façon d'envisager et de construire l'évaluation : l'évaluation constructive. En s'appuyant sur une explicitation précise d'objectifs et de critères, elle donne ainsi des repères à l'élève qui sait quoi et comment apprendre. Celui-ci devient alors acteur de l'évaluation : il apprend à se tester, corriger ses erreurs, écrire son bilan... L'évaluation lui

permet d'envisager l'apprentissage dans toutes ses dimensions, de la motivation à l'autorégulation. À travers une grille d'apprentissage réduite, l'évaluation constructive permet à l'enseignant de focaliser le dialogue sur les apprentissages et de dégager du temps pour les besoins individuels des élèves. Un livre-outil indispensable qui propose des pistes concrètes pour changer la dynamique de classe et redonner du sens aux notes

Shannon, D. B. (2024). **Perversity, precarity, and anxiety: tracing a 'more precise typology' of the affect of neuroqueer failure in an in-school research-creation project.** *International Journal of Qualitative Studies in Education*, 37(3), 676-690.
<https://doi.org/10.1080/09518398.2022.2127023>

In this paper, I draw from an in-school music research-creation project to consider the complex, racist-ableist politics of failure in the early childhood classroom. I theorise failure as it unfolds through anxiety, which I conceptualise as an affect of failure, to discuss both the perverse possibilities and perilous precarities of (neuro)queer failure. I examine two samples from an in-school research-creation project, which fail in generative yet risky ways: (1) a vocal improvisation by "Kwodwo," whereupon I consider failure as mobilised through the racist-ableist politics of neurotypicality, disproportionality in special education, and refusal; and (2) research-creation's transdisciplinary courting of failure through my "critical use" of electrodermal activity. Drawing from these two samples, I suggest that, in considering this special issue's call for "bad research," educational researchers must not only attend to those failures that sit within the successful confines of what is defensible in the academy (i.e. failure without failing), but also to the intersecting ethico-political complexity of failure.

Shi, J., & Cheung, A. C. K. (2024). **Effective Components of Social Emotional Learning Programs: A Meta-analysis.** *Journal of Youth and Adolescence*, 53(4), 755-771.
<https://doi.org/10.1007/s10964-024-01942-7>

Previous reviews have synthesized the impacts of universal school-based social emotional learning (SEL) programs. However, they have yet to attempt a meta-analytic approach with rigorous inclusion criteria to identify the key SEL components and explore what make these programs work. This study aims to fill that gap by examining the impacts of SEL programs and exploring the moderating effects of methodological characteristics, implementation features, and program components on SEL effectiveness. The final sample consisted of 12 high-quality SEL programs, 59 studies, and 83,233 participants, with an overall effect size of 0.15. Meta-regression results indicated that these SEL programs could significantly improve youth social emotional skills, reinforce affect and attitudes, promote academic performance, increase prosocial behaviors, and reduce antisocial behaviors. Training teachers' social emotional skills and reducing cognitive elements in SEL curricula were found to be effective components of SEL programs, whereas pedagogical activities, climate support, and family engagement were not. Large-scale studies of SEL programs tended to generate smaller effect sizes, and those with low program dosages were found to be less effective than those approaching the recommended dosage. Policy and practical implications on how to scale SEL programs are discussed.

Siu, A. F. Y., KEUNG, C. P. C., & TO, A. H. K. (2024). **Construction and Validation of a Chinese Translation of the Devereux Early Childhood Assessment, Second Edition (DECA-P2).** *Journal of Psychoeducational Assessment*, 42(2), 248-255.
<https://doi.org/10.1177/07342829231210032>

This study analyzed the psychometric properties of a Chinese version of the teacher-reported Devereux Early Childhood Assessment, Second Edition (DECA-P2) using a sample of 246 children aged between 2 and 6 years old. Confirmatory factor analysis was used to examine its construct validity. Reliability was evaluated based on the internal consistency of the scale items, as well as discriminant and convergent validities were assessed using the Strengths and Difficulties Questionnaire. The findings provide emerging evidence of a four-factor structure (i.e., attachment, initiative, self-regulation, and behavioral concern) and support the use of this Chinese DECA-P2 as a screening instrument to identify social-emotional strengths and behavioral problems among Chinese preschool children. The limitations of this study and its implications concerning the dimensionality of the Chinese DECA-P2 for future research are discussed.

Slattery, E. J., Ryan, P., Fortune, D. G., & McAvinue, L. P. (2024). **Evaluation of a School-Based Attention Training Program for Improving Sustained Attention.** *Mind, Brain, and Education*, 18(1), 103-124. <https://doi.org/10.1111/mbe.12396>

This study evaluated the impact of a theory-driven cognitive attention training program, Keeping Score!, in improving students' sustained attention capacity. Training was based on sustained updating. Students engaged this process by mentally keeping score during an interactive game of table tennis without external aids. Students (9–11 years) were assigned to a 6-week training program (n = 18) or an active control (n = 18). Assessments of sustained attention/working memory and parent ratings of executive function were completed at pretraining, post-training, and 6-week follow-up. We found no evidence to support the efficacy of training (i.e., there was no statistically significant time × group interaction effects for any outcome). Overall, these findings add to the mixed body of literature supporting the efficacy of cognitive attention training for improving children's attentional capacity. One possibility for why the training program was unsuccessful is perhaps that cognitive attention training may not be sufficient for enhancing sustained attention.

Stenberg, A., & Tudor, S. (2023). **Field of Study and Mental Health in Adulthood** (IZA Discussion Paper N° 16701). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16701.htm>

We analyze whether field of study assigned at age 16 impacts mental health in adulthood. Using a regression discontinuity design that exploits GPA cut-offs, we find that admission to the preferred study field improves mental health, lowering both the incidence of antidepressant prescriptions and of mental health-related hospitalizations. Engineering contributes strongly but not uniquely to the positive results. As for mechanisms, earnings explain 40% of the estimates, but earlier proposed hypotheses based on school-age peer characteristics have little explanatory power. Our findings imply that restrictions on individuals' choices, to improve human capital allocations, entail costs that may have been underestimated.

Tontodimamma, A., del Gobbo, E., Corbo, M., & Aquino, A. (2024). **How to improve academic well-being: an analysis of the leveraging factors based on the Italian case.** *Quality & Quantity*, 58(2), 1425-1445. <https://doi.org/10.1007/s11135-023-01700-0>

At first glance, for those who start out in it the academic environment may seem attractive, but they soon experience the difficulties inherent in this type of career. At the same time, the academic sector is crucial to the social, cultural, and economic development of any country. Given this important role, it is fundamental for the decision

makers to guarantee the best return on investment made into this sector. The good health of workers has important implications for the quality of their lives since it affects their level of productivity at work, and it is especially relevant for research programmes, where most of the work is intellectual. In the present research, we have analysed the health of workers without tenure in the Italian academic environment, i.e. PhD students and short term contract researchers, in order to understand which factors have the most relevant impact on their state of health. 699 participants (398 females, 301 males) completed an online questionnaire that included both ad hoc Likert-scales and open-ended questions. Our results, elaborated through Structural Equation Modelling and Text Mining techniques, show how researchers experience high levels of anxiety both from the characteristics of the academic environment and from the career advancement system. Specifically, both job-related factors (i.e. perception of fairness, professional growth, and safety perception) and relational factors (i.e. relationships with supervisors and colleagues) predict the anxiety of non-tenured researchers. Furthermore, women researchers show a high level of anxiety compared with male researchers. Policy implications of our findings are provided.

Tze, V. M. C., Rilkoff, V. L., Daniels, L. M., & Parker, P. C. (2024). **Testing Phase 2 of a Targeted Boredom Intervention Training Program and its Impact on Boredom Misbeliefs.** *Canadian Journal of School Psychology*, 39(1), 100-108. <https://doi.org/10.1177/08295735241227514>
Boredom is a commonly experienced emotion that is detrimental to student performance. This study piloted Phase 2 of the Boredom Intervention Training (BIT) program which used cognitive restructuring to alter students' boredom misbeliefs. The sample consisted of 149 students from a midwestern Canadian University. We identified participants' boredom misbeliefs at baseline and employed McNemar tests to determine if students reported fewer boredom misbeliefs after viewing a psychoeducational training video. Our results revealed students reported fewer boredom misbeliefs post-video compared to pre-video (all p's < .025). Implications of Phase 2 of the BIT program for university students are discussed.

Wang, T.-H., & Kao, C.-H. (2024). **Pupil Dilation as an Index of Examinee's Cognitive Load in Answering a Mathematics Question: A Comparison Study of Different Approaches.** *Mind, Brain, and Education*, 18(1), 43-47. <https://doi.org/10.1111/mbe.12388>
Studies have demonstrated that task-evoked pupillary responses (TEPRs) can be adopted to measure the examinee's cognitive load. This study compared three approaches for the measurement of TEPRs, mean pupil diameter, mean pupil dilation, and mean percentage of pupil dilation, to determine the best-fit measuring method. The valid participants of this study were eight sixth-grade elementary students. The experimental materials used were two mathematics questions with differing difficulty. The generalized estimating equation (GEE) was employed to compare the goodness of fit of each approach. The results revealed that the measurement of TEPRs based on the mean percentage of pupil dilation measured every 4 s provided the best fit.

Woo, J., & Lee, S.-Y. (2024). **The moderating effect of creative metacognition on adolescents' risk-taking in creative performance.** *Asia Pacific Education Review*, 25(1), 99-115. <https://doi.org/10.1007/s12564-024-09927-8>
Research has demonstrated the crucial role of creative metacognition and risk-taking in creativity. However, little empirical research has examined how creative metacognition and risk-taking work on creative performance in educational practice. This paper

explored the moderating effects of creative metacognition on the relationships between different types of risk-taking (i.e., propensity for taking a risk, willingness to take a risk) and creative performance (i.e., general creativity, originality, usefulness) in a middle school context. The sample consisted of 350 7th- and 8th-grade students from three middle schools. They completed a survey and a creative performance task. Hierarchical regression analysis revealed that creative metacognition moderated the relationships between willingness to take a risk and both originality and usefulness. The results indicated that creative metacognition reinforces the positive effect of risk-taking on originality and mitigates the negative effect of risk-taking on usefulness. Our findings suggest a potential role for creative metacognition in enhancing curriculum-based creative performance in middle schools. In the end, practical implications, limitations, and future directions are discussed.

Xin Lam, Y. L., Molinari, G., & Secq, Y. (2024). **Déséquilibre d'engagement filles-garçons dans une activité débranchée de groupe en science informatique**. In K. Mens & O. Goletti (Éd.), *Colloque Didapro 10 sur la Didactique de l'informatique et des STIC* (p. 11-22). Consulté à l'adresse <https://hal.science/hal-04482131>

Le déséquilibre de genre en informatique est identifié depuis quelques décennies et persiste malgré les actions mises en œuvre. Depuis la parution du CS Unplugged, les activités d'informatique débranchées se sont développées et reposent souvent sur le travail de groupe. Notre étude vise à étudier l'impact d'une activité débranchée sur l'engagement des filles et des garçons en cours de Science Informatique. À travers deux séries d'observations en classe et une séance de co-conception entre enseignantes et équipe de recherche, nous avons travaillé sur la scénarisation en tant que piste d'actions afin de favoriser l'engagement des filles, en réponse au déficit d'intérêt souvent observé au collège dans le domaine de l'informatique. Nos résultats se basent sur l'analyse de comportements verbaux et non-verbaux de groupes d'élèves de 12 à 13 ans lors d'une activité débranchée, et permettent de souligner le potentiel de celle-ci pour l'engagement de chacun.e. Ils révèlent aussi la complexité des facteurs régissant l'engagement.

Yim, J. S.-C., Sedhu, D. S., & Abdul-Rahim, P. R. M. (2024). **Emotion Matters: Understanding the Role of Achievement Emotions in High School Students' Decision for Tertiary Education**. *Journal of Psychoeducational Assessment*, 42(2), 223-240. <https://doi.org/10.1177/07342829231211044>

Emotions play an integral role in learning. It is an effective response to a stimulus which can be experienced felt along a positive–negative continuum. Achievement emotions arise from academic activities, and can activate or de-activate educational motivation responses. Based on Control Value Theory, this study examined how negative achievement emotions impact high school students' decision to pursue tertiary education, and what were the contributing factors of these emotions. One thousand five hundred and forty-seven high school students participated in the survey, and data were solicited via established inventories as well as an open ended question. Quantitatively, Partial Least Squares structural equation modelling found boredom and test anxiety to significantly lower students' decision to pursue tertiary education. The precursors to negative achievement emotions stem from examinations and assessments, struggle in lessons, learning itself, parental expectations to excel, and mental health issues. Findings demonstrated the potential of emotions in influencing students' value orientation with respect to tertiary education. As the study is based on a post-pandemic context,

implications of findings are discussed in view of the underlying post-pandemic challenges accompanied by recommendation to stakeholders.

Zajq̄c, T., Perales, F., Tomaszewski, W., Xiang, N., & Zubrick, S. R. (2024). **Student mental health and dropout from higher education: an analysis of Australian administrative data.** *Higher Education*, 87(2), 325-343. <https://doi.org/10.1007/s10734-023-01009-9>

Understanding the drivers of student dropout from higher education has been a policy concern for several decades. However, the contributing role of certain factors—including student mental health—remains poorly understood. Furthermore, existing studies linking student mental health and university dropout are limited in both methodology and scope—for example, they often rely on small and/or non-representative samples or subjective measures, and focus almost exclusively on main effects. This paper overcomes many of these shortcomings by leveraging unique linked administrative data on the full population of domestic students commencing undergraduate studies at Australian universities between 2012 and 2015 (n = 652,139). Using these data, we document that approximately 15% of students drop out of university within their first academic year. Critically, students receiving treatment for mental health problems are 4.3 (adjusted) to 8.3 (unadjusted) percentage points more likely to drop out of higher education. This association remains in the presence of an encompassing set of potential confounds, and is remarkably uniform across segments of the student population determined by individual, family, and programme characteristics. Altogether, our findings call for increased policy efforts to improve student mental health and to buffer against its deleterious effects on retention.

Zhang, Q., Underwood, L., Peterson, E. R., Fenaughty, J., & Waldie, K. E. (2024). **Psychometric Properties and Factor Structure of the Aggressive Student Culture Scale Administered to the Age 8 Growing Up in NZ Cohort.** *Journal of Psychoeducational Assessment*, 42(2), 131-146. <https://doi.org/10.1177/07342829231218036>

BackgroundThe Aggressive Student Culture Scale (ASCS) is a survey designed to measure the extent to which New Zealand (NZ) students experience aggressive behaviours within the school environment. The aim of this study is to assess the psychometric properties of the ASCS in the multidisciplinary Growing Up in NZ longitudinal study.
MethodsWe used data from 4938 children from the Growing Up in NZ study to examine the psychometric properties of ASCS for 8-year-old children. Confirmatory factor analysis was conducted, and measurement invariance was tested across sex, ethnicity, and deprivation levels.
ResultsThe ASCS tool comprises a single latent factor: aggressive student behaviour. The ASCS provides an adequate and satisfactory measure for student aggression experiences. Full measurement invariance was supported for child's sex, but only configural invariance was confirmed across ethnicity and area-level deprivation. Males reported higher levels of aggressive experiences than females.
ConclusionsThe one-factor model structure offers an excellent fit to our data with good internal consistency. Comparisons across sex are valid; however, direct comparisons across ethnicity and deprivation levels should be approached with caution. We recommend replication studies and encourage further research involving participants from different age groups to better understand the factor structure across diverse demographic variables.

Aspects sociaux de l'éducation

Alleman, N. F., Cliburn Allen, C., & Madsen, S. E. (2024). **Constructed Pathways: How Multiply-Marginalized Students Navigate Food Insecurity at Selective Universities.** *American Educational Research Journal*, 61(2), 328-365.
<https://doi.org/10.3102/00028312231217751>

Studies about collegiate food insecurity show its prevalence as a national issue that disproportionately affects students from marginalized groups. This study further contextualizes this work, examining the ways that multiply-marginalized students navigate systems of privilege and opportunity at selective, normatively affluent universities to meet food needs and pursue personal goals. Findings from this multi-institutional qualitative study highlight asset-based approaches by which students leverage institutional interest in their marginal identities as navigational strategies. Conclusions point to the value of "student pathways navigation" as a conceptual and analytic approach to understanding how students manage collegiate environments.

Assaad, R., Ginn, T., & Saleh, M. (2024). **Refugees and the Education of Host Populations: Evidence from the Syrian Inflow to Jordan** (Working Paper N° 679). Consulté à l'adresse Center for Global Development website:
<https://econpapers.repec.org/paper/cgdwpaper/679.htm>

While labor market impacts of refugees in low- and middle-income countries are commonly studied, public services like education could also be affected by mass arrivals. This paper examines the impact of Syrian refugees on the educational outcomes of Jordanians. Combining detailed household surveys with school-level records on the density of Syrians, we study both the quantity and quality of education using a difference-in-differences design across refugee prevalence and schooling cohort. We find no evidence that Syrians significantly affected the educational outcomes of Jordanians. We show that the government's response of establishing second shifts in existing public schools and opening new schools in camps mitigated potential overcrowding.

Aziale, K. A. (2024). **Éducation et dynamiques sociales en Afrique.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782336418919?utm_campaign=2024%2f02%2f23+NL+Nouv%2fHebdo+%5bParticuliers%5d&utm_content=Nos+nouveaut%c3%a9s+hebdomadaires&utm_medium=Emailing&utm_source=Sendethic

Les questionnements sur l'école et, par conséquent, sur l'éducation en Afrique, à travers le prisme des dynamiques sociales, deviennent de plus en plus réels. L'enjeu majeur est de voir dans quelles mesures repenser l'école en vue d'en faire un atout ou un facteur essentiel d'adaptation constante des sociétés africaines dans la dynamique des mutations qui s'imposent à elles. Car, les mutations sont parties constitutives de la réalité humaine et l'équilibre des sociétés vient de la capacité des hommes qui la composent à trouver des mécanismes de résilience. Le but de cet ouvrage n'est pas d'étaler des certitudes, mais de proposer des sillons d'analyse qui permettent de questionner les certitudes qui annihilent progressivement l'école et qui en font un cadre d'abrutissement.

Banque mondiale. (2023). **Libérer le potentiel des femmes et des adolescentes : défis et opportunités pour une plus grande autonomisation des femmes et des adolescentes à Madagascar.** Consulté à l'adresse

<https://documents1.worldbank.org/curated/en/099092023095625085/pdf/P1756580c689b809d0b9550dc14630f8ee6.pdf>

Les femmes et les filles malgaches continuent d'avoir un faible potentiel d'amélioration en matière de scolarisation et de santé. Si elles achèvent l'école primaire et secondaire davantage que les garçons, leur taux global de réussite scolaire reste préoccupant, notamment en zones rurales. Les femmes sont plus susceptibles d'être analphabètes. Le rapport identifie quatre orientations stratégiques pour réduire les disparités entre sexes et libérer le potentiel des filles et des femmes : les aider à achever leur scolarité ; améliorer leur accès aux soins de santé ; améliorer leurs opportunités économiques ; les aider à mieux se faire entendre et à agir et éliminer toutes formes de violence sexiste.

Barhoumi, M. (2024). **L'orientation en CAP par apprentissage ou par voie scolaire est fortement liée au niveau scolaire et à l'origine sociale des élèves.** *Note d'Information*, (24.05), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/l-orientation-en-cap-par-apprentissage-ou-par-voie-scolaire-est-fortement-liee-au-niveau-scolaire-et-413796>
À l'issue de la troisième, 10 % des jeunes s'orientent en CAP : 4 % en apprentissage et 6 % sous statut scolaire.

Ben Hamouda, L. (2024a, mars 4). « **Le Ghetto scolaire. Pour en finir avec le séparatisme** », **un plaidoyer pour la mixité.** Consulté 12 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/04/le-ghetto-scolaire-pour-en-finir-avec-le-separatisme-un-plaidoyer-pour-la-mixite/>

Presque 10 ans après avoir été ministre et mené une politique éducative en faveur de la mixité sociale et scolaire, la ministre Najat Vallaud-Belkacem co-signe un ouvrage

Ben Hamouda, L. (2024b, mars 7). **L'EPS à l'épreuve des transidentités.** Consulté 12 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/07/leps-a-lepreuve-des-transidentites/>

La circulaire de 2021 « Pour une meilleure prise en compte des questions relatives à l'identité de genre en milieu scolaire » enjoint à l'Ecole de faciliter l'intégration des élèves transgenres, par « des mesures individualisées », notamment en ce qui concerne le changement de prénom, l'expression de genre et les normes vestimentaires, ou encore l'usage d'espaces d'intimité. Préconisations précieuses, mais généralistes et non disciplinaires, y compris en ce qui concerne l'EPS, discipline pourtant essentiellement confrontée à la visibilité des corps et éminemment genrée. Etonnant paradoxe qui a motivé Bastien Pouy-Bidard, doctorant contractuel en sciences de l'éducation et de la formation, et enseignant-formateur à l'INSPE de Versailles, à interroger, dans *Transidentités en éducation physique et sportive*, les expériences transidentitaires en cours d'EPS au regard du parcours de sept jeunes trans âgés de 18 à 20 ans. Mais à travers ce prisme disciplinaire, c'est aussi toute une réflexion sur le système de genre dominant dans le système scolaire que l'auteur propose...

Ben Hamouda, L. (2024c, mars 7). **Profil sociologique et scolaire des apprentis et des élèves en CAP.** Consulté 12 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/07/profil-sociologique-et-scolaire-des-apprentis-et-des-eleves-en-cap/>

Quels sont les élèves qui s'orientent vers le CAP ? Quel est leur profil scolaire et sociologique ? La dernière note de la DEPP – Direction de l'Évaluation, de

Ben Hamouda, L. (2024d, mars 11). **Filles et garçons, sur le chemin de l'égalité ?** Consulté 12 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/11/filles-et-garcons-sur-le-chemin-de-legalite/>

À l'occasion de la journée internationale des droits des femmes, la DEPP, Direction de l'évaluation, de la prospective et de la performance, publie comme chaque année son rapport sur l'égalité filles-garçons, de l'école à l'enseignement supérieur. Et si les filles s'en sortent toujours mieux scolairement, la rentabilité de cette réussite ne se traduit toujours pas...

Binderkrantz, A. S., & Bisgaard, M. (2024). **A gender affinity effect: the role of gender in teaching evaluations at a Danish university.** *Higher Education*, 87(3), 591-610. <https://doi.org/10.1007/s10734-023-01025-9>

A series of studies have identified gender bias in teaching evaluations in higher education—with women being evaluated lower than men. However, other recent studies indicate that gender bias is not present across all contexts. Our study adds to the understanding of the role of gender in teaching evaluations by focusing on a Danish university—a national context with relatively high educational gender equality and support for egalitarian gender norms. Crucially, the study pays systematic attention to the role of students' gender in explaining evaluation outcomes. In a quantitative analysis of 125,000 evaluations in the social sciences at a Danish university, we identify a same-gender affinity. While there is no overall gender bias in the evaluations, students evaluate a teacher of their own gender best. To understand the mechanisms behind this pattern, we analyze comments provided by students in teaching evaluations and 20 interviews with students. Students are generally more positive in their descriptions of a teacher of their own gender. Moreover, we identify gendered patterns in the perceptions of teachers as well as in the aspects of teachers' behavior and characteristics appreciated by students.

Buenestado-Fernández, M., Ibarra-Vazquez, G., Patiño, A., & Ramírez-Montoya, M. S. (2024). **Stories about gender inequalities and influence factors: a science club case study.** *International Journal of Science Education*, 46(5), 403-420. <https://doi.org/10.1080/09500693.2023.2235456>

This article explores the perception of gender inequality in science and the influencing factors. Data was collected through in-depth interviews with students belonging to a science club; we present it as a case study. This research sheds light on what high school and university students studying Science, Technology, Engineering, and Mathematics (STEM) perceive in Mexico, where the gender gap is the highest of all scientific disciplines, considering the relationship between science and gender through their study experiences and perspectives. The findings mainly revealed two positions: (1) denial of gender inequalities; and (2) recognition of gender inequalities associated with biological, psychological, and social factors. It is precisely this last factor that is based on a feminist position. How students define and label inequalities varies according to their participation in previous formative experiences linked to gender and contextual influences. Science education activities with a gender perspective are necessary in non-formal education spaces such as science clubs. In this sense, this work offers recommendations that can stimulate the design of training actions for a better-balanced integration of science and gender.

Bühler, M., Vollmer, L., & Wimmer, J. (2024). **Female education and social change**. *Journal of Economic Growth*, 29(1), 79-119. <https://doi.org/10.1007/s10887-023-09232-w>

Does access to education facilitate the emergence of a human capital elite from which social activists, and thus, social change can emerge? Assembling a city-level panel of the political, intellectual, and economic elite throughout German history, we find that the opening of schools providing secondary education for women increased their representation among the human capital elite. These elites challenged the status quo and developed critical ideas that resonated in cities with higher human capital, connecting women to form a social movement. We find no evidence of other city-specific indicators of economic and gender-specific cultural change affecting our results. Differential returns to education are also unrelated to the increasing representation of women among the human capital elite, as the opening of gender-specific schools has no impact on the opposite gender.

Butzbach, M. (2024, mars 8). **Sélection en master : vers la fin de la démocratisation scolaire ?** Consulté 12 mars 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/selection-master-vers-fin-de-democratisation-scolaire/00109923>

Alors que les étudiants formulent en ce moment leurs vœux sur la plateforme dédiée, la sélection instaurée en 2017 a fait chuter leur nombre en master, rompant avec le grand mouvement d'expansion scolaire depuis les années 1960.

Capsada-Munsech, Q. (2024). **Do secondary education systems influence the overeducation risk of university graduates? A cross-national analysis by field of study and social background**. *International Journal of Comparative Sociology*, 65(1), 63-89. <https://doi.org/10.1177/00207152241228148>

To what extent do features of education systems in the secondary school influence university graduates being overeducated? Previous research shows that the social origin and the field of study of university graduates are relevant predictors of overeducation. However, the strength of the influence of their social origin varies across fields of study. Having a privileged social origin prevents university graduates from being overeducated in fields of study that are not occupationally focused (e.g. humanities), while it is less relevant in other fields (e.g. engineering). The unevenly distributed effect of social origin in relation to the field of study may also vary across countries, depending on the influence of the secondary education system on social selection. Social origin may provide a filter earlier in vocationally oriented educational systems, whereas in comprehensive systems the social filter occurs at the graduate's entry into the labor market. This would make university graduates from nonoccupationally focused fields of study and with a disadvantaged social origin more vulnerable to being overeducated in countries with comprehensive secondary school systems, while in vocationally oriented systems social origin may be less influential at that later stage. Using Research into Employment and professional FLEXibility/Higher Education as a Generator of Strategic Competences (REFLEX/HEGESCO) data in combination with macro-level indicators, I assess how secondary education systems mediate the influence of social origin in terms of the university graduate's risk of overeducation by field of study. When using a subjective measure of overeducation results suggest that social origin is less important in predicting the overeducation of university graduates in countries with greater vocational orientation at the secondary level, while in comprehensive systems social origin regains

its influence as a filter when graduates in nonoccupationally oriented fields join the labor market. Yet, results do not hold when using an objective measure of overeducation.

Carey, R. L. (2024). **The Postsecondary Future Selves of Black and Latinx Boys: A Case for Cultivating More Expansive Supports in College-Going Schools.** *American Educational Research Journal*, 61(2), 248-286. <https://doi.org/10.3102/00028312231214477>

Black and Latinx adolescent boys from economically stratified communities face pervasive societal inequities and, therefore, deserve more responsive school supports to determine and actualize postsecondary pathways. For insights into how such students conceptualize their futures and their school's role in facilitating this process, this ethnographic study investigated one urban school's college-going culture and its impact on shaping what the author calls participants' postsecondary future selves. This theoretical approach encompasses three domains: college (i.e., postsecondary education), career (i.e., post-college employment trajectory), and condition (i.e., expected financial stability, relational and familial prospects, future living arrangements, happiness, and joy). Implications suggest that college-going school practitioners widen supports so students can imagine and envision how college ambitions align with career and condition goals.

Chantrel, Y. **Mixité sociale au sein des collèges.** , Pub. L. No. 267 (2023-2024) (2024). Proposition de loi visant à instaurer une mixité sociale au sein des collèges <https://www.senat.fr/dossier-legislatif/pp123-267.html>

Chermann, É. (2024, mars 6). **Dans les écoles d'art, une esquisse de diversité sociale.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/03/06/dans-les-ecoles-d-art-une-esquisse-de-diversite-sociale_6220392_4401467.html

Sous-représentés dans les cursus artistiques, les élèves issus de milieux défavorisés peuvent bénéficier de programmes d'égalité des chances ou de bourses pour les aider à intégrer les écoles d'art, publiques comme privées.

Chevalier, J.-P. (2024). **École - collège des transitions socio-émotives, institutionnelles et environnementales dans le contexte d'une massification de la scolarisation post-élémentaire.** *Accompagner le développement du cycle fondamental: l'enjeu de la transition école/collège.* Présenté à Yaoundé, Cameroon. Consulté à l'adresse <https://hal.science/hal-04470286>

During the transition from elementary school to middle school, socio-emotional, institutional and environmental transitions in the context of a massification of post-elementary schooling. Student success is always linked to multiple factors. We will introduce our discussions by highlighting the institutional and environmental dimensions of the school-to-school transition. college", but also socio-emotional ones. A subject to be placed in the general context, or the perspective, of a massification in Africa of post-elementary schooling.

Collin, S. (2024). **La place de la conception des technologies éducatives dans les inégalités sicionumériques d'usage.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12420>

L'étude des inégalités sicionumériques depuis les années 1990 a connu des développements théoriques et empiriques soutenus qui ont contribué à consolider ses

assises scientifiques et à légitimer sa pertinence sociale, notamment en éducation et en formation. En revanche, elle a peu interrogé l'amont des inégalités socio-numériques d'usage de sorte que le rôle de la conception dans la fabrique des inégalités socio-numériques en éducation et en formation a peu été exploré. Aussi, l'objectif de cet article théorique est de clarifier la relation entre la conception des technologies éducatives et les inégalités socio-numériques d'usage en éducation et en formation afin de mieux comprendre comment la première participe des secondes. Pour ce faire, nous mobilisons la métaphore du script proposée par Madeleine Akrich (1987) et reprise sous l'angle des rapports de pouvoir par les études féministes du Social Shaping of Technology (SST).

Comba, R., Le Nestour, A., Tameza, B., & Minardi, A. L. (2024). **Data Must Speak: Donner à toutes les filles la chance de réussir et réduire les inégalités de genre dans les écoles primaires.** Consulté à l'adresse UNICEF Innocenti website: <https://www.unicef-irc.org/publications/1935-data-must-speak-donner-à-toutes-les-filles-la-chance-de-reussir-et-reduire-les-inegalites-de-genre-dans-les-ecoles.html>

Le système éducatif tchadien fait face à de nombreux défis. Il est donc important de comprendre quelles ressources et quels facteurs contextuels sont associés à de bonnes performances scolaires au Tchad. Cette note thématique sur le thème du genre fait partie d'une série qui présente les principaux résultats de la première étape quantitative de la recherche Data Must Speak sur les approches modèles positives au Tchad. En fusionnant et en analysant les ensembles de données administratives existants au Tchad, cette série de notes thématiques met en évidence les ressources spécifiques et les facteurs contextuels associés aux bonnes performances scolaires au Tchad. Plus important encore, elle vise à informer le dialogue politique et la prise de décision au Tchad et dans d'autres pays intéressés. Data Must Speak - une initiative mondiale mise en œuvre depuis 2014 - vise à combler les lacunes en matière de preuves pour atténuer la crise de l'apprentissage en utilisant les données existantes. La recherche DMS sur les approches modèles positives est cocréée et mise en œuvre conjointement avec les ministères de l'Éducation et des partenaires clés. La recherche DMS s'appuie sur des méthodes mixtes et des approches innovantes (c'est-à-dire l'approche de sur les modèles positive, les sciences du comportement, la recherche sur la mise en œuvre et la science de la mise à l'échelle) pour générer des connaissances et des enseignements pratiques sur " ce qui fonctionne ", " pourquoi " et " comment " mettre à l'échelle des solutions concrètes pour les décideurs politiques nationaux et la communauté internationale. La recherche DMS est actuellement mise en œuvre dans 14 pays : Brésil, Burkina Faso, Côte d'Ivoire, Éthiopie, Ghana, République démocratique populaire lao, Madagascar, Mali, Népal, Niger, République-Unie de Tanzanie, Tchad, Togo et Zambie.

Conseil d'évaluation de l'école. (2024). **De quoi les établissements scolaires sont-ils le nom ? : le noms des établissements scolaires en France.** *Le regard du CEE*, (01), 1-8. Consulté à l'adresse <https://www.ih2ef.gouv.fr/les-noms-des-etablissements-scolaires-en-france>

La majorité des écoles, collèges et lycées publics dispose d'un nom officiel. Il s'agit généralement de celui d'une personnalité. Cette étude du CEE, réalisée à l'aide de l'outil ChatGPT, analyse le nombre d'occurrences des noms attribués, leur sexe, nationalité et les périodes historiques associées à chacun de ces noms.

Cyr, E. N., Kroeper, K. M., Bergsieker, H. B., Dennehy, T. C., Logel, C., Steele, J. R., ... Spencer, S. J. (2024). **Girls are good at STEM: Opening minds and providing evidence reduces boys' stereotyping of girls' STEM ability.** *Child Development*, 95(2), 636-647. <https://doi.org/10.1111/cdev.14007>

Girls and women face persistent negative stereotyping within STEM (science, technology, engineering, mathematics). This field intervention was designed to improve boys' perceptions of girls' STEM ability. Boys (N = 667; mostly White and East Asian) aged 9–15 years in Canadian STEM summer camps (2017–2019) had an intervention or control conversation with trained camp staff. The intervention was a multi-stage persuasive appeal: a values affirmation, an illustration of girls' ability in STEM, a personalized anecdote, and reflection. Control participants discussed general camp experiences. Boys who received the intervention (vs. control) had more positive perceptions of girls' STEM ability, $d = 0.23$, an effect stronger among younger boys. These findings highlight the importance of engaging elementary-school-aged boys to make STEM climates more inclusive.

Delahaye, J.-P. (2024, février 6). **École : et si les familles de milieux populaires ne se laissaient pas faire ?** Consulté 13 mars 2024, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Ecole-et-si-les-familles-de-milieux-populaires-ne-se-laissaient-pas-faire>

Le retour du redoublement et les classes de niveaux vont accroître les inégalités à l'école. Les classes populaires, principales pénalisées, ne seront pas dupes. Le point de vue de Jean-Paul Delahaye, ancien haut fonctionnaire de l'Éducation nationale.

DEPP. (2024). **Filles et garçons sur le chemin de l'égalité, de l'école à l'enseignement supérieur, édition 2024** (p. 32). Consulté à l'adresse Ministère de l'éducation nationale website: <https://www.education.gouv.fr/filles-et-garcons-sur-le-chemin-de-l-egalite-de-l-ecole-l-enseignement-superieur-edition-2024-413799>

Depuis 2007, à l'occasion de la Journée internationale des droits des femmes, la DEPP publie « Filles et garçons sur le chemin de l'égalité, de l'école à l'enseignement supérieur ».

Domina, T., Clark, L., Radsy, V., & Bhaskar, R. (2024). **There Is Such a Thing as a Free Lunch: School Meals, Stigma, and Student Discipline.** *American Educational Research Journal*, 61(2), 287-327. <https://doi.org/10.3102/00028312231222266>

The Community Eligibility Provision (CEP) allows high-poverty schools to offer free meals to all students regardless of household income. Conceptualizing universal meal provision as a strategy to alleviate stigma associated with school meals, we hypothesize that CEP implementation reduces the incidence of suspensions, particularly for students from low-income backgrounds and minoritized students. We link educational records for students enrolled in Oregon public schools between 2010 and 2017 with administrative data describing their families' household income and social safety net program participation. Difference-in-differences analyses indicate that CEP has protective effects on the probability of suspension for students in participating schools, particularly for students from low-income families, students who received free or reduced-price meals prior to CEP implementation, and Hispanic students.

Dubet, F., & Vallaud-Belkacem, N. (2024). **Le Ghetto scolaire: Pour en finir avec le séparatisme**. Consulté à l'adresse <https://www.seuil.com/ouvrage/le-ghetto-scolaire-francois-dubet/9782021543841>

Depuis vingt ans, les enquêtes internationales se succèdent : notre système éducatif est de ceux où les parcours scolaires sont le plus fortement déterminés par le milieu social. La France a laissé se développer des établissements-ghettos où l'on ne se mélange plus, où l'on empêche les enfants d'apprendre les uns des autres et les uns avec les autres. Parce que la ségrégation est devenue le fléau de l'école, nous avons besoin d'une révolution de la mixité. Preuves à l'appui, fort des expériences réussies, ce livre démontre que cette révolution est possible, à peu de frais et avec des résultats tangibles. Il est urgent de réinventer l'école contre les séparatismes sociaux qui la détruisent. François Dubet est professeur de sociologie émérite à l'université de Bordeaux, directeur d'études à l'EHESS. Il a publié *Les Places et les Chances* (2010), *La Préférence pour l'inégalité* (2014) et *Le Temps des passions tristes* (2019). Najat Vallaud-Belkacem est ancienne ministre de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche. Elle a publié *Raison de plus* (2012), *La vie a plus d'imagination que toi* (2017) et *La Société des vulnérables* (avec Sandra Laugier, 2020).

Dueñas, M., & Gloria, A. M. (2024). **Para honrar los sacrificios de mi familia: Motivating persons and processes of Latinx undergraduates attending a predominantly White institution**. *International Journal of Qualitative Studies in Education*, 37(3), 767-784. <https://doi.org/10.1080/09518398.2022.2098403>

A total of 174 Latinx undergraduates attending a predominantly White institution provided online responses regarding motivating persons, processes, and factors that helped them persist in college. Using a multi-step, content-based qualitative approach, there were three meta-themes (i.e. family, friends and peers, and self) with 15 themes developed from 350 response items. Using a psychosociocultural lens to guide our work and organize the data, we highlight Latinxs' educational narratives, offering critical understanding for university personnel and academic staff into students' internal and external motivations. We provide psychosociocultural implications for student support services personnel to assist and support Latinx students' success and wellness in higher education.

Espino, Stevens, Rodriguez, & Le. (2024). **Exploring How Socioeconomic Status and the S-STEM Scholarship Influence Engineering Identity Development for Community College Students**. *Community College Journal of Research and Practice*, 48(3), 175-180. <https://doi.org/10.1080/10668926.2023.2293304>

Developing an engineering identity is crucial for students pursuing an engineering degree. Community college students may experience greater difficulty building and maintaining engineering identities than their peers at 4-year universities. The purpose of the present study is to examine how socioeconomic status (SES) and the S-STEM scholarship, a program funded by the National Science Foundation, influence engineering identity development for community college students. Eight engineering students from a community college in the Midwest were interviewed. The data were analyzed using a phenomenological approach. Analyses revealed three key findings: (1) regardless of SES status, the S-STEM scholarship allowed students to focus on developing and maintaining an engineering identity, (2) financial security and engineering identity development share a meaningful relationship for low-income and first-generation

students, and (3) the community college experience for engineering students may be marked by transfer identity complications and disruptions in engineering identity.

Feuilladiou, S. (2024). **Contribution à une sociologie de l'accessibilité. Pistes d'étude du processus d'accessibilisation des environnements scolaires.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12497>

Cette note propose une synthèse de l'approche développée dans mon habilitation à diriger des recherches. Celle-ci a consisté à documenter le processus d'accessibilisation des environnements scolaires à partir d'une lecture renouvelée de mes travaux de recherche, à l'aune du concept d'accessibilité. Cet article présente les résultats de cette approche à partir de la grille d'analyse du processus d'accessibilisation que j'ai établie. 1. L'accessibilité, un enjeu de la démocratisation scolaire...

Gallagher, K., Balt, C., Cardwell, N., & Valve, L. (2024). **Arts-led, youth-driven methodology and social impact: "making what we need" in times of crisis.** *International Journal of Qualitative Studies in Education*, 37(3), 751-766. <https://doi.org/10.1080/09518398.2022.2098404>

This paper considers the social role of collaborative ethnographic research amid our current intersecting social, political and ecological crises. It investigates how the multi-sited, arts-based, ethnographic study, Global Youth (Digital) Citizen-Artists and their Publics: Performing for Socio-Ecological Justice (2019–2024), adopts drama as a tool to at once respond compassionately and imaginatively to crisis, and envision alternative social, political and ecological futures in its wake. A "metho-pedagogical" paradigm is mobilized as a framework to consider how drama is put to work, methodologically and pedagogically, at a time of climate emergency and pandemic. This framework is illustrated across two vignettes, which attend to the social challenges and impacts of emergent drama-based ethnographic research across two years of the study, in varying geographic locations with different cultural orientations, in live classrooms and in virtual theatre spaces. Attention, risk, desire, trust and reciprocity emerge as important proposals for engaging in arts-led research with youth in these times.

Gaviria, S. (2024, février 25). **Rechercher un logement : les étudiants face aux inégalités.** Consulté 4 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/rechercher-un-logement-les-etudiants-face-aux-inegalites-223497>

Quand on parle de logements étudiants, on s'arrête souvent sur leur pénurie. Mais, pour un jeune, chercher une location recoupe d'autres enjeux au-delà de ces questions d'accessibilité.

Gomoryova, K. (2024). **Female Leadership and Financial Performance: A Meta-Analysis** (Working Papers IES N° 2024/6). Consulté à l'adresse Charles University Prague, Faculty of Social Sciences, Institute of Economic Studies website: https://econpapers.repec.org/paper/fauwpaper/wp2024_5f06.htm

Is female leadership the secret ingredient to financial prosperity? This question has been the subject of extensive research, yet the findings remain inconclusive. We aim to provide a comprehensive understanding of this relationship employing contemporary techniques on the up-to-date dataset comprising 1,131 estimates gathered from 96 distinct studies. We address the pervasive issue of publication bias resulting in the mild preference for positive outcomes. After filtering out this bias, the study finds a negligible mean effect

estimate, suggesting that the impact of women in leadership on financial performance is minimal. We further explore the potential factors that could account for variations in the estimated effects across different studies. Utilising Bayesian Model Averaging, weighted by the inverse number of estimates, we identify thirteen significant moderators that influence the relationship under study. Among these, the proportion of female authors, the impact factor of the journal, the duality of the CEO role, and the tenure of leaders are found to exert the most positive influence on the effect. Conversely, the age of leaders pushes effect the most in the opposite direction. Other influential factors include the publication status of the article, the number of variables used in the study, publication bias, the use of random estimation and matching approaches, the use of accounting-based financial measures, focus on the emerging market, and the representation of the leadership variable as a proportion.

Gonzalez, M. A. (2024). **When the lion learns to write: a counterstory about a doctoral student's qualitative research project.** *International Journal of Qualitative Studies in Education*, 37(3), 733-750. <https://doi.org/10.1080/09518398.2022.2098405>

This essay utilizes critical race theory composite counterstorytelling to tell a story about Alberto, a first-generation Xicano doctoral student who is presenting his dissertation research proposal to his qualitative research class. Through Alberto's character, I discuss my complicated process of designing and conducting a research study. Specifically, I reflect on why I decided to study the experiences of Mexican, Mexican American, and Xicanx students in higher education, why I used critical race theory, Latinx/a/o critical race theory, and critical race spatial analysis as theoretical frameworks, why I utilized critical collaborative ethnography as my research approach, and why I chose counterstorytelling as a research method to distribute my findings.

Goulas, S., Megalokonomou, R., & Zhang, Y. (2023a). **Female Classmates, Disruption, and STEM Outcomes in Disadvantaged Schools: Evidence from a Randomized Natural Experiment** (IZA Discussion Paper N° 16689). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16689.htm>

Recent research has shown that females make classrooms more conducive to effective learning. We identify the effect of a higher share of female classmates on students' disruptive behavior, engagement, test scores, and major choices in disadvantaged and non-disadvantaged schools. We exploit the random assignment of students to classrooms in early high school in Greece. We combine rich administrative data with hand-collected student-level data from a representative sample of schools that feature two novel contributions. Unlike other gender peer effects studies, a) we use a rich sample of schools and students that contains a large and diverse set of school qualities, and household incomes, and b) we measure disruption and engagement using misconduct-related (unexcused) teacher-reported and parent-approved (excused) student class absences instead of self-reported measures. We find four main results. First, a higher share of female classmates improves students' current and subsequent test scores in STEM subjects and increases STEM college participation, especially for girls. Second, a higher share of female classmates is associated with reduced disruptive behavior for boys and improved engagement for girls, which indicates an increase in overall classroom learning productivity. Third, disadvantaged students - those who attend low-quality schools or reside in low-income neighborhoods - drive the baseline results; they experience the highest improvements in their classroom learning productivity and their STEM outcomes from a higher share of female classmates. Fourth, disadvantaged females randomly

assigned to more female classmates in early high school choose college degrees linked to more lucrative or prestigious occupations 2 years later. Our results suggest that classroom interventions that reduce disruption and improve engagement are more effective in disadvantaged or underserved environments.

Goulas, S., Megalokonomou, R., & Zhang, Y. (2023b). **Female Classmates, Disruption, and STEM Outcomes in Disadvantaged Schools: Evidence from a Randomized Natural Experiment** (CESifo Working Paper Series N° 10864). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10864.htm

Recent research has shown that females make classrooms more conducive to effective learning. We identify the effect of a higher share of female classmates on students' disruptive behavior, engagement, test scores, and major choices in disadvantaged and non-disadvantaged schools. We exploit the random assignment of students to classrooms in early high school in Greece. We combine rich administrative data with hand-collected student-level data from a representative sample of schools that feature two novel contributions. Unlike other gender peer effects studies, a) we use a rich sample of schools and students that contains a large and diverse set of school qualities, and household incomes, and b) we measure disruption and engagement using misconduct-related (unexcused) teacher-reported and parent-approved (excused) student class absences instead of self-reported measures. We find four main results. First, a higher share of female classmates improves students' current and subsequent test scores in STEM subjects and increases STEM college participation, especially for girls. Second, a higher share of female classmates is associated with reduced disruptive behavior for boys and improved engagement for girls, which indicates an increase in overall classroom learning productivity. Third, disadvantaged students—those who attend low-quality schools or reside in low-income neighborhoods—drive the baseline results; they experience the highest improvements in their classroom learning productivity and their STEM outcomes from a higher share of female classmates. Fourth, disadvantaged females randomly assigned to more female classmates in early high school choose college degrees linked to more lucrative or prestigious occupations 2 years later. Our results suggest that classroom interventions that reduce disruption and improve engagement are more effective in disadvantaged or underserved environments.

Graveleau, S. (2024, février 13). **La précarité alimentaire des étudiants s'aggrave encore : « Ce n'est pas parce qu'on est jeune et en galère qu'on doit manger de la merde »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/02/13/la-precarite-alimentaire-des-etudiants-s-aggrave-encore-ce-n-est-pas-parce-qu-on-est-jeune-et-en-galere-qu-on-doit-manger-de-la-merde_6216252_4401467.html

Alors que les distributions alimentaires ne désespèrent pas, les acteurs associatifs essaient d'améliorer la qualité des colis. A Bordeaux, une initiative tente de passer de l'aide d'urgence à un droit à une alimentation saine sur le long terme.

Gross, C., & Hadjar, A. (2024). **Institutional characteristics of education systems and inequalities: Introduction III**. *International Journal of Comparative Sociology*, 65(1), 3-9. <https://doi.org/10.1177/00207152231221582>

This is the third and final of multiple themed issues of *International Journal of Comparative Sociology* (IJCS) dedicated to the question of how education systems shape educational inequalities in terms of systematic variations access to and uptake of education along certain axes of inequality such as social origin, gender, and immigrant background. While

the previous introductions dealt with the research program, conceptual background, and methodological challenges in the study of the link between institutional characteristics of education systems and educational inequalities (Introduction I) as well as with the state-of-research (Introduction II), this third and final introduction is dedicated to discuss certain research desiderata in terms of an outlook with an eye on the latest major studies in this vibrant research field.

Guenais, M. (2024, mars 7). **Comment la réforme du lycée éloigne les filles des maths et des sciences**. Consulté 12 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/comment-la-reforme-du-lycee-eloigne-les-filles-des-maths-et-des-sciences-224773>

Depuis la réforme du lycée de 2019, la proportion de filles suivant des cours de maths et de sciences jusqu'au baccalauréat a chuté. Le point sur une situation inédite.

Helland, H., & Strømme, T. B. (2024). **Social inequality in completion rates in higher education: Heterogeneity in educational fields**. *The British Journal of Sociology*, 75(2), 201-218. <https://doi.org/10.1111/1468-4446.13075>

This article examines how social disparities in dropout rates vary by educational field. Previous studies have shown that first-generation students, in general, have lower higher education completion rates than their fellow students. Less is known, however, about how such disparities vary between educational fields. We distinguish between general and field specific cultural capital and find that general cultural capital mainly operates through academic preparedness in upper secondary school, and after controlling for upper secondary school grade point average (GPA), students with parents with higher education degrees in a different field than themselves do not complete their degrees more often than first-generation students. More field-specific advantages of having a parent with a similar education are nonetheless visible in many fields also when we compare students with equal grades. Our analyses of Norwegian register data on the entire student population ($N \approx 400,000$) show that the social inequalities are largest in fields that are both soft and pure, like humanities and social science, and that in soft and applied educational fields, like teaching and social work, the social differences are small and insignificant after controlling for GPA from upper secondary school. In fields classified as hard, it is only the students with parents with a similar education who complete their initial degree more often than first-generation students. We suggest that status group formation, field-specific cultural capital and micro-class reproduction may all contribute to explaining these patterns.

Hornbeck, D., & Duncheon, J. C. (2024). **“From an ethic of care to queer resistance”:** **Texas administrator and teacher perspectives on supporting LGBTQ students in secondary schools**. *International Journal of Qualitative Studies in Education*, 37(3), 874-890. <https://doi.org/10.1080/09518398.2022.2127021>

LGBTQ students often have a secondary school experience fraught with bullying, mental health struggles, and marginalization. In this qualitative study, we examined teacher and administrator perspectives on school supports for LGBTQ students using data collected for a larger project on early college high schools (ECHS) in Texas. Using an ethic of care in education as a conceptual frame, our findings revealed that participants perceived ECHSs as safe and accepting spaces for sizable populations of queer youth, even in a restrictive state policy context. We suggest that because ECHSs were not intentionally designed to serve LGBTQ students—yet staff perceived to be serving them well—the

characteristics embodied by ECHS faculty and staff may serve as aspirational aims for educators in other school contexts.

Ibarra-Vazquez, G., Ramírez-Montoya, M. S., & Terashima, H. (2024). **Gender prediction based on University students' complex thinking competency: An analysis from machine learning approaches.** *Education and Information Technologies*, 29(3), 2721-2739. <https://doi.org/10.1007/s10639-023-11831-4>

This article aims to study machine learning models to determine their performance in classifying students by gender based on their perception of complex thinking competency. Data were collected from a convenience sample of 605 students from a private university in Mexico with the eComplexity instrument. In this study, we consider the following data analyses: 1) predict students' gender based on their perception of complex thinking competency and sub-competencies from a 25 items questionnaire, 2) analyze models' performance during training and testing stages, and 3) study the models' prediction bias through a confusion matrix analysis. Our results confirm the hypothesis that the four machine learning models (Random Forest, Support Vector Machines, Multi-layer Perception, and One-Dimensional Convolutional Neural Network) can find sufficient differences in the eComplexity data to classify correctly up to 96.94% and 82.14% of the students' gender in the training and testing stage, respectively. The confusion matrix analysis revealed partiality in gender prediction among all machine learning models, even though we have applied an oversampling method to reduce the imbalance dataset. It showed that the most frequent error was to predict Male students as Female class. This paper provides empirical support for analyzing perception data through machine learning models in survey research. This work proposed a novel educational practice based on developing complex thinking competency and machine learning models to facilitate educational itineraries adapted to the training needs of each group to reduce social gaps existing due to gender.

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.

Kalmijn, M. (2024). **Cohort changes in the association between parental divorce and children's education: A long-term perspective on the institutionalization hypothesis.** *European Sociological Review*, 40(1), 55-71. <https://doi.org/10.1093/esr/jcad011>

The institutionalization hypothesis argues that in contexts where divorce is more common, its consequences will be less severe. An implication of this hypothesis is that the association between parental divorce and child outcomes will decline over time, parallel to the historical rise in divorce. Building on a handful of earlier tests of this idea, the current analysis provides a long-term cohort perspective with sufficient statistical power to detect possible trends. Data from 18 national surveys in the Netherlands were harmonized and pooled in order to obtain a large sample with sufficient numbers of children with divorced parents from a wide span of birth cohorts ($N_{\text{total}} = 87,541$, $N_{\text{divorced}} = 5,728$). Using educational attainment as a dependent variable, and applying a set of relevant controls for key family background variables, there was no evidence that the association between parental divorce and education changed between 1930 and 1991. Multi-level models showed that there was no association between the prevalence of divorce and the magnitude of the parental divorce effect. The refutation of the institutionalization hypothesis for divorce is interpreted in terms of how the selection into divorce has changed, in combination with problems emerging in modern postdivorce relationships.

Katz, H. T., & Acquah, E. O. (2024). **Places of freedom or entrapment? Black adolescent girls' school experiences.** *International Journal of Qualitative Studies in Education*, 37(3), 816-831. <https://doi.org/10.1080/09518398.2022.2098401>

Though research on Black adolescent girls is growing, their lived school experiences have been largely overlooked. In order for schools to effectively provide equitable opportunities and support students' well-being, the experiences of marginalized students must be more deeply understood. This study foregrounds Black adolescent girls by exploring how five high school students make meaning of their lived school experiences. During one-on-one sessions, participants responded to a brief questionnaire, followed by a narrative prompt and a semi-structured interview where they were asked to share and reflect on their K-12 school history. The data was analyzed through interpretative phenomenological analysis, resulting in five superordinate themes: (1) A lack of support; (2) Put in a box; (3) Recognizing division and othering; (4) Trying to fit in; and (5) Finding community and a sense of self. The findings can inform both policy and practice to improve educational opportunities and student well-being.

Kenedi, G., & Sirugue, L. (2023). **La mobilité intergénérationnelle de revenus en France : une analyse comparative et géographique.** *Note IPP*, (95), 1-9. Consulté à l'adresse https://www.ipp.eu/wp-content/uploads/2023/10/NoteIPP_mobilite_interg_revenus-3.pdf

Dans quelle mesure les revenus des individus sont-ils liés à ceux de leurs parents ? Dans un contexte d'accroissement des inégalités économiques, cette question revêt une importance capitale pour apprécier l'égalité des chances au sein d'une société. Cette note examine la mobilité intergénérationnelle de revenus en France, en s'intéressant aux enfants nés dans les années 1970. S'il existe de nombreuses études sur la mobilité intergénérationnelle mesurée à partir des classes sociales en France, la littérature académique s'intéressant à la mobilité mesurée à partir des revenus est beaucoup plus limitée. À la différence des travaux existants pour la France, l'approche adoptée ici mesure les revenus au niveau du ménage, permettant de rendre compte plus fidèlement du positionnement socio-économique que le revenu individuel. Les auteurs trouvent que

la France se caractérise par une forte persistance des revenus entre générations par rapport aux autres pays développés. Seuls 9,7 % des enfants issus des 20 % des familles aux revenus les plus faibles se retrouvent parmi les 20 % des ménages les plus aisés à l'âge adulte, soit 4 fois moins que les enfants des 20 % des parents les plus aisés. Cette statistique place la France parmi les pays de l'OCDE où la mobilité intergénérationnelle est la plus faible (lorsque cette information existe), seulement devant les États-Unis et l'Italie. Cette immobilité sociale peut s'expliquer en partie par des disparités d'accès et d'obtention d'un diplôme du supérieur en fonction du revenu des parents. Les enfants de familles défavorisées ont 2,5 fois moins de chances d'obtenir un diplôme du supérieur que ceux issus de familles très favorisées. La mobilité intergénérationnelle en France présente d'importantes variations selon le département où les individus ont grandi. L'Île-de-France et les départements proches de la Suisse offrent davantage d'opportunités d'ascension économique, tandis que les Hauts-de-France et les départements de la côte méditerranéenne présentent plus de persistance. Ces variations spatiales sont fortement corrélées à la géographie du chômage en France. Les auteurs observent aussi que la mobilité géographique entre l'enfance et l'âge adulte est associée à une mobilité ascendante plus élevée : les individus issus de familles aux revenus les plus faibles qui déménagent vers des départements à hauts revenus parviennent en moyenne au même niveau de revenu que les enfants de familles aisées qui ne déménagent pas. Le panorama proposé par cette note ouvre de nombreuses questions sur les déterminants de la mobilité intergénérationnelle de revenus. Pourquoi n'est-elle que légèrement plus élevée en France qu'aux États-Unis, malgré d'importantes différences en termes d'inégalités de revenus et de frais de scolarité dans l'enseignement supérieur entre ces deux pays ? Les disparités spatiales de mobilité intergénérationnelle s'expliquent-elles par le choix des individus de s'installer dans différents départements, ou par l'effet causal de l'environnement géographique dans lequel ils ont grandi ?

Kumar, S. C., Haber, A. S., & Corriveau, K. H. (2024). **Exploring How Teachers' Scientific Questions Differ by Child Gender in a Preschool Classroom.** *Mind, Brain, and Education*, 18(1), 57-61. <https://doi.org/10.1111/mbe.12400>

The current study explores differences in messages that preschool teachers send girls and boys about science, technology, engineering, and math (STEM). Video footage of a preschool classroom (16 hr; N = 6 teachers; 20 children) was transcribed. Teachers' questions were coded for question-type and whether the question was directed to a boy or a girl. Teachers directed significantly more scientific questions to boys than to girls. However, boys spent more time than girls in the science areas of the classroom and teachers directed questions to boys and girls at similar rates. These findings highlight how as early as the preschool years, girls and boys may receive different messages about how to approach science.

Lelièvre, C. (2024, mars 6). **L'enseignement secondaire féminin s'aligne sur le masculin.** Consulté 6 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/06/lenseignement-secondaire-feminin-saligne-sur-le-masculin/>

Cela fait seulement un siècle, et en même temps déjà un siècle, que les filles ont accès à l'enseignement secondaire, de la sixième à la

Lessard, C., Doray, P., Saussez, F., & Delavictoire, Q. (2024). **Faire preuve en éducation. Analyse des mémoires présentés à la consultation publique sur la création au Québec**

d'un Institut national d'excellence en éducation. *Éducation et sociétés*, (51), 145-166. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-145.htm>

Les positions des organisations, des groupes et des acteurs québécois du champ du transfert sont l'objet de cet article : quels sont leurs intérêts, idées et valeurs reliés aux rapports entre la production du savoir, son transfert/mobilisation dans une action professionnelle et son appropriation par des acteurs de première ligne ? Il analyse les mémoires déposés par ces acteurs auprès du groupe de travail chargé de la consultation publique sur la création d'un Institut national de l'Excellence en Éducation (INEÉ) –modelé sur son équivalent médical, l'Institut national d'excellence en Santé et Services sociaux– et centré sur l'utilisation de données probantes en éducation. La théorie des champs sociaux est utilisée pour analyser ce débat. L'ensemble des catégories d'acteurs partage une égale valorisation du transfert d'une recherche de qualité et réclame un rôle dans la régulation des pratiques enseignantes, témoignant d'un fort investissement dans le champ. Les groupes d'acteurs adoptent pourtant des positions divergentes sur la qualité de la recherche et les modes de régulation des pratiques enseignantes. Les résultats invitent à inscrire le projet d'INEÉ dans le cadre de la Gestion axée sur les résultats, ce que certains acteurs ont compris. Ce projet participe à l'institutionnalisation de la responsabilisation réflexive, typique du Québec, combinant des dispositifs externes et des dispositions internes des acteurs.

Longlands, H., Vaughan, R. P., & Unterhalter, E. (2024). **Gender, missing data and SDG 4.** In *Achieving Equitable Education* (p. 138-155). Consulté à l'adresse <https://www.elgaronline.com/edcollchap-oa/book/9781035313839/book-part-9781035313839-14.xml>

Gender equality is central to the Sustainable Development Goals, including the education goal - SDG 4. Progress has been made towards equal numbers of girls and boys (gender parity) in attendance in formal schooling, with substantial improvements in Education Management Information Systems and documenting learning outcomes in reading and mathematics. Nevertheless, significant data-related challenges remain, relating to more substantive understandings of gender and intersecting inequalities, including uneven or non-existent availability of data, narrow focus of data and inconsistent reporting of data by countries. There is thus an urgent need to improve data collection and use. This chapter explores some of these challenges as well as attempts to address them. It makes particular reference to the Accountability for Gender Equality in Education (AGEE) project, which is developing an innovative indicator framework for gender equality in education, using existing data.

Low, S., Yu, L., & Temple, J. R. (2024). **Traditional and Race-based Bullying in Racial-Minority Majority and Racially Diverse Schools.** *Journal of Youth and Adolescence*, 53(4), 772-783. <https://doi.org/10.1007/s10964-024-01944-5>

Few studies in the U.S. have simultaneously examined general and race-based bullying with consideration of school-level racial composition. The current study examined victimization as a function of school racial composition, in minority-majority and diverse schools (N = 1911, Mage = 13.7 years) enrolled in 7th grade in 24 public schools (42.3% Hispanics, 9.0% non-Hispanic White, 28.9% non-Hispanic Black, and 19.7% non-Hispanic Asian). Multilevel regression analyses suggest student-level protective factors related to both forms of victimization, but, school racial composition was only significant in explaining race-based bullying. Specifically, minority-majority schools had lower levels of

race-based victimization compared to racially diverse schools. Findings suggest that consideration of school contextual factors offers a more nuanced understanding of the relation between race and victimization.

Manzoni, A., & Gebel, M. (2024). **Young adults' labour market transitions and intergenerational support in Germany**. *European Sociological Review*, 40(1), 99-115. <https://doi.org/10.1093/esr/jcad006>

Research has shown that parents provide considerable support to their children; however, we know little about the influence of young adults' employment experiences on the support they receive from their parents. We draw on data from the German Family Panel pairfam for birth cohorts 1981–1983 and 1991–1993 and use a first difference panel estimator with asymmetric effects to examine the extent to which young adults' employment transitions affect material, emotional, and instrumental support from parents. We find stark differences across types of support: parental material support changes in response to transitions in and out of employment, especially when to and from education. Other types of support seem less contingent on labour market transitions. Instrumental support only increases for transitions from education to employment and from employment to NEET. The latter effect is mainly driven by women entering parental leave. We do not find strong evidence of differences between transitions to standard and non-standard work. The association between employment transitions and intergenerational material support flows suggests that families act as safety nets, raising concerns about those whose families are unable to help.

Martin, C., & Diter, K. (2024, février 20). **Comment les lycéens se représentent l'avenir en temps de crise**. Consulté 21 février 2024, à l'adresse The Conversation website: <http://theconversation.com/comment-les-lyceens-se-representent-lavenir-en-temps-de-crise-218979>

La manière dont les lycéennes et lycéens envisagent l'avenir est loin d'être uniforme. Et le style d'éducation qu'ils reçoivent contribue à modeler leur vision du futur.

Maurer, S., Schwerdt, G., & Wiederhold, S. (2023). **Do role models matter in large classes? New evidence on gender match effects in higher education** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehllserod/121336.htm>

We study whether female students benefit from being taught by female professors, and whether such gender match effects differ by class size. We use administrative records of a German public university, covering all programs and courses between 2006 and 2018. We find that gender match effects on student performance are sizable in smaller classes, but do not exist in larger classes. This difference suggests that direct and frequent interactions between students and professors are important for the emergence of gender match effects. Instead, the mere fact that one's professor is female is not sufficient to increase performance of female students.

Merveilleux, D. (2024a, janvier 11). **Parcoursup : « A l'entrée en prépa scientifique, quand on peut rééquilibrer en faveur des filles, on le fait »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/01/11/dans-les-commissions-d-examen-des-v-ux-parcoursup-quand-on-peut-reequilibrer-en-faveur-des-filles-on-le-fait-d-apres-le-proviseur-du-lycee-louis-le-grand_6210192_4401467.html

Alors que la plate-forme a ouvert le 17 janvier, Joël Bianco, proviseur du lycée Louis-le-Grand, lève le voile sur les procédures mises en place pour tenter de corriger la sous-représentation des filles dans les classes prépas scientifiques, toujours très prisées des lycéens de terminale.

Merveilleux, D. (2024b, février 21). **James Masy, sociologue : « Avec les prépas, on voudrait démocratiser l'élitisme, c'est presque un non-sens »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/02/21/james-masy-sociologue-avec-les-prepas-on-voudrait-democratiser-l-elitisme-c-est-presque-un-non-sens_6217639_4401467.html

Si la création de nombreuses classes préparatoires « de proximité » a permis d'ouvrir le vivier de sélection des étudiants, le système des CPGE perpétue un système élitiste fermé aux jeunes issus de milieux populaires, explique le sociologue dans un entretien au « Monde ».

Messina, J., Sanz-de-Galdeano, A., & Terskaya, A. (2024). **Birds of a Feather Earn Together. Gender and Peer Effects at the Workplace** (IZA Discussion Paper N° 16721). Consulté à l'adresse <https://econpapers.repec.org/paper/izaizadps/dp16721.htm>

Utilizing comprehensive administrative data from Brazil, we investigate the impact of peer effects on wages, considering both within-gender and cross-gender dynamics. Since the average productivity of both individuals and their peers is unobservable, we estimate these values using worker fixed effects while accounting for occupational and firm sorting. Our findings reveal that within-gender peer effects have approximately twice the influence of cross-gender peer effects on wages for both males and females. Furthermore, we observe a reduction in the disparity between these two types of peer effects in settings characterized by greater gender equality.

Mira, C. (2023). **Représentations et pratiques en jeu dans les (co)accompagnements à l'orientation des jeunes en territoire d'éducation prioritaire : co-agir sur les territoires dans le cadre de la gestion de l'action publique partenariale entre les parties prenantes de l'orientation** (Phdthesis, CY Cergy Paris Université). Consulté à l'adresse <https://hal.science/tel-04495984>

Cette thèse porte sur l'accompagnement à l'orientation scolaire des collégien·ne·s et lycéen·ne·s dans les territoires en éducation prioritaire (TEP). L'orientation met en œuvre des tris sociaux lors de paliers scolaires (Landrier & Nakhili, 2010) qui contribuent à la reproduction des inégalités sociales (Bourdieu & Passeron, 1970). Les politiques publiques d'éducation prioritaire reposent sur l'application du paradigme de la gestion de l'action publique par le Nouveau management public (NPM) (Bezès, 2009). Le NPM valorise les actions en partenariat dans une logique de meilleure réponse aux besoins et de réduction des coûts. Nous nous intéressons particulièrement aux pratiques d'accompagnement à l'orientation qui, en éducation prioritaire, sont portées par de nombreuses parties prenantes (administratives, privées et associatives) qui forment une « nébuleuse » (Paul, 2002, 2009, 2004). Leurs caractéristiques en termes de pratiques, d'identités professionnelles (Fray & Picouleau, 2018) et de représentations (Jodelet, 1989) diffèrent. Pourtant, dans le contexte de l'accompagnement à l'orientation en éducation prioritaire, toutes agissent auprès des mêmes jeunes par la mise en partenariat. Comment les jeunes visé·e·s par les accompagnements s'approprient-ils/elles les messages et les actions menées, qui peuvent être très différentes ? Notre question de

recherche interroge ainsi les représentations au cœur des pratiques d'accompagnement et de co-accompagnement (Vergnaud, 2007). Nous nous inscrivons dans le champ des sciences de l'éducation et de la formation afin d'étudier les pratiques mises en place et les représentations sous-jacentes ; ainsi que dans celui des sciences de gestion pour comprendre les relations entre les accompagnant·e·s à l'orientation qui travaillent sur les mêmes territoires. Nous lions ces deux champs par le concept de situations (Girin, 1983; Ostrom, 1983; Pastré, 2002) qui permet d'analyser les interactions et les représentations dans un cadre spatio-temporel défini. Notre recherche interroge ainsi les interstices pour comprendre les interactions entre l'individuel et le collectif, entre les pratiques et les co-pratiques dans des situations de (co)accompagnement à l'orientation sur les territoires en éducation prioritaire. Ces pratiques relèvent à la fois de l'accompagnement à l'orientation envers les jeunes et de la collaboration entre les parties prenantes impliquées sur les territoires puisque toutes agissent sur le même espace, pour les mêmes jeunes. Nous mobilisons une méthode abductive (Dumez, 2016), constituée d'allers et venues entre la littérature et le terrain, à la fois qualitative et quantitative. La méthodologie revient sur notre cheminement durant le doctorat et les différents types d'analyses menés à partir d'entretiens semi-directifs : thématique (sémantique, réflexive et transversale), lexicale, cartographique des réseaux. Enfin nous proposons des portraits de jeunes comme études de cas pour saisir les effets de l'accompagnement sur les trajectoires de vie. Notre travail propose des implications théoriques, pratiques et méthodologiques qui sont le fruit du rapprochement de deux disciplines. Nous apportons ainsi un enrichissement des concepts théoriques et méthodologiques ainsi que des axes d'action pour les parties prenantes de l'accompagnement à l'orientation afin de contribuer à davantage de justice sociale par l'orientation. Notre travail de thèse apporte une illustration des pratiques et représentations d'accompagnement à l'orientation ainsi qu'une perspective renouvelée du pouvoir d'agir de l'humain au cœur des systèmes, donc ouvre la porte à des possibilités de formations partagées ; par l'articulation des différents systèmes (Bronfenbrenner, 1979) impliqués dans les situations d'accompagnement à l'orientation en TEP comme création de territoires spécifiques ; en plus d'insister sur le besoin de considérer les jeunes au cœur des accompagnements.

Montalban, J., Sanchis-Guarner, R., & Weinhardt, F. (2024). **Home broadband and human capital formation** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcpdps/dp1979.htm>

Using administrative data, we estimate the effect of home broadband speed on student-level value-added test scores. Our headline estimate relies on jumps in connection quality between close neighbours that occur across thousands of invisible telephone exchange station catchment-area boundaries. We find that increasing speed by 1 Mbit/s increases test scores by 1.37 percentile ranks, equivalent to 5% of a standard deviation. School-level factors or broadband take-up cannot explain this. Instead, the positive effects are concentrated among high-ability and non-free-school-meal eligible students and result from more education-oriented internet use. Differences in ICT quality can thus lead to increasing education inequalities.

Mulvey, B., Morris, A., & Ashton, L. (2024). **Differentiated experiences of financial precarity and lived precariousness among international students in Australia**. *Higher Education*, 87(3), 741-760. <https://doi.org/10.1007/s10734-023-01033-9>

Empirical research on international student migrants has sometimes homogenised this group, framing it as predominantly made up of privileged members of the global middle-class. This has led to calls to acknowledge and address the precarity faced by international students in their respective host countries more comprehensively. This study aims to explore how levels of financial precarity vary among international students in Australia, and how this in turn contributes to varying levels of precariousness in the personal spheres of students' lives. In doing so, we centre and refine the concept of precarity for use in studies of internationally mobile students, arguing for its use as a 'relational nexus', bridging financial precarity and broader lived experiences. Drawing on a large-scale survey and semi-structured interviews with 48 students, we emphasise the linkages between financial precarity and precariousness as a socio-ontological experience, explored through the examples of time poverty, physical and mental wellbeing, and relationships.

Murat, M. (2024). **Citizenship, math and gender: Exploring immigrant students' choice of majors** (GLO Discussion Paper Series N° 1370). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1370.htm>

This paper investigates whether citizenship of immigrant students in the host country influences their choice of majors, and whether these effects differ by gender. Using detailed students' data from an Italian university, combined with characteristics of the countries of origin, I examine the effects of citizenship on enrolments in educational areas categorized by their mathematical content. Results indicate a decrease in the likelihood of enrolment in math-intensive fields among students who acquire citizenship, particularly among males, leading to a reduction in gender gaps. Moreover, gender gaps are smaller and show a more pronounced decrease with citizenship as gender inequality in countries increases. Results are corroborated by matching and instrumental variables strategies. These findings shed light on the existence of trade-offs between empowerment, as manifested through citizenship, and major choices.

Napoletano, T. (2024). **Meritocracy, meritocratic education, and equality of opportunity.** *Theory and Research in Education*, 22(1), 3-18. <https://doi.org/10.1177/14778785241226662>

There are two ways, broadly speaking, that one might conceive of meritocratic education. On a standard, 'narrow' conception, a meritocratic approach to education is one which distributes certain educational goods and opportunities according to merit. On a second, 'broader' conception, however, meritocratic education is an educational system suited to a commitment to meritocracy – where 'meritocracy' refers to a particular conception of distributive justice. In this article, I argue that these two conceptions are incompatible with each other, and so the standard 'narrow' conception of meritocratic education is, in fact, incompatible with a commitment to meritocracy, at least given the typical way of understanding meritocracy. Of particular importance is that while meritocracy, as a view of distributive justice, requires a commitment to equality of opportunity principles, the narrowly meritocratic conception of education does not. The reason has to do with differences in the underlying justifications of the merit-based principles in each: Meritocracy appeals to moral desert, while the educational desert that is grounded by one's merits is best thought of as a kind of institutional desert. Thus, I will argue, while meritocracy (and so the broad conception of meritocratic education) is constrained by a fair equality of opportunity requirement, narrowly meritocratic education is not. Recognizing the relationships between

meritocracy, meritocratic education, and equality of opportunity, I argue, sheds considerable light on disagreements in the debate over equality of opportunity in education.

Pamphile, P., Bournaud, I., & Clavel, C. (2024). **Identifier et comprendre les difficultés d'adaptation des primo entrantes à l'université: utilisation d'une méthode mixte quantitative-qualitative avec des méthodes statistiques d'apprentissage automatique.** *DIRES 2024 - Diversité, Réussites[s] dans l'Enseignement Supérieur*. Présenté à Nantes (France), France. Consulté à l'adresse <https://hal.science/hal-04489836>

Patton, L. D. (2024). **Still Climbing the Hill: Intersectional Reflections on Brown and Beyond.** *Educational Researcher*, 53(2), 73-84. <https://doi.org/10.3102/0013189X231216389>
National Youth Poet Laureate Amanda Gorman's poem "The Hill We Climb"—among the most powerful moments of the 2021 presidential inauguration—inspired the central inquiry of the 18th Annual Brown Lecture in Education Research: Why are we still climbing the hill of educational equity 67 years after the U.S. Supreme Court's landmark decision in *Brown v. Board of Education*? The purpose of this article is to challenge dominant narratives surrounding *Brown* and introduce perspectives that might help account for a general lack of progress—perspectives that typically are overlooked or erased in wider *Brown* discourses. Inspired by her poem, Patton Davis offers a scholarly analysis and contributes a robust understanding of *Brown* and its historical and contemporary meanings in the sociopolitical contexts of racism and white supremacy. Patton Davis considers pressing questions: How can study of the circumstances that have intensified the COVID-19 pandemic fuel collective understanding of racial inequities and intersectional injustices in education? How might a critical race lens guide educators, policymakers, and researchers toward a more progressive realization of the promises of *Brown*? What would it take for education researchers, the majority of whom are situated in postsecondary settings, to engage in activism modeled after the work of communities still fighting for the racial and educational equity envisioned in *Brown*?

Paulick, J., Lucas, M., & Hill-Maini, T. Y. (2024). **Teachers Centering Families and Building Rapport During Home Visits.** *American Educational Research Journal*, 61(2), 366-403. <https://doi.org/10.3102/00028312231222270>

Collaborative relationships between families and teachers of elementary-aged children are complicated by teachers' lack of training for family engagement and by hierarchical and racialized power differentials. Home visiting can create a space for teachers to center and honor families' ways of knowing and being, but those home visits need to be conducted in ways specifically intended to build relationships with families; otherwise, the visits can do damage. In this descriptive exploratory study, we examined how teachers responded to families' openings during home visits. We articulate a theory that describes actions teachers can employ to build rapport, particularly across difference. This work has implications for research on family engagement and for teacher preparation for home visiting.

Pedota, J. (2024). **Institutionalization of a Latinx Campus Cultural Center: Exploring a Case of Racialized Administrative Burdens Faced by Latinx Staff and Students.** *Journal of Cases in Educational Leadership*, 27(1), 34-46. <https://doi.org/10.1177/15554589231197130>

This teaching case explores the racialized administrative burdens placed on Latinx staff and students as a Latinx campus cultural center becomes institutionalized or more

structurally embedded within a Predominantly White Institution. This case leverages the perspective of the center's Assistant Director to demonstrate how Latinx staff navigated racialized organizational policies and procedures while working to support and retain Latinx students. Leaders studying this case will examine how racialized administrative burdens resulting from institutionalization can influence minoritized staff and student agency and engagement. This case encourages leaders to create practical student-centered and equity-driven university policies and procedures while mitigating additional barriers.

Peng, A., Patterson, M. M., & Joo, S. (2024). **What Fosters School Connectedness? The Roles of Classroom Interactions and Parental Support.** *Journal of Youth and Adolescence*, 53(4), 955-966. <https://doi.org/10.1007/s10964-023-01908-1>

Although research has identified the impact of school connectedness on a variety of outcomes for adolescents, much less work has focused on identifying its precursors. This study examined the relative influences of classroom interactions and parental support on elements of school connectedness among a sample of 4838 students (Mage = 15.84, SD = 0.29; 49.1% female) in the United States from the Programme for International Student Assessment (PISA) 2018 data. The results showed that three domains of classroom interactions (i.e., classroom management, instructional support, and emotional support) and parental support played unique roles in predicting school connectedness (i.e., teacher support and school belonging). Specifically, classroom management positively predicted both teacher support and school belonging; instructional support, especially directed instruction, positively predicted teacher support; emotional support was unrelated to teacher support and school belonging. Parental support positively predicted school belonging, but not teacher support. Overall, these findings highlight the roles of both teachers and parents in providing developmentally appropriate support to facilitate school connectedness.

Perronnet, C. (2024, mars 5). **Les scientifiques héroïnes de fiction influencent-elles les choix d'orientation des adolescentes ?** Consulté 6 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/les-scientifiques-hero-nes-de-fiction-influencent-elles-les-choix-dorientation-des-adolescentes-223109>

Existe-t-il des « role models » féminins, réels ou fictifs, qui inspirent et encouragent ces filles à s'engager dans des voies scientifiques ?

Perronnet, C., Marc, C., & Paris-Romaskevich, O. (2024). **Matheuses - Les filles, avenir des mathématiques**. Consulté à l'adresse <https://www.cnrseditions.fr/catalogue/mathematiques/matheuses/>

A 17 ans, une fille française sur deux n'étudie plus les mathématiques, contre seulement un garçon sur quatre. Ces inégalités suscitent de nombreuses questions du corps enseignant, des familles, des scientifiques et des adolescentes et adolescents. Comment faire pour que les filles soient plus nombreuses dans les filières mathématiques ? Comment se comporter en classe pour les soutenir ? Comment encourager sa fille à faire des maths quand on a soi-même abandonné ? Comment changer la pratique des mathématiques pour qu'elle ne soit plus excluante ? Enfin, comment faire pour se sentir moins seule quand on est une fille et qu'on aime les maths ? Cet ouvrage, qui est autant un livre sur les maths qu'un livre de maths, entend apporter les réponses les plus larges possibles à ces questions. Il présente les résultats d'une enquête sociologique et porte la parole de 45 adolescentes, tout en proposant aux lectrices et aux lecteurs de découvrir

des problèmes de mathématiques originaux à leur rythme. Car une manière de rendre les mathématiques plus inclusives est bien de poser autrement les problèmes - qu'ils soient sociologiques ou mathématiques. Ouvrage de recherche autant qu'invitation à la pratique scientifique, l'ensemble est mis en images pour faciliter l'accès aux résultats scientifiques.

Ramos Carranza, P., Boat, A., & Hsieh, T. (2024). **School-Based Discrimination and Social-Emotional Learning Among Latinx Youth: The Moderating Role of School Commitment to Diversity, Equity, and Inclusion.** *Youth & Society*, 56(2), 387-410. <https://doi.org/10.1177/0044118X231170314>

This study examines the association between school-based discrimination and social-emotional learning (SEL) for Latinx students and the potential protective role of school commitment to diversity, equity, and inclusion (DEI). We also examine whether these associations differ based on Latinx youth's gender and sexual orientation. The sample included 2,017 Latinx youth (ages 11–21; 49% girls) from middle schools and high schools across the United States based on path analyses, we found that school-based discrimination is negatively associated with SEL and that commitment to DEI buffers the negative impact of discrimination on SEL. Multigroup analyses revealed some differences in the path analyses among girls compared to boys and sexual minority youth compared to heterosexual youth. Our findings suggest that school commitment to DEI can be protective against the negative effects of school-based discrimination on SEL for Latinx students and highlight the importance of considering within-group differences among Latinx youth.

Randazzo, T., & Piracha, M. (2024a). **Ethnic Identity and Educational Outcomes** (IZA Discussion Paper N° 16739). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16739.htm>

We study the role of immigrant children's ethnic identity in their educational performance and preferences/aspirations in Italy. We find that students with a weak sense of Italian belonging show a low performance in reading and mathematics and higher probability of grade retention. Moreover, children in middle secondary school with a weak sense of Italian identity have a low preference towards academically-oriented high secondary track which normally increases the likelihood of pursuing a university degree. We also find that the intention of immigrant children in high secondary schools to enrol at university decreases if they have a weak Italian identity. We exploit gender heterogeneity finding that females are more adversely affected in their educational aspirations when they have not built a strong sense of Italian identity. Immigrant children will soon form a very important component of the Italian labour force and shedding light on their educational outcomes will help us understand their performance in the Italian labour market better.

Randazzo, T., & Piracha, M. (2024b). **Ethnic identity and educational outcomes** (GLO Discussion Paper Series N° 1387). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1387.htm>

We study the role of immigrant children's ethnic identity in their educational performance and preferences/aspirations in Italy. We find that students with a weak sense of Italian belonging show a low performance in reading and mathematics and higher probability of grade retention. Moreover, children in middle secondary school with a weak sense of Italian identity have a low preference towards academically-oriented high secondary track which normally increases the likelihood of pursuing a university degree. We also find

that the intention of immigrant children in high secondary schools to enrol at university decreases if they have a weak Italian identity. We exploit gender heterogeneity finding that females are more adversely affected in their educational aspirations when they have not built a strong sense of Italian identity. Immigrant children will soon form a very important component of the Italian labour force and shedding light on their educational outcomes will help us understand their performance in the Italian labour market better.

Reversé, C. (2024, février 19). **Une pauvreté invisible des jeunes en milieu rural ?** Consulté 21 février 2024, à l'adresse The Conversation website: <http://theconversation.com/une-pauvrete-invisible-des-jeunes-en-milieu-rural-223041>

Les jeunesses font face à une montée de la précarité. Les jeunes urbains sont particulièrement étudiés, mais qu'en est-il dans les campagnes ?

Riban, C. & Camille Noûs. (2024). **Une bonne religiosité ? Ambivalence des discours enseignants et tactiques parentales dans un quartier prioritaire.** *Éducation et sociétés*, (51), 109-126. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-109.htm>

Dans une perspective tenant compte de l'ethnisation des rapports sociaux, cet article explore les discours d'enseignants dans un quartier prioritaire de la politique de la ville, lorsqu'ils abordent spontanément la religion de leurs élèves. L'islam apparaît comme source de pratiques perçues comme disruptives ou contrevenant à un idéal républicain marqué par l'égalité homme-femme, la laïcité, etc. Pourtant, les professionnelles d'une école privée catholique située dans ce quartier et accueillant des familles à majorité musulmane soulignent le partage de valeurs communes avec ces populations. Se dessine une distinction entre pratiques, souvent stigmatisées, et valeurs, perçues comme un pont possible avec celles des majoritaires. Dans cet environnement, les parents semblent déployer des tactiques visant à revaloriser leurs identités disqualifiées et à démontrer le caractère intégrateur de leurs valeurs, ancrées dans la religion musulmane.

Rodriguez, L. A., & Welsh, R. O. (2024). **The Ties That Bind: An Examination of School-Family Relationships and Middle School Discipline in New York City.** *Educational Researcher*, 53(2), 85-99. <https://doi.org/10.3102/0013189X231203696>

Inequities in exclusionary discipline result from a complex process involving students, families, and school personnel. However, little research has explored the topic from parent perspectives. This study used parent survey data from New York City to investigate the link between school-family relationships and students experiencing exclusionary discipline. Results indicate that stronger parental trust toward teachers is connected to a reduced probability that a student receives an office discipline referral, while greater trust in principals is associated with a lower chance of suspension. Several aspects of school-family relationships, such as parent-principal trust, parental involvement, and school outreach and communication, heterogeneously predict a lower likelihood of experiencing exclusionary discipline by student race and special education status. These findings demonstrate the interdependent role of families and school staff in child development and highlight the need to cultivate positive school-family relationships as a potential strategy for addressing exclusionary discipline disparities.

Rodriguez, S., & Wy, G. C. (2024). **Struggling to Belong: Evidence From a Survey of Youth Belonging in Public Schools.** *Educational Researcher*, 53(2), 123-127. <https://doi.org/10.3102/0013189X231216949>

This brief reports findings from a survey with middle and high school youth in a midsize district in the Mid-Atlantic. We find that belonging varies by race and ethnicity for young people. Overall, Black and Latino/x youth report lower belonging when compared to their White peers in a pro-diversity and inclusion district. Implications for policy and practice are addressed to improve sense of belonging for racially/ethnically and linguistically diverse youth.

Schindler, S., Bar-Haim, E., Barone, C., Fels Birkelund, J., Boliver, V., Capsada-Munsech, Q., ... Vallet, L.-A. (2024). **Educational tracking and social inequalities in long-term labor market outcomes: Six countries in comparison.** *International Journal of Comparative Sociology*, 65(1), 39-62. <https://doi.org/10.1177/00207152231151390>

In this country-comparative study, we ask to what extent differentiation in secondary education accounts for the association between social origins and social destinations in adult age. We go beyond the widely applied formal definitions of educational tracking and particularly pay attention to country-specific approaches to educational differentiation. Our main expectation is that once we factor in these particularities, the degree to which educational differentiation accounts for social reproduction is quite similar across countries. Our analyses are based on national individual-level life-course data from six European countries that span from secondary education to occupational maturity. Our findings show that educational differentiation mediates the association between social origins and social destinations to a substantial degree in all countries. However, we still find some differences between countries in the extent to which educational differentiation accounts for social reproduction.

Sharp, S. (2024). **Conversation among black women graduate students: exploring social media self-expressions for the purpose of reclamation.** *International Journal of Qualitative Studies in Education*, 37(3), 891-911. <https://doi.org/10.1080/09518398.2022.2127026>

Having experienced exclusion from graduate programs and stereotyping related to their academic performance in the past, Black women graduate students (BWGS) continue to experience challenges and barriers in higher education settings. However, social media environments are spaces where BWGS can disrupt false narratives purported about Black womanhood and how Black women construct an understanding of self. The purpose of this research was to use dramaturgy, a methodology used to explore presentations of self, and Black feminist thought to examine the identity expressions of Black women graduate students. Organized in a conversation thread using social media data, the findings highlight how BWGS used social media to create positive self-definitions for Black women by showing support for themselves and others.

Shin, C.-K., An, Y., & Oh, S. (2024). **Reduced in-person learning in COVID-19 widens student achievement gaps in schools.** *Asia Pacific Education Review*, 25(1), 45-55. <https://doi.org/10.1007/s12564-023-09862-0>

This study aims to examine the impact of reduced in-person learning during COVID-19 on students' academic achievement gaps focusing on rural-urban and in-school disparities. To this end, first, we investigated the regional disparity of student performance between Seoul and Gangwon, representative areas of urban and rural regions in South Korea, using t test analysis. Second, we conducted a regression analysis to analyze how the number of in-school days is associated with the student performance gap by controlling the regions. Our findings from the two analyses can be summarized as follows: First, we

observed a difference in patterns between the two regions. In Seoul, student performance was polarized at the two ends of the grade spectrum, whereas in Gangwon Province, achievement declined overall between pre- and post-COVID-19. Second, in the case of Seoul, the proportion of mid-range achievement students decreased after COVID-19, whereas in Gangwon Province, COVID-19 did not have a significant effect on students' B, C, and D grades. Third, regardless of region, more in-person learning was associated with a higher portion of mid-range grades. Based on the findings, we suggested several policy implementations to cope with student performance gaps, which can facilitate the governmental response to nationwide crises that may emerge in the future.

Siccard, A. (2023). **L'orientation scolaire de jeunes ruraux, une construction conjointe entre élèves, familles et personnels : le cas de quatre collèges du département de Manche** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04459384>

L'orientation des collégiens en milieu rural est généralement perçue sous le régime de la contrainte. Il est vrai que ces adolescents choisissent, davantage que les jeunes urbains, des formations courtes via les voies professionnelles, ce que la littérature attribue à un ensemble de causes : un modèle d'orientation prévalent dans les familles populaires, des exemples de possibles moins diversifiés, des possibilités de formation plus rares et plus éloignées, nécessitant une mobilité à laquelle toutes les familles ne peuvent consentir. Considérant d'emblée une pluralité d'espaces ruraux plus qu'un milieu homogène ou résiduel, ce travail tente de mesurer, outre ces différents facteurs, le pas à pas de la construction des choix opérés sans perdre de vue le poids des collèges eux-mêmes, par une approche essentiellement qualitative associée à des données statistiques. Si le milieu social des jeunes, surtout le diplôme de la mère, induit les demandes d'orientation des adolescents, le caractère socialement situé de ces demandes peut être accentué par les pratiques en cours dans les établissements en matière d'éducation à l'orientation et d'orientation proprement dite, différentes d'un collège à l'autre. Mais il peut également être modulé par les loisirs et les sociabilités amicales et familiales des adolescents, qui y découvrent des pratiques ainsi que des exemples de possibles de formations et de professions.

Smith, E., & Reimer, D. (2024). **Understanding gender inequality in children's reading behavior: New insights from digital behavioral data**. *Child Development*, 95(2), 625-635. <https://doi.org/10.1111/cdev.14001>

This study examined gender differences in reading behavior of 2652 Danish 5th-grade students (age 10–12 years, girls 51%, 14% immigrant background) observed for 218 days in 2019/2020, using data from a popular reading app. Reading behavior was operationalized as time spent reading. Analyses of timing of reading behavior and models of day-to-day reading time were employed to investigate the gender gap in reading behavior. Results show that girls read more than boys. This differential can be attributed to girls reading more outside school hours, during weekends and holidays than boys while there are no gender differences in reading activity during school hours. Results suggest that girls with positive academic attitudes were more inclined to read than boys with similar attitudes.

Soulié, C. (2024). **La transmission de l'héritage religieux familial : le cas des étudiants de l'Université Paris 8 Vincennes-Saint-Denis.** *Éducation et sociétés*, (51), 127-144. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-127.htm>
Cet article s'intéresse à la question de la transmission de l'héritage religieux familial chez les étudiants et étudiantes de licence de l'Université Paris 8 Vincennes-Saint-Denis. Sur la base d'une enquête par questionnaires réalisée en 2014-2015 auprès de 2545 étudiants et étudiantes provenant de 14 disciplines différentes ainsi que d'entretiens, est étudiée la manière dont les différentes religions, ainsi que l'incroyance religieuse, se transmettent –ou pas– des parents aux enfants. Il apparaît alors que si l'islam et l'incroyance se transmettent particulièrement bien, ce n'est pas le cas du catholicisme qui, à l'image de ce qui est observé sur le plan national, connaît une grave crise de reproduction tandis qu'en raison des particularités de leur offre religieuse qui s'adresse à des segments bien différenciés de la population, le protestantisme et le bouddhisme bénéficient d'un afflux non négligeable d'adeptes provenant d'autres confessions.

Steenberghs, N., Lavrijsen, J., Kiuru, N., & Verschueren, K. (2024). **Peer Influences on (Dis)Engagement in Early Adolescence: the Role of Friendship, Social Status, and Academic Status.** *Journal of Youth and Adolescence*, 53(4), 940-954. <https://doi.org/10.1007/s10964-023-01895-3>

Academic engagement in adolescence is shaped by influences from the peer environment, yet the types of peers impacting engagement remain unclear. This study explores the roles of friends, popular students, and intelligent students in shaping peers' behavioral and emotional (dis)engagement. Data were analyzed from 3409 Flemish eighth-grade students (Mage = 13.48 years, SD = 0.46, 50.09% female), utilizing self-reports and peer nominations to measure (dis)engagement and map friendship, popularity, and intelligence networks in the fall and spring. Longitudinal network analysis revealed that, while accounting for selection and network structure, friends influenced all dimensions of engagement. Popular students influenced emotional disengagement, and intelligent students impacted emotional engagement. These findings underscore the intricate nature of peer dynamics, highlighting the need for a multidimensional approach to studying peer influences on engagement.

Sun, X., Hu, D., Wang, Y., & Wang, X. (2024). **An exploration of guanxi: a type of social capital, among Chinese Min Kao Min, Min Kao Han, and Han students.** *Higher Education*, 87(2), 365-380. <https://doi.org/10.1007/s10734-023-01011-1>

This article examines the formation of social capital and the relevance of guanxi (a Chinese concept closely related to that of social capital), among ethnic minority students and Han students in a Chinese university. Using data from 42 semi-structured interviews with university students, our study demonstrates that three distinct student categories (Min Kao Min, Min Kao Han, and Han students) access social capital in similar ways, including via the Chinese class-based cohort model, faculty and staff, engagement in social media and online platforms, and other on and off-campus social connections. However, these three groups of students showed significant differences in the formation and use of social capital. Due to the influence of pre-college education and Internet literacy, MKM and MKH students are relatively restricted in using social media and other online platforms to obtain social capital. The varying awareness of and attitude towards the concept of "guanxi" affect its formation and utilization, with many ethnic minority students viewing it as a cultural symbol of Han society and more likely to form bonding social capital within their own ethnicity. This shows that though the diverse

campus environment effectively reduces the physical space between students of different ethnicity, it does little to break through the cultural barriers, making it challenging for minority students to form cross-ethnic bridging social capital.

Tang, L., & Horta, H. (2024). **Supporting Academic Women's Careers: Male and Female Academics' Perspectives at a Chinese Research University**. *Minerva*, 62(1), 113-139. <https://doi.org/10.1007/s11024-023-09506-y>

The persistent gender inequalities in higher education are an ongoing concern among academics. This paper investigates how male and female academics perceive the need for gender-related changes to support academic women's career advancement in China. Drawing on 40 interviews with male and female academics at a leading Chinese research university, this paper finds that attitudes among male academics were overwhelmingly negative toward the necessity for gender-related changes, whereas the female academics' responses varied. Two underlying issues cause the relatively similar degrees of unwillingness of men and women to make gender-related policy changes at universities. First, these academics had a strong belief in merit-based rules for promotion, which embedded gender blindness in the name of 'fairness'. Second, the power of individual choice was the determining factor for women's career progression, although both men and women acknowledged that their traditional cultural beliefs were rooted in processes and practices that systematically disadvantaged women. The findings expose academics' low expectations for the successful creation or implementation of institutional policies that support academic women's career development, considering that male academics did not support gender-related changes, and female academics were not united in their perspectives. In addition, socio-cultural norms were a critical obstacle. The findings suggest that the successful implementation of any gender policies must meet two conditions: they should stress equal opportunities for both sexes and should not jeopardize the perceived 'fair' meritocracy in academia.

Thomsen, J.-P., Jøeger, M. M., Kohl, K. S., Henze-Pedersen, S., Karmsteen, K., & Klokke, R. H. (2024). **Family learning environments in Scandinavia: dimensions, types and socioeconomic profiles**. *British Journal of Sociology of Education*, 0(0), 1-16. <https://doi.org/10.1080/01425692.2024.2322723>

In this paper, we use data from 44 Danish families to develop a new conceptual framework for analysing family learning environments and how they shape children's opportunities in the Scandinavian context. We use data from qualitative interviews and a new smartphone app to outline six key dimensions of family learning environments that intersect in four types, which we label Expansive curators, Recreational home dwellers, Casual pragmatists and Disempowered strugglers. The dimensions and types of family learning environments provide a conceptual framework for (1) identifying a set of mechanisms that might explain intergenerational associations in socioeconomic outcomes; (2) linking dimensions of family learning environments often studied in isolation (e.g. family activities and networks); (3) incorporating dimensions of learning environments rarely considered (e.g. day care and children's use of digital devices); and (4) distinguishing socioeconomic gradients in family learning environments.

Trarieux, M. (2023). **Faire sa grande école. La construction sociale de la grandeur par les étudiantes et étudiants en écoles de commerce** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://hal.science/tel-04463420>

Cette thèse porte sur la construction sociale de la grandeur dans les « grandes écoles de commerce » et sur la manière dont les étudiantes et étudiants s'en saisissent au regard de leurs conditions sociales d'existence dans un contexte de marchandisation et de concurrence dans le champ de l'enseignement supérieur. Elle explore ce mécanisme à partir d'un malaise protéiforme exprimé par les élèves et à travers une enquête en sociologie clinique. Des entretiens ont été conduits auprès de 35 jeunes français en formation initiale rencontrés à plusieurs reprises, et d'enseignants, dans le Programme Grande Ecole (PGE) de sept écoles de commerce françaises membres de la Conférence des Grandes Ecoles (CGE). Une étude sur les sites internet de ces écoles ainsi que des observations dans deux de ces établissements ont été menées de manière complémentaire. Ce travail contribue à la compréhension du processus de socialisation à l'œuvre sur les campus. Il explore les interactions, les pratiques sociales des étudiantes et étudiants, et les rapports sociaux qui les structurent, leurs discours, leur système de représentations et de normes, par lesquels elles et ils acquièrent des dispositions. Il informe sur le rapport objectif et subjectif que les élèves nouent avec leur institution et ainsi sur la manière dont ces jeunes en formation sont à la fois produits et producteurs de leur école. Plus spécifiquement, cette recherche met en évidence comment ces écoles font commerce de leur grandeur auprès de leurs élèves qui établissent avec elles un rapport d'investissement multiple dont les bénéficiaires doivent compenser un sacrifice. De fait, la conquête de la grandeur, qui donne de la valeur sur le marché de l'emploi gestionnaire et assure une sécurité socio-professionnelle, repose pour les élèves sur un travail d'association, avec leurs pairs et leur établissement, teinté de sujétion. Ce travail s'effectue dans l'espace associatif, plus attractif que l'espace scolaire majoritairement désinvesti durant la première année d'études. Il s'établit sur une « carrière associative » instituée sur les campus. Son entrée repose sur des rites d'intégration et un processus d'acculturation dont les formes réelles varient en fonction des prédispositions sociales des élèves à la performance. Cette thèse se focalise sur celles et ceux qui sont sélectionnés par ce second concours intra-école et qui se mettent en activité dans les associations, et ce, de manière genrée. Ils et elles se disposent à « jouer », « à fond » pour leur groupe, au point de travailler pour leur institution et coconstruire leur grandeur, celle de leur école et la leur propre. Les plus engagés sont celles et ceux pour qui l'orientation est vécue comme un coût économique. Aussi, par cette posture sociale et socio-psychique ludique, ces jeunes vivent un processus de subjectivation tout en apprenant à manipuler le cadre associatif, à se soumettre à ses règles du jeu adaptées au champ gestionnaire et élitaire, et à invisibiliser les finalités de leurs actions sur les autres et sur le monde. Cette transformation est soutenue par l'idéalisation du groupe et la défense de ses pratiques, d'une part, par un encadrement libre des élèves gouvernés institutionnellement de manière néolibérale, d'autre part. Les enseignants, eux, travaillent à maintenir la grandeur académique dans et pour leur établissement. Ce travail, qui s'intéresse aux hommes et aux femmes qui à la fois investissent, fabriquent et représentent leurs « grandes écoles », met finalement en lumière comment la mécanique de l'excellence, dans une logique marchande, est intriquée à une mécanique de l'alliance entre sujets et organisation.

UNICEF : Fonds des Nations unies pour l'enfance. (2023). **How to improve digital inclusion and accessibility for girls with disabilities**. Consulté à l'adresse <https://www.unicef.org/media/148981/file/How%20to%20improve%20digital%20inclusion%20and%20accessibility%20for%20girls%20with%20disabilities.pdf>

Les filles et les jeunes femmes handicapées sont confrontées à davantage d'obstacles à l'inclusion numérique que leurs pairs, car l'écart entre les sexes en matière d'adoption du numérique est amplifiée à l'intersection du handicap. Pour favoriser l'inclusion, il est essentiel de concevoir des environnements accessibles en collaboration avec les personnes handicapées afin que les obstacles puissent être supprimés et remplacés par des catalyseurs d'accès et de participation. Ceci est important lorsque l'on réfléchit aux espaces numériques et à la nécessité d'une accessibilité numérique et d'une conception inclusive. Ce guide met en lumière les bonnes pratiques en matière d'inclusion et d'accessibilité des solutions numériques pour les personnes handicapées, en particulier les filles. Il vise à soutenir les développeurs et les utilisateurs de produits et services numériques, afin que les filles et les jeunes femmes handicapées puissent bénéficier des services et plateformes numériques.

UNICEF : Fonds des Nations unies pour l'enfance, & UNGEI : United nations girl's education initiative. (2024). **Initiative « priorité à l'égalité » (GCI) - Atelier multi-pays sur la planification sectorielle de l'éducation sensible au genre (GRESP)**. Consulté à l'adresse https://www.ungei.org/sites/default/files/2024-02/Report_GRESP_Regional_Workshop_report_FRENCH_V1.pdf

Cet atelier multi-pays (Burkina Faso, Mali, Nigeria, République centrafricaine, République du Congo, Égypte, Libéria et Malawi) sur la Planification sectorielle de l'éducation sensible au genre (décembre 2023) visait à : 1. Améliorer la compréhension des participants sur les questions d'égalité des sexes et les principes d'un système éducatif équitable et inclusif ; 2. Les familiariser avec l'analyse de genre et les outils ; 3. Renforcer leurs capacités à appliquer une perspective de genre aux politiques et à la planification ; 4. Accroître leur engagement à utiliser leur leadership pour promouvoir l'égalité des sexes ; 5. Faciliter le partage d'expériences entre eux, notamment la promotion de la collaboration entre ministères, société civile et agences de coordination de la subvention du GPE au niveau national.

Velez, G., Black, J., López, S., & D'Anna-Hernandez, K. (2024). **From Predominantly White to Hispanic-Serving: Latinx Student Experiences on a Campus in Transition**. *Journal of Hispanic Higher Education*, 23(2), 73-87. <https://doi.org/10.1177/15381927231161801>

This study utilized focus groups with Latinx students at a private, Midwestern university to explore the complexities inherent in the process of becoming a Hispanic-Serving Institution (HSI). The purpose of the study was: (a) to better understand Latinx students' experiences at an "emerging" HSI, and (b) to understand how students understand an institutional journey toward the HSI designation. Findings point toward the value in exploring the Latinx student experience and perspective on HSI initiatives.

Wang, Z., & Tang, X. (2024). **Developmental Trajectories in Mathematical Performance Among Chinese Adolescents: The Role of Multi-Dimensional Parental Involvement**. *Journal of Youth and Adolescence*, 53(4), 877-894. <https://doi.org/10.1007/s10964-023-01893-5>

There is substantial evidence of the association between multiple parental involvement and mathematical performance, but the long-term features of these links remain unclear, in particular in China. This study investigated the 8-year trajectory of mathematical performance, and its associations with five forms of parental involvement. The sample consisted of 645 adolescents (50.39% girls; Mage = 10.5 years, SD = 0.50). Latent growth curve modeling showed upward linear growth in mathematics

performance. Among five forms of parental involvement, parental educational expectation was the most powerful predictor. Gender differences and similarities were also found in the family-education nexus. The parental expectation was positively associated with their initial performance in mathematics across gender. The predicting roles of parent-child discussion about school and parental TV controls on the baseline level of mathematical performance and the association between parental expectation and the slope of mathematical performance were only identified among boys. This study highlighted the varied impacts of parental involvement on schooling at different developmental stages, and provided important implications for optimizing parenting and schooling.

WODON, Q., MALE, C., & ONAGORUWA, A. (2024). **Educating girls and ending child marriage in Africa: Investment case and the role of teachers and school leaders.** Consulté à l'adresse <https://www.iicba.unesco.org/sites/default/files/medias/fichiers/2024/01/STUDY%202024-2%20Africa%20Teachers%20Reports%20Series.pdf>

Ce premier rapport sur les enseignants en Afrique s'appuie sur un large éventail de données (enquêtes auprès d'enseignants et de directeurs d'établissement, évaluations des élèves, données nationales, administratives et politiques, qualitatives...) pour démontrer la nécessité d'investir dans les enseignants et les directeurs d'établissement afin d'améliorer les possibilités d'apprentissage des filles et de mettre fin au mariage des enfants, réduisant ainsi les inégalités entre les genres dans et par l'éducation.

Xin Lam, Y. L., Molinari, G., & Secq, Y. (2024). **Déséquilibre d'engagement filles-garçons dans une activité débranchée de groupe en science informatique.** In K. Mens & O. Goletti (Éd.), *Colloque Didapro 10 sur la Didactique de l'informatique et des STIC* (p. 11-22). Consulté à l'adresse <https://hal.science/hal-04482131>

Le déséquilibre de genre en informatique est identifié depuis quelques décennies et persiste malgré les actions mises en œuvre. Depuis la parution du CS Unplugged, les activités d'informatique débranchées se sont développées et reposent souvent sur le travail de groupe. Notre étude vise à étudier l'impact d'une activité débranchée sur l'engagement des filles et des garçons en cours de Science Informatique. A travers deux séries d'observations en classe et une séance de co-conception entre enseignantes et équipe de recherche, nous avons travaillé sur la scénarisation en tant que piste d'actions afin de favoriser l'engagement des filles, en réponse au déficit d'intérêt souvent observé au collège dans le domaine de l'informatique. Nos résultats se basent sur l'analyse de comportements verbaux et non-verbaux de groupes d'élèves de 12 à 13 ans lors d'une activité débranchée, et permettent de souligner le potentiel de celle-ci pour l'engagement de chacun.e. Ils révèlent aussi la complexité des facteurs régissant l'engagement.

Yang, Y., Zhao, M., Dong, Y., & Xia, L. (2024). **Longitudinal Associations Between Interpersonal Distrust and Social Aggression During College: Disentangling the Within-Person Process from Stable Between-Person Differences.** *Journal of Youth and Adolescence*, 53(4), 849-862. <https://doi.org/10.1007/s10964-023-01874-8>

There is a dearth of information on the relationship between interpersonal distrust and social aggression in the youth, although both may lead to negative interpersonal relationships. Furthermore, scholars have not explored whether interpersonal distrust influences later social aggression over time at the within-person level. This study used five

wave longitudinal data to investigate the longitudinal association between interpersonal distrust and social aggression and the role of hostile attribution bias in this relationship; notably, it used a relatively rigorous approach—the random intercept cross-lagged panel model—to disentangle within-person processes from stable between-person differences. The final number of participants included 1053 undergraduate students (677 female students and 376 male students), and 64.3% were female students, with a mean age of 18.45 years (SD = 0.95) at first measurement. Participants completed assessments for interpersonal distrust, hostile attribution bias, and social aggression at five time points across 6-month intervals. At the within-person level, the results revealed that interpersonal distrust was a predictor of later social aggression and that hostile attribution bias acted as a longitudinal mediator in this relationship. This result indicates that to enhance interpersonal harmony and reduce individual hostility and aggression toward others, intervention programs should aim to reduce interpersonal distrust.

Zhao, M., Hong, X., Chen, Y., Jiao, L., Shao, Q., Fan, H., & Zhang, L. (2024). **Parenting Style, Peer Groups, and Pro-Bullying Behavior of Junior High School Students**. *Youth & Society*, 56(2), 411-424. <https://doi.org/10.1177/0044118X231176581>

To explore both the relationship between parenting style and the pro-bullying behavior of junior high school students and the roles of peer relationship and deviant peer interaction in that relationship. The parenting style questionnaire, peer relationship questionnaire, deviant peer interaction questionnaire, and pro-bullying behavior questionnaire were used to survey 886 junior high school students in China. A SPSS statistical package (26.0) was used for data analysis. Parenting style, peer relationship, deviant peer interaction, and pro-bullying behavior were all significantly correlated. Peer relationship and deviant peer interaction played complete mediating roles respectively between parenting style and pro-bullying behavior. Peer relationship and deviant peer interaction played a chain-type mediating role between style and pro-bullying behavior. Parenting style is an important parenting factor in pro-bullying behavior, indirectly affecting junior high school students' pro-bullying behavior by influencing their peer relationship and deviant peer interaction.

Climat de l'école

Commission européenne Centre commun de recherche, KARPINSKI, Z., & Commission européenne. Centre commun de recherche. (2023). **The experience of being bullied at school and its effect on reading proficiency in grade 4 An analysis of PIRLS 2021 data**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/639e4fc4-a2d4-11ee-b164-01aa75ed71a1/language-en/format-PDF/source-302072172>

S'appuyant sur les données du dernier cycle de l'étude PIRLS (Progress in International Reading Literacy Study) et un échantillon de 100 000 élèves issus de 19 systèmes éducatifs européens, ce rapport vise à approfondir les connaissances concernant les effets du harcèlement sur les résultats scolaires, notamment les performances en lecture. Les résultats soulignent une relation significative entre l'exposition au harcèlement et la réduction des performances au test de compétence en lecture PIRLS. L'écart de performance entre les élèves harcelés et leurs pairs non harcelés est plus important, en valeurs absolues, que l'écart entre les sexes en lecture et celui entre les élèves qui parlent la langue du test à la maison et ceux qui ne la parlent pas. L'étude souligne le rôle du sentiment d'appartenance scolaire, qui peut prédire à la fois la probabilité d'être victime d'intimidation et les performances en lecture d'un élève.

Gagnon, B., & Guay, M.-H. (2023). **Comment les leaders scolaires conçoivent-ils le bien-être et en soutiennent-ils la prise en compte dans leur établissement?** *Biennale Internationale de l'Éducation, de la Formation et des Pratiques professionnels, Éditions 2023*. Présenté à Paris Auditorium du Grand Palais, France. Consulté à l'adresse <https://hal.science/hal-04478816>

How do school leaders view wellness and support its consideration in their schools? The pandemic experience has highlighted the need to be concerned about the well-being of students and the school personnel who accompany them. (Papazian-Zohrabian et Mamprin, 2020; Hadchiti et col., 2020). In this perspective, many researchers and practitioners have developed resources to equip school leaders and their teams, such as models, monographs, programs, conferences, guides, etc. With a concern for supporting school leaders in a differentiated use of resources consistent with their specific needs, we sought to answer the following question: How do competent and aware school leaders conceive of and address wellness in their context based on their specific intentions and assumptions? To do so, we mobilized theoretical data about the developmental state of leaders and the contexts in which they work, (Guay et Gagnon, 2020, 2021; ADGSQ et col., 2022) which were linked to praxeological data from action research studies that focused on addressing well-being in their educational contexts (Gagnon, 2020; Gagnon et col. 2023). In the context of our communication, a framework for reflection can thus be proposed to leaders and their teams to mobilize significant resources in support of the well-being of students and school staff in their environment. In this sense, our paper is firmly in line with the Biennial's focus on needs analysis and the conduct of actions to build subjects.

Jain, C., & Jain, R. (2024). **Chronic Absenteeism and its Impact on the Learning Outcomes of Primary Grade Students in India** (NCAER Working Paper N° 157). Consulté à l'adresse National Council of Applied Economic Research website: <https://econpapers.repec.org/paper/ncancaerw/157.htm>

This paper addresses one of the most critical yet overlooked problems of excessive absence of students in primary grades in India. Considering the intuitive link between students' attendance and achievements, this paper empirically investigates the incidence and causes of chronic absenteeism while examining the variations in the attainment of foundational skills of primary students. Using data from the India Human Development Survey, round II, the authors find a continuous decline in the attainment of foundational skills among students, as the absenteeism rate increases from "normal" to "chronic", clearly indicating that attendance works! Further, the logistic regression model shows that poor health conditions of a child, larger school distance, extra school working hours, teaching factors, and harsh punishments are among the major contributing factors leading to chronic absence among students. Early attention and strict policy interventions are required due to their direct implications on the cognitive growth of young minds, and quality and productivity of the overall school education.

Rakotobe, M. (2024). **Les signalements d'incidents graves dans les écoles publiques et les collèges et lycées publics et privés sous contrat en 2022-2023**. *Note d'information*, (24.04), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/les-signalements-d-incidents-graves-dans-les-ecoles-publiques-et-les-colleges-et-lycees-publics-et-380730>

Au cours de l'année scolaire 2022-2023, les chefs d'établissement du second degré des secteurs public et privé sous contrat ont déclaré en moyenne 13,7 incidents graves pour 1 000 élèves. Dans les écoles publiques, les incidents sont moins fréquents.

Vampo, C., & Tchassim, K. (2024). **Le harcèlement sexuel dans l'enseignement supérieur en Afrique subsaharienne francophone : le cas de l'Université de Lomé.** *Éducation et sociétés*, (51), 167-185. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-167.htm>

Le harcèlement sexuel au sein du milieu universitaire public de Lomé est abordé par une étude de cas. Celle-ci, développée à la suite de la collecte de données anthropologiques sur les rapports de pouvoir y compris de genre dans la recherche, s'intègre dans une réflexion plus large sur les violences sexistes et sexuelles repérées dans les milieux universitaires partout dans le monde. D'une part, il s'agit de mettre en lumière un phénomène banalisé au Togo et peu étudié par les recherches dans/sur l'enseignement supérieur en environnement africain francophone. D'autre part, de saisir un des motifs qui écarte les femmes de l'Université ou complexifie leurs vécus en tant qu'étudiantes et enseignantes-chercheuses. L'article montre que les femmes sont très exposées au harcèlement sexuel et encore davantage si ces dernières ont une position de classe défavorable ou n'ont pas de soutien puissant dans leur entourage ; ce qui a une incidence forte sur le déroulement de leurs études et de leur carrière.

Zhao, M., Hong, X., Chen, Y., Jiao, L., Shao, Q., Fan, H., & Zhang, L. (2024). **Parenting Style, Peer Groups, and Pro-Bullying Behavior of Junior High School Students.** *Youth & Society*, 56(2), 411-424. <https://doi.org/10.1177/0044118X231176581>

To explore both the relationship between parenting style and the pro-bullying behavior of junior high school students and the roles of peer relationship and deviant peer interaction in that relationship. The parenting style questionnaire, peer relationship questionnaire, deviant peer interaction questionnaire, and pro-bullying behavior questionnaire were used to survey 886 junior high school students in China. A SPSS statistical package (26.0) was used for data analysis. Parenting style, peer relationship, deviant peer interaction, and pro-bullying behavior were all significantly correlated. Peer relationship and deviant peer interaction played complete mediating roles respectively between parenting style and pro-bullying behavior. Peer relationship and deviant peer interaction played a chain-type mediating role between style and pro-bullying behavior. Parenting style is an important parenting factor in pro-bullying behavior, indirectly affecting junior high school students' pro-bullying behavior by influencing their peer relationship and deviant peer interaction.

Évaluation des dispositifs d'éducation-formation

Behrman, J. R., Fan, C. S., Guo, N., Wei, X., Zhang, H., & Zhang, J. (2024). **Tutoring Efficacy, Household Substitution, and Student Achievement: Experimental Evidence from an After-School Tutoring Program in Rural China.** *International Economic Review*, 65(1), 149-189. <https://doi.org/10.1111/iere.12668>

After-school tutoring has risen globally despite limited evidence of effectiveness. We implement a randomized after-school tutoring program in rural China where many children are left-behind by parents in care of grandparents. Compared to tutees cared for by parents, those in care of grandparents reported much smaller home-tutoring reductions but larger test-score gains. We interpret our data analysis with a model with

tutoring efficacy and substitution between private and public inputs both differing by family background: Increased public tutoring generates larger test-score gains for children who experience greater tutoring efficacy and lesser substitution with household inputs, consistent with our estimates.

Corbin, L., Duguet, A., Berthaud, J., & Morlaix, S. (2023). **Les pratiques d'étude en première année universitaire : analyse descriptive et effets d'un dispositif « apprendre à apprendre »**. *e-JIREF*, 9(1), 79-102. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/13>

 Cette recherche expérimentale a pour objectif d'apporter de nouveaux éléments de connaissance concernant les pratiques d'étude des jeunes inscrits en première année universitaire, d'un point de vue descriptif mais également analytique en s'intéressant aux effets d'un dispositif « apprendre à apprendre » sur les pratiques mobilisées par les étudiants. A l'appui d'une recherche empirique menée auprès d'environ 800 étudiants en première année dans une université française, nous montrons que ces derniers déclarent opter bien souvent pour des pratiques d'étude peu favorables à leur réussite académique. Les analyses produites témoignent d'un effet positif du dispositif « apprendre à apprendre » sur les pratiques d'étude des jeunes, même si cet effet reste toutefois limité.

Cortes, K., Kortecamp, K., Loeb, S., & Robinson, C. (2024). **A Scalable Approach to High-Impact Tutoring for Young Readers: Results of a Randomized Controlled Trial** (NBER Working Paper N° 32039). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/32039.htm>

This paper presents the results from a randomized controlled trial of Chapter One, an early elementary reading tutoring program that embeds part-time tutors into the classroom to provide short bursts of 1:1 instruction. Eligible kindergarten students were randomly assigned to receive supplementary tutoring during the 2021-22 school year (N=818). The study occurred in a large Southeastern district serving predominantly Black and Hispanic students. Students assigned to the program were over two times more likely to reach the program's target reading level by the end of kindergarten (70% vs. 32%). The results were largely homogenous across student populations and extended to district-administered assessments. These findings provide promising evidence of an affordable and sustainable approach for delivering personalized reading tutoring at scale.

Fink, J., Myers, T., Sparks, D., & Smith Jaggars, S. (2024). **Toward a Practical Set of STEM Transfer Program Momentum Metrics**. *Research in Higher Education*, 65(2), 259-282. <https://doi.org/10.1007/s11162-023-09759-2>

Using administrative data from nearly 270,000 transfer-intending students who began at 70 community colleges across three state systems, this paper seeks to identify a set of metrics that will be useful to community college leaders as they formatively assess their colleges' efforts to improve STEM transfer outcomes. We find that a relatively simple set of STEM momentum metrics—notably Calculus and other non-math science and engineering coursework specified on statewide STEM transfer pathways, and to a lesser degree the pre-requisites to these types of courses—are reliable indicators of subsequent STEM transfer success across a wide-ranging set of state and institutional contexts, as well as across race/ethnicity and gender. However, community colleges have relatively low rates of completion of these key STEM courses, and disparities in completion of these courses by race/ethnicity and gender are common.

Gortazar, L., Hupkau, C., & Roldan-Mones, A. (2023). **Online tutoring works: experimental evidence from a program with vulnerable children** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehllserod/121342.htm>

We provide evidence from a randomized controlled trial on the effectiveness of a novel, 100-percent online math tutoring program, targeted at secondary school students from highly disadvantaged neighborhoods. The intensive, eight-week-long program was delivered by qualified math teachers in groups of two students during after-school hours. The intervention significantly increased standardized test scores (+0.26 SD) and end-of-year math grades (+0.48 SD), while reducing the probability of repeating the school year. The intervention also raised aspirations, as well as self-reported effort at school.

Housni, S., Kumps, A., Rocca, F., Temperman, G., & Lièvre, B. D. (2023). **Codobot: un dispositif soutenant les élèves dans l'apprentissage des concepts de base en programmation. Qu'en disent les enseignants lors de la découverte du jeu ?** e-JIREF, 9(1), 29-51. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/10>

Dans cette contribution, nous évaluons, par le biais d'un test utilisateur, un prototype nommé Co-dobot, destiné à soutenir les élèves dans l'acquisition des concepts fondamentaux de la programmation. Codobot se présente sous la forme d'un jeu de société qui comprend un robot programmable, des cartes de programmation à numériser à l'aide d'une application développée avec le moteur de jeu Unity ainsi que des tuiles, des jetons, un dé à 30 faces, une jauge de niveau et d'autres accessoires. En plus de posséder les caractéristiques d'un jeu de société, Codobot est un dispositif tangible destiné à la découverte de la programmation et au développement de la pensée informatique. Le test utilisateur, réalisé auprès de trois enseignants, a constitué une première évaluation du prototype qui a révélé son potentiel pédagogique ainsi que de nombreuses opportunités d'amélioration en termes de didactique et de technologie. Enfin, nous soulignons l'apport méthodologique majeur de cette contribution qui se situe à la jonction entre l'initiation aux concepts fondamentaux de la programmation, les sciences de l'éducation et l'expérience utilisateur.

Ortagus, J. C., Hughes, R., & Allchin, H. (2024). **The Role and Influence of Exclusively Online Degree Programs in Higher Education.** *American Educational Research Journal*, 61(2), 404-434. <https://doi.org/10.3102/00028312231222264>

This study leverages national data and a quasi-experimental design to examine the influence of enrolling in an exclusively online degree program on students' likelihood of completing their degree. We find that enrolling in an exclusively online degree program had a negative influence on students' likelihood of completing their bachelor's degree or any degree when compared to their otherwise-similar peers who enrolled in at least some face-to-face courses. The negative relationship between exclusively online enrollment and students' likelihood of bachelor's degree completion was relatively consistent among White, Black, Hispanic, Asian, low-income, and military students. Findings focused solely on those students enrolled in exclusively online degree programs revealed that the negative influence of exclusively online enrollment was exacerbated when the student attended a for-profit 4-year institution.

Slattery, E. J., Ryan, P., Fortune, D. G., & McAvinue, L. P. (2024). **Evaluation of a School-Based Attention Training Program for Improving Sustained Attention.** *Mind, Brain, and Education*, 18(1), 103-124. <https://doi.org/10.1111/mbe.12396>

This study evaluated the impact of a theory-driven cognitive attention training program, Keeping Score!, in improving students' sustained attention capacity. Training was based on sustained updating. Students engaged this process by mentally keeping score during an interactive game of table tennis without external aids. Students (9–11 years) were assigned to a 6-week training program (n = 18) or an active control (n = 18). Assessments of sustained attention/working memory and parent ratings of executive function were completed at pretraining, post-training, and 6-week follow-up. We found no evidence to support the efficacy of training (i.e., there was no statistically significant time × group interaction effects for any outcome). Overall, these findings add to the mixed body of literature supporting the efficacy of cognitive attention training for improving children's attentional capacity. One possibility for why the training program was unsuccessful is perhaps that cognitive attention training may not be sufficient for enhancing sustained attention.

Versloot-Swildens, M. C., de Graaf, H., Twisk, J. W. R., Popma, A., & Nauta-Jansen, L. M. C. (2024). **Effectiveness of a Comprehensive School-Based Sex Education Program for Young Adolescents in the Netherlands.** *Journal of Youth and Adolescence*, 53(4), 998-1014. <https://doi.org/10.1007/s10964-023-01903-6>

Most sexual education programs traditionally focused on providing sexual information regarding the risks of sex. However, current studies on sexual behavior in youth show a need for truly comprehensive sex education approaches with a sex-positive focus on sexuality, that effectively improve sexual competence. Therefore, in the current study the effectiveness of "Love is...", a four lesson school-based program based on the Sexual Interactional Competence model and Attitude-Social-Influence-Self-Efficacy-model was studied. A cluster-randomized controlled trial on the effectiveness of "Love is..." was conducted in 2018-2020. The sample consisted of 1160 adolescents in grades 8 and 9 from nine schools in the Netherlands. The sample was 48% female, 34% Dutch/Caucasian, 41% none-religious and 50% higher educated. They were randomized at class level into a program group [n = 32 classes; 567 students (Mage = 13.74 (SD = 0.74))] and a control group [n = 31 classes; 593 students (Mage = 13.86 (SD = 0.73))]. Results showed that "Love is..." increased sexual knowledge, that adolescents in the program group showed less cyber victim blaming attitudes and increased in communications skills after the program. In conclusion, the current study shows that "Love is..." was effective not only on the knowledge level, but also regarding sexual attitudes and competences. However, due to the developmental process of sexuality, there is a necessity to continue lessons in following grades through booster sessions by reinforcing competences as communicating comfortably about sexuality.

Vives, E., Poletti, C., Robert, A., Butera, F., Huguet, P., Consortium, P., & Régner, I. (2024). **Learning With Jigsaw: A Systematic Review Gathering All the Pieces of the Puzzle More Than 40 Years Later.** *Review of Educational Research*, 8, 913-917. <https://doi.org/10.3102/00346543241230064>

The jigsaw classroom is a cooperative learning method designed in the late 1970s to improve the academic performance of minority children by reducing intergroup conflict and increasing self-evaluations. Despite its high popularity, the available evidence for the effectiveness of this method seems scant and mixed, with neither meta-analysis nor

systematic review. To fill this gap, the authors conducted a systematic review of studies conducted from 1978 through 2022 to assess the effects of jigsaw on both academic performance and psychosocial variables (e.g., intergroup relationships, self-evaluations). Sixty-nine studies met the inclusion criteria. This review revealed the research trends, research gaps, and issues of research integrity of the jigsaw literature. If the results indicate that the jigsaw classroom overall leads to positive effects, findings vary depending on the academic subjects and psychosocial variables measured. The authors discuss the challenges of jigsaw activities and the limitations of studies reviewed and conclude with practical recommendations in the context of digital education.

Formation continue

Arborio, A.-M. (2024). **Réussir ou échouer au diplôme d'État d'aide-soignante par la validation des acquis de l'expérience : une longue épreuve.** *Formation emploi. Revue française de sciences sociales*, (165), 19-42.
<https://doi.org/10.4000/formationemploi.12344>

L'article analyse les temporalités des parcours de candidates à la Validation des acquis de l'expérience (VAE) qui, faisant fonction d'aide-soignante, cherchent à acquérir le diplôme d'État d'aide-soignante par cette voie. Il s'appuie sur une enquête ethnographique et mobilise des matériaux variés. Il propose une approche longitudinale qui prend en compte les différentes épreuves présentées par les candidates et non pas seulement l'entretien final. Ainsi, les femmes des classes populaires qui passent ce diplôme prennent parfois beaucoup de temps pour franchir certaines étapes, même dans le cas idéal, et rare, où elles réussissent chacune des épreuves. Le temps est plus long encore pour celles qui réitèrent leurs démarches après avoir raté l'une ou l'autre des épreuves. Comment comprendre ces parcours recommencés et cet engagement sur plusieurs années, alors même que la réitération ne garantit nullement la réussite ?

Becerril-Ortega, R. (2023). **Une caractérisation des processus d'expérimentation - Apprendre à affronter l'incertitude.** *Travail et Apprentissages*, 25(1), 40-64.
<https://doi.org/10.3917/ta.025.0040>

Pour comprendre les processus d'expérimentation, considérés comme une dimension de l'action mobilisée pour affronter l'incertitude, ce travail convoque deux traditions théoriques en psychologie des apprentissages et du développement. La tradition constructiviste, chère à Piaget, mobilise l'expérimentation en tant que processus qui enrichit les schèmes existants ou contribue à en élaborer de nouveaux. Pour la tradition pragmatiste de Dewey, expérimenter contribue à élargir l'expérience des personnes en mobilisant les ressources existantes de manière opportuniste. Le caractère interactionniste de ce processus se renouvelle au sein des approches actuelles de la formation des adultes. Trois analyses empiriques, différenciées par les marges des situations dans des contextes industriels, professionnels, de loisir, contribuent à une première caractérisation des processus d'expérimentation. Ceux-ci apparaissent comme une diversification de ressources disponibles, plutôt que comme une forme figée d'adaptation individuelle. Cette caractérisation des processus d'expérimentation amène à terme à une réflexion sur l'élaboration des situations formatives pour apprendre, en expérimentant, à affronter l'incertitude.

Carvajal, M. del C. G., Nassif-Gouin, C., Trépanier, N. S., Thériault, M. (Aurélie), & Loiola, F. (2022). **Apports de l'approche éactive en formation professionnelle des adultes : de la théorie à la pratique.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10016>

This essay is part of and offers a reflection on the enactive approach to cognition (Varela & al; Thompson, 2007) applied to adult education in Quebec. The objective is to participate in the scientific reflection on professional training in a university context. The preferred content analysis technique derives from the anasynthesis content analysis method (Legendre, 2005; Messier & Dumais, 2016). First, the context of professionalizing university training in Quebec is presented. Then, human activity according to an enactive approach is defined in order to clarify certain key concepts. Finally, examples of applications of enaction in professionalizing university training allow us to explore how an enactive posture supports the professional training of students.

Checcaglini, A., & Marion-Vernoux, I. (2024). **Formation professionnelle en entreprise, la France se distingue de ses voisins européens.** *Céreq Bref*, (450), 1-4. Consulté à l'adresse https://www.cereq.fr/sites/default/files/2024-03/Bref_450_web_0.pdf

En 2020, comme tous les pays d'Europe, la France a maintenu son effort de formation malgré la crise sanitaire, selon les dernières données statistiques disponibles. Les pratiques de formation se sont néanmoins modifiées, les entreprises françaises se distinguant par leur capacité à s'adapter au contexte et à profiter des dispositifs publics. Les résultats de l'enquête CTVS soulignent également des spécificités françaises quant à la façon dont les entreprises ont intégré la formation dans leurs stratégies RH et de développement

Jourdan, D., Gray, N., Howells, A., & Valdés-Cotera, R. (2023). **Lifelong learning for health in cities: a guide, enacting the Yeonsu Declaration for Learning Cities** (p. 117). Consulté à l'adresse <https://uca.hal.science/hal-04482419>

The COVID-19 health crisis has led all cities in the world to put public health issues at the top of their agendas. The pandemic has highlighted that one cannot implement public health measures without, or indeed against, the goodwill of the population. The population is not the 'problem'. Rather, it is part of the solution to the health crisis. Cities play a major role in developing the population's capacity to promote individual and collective health. Education and learning are at the very core of what makes 'health for all' possible. The crisis, therefore, has been an eye-opener regarding the importance and need for lifelong health education. Instituting such a place-based lifelong learning culture could play a key role in building resilience for individuals, communities and cities. In Yeonsu, Republic of Korea, the fifth International Conference on Learning Cities was convened from 27 to 30 October 2021. Attending in person or online were: mayors, deputy mayors, officials, representatives from 229 learning cities in 64 countries worldwide, education executives, education experts, representatives of United Nations agencies, the private sector, and regional, international and civil society organizations. At the end of the conference, a declaration was issued. It includes a set of commitments to build healthy and resilient cities. This guide aims to assist municipal teams in the concrete development of a policy that promotes lifelong learning for health within the framework of the Yeonsu Declaration. It is intended not only for cities already identified as learning cities or healthy cities – which may use the guide to integrate a lifelong learning for health dimension into existing city policies and projects – but also for all cities that wish to implement a policy promoting lifelong learning for health. This guide proposes a three-step process for enacting such a policy: 1. raising awareness of the role of cities

in lifelong learning for health; 2. developing a policy that promotes a healthy and resilient city; and 3. implementing the policy. The lifelong learning for health policy can be formalized through the creation of a learning for health pathway. The pathway makes explicit – and simultaneously formalizes – the content, the learning approaches and learning outcomes of the learning opportunities offered throughout people's lives. It focuses on building individual capacities for awareness and understanding of complex health issues, critical judgment and action. The pathway also has a communication purpose by making what is being done to promote health in the city explicit to citizens, partners and professionals. It is based on four key action principles: 'valuing, sharing, aligning and improving'. This approach seeks, first, to demonstrate the value of the educational work carried out in formal, non-formal and informal settings of the urban environment; then to make this known among stakeholders and to make the pathway coherent; and, finally, to identify the gaps and take the necessary initiatives to fill them. The guide can be used in different ways depending on the context, means and objectives of the individual cities. It is not always necessary to read the whole guide. And we expect that a large proportion of readers and users will simply pick and choose from the various sections of the guide elements that are of particular interest to them. Nonetheless, we hope that everyone will find something to contribute to their city's efforts and actions for implementing an inclusive policy for promoting lifelong learning for health.

Marché du travail

Acciari, L., Dos Santos Brito, C., & Pereira Pinto, C. (2024). **Essentiel mais exclu: le COVID-19 et le déficit de travail décent parmi les travailleurs domestiques au Brésil.** *Revue internationale du Travail*, 163(1), 1-25. <https://doi.org/10.1111/ilrf.12306>

Résumé Cet article présente les données d'une enquête menée avec la Fédération nationale des travailleurs domestiques du Brésil sur l'impact de la pandémie de COVID-19 sur les travailleurs domestiques, en tenant également compte des politiques d'urgence et des principales actions de la fédération au cours de la première année de la crise. Axé sur l'emploi et les revenus, la sécurité et la santé au travail et les violations des droits, il montre l'extrême polarisation entre ceux qui ont perdu leurs moyens de subsistance et ceux qui sont obligés de continuer à travailler au détriment de leur santé et de leurs droits de l'homme fondamentaux. Bien que les circonstances soient exceptionnelles, les auteurs soutiennent que cette situation a été rendue possible par des conditions préexistantes d'exclusion légale et de précarité.

Aloisi, A. (2024). **The Quantified Worker: Law and Technology in the Modern Workplace,** **Ifeoma Ajunwa.** *Revue internationale du Travail*, 163(1), 183-186. <https://doi.org/10.1111/ilrf.12303>

Antal, M., Lehmann, B., Guimaraes, T., Halmos, A., & Lukács, B. (2024). **Travailler moins? Revue systématique des préférences et décisions en matière de temps de travail.** *Revue internationale du Travail*, 163(1), 27-54. <https://doi.org/10.1111/ilrf.12299>

Résumé Malgré les retombées économiques, sociales et environnementales de l'évolution du temps de travail, les études sur les préférences en la matière sont dispersées entre diverses disciplines et disséminées dans de multiples revues. Dans cette revue systématique de la littérature fondée sur 173 articles, il est démontré que les études existantes concernent un petit nombre de pays de l'OCDE, portent surtout sur les

professions médicales et font essentiellement appel à des données d'enquête et à des méthodes statistiques. Les résultats les plus clairs et les plus homogènes ont trait à l'influence du genre, des obligations en matière de garde des enfants et du temps de travail actuel, tandis que les normes et la formation des préférences demeurent mal comprises. Davantage de travaux qualitatifs sont indispensables pour déterminer comment faire progresser la réduction du temps de travail.

Apella, I. (2024). **Le sophisme de la quantité fixe de travail: le cas de l'Amérique latine.** *Revue internationale du Travail*, 163(1), 55-78. <https://doi.org/10.1111/ilrf.12301>

Résumé L'auteur s'appuie sur des données de panel relatives à 11 pays d'Amérique latine au cours de la période 2002-2019 pour étudier la théorie de la «quantité fixe de travail» à l'heure du vieillissement démographique. Ses estimations, issues d'un modèle à effets fixes, révèlent l'existence d'une corrélation positive entre le taux d'emploi des seniors et celui des jeunes, de même qu'entre la rémunération des seniors et celle des jeunes. Ces résultats laissent penser qu'une hausse de l'emploi des seniors est favorable à la croissance économique, d'où une augmentation des besoins de main-d'œuvre, lesquels peuvent être pourvus par la jeune génération.

Bryson, A., & White, M. (2024). **Human resource management technology, workplace performance, and employee well-being in the British public sector.** *LABOUR*, 38(1), 102-121. <https://doi.org/10.1111/labr.12264>

Using linked employer–employee data for workplaces in Britain, we find high-performance workplace practices (HPWPs) are positively associated with public sector workplace performance. Contrastingly, HPWPs are not associated with measures of public sector employees' well-being or motivation. The implication is that the performance effects of HPWP in the public sector constitute part of efficient management technology, without the need to invoke special employee responses as mediators. Public sector findings differ from those in the private sector: in the latter, HPWPs are positively associated with some performance outcomes but employee outcomes are a complex mix of non-significant, positive, and negative associations.

D'Agostino, A., & Cadet, J.-P. (2024). **À l'heure de la valorisation des déchets, la branche du recyclage crée-t-elle aussi de la valeur pour la population ouvrière qui les trie?** Consulté à l'adresse <https://www.cereq.fr/valorisation-dechets-recyclage>

Cette publication du Céreq est tirée des travaux effectués dans le cadre du projet SQUAPIN (« Salarié·es en emploi peu QUALifié : quelles Perspectives face à l'INjonction de devenir acteur de leur parcours professionnel ? »), financé par l'ANR (Agence nationale de la recherche). Ce projet vise à comprendre en quoi et comment les un peu plus de cinq millions de salarié·es qui occupent les emplois réputés « non qualifiés » en France sont aujourd'hui plus que jamais invités à être acteurs, actrices et responsables de leur vie professionnelle.

Denave, S. (2024). **Connaitre une ascension sociale en devenant entrepreneur de nettoyage et désinfection après décès.** *Formation emploi. Revue française de sciences sociales*, (165), 133-149. <https://doi.org/10.4000/formationemploi.12447>

Encore peu connue en France, l'activité de nettoyage et désinfection après décès est une spécialité professionnelle relativement facile d'accès pour des hommes de classes populaires ou de petites classes moyennes puisqu'elle n'exige ni diplôme spécifique ni capital économique important. L'article montre qu'on ne devient pas entrepreneur de

nettoyage et désinfection des lieux après décès à la fin de sa formation initiale, mais en cours de carrière en suivant l'un des trois parcours types de mobilité professionnelle : une mobilité interne au sein du secteur du nettoyage, une reconversion entre secteurs limitrophes ou une bifurcation. L'accès au statut d'indépendant et à une activité valorisable par des compétences techniques et des savoir-être spécifiques rend possible une trajectoire promotionnelle et un rapport satisfaisant à l'activité.

Dumoulin, C., & Schütz, G. (2024, mars 7). **Quatre ans après le Covid, les régimes de télétravail restent moins favorables aux femmes.** Consulté 12 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/quatre-ans-apres-le-covid-les-regimes-de-teletravail-restent-moins-favorables-aux-femmes-223915>

Une enquête montre que, bien qu'apprécié par les salariées, ce mode de travail, à poste égal, les contraint davantage que les hommes.

Erb, L.-A., Silvera, R., & Lemièrre, S. (2024, mars 4). **Les métiers très féminisés du soin et du lien : pourquoi il est urgent de les reconnaître à leur juste valeur.** Consulté 6 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/les-metiers-tres-feminises-du-soin-et-du-lien-pourquoi-il-est-urgent-de-les-reconnaitre-a-leur-juste-valeur-223670>

Une enquête portant sur près de 7 000 professionnels du soin et du lien aux autres montre des personnes fières de leur utilité sociale mais qui ne recommandent pas leur métier.

Germain, S. (2024, mars 8). **Un métier se dévalorise-t-il parce qu'il se féminise ?** Consulté 12 mars 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/un-metier-se-devalorise-t-quil-se-feminise/00109989>

Les études sociologiques le montrent : à mesure qu'une profession se féminise, elle perd en prestige et en rémunération. Mais corrélation n'est pas causalité, cette dévalorisation s'ancre sur des stéréotypes qui ont la vie dure.

Harrison, J., Parejo, M., & Wielga, M. (2024). **Les vertus des mécanismes de plainte des dispositifs de régulation privée du travail au sein des chaînes de valeur mondiales: l'exemple de la Fair Labor Association.** *Revue internationale du Travail*, 163(1), 79-103. <https://doi.org/10.1111/ilrf.12302>

Résumé Les mécanismes de plainte peuvent-ils renforcer la régulation privée du travail au sein des chaînes de valeur mondiales? À partir d'une analyse empirique des affaires instruites par le mécanisme de plainte de la Fair Labor Association - le seul qui permette cette étude du point de vue du plaignant -, les auteurs constatent que, même si la grande majorité des plaignants en ont une opinion positive, ce mécanisme présente aussi des limites susceptibles d'influer négativement sur ses effets pour les travailleurs. Ils font appel au concept d'ancrage pour explorer l'influence de trois dimensions - le niveau national, le niveau local et celui de l'entreprise - sur ces effets. Ils en tirent des enseignements qui pourraient être utiles à l'étude de mécanismes de plainte existant dans d'autres chaînes de valeur mondiales.

Hilgert, J. (2024). **La sécurité et la santé au travail en tant que droits fondamentaux: étude historique comparative de la stratégie du réalisme vigilant de l'OIT.** *Revue internationale du Travail*, 163(1), 105-129. <https://doi.org/10.1111/ilrf.12300>

Résumé L'auteur présente une étude historique comparative de l'action de l'OIT en matière de sécurité et de santé au travail (SST) analysées comme des droits

fondamentaux. Durant les vingt années qui ont suivi l'adoption du Pacte international relatif aux droits économiques, sociaux et culturels, l'Organisation a opté pour une approche réaliste et défendu l'idée que la protection de la SST supposait que les conditions économiques nécessaires soient réunies. L'article revisite cette histoire à la lumière de deux éléments: l'émergence d'une nouvelle réalité, faite d'incertitude, et l'ajout de la SST au cadre des principes et droits fondamentaux au travail de l'OIT. Il montre que l'approche du réalisme vigilant pourrait être appliquée aux activités actuelles de l'OIT dans le champ de la SST.

Jain, R., & Abraham, V. (2024). **Politiques préférentielles en matière d'emploi et performances des entreprises: l'exemple des entreprises publiques indiennes.** *Revue internationale du Travail*, 163(1), 131-157. <https://doi.org/10.1111/ilrf.12307>

Résumé Les auteurs examinent l'effet des quotas d'emplois sur les performances des entreprises publiques indiennes. Utilisant des données sur les entreprises détenues par l'administration fédérale se rapportant à la période 2014–2017, ils mobilisent des méthodes par variables instrumentales et constatent que les quotas améliorent les performances de l'entreprise lorsqu'ils sont appliqués à tous les niveaux de la hiérarchie. Leurs résultats révèlent aussi que les catégories sociales visées par la discrimination positive sont surreprésentées au bas de la hiérarchie et sous-représentées au sommet, en raison, principalement, de défaillances au niveau de la publication des vacances de postes et de pratiques discriminatoires au sein des organisations.

Lefresne, F., & Verdier, É. (2024). **Le temps des mobilités et des reconversions professionnelles: Ce que nous enseignent les travaux du Céreq.** Consulté à l'adresse <https://books.openedition.org/cereq/3562>

Une dynamique nouvelle des mobilités et des reconversions professionnelles est aujourd'hui à l'œuvre. Les besoins du marché du travail, notamment sous l'effet des transitions écologique et numérique, en sont le premier moteur. Les aspirations des salariés - à de meilleures conditions d'emploi et de travail, à un équilibre plus harmonieux vie professionnelle/vie personnelle ou à davantage de sens du travail - en constituent le second. Mais comment se concrétisent ces mobilités et ces reconversions ? La réalité des choix qui s'offrent aux salariés répond-elle à leurs aspirations ? Quel rôle jouent les pratiques de recrutement et de gestion des entreprises ? Quel soutien apporte la politique publique ? L'ouvrage avance un ensemble de données issues des grandes enquêtes du Céreq et en propose des analyses. Il identifie les inégalités d'opportunité et de destin sur un marché du travail en pleine transformation.

Maczulskij, T., & Viinikainen, J. (2024). **Personality and public sector employment in Finland.** *LABOUR*, 38(1), 122-149. <https://doi.org/10.1111/labr.12260>

Using long-term Finnish register data on labor market outcomes, we examine how personality traits predict the sorting of individuals into public and private sector employment. Our findings suggest that personality-based sectoral sorting primarily occurs during the selection of educational fields. Once education and occupation are controlled for, public sector employment is negatively related to self-confidence among males and extraversion among females. We also find that pecuniary incentives and shifts between the sectors may partly explain these relationships. Overall, our empirical results, combined with values that we use as theoretical mechanisms, suggest that values may serve as mediators explaining our results.

Mathew, S. S. (2024). **Occuper un emploi sans être en plein emploi: comment mesurer la sous-utilisation de la main-d'œuvre? Le cas indien.** *Revue internationale du Travail*, 163(1), 159-182. <https://doi.org/10.1111/ilrf.12305>

Résumé Des réactions ambiguës et paradoxales, procycliques mais aussi contracycliques, ont été observées sur le marché du travail dans différents pays après un ralentissement économique. En l'absence de dispositifs de protection sociale adaptés, comme une assurance-chômage, un taux d'emploi contracyclique pourrait être le signe de difficultés plutôt que de possibilités d'emploi productif. Confrontant les données sur l'emploi et le chômage aux recommandations de la 19e Conférence internationale des statisticiens du travail sur la sous-utilisation de la main-d'œuvre, l'auteur critique les statistiques du sous-emploi en Inde et appelle à actualiser les méthodes de collecte de données pour mieux éclairer l'action publique dans le domaine de l'emploi.

Neumark, D. (2024). **The effects of minimum wages on (almost) everything? A review of recent evidence on health and related behaviors.** *LABOUR*, 38(1), 1-65. <https://doi.org/10.1111/labr.12263>

I review and assess the evidence on minimum wage effects on health outcomes and health-related behaviors. The evidence on physical health points in conflicting directions, leaning toward adverse effects. Research on effects on diet and obesity sometimes points to beneficial effects, whereas other evidence indicates that higher minimum wages increase smoking and drinking and reduce exercise (and possibly hygiene). In contrast, there is evidence that higher minimum wages reduce suicides, partly consistent with the evidence of positive or mixed effects on other measures of mental health/depression. Overall, policy conclusions that minimum wages improve health are unwarranted or at least premature.

Olney, S. (2024). **Equality within Our Lifetimes: How Laws and Policies Can Close - or Widen - Gender Gaps in Economies Worldwide,** Jody Heymann, Aleta Sprague et Amy Raub. *Revue Internationale Du Travail*, 163(1), 187-190. <https://doi.org/10.1111/ilrf.12304>

Reboul, E., Pailhé, A., & Counil, É. (2024). **Du télétravail de crise au télétravail installé : quelles répercussions sur le bien-être ?** *Connaissance de l'emploi*, (194), 1-4. Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/du-teletravail-de-crise-au-teletravail-installe-queles-repercussions-sur-le-bien-etre--1467363.kjsp?RH=1507626697168>

Après un usage sans précédent pendant la pandémie de Covid-19, le télétravail s'est désormais installé de manière durable ; mais ses effets sur le bien-être des travailleurs et travailleuses restent ambigus et débattus. S'appuyant sur une grande enquête représentative et longitudinale (EpiCov), ce numéro de Connaissance de l'emploi retrace les trajectoires d'activité des personnes en emploi pendant la première année de crise sanitaire en France, et examine les répercussions de la pratique du télétravail sur l'articulation travail-vie privée et la santé mentale, dans une période d'accalmie (l'été 2021) permettant de se rapprocher des conditions usuelles de travail. Dans ce contexte, le télétravail n'apparaît pas associé à des troubles dépressifs ou anxieux, mais semble avoir facilité l'articulation entre vie personnelle et vie professionnelle, en particulier pour les parents.

Richiardi, M. G., & Valenzuela, L. (2024). **Firm heterogeneity and the aggregate labour share.** *LABOUR*, 38(1), 66-101. <https://doi.org/10.1111/labr.12265>

We propose a model-based decomposition method for the aggregate labour share in terms of the first moments of the joint distribution of total factor productivity, market power, wages and prices, and apply it to UK manufacturing using firm-level data for 1998–2014. Contrary to a narrative focussing on increasing disparities between firms, the observed decline in the aggregate labour share over the period is driven entirely by the decline in the labour share of the representative firm, mostly due to an increasing disconnect between average productivity and real wages. Changes in the dispersion of firm-level variables have contributed to slightly contain this decline.

Sefil-Tansever, S., & Yilmaz, E. (2024). **Minimum wage and spillover effects in a minimum wage society**. *LABOUR*, 38(1), 150-176. <https://doi.org/10.1111/labr.12259>

Minimum wage policies are widely implemented in developing countries, but their consequences remain uncertain. This study empirically investigates the impact of the minimum wage on monthly income inequality and its spillover effects in Turkey between 2004 and 2022, utilizing comprehensive micro data. We aim to shed light on the impact of national minimum wage policies by examining their diverse influences on the wage structure within the country. Our findings reveal that the minimum wage significantly reduces income disparities, particularly among formal workers at the lower and upper end of the wage distribution. While wage gaps below the median wage decline, those above it experience a slower growth rate, ultimately leading to wage convergence. Notably, this effect is more pronounced during macroeconomic instability from 2016 to 2022, compared with the relatively stable period of 2004–15. Moreover, the outcomes differ depending on individual attributes like gender, age, education, and other relevant factors. Furthermore, we observe tentative evidence of a lighthouse effect to some degree: the minimum wage seems to exert an equalizing influence on the wage structure of workers in the informal sector beyond a certain percentile.

Métiers de l'éducation

Afkar, R., Béteille, T., Breeding, M. E., Linden, T., Mason, A. D., Mattoo, A., ... Yarrow, N. (2023). **Fixing the Foundation: Teachers and Basic Education in East Asia and Pacific** (p. 161). Consulté à l'adresse The World Bank website: <https://openknowledge.worldbank.org/server/api/core/bitstreams/5035a402-5f95-4a63-8c82-863271eaec3e/content>

Countries in middle-income East Asia and the Pacific were already experiencing serious learning deficits prior to the COVID-19 pandemic. COVID-related school disruptions have only made things worse. Learning poverty -- defined as the percentage of 10-year-olds who cannot read and understand an age-appropriate text -- is as high as 90 percent in several countries. Several large Southeast Asian countries consistently perform well below expectations on adolescent learning assessments. This report examines key factors affecting student learning in the region, with emphasis on the central role of teachers and teaching quality. It also analyzes the role education technologies, which came into widespread use during the pandemic, and examines the political economy of education reform. The report presents recommendations on how countries can strengthen teaching to improve learning and, in doing so, can enhance productivity, growth, and future development in the region.

Andreani, M. (2023). **Pilotage pédagogique et éducatif, Dynamique de professionnalisation des personnels de direction en établissement public local d'enseignement.** (Phdthesis, Université Pascal Paoli). Consulté à l'adresse <https://theses.hal.science/tel-04461475>

Actuellement en France, des mutations institutionnelles profondes traversent un système éducatif en transition. C'est dans cet espace de transition, susceptible d'accueillir de nouveaux paradigmes et dont l'étude permet de comprendre les processus de professionnalisation, que s'opère l'apprentissage d'un soi professionnel en mutation, à partir de l'élaboration d'un processus de réflexivité ainsi favorisé. Ce travail de recherche se propose d'explorer la dynamique de professionnalisation des personnels de direction en situation de pilotage pédagogique et éducatif en établissement scolaire du second degré. La recherche vise à rendre intelligible les processus de développement ancrés dans le travail à travers la mise en relation des concepts majeurs de dynamiques identitaires, comme cadre d'analyse, et de didactique professionnelle, comme angle de vue de la recherche. Nous nous appuyons sur une approche qualitative, à visée exploratoire, instrumentée par des entretiens individuels. Ce que mettent en avant les résultats de la recherche, le pilotage pédagogique et éducatif génère des catégories de situations qui participent aux dynamiques identitaires des acteurs et à la dimension cognitive de cette activité. Les espaces de travail et de formation sont reconsidérés et liés dans la perspective d'un apport de réponses aux évolutions et besoins socio-éducatifs repérés et exprimés par les acteurs et usagés de l'École ; cela participe d'une réflexion pour un projet renouvelé d'école inclusive et émancipatrice.

Attias-Delattre, V., Didou-Aupetit, S., Laroui, R., Maltais, M., & Naffi-Malherbe, C. (2024). **Colloque international AFIRSE/EDRACLe "grand bazar" de la formation des enseignantes et des enseignants : analyse et mise en perspective dans différents pays.** *Mobiliser les savoirs en français Une semaine complète d'évènements, de colloques et de discussions sur la recherche et les savoirs.* Présenté à Ottawa (Ontario), Canada. Consulté à l'adresse <https://hal.science/hal-04454810>

Au cœur du prochain congrès de l'ACFAS (section 500-Éducation), nous proposons un colloque scientifique sur le thème de la formation des enseignantes et des enseignants. Nous vous convions à contribuer à cet échange en présentiel ou en distanciel, les 16 et 17 mai 2024. La logique de professionnalisation des enseignantes et des enseignants, tant dans la formation initiale que dans la formation continue, est portée par des transformations découlant des résultats de la recherche en éducation, et aussi des volontés affichées des politiques publiques éducatives. Dans ces transformations, nous observons une certaine primauté de l'amélioration des taux de diplomation afin d'atteindre différents objectifs : accroître la diplomation citoyenne, le niveau de qualification des salariés et/ou assurer un rayonnement des politiques publiques par des comparaisons nationale et internationale. Cette conjonction des intérêts est percutée, dans la francophonie, par une diversité de facteurs en Éducation qui fragilise les enjeux de qualité des formations et plus largement, la profession enseignante. La formation des enseignantes et des enseignants semble être élaborée sur un continuum entre des politiques publiques éducatives centrées sur l'acquisition de compétences disciplinaires et la reconnaissance de la nécessité d'apprendre à enseigner afin d'intégrer cette profession. Dans ce contexte, les formations sont à géométrie variable en fonction du statut des enseignants, des enjeux sociétaux et éducatifs. Enfin, la formation des enseignantes et des enseignants confiée aux universités fait émerger des attentes de démocratisation et de massification pour lesquelles les politiques publiques peinent à

satisfaire les demandes des parties prenantes. Construire des représentations communes sur les effets de ces enjeux dans l'accès à la formation, le choix des parcours de carrière et les taux de recrutement est relativement aisé. Ceci est largement documenté. Nous voudrions donc aborder plutôt des dimensions politiques et structurelles (éducatives, sociales, économiques et culturelles) qui sont moins documentées et plus difficiles à cerner. Nous considérons en effet que les transformations à l'œuvre au niveau national et international relèvent à la fois de mille-feuille territorial et idéologique, de sédimentation de logiques et de mises en œuvre volontaristes. (Attias-Delattre et al., 2022 ; Bucheton, 2023) Des deux côtés de l'Atlantique, on constate une sorte de confusion sur la formation à privilégier pour assurer le plein développement professionnel du personnel enseignant, tant en formation initiale qu'en formation continue. Ce sont ces éléments que nous souhaitons rendre compte lors du colloque que nous proposons d'organiser. Notre appel à communication, porte sur les enjeux et les besoins actuels de formation des enseignantes et des enseignants. Il vise à aborder dans un contexte plus large et par différents apports scientifiques, l'ensemble de ces questions en vue de reformuler les termes du débat sur la formation et sur la professionnalisation.

Balslev, K., Maldonado, M., Naef, L., Guzzo, C., Perréard Vité, A., & Lussi Borer, V. (2022). **Former des enseignants dans l'alternance : traces de l'activité professionnelle, voies et variables pédagogiques.** *Phronesis*, 11(1-2), 32-56. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-32.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Bengtsson, S., Billy, C., Thibault, C., Mirembe, D., Namagembe, B., West, H., & Hinz, K. (2023). **Teacher management in refugee settings: Uganda.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000387764/PDF/387764eng.pdf.multi>

L'étude fournit des recommandations politiques, fondées sur la recherche, pour une gestion plus efficace des enseignants de primaire exerçant auprès de réfugiés en Ouganda (amélioration des qualifications, soutien au logement, harmonisation des salaires) afin qu'ils soient responsabilisés, bien recrutés et formés, motivés, et qu'ils disposent de ressources de qualité. Elle révèle une pénurie d'enseignants et souligne que les Ougandais constituent la majeure partie du personnel : les réfugiés peuvent obtenir un emploi d'enseignant, mais restent assistants pédagogiques, faute de qualifications.

Bock, C. (2023). **La place de l'éducation nouvelle dans le marché de la formation d'animateur**. Consulté à l'adresse <https://hal.science/hal-04455862>
Colloque international - L'Éducation nouvelle: Héritages, (ré)inventions, actualité
Mercredi 28, Jeudi 29 et Vendredi 30 juin 2023 Université Paris-Panthéon-Assas CUIP -
Comité universitaire d'information pédagogique

Bolsinova, M., Tijmstra, J., Rutkowski, L., & Rutkowski, D. (2024). **Generalizing Beyond the Test: Permutation-Based Profile Analysis for Explaining DIF Using Item Features**. *Journal of Educational and Behavioral Statistics*, 49(2), 207-240.
<https://doi.org/10.3102/10769986231174927>

Profile analysis is one of the main tools for studying whether differential item functioning can be related to specific features of test items. While relevant, profile analysis in its current form has two restrictions that limit its usefulness in practice: It assumes that all test items have equal discrimination parameters, and it does not test whether conclusions about the item-feature effects generalize outside of the considered set of items. This article addresses both of these limitations, by generalizing profile analysis to work under the two-parameter logistic model and by proposing a permutation test that allows for generalizable conclusions about item-feature effects. The developed methods are evaluated in a simulation study and illustrated using Programme for International Student Assessment 2015 Science data.

Bouhila, L. (2023). **L'identité professionnelle d'un cadre, à l'épreuve du changement: entre réformes et crises, le cas des inspecteurs de l'Éducation nationale** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse <https://theses.hal.science/tel-04475752>

Cette thèse porte sur les inspecteurs de l'Éducation nationale (IEN), les cadres du premier degré dans le système éducatif français. A l'échelle d'une circonscription, ils sont chargés d'impulser et d'accompagner la mise en oeuvre des politiques ministérielles et académiques auprès des personnels enseignants. Depuis 2013, les réformes scolaires abondent. Par ailleurs, l'année 2020 est marquée par deux événements. Le premier - la crise sanitaire - contraint à des réorganisations exceptionnelles et déstabilisantes. Le second - l'assassinat de Samuel Paty - bouleverse l'École et ses valeurs républicaines. Ces changements politiques et sociaux exigent des adaptations qui pèsent sur les acteurs du système scolaire, notamment les inspecteurs qui portent leur opérationnalisation. Dans ce contexte, notre recherche investit l'identité professionnelle des IEN - celle prescrite par l'institution (IPP) et celle exprimée (IPE) - en articulation avec le concept de changement déclenché par les réformes et les crises durant la dernière décennie. L'enquête est structurée en trois méthodes de recueil et d'analyse, à partir de rapports de jury pour caractériser l'IPP, de récits de carrière et d'un questionnaire pour documenter l'IPE. Nos résultats font apparaître une IPE en conformité avec l'IPP, bien que les valeurs du dépassement de soi dominent l'IPE. A partir de l'analyse thématique des récits, notre modélisation de l'espace d'appropriation des normes met en exergue la triangulation « valeurs-travail-savoirs par la socialisation » dans laquelle l'IEN construit son identité professionnelle et s'émancipe. La reconnaissance hiérarchique agit sur l'exploration de cet espace et sur l'adaptabilité. Concernant les changements, les crises ont renforcé les valeurs conservatrices de l'IPP comme de l'IPE. L'étude des réformes met au jour la complexification des missions de l'IEN et un alourdissement des tâches administratives, sans pour autant que leurs prérogatives soient plus importantes. Ces situations peuvent mettre à mal certains IEN pourtant engagés, notamment lors de la

mise en oeuvre des réformes de l'école inclusive de 2013 et de l'inspection de 2017. Ils expriment d'ailleurs un sentiment de perte d'efficacité et d'épuisement.

Chen, C.-C. (2024). **Practice of leadership competencies by a principal: case study of a public experimental school in Taiwan.** *Asia Pacific Education Review*, 25(1), 159-170. <https://doi.org/10.1007/s12564-022-09813-1>

Experimental education in Taiwan developed rapidly since the promulgation of the Three Acts Governing Experimental Education in 2014, after which public experimental schools were established in response to local educational needs. The majority of restructuring cases have involved small rural schools faced with high drop-out rates and staff retrenchment plus merger (SRM). Indigenous schools also initiated experimental education by introducing teaching modules on cultural responses to develop ethnic education that better reflects local culture. In metropolitan areas, experimental schools were established through restructuring for educational innovation or for coping with the pressure of competition from neighboring schools. The number of experimental schools and enrolled students has increased yearly, which reveals the expectations of parents about diversified education and their right to make educational choices. The school selected for this study is an elementary school in a metropolitan area that experienced an SRM crisis and was restructured as a public experimental school in 2019. The study examined the methods through which the principal transformed leadership competencies to leadership strategies. The school overcame the competition and SRM crises and even achieved full-capacity enrollment in Taipei city. Information was collected from the relevant literature and through interviews with the principal, a head of department, teachers, a parent, and an administrative official of the Bureau of Education. The study analyzed the leadership competencies and corresponding strategies of the principal and the future prospects of the school. The findings provided principals of experimental schools with a basis for sustained improvement in leadership competencies and recommendations for the future development of school affairs.

Chung, I. H., Shon, J., & Eom, M. (2024). **Collective bargaining agreements and teacher sorting: evidence from New York.** *Asia Pacific Education Review*, 25(1), 5-18. <https://doi.org/10.1007/s12564-022-09748-7>

A growing body of research has documented the uneven distribution of teacher quality across and within school districts. This paper focuses on the effect of the seniority-based transfer rules in collective bargaining agreements (CBAs) on teacher sorting. Specifically, as the seniority-preferred transfer rules in CBAs allow the more experienced teachers to transfer to more desirable positions, these rules can interfere with teacher sorting within a school district. By exploring various teachers' characteristics, this paper explores whether the transfer rules that favor seniority influence teacher mobility, resulting in an uneven distribution of the teaching workforce. Our findings show that there is no definitive answer regarding whether, across the schools, seniority rules are positively associated with less qualified teachers.

Coppe, T., Enthoven, S., März, V., & Raemdonck, I. (2022). **L'insertion professionnelle des enseignants de deuxième carrière: un processus de professionnalisation par et au travail.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10028>

In this theoretical essay, we identify the specificities of the second career teachers' entry process into schools by proposing a reflection and a conceptualization that define it as

a process of learning through and at work, or more specifically as a work socialization process. In this sense, this paper contributes to the reflections on the links between work, training, and professionalization by proposing a case study in which training and professionalization processes are fundamentally situated in the work activity itself. Learning, training, and professionalization, therefore, occur "on the job", in the same temporality, which in this case is the first steps of second career teachers in their new work environment.

Cotman, A. M. (2024). **Leading to Disrupt the School-to-Prison Pipeline**. *Journal of Cases in Educational Leadership*, 27(1), 70-82. <https://doi.org/10.1177/15554589231207007>

The school-to-prison pipeline (STPP) describes in shorthand the problematic relationship between some students' school experiences and their subsequent incarceration. One summer, in response to vocal concerned parents, a suburban school board adopted a zero-tolerance policy for smoking and vaping. Through the combined effects of the zero-tolerance approach, exclusionary punishments, the presence of SROs (school resource officers), racially disproportionate disciplinary practices, and a culturally nonresponsive school setting, 90 students were introduced to the criminal justice system in one school year. This case helps school leaders examine the elements of the STPP and how they work together to damaging effect. The questions and activities will guide readers to develop multiple ways to forestall and/or repair STPP supporting policies and practices.

Defays, J.-M. (2024). **Professeur de A à Z: Livres propos sur l'enseignement et l'université**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782336430775?utm_campaign=2024%2f02%2f23+NL+Nouv%2fHebdo+%5bParticuliers%5d&utm_content=Nos+nouveaut%c3%a9s+hebdomadaires&utm_medium=Emailing&utm_source=Sendethic

Toutes les mutations et innovations qu'est en train de connaître le métier de professeur et d'universitaire sont-elles synonymes de progrès ? N'a-t-on pas beaucoup sacrifié pour satisfaire aux exigences de la compétitivité, de l'économie, de l'actualité ? Le statut, les responsabilités, les pratiques du professeur sont sans cesse remis en cause, de même que la place et le rôle de l'école, de l'université, de l'enseignement et de la recherche dans la société. Au terme d'une carrière chargée et variée, l'auteur – en plus d'expériences et de réflexions personnelles – épingle sans complaisance quelques questions qui ont plus particulièrement occupé et préoccupé les enseignants et universitaires ces cinquante dernières années, et dont certaines risquent de conditionner l'avenir de la profession.

Duru-Bellat, M. (2024, mars 5). **Le « mérite » des enseignants : un serpent de mer à mettre sous le tapis ?** Consulté 6 mars 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/merite-enseignants-un-serpent-de-mer-a-mettre-tapis/00109867>

Régulièrement, et en particulier depuis Nicolas Sarkozy en 2007, l'antienne néolibérale selon laquelle la perspective de gains financiers est la meilleure façon de stimuler l'efficacité des travail

Egorov, A., & Platonova, D. (2023). **Perception of strategies by university middle managers: is there any relationship with actual universities' operations?** *Tertiary Education and Management*, 29(4), 411-427. <https://doi.org/10.1007/s11233-022-09107-6>

The study focuses on the discussion of how universities middle managers perceive the effects of strategic plan's elaboration and implementation. The paper presents the

institutional context of strategic thinking in the Russian higher education system, and the analysis of changes in universities' activities with the influence of the strategy implementation. The latter is based on the survey data and represents the perception of universities' middle managers (faculty deans and research department heads). The analysis of survey data is complemented by the calculation of changes in organizational-level performance indicators. The results suggest that middle managers' perception of strategies in general correlates to the changes in actual institutional performance indicators.

Grimaud, F. (2024). **Enseignants, les nouveaux prolétaires: Le taylorisme en marche.** Consulté à l'adresse <https://www.esf-scienceshumaines.fr/education-societe/449-enseignants-les-nouveaux-proletaires.html>

Qui aurait pu prévoir, au pays de Jules Ferry, Ferdinand Buisson, Jean Zay et Albert Camus, que le maître d'école pourrait, un jour, être identifié au prolétaire asservi par la machine décrit par Karl Marx ou à l'ouvrier obéissant dans « l'organisation scientifique du travail » proposée par Taylor ? Et pourtant, Frédéric Grimaud fait ici la démonstration magistrale que c'est bien à cela que nous assistons. En effet, au fil des pages, nous découvrons qu'avec l'habillage du « nouveau management public », le mariage des neurosciences et du néolibéralisme, l'hégémonie d'évaluations quantitatives et une avalanche de prescriptions en tous genres, les professeurs d'école sont assignés aujourd'hui à un statut d'exécutants, plus ou moins précarisés, sous l'œil de contremaîtres caporalisés chargés de veiller à leur docilité. Situation que Frédéric Grimaud dénonce, mais à laquelle il appelle à résister en redonnant toute sa place au collectif des professeurs. Il insiste sur la richesse des controverses et des échanges sur leurs pratiques, et milite inlassablement pour la dimension profondément humaine et vivante de leur métier.

Gutiérrez-Sierra, A., & González-García, J. (2022). **La problématique de la formation des formateurs dans le Système Pédagogique de l'Alternance AIMFR.** *Phronesis*, 11(1-2), 75-90. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-75.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fusse-t-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Hadavand, A., Hamermesh, D. S., & Wilson, W. W. (2024). **Publishing Economics: How Slow? Why Slow? Is Slow Productive? How to Fix Slow?** *Journal of Economic Literature*, 62(1), 269-293. <https://doi.org/10.1257/jel.20221653>

Holmes, R., & Ravetz, A. (2024). **Spitting open the sky: eruptions of difference in an early years classroom.** *International Journal of Qualitative Studies in Education*, 37(3), 691-703. <https://doi.org/10.1080/09518398.2023.2181445>

Diffractionnant un projet de recherche dans une école primaire britannique, ce papier concerne les orientations matérialistes féministes à l'égard de l'« autre » en tant que relationnel, distribué, et affectif sous la forme de « penser-sentir ». Il suggère que s'attacher à l'affect en tant qu'il se déplace à travers un contexte résistant à la perturbation, implique de devenir « mauvais chercheurs » ; mauvais pour composer un problème de recherche dérangeant, pour embrasser une méthodologie transgressive, et pour écrire de manière inconclusive. Il commente également les dangers d'embrasser l'« autre » en tant qu'identité si elle est utilisée pour cacher plutôt que reconnaître les inégalités existantes entre chercheurs et enfants et entre chercheurs privilégiés et autres régulièrement marginalisés.

ISU : Institut de statistique de l'UNESCO & Équipe du Rapport mondial de suivi sur l'éducation. (2024). **SDG 4 scorecard progress report on national benchmarks: focus on teachers.** Consulté à l'adresse <https://media.unesco.org/sites/default/files/webform/ed3002/388411eng.pdf>

L'établissement de critères de référence pour l'ODD 4 est un processus nouveau. 79 % des pays ont soumis des repères ou des objectifs nationaux à atteindre d'ici 2025 et 2030 pour au moins l'un des huit indicateurs de l'ODD 4. Le rapport se concentre sur l'indicateur de référence sur les enseignants qualifiés et formés. Si les progrès vers les objectifs nationaux sont décevants pour la plupart des indicateurs - on observe un recul concernant l'écart entre sexes en défaveur des garçons dans l'achèvement du deuxième cycle du secondaire et de la part des dépenses publiques liées à l'éducation, les progrès relatifs au pourcentage d'enseignants ayant un minimum qualifications requises ou encore à la connectivité de l'école à internet sont relativement plus rapides.

Joseph, S. (2024). **No Confidence Whatsoever: The Effects of the COVID-19 Pandemic on the Leadership of a Superintendent in a Large Suburban School District.** *Journal of Cases in Educational Leadership*, 27(1), 3-15. <https://doi.org/10.1177/15554589231190820>

Cette étude de cas implique un nouveau directeur d'école, des syndicats, des groupes de parents, et un conseil d'école. Le cas démontre comment l'émergence de la pandémie de coronavirus 2019 (COVID-19) a impacté les relations entre un conseil d'école, un enseignant et un administrateur, des syndicats de parents, et le directeur d'école. Il s'agit de l'histoire de la direction éducative sous une pression sans précédent.

Kadhi, W. E. (2023). **Redécouvrir l'activité de l'enseignant tunisien à travers ses débats de normes** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-04503108>

Notre thèse s'intitule : « Redécouvrir l'activité de l'enseignant tunisien à travers ses débats de normes ». Cette recherche, amorcée en Master 2, porte sur l'activité des professeurs des écoles primaires en Tunisie, l'activité étant ici entendue comme l'effort d'interprétation du cadre normatif par le protagoniste d'une situation de travail. La problématique est la suivante : dans un contexte de forte rationalisation du travail des enseignants en Tunisie, le chercheur s'interroge sur l'expérience normative des professionnels. Comment la personne qui travaille perçoit-elle le service qu'elle rend effectivement et comment s'établit son dialogue avec un monde de normes « ambiguës et strictes » ? Les enseignants déclarent être en grande souffrance, mais le travail est effectué malgré tout. D'abord, cela permet de penser qu'il y a un effort d'actualisation

du cadre normatif, une prise en compte de ses exigences dans l'ici et maintenant : qu'est-ce qui est retenu, qu'est ce qui est au contraire laissé de côté dans ce qui fait le présent de l'action ? Ensuite, cela permet de considérer qu'il y a un effort de personnalisation de la réponse apportée au problème, à savoir la rencontre entre un cadre normatif rigide et une réalité infiniment variée et complexe, une rencontre gérée à chaque fois par une personnalité, un acteur singulier. Nous mettrons l'éclairage sur les « renormalisations » de ce dernier, autrement dit ses solutions originales pour réaliser ce qui lui est demandé dans les conditions du moment - mais aussi, plus profondément, ses « débats de normes », c'est-à-dire les différentes possibilités envisagées par le professionnel avant d'agir, lorsqu'il est confronté à la situation et placé dans l'obligation d'intervenir. Nos hypothèses de recherche pour redécouvrir l'activité enseignante découlent du champ des « théories de l'activité » en sciences humaines et sociales aujourd'hui. Il s'agit pour nous d'aller au-delà de l'inventaire des faits et de « ce qu'on demande » à l'enseignant, pour tenter de cerner quelque chose de l'implicite, autrement dit « ce que ça demande », « ce que ça fait » au professionnel de remplir sa mission dans les conditions actuelles. Ce que nous visons, c'est d'accéder au point de vue de l'enseignant, un point de vue au sens fort donné par Canguilhem - celui d'un vivant qui apporte ses propres normes d'appréciation des situations. C'est donc pour cerner la réalité telle que les professionnels la vivent de leur « point de vue » que nos hypothèses partent des différentes représentations que l'on se fait de cette réalité enseignante dans le contexte tunisien. Celles-ci découlent souvent de l'image du travail « en conformité », 344 comme une application mécanique du prescrit sans tenir compte des exigences de la situation réelle. Trois axes principaux structurent la formulation de nos hypothèses. Le premier axe considère la représentation du métier de l'enseignant tunisien en tant qu'elle est une application des normes institutionnelles, ignorant alors tout effort de renormalisation de la part du professionnel. Le deuxième axe explore les causes de cette représentation étriquée du travail, et nous évoquerons les différentes tensions entre les notions de motivation et d'engagement au travail. Et le dernier axe formule les conditions d'une nouvelle image de l'activité enseignante. Les disciplines mobilisées pour cette recherche appartiennent au vaste champ de l'analyse de l'activité ouvert ces dernières décennies : l'ergonomie avec son concept prescrit/réel ; la psychodynamique du travail avec le concept plaisir/souffrance ; la sociologie clinique et son concept-clé de nœud socio-psychique - et enfin l'ergologie à partir du concept de débat de normes...

Küçükaydın, M. A. (2024). **Modeling the relationship between academic self-efficacy, metacognitive thinking skills, career plan, and academic motivation.** *Quality & Quantity*, 58(2), 1113-1130. <https://doi.org/10.1007/s11135-023-01691-y>

The fact that pre-service teachers have self-efficacy, the belief that they can succeed in an academic job, activates their metacognitive thinking skills (MTS). Previous studies have indicated that individuals' academic self-efficacy (ASF) is important for metacognitive thinking. However, variables such as academic motivation (AcM) and career planning might also be effective. In this regard, the present study attempts to examine the role of pre-service teachers' career plans in the relationship between AcM and MTS and the mediating role of AcM with the structural equation model. To this end, 639 pre-service teachers were employed for the study which adopts a cross-sectional research model. Data analysis indicated positive relationships between AcM, ASF, and MTS. In addition, according to the findings, the career plan acts as a moderator between

ASF and MTS. Suggestions for new studies were presented within the scope of the limitations of the study.

Kwiek, M., & Roszka, W. (2024). **Once highly productive, forever highly productive? Full professors' research productivity from a longitudinal perspective.** *Higher Education*, 87(3), 519-549. <https://doi.org/10.1007/s10734-023-01022-y>

This longitudinal study explores persistence in research productivity at the individual level over academic lifetime: can highly productive scientists maintain relatively high levels of productivity. We examined academic careers of 2326 Polish full professors, including their lifetime biographical and publication histories. We studied their promotions and publications between promotions (79,027 articles) over a 40-year period across 14 science, technology, engineering, mathematics, and medicine (STEMM) disciplines. We used prestige-normalized productivity in which more weight is given to articles in high-impact than in low-impact journals, recognizing the highly stratified nature of academic science. Our results show that half of the top productive assistant professors continued as top productive associate professors, and half of the top productive associate professors continued as top productive full professors (52.6% and 50.8%). Top-to-bottom and bottom-to-top transitions in productivity classes occurred only marginally. In logistic regression models, two powerful predictors of belonging to the top productivity class for full professors were being highly productive as assistant professors and as associate professors (increasing the odds, on average, by 179% and 361%). Neither gender nor age (biological or academic) emerged as statistically significant. Our findings have important implications for hiring policies: hiring high- and low-productivity scientists may have long-standing consequences for institutions and national science systems as academic scientists usually remain in the system for decades. The Observatory of Polish Science (100,000 scientists, 380,000 publications) and Scopus metadata on 935,167 Polish articles were used, showing the power of combining biographical registry data with structured Big Data in academic profession studies.

Lee, Y.-J. (2024). **The discursive construction of responsibility among teachers in Singapore: "Everything is good, so we do everything"**. *Asia Pacific Education Review*, 25(1), 187-200. <https://doi.org/10.1007/s12564-023-09840-6>

Teachers' work in school is said to be under increasing pressure from neoliberal forces. Key constructs that are essential in understanding how teachers cope with these changes are teacher responsibility and teacher accountability, which are closely related within scholarly and everyday contexts although serving different logics and outcomes. By taking a constructionist approach in Discursive Psychology toward analyzing interview data, we specifically attempted to examine teacher responsibility from their talk in this study. Based on a sample of primary and secondary teachers from mainstream government schools in Singapore, it was found that they used various rhetorical strategies when talking about responsibility at work to perform a number of discursive functions such as managing identity, morality, being knowledgeable about, and reconciling the main purposes of teaching. This discourse analytic method complements as well as adds to knowledge obtained from typical qualitative content analyses regarding teacher responsibility. We conclude with some practical recommendations for improving the working conditions of teaching in school.

Lothaire, S., Fayt, M.-E., & Desablens, E. (2024). **Les formations initiales à l'enseignement et leur réforme : qu'en pensent les enseignants du fondamental et du secondaire**

professant en Fédération Wallonie-Bruxelles ? *Enseignement & Apprentissages*, (10), 1-28. Consulté à l'adresse

https://web.umons.ac.be/app/uploads/sites/103/2024/02/EA_10_fevrier2024_online.pdf
Mbiatong, J., & de Pembroke, E. M. (2024). **Enquêter sur l'expérience: Acceptions, concepts et méthodes.** Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336429298?utm_campaign=2024%2f02%2f21+NL+Th%c3%a9matique+\(Sciences+humaines%2c+sociologie+et+anthropologie\)+%5bGrand+public%5d&utm_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+F%c3%a9vrier+2024&utm_medium=Emailing&utm_source=Sendethic](https://www.editions-harmattan.fr/livre-9782336429298?utm_campaign=2024%2f02%2f21+NL+Th%c3%a9matique+(Sciences+humaines%2c+sociologie+et+anthropologie)+%5bGrand+public%5d&utm_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+F%c3%a9vrier+2024&utm_medium=Emailing&utm_source=Sendethic)

Cet ouvrage s'inscrit au rang des travaux qui l'intéressent à l'épistémologie de l'expérience et rassemble des recherches menées dans des contextes variés qui tentent de saisir et clarifier les concepts, les positionnements épistémologiques et la cohérence méthodologique permettant d'aborder le thème de l'expérience. Au-delà de ces repères, les contributions proposent de nombreux exemples empiriques (enseignement, soins, formation d'adultes et formation informelle et tout au long de la vie) donnant à voir comment sont menés les travaux et comment sont effectués les recueils et le traitement des données. En outre, les contributions soulignent les effets formatifs et transformatifs des recherches menées. Se dégagent de cet ensemble une complémentarité et une richesse qui s'adressent tant aux étudiants en sciences sociales qu'aux professionnels et chercheurs intéressés par la théorisation de l'expérience.

Nawab, A. (2024). **Exploring the dilemmas and their influence on teacher identity development during practicum: Implications for initial teacher education.** *International Social Science Journal*, 74(251), 53-68. <https://doi.org/10.1111/issj.12441>

Teaching practicum carries high significance in the initial teacher education because of its enhanced potential to provide the Student Teachers (STs) with the opportunities to put theories into practice and thus to learn the art of teaching under supervision. As revealed in educational literature, STs face a variety of dilemmas during their teaching practicum that influence their professional identity in either positive or negative ways. However, what dilemmas STs face during their teaching practicum and how those dilemmas influence their professional identity has received little attention from academics so far. This research aimed to address the said gap. Two groups of STs enrolled for Bachelor of Education (B.Ed) in a higher education institute in Pakistan and currently doing their teaching practicum were taken as research participants. Data were generated through focused group discussions. The emerging data were analysed thematically. Results showed that, during their practicum, STs undergo a variety of dilemmas created by the learners' characteristics, limited interaction with students and reduced support mechanism. Most of the dilemmas emerge mainly because the STs have not been properly prepared considering the dilemmas they face at the classroom level. The emerging dilemmas predominantly and adversely affect the professional identity of the STs making them question their decision of opting for the profession of teaching. The implications of the insights emerging from this research are highlighted for initial teacher education institutes, teacher educators and cooperating schools.

Özdemir, M., Abaslı, K., Mavi, D., Tuti, G., & Karataş, E. (2024). **School and teacher level predictors of organizational loyalty in an era of school reform.** *Asia Pacific Education Review*, 25(1), 57-72. <https://doi.org/10.1007/s12564-023-09874-w>

Teachers' organizational loyalty plays a critical role in the success of reforms in periods when educational reforms gain momentum. This study examined the effects of

charismatic leadership, trust in leader, and teacher engagement on teachers' organizational loyalty based on data collected from 872 teachers in 77 public schools in Türkiye. We examined the predictors of organizational loyalty at the school and teacher levels via multilevel analysis. Using structural equation modeling and bootstrapping test, we also investigated the mediating role of teacher engagement and trust in leader in the relationship between charismatic leadership and organizational loyalty. The results of multilevel analysis demonstrated that school- and teacher-level variables were significant predictors of organizational loyalty. The mediation test results revealed that the relationship between charismatic leadership and organizational loyalty is realized through teacher engagement and trust in leader. Based on the findings, we discussed the effects of charismatic leadership, engagement, and trust in leader on teachers' loyalty.

Québec Conseil supérieur de l'éducation. (2023). **Profession enseignante au Québec : voies d'accès actuelles et potentielles**. Consulté à l'adresse <https://www.cse.gouv.qc.ca/wp-content/uploads/2023/11/50-0807-RF-access-profession-enseignante.pdf>

Les voies d'accès à la profession enseignante se sont multipliées ces dernières années. Les parcours des personnes souhaitant enseigner se sont également diversifiés : des jeunes en font une première carrière, des adultes en font une seconde carrière, des enseignantes et des enseignants formés à l'étranger sont recrutés. Ce rapport se penche sur la concordance entre les différentes voies qui mènent à l'enseignement et les besoins de formation des groupes de personnes qui souhaitent en faire leur profession. Il propose quatre orientations et seize recommandations qui représentent des solutions innovantes, concrètes et viables pour contrer la pénurie et ainsi améliorer cette concordance.

Ruan, J., Cai, Y., & Stensaker, B. (2024). **University managers or institutional leaders? An exploration of top-level leadership in Chinese universities**. *Higher Education*, 87(3), 703-719. <https://doi.org/10.1007/s10734-023-01031-x>

In China, higher education institutions (HEIs) have a governance arrangement in which the university president and the party secretary occupy key roles. However, their legal roles as institutional leaders are vaguely specified in existing legal frameworks. Based on a four-dimensional theoretical model, this paper (i) clarifies the leadership roles in the dual governance structure, (ii) explores how HEI leaders (i.e. presidents and party secretaries) perceive their leadership, and (iii) applies the unique Chinese practices as a valuable test bed for critical reflections on how existing theoretical models of leadership are relevant in Chinese contexts. Through in-depth interviews with six top-level leaders from six Chinese public HEIs, our findings indicate that Chinese HEI leaders apply more structural than symbolic dimensions in their leadership practices. Whereas studies on institutional leadership conducted outside China tend to highlight the symbolic dimensions of leadership practices, our study suggests that top-level Chinese HEI leaders may assume the role of university managers rather than institutional leaders. We offer some reflections on the relevance of existing theoretical models of leadership and suggest the directions for further theoretical enhancement.

Rushing, J., & Serafini, A. (2024). **Implementing Change: How Can a Principal Know and Navigate Conflicting Interests Within a School Community?** *Journal of Cases in Educational Leadership*, 27(1), 106-123. <https://doi.org/10.1177/15554589231217697>

An experienced principal transfers schools to rebuild trust in the school culture and community after a recent scandal and declining student achievement scores. A district level supervisor opens a way for Mr. Davie, the incoming principal, to offer middle students advanced classes. The principal believes this is an initiative that will boost school culture by reestablishing high-level learning, reengaging teachers, and renewing parents' confidence in the school. Adding new honors classes could be good for everyone, but what has this principal missed in planning for and implementing this change?

Saclarides, E. S. (2024). **Let Me in, Let Me in!: One Coach's Efforts to Gain Access to Teachers' Classrooms.** *Journal of Cases in Educational Leadership*, 27(1), 94-105. <https://doi.org/10.1177/15554589231208942>

This case explores Coach Rosa's efforts to gain access to teachers' classrooms to support teaching and learning. As Rosa demonstrates, working to gain access is a complex coaching practice and coaches cannot assume that their classroom access at any school is universal. School leaders, including district administrators, principals, coaches, and teacher leaders, using this case will learn about the wide range of access-granting strategies Rosa strategically leveraged to support her classroom entry for coaching work. Furthermore, school leaders will have the opportunity to reflect upon their own classroom access for coaching work and consider which access-granting strategies may enhance their access.

Spicksley, K., & Kington, A. (2024). **Uniting Teachers Through Critical Language Awareness: a Role for the Early Career Framework?** *British Journal of Educational Studies*, 72(1), 23-41. <https://doi.org/10.1080/00071005.2023.2258197>

In this paper, we make initial advances towards building an argument for the inclusion of Critical Literacy Awareness within the new Early Career Framework in England. Using illustrative examples from recent research projects, we argue that post-2010 education policy has discursively divided practitioners, structuring relationships between different groups of teachers in schools as hierarchical and competitive, rather than collegial and supportive. We argue that such hierarchies may be a contributing factor to the teacher retention crisis, given that research indicates teachers working in schools with a collegial culture are more likely to remain committed and motivated. We propose that engagement with CLA may enable early career teachers to critique and resist dominant discourses which differentiate and hierarchically divide them from their colleagues, and therefore, the utility of CLA should be explored within future iterations of the Early Career Framework.

Tan, C. Y. (2024). **Influence of principal leadership across contexts on the science learning of students.** *Asia Pacific Education Review*, 25(1), 31-44. <https://doi.org/10.1007/s12564-023-09828-2>

The present study provides insights on the influence of family socioeconomic and school resources on principal leadership and, in turn, the influence of principal leadership on the science learning of students. The study uses data from the Programme for International Student Assessment (PISA) in 2015 (248,620 students and 9370 principals) from 35 developed countries. Three-level structural equation modeling indicates that family and school contexts influenced the enactment of principal leadership. Specifically, principals were able to exercise leadership (envisioning, conducting instructional management, promoting professional development, and advocating empowerment) in schools with

more science resources. In contrast, principals seemingly addressed teacher capacity issues by envisioning and promoting the professional development and empowerment of teachers in schools with low socioeconomic status. The instructional management of principals was positively related to the enjoyment and interest of students in science, and those with high levels of such learning attitudes obtained high levels of science achievement. In contrast, the promotion of the professional development of teachers was negatively related to science enjoyment and interest of students.

Tang, L., & Horta, H. (2024). **Supporting Academic Women's Careers: Male and Female Academics' Perspectives at a Chinese Research University.** *Minerva*, 62(1), 113-139. <https://doi.org/10.1007/s11024-023-09506-y>

The persistent gender inequalities in higher education are an ongoing concern among academics. This paper investigates how male and female academics perceive the need for gender-related changes to support academic women's career advancement in China. Drawing on 40 interviews with male and female academics at a leading Chinese research university, this paper finds that attitudes among male academics were overwhelmingly negative toward the necessity for gender-related changes, whereas the female academics' responses varied. Two underlying issues cause the relatively similar degrees of unwillingness of men and women to make gender-related policy changes at universities. First, these academics had a strong belief in merit-based rules for promotion, which embedded gender blindness in the name of 'fairness'. Second, the power of individual choice was the determining factor for women's career progression, although both men and women acknowledged that their traditional cultural beliefs were rooted in processes and practices that systematically disadvantaged women. The findings expose academics' low expectations for the successful creation or implementation of institutional policies that support academic women's career development, considering that male academics did not support gender-related changes, and female academics were not united in their perspectives. In addition, socio-cultural norms were a critical obstacle. The findings suggest that the successful implementation of any gender policies must meet two conditions: they should stress equal opportunities for both sexes and should not jeopardize the perceived 'fair' meritocracy in academia.

Tontodimamma, A., del Gobbo, E., Corbo, M., & Aquino, A. (2024). **How to improve academic well-being: an analysis of the leveraging factors based on the Italian case.** *Quality & Quantity*, 58(2), 1425-1445. <https://doi.org/10.1007/s11135-023-01700-0>

At first glance, for those who start out in it the academic environment may seem attractive, but they soon experience the difficulties inherent in this type of career. At the same time, the academic sector is crucial to the social, cultural, and economic development of any country. Given this important role, it is fundamental for the decision makers to guarantee the best return on investment made into this sector. The good health of workers has important implications for the quality of their lives since it affects their level of productivity at work, and it is especially relevant for research programmes, where most of the work is intellectual. In the present research, we have analysed the health of workers without tenure in the Italian academic environment, i.e. PhD students and short term contract researchers, in order to understand which factors have the most relevant impact on their state of health. 699 participants (398 females, 301 males) completed an online questionnaire that included both ad hoc Likert-scales and open-ended questions. Our results, elaborated through Structural Equation Modelling and Text Mining techniques, show how researchers experience high levels of anxiety both from the

characteristics of the academic environment and from the career advancement system. Specifically, both job-related factors (i.e. perception of fairness, professional growth, and safety perception) and relational factors (i.e. relationships with supervisors and colleagues) predict the anxiety of non-tenured researchers. Furthermore, women researchers show a high level of anxiety compared with male researchers. Policy implications of our findings are provided.

UNESCO : United Nations Educational, S. and C. O. & International task force on teachers for education 2030. (2024). **Global report on teachers: addressing teacher shortages and transforming the profession.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000388832>

Vercambre-Jacquot, M.-N. (2024, mars 4). **Diriger un établissement scolaire à l'ère post-Covid : des risques psychosociaux qui persistent.** Consulté 6 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/diriger-un-etablissement-scolaire-a-ler-post-covid-des-risques-psychosociaux-qui-persistent-224454>

En première ligne pendant la pandémie de Covid, les personnels de direction ont vu les défis de leur métier se renforcer. Le baromètre I-BEST a évalué leur bien-être aujourd'hui.

Wolff, F., Dresel, M., & Daumiller, M. (2024). **Dimensional comparisons in the formation of faculty members' research and teaching self-concepts?** *Higher Education*, 87(2), 345-364. <https://doi.org/10.1007/s10734-023-01010-2>

Dimensional comparisons—i.e., comparisons between achievements in different domains—have to date been examined particularly between students' achievements in different school subjects. Numerous studies have documented that dimensional comparisons between mathematical and verbal achievements significantly affect students' mathematical and verbal self-concepts. However, dimensional comparisons also take place and affect self-evaluations in other contexts. The present study is the first to examine indications of dimensional comparisons between faculty members' research and teaching achievements. For this purpose, we extended the reciprocal I/E model, which describes the relations between mathematical and verbal achievements and self-concepts over time, to the domains of research and teaching. We examined our generalized reciprocal I/E model in a sample of 681 faculty members from German universities by considering their research and teaching achievements and self-concepts at four measurement points over two years. Results of cross-lagged analyses indicated positive dimensional comparison effects: The participating faculty members reported higher (lower) research and teaching self-concepts after high (low) achievement not only in the same domain, but also in the other domain. This core finding has important implications for our knowledge of the impact of dimensional comparisons in the formation of domain-specific self-concepts, as well as for the debate about the research–teaching nexus, as it suggests a strong link between research and teaching in terms of self-assessments.

Xia, J., Zhang, M. M., Zhu, J. C., & Fan, D. (2024). **Reconciling multiple institutional logics for ambidexterity: human resource management reforms in Chinese public universities.** *Higher Education*, 87(3), 611-636. <https://doi.org/10.1007/s10734-023-01027-7>

Over the past several decades, Chinese universities have introduced various Western-style human resource management (HRM) practices to improve organizational performance. Such HRM innovations have resulted in new employment relations and

paradoxical HR practices, which cannot be explained by the unitary institutional logic assumed by conventional HRM theories. Based on in-depth interviews of academic and administrative members, this study examines how Chinese universities struggle to reconcile competing institutional logics through HR innovations for ambidexterity. Our research reveals a unique transformation trajectory of personnel management in Chinese public universities. The findings indicate that human resource management in Chinese universities has been influenced by multiple logics of socialism, market, and corporation, heading along the neoliberal and managerial route while being shaped by strong state regulations. Chinese universities still have a long way to go to reconcile multiple institutional logics and achieve ambidexterity.

Yeh, C., Agarwal-Rangnath, R., Hsieh, B., & Yu, J. (2024). **The wisdom in our stories: Asian American motherscholar voices**. *International Journal of Qualitative Studies in Education*, 37(3), 860-873. <https://doi.org/10.1080/09518398.2022.2127010>

This article centers the counternarratives of four Asian American motherscholar teacher educators presented as letters to our children in which we apply tenets of AsianCrit to parenting and education, with racial realism at the forefront. Using Asian Critical Theory and motherscholar research to frame our analysis, themes within and across the data include pressures of cultural assimilation and identity loss, intersectional identities, compliance and resistance to Asianization, and learning from our children. Our Asian American motherscholar stories serve as examples of motherhood as an asset to critical scholarship and praxis.

Zogmal, M. (2023). « **Elle a bien joué** » : L'évaluation des enfants lors des « départs » dans les lieux d'accueil de la petite enfance. *e-JIREF*, 9(1), 53-77. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/11>

Dans le champ de l'éducation de la petite enfance, lorsque les parents viennent rechercher leurs enfants en fin de journée, les professionnel.le.s les informent de l'état de santé de leur enfant et des événements de la journée. Ce moment d'échange avec les parents, désigné par le terme de « retour », est souvent d'une courte durée et se déroule régulièrement en présence des enfants, d'autres parents et de plusieurs professionnel.le.s. En racontant comment l'enfant a dormi, mangé et participé aux activités proposées, les membres de l'équipe éducative établissent des évaluations portant sur les conduites de l'enfant et rendent ainsi certaines attentes normatives publiquement reconnaissables. Une perspective d'analyse des interactions permet d'étudier la complexité des situations de retour et de s'intéresser aux enchaînements entre les énoncés évaluatifs des professionnel.le.s, les ajustements des parents et les conduites des enfants. L'analyse empirique se base sur des enregistrements vidéo, réalisés lors des départs des enfants, et présente une étude de cas portant sur trois situations de retour concernant un même enfant. Un entretien de recherche complémentaire est mené avec le même enfant et avec la professionnelle qui l'accompagne afin de prendre en considération les perspectives de l'ensemble des participant.e.s et de proposer une analyse qui tient également compte des points de vue des enfants. Les analyses montrent que différents types d'évaluation, portant sur des retours généralisés ou détaillés des événements de la journée ou sur les conduites situées, s'accomplissent de façon imbriquée à travers des processus de négociation collectifs.

Numérique et éducation

Abouelenein, Y. A. M., Selim, S. A. S., & Elmaadaway, M. A. N. (2024). **Impact of a virtual chemistry lab in chemistry teaching on scientific practices and digital competence for pre-service science teachers.** *Education and Information Technologies*, 29(3), 2805-2840. <https://doi.org/10.1007/s10639-023-11918-y>

It might be challenging for pre-service science teachers to apply their theoretical knowledge in the laboratory. Any attempt to shift the perspective in chemistry will necessitate the creation of novel techniques for elucidating theoretical themes. Examining how a virtual chemistry lab has affected the evolution and trend of scientific practice and digital competence throws insight into the far-reaching implications of technology's rapid expansion. For this reason, a total of 64 pre-service science teachers participated in the current study; 34 were assigned to the experimental group and 30 to the control group. The study included semi-structured interviews, a scale for assessing scientific practice, and a digital competence test both before and after the experiment. The results showed that the experimental group, who received their standard chemistry education alongside a VCHL, advanced significantly in their scientific practices and digital competence. The experimental group's time spent in the online chemistry lab was a fascinating learning opportunity. This study is valuable for those planning careers in education because it presents a wide range of tried-and-true approaches, current-events-based applications, and forward-thinking ideas for teaching chemistry via a virtual chemistry lab. The challenges of VCHL deployment have been highlighted, indicating potential for future research.

Adanir, G. A., Delen, I., & Gulbahar, Y. (2024). **Research trends in K-5 computational thinking education: a bibliometric analysis and ideas to move forward.** *Education and Information Technologies*, 29(3), 3589-3614. <https://doi.org/10.1007/s10639-023-11974-4>

Computational thinking is a relatively new field for teachers and educational researchers, where new pedagogical approaches emerge to teach various aspects of computational thinking that covers various thinking abilities and techniques for solving problems. Computational thinking concept received great attention from researchers and instructors with an increasing interest related to teaching of computational thinking in K-5 education, as well as the role of computational thinking in kids' gaining of thinking skills and digital competences. Various studies have been conducted related to the implementation of computational thinking activities in schools. However, there is a lack of study that analyzes the trends of these studies. In this respect, this study aims to conduct a bibliometric analysis and content analysis to investigate the computational thinking studies in K-5 level to explore the current research trends in the field. The analysis covers a total of 156 studies conducted between years 2009 and 2021. The analysis separately provides results for early childhood and elementary levels. The analysis mainly revealed that mostly used pedagogical approaches are robotics, block-based programming, stem, unplugged and gaming activities. In addition, the analysis explored the findings based on four aspects of computational thinking; decomposition, abstraction, pattern recognition and algorithm design.

Akçay, A., & Altun, A. (2024). **The investigation of human attention networks on debugging performance.** *Education and Information Technologies*, 29(3), 2679-2695. <https://doi.org/10.1007/s10639-023-11955-7>

Debugging is an intellectually rich and a challenging process when learning a programming language. This process is important for increasing the quality of the program and making it functional. Debugging, by its nature, is thought to be a practice with a state of focus and concentration. This study explored whether the debugging performance could be predicted by attention networks of students studying at the IT department of vocational high schools. 108 vocational high school IT department students participated in the research. First, students' attention levels were determined by utilizing the Attention Network Test. Second, a Debugging Performance Test was administered to determine their debugging performance. The analysis result indicated that the general attention network statistically predicted the debugging performance but the effect size was found to be small. Furthermore, the singular and dual interactions of the alerting attention network, the orienting attention network, and the executive attention network did not predict debugging performances. Yet, the interactions of the three attention networks on predicting the debugging performances were found to be statistically significant. These findings were discussed together with the existing studies in the literature and suggestions to obtain more in-depth information regarding these results were provoked.

Alhammad, A. M., Almohaimeed, R., Alajmi, G., Alghadeer, S., & Alaska, Y. (2024). **High-fidelity simulation in pharmacy residency training program for acute medical scenarios.** *Education and Information Technologies*, 29(4), 4443-4456. <https://doi.org/10.1007/s10639-023-12003-0>

Despite the routine use of high-fidelity patient simulation (HFPS) in health care disciplines, pharmacy residents' involvement in HFPS is limited. To evaluate pharmacy residents' self-reported confidence in their clinical skills dealing with acute medical scenarios. Three separate HFPS sessions (stroke, Advanced cardiovascular life support [ACLS], and acetaminophen poisoning) were conducted for pharmacy residents at a designated simulation center using a high-fidelity mannequin. The scenarios were facilitated by experienced physicians, nurses, and clinical pharmacists. A questionnaire that addressed 5 clinical skills was administered to the residents pre- and post-HFPS and 6 months afterward. The primary outcome was an assessment of residents' confidence in acute medical scenarios. Fourteen pharmacy residents participated (mean age of 27.7 years; 71.4% female; 57% have ≥ 3 years of work experience as a pharmacist). Around 85.6%, 78.6%, and 64.3% of the residents had encountered stroke, ACLS, and acetaminophen poisoning cases, respectively, before the HFPS. After the HFPS sessions, the residents felt significantly more confident in making decisions during an emergency in a timely manner ($P = .006$ for stroke; $P = .02$ for poisoning), providing recommendations to the health care team ($P = .006$ for stroke; $P = .024$ for ACLS), and providing optimal patient care during a stressful situation ($P = .02$ for stroke and poisoning). We found no significant difference between post-simulation and 6 months post-simulation scores in most of the domains in all scenarios, indicating residents' confidence was maintained at 6 months. HFPS is a valuable active learning tool for enhancing pharmacy residents' confidence in managing an emergency situation.

Ali, N., Ullah, S., Khan, D., Rahman, H., & Alam, A. (2024). **The effect of adaptive aids on different levels of students' performance in a virtual reality chemistry laboratory.** *Education and Information Technologies*, 29(3), 3113-3132. <https://doi.org/10.1007/s10639-023-11897-0>

In virtual laboratories, various cognitive aids are used to improve students' performance and assist them while completing experimental tasks. However, excessive use of cognitive aids in virtual laboratories can lead to a cognitive load on students which affects their performance. In this paper, we proposed the concept of adaptive aids virtual reality chemistry laboratory. User expertise, quantitatively measured in terms of errors and time spent, is used as an adaptation criterion to dynamically update adaptive aids (arrows, text or animations). The system modifies the contents of such aids for good, average, and weak students to give them the opportunity to improve their performance. In this manner, adaptive aids assist the users to perform an experiment in the proposed system correctly according to the correct procedure with high performance. For evaluation, we conducted a comprehensive user study with 59 participants from various institutions. These students were selected randomly by their teachers and contained different levels of students (i.e., weak, average, and good students). We also conducted a written quiz and based on their scores we divided them into three groups (i.e., good, average, and weak). The participants (students) were classified into three groups G1, G2, and G3 based on their expertise levels (i.e., good, average and low). Then each group conducted an experiment four times. Evaluations revealed that the proposed system consistently improved students' performance in four trials. In particular, weak students' performance greatly improved as compared to that of good and average students in terms of a variety of factors, including time and errors during the performance of experiments.

Ali, S. S., & Hawk, N. A. (2024). **Examining cultural background as context and in-service teachers' perception of TPACK: A mixed-method study.** *Education and Information Technologies*, 29(3), 3547-3570. <https://doi.org/10.1007/s10639-023-11939-7>

To provide a diverse perspective of in-service teachers' TPACK (Technological, Pedagogical, and Content Knowledge) and how TPACK is reflected in culturally diverse classrooms, this study examines the influences of teachers' knowledge and understanding of their student's home culture and background on their construction of TPACK. In this study, using both survey-based data and qualitative interview data, we use a sequential explanatory mixed-method design to provide a more robust understanding of this phenomenon. First, we use quantitative analysis examining descriptive statistics, correlation coefficients, and one-way ANOVA analysis, and then we analyze qualitative findings to identify key themes among selected teacher participants. The findings indicated a significant relationship between in-service teachers' TPACK and their knowledge of students regardless of their teaching experience or gender. However, during interviews participants identified difficulties in effectively integrating TPACK domains of knowledge in a meaningful framework that could help them to design their technology-based activities by considering students' learning needs and the affordance of technologies. Implications of this study suggest that technology integration and student cultural background are intertwined and teachers should be cognizant of these relationships in the course and lesson design. The study also provides further support for examining the context, such as cultural background, within the TPACK framework.

Al-Obaydi, L. H., Rahul, D. R., & Pikhart, M. (2024). **The effect of online oral reading on reading comprehension, reading anxiety, and classroom anxiety among EFL learners.** *Education and Information Technologies*, 29(3), 2841-2855. <https://doi.org/10.1007/s10639-023-11950-y>

Studies have disclosed conflicting evidence on the effect of oral reading (i.e., reading aloud in class) on various language measures. However, with online learning and teaching, personalized activities are employed to develop students' reading comprehension, improve motivation, and minimize anxieties. A qualitative research design was deployed to test the association between reading anxiety and reading proficiency of EFL learners in an online classroom using a correlational research approach to see if there was a correlation between reading anxiety and reading proficiency. Two hundred undergraduate students from a public university in Iraq participated in this study. The experimental group received oral reading intervention for six months in their daily lectures (where they were all invited to read orally before explaining the material), whereas the control group did not. The results revealed a statistically significant difference in the reading comprehension test scores between the group that received the reading intervention program and the one that did not. The novelty of this research is situated in the following three items, which, although replicated in previous studies to a certain extent, have received less to no attention in the literature on online teaching and learning of oral reading and its contributions. First, there is a negative correlation between reading comprehension scores and anxiety measures. Second, reading comprehension scores increased when reading and classroom anxiety decreased. Third, there was also a positive correlation between reading and classroom anxiety that heavily affected the reading comprehension scores of the participants. The teacher's observation suggests that accommodating oral reading in online instruction promotes motivation, rapport, and a conducive classroom climate, affecting reading performance and anxiety measures in an online foreign language classroom.

An, F., Xi, L., & Yu, J. (2024). **The relationship between technology acceptance and self-regulated learning: the mediation roles of intrinsic motivation and learning engagement.** *Education and Information Technologies*, 29(3), 2605-2623. <https://doi.org/10.1007/s10639-023-11959-3>

The current study assessed 495 middle school students in China using self-report questionnaires, to examine the multiple mediating effects of intrinsic motivation and learning engagement (vitality, dedication and absorption) in the relations between technology acceptance and students' self-regulated learning. The results indicated that technology acceptance had a significant impact on self-regulated learning, intrinsic motivation mediated the relations between technology acceptance and self-regulated learning, and learning engagement (vigor, dedication, and absorption) mediated the relations between technology acceptance and self-regulated learning. The findings suggested that students' perceived acceptance of technology can help them improve their ability to engage in self-regulated learning by enhancing intrinsic motivation and increasing learning engagement. The results expand our understanding of self-regulated learning for Chinese middle school students in the context of information technology, and have substantial theoretical and practical implications for educator and relevant researchers.

Aregbesola, A., & van der Walt, T. (2024). **Evidence-based strategies for effective deployment, and utilisation of new media for educational purposes by Nigerian university students.** *Education and Information Technologies*, 29(3), 3301-3364. <https://doi.org/10.1007/s10639-023-11926-y>

The study investigated the influence of demographics, a wide range of motivations of new media use and constraints of its use, on the pattern of new media use for

educational purposes by Nigerian university students. The rationale was to proffer appropriate strategies towards sustainable and effective deployment, integration, and utilisation of new media for a better educational experience of students in Nigerian universities. The philosophical perspective was based on positivism. The quantitative approach with survey research design was adopted, covering a cross-section of Nigerian university students using questionnaires as the data collection instrument, complemented with structured interviews. Three large and geographically central universities were purposively selected for the study: University of Ibadan, University of Nigeria, and University of Ilorin. Stratified random sampling was used to select students from the selected faculties in the surveyed universities as respondents. A sample size of 647 students was used for the study. The findings of the study reveal that information seeking and surveillance, convenience and low cost, social interaction, broadcast media involvement, personal utility and self-promotion, affection, maintaining connections, and escape and new trends were significant motivations for using new media for educational reasons. Nevertheless, infrastructure required to use these technologies, privacy and security concerns, confusing acronyms, economic issues, inadequate knowledge and skills, and timing-related issues constitute obstacles to the use of new media for educational reasons. The paper recommends appropriate strategies towards effective and sustainable deployment, integration, ease of access, and utilisation of new media technologies by Nigerian university students.

Armut, M., & Kara, M. (2024). **How do L2 learners of Turkish read texts with graphics? An eye-tracking study.** *Education and Information Technologies*, 29(4), 4699-4743. <https://doi.org/10.1007/s10639-023-12017-8>

This study aimed to determine the variables affecting the eye-movements of second-language (L2) learners of Turkish in Türkiye while solving a test consisting of questions that included graphics. A total of 115 L2 learners participated in the research (21 in the pilot study and 94 in the main study). We presented a test consisting of five multiple-choice questions with graphics (GT) as a stimulus on the screen and investigated the following variables to see whether participants' eye-movements were affected by age, gender, native country, mother tongue, reading direction in the mother tongue, department at the university, education level, opting to have questions with graphics in the Turkish Learning, Research and Application Center (TÖMER) and the Language Teaching Research and Application Center (DİLMER) exams and success on the GT. We investigated whether these independent variables had an effect on the eye-movement measurements and examined the relation between the GT success and success on the TÖMER/DİLMER comprehension exam. Results indicate that gender, education level, opting to have graphic questions in the TÖMER/DİLMER exams, and GT success had significant effects on various eye-movements.

Ayanwale, M. A., Sanusi, I. T., Molefi, R. R., & Otunla, A. O. (2024). **A Structural Equation Approach and Modelling of Pre-service Teachers' Perspectives of Cybersecurity Education.** *Education and Information Technologies*, 29(3), 3699-3727. <https://doi.org/10.1007/s10639-023-11973-5>

The increasing technology reliance in today's world has amplified the need for cybersecurity education for all. Hence, initiatives regarding the integration of cybersecurity education within the pre-college level have begun to emerge in recent times. However, limited research exists regarding in-service or pre-service teachers' perspectives on this phenomenon. More importantly, the need to understand pre-service

teachers' perceptions; since their perceptions may significantly influence how the prospective teachers respond to cybersecurity issues and also affect their behavior toward learning and promoting cybersecurity education in the future. Consequently, in order to gain insight into how candidates entering the teaching profession regard cybersecurity, 451 pre-service teachers were sampled in a major public university in Lesotho. The prospective teachers recruited across various departments in the faculty of education responded to an online survey that comprised 33 items gauged from five constructs which include personal cybersecurity awareness, perceived self-efficacy of learning cybersecurity, personal relevance of cybersecurity knowledge, behavioral intention towards learning cybersecurity and actual learning of cybersecurity. We analyzed the response from the survey by utilizing the structural equation modelling approach. Our findings showed that our hypothesized model was mostly accepted. The result suggests that practitioners and researchers in the related field need to raise the pre-service teacher's behavioral intention to learn cybersecurity by helping them realize the implication for their personal lives and society. We discussed our findings in relation to the proposed research model and highlighted the implication for teacher education programs. Finally, the article concludes with limitations and identifies future research agenda.

Ayebi-Arthur, K., Barfi, K. A., Arkorful, V., Ocran, T., & Baffour, N. O. (2024). **Leveraging computer technologies and instructional approaches to facilitate learning.** *Education and Information Technologies*, 29(4), 4401-4416. <https://doi.org/10.1007/s10639-023-11963-7>

Higher institutions are increasingly embracing the use of computer technologies in advancing education. Despite evidence pointing to the positive impact of computer technologies on teaching and learning, systematic research study on the role of teachers' competencies in computer technologies integration is still not saturated in literature. Therefore, to achieve the full impact of computer technologies, facilitators should first be interested in the use of technology, acquire the necessary skills and expertise in its usage and understand the modalities in integrating technologies in their instructional designs. The study sought to investigate how computer technologies could be leveraged by teachers to facilitate learning. Using standard multivariate regression analysis, the study concluded that teachers have a high level of competencies, positive attitude and perception towards the integration of computer technologies and this has a positive significant effect on learning. It is recommended that teachers are encouraged to learn and given the necessary resources to abreast themselves with computer technologies to sustain their interest.

Bachy, S. (2024). **Vulnérabilité numérique : un enjeu pour l'aide à la réussite.** *Revue internationale des technologies en pédagogie universitaire*, 21(1), 1-24. Consulté à l'adresse <https://www.ritpu.ca/files/numeros/121/ritpu-v21n1-01.pdf>

Bailey, D., Almusharraf, N., & Bennett, F. (2024). **Mediating effect of competitiveness on motivation and evaluation anxiety: a structural equation model for learning within videoconference EFL courses.** *Education and Information Technologies*, 29(3), 3729-3752. <https://doi.org/10.1007/s10639-023-11986-0>

Normative grading compounded with socio-educational conditions in East Asian countries amplifies the effect competition beliefs have on learning outcomes. Competition beliefs may be especially influential in videoconference courses since some

students feel reluctant to interrupt the instructor, avoid talking over others, or dominate the class conversation. This study investigates how instrumental motivation relates to competitiveness and how that relationship influences foreign language (FL) anxiety and learning outcome beliefs among students attending video conference EFL courses. To this end, structural equation modeling was used to model the relationships between instrumental motivation, academic competitiveness, FL performance anxiety, and learning outcome beliefs. Further, the indirect effect of academic competitiveness and FL anxiety was identified. A cross-sectional survey design for a mediation analysis was implemented among 318 South Korean EFL students attending classes taught remotely that combine videoconference and learning management system (LMS) features. Results indicate that South Korean university students have high levels of instrumental motivation to learn English. Further, instrumental motivation had a positive relationship with FL performance anxiety, indicating feelings of anxiousness among motivated students in South Korea's competitive learning environment. This positive relationship vanished when academic competitiveness was added to the model, indicating full mediation when accounting for confidence in outcompeting classmates. Lastly, negative mediation on learning outcome beliefs was observed with increasing levels of FL performance anxiety. Highly competitive students are prone to the negative consequences of FL performance anxiety, which negatively influences perceived learning outcomes. These findings along with pedagogical implications are discussed.

Bakır-Yalçın, E., & Usluel, Y. K. (2024). **Investigating the antecedents of engagement in online learning: do achievement emotions matter?** *Education and Information Technologies*, 29(4), 3759-3791. <https://doi.org/10.1007/s10639-023-11995-z>

Student engagement is a multidimensional construct, indicates actual learning experiences and is affected by emotions. Negative and positive achievement emotions play an important role in engagement. In the light of Control-Value Theory and the Extended Process Model of Emotion Regulation, a model was developed and tested to investigate the relationship between student engagement and the antecedents of emotions. Participants consisted of 1450 pre-service teachers who were enrolled in degree programs at Faculties of Education in Turkey. The structural equation modeling method was used to test two research models developed for positive and negative achievement emotions. In the negative achievement emotions model, student engagement was influenced by control of learning beliefs, task value, negative achievement emotions, and reappraisal strategy, and these variables together explained 83.1% of the total variance in engagement. In the positive achievement emotions model, results revealed the effect of control of learning beliefs, task value, positive achievement emotions, and reappraisal strategy on student engagement, and these variables together explained 97.3% of the total variance in engagement. The findings have implications for expanding the theoretical knowledge about emotions and emotion regulation strategies to improve student engagement in online learning environments. This study suggests that it is important to pay attention to task value and emotions when designing online instruction and online learning materials and courses.

Barz, N., Benick, M., Dörrenbächer-Ulrich, L., & Perels, F. (2024). **The Effect of Digital Game-Based Learning Interventions on Cognitive, Metacognitive, and Affective-Motivational Learning Outcomes in School: A Meta-Analysis.** *Review of Educational Research*, 94(2), 193-227. <https://doi.org/10.3102/00346543231167795>

Digital game-based learning (DGBL) interventions can be superior to traditional instruction methods for learning, but previous meta-analyses covered a huge period and included a variety of different target groups, limiting the results' transfer on specific target groups. Therefore, the aim of this meta-analysis is a theory-based examination of DGBL interventions' effects on different learning outcomes (cognitive, metacognitive, affective-motivational) in the school context, using studies published between 2015 and 2020 and meta-analytic techniques (including moderator analyses) to examine the effectiveness of DGBL interventions compared to traditional instruction methods. Results from random-effects models revealed a significant medium effect for overall learning ($g = .54$) and cognitive learning outcomes ($g = .67$). Also found were a small effect for affective-motivational learning outcomes ($g = .32$) and no significant effect for metacognitive learning outcomes. Additionally, there was no evidence of publication bias. Further meta-regression models did not reveal evidence of moderating personal, environmental, or confounding factors. The findings partially support the positive impact of DGBL interventions in school, and the study addresses its practical implications.

Benedetto, I., La Quatra, M., Cagliero, L., Canale, L., & Farinetti, L. (2024). **Abstractive video lecture summarization: applications and future prospects.** *Education and Information Technologies*, 29(3), 2951-2971. <https://doi.org/10.1007/s10639-023-11855-w>

Modern educational technology systems allow learners to access large amounts of learning materials such as educational videos, learning notes, and teaching books. Automated summarization techniques simplify the access and exploration of complex data collections by producing synthetic versions of the original content. This paper addresses the problem of video lecture summarization by means of abstractive techniques. To enhance the accessibility of the video lecture content in challenging contexts or while coping with learners with special needs it produces a synthetic textual summary condensing the key concepts mentioned in the lecture's speech. Unlike prior works based on extractive methods, the proposed method can produce more readable and actionable summaries, not necessarily composed of existing portions of speech content. To compensate the lack of annotated data, it also opportunistically reuses the pretrained models available for meeting summarization. The experimental results achieved on a benchmark dataset show that the proposed method generates more fluent and actionable summaries than prior approaches simply relying on content extraction. Finally, we also envision further applications of summarization techniques to learning content. The future prospects of use of summarization techniques in education have shown to go well beyond video summarization.

Biresaw, A., & Bogale, B. (2024). **Web-based feedback system and the development of reading skills.** *Education and Information Technologies*, 29(4), 4745-4761. <https://doi.org/10.1007/s10639-023-12019-6>

When students are provided with detailed and immediate feedback on their performance in an online test, they may get some pedagogical benefits from the exercise. This study examined the effects of elaborative feedback on students' reading comprehension skills: inference, reading for gist, and detail reading. The study followed a pre-test post-test quasi-experimental design in which a total of 43 students were involved. The students took a paper-based reading comprehension test before the training was given to measure their current performance. The Moodle Cloud learning management system was used to train the participants of the study. The training was given twice a week for two months. Data were analyzed using mean, paired samples t-test, Cohen's d

and NVIVO software. It was found that there was a statistically significant difference for inference questions before and after the intervention of web based feedback ($t = -10.85$, sig. = 0.000 and Cohen's $d = 1.63$). Similarly, the mean difference for detail reading questions was statistically significant before and after the use of online elaborative feedback ($t = -7.340$, sig. = 0.000 and Cohen's $d = 1.11$). The mean difference of the main idea questions was also statistically significant ($t = -6.443$, sig. = 0.000, and Cohen's $d = 0.98$). The findings clearly show that students' reading comprehension sub-skills improved after the treatment of the online elaborative feedback provided to the students. The effect size test conducted using Cohen's d also indicated that the improvements students made in all the sub-skills tested were quite substantial. Thus, as online elaborative feedback has a considerable contribution to improving students' reading comprehension skills, instructors are encouraged to facilitate situations for online elaborative feedback for their students.

Biswas, U., & Bhattacharya, S. (2024). **ML-based intelligent real-time feedback system for blended classroom**. *Education and Information Technologies*, 29(4), 3923-3951. <https://doi.org/10.1007/s10639-023-11949-5>

The application of machine learning (ML) has grown and is now used to enhance learning outcomes. In blended classroom settings, ML, emerging smartphones and wearable technologies are commonly used to improve teaching and learning. The combination of these advanced technologies and ML plays a crucial role in enhancing real-time feedback quality. However, there are abundant scopes of improvement and strong need for further careful investigations in this area. We propose an ML-based intelligent real-time feedback system to address current research challenges for blended classrooms. The proposed system provides real-time feedback to students and teachers. We build an Android application for our intelligent feedback interfaces. The user interfaces use students' academic performance prediction models with real-time states and dynamic feedback timings based on historic feedback statistics. In addition, the feedback scheduling algorithms, choices of peripheral devices for real-time feedback, and feedback modalities to optimize fatigue make our system interfaces intelligent and novel. The end users well-received the intelligent features and technology of the proposed system. Our empirical findings indicate that unique design elements, such as dynamic timing, choice of peripheral devices, and modalities of real-time feedback, are crucial in integrating the system with blended classes. The intelligent characteristics of the proposed system have been appreciated by a large proportion of the end-users (90.90% of teachers and 84.21% of students) for use in real-time blended classroom environments. The higher comparative system usability scale (SUS) scores with benchmarks show real promise of the system design.

Calvo, L. C. S., & Hartle, L. C. (2024). **Investigating pre-service teachers from Brazil and the US in a virtual exchange project: Benefits and challenges of student-selected and required technologies**. *Education and Information Technologies*, 29(4), 5169-5187. <https://doi.org/10.1007/s10639-023-12000-3>

This research shares the collaborative practices through information and communication technologies (ICT) of a comprehensive cross-cultural « internationalization at home » Virtual Exchange (VE) of students preparing to be teachers enrolled in second language acquisition-related courses at Pennsylvania State University (US) and in the State University of Maringá (Brazil). This qualitative case study generated data from pre-service language teacher interactions in 2022 during projects with digital platforms such as VoiceThread,

Canvas, Zoom, Google Meet; Google classroom; and WhatsApp. A survey focusing on preservice teachers' ICT utilization was analyzed as well as the professors' perspectives on the tasks. Investigating this experience provided an understanding of student perspectives (challenges & benefits) on ICT that instructors required as well as technologies students chose to utilize to collaborate on projects. Findings indicated that while the benefits stood out, facing and learning how to deal with the challenges was important for preservice teachers to develop certain attitudes in their professional lives, such as agency, leadership, and autonomy. Instructors also found they need to attend to important considerations for Internet availability, adequate time for collaboration in synchronous and asynchronous formats, targeted scaffolding to learn new technologies, and to continue the preferred and motivating option for preservice teachers to choose technologies.

Candel, E. C., de-la-Peña, C., & Yuste, B. C. (2024). **Pre-service teachers' perception of active learning methodologies in history: Flipped classroom and gamification in an e-learning environment.** *Education and Information Technologies*, 29(3), 3365-3387. <https://doi.org/10.1007/s10639-023-11924-0>

The scientific literature reveals the impact of applying game-based videos and gamification on undergraduates' learning. This work proposes, within an online context, using these educational strategies to make students the active protagonists of their learning. Therefore, this paper aims to analyze the students' perception of the effectiveness of the application of game-based videos (within a flipped classroom framework) and gamification to improve knowledge and competencies. The study was conducted for four months with pre-service teachers (n = 190) in an online Social Sciences course. The students were provided with the lesson plan and filled in an ad hoc questionnaire using a quasi-experimental design in an ecological environment. The results indicate a positive impact in all the assessed aspects after implementing the innovative experience. Utilizing a different teaching style, one with the student as the protagonist of the learning process plus the improvement of learning shows significantly positive educational results. These preliminary findings enhance the development of pre-service teacher training and a student-centered teaching-learning process. Consequently, guidelines are provided to advance innovative educational experiences in online higher education.

Cao, C., Meng, Q., & Zhang, H. (2024). **A longitudinal examination of WeChat usage intensity, behavioral engagement, and cross-cultural adjustment among international students in China.** *Higher Education*, 87(3), 661-683. <https://doi.org/10.1007/s10734-023-01029-5>

WeChat is a highly popular social media in China and many other Asian countries, but little is known about its effectiveness in facilitating international students' academic and social functioning. Hence, the present study aimed to examine causal or reciprocal relationships among WeChat usage intensity, behavioral engagement in academic learning (BE-academic) and in local social activities (BE-social), and academic and social adjustment. To this end, we employed a three-wave longitudinal design among international students in China with data collected at three times (i.e., Time 1 data collected in December of 2020, Time 2 data collected in March of 2021, and Time 3 data collected in June of 2021). Results based on the cross-lagged panel analyses indicated that in academic domains, WeChat usage intensity positively predicted longitudinal changes in BE-academic and academic adjustment positively predicted longitudinal

changes in WeChat usage intensity across Time 1 and Time 3. In social domains, WeChat usage intensity positively predicted longitudinal changes in BE-social and social adjustment, and BE-social positively predicted longitudinal changes in social adjustment from Time 1 to Time 2. Additionally, the reverse effects of social adjustment on WeChat usage intensity were revealed across Time 1 and Time 3.

CATULI, P., COULIBALY, S., DELPECH, Q., & GUEDIRA, H. (2024). **L'université virtuelle en Afrique : les défis à surmonter.** Consulté à l'adresse <https://www.afd.fr/fr/ressources/luniversite-virtuelle-en-afrique-les-defis-surmonter>

De plus en plus de pays africains se dotent d'universités virtuelles. Réponse pertinente, bien que partielle, au défi de la massification, leur déploiement soulève des défis techniques, institutionnels, culturels et de qualité des ressources mobilisées. En Afrique, dans un contexte de contraintes budgétaires manifestes sur l'enseignement supérieur, le coût de financement des infrastructures universitaires publiques est élevé. Les universités numériques semblent un moyen d'offrir un accès moins coûteux à la formation tout en répondant à l'enjeu de massification. L'enseignement à distance permet de compléter l'enseignement en présentiel et vice-versa. Pour autant, les projets d'universités numériques doivent leur réussite à des prérequis nombreux d'ordre technique (matériel, coût des données), institutionnel (collaboration entre institutions, rémunérations des enseignants), culturel (formation des enseignants), et qualité des contenus.

Chang, H., Park, J., & Suh, J. (2024). **Virtual reality as a pedagogical tool: An experimental study of English learner in lower elementary grades.** *Education and Information Technologies*, 29(4), 4809-4842. <https://doi.org/10.1007/s10639-023-11988-y>

Artificial intelligence (AI) technology significantly impacted educational institutions, and AI application in education brought new perspectives to develop improved technology-enhanced learning systems. Recently, novel approaches in technology-enabled learning utilizing virtual reality (VR) instead of traditional multimedia materials, digital learning games, and educational software. The use of VR technologies in language education improves creativity, interactivity, collaboration, problem-solving, and active knowledge building. In addition, the benefits of using VR in language education extend to lower elementary grades. Young learners can greatly benefit from the immersive and engaging nature of VR technology when learning English. By incorporating VR into English education, students in these grades can experience a more interactive and stimulating learning environment. This study examined which constructs affect students' continuous use of VR by applying the Technology Acceptance Theory (TAM) theory and explored whether and how VR can improve students' abilities to learn English compared to voice-video-based oral communications. The results have academic and practical implications, as they provide guidance for a rigorous aspect of technology-enhanced learning and demonstrate strong evidence that VR is more effective than traditional education methods. This supports educators and researchers in developing VR materials and activities. This study emphasized the advantages and potentials of VR in language education.

Chartron, G. (2023). **L'IA générative : repères, enjeux et contextualisation.** *Médiadoc*, (31), 12. Consulté à l'adresse <https://cnam.hal.science/hal-04464481>

Depuis le lancement de ChatGPT par la société OpenAI en novembre 2022, l'IA et surtout l'IA générative (IAG) se sont installées quotidiennement dans les débats sur la transformation de nombreuses activités humaines, et notamment les activités liées au

traitement de l'information et à l'enseignement. L'objectif de cet article est de rappeler quelques repères fondamentaux sur ces technologies, d'en apprécier quelques enjeux et limites dans le contexte de l'exercice des professeurs documentalistes. Nous aborderons successivement des repères technologiques, des exemples de services, le rôle central de la qualité des données, des usages dans le contexte qui est le nôtre, et enfin les enjeux actuels de la régulation dans une vision de co-design en confiance avec ces technologies.

Chen, H. (2024). **Digital interactive information technologies in political education and civic participation of students of Chinese universities.** *Education and Information Technologies*, 29(4), 3903-3921. <https://doi.org/10.1007/s10639-023-11951-x>

The purpose of this article is to study the impact of the use of digital interactive information technologies in Chinese political education on the civic participation of Chinese and foreign students. The study involved 347 Chinese and 298 foreign students China University of Political Science and Law University, School of Marxism (Shanghai); East China University of Political Science and Law (Shanghai); China Youth University of Political Studies (Beijing), who studied using digital interactive information technologies (experimental group 2); the control group consisted of 285 Chinese and foreign students who, during the experiment, studied political disciplines without the use of digital interactive information technologies. To investigate the students' civic participation, the authors used a special semi-structured questionnaire, as well as the method "Diagnostics of the socio-psychological attitudes of a person in the motivational-need sphere" by O. Potemkina and the method "Motivation of professional activity" by K. Zamfir modified by A. A. Rean. Both Chinese and foreign students who received political education using digital interactive information technologies during the experiment turned out to be significantly more active in civilian life than those who studied without using these technologies.

Chen, X., Zou, D., Cheng, G., & Xie, H. (2024). **Deep neural networks for the automatic understanding of the semantic content of online course reviews.** *Education and Information Technologies*, 29(4), 3953-3991. <https://doi.org/10.1007/s10639-023-11980-6>

The rise of massive open online courses (MOOCs) brings rich opportunities for understanding learners' experiences based on analyzing learner-generated content such as course reviews. Traditionally, the unstructured textual data is analyzed qualitatively via manual coding, thus failing to offer a timely understanding of the learner's experiences. To address this problem, this study explores the ability of deep neural networks (DNNs) to classify the semantic content of course review data automatically. Based on 102,184 reviews from 401 MOOCs collected from the Class Central, the present study developed DNN-empowered models to automatically distinguish a group of semantic categories. Results showed that DNNs, especially recurrent convolutional neural networks (RCNNs), achieve acceptable performance in capturing and learning features of course review texts for understanding their semantic meanings. By dramatically lightening the coding workload and enhancing analysis efficiency, the RCNN classifier proposed in this study allows timely feedback about learners' experiences, based on which course providers and designers can develop suitable interventions to promote MOOC instructional design.

Collin, S. (2024). **La place de la conception des technologies éducatives dans les inégalités socio-numériques d'usage.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12420>

L'étude des inégalités socio-numériques depuis les années 1990 a connu des développements théoriques et empiriques soutenus qui ont contribué à consolider ses assises scientifiques et à légitimer sa pertinence sociale, notamment en éducation et en formation. En revanche, elle a peu interrogé l'amont des inégalités socio-numériques d'usage de sorte que le rôle de la conception dans la fabrique des inégalités socio-numériques en éducation et en formation a peu été exploré. Aussi, l'objectif de cet article théorique est de clarifier la relation entre la conception des technologies éducatives et les inégalités socio-numériques d'usage en éducation et en formation afin de mieux comprendre comment la première participe des secondes. Pour ce faire, nous mobilisons la métaphore du script proposée par Madeleine Akrich (1987) et reprise sous l'angle des rapports de pouvoir par les études féministes du Social Shaping of Technology (SST).

Commission européenne, EACEA : Agence exécutive : éducation, audiovisuel et culture, CURAJ, A., GEANTA, I., HAJ, C., HOLEAB, C., ... ŢUCA, P. (2023). **Framing the European way for the digital decade: inspiring practices in digital education across the EU.** Luxembourg: Office des publications de l'Union européenne.

Danic, I., Lefort, T., & Mell, L. (2024). **Aux sources des inégalités face au numérique, le rapport des enseignants du secondaire aux technologies numériques: retrait, appropriation ou partage ?** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12402>

La recherche IDÉE étudie la mise en place sur le territoire breton des coopératives pédagogiques numériques (CPN), dispositif de formation continue initié par le rectorat inséré dans un dispositif de type living-lab pour proposer à des enseignants des espaces et des temps de partage d'expériences pédagogiques, de production de ressources mais aussi de formation entre pairs, notamment en lien avec leurs usages des technologies numériques. À partir d'une enquête quantitative et qualitative, nous interrogeons ici la relation des enseignants du secondaire aux technologies numériques dans le contexte de leurs pratiques pédagogiques en reliant trois échelles d'analyse : les discours institutionnels prescrivant le recours au numérique ; les usages en classe ; l'acquisition de compétences par la formation et par la collaboration entre enseignants.

Duan, X., Pei, B., Ambrose, G. A., Hershkovitz, A., Cheng, Y., & Wang, C. (2024). **Towards transparent and trustworthy prediction of student learning achievement by including instructors as co-designers: a case study.** *Education and Information Technologies*, 29(3), 3075-3096. <https://doi.org/10.1007/s10639-023-11954-8>

Providing educators with understandable, actionable, and trustworthy insights drawn from large-scope heterogeneous learning data is of paramount importance in achieving the full potential of artificial intelligence (AI) in educational settings. Explainable AI (XAI)—contrary to the traditional “black-box” approach—helps fulfilling this important goal. We present a case study of building prediction models for undergraduate students' learning achievement in a Computer Science course, where the development process involves the course instructor as a co-designer, and with the use of XAI technologies to explain the underlying reasoning of several machine learning predictions. The explanations enhance the transparency of the predictions and open the door for educators to share their judgments and insights. It further enables us to refine the predictions by

incorporating the educators' contextual knowledge of the course and of the students. Through this human-AI collaboration process, we demonstrate how to achieve a more accountable understanding of students' learning and drive towards transparent and trustworthy student learning achievement prediction by keeping instructors in the loop. Our study highlights that trustworthy AI in education should emphasize not only the interpretability of the predicted outcomes and prediction process, but also the incorporation of subject-matter experts throughout the development of prediction models.

El Hage, S., Boilevin, J.-M., Gueudet, G., & Lebaud, M.-P. (2024). **Soutenir le choix de ressources pour des usages du numérique favorisant l'autonomie des élèves : mise en regard d'une grille d'analyse dans deux disciplines.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12437>

Dans cet article, nous nous intéressons à l'autonomie des élèves en mathématiques et en physique, et à la manière dont le numérique peut la soutenir. Nous distinguons ainsi l'autonomie transversale de l'autonomie disciplinaire et nous les caractérisons selon différents domaines. Il s'agit de présenter ici une grille composée de plusieurs critères permettant d'analyser le potentiel de ressources de type scénario de classe, en termes d'usages du numérique soutenant le développement de l'autonomie des élèves, sans creuser les inégalités socioéducatives. Cette grille comporte cinq entrées, dont trois transversales et deux spécifiques pour chaque discipline. Nous présentons d'abord la grille générale rassemblant ces critères ainsi que sa déclinaison en mathématiques et en physique. Nous menons ensuite une analyse comparative (entre mathématiques et physique) de deux catégories de ces grilles : la richesse didactique du contenu et la pertinence de l'emploi du numérique. Cette analyse met en évidence des points communs et des points de divergence.

El-Hamamsy, L., Monnier, E.-C., Avry, S., Chevalier, M., Bruno, B., Dehler Zufferey, J., & Mondada, F. (2024). **Modelling the sustainability of a primary school digital education curricular reform and professional development program.** *Education and Information Technologies*, 29(3), 2857-2904. <https://doi.org/10.1007/s10639-023-11653-4>

Sustaining changes in teachers' practices is a challenge that determines the success of curricular reforms, from which Digital Education (DE) is not exempt. As the literature on sustainability is considered "scarce" and "scattered", long-term studies modelling the factors impacting teachers' sustained uptake of DE pedagogical content are lacking. Thus, we investigate whether and how 287 in-service teachers sustained a primary school DE curricular reform over a year after they completed their two-year DE professional development program. We model the sustainability of the reform through Structural Equation Modelling, and identify critical sustainability-factors. The validated Sustainable Adoption of Digital Education (SADE) model confirms that sustainability in the fourth year of the reform depends on perceived usefulness of teaching the new content, ease of implementation, and access to sufficient support in schools. Such factors should thus be evaluated, accounted for in the implementation phase of the reform, and sustained over time. The findings confirm that the DE curricular reform model contributes to positive self-efficacy to teach DE, provides sufficient in-school support, and promotes increasing adoption over time. However, as teachers' practices have not yet stabilised, and teachers may still adopt more to cover the breadth of DE-concepts, it is important to remain attentive to remaining sustainability barriers: lack of time, effort required to teach DE with teachers preferring to delegate, and lack of student-learning evidence, the latter

being a significant challenge to address in the literature. These barriers must therefore be jointly addressed by researchers and practitioners in the field in order to promote the sustainability of the reform.

Eshet, Y. (2024). **The plagiarism pandemic: Inspection of academic dishonesty during the COVID-19 outbreak using originality software.** *Education and Information Technologies*, 29(3), 3279-3299. <https://doi.org/10.1007/s10639-023-11967-3>

The COVID-19 pandemic has forced higher education institutions worldwide to shift from face-to-face (F2F) to emergency remote teaching (ERT), which has led to an increased concern about academic integrity. This study examines the relationship between learning environment and academic integrity via plagiarism detection software in different disciplines and according to higher education institutional ranking. We analysed 7976 assignments submitted between 2019 and 2020 in 39 Israeli academic institutions. The results indicated that the transition to ERT is associated with decreased academic integrity, especially in humanities. Similarly, the shift to ERT particularly affected college students and students studying in medium- and low-ranked institutions. We conclude that an institutional- and discipline-based approach is required to combat academic misconduct in ERT settings. Automating plagiarism detection software may also help students self-check their written assessments; this may be an essential first step toward enhancing academic integrity.

Fakaruddin, F. J., Shahali, E. H. M., & Saat, R. M. (2024). **Creative thinking patterns in primary school students' hands-on science activities involving robotic as learning tools.** *Asia Pacific Education Review*, 25(1), 171-186. <https://doi.org/10.1007/s12564-023-09825-5>

Hands-on activities in science learning are beneficial in enhancing creative thinking in students. However, scant studies have probed the nature of creative thinking developed by hands-on activities, particularly among primary school students and further investigation is thus mandated. Therefore, this study aims to explore the creative thinking patterns observed in primary school students when they perform hands-on activities in science learning involving robotics as learning tools. This qualitative study was conducted with six fifth-grade primary school students aged eleven years. The thematic analysis technique was employed to analyze the data and discover the patterns of creative thinking in the students. The data analysis yielded findings that revealed two processes representing the creative thinking patterns noted in students: idea stimulation and idea generation. Engaging in robotics activities stimulates cognition in students relating to the utilization of information obtained from varied resources such as their learning environments, past experiences, multimedia, and peers. Students then mentally process the obtained information to generate ideas. Their thinking process entails students using their imagination and reasoning to transform the available information into original ideas. Accordingly, the study's findings augment the extant knowledge regarding the nature of creative thinking in students as they engage in hands-on robotics activities. Practitioners could use this enhanced understanding to scaffold the experiences and imaginations of their students and cater to their creative ideas during the teaching and learning process. Besides, the diversity of student resources and imagination denote an important element that can be utilized during the learning process. Practitioners could also enrich creative thinking in students by incorporating imagination and reasoning supported by tangible tools such as robotics.

Falcão, F. M. V., Pereira, D. S. M., Pêgo, J. M., & Costa, P. (2024). **Progress is impossible without change: implementing automatic item generation in medical knowledge progress testing.** *Education and Information Technologies*, 29(4), 4505-4530. <https://doi.org/10.1007/s10639-023-12014-x>

Progress tests (PT) are a popular type of longitudinal assessment used for evaluating clinical knowledge retention and long-life learning in health professions education. Most PTs consist of multiple-choice questions (MCQs) whose development is costly and time-consuming. Automatic Item Generation (AIG) generates test items through algorithms, promising to ease this burden. However, it remains unclear how AIG-items behave in formative assessment (FA) modalities such as PTs compared to manually written items. The purpose of this study was to compare the quality and validity of AIG-items versus manually written items. Responses to 126 (23 automatically generated) dichotomously scored single best-answer five-option MCQs retrieved from the 2021 University of Minho PT of medicine were analyzed. Procedures based on item response theory (IRT), dimensionality testing, item fit, reliability, differential item functioning (DIF) and distractor analysis were used. Qualitative assessment was conducted through expert review. Validity evidence of AIG-items was assessed by using hierarchical linear modeling (HLM). The PT proved to be a viable tool for assessing medical students cognitive competencies. AIG-items were parallel to manually written-items, presenting similar indices of difficulty and information. The proportion of functional distractors for both AIG and manually written items was similar. Evidence of validity for AIG-items was found while showing higher levels of item quality. AIG-items functioned as intended and were appropriate for evaluating medical students at various levels of the knowledge spectrum.

Fanchamps, N., van Gool, E., Slangen, L., & Hennissen, P. (2024). **The effect on computational thinking and identified learning aspects: Comparing unplugged smartGames with SRA-Programming with tangible or On-screen output.** *Education and Information Technologies*, 29(3), 2999-3024. <https://doi.org/10.1007/s10639-023-11956-6>

Learning basic concepts of programming resulting in a development on computational thinking (CT) can be reached by means of digital programming environments. As a counterpart, the application of unplugged programming activities seems also to have promising potential regarding the impact on CT. The main characteristic of unplugged programming is that it comprises activities without the use of information and communication technologies (ICT). Since previous research has shown that the application of sense-reason-act (SRA) programming with different types of output demonstrated a better understanding of underlying complex programming concepts with an impact on CT, our research investigates whether the application of unplugged programming, offered via SmartGames, can also generate such a distinctive impact on developing CT. To capture the effects of the different interventions applied, a mixed-methods study was conducted among primary school students aged ten to twelve. Research data were obtained by means of a pretest–posttest questionnaire survey using the validated Computational Thinking Test (CTt), and by conducting interviews to determine the effects of CT and to ascertain identifiable learning effects. Our research indicates that unplugged programming by applying SmartGames can be a consummate regarding the development of CT, similar to SRA-programming using either robotics with tangible output or robot simulations with on-screen output. The research findings identified support our claim that the application of unplugged SmartGames shows equivalent development on CT sub-characteristics in comparison with plugged-in

SRA-programming with tangible or on-screen output. A better understanding of complex programming concepts and positive identified learning effects could only be partly demonstrated.

Fenoglio, P. (2023). **Les inégalités numériques en éducation: une revue narrative de littérature.** *Canadian Journal of Learning and Technology*, 49(4), 1-27. <https://doi.org/10.21432/cjlt28415>

This study is a narrative literature review resulting from a scientific mediation synthesis on digital inequalities in education, with the aim of (1) extending our first synthesis with the following questions: what are the avenues for research? and what are the heuristic concepts? and (2) reflecting on the links between scientific research and mediation. Our theoretical anchoring is at the crossroads of the sociocritical approach to educational digital uses, didactics, and scientific mediation. Our corpus, the inclusion criteria of which are made explicit, is composed of 80 studies from European and North American works published between 2002 and 2022. In response to our questions, this study brings to light a number of issues that are still in progress – a mapping of inequalities in teacher use that need to be completed, links with educational pathways that need to be clarified, design biases that need to be examined, and notions of participation in (or exclusion from) digital environments that need to be explored – and heuristically fruitful concepts, as well as for practice, such as digital capital and literacy.

Ferreira da Rocha, F. D., Lemos, B., Henrique de Brito, P., Santos, R., Rodrigues, L., Isotani, S., & Dermeval, D. (2024). **Gamification and open learner model: An experimental study on the effects on self-regulatory learning characteristics.** *Education and Information Technologies*, 29(3), 3525-3546. <https://doi.org/10.1007/s10639-023-11906-2>

Self-regulation helps students develop various cognitive, metacognitive, and affective strategies to regulate their learning process and maximize learning gains. However, self-regulation demands i) an encouraging environment and ii) student motivation. First, adding Open Learner Models (OLM) to learning environments encourages self-regulation by providing clear feedback on which skills students need to prioritize. Second, gamifying these environments holds the potential to maximize student motivation. Nevertheless, empirical evidence on whether gamification improves learning self-regulation in OLM-based applications is lacking to our best knowledge. Therefore, we conducted a one-factor (gamification: yes or no) experimental study (n = 39) to test if gamification improves the self-regulation and performance of learners who used an OLM-based Intelligent Tutoring System to complete multiple-choice questions. Surprisingly, we found no significant differences in self-regulation and performance when comparing the gamified and non-gamified groups. Considering prior research did not investigate gamification in similar settings, the fact that gamification's effect varies depending on the context and learning outcome likely explains our findings. Thus, practitioners must be cautious in using gamification amid the lack of empirical evidence on its effectiveness in a given context/learning outcome. Researchers need to understand how gamification affects different learning outcomes in varied contexts. Accordingly, future research must investigate and ground how self-regulation, OLM, and gamification work together.

Gershon, S. K., Anghel, E., & Alexandron, G. (2024). **An evaluation of assessment stability in a massive open online course using item response theory.** *Education and Information Technologies*, 29(3), 2625-2643. <https://doi.org/10.1007/s10639-023-11925-z>

For Massive Open Online Courses to have trustworthy credentials, assessments in these courses must be valid, reliable, and fair. Item Response Theory provides a robust approach to evaluating these properties. However, for this theory to be applicable, certain properties of the assessment items should be met, among them that item difficulties are stable over time. The present study evaluates whether this property applies to the assessments of these courses using a case study – an AP Physics course provided by MITx. To do that, we estimated the item parameters in three administrations of the course and compared them across the administrations. We found that while many items did not meet certain quality criteria, more than a third of the items had stable characteristics over time. Our results demonstrate that Item Response Theory can help evaluate assessment quality in Massive Open Online Courses and suggest that these high-quality items can be used as the core of the course assessment as their properties are consistent across runs. We recommend that creators and instructors of online courses apply similar procedures to evaluate their courses' assessment and instructional design. Making sure the items have similar properties over time can support the assessment validity, reliability, and fairness of online courses.

Ghosh, S., Kamal, Md. S., Chowdhury, L., Neogi, B., Dey, N., & Sherratt, R. S. (2024). **Explainable AI to understand study interest of engineering students.** *Education and Information Technologies*, 29(4), 4657-4672. <https://doi.org/10.1007/s10639-023-11943-x>
Students are the future of a nation. Personalizing student interests in higher education courses is one of the biggest challenges in higher education. Various AI and ML approaches have been used to study student behaviour. Existing AI and ML algorithms are used to identify features for various fields, such as behavioural analysis, economic analysis, image processing, and personalized medicine. However, there are major concerns about the interpretability and understandability of the decision made by a model. This is because most AI algorithms are black-box models. In this study, explainable AI (XAI) aims to break the black box nature of an algorithm. In this study, XAI is used to identify engineering students' interests, and BRB and SP-LIME are used to explain which attributes are critical to their studies. We also used (PCA) for feature selection to identify the student cohort. Clustering the cohort helps to analyse the between influential features in terms of engineering discipline selection. The results show that there are some valuable factors that influence their study and, ultimately, the future of a nation.

Giannoutsou, N. (2024). **Enabling the digital transformation in education Looking through a “SELFIES” lens.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3916> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/9dc6cf59-c57d-11ee-95d9-01aa75ed71a1>

This workshop brings together research on self-reflection tools and frameworks focusing on the development of digital skills and competences in education. The workshop reported mainly on work about SELFIE and SELFIEforTEACHERS two self-reflection tools developed by JRC in collaboration with DG-EAC. The aim of this workshop was to compile the research related to the self-reflection tools and explore how it can inform policies on the Digital Transformation in Education and more specifically the first strategic priority of the digital Education Action plan “on the development of a high performing digital education ecosystem”.

Gortazar, L., Hupkau, C., & Roldan-Mones, A. (2023). **Online tutoring works: experimental evidence from a program with vulnerable children** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehllserod/121342.htm>

We provide evidence from a randomized controlled trial on the effectiveness of a novel, 100-percent online math tutoring program, targeted at secondary school students from highly disadvantaged neighborhoods. The intensive, eight-week-long program was delivered by qualified math teachers in groups of two students during after-school hours. The intervention significantly increased standardized test scores (+0.26 SD) and end-of-year math grades (+0.48 SD), while reducing the probability of repeating the school year. The intervention also raised aspirations, as well as self-reported effort at school.

Grimault-Leprince, A., Le Trividic Harrache, L., & Mell, L. (2024). **Usages numériques domestiques et réussite scolaire. Le rôle de la socialisation familiale.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12427>

Les technologies numériques occupent une place croissante à l'école – ce qui s'est encore accentué avec la pandémie de COVID-19 – avec la visée de renouveler l'institution scolaire et de réduire les inégalités sociales de réussite. Alors que la stratégie de l'école s'appuie essentiellement sur les usages en milieu scolaire, les usages numériques des élèves débordent largement ce cadre. Cet article propose une réflexion autour de la socialisation familiale aux usages numériques et de ses liens avec la réussite scolaire. En s'appuyant sur une enquête quantitative menée auprès de 822 familles (adolescents de classes de cinquième et leurs parents), il met en évidence que les recherches informationnelles des adolescents liées à la culture scolaire sont inégalement rentables scolairement et fortement différenciées selon le milieu social d'origine. La recherche souligne aussi le caractère incertain de la transmission familiale de compétences et de dispositions numériques favorables à la réussite scolaire.

Gueudet, G., Brun, S. J.-L., Bouil, A. L., Hénaff, C. L., Riou-Azou, G., & Srey, S. (2024). **Numérique et autonomisation des élèves: quelle formation initiale des enseignants?** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12457>

Utiliser le numérique en classe pour soutenir le développement de l'autonomie des élèves fait partie des recommandations institutionnelles, mais constitue un objectif complexe pour les professeurs. Nous étudions dans cet article dans quelle mesure une formation initiale fondée sur un travail documentaire collectif de conception de scénarios de classe peut contribuer à l'atteinte de cet objectif pour des professeurs stagiaires. Nous présentons trois études de cas, en anglais, mathématiques et sciences physiques. Nous analysons le potentiel de scénarios de classe conçus par les stagiaires en termes d'usages du numérique et d'autonomisation des élèves, et cherchons à identifier des invariants opératoires émergents à partir des scénarios et de leur présentation par les stagiaires. La mise en regard des trois disciplines montre des traits communs et des spécificités disciplinaires.

Gümüş, M. M., Kayhan, O., Kukul, V., & Korkmaz, Ö. (2024). **Preparing teachers to integrate technology in education according to SQD model: scale development and validation.** *Education and Information Technologies*, 29(4), 3993-4023. <https://doi.org/10.1007/s10639-023-11978-0>

Technology and pedagogy integration is a skill that teachers must possess in order to successfully implement technology in the classroom. In order to evaluate the technology

integration training that instructors received, a scale was created in this study within the parameters of the SQD model. We recruited a total of 492 teachers from elementary, middle, and high schools. The scale developed in this study consists of 5 factors (constructs) and 40 items namely "Reflection (Ref)", "Role Model (Rol)", "Collaboration (Col)", "Instructional Design (ID)", and "Authentic Experiences (AutE)". There is evidence that the constructed scale has explained 72.358 percent of the total variation. The Cronbach's alpha internal consistency reliability rating for the total scale was calculated to be 0.97. As a consequence of the analyses conducted, we found that the scale is a valid and reliable measurement instrument that can be used to assess the technology integration training of teachers. We can note that the scale has the potential to make major contributions to the existing literature.

Guo, K., Zhong, Y., Zainuddin, Z., & Chu, S. K. W. (2024). **Applying game-related methods in the writing classroom: A scoping review.** *Education and Information Technologies*, 29(4), 4481-4504. <https://doi.org/10.1007/s10639-023-11998-w>

Given the crucial role of writing in both academic and workplace settings, teachers should constantly seek effective ways to improve their students' writing skills. The use of games or their elements to support the teaching and learning of writing has gained much attention in language education studies. Despite the increasing number of empirical studies in the field, there has been no systematic investigation of what games, or their elements, have been applied in the writing classroom. The aim of this study was to summarize the empirical evidence on using game-related approaches, including game-based learning and gamification, to teach writing. Twenty-two studies were analyzed, revealing the following findings: (1) various types of games were used for writing instruction, including digital educational games, non-digital educational games, and digital non-educational games; (2) digital educational games were the most common game type reported in the literature, and such games were used to create authentic and interactive learning environments, provide writing practice opportunities, and evaluate students' writing skills; (3) various game elements, such as points, leaderboards, storylines, and role-playing, were incorporated to develop gamified activities; and (4) students participated in such gamified activities in online and hybrid modes. Taken as a whole, the findings show how games and their elements are used for teaching and learning writing. Suggestions and implications are provided for practitioners and researchers in the field.

Guo, X., & Li, X. (2024). **Development of online education satisfaction research in 2011–2022: A systemic review based on bibliometric and content analysis.** *Education and Information Technologies*, 29(3), 3461-3496. <https://doi.org/10.1007/s10639-023-11894-3>

This study presents a knowledge map of online education satisfaction research. To conduct bibliometric analysis, VOSviewer and Biblioshiny were utilized to analyze the co-authorship, co-citation, and co-occurrence network analysis of articles published on online education satisfaction between 2011 and 2022. The analysis aimed to show the research status, topics, and future research trends in the field. This paper reports the following findings: (1) There is a booming interest in research on online education in various countries and fields. (2) The most frequently studied target sample is undergraduate students' online education satisfaction; the most commonly used method is structural equation model combined with questionnaire survey; the most studied factors include students' individual factors, information technology tools, and their interaction with others; and the most studied variables include self-efficacy,

motivation, perceived ease of use, perceived usefulness, expectation, and social existence. (3) Many fields, such as teacher satisfaction and the construction of new models and tools, remain underexplored. Future research should strengthen international cooperation, promote interdisciplinary research, and explore additional related fields.

Habibi, A., Mukminin, A., & Sofyan, S. (2024). **Access to the digital technology of urban and suburban vocational schools.** *Education and Information Technologies*, 29(4), 4197-4222. <https://doi.org/10.1007/s10639-023-12006-x>

This study aims to elaborate the structural model of factors affecting access to digital technology in the context of vocational school teachers (VSTs) based on their geographical areas (urban and suburban). We used surveys for data collection; the instrument was translated, piloted, and validated. For the analysis, we utilized two partial least square structural equation model (PLS-SEM) main procedures, measurement, and structural model. Effect sizes (f^2) and coefficient determination (R^2) supported the relationship assessment of the structural model. The validity and reliability of the scale (urban and suburban) were valid and reliable based on the measurement model. Nine significant relationships were confirmed, perceived by urban and suburban teachers respectively. Meanwhile, one hypothesis was rejected. Urban teachers perceived stronger correlations than suburban teachers. By elaborating on the proposed model's path analyses, this research can enhance the understanding of access to digital technology, especially in the context of vocational education in developing countries.

Harrison, T., Polizzi, G., McLoughlin, S., & Moller, F. (2024). **Measuring cyber wisdom: preliminary validation of a new four-component measure.** *Education and Information Technologies*, 29(4), 4317-4336. <https://doi.org/10.1007/s10639-023-11953-9>

Cyber-wisdom is the ability to know and do the right thing at the right time, when using digital technologies, and is a concept that is gaining attention from educators. Whilst the theory and practice of cyber-wisdom education is established, to date there has been no attempt to investigate how the virtue of cyber-wisdom might be measured. This is a lacuna as it limits future research in the area, including, in particular, proximal evaluations of cyber-wisdom interventions. This article introduces a new four-component measure of cyber-wisdom, which is relevant to how the virtue may be cultivated in practice via formal education and the teaching of what is generally referred to as digital citizenship education. The measure was piloted with 1,331 13–16 year-olds. The findings provide initial evidence that cyber-wisdom literacy, reasoning, reflection, and motivation can be measured. This study provides preliminary validation of cyber-wisdom sub-measures that might be used in evaluations of educational interventions that seek to help children and adolescents live with wisdom in the digital age.

Heiser, L. (2023). **Des récits de vie sur les usages de l'IA dès la formation à l'entrée dans le métier de l'enseignement et de l'éducation.** In B. Aroufoune (Éd.), *À la racine du récit. Écriture, création, communication* (p. 223-235). Consulté à l'adresse <https://hal.science/hal-04360437>

HIGHERA, C. D. L., IYER, J., & DE LA HIGHERA, C. (2024). **IA pour les enseignants : un manuel ouvert.** Consulté à l'adresse <https://www.ai4t.eu/book/ia-pour-les-enseignants--un-manuel-ouvert-1/about-this-book?path=index>

La deuxième édition de ce manuel a été réalisée dans le cadre du projet Erasmus+ AI4T. Elle se décline en plusieurs parties : pourquoi apprendre l'IA, recherche des informations,

gestion de l'apprentissage, personnaliser l'apprentissage, écouter, parler et écrire, à propos des IA générative (faut-il les utiliser en classe ? Comment prompter ? Quels sont les risques et enjeux ? Quelles activités peut-on déjà envisager ?), les prochaines étapes, contenus additionnels. Les auteurs indiquent que l'IA est déjà présente dans le quotidien scolaire des enseignants et des élèves à travers les usages des outils numériques comme les moteurs de recherche. Ils abordent notamment les systèmes de gestion de l'apprentissage ainsi que sa personnalisation. Le traitement automatique du langage naturel (TALN) est aussi évoqué et en particulier la problématique de la traduction automatique.

Housni, S., Kumps, A., Rocca, F., Temperman, G., & Lièvre, B. D. (2023). **Codobot: un dispositif soutenant les élèves dans l'apprentissage des concepts de base en programmation. Qu'en disent les enseignants lors de la découverte du jeu ?** *e-JIREF*, 9(1), 29-51. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/10>

Dans cette contribution, nous évaluons, par le biais d'un test utilisateur, un prototype nommé Co-dobot, destiné à soutenir les élèves dans l'acquisition des concepts fondamentaux de la programmation. Codobot se présente sous la forme d'un jeu de société qui comprend un robot programmable, des cartes de programmation à numériser à l'aide d'une application développée avec le moteur de jeu Unity ainsi que des tuiles, des jetons, un dé à 30 faces, une jauge de niveau et d'autres accessoires. En plus de posséder les caractéristiques d'un jeu de société, Codobot est un dispositif tangible destiné à la découverte de la programmation et au développement de la pensée informatique. Le test utilisateur, réalisé auprès de trois enseignants, a constitué une première évaluation du prototype qui a révélé son potentiel pédagogique ainsi que de nombreuses opportunités d'amélioration en termes de didactique et de technologie. Enfin, nous soulignons l'apport méthodologique majeur de cette contribution qui se situe à la jonction entre l'initiation aux concepts fondamentaux de la programmation, les sciences de l'éducation et l'expérience utilisateur.

Hu, X., Zhang, S., & Wu, X. (2024). **The effect of VTL model with digital technique on promoting system 1 to system 2 switch for creative thinking: a five-year study through a global pandemic.** *Education and Information Technologies*, 29(3), 3025-3045. <https://doi.org/10.1007/s10639-023-11915-1>

The starting reasoning and promoting switch from intuitive system 1 to deliberate system 2 for provoking creative thinking is lacking feasible model, especially during the global pandemic. We established a visible, trainable and learnable (VTL) model with digital technique to promote this dual switch for creative thinking. This study was registered this project in Chinese clinical trial registry (Registration number: ChiCTR2200065100; Date of registration: 10-27, 2022). Considering the education equity for each class, we performed this study in formal college classes utilizing a self-controlled study by testing the related indicators. We performed the VTL model and evaluated the related indicators in questionnaire from students who entered University in 2014, 2015, 2016 and 2018 in the same major and with the same knowledge background. And we found that this model helped students to get the positive effect of other psychological processes on starting human reasoning. What's more, this model promoted social factors to provoke the switch from intuitive system 1 to deliberate system 2 in students' reasoning. With this model, students had a better performance in the innovative initiative and a better master the content in the class, and also offered significantly more problem-solving solutions. Finally, digital technique also accelerated internal switch. This VTL model with digital

technologies could significantly promote the dual switching, especially during COVID-19 pandemic.

Hu, Y., & Hwang, G.-J. (2024). **Promoting students' higher order thinking in virtual museum contexts: A self-adapted mobile concept mapping-based problem posing approach.** *Education and Information Technologies*, 29(3), 2741-2765. <https://doi.org/10.1007/s10639-023-11930-2>

This study explored the effects of a self-adapted mobile concept mapping-based problem-posing (CMPP) approach applied in a virtual museum context. To investigate the effectiveness of the proposed approach, a quasi-experimental design was applied to compare the critical thinking tendency, meta-cognition tendency, problem-solving tendency, computational tendency, cognitive load, and flow experience of college level students using the self-adapted mobile CMPP approach to those using the conventional mobile-based problem-posing and points-listing approach. A total of 56 university students from two classes were involved in the experiment. The two classes of students adopted different approaches to learning in the virtual museum for comparing their critical thinking tendency, meta-cognition tendency, problem-solving tendency, and computational tendency as well as flow experience and cognitive load. One class with 29 students was the experiment group adopting the self-adapted mobile CMPP approach, while the other class with 27 students was the control group using the conventional mobile-based learning approach. The results of the study showed that the proposed strategy could significantly improve learners' critical thinking tendency, meta-cognition tendency, problem-solving tendency, and computational tendency compared to the conventional approach. Though the proposed approach raised slightly higher flow experience and cognitive load, there was no significant difference between the flow experience and the cognitive load of the proposed approach and that of the control group. The interview results complemented the experimental results and indicated that the proposed approach was effective in terms of developing learners' thinking capability, knowledge construction, and self-learning capability.

Ibarra-Vazquez, G., Ramírez-Montoya, M. S., & Terashima, H. (2024). **Gender prediction based on University students' complex thinking competency: An analysis from machine learning approaches.** *Education and Information Technologies*, 29(3), 2721-2739. <https://doi.org/10.1007/s10639-023-11831-4>

This article aims to study machine learning models to determine their performance in classifying students by gender based on their perception of complex thinking competency. Data were collected from a convenience sample of 605 students from a private university in Mexico with the eComplexity instrument. In this study, we consider the following data analyses: 1) predict students' gender based on their perception of complex thinking competency and sub-competencies from a 25 items questionnaire, 2) analyze models' performance during training and testing stages, and 3) study the models' prediction bias through a confusion matrix analysis. Our results confirm the hypothesis that the four machine learning models (Random Forest, Support Vector Machines, Multi-layer Perception, and One-Dimensional Convolutional Neural Network) can find sufficient differences in the eComplexity data to classify correctly up to 96.94% and 82.14% of the students' gender in the training and testing stage, respectively. The confusion matrix analysis revealed partiality in gender prediction among all machine learning models, even though we have applied an oversampling method to reduce the imbalance dataset. It showed that the most frequent error was to predict Male students

as Female class. This paper provides empirical support for analyzing perception data through machine learning models in survey research. This work proposed a novel educational practice based on developing complex thinking competency and machine learning models to facilitate educational itineraries adapted to the training needs of each group to reduce social gaps existing due to gender.

Izadi, M., Izadi, M., & Heidari, F. (2024). **The potential of an adaptive computerized dynamic assessment tutor in diagnosing and assessing learners' listening comprehension.** *Education and Information Technologies*, 29(3), 3637-3661. <https://doi.org/10.1007/s10639-023-11871-w>

In today's environment of growing class sizes due to the prevalence of online and e-learning systems, providing one-to-one instruction and feedback has become a challenging task for teachers. Anyhow, the dialectical integration of instruction and assessment into a seamless and dynamic activity can provide a continuous flow of assessment information for teachers to boost and individualize learning. In this regard, adaptive learning technology is one way to facilitate teacher-supported learning and personalize curriculum and learning experiences. This study aimed to investigate the potential of an adaptive Computerized Dynamic Assessment (C-DA) tool applicable as a language diagnostician and assistant. The study tried to get insight into 75 Iranian EFL learners' listening development by focusing on the learning potential exhibited through learners' assessment and the degree of internalization of mediation. To achieve these, a C-DA tutor including two dynamic listening comprehension tests, each comprising 20 items, arranged in the order of difficulty was developed. The test takers unable to answer an item correctly were provided with graduated hints for different comprehension- and production-type items and the overall difficulty level of the test was adapted to the test takers' proficiency level. In order to have a full diagnosis of each individual's listening development, the adaptive C-DA automatically generated five test scores on each learner's performance: actual (unmediated) score, mediated score, gain score, Learning Potential Score (LPS), and transfer score. The results of paired-sample t-tests revealed a significant development from the actual to the mediated scores. Furthermore, the LPSs indicated that the tutor was capable of revealing learners' potential for learning. Moreover, learners with high LPS gained a higher mean for transfer scores followed by transfer scores of medium and low levels. The results of Mann-Whitney tests revealed a significant difference in the degree of internalization of mediation of learners with mid and low range of LPSs on the easy test and high and low range of LPSs on the difficult test. The findings of this research can have important theoretical and practical implications for researchers and educationalists. The instructional value of this adaptive C-DA tool lies in its unique opportunities for individualizing learning and developing individual learning plans in accordance with learners' needs.

Jauregi-Ondarra, K., Canto, S., Wigham, C. R., Clavel-Arroitia, B., & Pennock-Speck, B. (2024). **Transforming Teacher Training Programs and School Curricula by Integrating Virtual Exchange: The E-LIVE (Engaging Languages in Intercultural Virtual Exchange) Erasmus + Project (2022 to 2024).** *VALIANT Conference*. Présenté à Leon, Spain. Consulté à l'adresse <https://hal.science/hal-04465325>

The E-LIVE project aims to address the evolving needs of education in a digitalized and diverse society. E-LIVE focuses on enhancing the digital pedagogical competencies of language (trainee) teachers to promote intercultural communication and cooperation through virtual exchange (VE). By integrating VE into teacher training programs and

school curricula, the project seeks to achieve several objectives. Firstly, it aims to innovate language teacher training by embedding VE projects into the curriculum. This approach fosters experiential and reflective learning, equipping future educators with the necessary digital, pedagogical and intercultural skills and competences to be able to innovate and enrich their future teaching at schools. At the same time, E-LIVE strives to forge stronger bonds between schools and teacher training institutions, while coaching teachers at schools in pedagogical innovation processes and providing school learners with valuable opportunities for VEs with peers from diverse cultural backgrounds. By doing so it nurtures intercultural communication skills and digital literacy among both students and teachers, preparing them for a globally interconnected world. Furthermore, E-LIVE aims to be at the forefront of innovation, exploring the integration of cutting-edge technology such as Virtual Reality and Artificial Intelligence to enrich VE activities, making those VE experiences even more engaging and immersive. Lastly, recognizing the increasing diversity in today's classrooms, E-LIVE places a strong emphasis on fostering inclusion by promoting intercultural dialogue and creating an environment where different backgrounds are seen as an asset and not as a challenge. E-LIVE aims to have a broad impact on language education by engaging teacher trainers, trainee teachers, and school teachers in a large array of training opportunities, including online workshops, webinars with experts, interactive digital multimodal materials. Furthermore, the project offers a coaching path to those teachers willing to innovate and enrich their teaching by providing their learners with the possibilities that VE offers. This presentation will provide an overview of the rich training materials (Open Educational Resources) and VE tasks developed in the first two project years, as well as an overview of the virtual exchange projects conducted so far both in teacher training programs and schools. Our focus is on the lessons learned so far, the challenges faced and the positive outcomes achieved.

Jehanghir, M., Ishaq, K., & Akbar, R. A. (2024). **Effect of learners' autonomy on academic motivation and university students' grit.** *Education and Information Technologies*, 29(4), 4159-4196. <https://doi.org/10.1007/s10639-023-11976-2>

Learner autonomy is the trait of an adult who displays agency concerning learning activities, whereas academic motivation is the primary driving force for students to learn, which is the drive and urge to achieve academically, while grit is an important personality trait for academic achievement. People with the motivation and persistence to work and study diligently despite hurdles and hardships to achieve a set of goals are more likely to be successful than those lacking these traits. The present study investigates the effect of learners' autonomy on academic motivation and university students' grit by employing a quantitative method. A survey method has conducted to collect the data from 1230 participants randomly selected from the general type universities. A theoretical framework has been proposed consisting of several components of learner autonomy, academic motivation, and grit. Learners' autonomy is based on social cognitive theory, while academic motivation and grit are based on self-determination theory. This study uses three instruments: Learner Autonomy Profile-Short Form (LAP-SF), academic motivation scale (AMS), and grit scale. The LAP-SF adapted consists of four constructs (desire, resourcefulness, initiative, and persistence), whereas the scale's reliability is 0.96. Similarly, the AMS developed by Vallerand adopted to collect data consists of three factors that have the reliability of a scale of 0.87. Lastly, data related to grit has been collected through the grit scale developed by Duckworth, which consists of two factors that have reliability of a scale of 0.81. The data has been analyzed through Linear Regression to answer the study research questions. Findings of the regression analysis with

its four factors (Desire, Resourcefulness, Initiative, and persistence) revealed that LAS and AMS have a positive association whereas these factors also has a positive association between LAS and Grit Scale. It has been concluded that Learners 'Autonomy with all its sub-factors positively affects students' academic motivation and grit level.

Kahvazadeh, I., Jose, E., Fong, A. C., Gupta, A. K., Carr, S. M., Bhattacharjee, S., & Harnar, M. (2024). **Development and evaluation of a modular experiential learning curriculum for promoting AI readiness.** *Education and Information Technologies*, 29(3), 3445-3459. <https://doi.org/10.1007/s10639-023-11928-w>

Information systems are increasingly using artificial intelligence (AI). However, AI can be tricked into misbehaving, showing bias, or committing abuse. The root causes of these errors and uncertainties can be hidden away while parallelizing AI algorithms on high-performance computing (HPC) infrastructure. The project outlined in this paper aims to use artificial intelligence from the ground up to generate teaching materials and curricula for student-teachers. Students embark on a journey of discovery, taking calculated risks in a learning environment. The main purpose of this document is to present the primary research results of the two-year pilot project. A secondary purpose of this paper is to disseminate information about this exciting endeavor to encourage like-minded educators and researchers to participate in this project.

Khanal, J. (2024). **Shifting identities: an examination of student perceptions and experiences in face-to-face and online learning in Nepal.** *Education and Information Technologies*, 29(4), 4287-4315. <https://doi.org/10.1007/s10639-023-12020-z>

The transition from traditional, in-person classrooms to technology-based models like online learning is a significant challenge. This change is not only brought on by the COVID-19 pandemic, but it also presents difficulties for low-income and developing countries that have adopted online education for students who are spread out over a wide area. Students from low-income and developing countries, where the teaching and learning process is limited to a classroom environment, are struggling to adjust to online learning. This study aims to shed light on the multifaceted dimensions of the students' educational journey, their adaptation to alternative learning environments, and the intricate interplay between sociocultural factors and individual identity trajectories within the Nepalese context. Based on in-depth interviews with 15 graduate students who were also school teachers, the study found that student's identities underwent some instability as tension arose between their self-perception in face-to-face and online learning. The students experienced changes in who they were in the face-to-face classroom and who they are in online learning, as well as changes in how society viewed them as online learners.

Khoudi, Z., Nachaoui, M., & Lyaqini, S. (2024). **Identifying the contextual factors related to the reading performance of Moroccan fourth-grade students from a Machine Learning-based Approach.** *Education and Information Technologies*, 29(3), 3047-3073. <https://doi.org/10.1007/s10639-023-11881-8>

Based on the 2016 Progress in International Reading Literacy Research (PIRLS) data, this study determined the contextual characteristics that distinguished Moroccan fourth-grade kids with high- and low-achieving reading abilities. The PIRLS 2016 public dataset included 5446 Moroccan pupils, with 1545 scoring well and 3901 doing poorly on the reading portion of the exam. The objective of the present research was to determine the ideal combination of significant contextual elements that jointly affect fourth-grade

children's reading ability. Machine learning technique such as gradient boosting was used to find the most critical contextual variables that might distinguish between the two groups of students. The findings demonstrate that 12 significant contextual variables from GradientBoosting, selected from 486 contextual variables at the levels of the student, teacher, and school, Identifying high- and low-performing students collectively have consequences for teaching and learning in the future about the reading ability of primary school students.

Kohnke, L., Foung, D., & Zou, D. (2024). **Microlearning: A new normal for flexible teacher professional development in online and blended learning.** *Education and Information Technologies*, 29(4), 4457-4480. <https://doi.org/10.1007/s10639-023-11964-6>

This paper explored teacher professional development (TPD) for online and blended learning (OBL) via microlearning in the higher education English language teaching context in Hong Kong in 2021 and 2022. OBL requires teachers to integrate technology. This study drew on quantitative survey data (N = 67) and interviews (N = 12) that took place after the participants were exposed to microlearning. The findings illuminated that microlearning was perceived as flexible and stress-free and allowed teachers to focus on relevant and immediate tasks using bite-sized learning segments to achieve digital growth. Such activities created favourable conditions to equip them with the skills necessary to teach effectively in the context of the "new normal". Moreover, the study shed light on how previous TPD activities were often considered too general to improve teachers' digital competence. It concluded with a call for more research on microlearning and TPD for OBL to help teachers gain pedagogical, theoretical and practical knowledge to enhance their teaching.

Kostić-Ljubisavljević, A., & Samčović, A. (2024). **Selection of available GIS software for education of students of telecommunications engineering by AHP methodology.** *Education and Information Technologies*, 29(4), 5001-5015. <https://doi.org/10.1007/s10639-023-12031-w>

This paper reports on how the concept and technologies of GIS are included in the telecommunications engineering curriculum at the undergraduate level. The course of Fundamentals of GIS is described in detail. The usage of GIS software is necessary part of GIS technology education. In order to evaluate available GIS software, several criteria are defined. For this purpose, the authors used Analytical Hierarchy Process (AHP) methodology according to the goal to find the most appropriate GIS software in education of telecommunications engineers. The following software tools are considered: GRASS, uDig, SAGA, Prune and OpenJUMP. Each proposed criterion was given relative importance through pair-wise comparison. Taking into account proposed criteria, uDig software tools showed the most promising results to be used for education of future telecommunications engineers.

Koufakou, A. (2024). **Deep learning for opinion mining and topic classification of course reviews.** *Education and Information Technologies*, 29(3), 2973-2997. <https://doi.org/10.1007/s10639-023-11736-2>

Student opinions for a course are important to educators and administrators, regardless of the type of the course or the institution. Reading and manually analyzing open-ended feedback becomes infeasible for massive volumes of comments at institution level or online forums. In this paper, we collected and pre-processed a large number of course reviews publicly available online. We applied machine learning techniques with the goal

to gain insight into student sentiments and topics. Specifically, we utilized current Natural Language Processing (NLP) techniques, such as word embeddings and deep neural networks, and state-of-the-art BERT (Bidirectional Encoder Representations from Transformers), RoBERTa (Robustly optimized BERT approach) and XLNet (Generalized Auto-regression Pre-training). We performed extensive experimentation to compare these techniques versus traditional approaches. This comparative study demonstrates how to apply modern machine learning approaches for sentiment polarity extraction and topic-based classification utilizing course feedback. For sentiment polarity, the top model was RoBERTa with 95.5% accuracy and 84.7% F1-macro, while for topic classification, an SVM (Support Vector Machine) was the top classifier with 79.8% accuracy and 80.6% F1-macro. We also provided an in-depth exploration of the effect of certain hyperparameters on the model performance and discussed our observations. These findings can be used by institutions and course providers as a guide for analyzing their own course feedback using NLP models towards self-evaluation and improvement.

Lapage, W., Wyffels, F., & Neutens, T. (2024). **Computational thinking competencies of Flemish college students: vision on data collection.** In K. Mens & O. Goletti (Éd.), *Colloque Didapros 10 sur la Didactique de l'informatique et des STIC* (p. 126-130). Consulté à l'adresse <https://hal.science/hal-04482128>

Computational thinking has become an increasingly vital competence in our technologically driven world. As a problem-solving methodology, it can be considered a competence that transcends disciplines and plays an important part in multiple diverse fields. It has also gained a more prominent role in the Flemish education system. Therefore, assessing computational thinking and collecting the necessary data to do so has become increasingly important during students' education. This paper describes how the computational thinking competencies of college students can be monitored in a controlled environment. By combining a literature study as well as knowledge of the context wherein the data will be collected, a subset of data sources has been selected that show potential for a multimodal assessment of computational thinking. This paper outlines an envisioned data collection method to gauge computational thinking competencies among second-year computer science engineering students at Ghent University. The desired end result is a collection of data that can be managed and processed as an input source to assess computational thinking and affect educational practices. This paper describes a way of collecting data that shows potential for a multimodal assessment of computational thinking. It also opens the door for future research exploring the potential of AI-driven methods for automatic assessment and the development of interactive visualisation of said assessments.

Lee, Y.-F., Chen, P.-Y., & Cheng, S.-C. (2024). **Improve learning retention, self-efficacy, learning attitude and problem-solving skills through e-books based on sequential multi-level prompting strategies.** *Education and Information Technologies*, 29(3), 3663-3680. <https://doi.org/10.1007/s10639-023-11994-0>

Health education aims to change unhealthy behaviors and promote population health. However, limited teaching time and standardized materials pose challenges, prompting elementary school teachers to explore technology-enhanced teaching strategies. To cultivate proper health attitudes and behaviors among elementary school students, many researchers have widely used e-books to teach health education-related courses. Many studies have proven interactive e-books to be effective in aiding both teaching and learning. However, despite the continuous innovation of e-books in educational

applications, the long-term effects of e-books have yet to be investigated, since learning memory only responds to short-term memory effects. Therefore, this study attempts to develop a sequential multi-level prompting strategy for e-book learning in a mobile learning environment for tablet computers. Students from two primary school classes were recruited for the empirical study. The experimental group used a sequential multi-level, prompting-based e-book to learn, while the control group used a conventional e-book learning approach. According to the study's results, the proposed learning strategies were found to improve the learning achievement of primary school students for cardiovascular disease, guide students in building knowledge, develop thinking and problem-solving skills, and help students transform their learning from short-term to long-term memory through post-testing of problem-solving delays. It is certain that sequential multi-level prompting strategies can help younger learners better understand and remember learning content and apply the knowledge they have gained to develop correct health attitudes.

Lehot, J.-J., & Lilot, M. (2023). **Apprendre de la synapse à la classe**. Paris: Ellipses. <https://www.editions-ellipses.fr/accueil/15082-enseignement-et-apprentissages-methodes-et-innovations-9782340084209.html>

Cet ouvrage est issu des cours du Master « Apprendre à apprendre » enseignés à Lyon 1. Il comporte 42 chapitres et propose une présentation complète : - Des connaissances de base sur le cerveau : sa composition, sa vascularisation, son métabolisme, ses nutriments, les drogues et les neurotoxiques pouvant l'endommager. - Du fonctionnement du cerveau : attention, motivation, flow, sentiment d'efficacité personnelle, différentes intelligences et mémoires. Des difficultés possibles : le stress, les troubles « dys », la dépression. Des innovations pédagogiques permettant de surmonter beaucoup de difficultés rencontrées : apports de Célestin Freinet et de Maria Montessori, apprentissages en groupe, classes inversées, simulation, réalités virtuelle et augmentée...

Li, J., Kou, H., Wang, J., & Ren, W. (2024). **Enhancing online learning for dance majors: A customized teaching approach using massive open online courses**. *Education and Information Technologies*, 29(4), 5139-5167. <https://doi.org/10.1007/s10639-023-11957-5>

The purpose of this study was to investigate the correlation among the components affecting MOOC ability to learn the Chinese dance majors. MOOC courses are easy to register and access whereas SPOC derived from MOOC allows access to selected students. MOOC implementing AI for teaching improves the quality of courses as AI determines content with data stored for subject and analysis in a short span. The subjects of this study are 200 dance students from Hanan Mass Media Vocational and Technical College in China. The researchers collected questionnaires based on the components affecting MOOC learning adaptability face-to-face one-on-one. The collected questionnaire data used in this study were analyzed by SPSS. As a result of the research, learning motivation, learning self-efficacy, MOOC platform, course content quality, learning support and teacher teaching are all important factors affecting learning adaptability. In this way, it not only provides guidance for MOOC teaching, but also provides help for dance students to adapt to MOOC learning.

Liu, H., Chen, X., & Zhao, F. (2024). **Learning behavior feature fused deep learning network model for MOOC dropout prediction**. *Education and Information Technologies*, 29(3), 3257-3278. <https://doi.org/10.1007/s10639-023-11960-w>

Massive open online courses (MOOCs) have become one of the most popular ways of learning in recent years due to their flexibility and convenience. However, high dropout rate has become a prominent problem that hinders the further development of MOOCs. Therefore, the prediction of student dropouts is the key to further enhance the MOOCs platform. The traditional dropout prediction models based on machine learning are difficult to guarantee the prediction effect due to the shortcomings such as insufficient mining of feature information and not considering the influence of time series. To address this problem, in this paper, we propose the learning behavior feature fused deep learning network model (LBDL) for MOOC dropout prediction. The core of the model lies in modeling different types of information separately and incorporating them into an overall framework. In the data processing stage, the LBDL model divides the data features into video learning behavior features containing time series information and general information features. For video learning behavior features, the model uses Bi-LSTM and attention mechanisms to mine time series information, and for general information features, it uses embedding layer and fully connected layer for processing. A hidden vector containing both types of feature information can be obtained by two different modeling approaches. Then the original feature information is combined to train the gradient boosting framework LightGBM. Experiments on the MOOCcube video dataset show that the AUC and F1-Score of our model can reach 82.39% and 74.89%, respectively, which are higher than other baseline models. It indicates that the proposed LBDL model has better performance in the dropout rate prediction problem.

Mardini G., I. D., Quintero M., C. G., Vilorio N., C. A., Percybrooks B., W. S., Robles N., H. S., & Villalba R., K. (2024). **A deep-learning-based grading system (ASAG) for reading comprehension assessment by using aphorisms as open-answer-questions.** *Education and Information Technologies*, 29(4), 4565-4590. <https://doi.org/10.1007/s10639-023-11890-7>

Today reading comprehension is considered an essential skill in modern life, therefore, higher education students require more specific skills to understand, interpret and evaluate texts effectively. Short answer questions (SAQs) are one of the relevant and proper tools for assessing reading comprehension skills. Unlike multiple-choice questions, SAQs allow for the assessment of cognitive abilities such as attention, language, perception, and problem solving. However, the task of SAQs scoring is time-consuming and susceptible to ambiguity. Automatic Short Answer Grading (ASAG) is a new paradigm that could help solve these problems. This experimental analysis aims to implement ASAG using several approaches to sentence embedding based on deep learning with a multilayer perceptron regression layer on the top, trained with a reading comprehension dataset based on aphorisms. For experimental testing, the available dataset is composed of answers given by 199 undergraduate students in Spanish. BERT and Skip-Thought models are tested with different hyperparameters to find the best performance in terms of Pearson correlation coefficient and RMSE against human experts grades. The result of the current study showed that BERT model performed better than other approaches.

Martín-Bylund, A., & Stenliden, L. (2024). **Closer to the senses in post-pandemic teacher training – Reclaiming the body in online educational encounters.** *Education and Information Technologies*, 29(3), 3133-3154. <https://doi.org/10.1007/s10639-023-11952-w>
This study qualitatively examines synchronous online encounters in Swedish teacher education, learning from the distance and hybrid mode triggered by the Covid-19

pandemic, conceptualized as emergency remote teaching. The separation of bodies in such online teacher education challenges participants' sensory involvement and how they can be "present" to one another. The aim of this study is to scrutinize body-sensory dimensions of presence to enlighten online encounters in teacher training in circumstances of emergency remote teaching, as well as in contemporary and future online teacher education, generally. Online encounters were documented by video recordings during online seminars and lectures, and by diary entries and focus groups with eight teacher educators and their students. With inspiration from a posthumanist problematization of communication and post-qualitative methodology, the analytical process puts the concepts alterity and attunement to work with the data. Results show that online teaching encounters provides an altered body-sensory situation to which participants sensorily attune in different ways, bringing both positive, and troublesome affects. Different sensory attunements further involve exploiting some body-sensory dimensions (i.e. vision) when others are concealed. When performing teacher training of all levels through emergency remote teaching/online teacher education, awareness of how the material setting of online encounters affects the body and thus the didactic conditions for building meaningful relationships in the study environment, is important. Since the lived body has a key role in teachers' professional becoming, the study suggests a critical, creative consideration of its full sensory, along with further, qualitative expansion of online teacher education.

Ministère de l'éducation nationale, de la jeunesse. (2024). **Intelligence artificielle et éducation : apports de la recherche et enjeux pour les politiques publiques**. Consulté à l'adresse

https://edunumrech.hypotheses.org/files/2024/02/MEN_DNE_brochure_IA_2024_web_fr.pdf

Mohamed, A. M. (2024). **Exploring the potential of an AI-based Chatbot (ChatGPT) in enhancing English as a Foreign Language (EFL) teaching: perceptions of EFL Faculty Members**. *Education and Information Technologies*, 29(3), 3195-3217. <https://doi.org/10.1007/s10639-023-11917-z>

The aim of this survey study was to investigate the perceptions of ten English as a Foreign Language (EFL) faculty members at Northern Border University regarding the effectiveness of ChatGPT in supporting their students' English language learning. The study utilized in-depth interviews with the faculty members as the primary data collection method. The results of the interviews demonstrated that the faculty members held varying opinions about the efficacy of ChatGPT. Some faculty members acknowledged its usefulness in providing rapid and accurate responses to a wide range of questions, while others expressed concerns that ChatGPT might hinder students' development of critical thinking and research skills, and potentially reinforce biases or misinformation. The study sample perceives ChatGPT as a valuable tool for complementing and enhancing traditional EFL teaching methods. Nonetheless, the faculty members recognized ChatGPT's value as a teaching and learning aid and recommended further experimental research to evaluate its effectiveness. The study emphasizes the potential of ChatGPT as a tool for enhancing EFL students' English language proficiency.

Mohsen, M. A., & Alangari, T. S. (2024). **Analyzing two decades of immersive technology research in education: Trends, clusters, and future directions**. *Education and Information Technologies*, 29(3), 3571-3587. <https://doi.org/10.1007/s10639-023-11968-2>

This study aims to analyze the research outputs of immersive technology in the field of education for the past two decades. To this end, we retrieved 2665 articles that contained 75674 valid references from the Scopus database for the period between 2001–2021. Several structural and temporal metrics were used to find out the emerging topics proposed by the literature of immersive technology in the field of education. Results recorded 869 clusters entailing 2561 nodes and 3372 links. The major clusters identified in our results were related to virtual reality, augmented reality, and virtual worlds. We found that immersion research was grounded on a robust theoretical framework such as constructivism, experiential learning, and cognitive load theory. We found diversified venues of publication in which the immersion literature appeared in 741 peer-reviewed journals. Our results indicate that seven educational technology journals were the most highly co-cited journals where *Computers and Education* and *British Journal of Educational Technology* were the most influential journals in terms of quantity and quality of the published articles, recording the highest h-index. Tips and suggestions for future research projects were also highlighted.

Montalban, J., Sanchis-Guarner, R., & Weinhardt, F. (2024). **Home broadband and human capital formation** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcpdps/dp1979.htm>

Using administrative data, we estimate the effect of home broadband speed on student-level value-added test scores. Our headline estimate relies on jumps in connection quality between close neighbours that occur across thousands of invisible telephone exchange station catchment-area boundaries. We find that increasing speed by 1 Mbit/s increases test scores by 1.37 percentile ranks, equivalent to 5% of a standard deviation. School-level factors or broadband take-up cannot explain this. Instead, the positive effects are concentrated among high-ability and non-free-school-meal eligible students and result from more education-oriented internet use. Differences in ICT quality can thus lead to increasing education inequalities.

Moreno Moreno, J. (2024). **L'inclusion/exclusion du numérique et du FLI dans les programmes de Master parcours FLE/FLS en contexte universitaire français.** "Des Enjeux Pédagogiques à l'inclusion de Populations Migrantes: Le Numérique En Questions". Présenté à Poitiers, France. Consulté à l'adresse <https://hal.science/hal-04495936>

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.

Nkundabakura, P., Nsengimana, T., Uwamariya, E., Nyirahabimana, P., Nkurunziza, J. B., Mukamwambali, C., ... Ndiokubwayo, K. (2024). **Contribution of Continuous Professional Development (CPD) Training Programme on Rwandan Secondary School Mathematics and Science Teachers' Pedagogical, Technological, and Content knowledge.** *Education and Information Technologies*, 29(4), 4969-4999. <https://doi.org/10.1007/s10639-023-11992-2>

Teachers teach more effectively when they are constantly updating their subject content knowledge and pedagogy as well as technology. This requires Continuous Professional Development (CPD) training programmes in order to cope with changing world in terms of nature of science, skills and technology. Therefore, the current study sought to demonstrate the improvements made by lower secondary school Mathematics, Physics, Chemistry, and Biology teachers following CPD training in content, pedagogy, using ICT tools (computers and projectors), and scripted lessons. The study's target population was 1100 Rwandan teachers in the 2021 cohort from eight districts. However, the analysis only included 652 mathematics and science teachers who took both pre-and post-tests. This study employed a quasi-experimental design. It collected quantitative data, through pre and post-test, to measure teachers' performance and conceptual grasp in mathematics or science courses. Kobo Toolbox was used to upload tests online and gather data, which was then exported to Microsoft Excel 2016, where each selected letter for each question was recorded. The acquired data were analyzed using Microsoft Excel 2016 and the Statistical Package for the Social Sciences (SPSS v.25). The findings revealed that overall teachers' performance improved, indicating that teacher misconceptions were addressed throughout training. Only a significant differences were found in the performance between male and female in both pre-and post-test in chemistry, among other subjects. It was also discovered that some concepts in respective courses need attention in the next CPD training programmes because teachers performed poorly on questions asked in these units per topic areas. It was recommended that the remedial training should be pursued for these teachers who did not perform well and further studies to investigate pedagogical changes as well as technological contribution in STEM education.

Nyirahabimana, P., Minani, E., Nduwingoma, M., & Kemeza, I. (2024). **Assessing the impact of multimedia application on student conceptual understanding in Quantum Physics at the Rwanda College of Education.** *Education and Information Technologies*, 29(3), 3423-3444. <https://doi.org/10.1007/s10639-023-11970-8>

Students ability to build correct knowledge relies on their understanding of concepts. Students must understand the concept well before applying it in real-life situations. With the advent of technology, teaching and learning quantum physics has been made easier and more effective in enhancing students' critical thinking and conceptual

understanding. A multimedia-based learning approach is one way to enhance conceptual understanding. With the help of the multimedia application, this study aims to assess its impact on students' conceptual understanding of quantum physics at the University of Rwanda College of Education (UR-CE). The study adopted a quasi-experimental pre-test–post-test design with control and treatment group. Three hundred eighty-five undergraduate students in the UR-CE were purposively selected and allocated into the treatment group (193 students) and the control group (192 students). Control group students were taught eight quantum physics topics for six weeks using the traditional teaching approach, while treatment group students were taught the same topics using animations, PhET simulations, and YouTube videos. The study resulted in a very high statistically significant difference ($p < .001$) between teaching interventions provided after post-testing in favor of students who learned with multimedia (with a large effect size of 0.694). The use of multimedia resulted in a statistically significant increase in the student's conceptual understanding of quantum physics. The study's findings suggest that multimedia tools are effective for learning because they can enhance students' conceptual understanding of quantum physics. However, interactions between teachers and students or student-to-student are essential to facilitate conceptual learning and help the students gain a valuable understanding of their learning.

Ortagus, J. C., Hughes, R., & Allchin, H. (2024). **The Role and Influence of Exclusively Online Degree Programs in Higher Education.** *American Educational Research Journal*, 61(2), 404-434. <https://doi.org/10.3102/00028312231222264>

This study leverages national data and a quasi-experimental design to examine the influence of enrolling in an exclusively online degree program on students' likelihood of completing their degree. We find that enrolling in an exclusively online degree program had a negative influence on students' likelihood of completing their bachelor's degree or any degree when compared to their otherwise-similar peers who enrolled in at least some face-to-face courses. The negative relationship between exclusively online enrollment and students' likelihood of bachelor's degree completion was relatively consistent among White, Black, Hispanic, Asian, low-income, and military students. Findings focused solely on those students enrolled in exclusively online degree programs revealed that the negative influence of exclusively online enrollment was exacerbated when the student attended a for-profit 4-year institution.

Örtégren, A. (2024). **Philosophical underpinnings of digital citizenship through a postdigital lens: Implications for teacher educators' professional digital competence.** *Education and Information Technologies*, 29(4), 4253-4285. <https://doi.org/10.1007/s10639-023-11965-5>

Embedded in society, digital infrastructure has changed citizens' lives. Young people therefore need to develop digital competence and digital citizenship, and schools have an important role in this regard. To prepare new schoolteachers for this role, teacher educators (TEDs) need professional digital competence (PDC) that includes knowledge, competences, and a conceptual understanding to teach teaching for digital citizenship. In light of the limited body of research on theorizing digital citizenship in relation to TEDs' PDC, this paper critically analyzes three conceptualizations of digital citizenship. Being potentially normative and part of the latest phase of development in the field, these conceptualizations could shape TEDs' PDC and practice. In a qualitative content analysis of the selected conceptualizations, this paper uses a postdigital lens to bring into focus and critically analyze aspects of philosophical underpinnings related to socio-technical

relations. The results show that conceptualizations of digital citizenship convey different understandings of human–technology relations and the knowledge and competences necessary to exercise digital citizenship. These differences have far-reaching implications for TEDs' PDC in ways that could impact students' opportunities to develop digital competence and digital citizenship. Therefore, TEDs' PDC needs to include a critical understanding of digital citizenship, and the post-pandemic juncture of “new normal” provides opportunities to rethink and reframe PDC. To this end, a postdigital lens can shift the focus to how PDC is contingent on the shifting entanglements in which pedagogical activities are situated and orchestrated, and how these relate to broader issues of injustice in society.

Owusu, A. (2024). **Knowledge Management Systems Implementation Effects on University Students' Academic Performance: The Socio-Technical Theory Perspective**. *Education and Information Technologies*, 29(4), 4417-4442. <https://doi.org/10.1007/s10639-023-11999-9>

Knowledge Management Systems (KMS) have been used to provide automated assistance to customers in different organizations from diverse sectors. In the context of higher educational institutions (HEIs) especially in universities, research indicates that KMS assist universities with quicker response time to key issues, share vital knowledge, improve job efficacy and production, facilitate effective decision-making procedures to accomplish efficiency, and thereby provide the required status of performance. However, there is dearth of literature regarding KMS effects on students' academic performance. This study, therefore, assesses the implementation effects of KMS on the academic performance of university students under the lens of the socio-technical theory. Through non-proportionate stratified and convenience sampling techniques, 687 students from a public university in Ghana were sampled and analyzed via the partial least squares structural equation modeling (PLS-SEM) approach. The results indicate that all the technical factors (relative advantage, compatibility, complexity) and social factors (system quality, information quality, awareness, and computer self-efficacy) influence system use. Also, system use influences user satisfaction. Additionally, user satisfaction influences academic performance. The findings of this study suggest that the implementation of KMS by the university has provided the students with the necessary gratification which has aided them in improving their academic performance. Other implications are also discussed.

Peñate, A. H., Padrón-Robaina, V., & Nieves, J. (2024). **The role of technological resources in the reputation of vocational education schools**. *Education and Information Technologies*, 29(3), 2931-2950. <https://doi.org/10.1007/s10639-023-11919-x>

The low reputation of vocational education in Spain requires schools to reconsider this type of education by taking advantage of its key resources and developing dynamic capabilities. Using structural equation modelling, this study analyses the impact of technological resources on two categories of dynamic capabilities: sensing capability and innovativeness, as well as the effect of these two capabilities on reputation, in a representative sample of vocational schools in tourism in Spain, with the key informants being the staff responsible for the degree (i.e., director, vice-director, head of studies, etc.). The results show that the use of technological resources provides vocational schools with the necessary capabilities to explore trends in social demands and the job market and reduce the gap between academy and industry. The findings also reveal that innovativeness has a direct influence on the schools' reputation. However, the

opportunities for improvement detected through the sensing capability do not directly influence reputation; instead, they require a subsequent action, innovativeness, that favours their effective implementation.

Perret, D., & Plantard, P. (2024). **Capital culturel numérique des enseignants et territoires apprenants. Analyses des ressources et des parcours d'appropriation du numérique par les enseignants dans des tiers lieux coopératifs.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12394>

L'article propose une analyse de la différenciation de l'appropriation des ressources numériques par les enseignants en s'intéressant au potentiel transformatif des coopératives pédagogiques numériques (CPN) déployées dans des établissements scolaires en Bretagne, tiers lieux d'accompagnement et de formation des enseignants sur le territoire. Cette analyse a pour origine l'ethnographie du premier collège connecté de Saint-Brieuc. L'expérimentation a été menée entre 2016 et 2020 dans l'académie de Rennes dans le cadre du projet de recherche e-FRAN-IDÉE. La recherche s'est construite en articulation avec la création des quatre CPN par la région académique Bretagne dont les chercheurs ont étudié le fonctionnement. En nous appuyant particulièrement sur les données des CPN des Côtes-d'Armor (22) et du Morbihan (56), nous discutons les enjeux et les finalités de la création de ces tiers lieux dans des établissements scolaires. Les activités des moyens humains (animateurs des CPN, personnes ressources, étudiants-apprentis...) sont au cœur de notre analyse, qui renvoie à la notion de ressource, définie comme l'ensemble des « moyens dont dispose un individu ou un groupe pour mener à bien une action ». Ces moyens dépendent des opportunités offertes par l'environnement, à plus forte raison dans le champ éducatif, et des aptitudes des individus à les mobiliser.

Rambe, P., Mkono, M., & Meda, L. (2024). **WhatsApp adoption for the honing of university students' career management competencies: A netnographic approach.** *Education and Information Technologies*, 29(3), 2645-2677. <https://doi.org/10.1007/s10639-023-11922-2>

This study employs an Afro-centric framework of Digital Unhu (i.e. digital humanism) and netnographic accounts of supervisor-supervisee interactions to investigate Mobile Instant Messaging mediated interaction as a platform for honing students' career management competencies. While many existing studies foreground Western epistemological lenses that have limited resonance with resource-constrained African contexts, the Afro-centric Digital Unhu framework enabled a more nuanced delineation of student-supervisor interaction as it was enacted in a South African university setting. Findings demonstrated that WhatsApp-mediated interaction, framed within the African ethos of Digital Unhu, provided a dynamic and highly personal environment in which the supervisor could delicately coach students in various career related processes, namely, the negotiation of competing family and job hunt commitments, career planning, job applications and salary negotiations, resignations, and managing career frustrations. More broadly, the study demonstrates the central role of Unhu in negotiating student-supervisor interactions in the unique cultural setting, in tension to a degree with the Western philosophical thinking in which South African higher education is situated. Further, contrary to common characterisations of texting culture as a youth phenomenon, both student and supervisor were able to leverage WhatsApp to achieve career management ends.

Ravet, S., Petitqueux, P., Teynier, S., & Dufour, M. (2023). **Badges Numériques : le Livre Blanc : état des lieux et propositions pour promouvoir le déploiement des badges**

numériques au niveau national. Consulté à l'adresse <https://reconnaitre.openrecognition.org/wp-content/uploads/sites/4/2024/01/Badges-Numeriques-le-Livre-Blanc-.pdf>

Ce Livre Blanc examine les défis et opportunités associés aux badges numériques, notamment leur rôle dans la reconnaissance des compétences et leur impact sur l'éducation et le marché du travail. Il présente une cartographie des initiatives de badges numériques en cours en France, explorant divers projets et mettant en lumière les tendances et les développements dans l'utilisation des badges numériques. Les auteurs discutent des moyens d'augmenter la valeur pratique des badges, en proposant des services et des pratiques innovants pour les intégrer efficacement dans différents contextes. Des propositions pour engager les acteurs au service du déploiement des badges numériques à l'échelle nationale complètent le document.

recherche, C. européenne C. commun de, GIANNOUTSOU, N., IOANNOU, A., TIMOTHEOU, S., et al, & Commission européenne. Centre commun de recherche. (2024). **Unpacking the impact of digital technologies in education: literature review and assessment framework.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/989429d2-bffa-11ee-b164-01aa75ed71a1/language-en/format-PDF/source-305856276>

Ce rapport présente une revue de la littérature sur l'impact des technologies numériques dans l'enseignement obligatoire. Même si la politique de l'UE reconnaît l'importance de ces technologies favorisant une éducation inclusive et de qualité, les preuves solides de l'impact de ces technologies sont limitées, notamment en raison de leur dépendance au contexte d'utilisation. Les auteurs analysent l'orientation, les méthodologies et les résultats de 92 articles. Les résultats de la recherche sont mitigés. Si on examine le degré de pénétration potentielle des technologies numériques dans les écoles, il apparaît qu'elles peuvent avoir un impact profond sur l'éducation. L'impact des technologies numériques s'étend au-delà des résultats d'apprentissage et englobe divers aspects tels que la nature des diverses activités médiatisées par la technologie (enseignement, apprentissage, fonctionnement de l'école – administration – communication), les principales parties prenantes, les différentes activités et les facteurs contextuels. S'appuyant sur la théorie du changement, l'analyse révèle l'importance de considérer ces différents éléments mais également les relations entre eux. Le rapport formule des recommandations qui peuvent éclairer les politiques de suivi et d'investissement dans l'éducation numérique.

Reis-Andersson, J. (2024). **Leading the digitalisation process in K–12 schools – The school leaders' perspective.** *Education and Information Technologies*, 29(3), 2585-2603. <https://doi.org/10.1007/s10639-023-11935-x>

Digital technologies have increased worldwide in the last years. In addition, the pandemic has strengthened digital technologies' roles in education, requiring twenty-first-century skills, such as digital competence, and indicating a new normal. Digitalisation in education creates opportunities that could lead to positive effects if digital technologies are applied correctly. However, applying digital technologies can incorrectly trigger a negative development – for example, increasing workload due to nonfriendly user interfaces in software and reducing the motivation to apply digital technologies in education due to a lack of digital competence. Teachers require access to digital technologies and digital competence related to educational issues that influence equality within and among K–12 schools, thus making school leaders' roles

crucial in digitalising education. Three group interviews and a survey were used to collect the data in a network of three municipalities in Sweden. The data have been categorised and analysed with thematic analysis. The results show that school leaders describe the digitalisation process in the form of digital competence for teachers, access to hardware and software, and a shared culture. School leaders explain that clear guidelines, collaboration between teachers, and enough time enable digitalisation in education. However, the lack of support and the lack of resources constrain digitalisation in education. At the same time, school leaders do not often discuss their own digital competence. The school leaders' roles in the digitalisation of K–12 schools are important, requiring digital competence for leading the digitalisation process.

Rivier-Perret, C., & Ladage, C. (2023). **Repenser la transmission des savoir-faire artisanaux dans une hétérogénéité de contextes d'apprentissage. L'influence des technologies numériques.** *Travail et Apprentissages*, 25(1), 90-111. <https://doi.org/10.3917/ta.025.0090>

La recherche a pour objectif de comprendre l'influence du numérique sur la transmission des métiers artisanaux en se concentrant sur le métier d'ébéniste. La formation à ce métier s'effectue selon les méthodes d'apprentissage centrées sur l'alternance entre un centre de formation et une période d'immersion en entreprise. L'apprentissage en centre de formation est marqué par son organisation fortement hétérogène, ce qui n'est pas sans poser des questions d'ordre didactique au regard du choix des contenus de formation, particulièrement au sujet des outils numériques, dont la présence n'est pas homogène. La méthodologie utilisée est basée sur une enquête par entretiens et questionnaire. Les résultats indiquent que le métier d'ébéniste est en train de se transformer avec l'introduction croissante des nouvelles technologies dans les pratiques professionnelles, mais que l'utilisation des outils numériques est fortement conditionnée par le type d'environnement professionnel. Certains artisans résistent à l'introduction du numérique, tandis que d'autres innovent.

Sacristán, A. I., Santacruz Rodríguez, M., Miranda Quintero, M. de L., Ramírez, H. E., & Rico, S. E. P. (2024). **Inégalités d'accès, de formation et d'utilisation des technologies numériques pour les mathématiques à l'école dans deux pays d'Amérique latine : la Colombie et le Mexique.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12552>

Nous analysons les inégalités et les limites de l'intégration des technologies numériques (TN) dans les écoles de deux pays d'Amérique latine : la Colombie et le Mexique. Nous cherchons à donner un aperçu des problèmes auxquels nos deux pays sont confrontés pour l'accès et l'utilisation des TN dans le contexte particulier de l'enseignement des mathématiques. Dans les deux pays, il existe des limitations à l'accès et à l'utilisation du numérique dans les écoles publiques de tous les niveaux, reflétant les inégalités socioéconomiques de nos sociétés, ce qui contraste avec les situations des pays plus développés. Cette situation ne permet pas de répondre aux besoins urgents de millions d'étudiants colombiens et mexicains.

Santander-Jiménez, S., Vega-Rodríguez, M. A., Granado-Criado, J. M., Rubio-Largo, Á., Gómez-Pulido, J. A., Gómez-Martín, C., & Durán-Domínguez, A. (2024). **Offline and online peer assessment in computer engineering: Insights from a 5-year experience.** *Education and Information Technologies*, 29(4), 4591-4610. <https://doi.org/10.1007/s10639-023-11989-x>

Peer assessment has traditionally represented a key tool to enhance active learning and critical thinking. However, the success of this approach is governed by different factors, which have been accentuated in recent years. The implementation of peer assessment is consequently a challenging task in the current context. This work investigates peer assessment strategies in seven Computer Engineering courses. Students' performance and assessment accuracy are analyzed throughout five academic years, covering the transition from offline to online methodologies according to the evolution of educational environments. More specifically, peer and lecturer's grades are examined to identify correlations or deviations in two execution phases. The first phase involves the analysis of in-class offline peer assessments during four academic years, integrated as part of continuous assessment tasks. The second phase deals with the evaluation of online peer assessments in 2021/2022, considering different platforms to manage submissions and reviews. The offline experience denotes statistical correlations between the grades assigned by the peers and the lecturer, while also revealing patterns that affected the performance of students. In addition, the switch to online methodologies does not significantly affect the assessments in courses that adopted peer strategies in the past. Finally, comparable results are obtained under single-blind and double-blind models after careful training.

Sayin, A., & Gierl, M. (2024). **Using OpenAI GPT to Generate Reading Comprehension Items.** *Educational Measurement: Issues and Practice*, 43(1), 5-18.
<https://doi.org/10.1111/emip.12590>

The purpose of this study is to introduce and evaluate a method for generating reading comprehension items using template-based automatic item generation. To begin, we describe a new model for generating reading comprehension items called the text analysis cognitive model assessing inferential skills across different reading passages. Next, the text analysis cognitive model is used to generate reading comprehension items where examinees are required to read a passage and identify the irrelevant sentence. The sentences for the generated passages were created using OpenAI GPT-3.5. Finally, the quality of the generated items was evaluated. The generated items were reviewed by three subject-matter experts. The generated items were also administered to a sample of 1,607 Grade-8 students. The correct options for the generated items produced a similar level of difficulty and yielded strong discrimination power while the incorrect options served as effective distractors. Implications of augmented intelligence for item development are discussed.

Schwartz, L., Maquil, V., Johannsen, L., Moll, C., & Hermen, J. (2024). **Teaching computational thinking with a tangible development platform: An exploratory field study at school with Kniwwelino.** *Education and Information Technologies*, 29(4), 4935-4967.
<https://doi.org/10.1007/s10639-023-11983-3>

Computational Thinking (CT) is an emerging topic in school curricula. Different tools exist to support the learning of CT, namely visual programming languages and tangible development platforms (TDP), which are widely used in extra-curricular activities. To date, few tools have been developed that consider both teachers' needs and the school context. We designed the Kniwwelino Classroom Kit (KCK) in order to support the teaching of CT in classrooms. This paper presents the results of a pilot study, in which the KCK was used in three primary and three secondary schools in Luxembourg. The KCK is based on Kniwwelino, a creative environment designed for children from 8 years old to learn about programming and electronics. The study explored the suitability of the KCK

for teaching CT in primary and secondary schools, focusing on three research questions: (1) how the KCK supports teachers' pedagogical practices, (2) how the KCK fulfils the pedagogical objectives set by teachers, and (3) the user experience of the KCK (for teachers and pupils). To assess how the KCK meets the three above-mentioned objectives, we used a mixed method approach, combining semi-guided interviews, logbooks, and several questionnaires. We learned that the KCK is versatile enough to adapt to different environments, objectives, and pedagogical approaches, which responds to the first two research questions, and thus offers a great deal of freedom to teachers. The fun and tangible approach of the KCK introduces programming and enables pupils to develop both CT and soft skills such as communication and collaboration. Teachers' feedback on their user experience was positive, particularly concerning stimulation, novelty, and attractiveness. KCK was evaluated as interesting, valuable, and good, but it was noted that some improvements needed to be made to make it easier, more predictable, and faster. The pupils also rated their user experience positively, with values that were generally on a par with previous studies reported in the state of the art regarding the use of Scratch and BBC Micro:bit in school-based experiments for learning CT. Drawing from these learnings, we list several recommendations for the development of other similar TDP tools to support the teaching of CT in a classroom setting. These recommendations concern the material, programming interface, connection, educational material, and the creation of a community.

Seghir, R. B., & Abdelouahed, A. (2024). **L'analyse conversationnelle des interactions en ligne chez les futurs enseignants du français**. Consulté à l'adresse <https://hal.science/hal-04489627>

This article will define the role of mediated communication as a support for the development of reflective practice in future teachers as part of their initial training while analyzing a hybrid course (module) that has been conceptualized and titled "microteaching. This experiment was conducted online via the Canvas platform at the Taza CRMEF. To carry out the practical framework of this experiment, a conversational analysis of the interactions was opted since it is interested in the practical completion of the action during its temporal evolution. For this, the analysis will be developed in two axes: first, a content analysis inspired by the conversational analysis of Marcooccia where the structuring of the exchanges and the format of production/reception of the messages is exposed. Subsequently, a sequential analysis of the exchanges inspired by the conversational analysis of Mondada where the aspects of collaboration and Co-construction are marked, based on certain notions of the conversational analysis which can be: the organization of turns of speech and the types of sequence between the interlocutors.

Seymour, M. (2024). **Enhancing the online student experience through the application of Universal Design for Learning (UDL) to research methods learning and teaching**. *Education and Information Technologies*, 29(3), 2767-2785. <https://doi.org/10.1007/s10639-023-11948-6>

This paper documents the process and outcomes of redesigning an online research methods module for taught postgraduate students using Universal Design for Learning (UDL). It also explores the effectiveness of UDL-informed design and practice to support the development of social, cognitive and teacher presence as defined under the Community of Inquiry (CoI) framework. The paper is based on findings from an online

survey with students taking a research methods module as part of their Master of Arts (MA) programme. The findings point to a number of UDL-informed structures and practices that supported students' engagement on the module. These include (a) accessibility of the online learning resources (b) weekly structure and signposting (c) online peer connection and collaboration and (d) lecturer communication. It was also established that UDL, as applied in the redesign of this module, supported the development of cognitive, teaching and social presence. The conclusion of this paper is that UDL-informed design and practice has the potential to influence online learning in multiple and interdependent ways; in its own right and through its application in developing cognitive, social and teaching presence. The findings highlight the benefits of adopting UDL for wider application, particularly in the context of growing diversity in student populations in higher education.

Shahmoradi, S., Kothiyal, A., Bruno, B., & Dillenbourg, P. (2024). **Evaluation of teachers' orchestration tools usage in robotic classrooms.** *Education and Information Technologies*, 29(3), 3219-3256. <https://doi.org/10.1007/s10639-023-11909-z>

Teachers' self-efficacy in managing classrooms is an important consideration when it comes to bringing educational robots to classrooms. Orchestration tools support teachers by providing awareness indicators of students' progress as well as levers to control the flow of the lesson. We designed and evaluated the impact of an orchestration tool for a series of robot-based learning activities to teach a basic concept in mathematics to children, aged 7-10. Six teachers in primary schools across Switzerland used the orchestration tool to manage the activities in six sessions involving a total of ninety-one students. We observed teachers' usage of the orchestration tool during the sessions and interviewed them after the sessions about the usefulness of these functionalities. Our findings show that even though teachers used the tool in different ways from each other, in general, it supported them in their classroom orchestration practices, mainly to manage the activity sequence and get aware of the robot technical failures and, to a lesser degree, get aware of students' progress for the purpose of activity transitions and enriching class discussions. We discuss the theoretical implications of these results, relating our findings to the literature on classroom orchestration tool design, especially highlighting the importance of educational level and the type of learning technology as contextual factors affecting teachers' usage of orchestration tools. We also provide implications for designing orchestration tools, focusing on the necessity of providing different types of awareness indicators and multiple options for activity management to fulfil the variety of teachers' orchestration needs.

Shalgimbekova, K., Eremeeva, O., & Pronkin, N. (2024). **How the teacher's choice of e-textbook affects the primary school students' performance?** *Education and Information Technologies*, 29(4), 3793-3806. <https://doi.org/10.1007/s10639-023-11937-9>

Currently, primary and secondary school education quality is a major source of concern for educators. A significant number of factors, such as the development of scientific and technological progress, technological innovations, and digitalization, affect the quality of education. In recent years, teachers have come to believe that the textbook they choose has a big influence on their students' academic performance. To determine the difficulties of selecting e-learning materials for primary school students, a quasi-experimental study was conducted. The challenge of choosing instructional materials was examined using the example of a teacher's selection of a mathematics textbook. The purpose of the study was to determine the extent to which the teacher's selection of

an e-textbook for mathematics instruction affected the performance of fourth-grade students. The two selected test groups of the same size (140 students) included students from an elementary city school in Russia. The participants were nine years old on average. Participants in the second experimental group performed better on the final test (74.71) than those in the first (65.9), per ANCOVA analysis. There was a significant difference between the two groups' test results ($F=10.84$, $p<0.05$). The findings demonstrated that primary school students' performance levels can be significantly impacted by the choice of electronic textbooks to teach them. Additionally, the study indicated useful criteria for the selection of high-quality e-textbooks by teachers. These criteria allow educators to make a choice that may significantly influence the educational process. The findings of this study demonstrate that using e-textbook approval guidelines based on theoretically sound quality indicators can help prevent the use of subpar textbooks in classrooms and raise the standard of textbooks in general. The educational opportunities offered by primary school textbooks may also have an impact on students' performances in higher grades.

Singh, A. K., & Meena, M. K. (2024). **Online teaching in Indian higher education institutions during the pandemic time**. *Education and Information Technologies*, 29(4), 4107-4157. <https://doi.org/10.1007/s10639-023-11942-y>

The objective of this study was to analyze the gap in expected benefits and actual benefits of virtual classrooms used at the time of nationwide lockdown for the teaching-learning process for faculty members and students in higher education during the COVID-19 pandemic. A total of 893 responses have been used for this study. The overall mean of expected benefits, from 305 faculty members and 588 students of higher education institutes/colleges/universities, is higher than the overall mean of actual benefits and that difference value is 0.250055, with a Sig. (2-tailed) value of 0.036 which is less than 0.05 for faculty members and 0.3872827, with a Sig. (2-tailed) value of 0.000 which is less than 0.05 for students. We found that the network connectivity was the major challenge faced by the faculty members with a mean value of 3.68 followed by a 3.17 mean value for lack of professional environment at home, 3.03 for lack of teaching material at home, 2.92 for lack of personal computer/laptop. From students' responses, we found the lack of a professional environment at home with a mean value of 3.59 was the major challenge faced by the students followed by 3.57 for lack of teaching material at home (for lack of printed teaching-learning material at home), and 3.35 for network connectivity, 3.31 for lack of personal computer/laptop. The moderation effects of challenges between expected benefits and actual benefits is found significant for faculty and students both. The moderation effects of challenges between expected benefits and actual benefits is found significant for faculty ($\beta_{\text{Expected Benefit_Challenges}} = -0.110$, $p<0.05$) and students ($\beta_{\text{Expected Benefit_Challenges}} = -0.094$, $p<0.05$) both. The faculty members and students both were able to perceive higher actual benefits due to the low challenges of virtual classrooms. Further, the faculty members and students both were able to perceive lower actual benefits when challenges are more. The policymakers of higher education must work to resolve the issues and challenges of virtual classrooms to improve the effectiveness of the virtual classroom. The post-COVID higher education may require a continued focus on flexibility, adaptability, technology integration, student engagement, equity, and well-being. By prioritizing these areas, institutions can create a resilient and inclusive learning environment for their students and faculty in the post-pandemic era. the COVID-19 pandemic has highlighted the critical importance of organizational learning in responding to crises. Organizational scholars

can contribute by advancing knowledge on effective learning patterns, documenting best practices, and incorporating these lessons into teaching and practice. By doing so, we can help organizations be better prepared for future crises, including pandemics, and ensure that the lessons learned are not forgotten. post-COVID higher education may require a continued focus on flexibility, adaptability, technology integration, student engagement, equity, and well-being. By prioritizing these areas, institutions can create a resilient and inclusive learning environment for their students and faculty in the post-pandemic era. It's important to note that effective online instruction often involves a combination of different learning theories, depending on the nature of the content, the goals of the instruction, and the characteristics of the learners. Online instructors should consider how these theories can inform their instructional design and delivery to create meaningful and effective online learning experiences. Learning theories have a significant impact on the performance of higher education institutes in the context of online education. By aligning instructional strategies, course design, assessments, feedback, and learner support with learning theories, higher education institutes can optimize their online education programs and enhance student performance. The pandemic has necessitated the use of various teaching strategies in higher education institutions to adapt to remote and online learning. Blended learning, technology-enhanced instruction, student-centered approaches, flexible assessments, active learning strategies, and social-emotional support are some of the most appropriate teaching strategies that have been used during the pandemic to support student learning and engagement. It is important for instructors to continually assess and adapt their teaching strategies based on student needs and feedback to ensure effective learning outcomes.

Siva Shankar, S., Hung, B. T., Chakrabarti, P., Chakrabarti, T., & Parasa, G. (2024). **A novel optimization based deep learning with artificial intelligence approach to detect intrusion attack in network system.** *Education and Information Technologies*, 29(4), 3859-3883. <https://doi.org/10.1007/s10639-023-11885-4>

Modern life is increasingly influenced by networks, making cybersecurity a crucial area of study. However, due to their few resources and varied makeup, they are more vulnerable to a wide range of cyber-attacks. Such risks result in sensitive information being stolen as well as financial and reputational harm to firms. How far malicious detection techniques have advanced in the intrusion detection system (IDS) industry is difficult to quantify. Therefore, a unique IDS known optimized Artificial Intelligence approach is designed to effectively identify the intrusions. The preprocessing activity is initially carried out to improve the data quality for identifying network intrusions utilizing normalization and standardization. The Corporate Hierarchy optimization (CHO) technique is then used to choose the important features from the databases. By accurately identifying intrusions, the suggested golden eagle optimization-based Self-constructing Multi-layer Perceptron Interfaced Fuzzy system (GEO-SMPIF) solution improves privacy and security within the professional network infrastructure. The ensuing hyperparameters are adjusted optimally using GEO methods during parameter identification, and a backpropagation technique tunes the precondition parameters. Using datasets of NSL-KDD and UNSW-NB15, the Python platform creates the experimental setup. When compared to existing approaches, the analysis's findings show that the suggested method performs better at identifying intrusions with prediction performance in terms of a 99.78% of high detection rate, 99.99% of high accuracy, and 0.04 less false alarm rate in NSL-KDD and 99.70% of

high detection rate, 99.97% of high accuracy and 0.065 of less false alarm rate in UNSW-NB15 dataset.

Smith, N., & Vickers, D. (2024). **Living well with AI: Virtue, education, and artificial intelligence.** *Theory and Research in Education*, 22(1), 19-44.
<https://doi.org/10.1177/14778785241231561>

Artificial intelligence technologies have become a ubiquitous part of human life. This prompts us to ask, 'how should we live well with artificial intelligence?' Currently, the most prominent candidate answers to this question are principlist. According to these approaches, if you teach people some finite set of principles or convince them to adopt the right rules, people will be able to live and act well with artificial intelligence, even in an evolving and opaque moral world. We find the dominant principlist approaches to be ill-suited to providing forward-looking moral guidance regarding living well with artificial intelligence. We analyze some of the proposed principles to show that they oscillate between being too vague and too specific. We also argue that such rules are unlikely to be flexible enough to adapt to rapidly changing circumstances. By contrast, we argue for an Aristotelian virtue ethics approach to artificial intelligence ethics. Aristotelian virtue ethics provides a concrete and actionable guidance that is also flexible; thus, it is uniquely well placed to deal with the forward-looking and rapidly changing landscape of life with artificial intelligence. However, virtue ethics is agent-based rather than action-based. Using virtue ethics as a basis for living well with artificial intelligence requires ensuring that at least some virtuous agents also possess the relevant scientific and technical expertise. Since virtue ethics does not prescribe a set of rules, it requires exemplars who can serve as a model for those learning to be virtuous. Cultivating virtue is challenging, especially in the absence of moral sages. Despite this difficulty, we think the best option is to attempt what virtue ethics requires, even though no system of training can guarantee the production of virtuous agents. We end with two alternative visions – one from each of the two authors – about the practicality of such an approach.

Su, J., & Yang, W. (2024). **Digital competence in early childhood education: A systematic review.** *Education and Information Technologies*, 29(4), 4885-4933.
<https://doi.org/10.1007/s10639-023-11972-6>

Digital competence is a vital combination of knowledge, abilities, and attitudes required for effective and responsible use of digital tools and technologies in the modern world. This article presents a review of 23 academic papers that investigate digital competence in early childhood education (ECE) settings from 2012 to 2022. The purpose of this systematic literature review is to provide a thorough understanding of the definition of digital competence, how it is evaluated, research aims, methodologies, outcomes, limitations, and recommendations. The review revealed that the definitions of digital competence used in the included studies were drawn from three sources: research, policy document, and both policy and research. The majority of participants in the studies were pre-service teachers, and the primary research goals were to evaluate children's or teachers' achievements and participants' views on digital competence. Most studies adopted quantitative methods, and their findings were linked to achievements in digital competence, positive and negative perceptions, the effectiveness of teaching strategies, and factors contributing to the development of digital competence. The two main limitations identified in the research were small sample sizes and limited assessment methods. This review highlights gaps in the current research

on digital competence in ECE and suggests recommendations for future research and practice.

Svihus, C. L. (2024). **Online teaching in higher education during the COVID-19 pandemic.** *Education and Information Technologies*, 29(3), 3175-3193. <https://doi.org/10.1007/s10639-023-11971-7>

Because of COVID-19, online teaching has become a necessity for most educators in higher education. Before the pandemic, the technology was merely accepted and adopted by a few educators, hence only being used to a small degree compared with traditional face-to-face teaching. However, as an emergency online teaching strategy was implemented to support students' progression, many educators transferred their lectures online as is. Various concerns occurred, leading to an investigation into how experienced online teachers promoted participating behavior in their classes, what challenges they perceived as a result of COVID-19 and how those were handled. These are important factors for adapting to the new normal, which is defined as the changes and adaptations that have occurred in higher education, including a shift toward a more flexible and adaptable approach in the educational experience. The study was conducted using semistructural interviews with six educators who met the following criteria: teach online in universities (colleges), have positive relations to online teaching, and have participation among/with students. Here, participation refers to contributing in discussions, asking questions, and/or commenting via voice, chat, or other interactive exercises such as roleplay/using whiteboard in Zoom. Findings suggest that attitude and experience are important factors for promoting participation in an online setting and contributing to a new normal after the pandemic. Challenges such as expectations and black screens were aspects for which no one had prepared and, hence, were difficult for educators to manage. Some strategies used included asynchronous resources, role play, and external tools to teach students and establish rapport.

Tang, J., Chen, S., & Bakhir, N. M. (2024). **Blended teaching mode innovation of film and television creative course based on semantic wave theory.** *Education and Information Technologies*, 29(3), 3681-3698. <https://doi.org/10.1007/s10639-023-11962-8>

With the advent of the post-pandemic era, the integration of online and offline education has become one of the future development trends and major challenges. This article utilizes the Semantic Wave Theory to teach the "Film and Television Creative Course" through a combination of offline and online methods. While offline teaching is conducted, a teaching project Q&A practice is also carried out on the online "Xuexi Tong" Platform. Finally, by evaluating students' performances both online and offline using multiple indicators, the effectiveness of their participation in the course is analyzed from various perspectives. Furthermore, the statistical software SPSS was used to determine the significance of each metric's impact on student learning outcomes. The results show that students in the experimental group had better learning outcomes than those in the control group, and demonstrated a more positive emotional experience. The results also suggest that blended learning is a practical approach to improving student learning outcomes and promoting positive emotional experiences, ultimately enhancing teaching effectiveness.

Tonbuloğlu, B. (2024). **An evaluation of game-based computer science course designs: The example of minecrafteu.** *Education and Information Technologies*, 29(4), 4843-4883. <https://doi.org/10.1007/s10639-023-11996-y>

The purpose of this research is to evaluate the potential of use for computer science course designs (CSCD) created by game-based learning method. Qualitative case study was used as the research design. CSCDs created for Minecraft Education Edition (MinecraftEdu) were examined in the context of various criteria by document analysis method, and semi-structured interviews were conducted with teachers actively using MinecraftEdu in their classes. The research revealed that the CSCDs created for MinecraftEdu primarily aimed at developing coding and design skills, underscored interdisciplinary collaboration, laid more emphasis on cognitive-psychomotor achievements with curriculum eligibility. It was acknowledged that introduction, body and conclusion parts have an elaborate design in majority of course designs according to Gagné's Events of Instruction Model, and yet, more attention should be paid to gaining the learner's attention, stimulating recall of prior learning, giving feedback, and ensuring retention and transfer. Despite increasing interest and trend towards educational games and game-based learning environments, there are limited number of studies that can help teachers evaluate the games that can be most effective in their fields and different learning contexts. Therefore, it is anticipated that this study will contribute to the related literature on game-based course designs and applicability.

Tratnik, A., Gak, D., Baggia, A., Jerebic, J., Rajković, U., Grbić, T., ... Žnidaršič, A. (2024). **Factors influencing student-professor email communication in higher education.** *Education and Information Technologies*, 29(3), 3497-3523. <https://doi.org/10.1007/s10639-023-11944-w>

Nowadays, email communication is considered the most common and widespread computer-based tool that students use to communicate with their professors. This paper provides a framework for evaluating email communication between students and professors and examines the factors that may influence students' email style and professionalism. The research was conducted among Serbian and Slovenian students who contacted their professors by email. In order to evaluate the style of student email communication, the degree of formality, and the layout, we developed an evaluation form. Students were asked to complete an online questionnaire that assessed their attitudes toward culture, attitudes toward their professor and studies, digital literacy, use of social media, and self-perceptions of their communication skills. Responses were analysed and structural equation modeling was used to test seven hypotheses predicting the effects of factors that influence writing style in emails. As expected, the results show several differences in these factors in the two countries. First, in both countries, students' perceptions of their own communication skills influence their email communication style. Second, grade point average has a significant effect on email communication in Serbia but not in Slovenia, while attitude toward the professor is a significant predictor of email communication in Slovenia but not in Serbia. Moreover, in both countries, attitude toward professor is influenced by attitude toward study. Third, digital literacy has a significant effect on students' perceived communication skills in both countries, while culture affects communication skills only in Slovenia and social media use only in Serbia.

Turan, M. E., Adam, F., Kaya, A., & Yildirim, M. (2024). **The mediating role of the dark personality triad in the relationship between ostracism and social media addiction in adolescents.** *Education and Information Technologies*, 29(4), 3885-3901. <https://doi.org/10.1007/s10639-023-12002-1>

Ostracism and dark triad personality traits have been found to be linked with social media addiction. Despite the well-established relationship between the dark triad (i.e.,

narcissism, machiavellianism, and psychopathy) and social media addiction, there is limited research on their mediating effect. In the present study, we tested a hypothetical model to examine the mediating effect of the dark triad on the relationship between ostracism and social media addiction. Data were collected from 497 Turkish adolescents ($M = 14.98$, $SD = 0.93$) who regularly use social media. Participants completed measures of ostracism, dark personality traits, and social media addiction. The results of the mediation analysis showed significant relationships among ostracism, social media addiction, and the dark triad. Specifically, the dark triad variables acted as mediators in the relationship between ostracism and social media addiction. The present study also highlights the importance of dark personality traits as a mediator of the relationship between ostracism and social media addiction. The implications of these results extend to the development of interventions aimed at mitigating social media addiction among adolescents. Ultimately, this study offers valuable insights into the contributing factors that underlie the detrimental effects of social media on the mental well-being of adolescents.

UNESCO. (2024). **Les enseignant·e·s et les technologies** (p. 1-12). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000387203_fre

Le Rapport mondial de suivi sur l'éducation et l'Internationale de l'Éducation ont élaboré un document de plaidoyer à l'intention des enseignant·e·s basé sur le rapport GEM 2023 « Les technologies dans l'éducation : qui est aux commandes ? » Ce document de plaidoyer a deux objectifs. D'une part, elle vise à mettre en évidence certaines des principales conclusions du rapport GEM 2023 destiné aux enseignant·e·s ; d'autre part, elle vise à fournir des recommandations aux enseignant·e·s et au personnel de soutien à l'éducation afin de garantir que l'utilisation des technologies dans l'éducation soit centrée sur les apprenant·e·s et les enseignant·e·s. En partenariat avec l'Internationale de l'Éducation, le Rapport mondial de suivi sur l'éducation espère garantir que les décisions sur l'utilisation des technologies dans l'éducation soient conformes aux conditions de travail des 32 millions d'enseignant·e·s et du personnel de soutien à l'éducation du monde entier et que les technologies ne supplantent pas mais complètent plutôt l'interaction humaine dans l'éducation

UNICEF : Fonds des Nations unies pour l'enfance. (2023). **How to improve digital inclusion and accessibility for girls with disabilities**. Consulté à l'adresse <https://www.unicef.org/media/148981/file/How%20to%20improve%20digital%20inclusion%20and%20accessibility%20for%20girls%20with%20disabilities.pdf>

Les filles et les jeunes femmes handicapées sont confrontées à davantage d'obstacles à l'inclusion numérique que leurs pairs, car l'écart entre les sexes en matière d'adoption du numérique est amplifiée à l'intersection du handicap. Pour favoriser l'inclusion, il est essentiel de concevoir des environnements accessibles en collaboration avec les personnes handicapées afin que les obstacles puissent être supprimés et remplacés par des catalyseurs d'accès et de participation. Ceci est important lorsque l'on réfléchit aux espaces numériques et à la nécessité d'une accessibilité numérique et d'une conception inclusive. Ce guide met en lumière les bonnes pratiques en matière d'inclusion et d'accessibilité des solutions numériques pour les personnes handicapées, en particulier les filles. Il vise à soutenir les développeurs et les utilisateurs de produits et services numériques, afin que les filles et les jeunes femmes handicapées puissent bénéficier des services et plateformes numériques.

Vanbecelaere, S., Van Schoors, R., Bhatt, S., Rajagopal, K., Debeer, D., & Depaepe, F. (2024). **Evaluating teachers' perceptions and use of a portal for digital personalised learning: A multiple case study in Flanders.** *Education and Information Technologies*, 29(3), 3389-3422. <https://doi.org/10.1007/s10639-023-11931-1>

This study explores the role of teachers' perceptions of digital personalised learning (DPL) tools in their intention to use and actual usage of these tools in the classroom. Utilizing the Technology Acceptance Model (TAM), we address two gaps in the literature: the limited investigation of DPL in real-world settings and the reliance on self-report surveys to study TAM. We collaborated with 15 schools in Flanders (Belgium) to assess the i-Learn portal, a newly developed DPL tool. Our research objectives were to examine the relationships between teachers' perceptions of usefulness (PU), ease of use (PEU), behavioral intention to use (BI), and actual usage. We employed a mixed-method approach involving self-report surveys, focus group interviews, and log data analysis. Results indicate positive associations between PEU and PU, PU and BI, and BI and actual use based on survey data. However, there was no significant relationship between BI and actual use when measured through log data. Notably, a positive correlation was found between survey-based actual usage and actual usage as measured through log data. These findings emphasize the importance of considering actual usage data and qualitative interviews alongside self-reported data when evaluating DPL tools in large-scale projects. The study contributes to the alignment of future educational technology (EdTech) tools with teachers' perceptions and actual usage patterns.

Velander, J., Taiye, M. A., Otero, N., & Milrad, M. (2024). **Artificial Intelligence in K-12 Education: eliciting and reflecting on Swedish teachers' understanding of AI and its implications for teaching & learning.** *Education and Information Technologies*, 29(4), 4085-4105. <https://doi.org/10.1007/s10639-023-11990-4>

Uncovering patterns and trends in vast, ever-increasing quantities of data has been enabled by different machine learning methods and techniques used in Artificial Intelligence (AI) systems. Permeating many aspects of our lives and influencing our choices, development in this field continues to advance and increasingly impacts us as individuals and our society. The risks and unintended effects such as bias from input data or algorithm design have recently stirred discourse about how to inform and teach AI in K-12 education. As AI is a new topic not only for pupils in K-12 but also for teachers, new skill sets are required that enable critical engagement with AI. AI literacy is trying to close the gap between research and practical knowledge transfer of AI-related skills. Teachers' AI-related technological, pedagogical and content knowledge (TPACK) are important factors for AI literacy. However, as teachers' perspectives, beliefs and views impact both the interpretation and operationalisation of curriculum, this study explores teachers' and teacher educators' understanding and preconceptions of AI to inform teacher education and professional development. To gain a comprehensive understanding of teachers' conceptualisations regarding AI an anonymous questionnaire together with focus group discussions were employed. The qualitative content analysis underpinned by the theoretical framework Intelligent TPACK reveals that teachers' AI-related content knowledge is generally gained through incidental learning and often results in pre- and misconceptions of AI. Our analysis also revealed several potential challenges for teachers in achieving core constructs of Intelligent TPACK, examples of such challenges are vague and unclear guidelines in both policy and curriculum, a lack of understanding of AI and its limitations, as well as emotional responses

related to participants' preconceptions. These insights are important to consider in designing teacher education and professional development related to AI literacy.

Vrbančič, F., & Kocijančič, S. (2024). **Strategy for learning microcontroller programming—a graphical or a textual start?** *Education and Information Technologies*, 29(4), 5115-5137. <https://doi.org/10.1007/s10639-023-12024-9>

Microcontroller programming competencies contribute to the sustainable employability of engineering graduates of both higher and secondary education. To develop the required programming skills, one of the challenges for educators is to determine which programming environments should be implemented in introductory programming courses. Conceptually, graphical (e.g. iconic or diagrammatic) environments appear to be very different from textual environments. Our study focused on a programming course in a mechatronics vocational training programme at the secondary school level in Slovenia. To investigate the expectations of potential employers towards our graduates, we surveyed local companies. Out of 104 respondents, 90 (86.5%) expected graduates to be able to use various programming environments, including upcoming ones. In our study, we divided 114 students into two groups of equal prior knowledge. Group A started the course with a textual programming environment and switched to a graphical one in the second sequence, while group B followed a reverse sequence. Group A achieved better test results after both sequences. Knowledge transfer, as measured by normalised learning gains, was also in favour of group A. We concluded that it is more efficient to start with the textual environment and then continue with the graphical environment. The results of this study open up some challenges for further research to investigate the effectiveness of introductory programming courses based on programmable electronics with students of similar ages. Further research should consider the specific requirements of the different courses but should also the effectiveness of knowledge transfer between different programming environments.

Wang, Y.-Y., & Chuang, Y.-W. (2024). **Artificial intelligence self-efficacy: Scale development and validation.** *Education and Information Technologies*, 29(4), 4785-4808. <https://doi.org/10.1007/s10639-023-12015-w>

With the development of artificial intelligence (AI) applications, it has become critical for scholars, educators and practitioners to understand an individual's perceived self-efficacy regarding the use of AI technologies/products. Understanding users' subsequent behaviors toward the advancement of AI technology is also critical. Despite the growing focus on AI, a suitable scale for measuring AI self-efficacy (AISE) has yet to be developed. Current scales for measuring AISE (i.e., technology self-efficacy scales) are considered inapplicable because they neglect to evaluate perceptions of specific AI characteristics (e.g., AI-based configuration or anthropomorphic design). Given the limitations of existing self-evaluation and diagnostic instruments, the aim of this research is to investigate the construct of AISE, and develop and validate an AISE scale (AISES) for measuring an individual's perceived self-efficacy in regard to the use of AI technologies/products, in accordance with established exploratory and confirmatory scale development procedures. Specifically, a literature review is employed to generate initial items. An exploratory factor analysis is then performed for item purification purposes. At this stage, potential elements of AISE are extracted. Subsequently, factor extraction and confirmatory factor analysis are used to verify the construct structure of AISE. An analysis of 314 responses indicates that the AISE construct contains four factors: assistance, anthropomorphic interaction, comfort with AI, and technological skills. The

scale is comprised of 22 items, and is found to have good fit, reliability, convergent validity, discriminant validity, content validity, and criterion-related validity. Moreover, nomological validity is built by the positive correlation between the AISE construct and motivated learning behaviors. This paper is the pioneer in developing and validating a scale to measure AISE. The findings extend existing knowledge of AISE and can help scholars further develop AISE theories. Our findings will also help educators and practitioners assess individuals' AISE and explore related behaviors.

WELTER, K., & LIVINGSTONE-WALLACE, S. (2024). **Les technologies au service de l'éducation: une chance pour la France: comment accélérer le déploiement des EdTech au service d'une éducation efficace et inclusive, tout au long de la vie: livre blanc**. Consulté à l'adresse <https://educazur.fr/wp-content/uploads/2024/02/Livre-blanc-Edtech-2023.pdf>

Weng, C., Tran, K. N. P., Yang, C.-C., Huang, H.-I., & Chen, H. (2024). **Can an augmented reality-integrated gamification approach enhance vocational high school students' learning outcomes and motivation in an electronics course?** *Education and Information Technologies*, 29(4), 4025-4053. <https://doi.org/10.1007/s10639-023-11966-4>

An augmented reality (AR)-integrated gamification learning approach in an electronics course was developed in this study to help students better understand the concepts while simultaneously increasing their motivation. An experimental study was conducted to examine the effectiveness of the AR-integrated gamification approach on students' learning outcomes and motivation. A total of 29 vocational high school students was divided into two groups. The experimental group experienced AR-integrated gamification while the control group adopted conventional gamification. The results indicated that students in the AR-integrated gamification approach outperformed the conventional gamification group in the psychomotor learning outcomes, but no significant difference was found in cognitive and affective domains between the two groups. Concerning learning motivation, the experimental group only performed better intrinsic goal orientation than the control group while the other categories of motivation were insignificant. To compare the pretest and posttest in each group, the experimental group gained higher posttest scores in all domains of learning outcomes than the pretest scores after the intervention, but the control group only improved cognitive and psychomotor domains. Regarding learning motivation, the proposed approach pointed out the better posttest scores in all components compared to the pretest scores in the experimental group while only the posttest scores of extrinsic goal orientation, task value, and control beliefs about learning were higher than the pretest scores in the control group. The practical implications and recommendations for future work are presented.

Wigham, C. R., Jauregi-Ondarra, K., & Bennett, C. (2024). **Trainee teachers' engagement in initial synchronous virtual exchange interactions**. *VALIANT Conference*. Présenté à Leon, Spain. Consulté à l'adresse <https://hal.science/hal-04465300>

Engagement has been discussed in relation to the effort invested during task accomplishment (Bygate & Samuda, 2009; Helme & Clarke, 2001; Skinner & Pitzer, 2012). Recent studies have been framed by social constructivist views of task processing (Pekrun & Linnenbrink-Garcia, 2012; Philp & Duchesene, 2016) and have approached task engagement more holistically as the effort invested in accomplishing a task, guided by participants' requirements of task success and involving behavioral, cognitive and attitudinal qualities in interaction with each other and for which the social element

permeates the aforementioned three dimensions (Gijsen, 2021). This study addresses the task performance parameter of partner orientation: the effort participants invest in establishing and deepening a relationship with partners to strengthen interaction (Gijsen, 2021). We adopt multimodal (inter)action analysis (Norris, 2004) to investigate how different semiotic resources contribute to partner orientation. Our context is a virtual exchange within the E-LIVE project (Engaging Languages in Intercultural Virtual Exchange) involving 48 trainee language teachers from French, Dutch, and Colombian institutions. Our analysis focuses on the first synchronous interaction via videoconferencing in which teaching experiences were discussed. This followed an asynchronous language biography task. Using multimodal transcriptions from a subset of interactions, we examine three dimensions of partner orientation: The behavioral dimension with performance indicators of providing and accepting support/feedback, giving compliments, using comprehension checks/ production prompts; the attitudinal dimension through comments on working together, task ownership, technological tools used; and the cognitive dimension explored through reflective blogs and questionnaire/focus group data during which participants reflected on the relevance of strengthening the interaction with their partners, the effort they made to reach mutual understanding and address intercultural aspects. We anticipate study findings will advance our understanding of task engagement and help identify effective strategies to maximise engagement, and thus learning, in virtual exchange projects.

Xie, X., & Wang, T. (2024). **Artificial Intelligence: A help or threat to contemporary education. Should students be forced to think and do their tasks independently?** *Education and Information Technologies*, 29(3), 3097-3111. <https://doi.org/10.1007/s10639-023-11947-7>

Technological progress has a significant impact on higher education and increases the popularity of artificial intelligence technologies in universities of different countries. This research was based at Tianshui Normal University in China. The authors examined the impact of an interactive learning environment based on artificial intelligence in the context of the preservation of important cognitive functions such as IQ as well as long-term and short-term memory. This research enrolled 539 s-year students. The experimental group (N = 322) consisted of students of the Faculty of Music, who have been studying music for more than one year using artificial intelligence technologies such as mobile applications, video games, music simulators, etc. The control group (N = 217) consisted of students of the Faculty of Arts, who never used the potential of the interactive educational environment during their studies. Wechsler Adult Intelligence Scale (WAIS-IV) was chosen as the main method. The test results showed that students in the control and experimental groups averaged the same normal intelligence (97.61). At the same time, there was no significant intergroup difference on all four scales: verbal comprehension, perceptual thinking, working memory, and information processing speed ($P \geq 0.05$). It has been found that students in both groups equally rarely reported problems in terms of long-term or short-term memory ($P \geq 0.05$). The findings can be used to intensify the scientific discussion about the threats and developmental potential of artificial intelligence in higher education.

Yadav, S., & Chakraborty, P. (2024). **Reinforcing biology education in schools using smartphones: a post-COVID pandemic study.** *Education and Information Technologies*, 29(3), 3615-3635. <https://doi.org/10.1007/s10639-023-11987-z>

Schools operated mostly in online mode in the last two years because of the COVID-19 pandemic and many teachers are now using digital tools in physical classrooms after the reopening of schools. We conducted an experiment on how smartphones can be used to reinforce biology lessons of seventh standard students (mean age = 12.22 years) in a private school in India. Students of four sections were taught about respiration in human beings and other organisms following four different approaches. The first section of students was taught without using any digital tool, while the second, third and fourth sections were taught using YouTube videos, a tutorial app that provided study materials and quizzes for self-assessment, and an interactive app that displayed a three-dimensional model of an organ system from which students could learn interactively, respectively. The intervention lasted one month and its effectiveness was assessed by a post-test and collecting feedback from the students. The students of the third and fourth sections exhibited better lower-order thinking skills in the post-test, while the students of the second and fourth sections exhibited better higher-order thinking skills. Further, the students felt that they could easily use the tool they were taught with and learn details of the respiratory system from it. The students of the second and fourth sections typically found the diagrams and animation in the YouTube videos and the interactive app, respectively to be useful, while the students of the third section did not find the diagrams in the tutorial app to be of much use. We concluded that smartphone apps are attractive to children and their long-term teacher-guided use can help children to acquire useful knowledge and skills.

Yalçın, Y., & Dennen, V. P. (2024). **An investigation of the factors that influence online learners' satisfaction with the learning experience.** *Education and Information Technologies*, 29(4), 3807-3836. <https://doi.org/10.1007/s10639-023-11984-2>

Online learning environments offer flexibility for learners who would like to study at a distance. However, research informs us that online learners are usually less likely to complete the learning experience and more likely to drop out compared to learners studying in traditional face-to-face learning environments. One major factor for low completion rates emerges as learners' satisfaction with the learning experience. The purposes of the study were to investigate the structural relationships among the factors that affect online learners' satisfaction and to develop a structural model that explains satisfaction in online learning environments. We used social cognitive theory and the Macro Model of Motivation and Performance as theoretical frameworks and investigated the structural relationships among metacognitive self-regulation, self-efficacy for interacting with the instructor and peers, task value, learning design, perceived learning, and satisfaction with the learning experience. Participants consisted of 1297 higher education students who were enrolled in fully online courses. We adopted the structural equation modeling approach to investigate the relationships among the factors in the research model. Results revealed that self-regulation, self-efficacy, task value, and learning design had significant effects on perceived learning and satisfaction and perceived learning significantly influenced satisfaction. Moreover, learning design had a large effect on perceived learning and perceived learning mediated the relationships between satisfaction and self-efficacy, task value, and learning design. The findings have implications for designing online learning environments that incorporate learning design standards and generate greater levels of learning outcomes.

Yang, H., Gao, C., & Shen, H. (2024). **Learner interaction with, and response to, AI-programmed automated writing evaluation feedback in EFL writing: An exploratory study.**

Education and Information Technologies, 29(4), 3837-3858.
<https://doi.org/10.1007/s10639-023-11991-3>

Recently, artificial intelligence (AI)-programmed automated writing evaluation (AWE) has attracted increasing attention in language research. Using a small data set arising from an analysis of five Chinese university-level English as a foreign language (EFL) students' submissions, this paper examined in detail how EFL students interacted with the feedback of Pigai, the largest AI-programmed AWE in China. The analysis started with the intention of capturing the machine feedback on the five students' submissions and the exchanges between the participants and Pigai over repeated submissions, ranging from 3 to 12 submissions. The analysis showed that the learners' interactions with Pigai focused on error corrective feedback in the initial two submissions. In the case of one student who had 12 submissions, the non-error corrective feedback increased gradually over time, providing rich linguistic resources but without examples and contextual information. The students' take-up rates of feedback with linguistic resources were much lower than that of error corrective and general feedback. A terrain model to map the stages and nature of student responses showed a more complete dynamic process, in which students' responses changed from the initial mechanical responses at the discrete language level to more considered approaches in response to machine feedback. The findings of this study have implications for both language pedagogy and the future design and development of AWE for second or foreign language learning.

YARROW, N., ABBEY, C., SHEN, S., & ALYONO, K. (2023). **Using education technology to improve K-12 student learning in East Asia Pacific: promises and limitations**. Consulté à l'adresse <https://openknowledge.worldbank.org/server/api/core/bitstreams/71c9f82b-c4c8-4b6f-89d1-b48e5dd3aa56/content>

Cette étude examine l'impact de l'utilisation des technologies éducatives sur les résultats des élèves en Asie de l'Est et Pacifique. Si certaines approches – les technologies d'assistance par exemple - paraissent prometteuses, d'autres, telles que les liseuses électroniques, la formation des enseignants à distance et l'intelligence artificielle, n'ont pas encore démontré de résultats réellement positifs sur l'apprentissage. Il apparaît par ailleurs que les impacts les plus importants proviennent d'interventions à petite échelle, menées par des institutions non gouvernementales, plutôt que d'initiatives à grande échelle encadrées par les gouvernements. Enfin, l'étude montre qu'à mesure que l'utilisation de l'EdTech se développe dans la région, elle tend à accroître les inégalités d'apprentissage existantes.

Yazici, S. Ç., & Nakıboğlu, C. (2024). **Examining experienced chemistry teachers' perception and usage of virtual labs in chemistry classes: a qualitative study using the technology acceptance model 3**. *Education and Information Technologies*, 29(4), 4337-4370. <https://doi.org/10.1007/s10639-023-11985-1>

Guided by the Technology Acceptance Model 3 (TAM-3), this study concerning VL focuses to examine chemistry teachers' experiences, perceived ease of use, perceived usefulness, use intentions, actual use, and factors that affect them and to create a model of the real use of VL by chemistry teachers. The research was carried out in the holistic single case study design and data were collected from 26 chemistry teachers. It was found that only four chemistry teachers included the different VL applications in their lessons during and after distance education. However, although the chemistry teachers' acceptance of the inclusion of VL in distance chemistry lessons is high, it was determined that some factors prevented teachers from putting VL into real use. The first factor

affecting the teachers' perceptions of the usefulness of VL is the thought that the problems encountered during the face-to-face laboratory, such as safety, inability to have every experiment done, and cost, will disappear with the use of VL. The other factor is that they think that the inclusion of VL will increase students' participation because it attracts their attention. It was determined that chemistry teachers' perceptions of ease of use regarding technology in general and VL, in particular, were primarily affected by technical difficulties such as teachers' knowledge and skills related to technology, internet connection, lack of appropriate VL applications, and problems arising from students. On the other hand, it has been concluded that the most important factors affecting the teachers who transform the use of VLs into real behavior are the contribution of VL to chemistry teaching, safety, and time-saving. From a theoretical perspective, this study focuses on the main factors affecting chemistry teachers' decisions to adopt VL for the inclusion of VL in chemistry lessons. On the practical side, this study will provide insight for chemistry teachers and university academics to develop strategies to help chemistry teachers find ways to increase their adoption of the VL in chemistry classes in ways that contribute to student learning.

Yıldız Durak, H. (2024). **The model for middle school students' computational identity.** *Education and Information Technologies*, 29(4), 4223-4251.
<https://doi.org/10.1007/s10639-023-11975-3>

Examining middle school students' computational identity development, personal, situational variables and programming experiences through the lens of identity may offer an opportunity to explore the dynamic relationship between individual, academic and social influences in computer science and CI. The aim of this study is to examine the variables explaining middle school students' computational identities. The participants of this research consist of middle school students in Turkey. In this study, data were collected using a personal information form and 3 scales. As a result of the research, the programming actualization identity structure was prominent in middle school students. Students' programming variables and their levels are related to all aspects of CI. The results of the study have the potential to raise awareness among educators about which opportunities and experiences are more important to improve student participation and equity in computer and programming education.

Yu, Q., Yu, K., & Li, B. (2024). **Can gamification enhance online learning? Evidence from a meta-analysis.** *Education and Information Technologies*, 29(4), 4055-4083.
<https://doi.org/10.1007/s10639-023-11977-1>

As gamification is introduced into education, researchers believe it has the potential to improve online learning. However, the effects of gamified online learning (GOL) are mixed. Is it more effective than online learning? Given that no meta-analysis analyzes the effectiveness of GOL. This meta-analysis explores the effects of GOL on students' learning based on 27 experimental studies. The results show that GOL has a medium positive effect on students' learning (SMD=0.533, 95% CI [0.405, 0.662], $p < 0.001$), especially on academic achievement (SMD=0.658, $p < 0.001$). Furthermore, moderator analyses show that the learning outcome, educational level, group activity, competition or cooperation, game element, research design, and region moderate the effects of GOL. GOL has better effects under the below conditions: (1) class sizes are 31-50; (2) treatment duration is three months or less; (3) among university and in-service students; (4) cooperation or mixed (cooperation + competition) are better; (5) group + individual learning is better; (6) except for progress bars, other nine game elements can promote

students' learning; (7) four or fewer types of game elements. Finally, discussion, implications, and conclusion are put forward.

Zeroual, N., Lamia, M., & Hafidi, M. (2024). **A pedagogical orientation system based on blockchain technology and machine learning.** *Education and Information Technologies*, 29(3), 2905-2930. <https://doi.org/10.1007/s10639-023-11941-z>

Traditional education systems do not provide students with much freedom to choose the right training of study that suits them, which leads on long-term to the negative effects not only on social, economic and mental' well-being of student, but also will have a negative effect on the quality of the work produced by this student in the future. In addition, skills and talents in a specific area refer to general skills and working life practices. This paper presents a pedagogical orientation system based on blockchain technology and machine learning that accurately predicts the future specialized training and profession in which the common core student will have more opportunity to succeed. Python programming language has been used to implement the suggested pedagogical orienting mechanism in two key steps. (1) In the profiles matching step we have used the incidence matrix to correlate the professional and training profiles. (2) The student ranking issue was resolved at the ranking profiles step using the learning to rank methodology. The data used to feed the various machine learning algorithms in our system are stored on the blockchain, representing the academic results of 320 students at the end of the common core training in the computer science department of 20th august 1955 university in Skikda, Algeria, which served as a database for subsequent experiments and served to confirm the system's feasibility and credibility. The proposed system has demonstrated its effectiveness by accurately predicting the future specialized training compatible with the student's scientific capabilities, allowing him to succeed and excel. Also, it has contributed to reducing the possibility of falsifying results and certificates while enhancing security and transparency through blockchain protocols. Finally, this system encourages all participants to trust the automatic orientation process, which makes it possible to improve the issues experienced in the fields of education by enhancing interactions between the student, the university, and the employing industries during the educational orientation process.

Zhang, L., Wu, M., & Ouyang, F. (2024). **The design and implementation of a teaching and learning analytics tool in a face-to-face, small-sized course in China's higher education.** *Education and Information Technologies*, 29(3), 2697-2720. <https://doi.org/10.1007/s10639-023-11940-0>

The data-intensive research paradigm calls for using educational and learning data to generate actionable insights and improve the instruction and learning quality. Although previous research designed and employed teaching analytics or learning analytics tools, few research had incorporated multiple data sources to assess the overall teaching and learning processes comprehensively. To address this gap, we proposed a teaching and learning analytics (TLA) tool that integrated multiple data sources from the instructor and students during educational process, leveraged multiple analytic methods to visualize results and provide supportive feedforward, with the goal to provide data-driven evidence for educational improvement. Mixed methods were conducted from quantitative and qualitative ways to examine the tool's effects on actual instruction and learning processes. Our results showed that the designed TLA tool with feedforward suggestions had positive effects on instruction, learning, and instructor-student

interactions. Based on the results, this research proposed implications for TLA tool design and pedagogical strategies.

Zhang, R., Zou, D., & Cheng, G. (2024). **Technology-enhanced language learning with null and negative results since 2000: A systematic review based on the activity theory.** *Education and Information Technologies*, 29(4), 5017-5077. <https://doi.org/10.1007/s10639-023-11993-1>

Research on technology-enhanced language learning (TELL) has been rapidly growing since 2000, of which the attention is mostly on the statistically significant positive results. However, learning from TELL with null and negative results (NNR), especially its features and reasons, can develop knowledge and awareness of the nature and limitations of TELL and guide its future implementation and investigation. Hence, this study aims to explore TELL with NNR from the perspectives of features and reasons for NNR by systematically reviewing relevant studies. Forty-nine Web of Science and Scopus-indexed articles were screened based on predefined criteria and analysed step-by-step following the PRISMA framework. The findings revealed features of TELL studies with NNR concerning the seven factors of the activity theory: Outcomes, Targets, Learners, Technologies, Teacher and student engagement, Conditions, and Learning theories/Pedagogical models. We also identified reasons for NNR associated with the seven factors. Based on bottom-up analyses of the results, we constructed a 17-item checklist for analysing TELL studies with NNR from the perspectives of Conceptual framework, Artefacts, Design, Participants, Procedures and Evaluation. An example of analysing TELL studies with NNR was provided to illustrate the use of the proposed checklist. Future directions concern technology-enhanced grammar learning, technology with inclusive results, and the influence of sample sizes on TELL study results.

Zhang, W., Cai, M., Lee, H. J., Evans, R., Zhu, C., & Ming, C. (2024). **AI in Medical Education: Global situation, effects and challenges.** *Education and Information Technologies*, 29(4), 4611-4633. <https://doi.org/10.1007/s10639-023-12009-8>

Artificial Intelligence (AI) is transforming healthcare and shows considerable promise for the delivery of medical education. This systematic review provides a comprehensive analysis of the global situation, effects, and challenges associated with applying AI at the different stages of medical education.

Zhao, Y., Li, J., & Liu, K. (2024). **A knowledge graph perspective on research status, hot spots, and frontier trends of information technology education towards promoting educational policy in China.** *Education and Information Technologies*, 29(4), 4673-4698. <https://doi.org/10.1007/s10639-023-12005-y>

Information technology is a significant action to promote education informatization. Currently, there are numerous literature studies on information technology education, but existing research lacks a comparative summary of the research status, research hot spots, and research trend of information technology in China and abroad from an overall perspective. Therefore, this paper selected the information technology education literature collected by China National Knowledge Infrastructure (CNKI) and Web of Science Core Collection (WoS) from 2000 to 2021 as the research object and used bibliometrics to analyze the literature characteristics, core forces, research hot spot, and frontier trend of information technology education in China and abroad. The results showed that: (1) The discipline literature of information technology education showed a fluctuating growth trend, in which the growth rate of foreign literature was faster, and the

scale of Chinese literature was slightly smaller; Both Chinese and foreign literature involved pedagogy, computer, and other disciplines, with the characteristics of multi-disciplinary integration. (2) The United States was the leading country in this field, followed by China, with the total literature accounting for more than 50%, ranking the leading position in the world; China Audio-Visual Education and Computers & Education were representative journals in China and abroad. (3) Foreign research focused on information technology, education, science, attitude, model, perception, experience, self-efficacy, Internet, etc. China's hotspots included information literacy, computational thinking, curriculum standards, application contexts, teaching models, subject integration, etc. Foreign research focused on both theory and practice, while China focused on the theoretical nature of the subject, but the degree of practice was insufficient. (4) Student participation, technology integration, teaching innovation, Internet +, core literacy, and artificial intelligence (AI) have been popular until now, constituting the discipline frontier in information technology education.

Zhong, H.-X., Chang, J.-H., Lai, C.-F., Chen, P.-W., Ku, S.-H., & Chen, S.-Y. (2024). **Information undergraduate and non-information undergraduate on an artificial intelligence learning platform: an artificial intelligence assessment model using PLS-SEM analysis.** *Education and Information Technologies*, 29(4), 4371-4400. <https://doi.org/10.1007/s10639-023-11961-9>

Artificial intelligence (AI) education is becoming an advanced learning trend in programming education. However, AI subjects can be difficult to understand because they require high programming skills and complex knowledge. This makes it challenging to determine how different departments of students are affected by them. This study draws on research in programming education and STEM education to explore the different factors that affect students in AI learning. Therefore, the purpose of this study is to investigate the impact of AI learning platforms on information undergraduate and non-information undergraduate by using a research model. The course was implemented for 65 students in the information undergraduate group and 39 students in the non-information undergraduate group. The findings showed that the two groups had different learning effects under different variables. Students with different cognitive styles may use different skills to positively influence self-regulated learning. This study provides important evidence to understand the learning impact of artificial intelligence among university students from different disciplines.

Zhu, M., Berri, S., Koda, R., & Wu, Y. (2024). **Exploring students' self-directed learning strategies and satisfaction in online learning.** *Education and Information Technologies*, 29(3), 2787-2803. <https://doi.org/10.1007/s10639-023-11914-2>

The past ten years have witnessed a tremendous increase in the number of online courses, and the COVID-19 pandemic suddenly accelerated online education. Many students and instructors were unprepared for online learning. In particular, online learners are expected to employ self-directed learning (SDL) skills to succeed. This qualitative study examined students' SDL strategies and satisfaction in online courses. The researchers conducted semi-structured interviews with 15 graduate students taking online courses and analyzed the data using thematic analysis. The results provide several important insights. First, students' entering motivation (e.g., interest in knowledge acquisition, the value of the course) and task motivation strategies (e.g., teaching presence, engaging in the course) played important roles in students' SDL. Second, students employed diverse cognitive (e.g., critical reading, information seeking) and

metacognitive strategies (e.g., reflection, assignments) to monitor their learning. Third, students leveraged time-management and resource management strategies (e.g., making specific schedules). Fourth, students' satisfaction depended on the course design (e.g., well-structured organization) and instructional approaches (e.g., teaching presence). The implications of the study for online instructors and instructional designers are discussed.

Zhu, T., Zhang, Y., & Irwin, D. (2024). **Second and Foreign Language Vocabulary Learning through Digital Reading: A Meta-Analysis**. *Education and Information Technologies*, 29(4), 4531-4563. <https://doi.org/10.1007/s10639-023-11969-1>

Digital reading facilitates L2 development by allowing anytime-anywhere learning with various digital resources. Although there has been increasing research exploring the role of digital reading on L2 vocabulary learning, synthesized evidence regarding the overall facilitating power of digital reading is still lacking. This meta-analysis aggregates 21 important empirical studies published within the last 20 years and indexed in scholarly recognized databases, so as to provide a comprehensive panoramic assessment of how effectively digital reading has enhanced second and foreign language vocabulary acquisition with diversified learner backgrounds and learning environments. A total of 77 effect sizes were yielded across different studies, and random-effect modeling was employed for analyzing the study-level heterogeneity and sub-group variability. Results demonstrate that digital reading had an overall significant effect (dimmediate = 1.45, $p < .01$; ddeleyed = 2.98, $p < .01$) on L2 vocabulary learning of between-subject studies. For within-subject studies, digital reading was found to have an upper-medium ($d = 1.39$, $p < .01$) and medium ($d = .86$, $p < .01$) effect on immediate and delayed L2 vocabulary post-tests. Moderating factor analysis results show that L2 proficiency, vocabulary test formats, and digital resources could robustly explain the variance of effect sizes. The findings have strong pedagogical implications on the effective design for digital reading tasks, including the development of adaptive learning algorithms and personalized lexical glosses. Recommendations for future research in the field are provided by pinpointing where to improve in terms of experimental design and the focus of the learner group.

Zhufeng, Y., & Sitthiworachart, J. (2024). **Effect of augmented reality technology on learning behavior and attitudes of preschool students in science activities**. *Education and Information Technologies*, 29(4), 4763-4784. <https://doi.org/10.1007/s10639-023-12012-z>

Teaching the complex subject matter of "Exploring Space" necessitates concrete and engaging teaching methods, as it requires students to employ abstract thinking and imagination. An expert team designed and developed Augmented Reality (AR)-based activity schemes for children aged 3–6. A total of 166 preschool students from Ningbo, China, were conveniently sampled to participate in six science activity units. 82 students received AR-based instruction, while 84 were taught using conventional methods. This research employed the "Preschool Learning Behaviors Scale (PLBS)", "Attitude on Science in School Assessment (ATSSA)", as well as "Attitude on AR Activities Scale (ARAAS)" to compare the impact of virtual manipulatives based on AR, as well as physical manipulatives on preschool students' academic accomplishments and attitudes. Outcomes demonstrated that the AR-based science learning system promoted more active learning behaviors and improved learning attitudes. ANOVA analysis verified that AR receptivity remarkably influenced learning attitudes and

behaviors, with learning attitudes also remarkably impacting learning behaviors. Furthermore, students exhibited high acceptance of AR technology in science activities.

Zubairu, S. A., Yusuf, A. K., & Raymond, B. B. (2024). **Utilisation of edutainment aids as augmented packages with selected collaborative instructional techniques in high schools.** *Education and Information Technologies*, 29(3), 3155-3174. <https://doi.org/10.1007/s10639-023-11911-5>

The educational communities have come of age to reinvigorate instructional techniques, approaches and packages through augmentation of the existing traditional methods. The development of such new pedagogical and andragogical methods have recently paved way for the inclusion and use of technologies in education. In an attempt to establish appropriateness and applicability for use, this study focused on edutainment aids as augmented packages with selected collaborative instructional techniques in high schools. Two research objectives were formulated to guide the study, alongside two corresponding research questions and hypotheses. The study adopted quasi-experimental design using pretest, posttest with three treatment groups. Intact classes from three purposely selected schools were used as participants for the study. The instruments were subjected to field trial validation. Also, a pilot test was carried out and the result obtained yielded 0.78 reliability coefficient. All treatment groups were pretested to determine their cognitive load; posttest1 was administered at time 1 after four weeks of the treatment while posttest2 was administered at time 2, at an interval of two weeks. Mean and Standard deviation were used to answer the research questions while Analysis of Variance was used to test the hypotheses; Sidak Posthoc was also used to determine the area of difference. The findings from the study revealed that the use of edutainment instructional package augmented with Think-Pair Share, Reciprocal Pair Tutoring and Think Aloud Pair Problem Solving for teaching and learning has major impacts on students' performance and retention in high schools. Results showed that, Reciprocal Pair Tutoring, augmented with edutainment aids is most effective in facilitating learning outcome relative to Think Pair Share and Think Aloud Pair Problem Solving; however, content retention is most achieved through Think Pair Share, augmented with edutainment aids, relative to Think Aloud Pair Problem Solving and Reciprocal Pair Tutoring.

Orientation scolaire et professionnelle

Abraham, E., Verbruggen, M., & Hirschi, A. (2024). **How Career and Non-Work Goal Progress Affect Dual Earners' Satisfaction: A Whole-Life Perspective.** *Journal of Career Development*, 51(2), 164-182. <https://doi.org/10.1177/08948453241230907>

Many career self-management models assume that career goal progress promotes satisfaction, but research on the topic has yielded mixed results. Adopting a whole-life perspective, this study examines how career and non-work goal progress relate to career, non-work, and life satisfaction and explores crossover effects and gender differences between dual-earner partners. We tested our research model using Actor-Partner Interdependence Modeling on a two-wave dataset of 190 heterosexual dual earners (i.e., 95 couples). Career goal progress was not related to any of the satisfaction indicators. For men, non-work goal progress was marginally positively related to career and non-work satisfaction and positively related to life satisfaction. For women, non-work goal progress was not related to any satisfaction indicator. Between partners, men's non-

work goal progress was positively related to women's non-work and life satisfaction, whereas women's career goal progress was negatively related to men's life satisfaction. Implications for research and career practice are discussed.

Alfonsi, J., Dupray, A., & Robert, A. (2024). **Chapitre 10. Les réorientations professionnelles : de la variété des projets aux enjeux individuels.** In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles : Ce que nous enseignent les travaux du Céreq* (p. 156-168). Consulté à l'adresse <https://books.openedition.org/cereq/>
<https://books.openedition.org/cereq/3661>

Les réorientations professionnelles sont ici appréhendées par le biais d'une analyse statistique et d'entretiens biographiques. Cette double approche permet à la fois de rendre compte de leur hétérogénéité et d'identifier quatre registres distincts de motivation qui témoignent de rapports singuliers au travail et à l'emploi.

Barhoumi, M. (2024). **L'orientation en CAP par apprentissage ou par voie scolaire est fortement liée au niveau scolaire et à l'origine sociale des élèves.** *Note d'Information*, (24.05), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/l-orientation-en-cap-par-apprentissage-ou-par-voie-scolaire-est-fortement-liee-au-niveau-scolaire-et-413796>
À l'issue de la troisième, 10 % des jeunes s'orientent en CAP : 4 % en apprentissage et 6 % sous statut scolaire.

Barret, C., Cisse, M., Dzikowski, C., Gaubert, É., Mazari, Z., Oujia, I., ... Vignale, M. (2024). **Enquête 2016 auprès de la Génération 2013 - Méthodologie** (M. Olaria, Éd.). Consulté à l'adresse <https://www.cereq.fr/methodologie-enquete-2016-generation-2013>

Ce document de travail présente un panorama complet des travaux liés à l'enquête 2016 auprès de la Génération 2013. Première et unique interrogation de cette génération, trois ans après la sortie du système éducatif. Après une brève présentation du dispositif d'enquêtes Génération et plus spécifiquement de l'enquête 2016, ce document présente toutes les étapes de sa réalisation dans un ordre chronologique. L'ensemble des traitements post-collecte sont détaillés tels que la création des bases d'exploitation (apurement, codification, redressement des salaires, etc.) et le traitement de la non-réponse (redressement et calage, etc.). Dans le cadre de la réflexion autour de la rénovation du dispositif d'enquêtes Génération, une nouvelle expérimentation a été menée en parallèle de l'enquête principale téléphonique à partir d'un échantillon disjoint. Pour la première fois, cette expérimentation multimode (collecte par internet et téléphone) est réalisée sur une enquête à trois ans.

Bosse, N., Dupray, A., & Robert, A. (2024). **Chapitre 12. Se reconvertir en temps de crise sanitaire : des projets plus rares et défensifs.** In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles : Ce que nous enseignent les travaux du Céreq* (p. 184-193). Consulté à l'adresse <https://books.openedition.org/cereq/>
<https://books.openedition.org/cereq/3676>

La crise sanitaire de 2020 n'a pas suscité un essor des projets de reconversion chez les trentenaires. Elle a surtout induit des réorientations à tonalité défensive, en réponse à des difficultés provoquées ou amplifiées par la crise et qui ne prennent sens qu'à l'aune des parcours personnels et professionnels antérieurs.

Brochier, D. (2024). **Chapitre 2. Soutenir et accompagner les mobilités : en quête d'un nouveau paradigme ?** In F. Lefresne & É. Verdier, *Le temps des mobilités et des*

reconversions professionnelles : Ce que nous enseignent les travaux du Céreq (p. 38-51). Consulté à l'adresse <https://books.openedition.org/cereq/>
<https://books.openedition.org/cereq/3601>

La loi du 5 septembre 2018 pour la liberté de choisir son avenir professionnel constitue un point d'orgue dans l'enchaînement des réformes en matière de sécurisation des parcours depuis les deux dernières décennies. Sa singularité est d'inscrire la formation professionnelle, et plus largement le développement des compétences, dans une dynamique de soutien à la mobilité de l'ensemble des actifs. Quatre dimensions caractérisent cette évolution.

Butzbach, M. (2024, mars 8). **Sélection en master : vers la fin de la démocratisation scolaire ?** Consulté 12 mars 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/selection-master-vers-fin-de-democratisation-scolaire/00109923>

Alors que les étudiants formulent en ce moment leurs vœux sur la plateforme dédiée, la sélection instaurée en 2017 a fait chuter leur nombre en master, rompant avec le grand mouvement d'expansion scolaire depuis les années 1960.

Carey, R. L. (2024). **The Postsecondary Future Selves of Black and Latinx Boys: A Case for Cultivating More Expansive Supports in College-Going Schools.** *American Educational Research Journal*, 61(2), 248-286. <https://doi.org/10.3102/00028312231214477>

Black and Latinx adolescent boys from economically stratified communities face pervasive societal inequities and, therefore, deserve more responsive school supports to determine and actualize postsecondary pathways. For insights into how such students conceptualize their futures and their school's role in facilitating this process, this ethnographic study investigated one urban school's college-going culture and its impact on shaping what the author calls participants' postsecondary future selves. This theoretical approach encompasses three domains: college (i.e., postsecondary education), career (i.e., post-college employment trajectory), and condition (i.e., expected financial stability, relational and familial prospects, future living arrangements, happiness, and joy). Implications suggest that college-going school practitioners widen supports so students can imagine and envision how college ambitions align with career and condition goals.

Casse, R. (2024). **«Old school new school». Transformations des socialisations professionnelles chez les technicien-ne-s du spectacle en Suisse romande.** *Formation emploi. Revue française de sciences sociales*, (165), 65-84. <https://doi.org/10.4000/formationemploi.12375>

En Suisse romande, les métiers techniques du spectacle sont marqués, depuis une trentaine d'années, par deux dynamiques : la numérisation des équipements et la scolarisation des modalités d'entrée dans la carrière. Cet article analyse l'influence de ces dynamiques sur les transformations des socialisations professionnelles des technicien-ne-s. Trois groupes d'individus sont identifiés, les « reconverti-e-s », les « autodidactes » et les « formé-e-s », qui ne bénéficient pas également des deux processus de numérisation et de scolarisation. En résulte, pour ces individus, d'inégales possibilités de mobilité dans un espace professionnel en voie de segmentation.

Chatagnon, A., & Sgarzi, M. (2024). **Chapitre 3. Construire et sécuriser les mobilités. Le CEP au cœur du dialogue entre acteurs.** In F. Lefresne & É. Verdier, *Le temps des mobilités*

et des reconversions professionnelles : Ce que nous enseignent les travaux du Céreq (p. 52-63). Consulté à l'adresse <https://books.openedition.org/cereq/https://books.openedition.org/cereq/3607>

Le positionnement du conseil en évolution professionnelle (CEP) reste encore à ajuster. Les enjeux portent notamment sur la construction d'une posture commune aux multiples opérateurs et sur une perception moins parcellaire du service par les usagers et les entreprises.

Cho, E. (2024). **The Origins of Emerging Adults' Work–Family Balance Self-Efficacy: A Dyadic Study.** *Journal of Career Development*, 51(2), 183-197. <https://doi.org/10.1177/08948453241228853>

Despite the well-known benefits of work–family balance self-efficacy (WFBSE), little is known about its predictors. This study addresses this gap by examining predictors of WFBSE (enacted and vicarious experiences in multiple role management), the relative strength of predictors, and a moderator (parent-child closeness) that facilitates vicarious learning. Dyadic survey data were collected in Singapore from 108 emerging adults (Mage = 21.8, SDage = 1.51 years) and their same-gender parents. Results from hierarchical regression analyses suggest that emerging adults' work-school conflict (enacted failure) and parental work-to-family conflict (observed failure) were negatively associated with WFBSE. Dominance analysis supported the hypothesis that mastery experience is a stronger predictor of WFBSE than vicarious experience is. As expected, perceived parental work-to-family conflict had a stronger negative relationship with WFBSE among emerging adults who reported higher parent–child closeness. Implications for future research on emerging adults' WFBSE and career development practice are discussed.

Christoph, B., Spangenberg, H., & Quast, H. (2024). **Tertiary Education, Changing One's Educational Decision and the Role of Parental Preferences.** *Research in Higher Education*, 65(2), 283-302. <https://doi.org/10.1007/s11162-023-09752-9>

Unequal access to university and the decision processes that give rise to it are important factors in the accumulation of educational inequalities. In this paper, we investigate a specific aspect of such decision processes by focusing on those students who change their original plans to start a (nontertiary) vocational education and decide to pursue a tertiary degree instead. In doing so, we find that more than one-fifth of the students in our sample who originally planned to pursue a vocational education change their original decision in this way. Moreover, while students from a more advantaged background are more likely to go to university in the first place, those among them that initially opted for a vocational education are also more likely to change their decision and go to university instead. We also find that parental preferences for tertiary education play an important role in the process of changing one's mind, even for adult children. Moreover, we find that differential parental preferences contribute to both the emergence of social background effects and—as a result—the perpetuation of educational inequalities.

Couppié, T., & Gasquet, C. (2024). **Chapitre 4. La mobilité singulière des jeunes débutants.** In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles : Ce que nous enseignent les travaux du Céreq* (p. 70-84). Consulté à l'adresse <https://books.openedition.org/cereq/3621>

Des conditions d'emploi défavorables et certaines caractéristiques sociodémographiques augmentent la propension à la mobilité des jeunes. Ces mêmes caractéristiques vont peser sur les chances de voir leur situation professionnelle s'améliorer dans le nouvel emploi occupé.

d'Agostino, A., Galli, C., & Melnik-Olive, E. (2024). **Chapitre 11. Les projets de reconversion professionnelle à l'épreuve de la crise sanitaire.** In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles : Ce que nous enseignent les travaux du Céreq* (p. 170-182). Consulté à l'adresse <https://books.openedition.org/cereq/>
<https://books.openedition.org/cereq/3674>

En affectant le monde du travail et de la formation continue, la crise sanitaire a interféré avec les projets professionnels des salariés, dans leur nature même ou leur mise en œuvre. Quatre types de situations sont observées, avec une focale sur les ouvriers et les employés, qui diffèrent notamment selon les temporalités du processus de reconversion.

Dain, A. (2024). **Une « quête de sens » ? Construction du sens par des reconverti·es dans l'artisanat.** *Formation emploi. Revue française de sciences sociales*, (165), 85-108.
<https://doi.org/10.4000/formationemploi.12404>

À partir d'une enquête par entretiens menée auprès de travailleur·euses « intellectuel·les » ayant bifurqué vers des métiers artisanaux, cet article interroge comment ces mobilités professionnelles atypiques s'insèrent dans le parcours professionnel des reconverti·es. Pour ce faire, il questionne le « sens » attribué au travail artisanal ainsi qu'à la reconversion elle-même. Nous relevons ainsi que ces reconverti·es témoignent d'un rapport particulier au travail et au parcours professionnel. Nous identifions les conditions requises pour qu'ils puissent effectivement construire ce sens au fil du processus de reconversion.

Dauphin, L. (2024). **Les choix d'enseignements de spécialité et d'enseignements optionnels à la rentrée 2023.** *Note d'Information*, (24.06), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/les-choix-d-enseignements-de-specialite-et-d-enseignements-optionnels-la-rentree-2023-413847>

À la rentrée 2023, les choix d'enseignements de spécialité des élèves de première et de terminale générales sont globalement très proches de ceux observés à la rentrée précédente. Les six enseignements de spécialité les plus choisis sont les « mathématiques », les « sciences économiques et sociales » (SES), la « physique-chimie », l'"histoire-géographie, géopolitique et sciences politiques" (HGGSP), les « sciences de la vie et de la Terre » (SVT) et les « langues, littérature et cultures étrangères et régionales » (LLCER).

Delagneau, L. (2024, février 15). **Redoubler sa prépa pour décrocher l'école idéale : « Je ne pouvais pas m'arrêter à celle que j'avais obtenue ».** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/02/15/redoubler-sa-prepa-pour-decrocher-l-ecole-ideale-je-ne-pouvais-pas-m-arreter-a-celle-que-j-avais-obtenue_6216653_4401467.html

Déterminés à intégrer la meilleure école d'ingénieurs, certains étudiants choisissent de « cuber » leur deuxième année, un risque assumé qui apporte satisfaction comme lassitude.

di Paola, V., Dupray, A., & Moullet, S. (2024). **Chapitre 8. Les mobilités vers les fonctions managériales en Europe : incidence de la parentalité et des politiques familiales.** In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles : Ce que nous enseignent les travaux du Céreq* (p. 123-135). Consulté à l'adresse <https://books.openedition.org/cereq/https://books.openedition.org/cereq/3651>

La persistance du plafond de verre dans les premières parties de carrière en Europe tient à des dimensions individuelles et institutionnelles. Devenir parent pénalise toujours les mères, et profite aux carrières des pères. Ne pas bénéficier de système d'accueil des jeunes enfants défavorise seulement la carrière des femmes, alors que le reste à charge pour les familles ne joue pas de rôle substantiel.

Faye, M. (2024, février 27). **Pour les étudiants et étudiantes infirmiers, la première année est celle de tous les dangers.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/02/27/pour-les-etudiants-infirmiers-la-premiere-annee-est-celle-de-tous-les-dangers_6218789_4401467.html

Les études en soins infirmiers font chaque année partie des vœux les plus demandés sur Parcoursup. Pourtant, près de 10 % des étudiants abandonnent en première année. Un paradoxe qui interroge sur les conditions d'apprentissage et de sélection.

Fournier, C., Lambert, M., & Marion-Vernoux, I. (2024). **Chapitre 5. Souhaits de mobilité professionnelle des jeunes salariés et qualité du travail : un lien déterminant.** In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles : Ce que nous enseignent les travaux du Céreq* (p. 86-95). Consulté à l'adresse <https://books.openedition.org/cereq/https://books.openedition.org/cereq/3626>

Bien au-delà d'un simple souhait de mobilité, les aspirations professionnelles des jeunes salariés trouvent leur origine dans la qualité du travail exercé, tant pour lui-même que pour les articulations qu'il ménage avec les sphères extra-professionnelles.

Gaddi, J. A. G., Osorio, I. M. A., Geotina, A. E., Plaza, S. F., Orillaneda, E. M. R., Alentajan, J. M., & Maarat, J. C. (2024). **Factors Influencing Entrepreneurial Intention of the Senior High School Students.** *International Journal of Science and Management Studies (IJSMS)*, 7(1), 10-24. <https://doi.org/10.51386/25815946/ij sms-v7i1p102>

Entrepreneurial intention is the foundation for any decision to start a business or endeavor, making it a more significant predictor of future entrepreneurial participation. Since it is the most critical predictor of entrepreneurial behavior and a crucial component in comprehending the process of launching new business ventures, this study aimed to identify the factors that influence the entrepreneurial intentions of the Senior High School Students of St. Paul University Surigao. This study applied the quantitative research design employing a descriptive survey technique with 275 respondents. The main instrument employed in gathering necessary data was the researcher-made questionnaire. The collected data were treated using sample percentage, mean and standard deviation, and analysis of variance (ANOVA). The results showed a significant difference in the factors influencing the entrepreneurial intention of the senior high school students when grouped according to their family business and strand. The research results could serve as background knowledge and a framework for future researchers doing deeper investigations similar to this study.

Gimenez, J., Paterson, R., & Specht, D. (2024). **Doctoral writing through a trajectorial lens: an exploratory study on challenges, strategies and relationships**. *Higher Education*, 87(2), 491-508. <https://doi.org/10.1007/s10734-023-01019-7>

Doctoral writing has burgeoned as a field of inquiry in the past decade. However, questions still remain as to how doctoral researchers navigate their writing trajectories, the strategies they deploy to deal with challenges, and what and who helps to shape their writing experiences. These questions may have resulted from the rather snapshot perspective followed by some existing research, failing to reveal developmental aspects of doctoral writing. This article argues that a trajectorial perspective on doctoral writing, offered here as a methodological lens, can help to shed some light on such questions, and provide effective guidance for pedagogic interventions. A group of six doctoral researchers were interviewed about their experiences as academic and professional writers, and about the texts they had written along their writing trajectories. An analysis of the data revealed a number of challenges these doctoral writers faced at specific stages of their writing trajectory, the strategies they deployed to deal with these challenges, the relationships they established along the way and how they changed at specific times, and what they have found most helpful to advance their writing. Based on the results, this exploratory study offers possible pedagogic interventions for specific stages of the doctoral writing trajectory.

Giraud, F., & Moraldo, D. (2024). **Devenir infirmier en pratique avancée : les dimensions subjectives d'une mobilité discrète au sein du groupe infirmier**. *Formation emploi. Revue française de sciences sociales*, (165), 43-63. <https://doi.org/10.4000/formationemploi.12266>

En 2018, la loi de modernisation du système de santé crée le diplôme d'infirmier en pratique avancée (IPA), nouveau segment professionnel, entre les médecins et les infirmiers diplômés d'État (IDE). Cet article s'intéresse à la manière dont les infirmiers en exercice, de façon socialement différenciée, d'une part, choisissent de reprendre des études contraignantes pour obtenir ce diplôme ; d'autre part, s'approprient ce nouveau diplôme dans leur manière de vivre la pratique infirmière. Il montre notamment que si, objectivement, l'obtention du diplôme IPA s'apparente à une mobilité « sur place », « horizontale » ou « discrète », subjectivement, elle peut être appréhendée tout autrement par certains : comme une véritable « mobilité verticale » et comme l'entrée dans un nouveau métier.

Guenais, M. (2024, mars 7). **Comment la réforme du lycée éloigne les filles des maths et des sciences**. Consulté 12 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/comment-la-reforme-du-lycee-eloigne-les-filles-des-maths-et-des-sciences-224773>

Depuis la réforme du lycée de 2019, la proportion de filles suivant des cours de maths et de sciences jusqu'au baccalauréat a chuté. Le point sur une situation inédite.

Hu, S., Jin, L., Hood, M., & Creed, P. A. (2024). **Perceived Scarcity of Job Opportunities and Job Search: An Evolutionary Life History Perspective**. *Journal of Career Development*, 51(2), 147-163. <https://doi.org/10.1177/08948453241228843>

The ongoing COVID-19 pandemic has created challenges for young people in the labor market. Based on an evolutionary life history perspective, we tested how and when perceived scarcity of job opportunities during the pandemic related to job search outcomes. Using a sample of Master's student graduates (N = 1434; 40.2% female; mean

age 25.6 years) from one Chinese university, we found that scarcity was related to higher anxiety, which then related to more haphazard job search strategies and, in turn, to fewer job offers and poorer person-job fit. Anxiety also related to more exploratory strategies and then to more offers and better fit. In addition, scarcity related to poorer fit through decreased focused strategies. Finally, the direct relationship between scarcity and anxiety, as well as the indirect relationships with job search outcomes, were amplified for those from disadvantaged backgrounds. Findings support life history theory and have implications for career practice.

Lamy, A. (2024). **La route de l'indépendance : trajectoires d'indépendants du transport routier de marchandises.** *Formation emploi. Revue française de sciences sociales*, (165), 109-131. <https://doi.org/10.4000/formationemploi.12301>

Les indépendants du transport routier de marchandises connaissent des transformations importantes dans l'exercice de leur métier et dans les conditions d'accès à celui-ci. La morphologie de ce groupe est alors affectée. Grâce à l'enquête Système d'Information des Nouvelles Entreprises (SINE) de l'INSEE, il est possible d'étudier ces trajectoires en train de se faire lors de la mise à son compte et des années suivantes. Une classification des indépendants du transport met en évidence des trajectoires classiques autour de l'artisanat et de l'entrepreneuriat, mais elle souligne aussi des trajectoires plus originales d'indépendants en difficulté ou tournés vers une gestion routinière de leurs activités.

Lee, J., Jin, Y., Ryou, H., & Yang, E. (2024). **Exploring the Structure of Career Narratives: The Application of the Narrative Identity Assessment Model.** *Journal of Career Development*, 51(2), 198-215. <https://doi.org/10.1177/08948453241230898>

In career construction theory, career narratives play a central role in establishing vocational identity. This study investigated the factor structure of career narratives by applying the narrative identity assessment model. In total, 521 young adults participated in the job search. They completed an online survey comprising self-reported measures of career adaptability and job search intensity. Career narratives were also collected, with a career-turning point as a prompt. Career narratives were rated based on exploratory processing, meaning-making, change connections, affective tone, contamination, agency, communion, elaboration of facts, contextual coherence, and chronological coherence. Confirmatory factor analysis supported the hypothesized three-factor structure. Three factors were differentially associated with career adaptability. Only the motivational and affective themes were related to job search intensity. These findings suggest that the factor structure model of career narratives provides a complementary understanding of vocational identity.

Lefresne, F. (2024). **Chapitre 1. Politiques publiques et mobilité professionnelle : une mise en perspective historique.** In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles : Ce que nous enseignent les travaux du Céreq* (p. 24-36). Consulté à l'adresse <https://books.openedition.org/cereq/3599>

Désignant l'ensemble des changements intervenus dans la situation professionnelle d'un individu, qu'ils soient de statut, de fonction, de position hiérarchique, de secteur d'activité, d'établissement ou encore d'entreprise, la mobilité professionnelle figure au centre d'enjeux forts de politique publique. En premier lieu, elle contribue à l'adaptation de l'offre de travail aux grandes évolutions du système productif face aux transitions démographique, sectorielle, technologique ou écologique....

Lefresne, F., & Verdier, É. (2024a). **Enjeux économiques et sociaux et dispositifs d'accompagnement des mobilités**. In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles : Ce que nous enseignent les travaux du Céreq* (p. 22-23). Consulté à l'adresse <https://books.openedition.org/cereq/>
<https://books.openedition.org/cereq/3596>

Cette première partie s'attache à présenter la manière dont, au fil du temps, l'action publique s'est saisie des enjeux économiques et sociaux que recouvrent les mobilités professionnelles. Il s'agit ainsi de revenir sur les référentiels successifs qui ont prévalu en la matière, ce qui conduit les différents chapitres à analyser les instruments dont le déploiement est censé garantir l'effectivité des objectifs des politiques publiques alors à l'œuvre. Comme il se doit, deux des trois chapitre...

Lefresne, F., & Verdier, É. (2024b). **Le temps des mobilités et des reconversions professionnelles : Ce que nous enseignent les travaux du Céreq**. Consulté à l'adresse <https://books.openedition.org/cereq/3562>

Une dynamique nouvelle des mobilités et des reconversions professionnelles est aujourd'hui à l'œuvre. Les besoins du marché du travail, notamment sous l'effet des transitions écologique et numérique, en sont le premier moteur. Les aspirations des salariés - à de meilleures conditions d'emploi et de travail, à un équilibre plus harmonieux vie professionnelle/vie personnelle ou à davantage de sens du travail - en constituent le second. Mais comment se concrétisent ces mobilités et ces reconversions ? La réalité des choix qui s'offrent aux salariés répond-elle à leurs aspirations ? Quel rôle jouent les pratiques de recrutement et de gestion des entreprises ? Quel soutien apporte la politique publique ? L'ouvrage avance un ensemble de données issues des grandes enquêtes du Céreq et en propose des analyses. Il identifie les inégalités d'opportunité et de destin sur un marché du travail en pleine transformation.

Lefresne, F., & Verdier, É. (2024c). **Le temps des mobilités et des reconversions professionnelles : introduction**. In *Céreq Essentiels: Vol. 5. Le temps des mobilités et des reconversions professionnelles : ce que nous enseignent les travaux du Céreq* (p. 11-17). Consulté à l'adresse <https://books.openedition.org/cereq/>
<https://books.openedition.org/cereq/3586>

La question des mobilités et des reconversions professionnelles, certes récurrente, revêt aujourd'hui une acuité particulière sous un double effet. D'une part, l'accélération des transitions écologique et numérique et les mutations économiques et sociales profondes qu'elles induisent suscitent une part croissante des besoins en recrutement à venir¹. D'autre part, l'expression des aspirations des salariés à la mobilité, y compris pour les moins qualifiés d'entre eux, semble de plus en plus enc...

Lefresne, F., & Verdier, É. (2024d). **Le temps des reconversions professionnelles : introduction**. In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles : ce que nous enseignent les travaux du Céreq* (p. 138-140). Consulté à l'adresse <https://books.openedition.org/cereq/3586>

La troisième et dernière partie traite des conditions qui président aux reconversions professionnelles. Rappelant qu'elles constituent une composante majeure du débat sur les politiques de l'emploi dont s'est précisément saisie la loi du 5 septembre 2018, le chapitre 9 analyse les mobilités effectives entre métiers ainsi que les éventuels écarts entre souhaits de reconversion et réalité des processus. Là encore, il en ressort de forts contrastes entre les reconversions internes et promotionne...

Lefresne, F., & Verdier, É. (2024e). **Les enquêtes du Céreq**. In *Céreq Essentiels: Vol. 5. Le temps des mobilités et des reconversions professionnelles: ce que nous enseignent les travaux du Céreq* (p. 18-19). Consulté à l'adresse <https://books.openedition.org/cereq/>
<https://books.openedition.org/cereq/3589>

Defis Le dispositif d'enquêtes sur les formations et les itinéraires des salariés (Defis) met en relation les pratiques des entreprises avec les parcours professionnels de leurs salariés, leurs aspirations à la formation ainsi que les formations qu'ils ont suivies. Il couple un volet « entreprises », enquêtées en 2015, et un volet « salariés » dont les parcours ont été suivis entre 2014 et 2019. Le caractère innovant du dispositif réside dans le suivi longitudinal des salariés, mais aussi dans ...

Lefresne, F., & Verdier, É. (2024f). **Trouver sa place pour se situer et évoluer dans la vie professionnelle**. In *Céreq Essentiels: Vol. 5. Le temps des mobilités et des reconversions professionnelles: ce que nous enseignent les travaux du Céreq* (p. 66-68). Consulté à l'adresse <https://books.openedition.org/cereq/3616>

En mobilisant notamment les sources statistiques longitudinales dont s'est doté le Céreq, les travaux qui nourrissent cette deuxième partie montrent à quel point les mobilités sur le marché du travail sont un puissant révélateur, non seulement des possibles professionnels qui s'offrent aux diverses catégories de main-d'œuvre mais aussi des pratiques de gestion des entreprises, elles-mêmes différenciées au regard, notamment, de leur appartenance sectorielle et de leur taille. Entre les logique...

Liu, Y., Chiu, Y.-C. J., Guennouni, N., & Conyers, L. M. (2024). **Career Development of College Students With Disabilities: A Scoping Review**. *Journal of Career Development*, 51(2), 254-298. <https://doi.org/10.1177/08948453241236114>

Despite the significant increase in college students with disabilities (SWD) enrolled in higher education over the past few decades, they face unique challenges in pursuing their career goals and have a much lower employment rate than those without disabilities. To date, no review study has been systematically conducted to examine SWD' career needs and factors that influence their career outcomes. Therefore, the purpose of this scoping review is to explore salient career development issues among SWD through the lens of Social Cognitive Career Theory (SCCT). Following Joanna Briggs Institute's scoping review methodology, we included 48 studies in this review. Applying SCCT as the theoretical framework, we generated five themes from the scoping review: (a) targeted career outcomes, (b) self-efficacy beliefs and outcome expectations, (c) person inputs, (d) learning experiences, and (e) contextual influences. Implications for practice and research are discussed.

Mahlaoui, S., Baghioni, L., & Sulzer, E. (2024). **Chapitre 13. La transition écologique : un enjeu de reconversion des métiers ?** In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles: Ce que nous enseignent les travaux du Céreq* (p. 194-203). Consulté à l'adresse <https://books.openedition.org/cereq/>
<https://books.openedition.org/cereq/3677>

L'écologisation tend à donner plus de sens au travail, parfois à enrichir les tâches et à penser l'activité comme intégrée dans un processus global. Pour autant, les changements, d'intensité variable, restent aujourd'hui souvent périphériques aux cœurs des métiers et encore loin de produire leur reconversion systématique.

Melnik-Olive, E., & Stephanus, C. (2024a). **Chapitre 6. Évoluer au sein de l'entreprise. Comment se construisent et se différencient les parcours ?** In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles: Ce que nous enseignent les travaux du Céreq* (p. 96-109). Consulté à l'adresse <https://books.openedition.org/cereq/>
<https://books.openedition.org/cereq/3636>

Les parcours dans l'entreprise ne sont pas toujours synonymes d'évolution positive. Or, si la formation accompagne fréquemment les promotions, elle bénéficie peu aux salariés concernés par des parcours bloqués, ou heurtés par des changements organisationnels, malgré les souhaits et les besoins exprimés.

Melnik-Olive, E., & Stephanus, C. (2024b). **Chapitre 7. Que font les restructurations aux parcours des salariés ?** In F. Lefresne & É. Verdier, *Le temps des mobilités et des reconversions professionnelles: Ce que nous enseignent les travaux du Céreq* (p. 110-121). Consulté à l'adresse <https://books.openedition.org/cereq/>
<https://books.openedition.org/cereq/3646>

Les restructurations peuvent fragiliser les parcours des salariés en suscitant notamment un sentiment d'insécurité et une dégradation des conditions de travail. Les mobilités externes induites sont plus souvent perçues comme contraintes, même lorsqu'il ne s'agit pas de licenciement.

Merveilleux, D. (2024, janvier 11). **Parcoursup : « A l'entrée en prépa scientifique, quand on peut rééquilibrer en faveur des filles, on le fait ».** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/01/11/dans-les-commissions-d-examen-des-v-ux-parcoursup-quand-on-peut-reequilibrer-en-faveur-des-filles-on-le-fait-d-apres-le-proviseur-du-lycee-louis-le-grand_6210192_4401467.html

Alors que la plate-forme a ouvert le 17 janvier, Joël Bianco, proviseur du lycée Louis-le-Grand, lève le voile sur les procédures mises en place pour tenter de corriger la sous-représentation des filles dans les classes prépas scientifiques, toujours très prisées des lycéens de terminale.

Mira, C. (2023). **Représentations et pratiques en jeu dans les (co)accompagnements à l'orientation des jeunes en territoire d'éducation prioritaire : co-agir sur les territoires dans le cadre de la gestion de l'action publique partenariale entre les parties prenantes de l'orientation** (Phdthesis, CY Cergy Paris Université). Consulté à l'adresse <https://hal.science/tel-04495984>

Cette thèse porte sur l'accompagnement à l'orientation scolaire des collégiens et lycéens dans les territoires en éducation prioritaire (TEP). L'orientation met en œuvre des tris sociaux lors de paliers scolaires (Landrier & Nakhili, 2010) qui contribuent à la reproduction des inégalités sociales (Bourdieu & Passeron, 1970). Les politiques publiques d'éducation prioritaire reposent sur l'application du paradigme de la gestion de l'action publique par le Nouveau management public (NPM) (Bezès, 2009). Le NPM valorise les actions en partenariat dans une logique de meilleure réponse aux besoins et de réduction des coûts. Nous nous intéressons particulièrement aux pratiques d'accompagnement à l'orientation qui, en éducation prioritaire, sont portées par de nombreuses parties prenantes (administratives, privées et associatives) qui forment une « nébuleuse » (Paul, 2002, 2009, 2004). Leurs caractéristiques en termes de pratiques, d'identités professionnelles (Fray & Picouleau, 2018) et de représentations (Jodelet, 1989) diffèrent. Pourtant, dans le contexte de l'accompagnement à l'orientation en éducation prioritaire, toutes agissent auprès des mêmes jeunes par la mise en partenariat.

Comment les jeunes visé·e·s par les accompagnements s'approprient-ils·elles les messages et les actions menées, qui peuvent être très différentes ? Notre question de recherche interroge ainsi les représentations au cœur des pratiques d'accompagnement et de co-accompagnement (Verгдаud, 2007). Nous nous inscrivons dans le champ des sciences de l'éducation et de la formation afin d'étudier les pratiques mises en place et les représentations sous-jacentes ; ainsi que dans celui des sciences de gestion pour comprendre les relations entre les accompagnant·e·s à l'orientation qui travaillent sur les mêmes territoires. Nous lions ces deux champs par le concept de situations (Girin, 1983; Ostrom, 1983; Pastré, 2002) qui permet d'analyser les interactions et les représentations dans un cadre spatio-temporel défini. Notre recherche interroge ainsi les interstices pour comprendre les interactions entre l'individuel et le collectif, entre les pratiques et les co-pratiques dans des situations de (co)accompagnement à l'orientation sur les territoires en éducation prioritaire. Ces pratiques relèvent à la fois de l'accompagnement à l'orientation envers les jeunes et de la collaboration entre les parties prenantes impliquées sur les territoires puisque toutes agissent sur le même espace, pour les mêmes jeunes. Nous mobilisons une méthode abductive (Dumez, 2016), constituée d'allers et venues entre la littérature et le terrain, à la fois qualitative et quantitative. La méthodologie revient sur notre cheminement durant le doctorat et les différents types d'analyses menés à partir d'entretiens semi-directifs : thématique (sémantique, réflexive et transversale), lexicale, cartographique des réseaux. Enfin nous proposons des portraits de jeunes comme études de cas pour saisir les effets de l'accompagnement sur les trajectoires de vie. Notre travail propose des implications théoriques, pratiques et méthodologiques qui sont le fruit du rapprochement de deux disciplines. Nous apportons ainsi un enrichissement des concepts théoriques et méthodologiques ainsi que des axes d'action pour les parties prenantes de l'accompagnement à l'orientation afin de contribuer à davantage de justice sociale par l'orientation. Notre travail de thèse apporte une illustration des pratiques et représentations d'accompagnement à l'orientation ainsi qu'une perspective renouvelée du pouvoir d'agir de l'humain au cœur des systèmes, donc ouvre la porte à des possibilités de formations partagées ; par l'articulation des différents systèmes (Bronfenbrenner, 1979) impliqués dans les situations d'accompagnement à l'orientation en TEP comme création de territoires spécifiques ; en plus d'insister sur le besoin de considérer les jeunes au cœur des accompagnements.

Monaghan, D. B. (2024). **Why do people go to college? The institutional environment and the educational dispositions of community college students.** *Theory and Research in Education*, 22(1), 45-70. <https://doi.org/10.1177/14778785241227141>

Empirical educational research nearly universally tacitly assumes that people attend college only in order to improve their likely earnings. Thus, it ignores the immense cultural importance ascribed to education (and particularly higher education) in modern culture, or at least proceeds as if this cultural valorization is irrelevant to individuals' educational decision-making. I first review how an economic model of action informs all dominant theories of educational decision-making, and then suggest how institutional theory can provide a richer account of the college transition. Drawing on in-depth interviews with first-time, first-year community college students, I illustrate this approach through a 'thick description' of individuals' emerging educational orientations. I find that attending college reflects both instrumental goals and moralized conceptions of educational attainment. The decision to attend community college was informed by conceptions of college costs, a limited understanding of grant aid, and loan aversion.

And I identify three educational dispositions among entering community college students which map onto institutionalized organizational pathways through the community college itself.

Murat, M. (2024). **Citizenship, math and gender: Exploring immigrant students' choice of majors** (GLO Discussion Paper Series N° 1370). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1370.htm> This paper investigates whether citizenship of immigrant students in the host country influences their choice of majors, and whether these effects differ by gender. Using detailed students' data from an Italian university, combined with characteristics of the countries of origin, I examine the effects of citizenship on enrolments in educational areas categorized by their mathematical content. Results indicate a decrease in the likelihood of enrolment in math-intensive fields among students who acquire citizenship, particularly among males, leading to a reduction in gender gaps. Moreover, gender gaps are smaller and show a more pronounced decrease with citizenship as gender inequality in countries increases. Results are corroborated by matching and instrumental variables strategies. These findings shed light on the existence of trade-offs between empowerment, as manifested through citizenship, and major choices.

Perronnet, C. (2024, mars 5). **Les scientifiques héroïnes de fiction influencent-elles les choix d'orientation des adolescentes ?** Consulté 6 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/les-scientifiques-hero-nes-de-fiction-influencent-elles-les-choix-dorientation-des-adolescentes-223109>

Existe-t-il des « role models » féminins, réels ou fictifs, qui inspirent et encouragent ces filles à s'engager dans des voies scientifiques ?

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.

Rosignol-Brunet, M. (2024). **Poursuite d'études des bacheliers scientifiques toulousains : continuités et ruptures suite à l'introduction du nouveau baccalauréat général.** Consulté à l'adresse <https://shs.hal.science/halshs-04499949>

Cette publication propose une analyse des interactions entre le territoire et l'origine sociale, et leur impact sur les inégalités d'orientation, en plus d'une analyse plus classique

portant sur les déterminants des aspirations d'orientation dans l'enseignement supérieur en Midi-Pyrénées. L'analyse combine ainsi statistiques descriptives et modèles de régressions, permettant d'obtenir rapidement des chiffres clés, mais également de saisir le poids de chacune des différentes variables d'intérêt. La recherche a pu bénéficier du soutien du rectorat de l'académie de Toulouse, où s'est effectué un accueil spécifique pour l'accès aux données administratives, leur appariement et leur exploitation.

Santos, R. S., Pereira, V., Nogueira, C., Rodrigues, L., Magalhães, S. I., & Patrão, A. L. (2024). **Give Twice to Get the Same: Gender Impact on Leaders' Orientations and Career Paths.** *Journal of Career Development*, 51(2), 216-233.
<https://doi.org/10.1177/08948453241232076>

Emerging careers are less linear, safe, and stable and more attentive to the non-professional dimensions of life. People face resistance and obstacles on their careers, namely, regarding gender inequality. The study took an inductive approach with qualitative data collected from ten in-depth semi-structured interviews with leaders in Portuguese organizations, with the aim of understanding the impact of gender on leaders' career paths and orientations. The thematic analysis identified seven career orientations (school education, challenge, stability, hierarchical progression, own business, people and community, and family), and six gender conditioning (functional segregation, male leadership, sexual and moral assessment of women, resistance to male interest by the family, access and representation mechanisms, and work-family articulation). Our results show a reality not free of gender inequalities, which forces women to give twice to be recognized as having equal value to men. Organizations must ensure equal opportunities and removing any forms of gender-based discrimination.

Siccard, A. (2023). **L'orientation scolaire de jeunes ruraux, une construction conjointe entre élèves, familles et personnels : le cas de quatre collèges du département de Manche** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04459384>

L'orientation des collégiens en milieu rural est généralement perçue sous le régime de la contrainte. Il est vrai que ces adolescents choisissent, davantage que les jeunes urbains, des formations courtes via les voies professionnelles, ce que la littérature attribue à un ensemble de causes : un modèle d'orientation prévalent dans les familles populaires, des exemples de possibles moins diversifiés, des possibilités de formation plus rares et plus éloignées, nécessitant une mobilité à laquelle toutes les familles ne peuvent consentir. Considérant d'emblée une pluralité d'espaces ruraux plus qu'un milieu homogène ou résiduel, ce travail tente de mesurer, outre ces différents facteurs, le pas à pas de la construction des choix opérés sans perdre de vue le poids des collèges eux-mêmes, par une approche essentiellement qualitative associée à des données statistiques. Si le milieu social des jeunes, surtout le diplôme de la mère, induit les demandes d'orientation des adolescents, le caractère socialement situé de ces demandes peut être accentué par les pratiques en cours dans les établissements en matière d'éducation à l'orientation et d'orientation proprement dite, différentes d'un collège à l'autre. Mais il peut également être modulé par les loisirs et les sociabilités amicales et familiales des adolescents, qui y découvrent des pratiques ainsi que des exemples de possibles de formations et de professions.

Stenberg, A., & Tudor, S. (2023). **Field of Study and Mental Health in Adulthood** (IZA Discussion Paper N° 16701). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16701.htm>

We analyze whether field of study assigned at age 16 impacts mental health in adulthood. Using a regression discontinuity design that exploits GPA cut-offs, we find that admission to the preferred study field improves mental health, lowering both the incidence of antidepressant prescriptions and of mental health-related hospitalizations. Engineering contributes strongly but not uniquely to the positive results. As for mechanisms, earnings explain 40% of the estimates, but earlier proposed hypotheses based on school-age peer characteristics have little explanatory power. Our findings imply that restrictions on individuals' choices, to improve human capital allocations, entail costs that may have been underestimated.

Stephanus, C., Vero, J., Lefresne, F., & Verdier, É. (2024). **Chapitre 9. Empêchée, contrainte ou souhaitée: trois visages de la reconversion au prisme des catégories socioprofessionnelles**. In *Céreq Essentiels: Vol. 5. Le temps des mobilités et des reconversions professionnelles: Ce que nous enseignent les travaux du Céreq* (p. 142-154). Consulté à l'adresse <https://books.openedition.org/cereq/>
<https://books.openedition.org/cereq/3659>

Les salariés en emploi peu qualifié disposent d'un faible pouvoir d'agir en matière de reconversion professionnelle. Les reconversions des employés non qualifiés, pourtant fréquemment désireux de changer de métier, sont souvent empêchées ; elles s'avèrent plus fréquentes mais contraintes et externes pour les ouvriers non qualifiés.

Vefour, J. F. (2024). **Le e-portfolio comme instrument de développement des compétences à s'orienter**. Consulté à l'adresse <https://hal.science/hal-04455256>

The Avenir pathway is an education policy introduced by an ar- of 1 July 2015. It enables pupils, from sixth form to final year, throughout their secondary education, to develop a genuine com- petence in finding their bearings. School careers guidance is a self-constructed process that involves a tension between two types of reflexivity. The first is the dual re The first is the dual reflexivity of mirror self-anticipation, in reference to the « I » developed by Lacan. developed by Lacan. The second is the reflexivity that translates into the interpreta- tion of a dialogue between the « I » and the « me ». tion of a dialogue between the « I », the « you » and the « he/she ». Can we develop orientation skills using tools such as digital portfolios? portfolio? This article attempts to answer this question. From this the use of the Folios tool is introduced to a class of first-year technological première technologique. The behaviour and discourse of the students are analysed in order to understand the impact of using the e-portfolio. The results- results show that the introduction of the Folios tool has a reduced impact on the behaviour and discourse. Rabardel's theory Rabardel's theory sheds relevant light on this paradoxical situation. The development- implies the implementation of activities. But the per- of instrumented activities requires in-depth knowledge of the of the subject's activity with the instrument.

Widyowati, A., Hood, M., Duffy, A., & Creed, P. (2024). **Negative Career Goal Discrepancy and Goal Adjustment in Young Adults: The Underlying Mechanism of Negative Emotions**. *Journal of Career Development*, 51(2), 234-253.
<https://doi.org/10.1177/08948453241235406>

Internal dissonance and disagreement with significant others over career goals can disrupt career progress. Based on goal setting and self-regulation theories, this study

tested the relationships between self and parent career goal discrepancy (gap between what is desired and what is achieved) and career goal adjustment (career compromise and goal revision intentions) directly and indirectly via negative emotions (self- and parent-referenced career distress and regret). We surveyed 315 young adult students (76.5% women; MAge 19.52 years) recruited from a single multi-campus Australian university. Using structural equation modelling (maximum likelihood estimation), we found that higher self and parent career goal discrepancies were associated with higher compromise and intention to downgrade career goals. Further, self- and parent-referenced emotional responses partially explained the discrepancy to goal adjustment relationships. The findings have implications for how career theories incorporate self- and other-set career goal disruptions and should help counsellors assist young people, particularly in a strongly individualist, but multicultural, country such as Australia, to understand and manage their tendencies to compromise or downgrade their career goals.

Politique de l'éducation et système éducatif

Adam, E. (2024). **Mastering Fortuna: higher education as an international relations strategy for diplomacy, development, and sustainability.** *Higher Education*, 87(2), 509-513. <https://doi.org/10.1007/s10734-023-01020-0>

Afkar, R., Béteille, T., Breeding, M. E., Linden, T., Mason, A. D., Mattoo, A., ... Yarrow, N. (2023). **Fixing the Foundation: Teachers and Basic Education in East Asia and Pacific** (p. 161). Consulté à l'adresse The World Bank website: <https://openknowledge.worldbank.org/server/api/core/bitstreams/5035a402-5f95-4a63-8c82-863271eaec3e/content>

Countries in middle-income East Asia and the Pacific were already experiencing serious learning deficits prior to the COVID-19 pandemic. COVID-related school disruptions have only made things worse. Learning poverty -- defined as the percentage of 10-year-olds who cannot read and understand an age-appropriate text -- is as high as 90 percent in several countries. Several large Southeast Asian countries consistently perform well below expectations on adolescent learning assessments. This report examines key factors affecting student learning in the region, with emphasis on the central role of teachers and teaching quality. It also analyzes the role education technologies, which came into widespread use during the pandemic, and examines the political economy of education reform. The report presents recommendations on how countries can strengthen teaching to improve learning and, in doing so, can enhance productivity, growth, and future development in the region.

Angelaki, M. E., Bersimis, F., Karvounidis, T., & Douligeris, C. (2024). **Towards more sustainable higher education institutions: Implementing the sustainable development goals and embedding sustainability into the information and computer technology curricula.** *Education and Information Technologies*, 29(4), 5079-5113. <https://doi.org/10.1007/s10639-023-12025-8>

Lately, there has been a rising trend towards integrating sustainability issues and implementing sustainable development (SD) goals into higher education, especially in the Information and Communication Technology (ICT) field. This paper presents the challenges of the introduction of education for sustainability in higher education

institutions, analyzes how these challenges could be addressed, and records the essential principles that can guide the incorporation of SD education in higher education. At the same time, this paper advocates the concept of sustainability integration into undergraduate ICT curricula and provides indications for developing ICT curricula that integrate sustainability issues. This paper also examines the contribution of education to the environmental awareness of the students at a Greek University while it captures their perceptions regarding the necessity for the inclusion of sustainability in the ICT curricula. The results are based on the processing of two questionnaires (pre-test and post-test data) distributed during two lectures regarding sustainability at a two-week interval. The findings of the study prove that the direct effect of the educational intervention on the intention of the students to engage in sustainability is significant. Furthermore, it is observed that students show a positive attitude towards integrating sustainability issues into their ICT education. In addition, although students had a deficient level of understanding of the concept of SD goals before the intervention, they showed a significant increment in their previous knowledge regarding sustainability and the environmental impact of ICT studies. The research also reveals that the students are not satisfied with the engagement of the university towards sustainability, and they propose various awareness activities to support their engagement with sustainability issues in an inclusive manner.

Arduini, G. R. (2024). **Diversité religieuse et éducation publique au Brésil : nouveaux enjeux.** *Éducation et sociétés*, (51), 33-53. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-33.htm>

Après un bref historique des conceptions de la laïcité à travers l'histoire récente de la République brésilienne, cet article met l'accent sur le milieu scolaire et problématise les rapports entre les églises, les différents organes de l'État et les relations entre les politiques publiques et l'éducation aujourd'hui. Il examine le cadre juridique dans lequel la liberté de conscience et la diversité religieuse ont été traitées dans l'enseignement public et propose une compréhension de l'interaction entre les agents de l'État, les représentants des enseignants et ceux des confessions chrétiennes. L'intérêt pour le Brésil s'explique par les importants changements des choix religieux : en 1990 près de 83% des Brésiliens se déclaraient catholiques, ils ne sont plus que 64% en 2010 alors que le nombre d'évangéliques est passé de 9% à 22% et ceux qui se déclarent sans religion de 4,8% à 8%. Cette augmentation des évangéliques a des conséquences sur la vie politique brésilienne et tend de fait à limiter la place de l'école comme espace de discussion critique, à menacer l'autonomie pédagogique des enseignants.

Arnott, A. (2024). **Priorities for missing data and SDG 4 for countries in Africa.** In *Achieving Equitable Education* (p. 85-102). Consulté à l'adresse <https://www.elgaronline.com/edcollchap-oa/book/9781035313839/book-part-9781035313839-11.xml>

Africa has a poor record of reporting on SDG 4 indicators. These indicators are too numerous, too complex, often not financially feasible and some of them are insufficiently related to national priorities to warrant their institutionalization in data systems by countries. The data ambitions of not only the 43 SDG 4 indicators - but also Africa's own 57 indicators in the Continental Education Strategy for Africa (CESA), 17 of which are in common - have placed undue burden on the limited resources of countries to produce them. In contrast, only 11 indicators were used to monitor the Millennium Development Goals. A lack of understanding by stakeholders on using data for accountability and

policy change is often missing for various reasons, including weak data literacy and understanding of their purposes. The solution is to scale back the number of indicators, simplify them and build on existing knowledge bases of national statistical systems.

Arredondo, A., & González Villarreal, R. (2024). **Délaïcisation de l'éducation au Mexique** (F. Brisson, Trad.). *Éducation et sociétés*, (51), 55-69. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-55.htm>

Le régime de la laïcité en éducation, hors de toute croyance religieuse, a commencé au Mexique en 1861 dans les écoles publiques. En 1917, l'État mexicain l'a aussi imposée aux écoles privées. À partir de 1992, un processus de délaïcisation s'est amorcé à travers une réduction de l'espace de la laïcité. Deux régimes éducatifs furent alors établis, l'un public et laïque, l'autre privé et libre en matière d'enseignement religieux. Le but de cet article est d'expliquer comment et pourquoi, depuis 76 ans, le Mexique est passé d'un régime strict et unique de laïcité à un régime double. Il aborde comment à ce jour divers acteurs politiques combattent la laïcité éducative jusque dans le secteur public, menaçant la formation de citoyens tolérants, respectueux de la diversité, de la démocratie et de la paix.

Asian Development Bank. (2023). **Alternative way to expand access and improve quality public-private partnership in education in the Republic of Korea and Japan**. Consulté à l'adresse <https://www.adb.org/sites/default/files/publication/935596/expand-access-quality-ppp-education.pdf>

Cette publication examine la contribution des partenariats public-privé à l'enseignement secondaire en République de Corée et au Japon. Malgré des difficultés initiales, ces deux pays ont réussi à améliorer l'efficacité de leur système éducatif en impliquant le secteur privé dans le cadre d'un système de responsabilité bien organisé. Sur la base de ces études de cas, la publication fournit des recommandations visant à aider les pays en développement à élargir leur offre éducative et à en améliorer la qualité.

Attias-Delattre, V., Didou-Aupetit, S., Laroui, R., Maltais, M., & Naffi-Malherbe, C. (2024). **Colloque international AFIRSE/EDRACLe "grand bazar" de la formation des enseignantes et des enseignants : analyse et mise en perspective dans différents pays**. *Mobiliser les savoirs en français Une semaine complète d'évènements, de colloques et de discussions sur la recherche et les savoirs*. Présenté à Ottawa (Ontario), Canada. Consulté à l'adresse <https://hal.science/hal-04454810>

Au cœur du prochain congrès de l'ACFAS (section 500-Éducation), nous proposons un colloque scientifique sur le thème de la formation des enseignantes et des enseignants. Nous vous convions à contribuer à cet échange en présentiel ou en distanciel, les 16 et 17 mai 2024. La logique de professionnalisation des enseignantes et des enseignants, tant dans la formation initiale que dans la formation continue, est portée par des transformations découlant des résultats de la recherche en éducation, et aussi des volontés affichées des politiques publiques éducatives. Dans ces transformations, nous observons une certaine primauté de l'amélioration des taux de diplomation afin d'atteindre différents objectifs : accroître la diplomation citoyenne, le niveau de qualification des salariés et/ou assurer un rayonnement des politiques publiques par des comparaisons nationale et internationale. Cette conjonction des intérêts est percutée, dans la francophonie, par une diversité de facteurs en Éducation qui fragilise les enjeux de qualité des formations et plus largement, la profession enseignante. La formation des

enseignantes et des enseignants semble être élaborée sur un continuum entre des politiques publiques éducatives centrées sur l'acquisition de compétences disciplinaires et la reconnaissance de la nécessité d'apprendre à enseigner afin d'intégrer cette profession. Dans ce contexte, les formations sont à géométrie variable en fonction du statut des enseignants, des enjeux sociétaux et éducatifs. Enfin, la formation des enseignantes et des enseignants confiée aux universités fait émerger des attentes de démocratisation et de massification pour lesquelles les politiques publiques peinent à satisfaire les demandes des parties prenantes. Construire des représentations communes sur les effets de ces enjeux dans l'accès à la formation, le choix des parcours de carrière et les taux de recrutement est relativement aisé. Ceci est largement documenté. Nous voudrions donc aborder plutôt des dimensions politiques et structurelles (éducatives, sociales, économiques et culturelles) qui sont moins documentées et plus difficiles à cerner. Nous considérons en effet que les transformations à l'œuvre au niveau national et international relèvent à la fois de mille-feuille territorial et idéologique, de sédimentation de logiques et de mises en œuvre volontaristes. (Attias-Delattre et al., 2022; Bucheton, 2023) Des deux côtés de l'Atlantique, on constate une sorte de confusion sur la formation à privilégier pour assurer le plein développement professionnel du personnel enseignant, tant en formation initiale qu'en formation continue. Ce sont ces éléments que nous souhaitons rendre compte lors du colloque que nous proposons d'organiser. Notre appel à communication, porte sur les enjeux et les besoins actuels de formation des enseignantes et des enseignants. Il vise à aborder dans un contexte plus large et par différents apports scientifiques, l'ensemble de ces questions en vue de reformuler les termes du débat sur la formation et sur la professionnalisation.

BALLYN, D., BREEMEERSCH, V., KNIJF, S. D., RIDDER, E. D., FROYEN, D., & VANDEPUT, V. (2023). **The core curriculum: CIDREE yearbook 2023**. Consulté à l'adresse <https://www.cidree.org/wp-content/uploads/2023/11/cidree-yearbook-2023.pdf>

Quelles sont les stratégies de développement d'un programme scolaire de base à une époque où les attentes en matière d'éducation augmentent en raison des nouveaux développements et défis sociaux ? Quelles compétences sont si essentielles qu'il faut les enseigner à chaque élève ? Comment le décide-t-on ? Les compétences transversales peuvent-elles être incluses dans un tronc commun ? Dans quelle mesure et de quelle manière ? Quelles approches sont utilisées pour équilibrer l'étendue d'un programme ? Telles sont les questions auxquelles tente de répondre ce document à travers douze contributions portant chacune sur un système éducatif européen différent. Complété par une contribution de ChatGTP, un article de synthèse met en évidence quelques similitudes et différences intéressantes entre les pays.

Balslev, K., Maldonado, M., Naef, L., Guzzo, C., Perréard Vité, A., & Lussi Borer, V. (2022). **Former des enseignants dans l'alternance : traces de l'activité professionnelle, voies et variables pédagogiques**. *Phronesis*, 11(1-2), 32-56. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-32.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de

l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Bank, V., & Zaouani-Denoux, S. (2022). **Le transfert au sein de l'alternance travail/formation et conceptualisation de son étude**. *Phronesis*, 11 (1-2), 18-31. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-18.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fusse-t-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Banque mondiale. (2023). **Libérer le potentiel des femmes et des adolescentes : défis et opportunités pour une plus grande autonomisation des femmes et des adolescentes à Madagascar**. Consulté à l'adresse <https://documents1.worldbank.org/curated/en/099092023095625085/pdf/P1756580c689b809d0b9550dc14630f8ee6.pdf>

Les femmes et les filles malgaches continuent d'avoir un faible potentiel d'amélioration en matière de scolarisation et de santé. Si elles achèvent l'école primaire et secondaire davantage que les garçons, leur taux global de réussite scolaire reste préoccupant, notamment en zones rurales. Les femmes sont plus susceptibles d'être analphabètes. Le rapport identifie quatre orientations stratégiques pour réduire les disparités entre sexes et libérer le potentiel des filles et des femmes : les aider à achever leur scolarité ; améliorer leur accès aux soins de santé ; améliorer leurs opportunités économiques ; les aider à mieux se faire entendre et à agir et éliminer toutes formes de violence sexiste.

Bara, C. (2024). **Réflexion sur notre système « éducatif » : Marqueurs rouges**. Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336430461?utm_campaign=2024%2f02%2f21+NL+Th%c3%a9matique+\(Sciences+humaines%2c+sociologie+et+anthropologie\)+%5bGrand+public%5d&utm_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+F%c3%a9vrier+2024&utm_medium=Emailing&utm_source=Sendethic](https://www.editions-harmattan.fr/livre-9782336430461?utm_campaign=2024%2f02%2f21+NL+Th%c3%a9matique+(Sciences+humaines%2c+sociologie+et+anthropologie)+%5bGrand+public%5d&utm_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+F%c3%a9vrier+2024&utm_medium=Emailing&utm_source=Sendethic)

De quels maux notre école publique souffre-t-elle vraiment ? Comment rehausser le niveau des élèves français, qui a encore chuté selon le classement Pisa ? Donnons-nous les moyens de défendre des valeurs humanistes en milieu scolaire ? À qui peut profiter la fragilisation de notre système éducatif et de ses représentants ? Telles sont les questions débattues dans cet essai qui passe au crible les poncifs habituellement utilisés pour incriminer les enseignants en les rendant les premiers responsables de la débâcle actuelle. De 2013 à 2023, une équipe de professeurs a mené une enquête de terrain auprès d'une centaine de personnes liées au monde de l'éducation, afin de rendre audibles leurs témoignages de première main et de nous interroger sur l'état de santé de notre démocratie. Et si les barbaries ordinaires se formaient sur les bancs de notre école publique ? Par quel tour de passe-passe ?

Ben Hamouda, L. (2024a, février 21). **Pierre Merle : Quels fondements à la politique éducative : démagogie, idéologie ou connaissances scientifiques ?** Consulté 6 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/02/21/pierre-merle-quels-fondements-a-la-politique-educative-demagogie-ideologie-ou-connaissances-scientifiques/>

La nouvelle ministre de l'Éducation nationale, Nicole Belloubet, dispose de trois qualités pour mettre en œuvre une politique au service des élèves et de la Nation. D'une part, elle a été rectrice, expérience précieuse pour diriger ce ministère. D'autre part, elle ne manque pas de courage politique. En 2005, elle a démissionné de son poste...

Ben Hamouda, L. (2024b, mars 7). **À la découverte du lycée professionnel : Fabienne Maillard.** Consulté 12 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/07/a-la-decouverte-du-lycee-professionnel-fabienne-maillard/>

A quoi sert le Lycée professionnel pour les politiques publiques de l'éducation ? Fabienne Maillard, professeure des Universités en sciences de l'éducation à l'Université de Paris 8,

Ben Hamouda, L. (2024c, mars 12). **Sexualité : que dit le programme du CSP ?** Consulté 12 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/12/sexualite-que-dit-le-programme-du-csp/>

Ambitieux et complet, le projet de programme d'éducation à la sexualité donne de la clarté et du contenu aux équipes pédagogiques. Publié le 5 mars, le document de 65

Benet Rivière, J. (2022). **Pour une sociohistoire de la pédagogie de l'alternance dans les maisons familiales rurales.** *Phronesis*, 11(1-2), 57-74. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-57.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de

l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Bengtsson, S., Billy, C., Thibault, C., Mirembe, D., Namagembe, B., West, H., & Hinz, K. (2023). **Teacher management in refugee settings: Uganda**. Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000387764/PDF/387764eng.pdf.multi>

L'étude fournit des recommandations politiques, fondées sur la recherche, pour une gestion plus efficace des enseignants de primaire exerçant auprès de réfugiés en Ouganda (amélioration des qualifications, soutien au logement, harmonisation des salaires) afin qu'ils soient responsabilisés, bien recrutés et formés, motivés, et qu'ils disposent de ressources de qualité. Elle révèle une pénurie d'enseignants et souligne que les Ougandais constituent la majeure partie du personnel : les réfugiés peuvent obtenir un emploi d'enseignant, mais restent assistants pédagogiques, faute de qualifications.

Bluteau, M. (2022). **Quels liens ? Hybridation des formations par alternance**. *Phronesis*, 11(1-2), 107-126. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-107.htm>

Visé à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fusse-t-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Bodelin, L., & Malfatto, S. (2024). **Les étudiants européens en mobilité internationale entre l'Union européenne et la France**. *Note d'information du SIES*, (24.02), 1-5. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-etudiants-europeens-en-mobilite-internationale-entre-l-union-europeenne-et-la-france-95112>

Parmi les 310 800 étudiants étrangers venant en France pour des études supérieures en 2022-2023, plus de 15 % proviennent de l'Union européenne.

Bongrand, P., Hugon, M.-A., & Viaud, M.-L. (2021). **La dimension économique des pédagogies différentes. Introduction au dossier**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 7-25. <https://doi.org/10.3917/lse.544.0007>

Cet article introduit un dossier qui plaide pour que des recherches sur les pédagogies « différentes » (définies par leur prise de distance revendiquée vis-à-vis de l'ordinaire scolaire) enquêtent sur leurs aspects économiques. Le constat récurrent du coût très

élevé, facteur d'inégalités, de certaines écoles privées alternatives ne vaut pas pour toutes les pédagogies différentes. Étudier les démarches des fondateurs ou membres des écoles différentes soutient l'hypothèse que la contrainte de financement fait l'objet de stratégies variées qui, dans le contexte de développement de quasi-marchés scolaires, concourent à éclairer non seulement la genèse, le devenir et les publics de ces établissements, mais également leurs pratiques pédagogiques.

Bonnet, S., & Barthes, A. (2024). **Généralisation de l'éducation au développement durable et territorialisation des établissements scolaires.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12479>

Les politiques de développement durable incitent les établissements scolaires à se contextualiser dans leurs environnements. Nous postulons que généralisation de l'éducation au développement durable (EDD) et territorialisation des établissements scolaires sont indissociablement liées. Après avoir défini et critérié la généralisation de l'EDD et la territorialisation des établissements du second degré, nous en étudions quatorze répartis sur trois départements dans les ruralités de montagne du sud de la France. La méthode consiste en l'analyse des projets d'établissement par l'extraction des occurrences lexicales relatives à la politique de développement durable et à la territorialisation, doublés d'entretiens auprès des chefs d'établissement. Nous relevons une corrélation de l'indice de territorialisation avec l'indice de généralisation de l'EDD dans la ruralité profonde. Chaque fois la mutualisation avec d'autres établissements et l'implication territoriale du chef d'établissement s'avèrent décisives.

Briceno-Mosquera, A. (2024). **Learning, Compliance, and Psychological Burdens When Undocumented Immigrants Claim In-State Tuition Policy.** *Research in Higher Education*, 65(2), 230-258. <https://doi.org/10.1007/s11162-023-09749-4>

In the United States, some states allow undocumented immigrants to benefit from in-state resident tuition policy at public colleges and universities, a benefit aimed at improving accessibility to higher education. Yet, undocumented immigrants face bureaucratic procedures and requirements that may discourage them from applying and delay or hamper their access to higher education. Building upon administrative burdens scholarship and using quantitative data from the examination of college application forms and surveys administered to undocumented immigrants, this article explores requirements representing learning, compliance, and psychological costs when this group applies for college. Findings suggest that variations in requirements may reflect states' political leanings, patterns of immigration, alternate social constructions, and organizational factors. Undocumented immigrants' perceptions show that factors associated with SSN, citizenship, residency, notarized affidavits, and lack of clear information and guidance from college websites and personnel substantially increase burdens when these individuals seek in-state tuition benefits. This study contributes to higher education scholarship by highlighting how bureaucratic procedures and administrative discretion can help achieve or prevent the attainment of policy goals.

Bulut-Sahin, B., Emil, S., Okur, S., & Seggie, F. N. (2023). **Strategic management of internationalization in higher education institutions: the lens of international office professionals.** *Tertiary Education and Management*, 29(4), 429-445. <https://doi.org/10.1007/s11233-023-09121-2>

The need for strategic planning of the internationalization process in universities is inevitable. The key stakeholders in higher education institutions (HEIs) are expected to be

involved in the strategy-making process. It is argued that international office professionals (IPs) are one of these key stakeholders and need to be part of strategy development. The study aims to explore IPs' conceptualization of internationalization, their needs, and roles in the universities, as well as their perceptions of strategic planning, management, and institutionalization of internationalization in European and Turkish universities. In this qualitative research, 23 semi-structured interviews with IPs showed that they are not sufficiently involved in the strategy-making process and could not contribute to this with their expertise as expected. This non-involvement observed in both settings has led them to imitate quantitative global strategies similar to that of universities, like increasing the number of international students. Moreover, the comparative analysis showed that European universities utilize more democratic and participatory decision-making than Turkish universities, which have little or no participation of IPs in decision-making in internationalization.

Cameron, H. (2024). **'It's been taken away': an experience of a disappearing dyslexia diagnosis.** *International Journal of Inclusive Education*, 28(1), 1-15.
<https://doi.org/10.1080/13603116.2021.1902003>

This research explores the experiences of Beth, a university student in the UK, as she comes to be labelled as 'dyslexic', and as she has her diagnosis taken away. Through use of Interpretative Phenomenological Analysis (IPA) and discourse analysis, the research seeks to understand how Beth made sense of these experiences, and to explore the discursive 'life' of dyslexia within this sense-making. The discussion in this paper proceeds chronologically through Beth's story, from 'struggle', to 'legitimation' to 'derogation', and concludes with a call to recognise the role of diagnosis in the field of special educational needs (SEN) from a social constructionist and relational perspective.

Carraud, F. (2021). **Les écoles privées aujourd'hui : des entreprises pas comme les autres ?** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 81-100.
<https://doi.org/10.3917/lse.544.0081>

Pour exister légalement, les écoles privées hors contrat doivent adopter une structure juridique (association ou entreprise) inscrite dans le monde économique et marchand. Dans ce champ de l'éducation, les références sont celles de l'économie sociale et solidaire qui suscite de nombreuses attentes en termes d'autonomie, d'égalité ou de justice au travail (Darbus, 2009). Pour les quatre écoles étudiées dans ce texte, cette forme entrepreneuriale et l'organisation du travail adoptée, avec une division sociale du travail éducatif (Tardif & Lévesque, 2010) plus ou moins caractérisée, a d'importantes conséquences sur l'activité et la pédagogie des professionnels au quotidien. Disputes, conflits et démissions mettent parfois en péril l'existence même des structures, sans que les enjeux en termes d'organisation du travail ne soient suffisamment clarifiés. Ainsi, au-delà des références pédagogiques, sources de la création de ces écoles, la question de l'entrepreneuriat social et solidaire, et de ses ambiguïtés, doit aussi être étudiée, en fonction des différentes situations.

CATULI, P., COULIBALY, S., DELPECH, Q., & GUEDIRA, H. (2024). **L'université virtuelle en Afrique : les défis à surmonter.** Consulté à l'adresse
<https://www.afd.fr/fr/ressources/luniversite-virtuelle-en-afrique-les-defis-surmonter>

De plus en plus de pays africains se dotent d'universités virtuelles. Réponse pertinente, bien que partielle, au défi de la massification, leur déploiement soulève des défis techniques, institutionnels, culturels et de qualité des ressources mobilisées. En Afrique,

dans un contexte de contraintes budgétaires manifestes sur l'enseignement supérieur, le coût de financement des infrastructures universitaires publiques est élevé. Les universités numériques semblent un moyen d'offrir un accès moins coûteux à la formation tout en répondant à l'enjeu de massification. L'enseignement à distance permet de compléter l'enseignement en présentiel et vice-versa. Pour autant, les projets d'universités numériques doivent leur réussite à des prérequis nombreux d'ordre technique (matériel, coût des données), institutionnel (collaboration entre institutions, rémunérations des enseignants), culturel (formation des enseignants), et qualité des contenus.

Chantrel, Y. **Mixité sociale au sein des collèges.** , Pub. L. No. 267 (2023-2024) (2024). Proposition de loi visant à instaurer une mixité sociale au sein des collèges

Chen, H. (2024). **Digital interactive information technologies in political education and civic participation of students of Chinese universities.** *Education and Information Technologies*, 29(4), 3903-3921. <https://doi.org/10.1007/s10639-023-11951-x>

The purpose of this article is to study the impact of the use of digital interactive information technologies in Chinese political education on the civic participation of Chinese and foreign students. The study involved 347 Chinese and 298 foreign students China University of Political Science and Law University, School of Marxism (Shanghai); East China University of Political Science and Law (Shanghai); China Youth University of Political Studies (Beijing), who studied using digital interactive information technologies (experimental group 2); the control group consisted of 285 Chinese and foreign students who, during the experiment, studied political disciplines without the use of digital interactive information technologies. To investigate the students' civic participation, the authors used a special semi-structured questionnaire, as well as the method "Diagnostics of the socio-psychological attitudes of a person in the motivational-need sphere" by O. Potemkina and the method "Motivation of professional activity" by K. Zamfir modified by A. A. Rean. Both Chinese and foreign students who received political education using digital interactive information technologies during the experiment turned out to be significantly more active in civilian life than those who studied without using these technologies.

Chevalier, J.-P. (2024). **École - collège des transitions socio-émotives, institutionnelles et environnementales dans le contexte d'une massification de la scolarisation post-élémentaire.** *Accompagner le développement du cycle fondamental: l'enjeu de la transition école/collège.* Présenté à Yaoundé, Cameroon. Consulté à l'adresse <https://hal.science/hal-04470286>

During the transition from elementary school to middle school, socio-emotional, institutional and environmental transitions in the context of a massification of post-elementary schooling. Student success is always linked to multiple factors. We will introduce our discussions by highlighting the institutional and environmental dimensions of the school-to-school transition. college", but also socio-emotional ones. A subject to be placed in the general context, or the perspective, of a massification in Africa of post-elementary schooling.

Cho, S., & Park, J. (2024). **Inclusive education in Japan and its role in international cooperation: analysis of a project for children with disabilities in Mongolia.** *Asia Pacific Education Review*, 25(1), 229-242. <https://doi.org/10.1007/s12564-023-09923-4>

This study explores the influence of educational ideologies and practices of donor countries on the educational systems in recipient countries in the context of international cooperation. Previous research on international education cooperation has focused on international cooperation policies, ignoring the educational systems of both donor and recipient countries. This study seeks to fill this gap by examining how Japan's dualistic model of inclusive education is reflected in the Strengthening Teachers' Ability and Reasonable Treatments for Children with Disabilities (START) project in Mongolia. This study reviews the literature on inclusive education in Japan and Mongolia, and analyzes documents produced through the project. It finds that despite some instances of inclusive practices in Japanese schools, special needs education in Japan is still predicated on individualized and medicalized approaches to disabilities. Conversely, Mongolia has struggled to provide children with disabilities with accessible and quality schooling since its transition from a socialist to a capitalist regime in the early 1990s. The START project aims to identify children's disabilities as early as possible, provide individualized support and guidance, and develop educational settings that allow the inclusion of children with disabilities in their peer groups. In implementing the project, Japanese-style inclusive education is negotiated between Mongolian teachers and officials rather than imposed by Japanese experts. By embracing the dualistic nature of Japanese inclusive education, Mongolia can better promote the ideal of inclusion for all children.

Cleary, K., Samarawickrema, G., Ambler, T., Loton, D., Krcho, T., & McCluskey, T. (2024). **Transitioning To Emergency Remote Teaching In A Block Model Curriculum: A Case Study Of Academics' Experiences In An Australian University.** *British Journal of Educational Studies*, 72(1), 63-84. <https://doi.org/10.1080/00071005.2023.2248289>

This Australian university case study explores the transition to emergency, remote teaching (ERT) in an intensive Block Model curriculum during the COVID-19 pandemic. An online survey investigated academics' experiences of factors that helped or hindered their transition. A thematic analysis of the data revealed a symbiotic relationship between the Block Model curriculum, professional learning, and academics' sense of agency as they experienced their transition. We relate our findings to Whittle et al.'s 2020 framework and propose an extended framework based on how teaching was influenced by the changed environment. Drawing on the extended framework, we propose lessons for the future based on how academics were reflectively adapting to ERT. In the four-week Block Model, lessons were learned and applied in the subsequent Block. Critical lessons relevant to higher education institutions include increasing diversity of effective, un-invigilated assessment types, and fostering student wellbeing by facilitating learning spaces where students connect with peers and academics. Furthermore, academics need connections with peers and safe spaces in which to debrief on evolving situations and build confidence in using new learning technologies. Professional learning fostering an emergency-informed, safe learning environment effectively reduces isolation and better prepares institutions for future emergencies.

Comba, R., Le Nestour, A., Tameza, B., & Minardi, A. L. (2024a). **Data Must Speak: Comprendre les facteurs de performance des écoles au Tchad** [Innocenti Research Rapport]. Consulté à l'adresse UNICEF Innocenti website: <https://www.unicef-irc.org/publications/1931-data-must-speak-comprendre-les-facteurs-de-performance-des-écoles-au-tchad.html>

Le système éducatif tchadien fait face à de nombreux défis. Il est donc important de comprendre quelles ressources et quels facteurs contextuels sont associés à de bonnes performances scolaires au Tchad. En fusionnant et en analysant les bases de données administratives existantes au Tchad, ce rapport permet d'identifier des associations importantes entre intrants scolaires et performance des écoles primaires au Tchad. Ces résultats pourront informer les politiques publiques existantes ainsi que les investissements dans le secteur de l'éducation. Data Must Speak - une initiative mondiale mise en œuvre depuis 2014 - vise à combler les lacunes en matière de preuves pour atténuer la crise de l'apprentissage en utilisant les données existantes. La recherche DMS sur les approches modèles positives est cocrée et mise en œuvre conjointement avec les ministères de l'Éducation et des partenaires clés. La recherche DMS s'appuie sur des méthodes mixtes et des approches innovantes (c'est-à-dire l'approche de sur les modèles positive, les sciences du comportement, la recherche sur la mise en œuvre et la science de la mise à l'échelle) pour générer des connaissances et des enseignements pratiques sur " ce qui fonctionne ", " pourquoi " et " comment " mettre à l'échelle des solutions concrètes pour les décideurs politiques nationaux et la communauté internationale. La recherche DMS est actuellement mise en œuvre dans 14 pays : Brésil, Burkina Faso, Côte d'Ivoire, Éthiopie, Ghana, République démocratique populaire lao, Madagascar, Mali, Népal, Niger, République-Unie de Tanzanie, Tchad, Togo et Zambie.

Comba, R., Le Nestour, A., Tameza, B., & Minardi, A. L. (2024b). **Data Must Speak: Donner à toutes les filles la chance de réussir et réduire les inégalités de genre dans les écoles primaires**. Consulté à l'adresse UNICEF Innocenti website: <https://www.unicef-irc.org/publications/1935-data-must-speak-donner-à-toutes-les-filles-la-chance-de-réussir-et-réduire-les-inégalités-de-genre-dans-les-écoles.html>

Le système éducatif tchadien fait face à de nombreux défis. Il est donc important de comprendre quelles ressources et quels facteurs contextuels sont associés à de bonnes performances scolaires au Tchad. Cette note thématique sur le thème du genre fait partie d'une série qui présente les principaux résultats de la première étape quantitative de la recherche Data Must Speak sur les approches modèles positives au Tchad. En fusionnant et en analysant les ensembles de données administratives existants au Tchad, cette série de notes thématiques met en évidence les ressources spécifiques et les facteurs contextuels associés aux bonnes performances scolaires au Tchad. Plus important encore, elle vise à informer le dialogue politique et la prise de décision au Tchad et dans d'autres pays intéressés. Data Must Speak - une initiative mondiale mise en œuvre depuis 2014 - vise à combler les lacunes en matière de preuves pour atténuer la crise de l'apprentissage en utilisant les données existantes. La recherche DMS sur les approches modèles positives est cocrée et mise en œuvre conjointement avec les ministères de l'Éducation et des partenaires clés. La recherche DMS s'appuie sur des méthodes mixtes et des approches innovantes (c'est-à-dire l'approche de sur les modèles positive, les sciences du comportement, la recherche sur la mise en œuvre et la science de la mise à l'échelle) pour générer des connaissances et des enseignements pratiques sur " ce qui fonctionne ", " pourquoi " et " comment " mettre à l'échelle des solutions concrètes pour les décideurs politiques nationaux et la communauté internationale. La recherche DMS est actuellement mise en œuvre dans 14 pays : Brésil, Burkina Faso, Côte d'Ivoire, Éthiopie, Ghana, République démocratique populaire lao, Madagascar, Mali, Népal, Niger, République-Unie de Tanzanie, Tchad, Togo et Zambie.

Comba, R., Le Nestour, A., Tameza, B., & Minardi, A. L. (2024c). **Data Must Speak: L'importance des intrants scolaires pour améliorer les taux de promotion**. Consulté à l'adresse UNICEF website: <https://www.unicef-irc.org/publications/1937-data-must-speak-limportance-des-intrants-scolaires-pour-ameliorer-les-taux-de-promotion.html>

Le système éducatif tchadien fait face à de nombreux défis. Il est donc important de comprendre quelles ressources et quels facteurs contextuels sont associés à de bonnes performances scolaires au Tchad. Cette note thématique sur l'importa

Conrad, J., & Hardison-Stevens, D. (2024). **Grandmother Cedar as Educator: Teacher Learning Through Native Knowledges and Sovereignty Curriculum**. *American Educational Research Journal*, 61(2), 211-247. <https://doi.org/10.3102/00028312231214455>

As Indigenous-led education mandates proliferate globally, understanding how educators teach Indigenous perspectives and sovereignty remains urgent. Learning and integrating such knowledge proves difficult for non-Native teachers, given their lengthy participation in settler colonial schooling and society. What does learning to implement Native sovereignty curriculum entail? Codesigned with eight Native education leaders, this qualitative study examines five non-Native K–12 teachers' learning processes with Washington's Since Time Immemorial curriculum across three schools, using interviews, observations, and other data. Findings indicate six themes of learning supporting meaningful implementation, one potential catalyst for overall growth, and two distinct learning trajectories that suggest outward, rather than inbound, directionality. Implications for teacher education and educational leadership clarify needed steps for teacher learning and curriculum implementation.

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.

Crosas Roura, A., & Puig Calvó, P. (2022). **Recherche comparative de l'application des systèmes pédagogiques de l'alternance et dual en Espagne**. *Phronesis*, 11(1-2), 162-180. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-162.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Cuevas Ruiz, P., Borra, C., & Sevilla Sanz, M. A. (2023). **The causal impact of maternal educational curricula on infant health at birth** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehllserod/121334.htm>

We provide the first causal evidence of the returns to maternal educational curricula on offspring's health at birth. Educational programs that aim to deliver more general knowledge may potentially improve women's earning potential and maternal prenatal investment by increasing the portability of skills across occupations and improving women's ability to make informed decisions about fertility options and health behavior. We study the impacts of a comprehensive educational reform that postponed students' curriculum choices and integrated more general education into the high school system on infant health outcomes. Using a dose-response difference-in-differences (DiD) model research design applied to linked population registries, we find that the reform led to a significant reduction in the incidence of very low birth weight (less than 1,500 grams) and very preterm birth (less than 33 gestation weeks). Overall, the reform's positive effects on infant health at birth seem to be driven by increased mothers' labor market opportunities and better family planning, rather than increased ability to avoid risky behaviours or increased women's earnings via different occupational choices or assortative mating.

Darwin, S., & Barahona, M. (2024). **Globalising or assimilating? Exploring the contemporary function of regionalised global university rankings in Latin America**. *Higher Education*, 87(2), 287-304. <https://doi.org/10.1007/s10734-023-01007-x>

Global university rankings (GUR) have become increasingly influential as a proxy measure of higher education quality. The more recent development of regionalised forms of rankings has increased their global reach, drawing a greatly expanded range of institutions into their orbit. As a result, regionalised GUR have developed an increasing potential power to shape social perceptions, institutional actions, and everyday academic practices. In this paper, the perceived impact of regionalised forms of GUR is analysed from the perspective of Latin American higher education. Based on a critical meta-synthesis framed by a glonacal heuristic (Marginson and Rhoades, Higher

Education 43:281–309, 2002), the tensions arising around the application of regionalised forms of global rankings are mapped. Specifically, the impact of rankings on conceptions of the mission of universities is foregrounded. The meta-synthesis identifies three primary tensions around the regional application of GUR in Latin American contexts: how conceptions of regional higher education quality are most effectively developed, how the local university is imagined under the weight of global expectations, and the relativised value of local agency in assessing quality outcomes. The findings suggest that GUR have created strong fissures in Latin American higher education regarding the missions of institutions, particularly in confronting the powerful hegemonies of the epistemologies of the Global North imposing themselves on Latin American higher education. The paper concludes that the stratification and social anxiety caused by the regional applications of GUR may not be necessarily productive in encouraging regional institutional diversity or in enhancing the local relevance of higher education.

Delprato, M. (2024). **A conceptual framework to assess missing data for SDG 4**. In *Achieving Equitable Education* (p. 14-31). Consulté à l'adresse <https://www.elgaronline.com/edcollchap-oa/book/9781035313839/book-part-9781035313839-7.xml>

The existing monitoring framework of SDG 4 should address what is missing from its pillars and drivers when assessing countries' progress across targets by improving the use of available data sources. This chapter introduces a more comprehensive framework for education indicators and presents an overview of dimensions of educational inequality that are missing from contemporary data regimes, as well as of educational processes indicated through household and learning surveys. Using seven targets and 14 indicators based on the SDG 4 framework, the chapter shows that there are around 45 per cent (N= 390) missing combinations of dimensions and investigates how these differ by country income and conflict status, and it identifies 42 new relevant dimensions for monitoring, yielding 1,854 combinations linked to child/youth conditions, the household and school levels. Systematically including these dimensions in the current data regime would be an opportunity to address wider marginalisation of those left behind in education systems.

Delprato, M., & Shepard, D. D. (2024). **Achieving Equitable Education: Missing Education Data and the SDG 4 Data Regime**. Consulté à l'adresse <https://www.elgaronline.com/edcollbook-oa/book/9781035313839/9781035313839.xml>

Delprato, M., & Shepard, D. (2024). **Conclusions on missing education data and the SDG 4 data regime**. In *Achieving Equitable Education* (p. 156-167). Consulté à l'adresse <https://www.elgaronline.com/edcollchap-oa/book/9781035313839/book-part-9781035313839-15.xml>

As we approach the end of the Sustainable Development Goals' agenda deadline of 2030, the achievement of equitable education for all remains uncertain in part due to missing data within the global education data regime. This book has shown how data gaps affect contexts and groups that are least likely to realize the promises of SDG 4 to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". In this conclusion, we synthesize the gaps in terms of types of data, marginalized groups within the education data system, and uses of data. We link these shared themes to the conceptual framework presented in Chapter 2. Finally, we argue that the final years of the SDG 4 agenda should prioritize data that are useful for improving education outcomes and that this may result in prioritizing national education data systems over cross-country indicators.

DeMalach, E., & Schlosser, A. (2024). **Short- and Long-Term Effects of Universal Preschool: Evidence from the Arab Population in Israel** (CESifo Working Paper Series N° 10904). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10904.htm>

We estimate the short- and long-term effects of universal preschool education by analyzing the impact of the Israeli Preschool Law, which mandated the provision of public preschool for ages 3 and 4 starting in September 1999. We focus on the Arab population, who were the main beneficiaries of the first phase of the implementation of the Law, and exploit exogenous variation in universal preschool provision across localities due to the Law's gradual implementation. Our difference-in-differences research design compares cohorts of children in treatment localities before and after the Law's introduction to equivalent cohorts in comparison localities. We find that individuals benefited from the provision of universal preschool along various dimensions: their academic performance in elementary, middle school, and high school improved significantly, and their postsecondary enrollment rates increased substantially. We also find beneficial effects of universal preschool on additional outcomes, such as a reduction in juvenile delinquency among males and a decline in early marriage among females. Results are not driven by changes in maternal income or labor supply. A potential mechanism impacting long-term outcomes was the creation of a better learning environment in elementary and middle school, with a greater sense of security and better relationships with teachers and classmates.

Dembele, M. (2024). **Suppléance dans l'éducation : un nouvel espace de gouvernance endogène ?** Consulté à l'adresse [https://www.afd.fr/sites/afd/files/2024-01-12-07-55/Suppl%C3%A9ance dans l'E2%80%99%C3%A9ducation.pdf](https://www.afd.fr/sites/afd/files/2024-01-12-07-55/Suppl%C3%A9ance%20dans%20l'%C3%A9ducation.pdf)

Le projet de recherche de l'AFD « Suppléance : nouvel espace de gouvernance endogène ? » vise à produire des connaissances sur le développement, au Mali, de services publics assurés par des acteurs non-étatiques. L'éducation, 4e pilier du projet, s'intéresse aux écoles suppléantes en milieu urbain et rural. Ces structures éducatives transitoires, non reconnues par l'État, assurent la continuité pédagogique dans les espaces sans offres éducatives publiques ou privées reconnues. De nombreux élèves y transitent avant de s'inscrire dans des établissements, publics ou privés, habilités.

El-Hamamsy, L., Monnier, E.-C., Avry, S., Chevalier, M., Bruno, B., Dehler Zufferey, J., & Mondada, F. (2024). **Modelling the sustainability of a primary school digital education curricular reform and professional development program.** *Education and Information Technologies*, 29(3), 2857-2904. <https://doi.org/10.1007/s10639-023-11653-4>

Sustaining changes in teachers' practices is a challenge that determines the success of curricular reforms, from which Digital Education (DE) is not exempt. As the literature on sustainability is considered "scarce" and "scattered", long-term studies modelling the factors impacting teachers' sustained uptake of DE pedagogical content are lacking. Thus, we investigate whether and how 287 in-service teachers sustained a primary school DE curricular reform over a year after they completed their two-year DE professional development program. We model the sustainability of the reform through Structural Equation Modelling, and identify critical sustainability-factors. The validated Sustainable Adoption of Digital Education (SADE) model confirms that sustainability in the fourth year of the reform depends on perceived usefulness of teaching the new content, ease of implementation, and access to sufficient support in schools. Such factors should thus be

evaluated, accounted for in the implementation phase of the reform, and sustained over time. The findings confirm that the DE curricular reform model contributes to positive self-efficacy to teach DE, provides sufficient in-school support, and promotes increasing adoption over time. However, as teachers' practices have not yet stabilised, and teachers may still adopt more to cover the breadth of DE-concepts, it is important to remain attentive to remaining sustainability barriers: lack of time, effort required to teach DE with teachers preferring to delegate, and lack of student-learning evidence, the latter being a significant challenge to address in the literature. These barriers must therefore be jointly addressed by researchers and practitioners in the field in order to promote the sustainability of the reform.

Entradas, M., Bauer, M. W., Marcinkowski, F., & Pellegrini, G. (2024). **The Communication Function of Universities: Is There a Place for Science Communication?** *Minerva*, 62(1), 25-47. <https://doi.org/10.1007/s11024-023-09499-8>

This article offers a view on the emerging practice of managing external relations of the modern university, and the role of science communication in this. With a representative sample of research universities in four countries, we seek to broaden our understanding of the science communication (SC) function and its niche within the modern university. We distinguish science communication from corporate communication functions and examine how they distribute across organisational levels. We find that communication functions can be represented along a spectrum of (de)centralisation: public relations and marketing activities are more likely carried out at the central level (central offices), and public affairs and SC activities are more likely carried out at decentral levels (e.g. in specific offices and/or research institutes, departments). This study shows that little attention is paid to science communication at central structures, suggesting that it is not a practice that aligns easily with university corporate communication, yet SC might find its niche increasingly in decentral locations of activity.

Etomaru, I., Bakkabulindi, K. F. E., & Balojja, T. D. (2024). **Trajectory of doctoral education and training in Uganda.** *Higher Education*, 87(2), 271-286. <https://doi.org/10.1007/s10734-023-01006-y>

To participate fully in the global knowledge economy, all countries require strong research and innovation eco-systems. This crucially depends on the efficiency of doctoral education and training. We examined the trajectory of doctoral education in Uganda over the past four decades focusing on number of doctoral awards and equity in regard to sex, STEM versus Arts, Humanities and Social Sciences, and private versus public providers. We collected data from all institutions providing doctoral education in Uganda through comprehensive review of documents. Our analysis of data revealed low capacity for doctoral education in Uganda. There was under production of doctorates depicted by the low number of doctoral awards; and inequalities in regard to sex, STEM versus Arts, Humanities and Social Sciences, and the public versus private providers. We argue that the trends in equity and number of doctoral awards translate into low number of researchers per million inhabitants, low number of researchers engaged in research and development (R&D), and gender disparity in researchers' participation in R&D. We conclude that the low number and inequalities in doctoral awards have deterring implications to the attainment of national development goals. We proffer desired trajectories for the future of doctoral education and training in Uganda.

European Commission (EC). (2024). **Scenarios for the future of school education in the EU.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3918> [Report]. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/43990e75-bf35-11ee-b164-01aa75ed71a1> European Commission (Transnational) website:

A foresight study on school education (ISCED levels 1-3) in the EU, which aimed at developing four scenarios, describing potential alternative futures of the school education in the EU by 2040, identifying the preferred scenario developments and providing recommendations on the policy measures that could be introduced, or strengthened, to help school education in the EU move towards the preferred future scenario.

European University Association (EUA). (2024). **Europe's Universities Shaping the Future: 2023 review.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3919> [Report]. Consulté à l'adresse <https://eua.eu/resources/publications/1107:europe%E2%80%99s-universities-shaping-the-future-2023-review.html> European University Association (Transnational) website:

The general context in which the European University Association's Strategic Plan 'Europe's Universities Shaping the Future', was developed has shifted, in some respects dramatically so. As such, this document provides an overview of EUA's main achievements since the publication of the Strategic Plan in 2020. Indeed, as European universities and EUA itself operate in an extremely dynamic, uncertain, and challenging landscape, this review attests to the continued relevance of the Association's four leading actions: Effective Advocacy, Horizon Scanning, European Solidarity, and Enabling Enhanced Performance. Moreover, it demonstrates how the Association has addressed these strategic priorities in view of transformative processes and offers an outlook on key actions for the coming years.

Ferhat, I. (2024). **Recenser les atteintes à la laïcité scolaire. Une politique publique du religieux inacceptable ?** *Éducation et sociétés*, (51), 71-87. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-71.htm>

Depuis les années 1980, les atteintes à la laïcité scolaire se sont imposées dans les politiques éducatives, comme, plus largement, la question de l'application du principe laïque dans l'école publique. Cependant, leur quantification a été peu étudiée et reste source d'une complexité administrative, conceptuelle et statistique méconnue. Cet article, à partir d'une méthodologie interdisciplinaire et de sources souvent inédites, se propose d'étudier la structuration toujours à affiner d'une politique de comptage des conflits religieux en milieu scolaire et ses référentiels. Quel périmètre choisir ? Si les signes religieux dits ostensibles avaient pu de 1989 à 2004 fournir une catégorie assez stabilisée et aisée à recenser, après 2017 survient une diversification des faits comptabilisables dans les grilles. La circulaire de 2022 montre la difficulté de classer le religieux inacceptable dans les écoles publiques et la sécuritisation croissante de la laïcité scolaire. La complexité réside aussi dans la concurrence institutionnelle, au-delà du système éducatif, pour produire, fournir et légitimer des données, ce qui contribue à affaiblir la portée des données existantes. Elle interroge la possibilité même d'un repérage exhaustif et consensuel du religieux inacceptable dans les établissements scolaires publics. Si la quantification peut dans d'autres domaines servir

de support à une dé-conflictualisation de la décision et de la gestion étatiques, la difficulté du comptage des atteintes à la laïcité scolaire a fini par mettre en cause la légitimité et la capacité de l'institution à le faire.

Ferreira, A., & Fischer, K. (2024). **Influence religieuse et défi de l'objectivité dans l'enseignement à la vie affective et à la sexualité en République d'Irlande.** *Éducation et sociétés*, (51), 17-32. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-17.htm>

En République d'Irlande, le fait qu'une majorité des établissements scolaires soit encore aujourd'hui administrée par des organismes confessionnels, principalement l'Église catholique, est devenu ces dernières années un sujet de débats politiques et publics, autour des questions d'égalité et d'objectivité de l'enseignement. Elles concernent surtout l'éducation à la vie affective et à la sexualité, obligatoire depuis 1997 dans les écoles primaires et secondaires, dont les modalités et les contenus sont contestés depuis lors, comme ils le sont aussi ailleurs à l'international pour diverses raisons. Dans un domaine aussi personnel et complexe que la sexualité, qui a des répercussions dans toute la société, la notion d'objectivité vient remettre en question les fondements mêmes du système éducatif du pays et la place de la religion dans ce dernier.

Figlio, D. N., Hart, C. M. D., & Karbownik, K. (2024). **Competitive Effects of Charter Schools** (IZA Discussion Paper N° 16773). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16773.htm>

Using a rich dataset that merges student-level school records with birth records, and leveraging three alternative identification strategies, we explore how increase in access to charter schools in twelve districts in Florida affects students remaining in traditional public schools (TPS). We consistently find that competition stemming from the opening of new charter schools improves reading—but not math—performance and it also decreases absenteeism of students who remain in the TPS. Results are modest in magnitude.

Forestier, Y. (2024, mars 11). **« L'école, c'était mieux avant ! » : les enjeux d'un leitmotiv politique.** Consulté 12 mars 2024, à l'adresse The Conversation website: <http://theconversation.com/lecole-cetait-mieux-avant-les-enjeux-dun-leitmotiv-politique-217709>

Du retour aux fondamentaux à la « restauration » de la discipline, l'école d'autrefois est régulièrement érigée en modèle dans le débat public. Cela n'a pas toujours été le cas.

Fumasoli, T., & Hladchenko, M. (2023). **Strategic management in higher education: conceptual insights, lessons learned, emerging challenges.** *Tertiary Education and Management*, 29(4), 331-339. <https://doi.org/10.1007/s11233-024-09134-5>

García-Marirrodiga, R., & Puig Calvó, P. (2022). **L'alternance dans l'Association Internationale des Mouvements familiaux de formation rurale : les quatre piliers des Centres éducatifs familiaux de formation par alternance.** *Phronesis*, 11(1-2), 181-201. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-181.htm>

Visé à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue Phronesis vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique.

Nous ne croyons pas dans le rêve « d'une » pédagogie, fusse-t-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Germain, S. (2024, février 29). **Education: le retour inquiétant du New Public Management**. Consulté 12 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/02/29/education-le-retour-inquietant-du-new-public-management/>

Le New Public Management est une doctrine de régulation des services publics qui consiste à appliquer les principes de gestion des entreprises privées au secteur public. Face au constat

Giannoutsou, N. (2024). **Enabling the digital transformation in education Looking through a “SELFIEs” lens**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3916> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/9dc6cf59-c57d-11ee-95d9-01aa75ed71a1>

This workshop brings together research on self-reflection tools and frameworks focusing on the development of digital skills and competences in education. The workshop reported mainly on work about SELFIE and SELFIEforTEACHERS two self-reflection tools developed by JRC in collaboration with DG-EAC. The aim of this workshop was to compile the research related to the self-reflection tools and explore how it can inform policies on the Digital Transformation in Education and more specifically the first strategic priority of the digital Education Action plan “on the development of a high performing digital education ecosystem”.

Gremion, C. (2022). **Usages et mésusages des pédagogies de l'alternance**. *Phronesis*, 11(1-2), 91-106. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-91.htm>

Visé à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue Phronesis vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fusse-t-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de

l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Guenais, M. (2024). **Réforme du lycée : femmes et sciences – l'égalité en question**. Consulté à l'adresse <https://shs.hal.science/halshs-04461005>

Cette note expose le renversement de situation inédit sur la place des filles et des sciences au lycée général suite à la réforme de 2019. Une première analyse du Collectif Maths&Sciences publiée en octobre 2022 montrait la chute des effectifs des élèves en parcours scientifiques de terminale générale depuis 2019, surtout pour les filles. A l'aide de la reconstitution des données des effectifs des bacheliers et bacheliers depuis 1962, nous montrons que les effets consécutifs à cette réforme sont sans précédent, aussi bien en ce qui concerne l'accès aux sciences des bacheliers généraux que l'inégalité d'accès des filles dans ces parcours scientifiques. Ce retournement majeur interroge la compatibilité des choix des politiques éducatives avec les questions d'égalité.

Gutiérrez-Sierra, A., & González-García, J. (2022). **La problématique de la formation des formateurs dans le Système Pédagogique de l'Alternance AIMFR**. *Phronesis*, 11(1-2), 75-90. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-75.htm>

Visé à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Han, S., Kim, Y., Kwag, Y., & Kester, K. (2024). **What does “Asia-Pacific” mean to APER? Toward high-quality scholarship and inclusive practices in international education**. *Asia Pacific Education Review*, 25(1), 1-3. <https://doi.org/10.1007/s12564-023-09894-6>

Harris, D. N. (2024). **How Free Market Logic Fails in Schooling—And What It Means for the Role of Government**. *Educational Researcher*, 53(2), 111-122. <https://doi.org/10.3102/0013189X231216953>

Market-based policies, especially school vouchers, are expanding rapidly and shifting students out of traditional public schools. This article broadens, deepens, and updates prior critiques of the free market logic in five ways. First, although prior articles have pointed to some of the conditions necessary for efficient market functioning, I provide a more comprehensive list. Second, with an up-to-date literature review, I show that all of these conditions fail to hold to an unusual extent in schooling relative to other markets. Third, because of these failures, I argue that the most potent critique of the free market approach to schooling comes from the intellectual home of markets—economics.

Fourth, I show that the issues leading to inefficiency are the same ones leading to inequity. Fifth, I argue that the analysis points to specific roles for government that go well beyond those included in new universal school voucher policies but are also narrower than the roles of government encompassed in traditional public education. For these reasons, the current policy direction is off track and apparently inconsistent with the main criteria on which we evaluate education policy and even with the values that voucher advocates profess.

Hasanefendic, S., & Donina, D. (2023). **A heuristic perspective on organizational strategizing in complex and coherent higher education fields.** *Tertiary Education and Management*, 29(4), 391-409. <https://doi.org/10.1007/s11233-022-09091-x>

This article addresses how higher education organizations strategize in complex and coherent fields. Unlike previous studies which looked at either exogenous (field) or endogenous causes in strategizing, this article integrates them to explain organizational responses. We devise a conceptual framework under the premises of new institutional theory in order to connect macro-transformation in the institutional field to the micro-processes of organizational strategizing. The framework highlights that every combination of the analytical dimensions (field and organization) presents more possible strategizing practices. Then we test it on the responses to the same change in the field (introduction of research mandate) of three universities of applied sciences located in two countries (Portugal and the Netherlands) with dichotomous field conditions by analyzing organizational members' practices. Findings support that both field and organizations warrant investigation in strategizing research since it is not possible to determine the strategizing outcomes just from the combination of theoretical dimensions.

Hassan, K. E. (2024). **Priorities for missing data on SDG 4 in the Arab Region.** In *Achieving Equitable Education* (p. 68-84). Consulté à l'adresse <https://www.elgaronline.com/edcollchap-oa/book/9781035313839/book-part-9781035313839-10.xml>

This chapter describes the priorities for missing data on SDG 4 in the Arab Region. Since 2015, Arab countries have exerted considerable efforts to embrace the 2030 Agenda and the SDGs, yet despite all these efforts the region is not on track to achieve the 2030 Agenda and lags in many critical targets. The sociopolitical situation and widespread conflict and crises in the region have deepened already existing inequalities, and led to the exclusion of the poorest, most disadvantaged and marginalized. This chapter describes the region's divergent development patterns and data contexts and their impact on the availability, type, and quality of collected data. It also identifies the underrepresented groups in Arab Regional data on SDG 4 and the missing processes and purposes for data in the education systems that further impact progress towards achieving the 2030 Agenda.

Hladchenko, M. (2023). **Strategising PhD supervision in Ukrainian higher education.** *Tertiary Education and Management*, 29(4), 491-505. <https://doi.org/10.1007/s11233-023-09117-y>

This article explores the implications of the national, organisational and individual cultural dimensions for the strategies of PhD supervisors. The intended outcome of PhD supervision is considered to be a doctoral graduate with advanced research skills as well as an original contribution to knowledge production. Data emanate from the interviews with 12 doctoral supervisors from several disciplines affiliated with one of the leading Ukrainian

universities. The PhD supervisors were interviewed in April-June 2018. The study findings indicate that, firstly, institutional and cultural complexities which refer to the lack of favourable conditions for doctoral supervision hinder PhD supervisors from achieving the intended outcome. Secondly, the strategic goals and adopted courses of action of PhD supervisors also depend on their values, beliefs, knowledge and skills and if they are unrelated to the intended outcome of PhD supervision it hinders the PhD candidates from acquiring advanced research skills as well as making an original contribution to knowledge production.

Hyland, K., & Jiang, F. (Kevin). (2024). **Hyping the REF: promotional elements in impact submissions**. *Higher Education*, 87(3), 685-702. <https://doi.org/10.1007/s10734-023-01030-y>

The evaluation of research to allocate government funding to universities is now common across the globe. The Research Excellence Framework, introduced in the UK in 2014, marked a major change by extending assessment beyond the 'quality' of published research to include its real-world 'impact'. Impact submissions were a key determinant of the £4 billion allocated to universities following the exercise. The case studies supporting claims for impact are therefore a high stakes genre, with writers keen to make the most persuasive argument for their work. In this paper we examine 800 of these 'impact case studies' from disciplines across the academic spectrum to explore the rhetorical presentation of impact. We do this by analysing authors' use of hyperbolic and promotional language to embroider their presentations, discovering substantial hyping with a strong preference for boosting the novelty and certainty of the claims made. Chemistry and physics, the most abstract and theoretical disciplines of our selection, contained the most hyping items with fewer as we move along the hard/pure – soft/applied continuum as the real-world value of work becomes more apparent. We also show that hyping varies with the type of impact, with items targeting technological, economic and cultural areas the most prolific.

IDB : Inter American Development Bank, World Bank, ORTIZ, E. A., BOS, M. S., PERAZA, J. C., GIAMBRUNO, C., ... et al. (2024). **Learning can't wait: lessons for Latin America and the Caribbean from PISA 2022**. Consulté à l'adresse <https://documents1.worldbank.org/curated/en/099638103042426813/pdf/IDU195938e411c749141bd1af8d11905da4cf2f7.pdf>

Ce rapport explore les résultats du dernier cycle de PISA pour les pays d'Amérique latine et des Caraïbes en présentant les résultats pour la région, les différences au sein de la région et entre la région et le reste du monde. Quatorze pays de la région ont participé à l'évaluation, ce qui représente le plus grand nombre de pays participant à l'évaluation depuis sa création. Les acquis de l'apprentissage sont faibles et très inégaux dans la plupart des pays. Les tendances en matière d'apprentissage n'évoluent pas dans la bonne direction. Les pays d'Amérique latine et des Caraïbes devraient veiller à ce que tous les élèves acquièrent au moins des compétences de base dans les matières fondamentales, en s'attaquant aux inégalités et en se concentrant sur l'utilisation efficace du numérique.

ISU : Institut de statistique de l'UNESCO & Équipe du Rapport mondial de suivi sur l'éducation. (2024). **SDG 4 scorecard progress report on national benchmarks: focus on teachers**. Consulté à l'adresse <https://media.unesco.org/sites/default/files/webform/ed3002/388411eng.pdf>

L'établissement de critères de référence pour l'ODD 4 est un processus nouveau. 79 % des pays ont soumis des repères ou des objectifs nationaux à atteindre d'ici 2025 et 2030 pour au moins l'un des huit indicateurs de l'ODD 4. Le rapport se concentre sur l'indicateur de référence sur les enseignants qualifiés et formés. Si les progrès vers les objectifs nationaux sont décevants pour la plupart des indicateurs - on observe un recul concernant l'écart entre sexes en défaveur des garçons dans l'achèvement du deuxième cycle du secondaire et de la part des dépenses publiques liées à l'éducation, les progrès relatifs au pourcentage d'enseignants ayant un minimum qualifications requises ou encore à la connectivité de l'école à internet sont relativement plus rapides.

Jauregi-Ondarra, K., Canto, S., Wigham, C. R., Clavel-Arroitia, B., & Pennock-Speck, B. (2024). **Transforming Teacher Training Programs and School Curricula by Integrating Virtual Exchange: The E-LIVE (Engaging Languages in Intercultural Virtual Exchange) Erasmus + Project (2022 to 2024)**. VALIANT Conference. Présenté à Leon, Spain. Consulté à l'adresse <https://hal.science/hal-04465325>

The E-LIVE project aims to address the evolving needs of education in a digitalized and diverse society. E-LIVE focuses on enhancing the digital pedagogical competencies of language (trainee) teachers to promote intercultural communication and cooperation through virtual exchange (VE). By integrating VE into teacher training programs and school curricula, the project seeks to achieve several objectives. Firstly, it aims to innovate language teacher training by embedding VE projects into the curriculum. This approach fosters experiential and reflective learning, equipping future educators with the necessary digital, pedagogical and intercultural skills and competences to be able to innovate and enrich their future teaching at schools. At the same time, E-LIVE strives to forge stronger bonds between schools and teacher training institutions, while coaching teachers at schools in pedagogical innovation processes and providing school learners with valuable opportunities for VEs with peers from diverse cultural backgrounds. By doing so it nurtures intercultural communication skills and digital literacy among both students and teachers, preparing them for a globally interconnected world. Furthermore, E-LIVE aims to be at the forefront of innovation, exploring the integration of cutting-edge technology such as Virtual Reality and Artificial Intelligence to enrich VE activities, making those VE experiences even more engaging and immersive. Lastly, recognizing the increasing diversity in today's classrooms, E-LIVE places a strong emphasis on fostering inclusion by promoting intercultural dialogue and creating an environment where different backgrounds are seen as an asset and not as a challenge. E-LIVE aims to have a broad impact on language education by engaging teacher trainers, trainee teachers, and school teachers in a large array of training opportunities, including online workshops, webinars with experts, interactive digital multimodal materials. Furthermore, the project offers a coaching path to those teachers willing to innovate and enrich their teaching by providing their learners with the possibilities that VE offers. This presentation will provide an overview of the rich training materials (Open Educational Resources) and VE tasks developed in the first two project years, as well as an overview of the virtual exchange projects conducted so far both in teacher training programs and schools. Our focus is on the lessons learned so far, the challenges faced and the positive outcomes achieved.

Jiang, J. (2024). **Agentic citizenship learning in China: official curriculum and student agency**. *Asia Pacific Education Review*, 25(1), 243-254. <https://doi.org/10.1007/s12564-024-09939-4>

Although citizenship education (CE) has been widely addressed in many countries' curricula, few studies have sufficiently explored students' learning of official CE curriculum content. Accordingly, in this study, students' responses to the CE curriculum content are investigated in a constrained social context taking an agency perspective. Drawing on qualitative data set in two high schools in China, the study revealed that the students learned the official content of the CE curriculum with agency by critiquing textbooks, spending limited time on the subject, memorizing the textbooks' contents without taking them seriously, and most importantly, deliberately determining what to be incorporated, reinterpreted, and resisted. The findings also showed that students' agentic citizenship learning resulted from the interplay of four elements: students' agentic orientations (interest and aspirations, prior political experience and knowledge, and practical evaluation); teachers' modifications of the CE content; a high-stakes testing educational system; and China's contested civic environment. The study extends the social constructivist understanding of citizenship learning and recommends reconstructing the Chinese CE curriculum, the educational system, and the civic environment to nurture agentic citizens.

Jonbekova, D. (2024). **Government scholarships for international higher education: pathways for social change in Kazakhstan.** *Higher Education*, 87(3), 761-777. <https://doi.org/10.1007/s10734-023-01034-8>

Globally, scholarships for international higher education play a critical role in human capital development. While substantial research has documented the benefits such scholarships provide for individuals, their impact on the creation of pathways for social change remains under-researched. This paper bridges this gap by examining the extent to which a government scholarship for international education has created pathways for social change in Kazakhstan. Data were collected through interviews with 67 scholarship alumni. Drawing on Dassin et al.'s (2018) framework for pathways to social change, the findings reveal that international education fosters social change in Kazakhstan in four ways. First, the scholarship program develops local talent and builds agents of change. Second, it widens access to international education, particularly for individuals from marginalized communities, who would otherwise lack access owing to their scarce financial resources. Third, the program develops alumni's cosmopolitan and intercultural competencies and strengthens international collaborations. Finally, it creates associations and groups through which alumni can collectively contribute to society. The findings highlight that while the interviewed alumni foster strong patriotic feelings and are determined to contribute to the prosperity of their country, underdeveloped industries, economic volatility, and top-down bureaucracy in workplaces limit their potential contributions to social changes. These findings may help policymakers and administrators to reconsider and improve on the design and structure of scholarship programs.

Jourdan, D., & Gray, N. (2024). **Keeping schools open in times of health crises: seeing the global picture.** *The Lancet Child & Adolescent Health*. [https://doi.org/10.1016/S2352-4642\(24\)00028-2](https://doi.org/10.1016/S2352-4642(24)00028-2)

Káčovský, P., Jedličková, T., Kuba, R., Snětinová, M., Surynková, P., Vrhel, M., & Stratilová Urválková, E. (2024). **Czech and Slovak intended curricula in science subjects and mathematics: a comparative study.** *International Journal of Science Education*, 46(5), 440-461. <https://doi.org/10.1080/09500693.2023.2243372>

A curriculum is generally regarded as an instructional plan that describes what, why and how students should learn. In this comparative study, we analysed the Czech and Slovak

intended curricula of science subjects (physics, chemistry, biology, geography, and geology) and mathematics by comparing their national curriculum documents in terms of learning outcomes at the lower secondary level (ISCED level 2). Our analysis showed significant differences in the number of obligatory learning outcomes, which were much higher in the Slovak curriculum than in the Czech curriculum. The structure of these outcomes also differed across subjects and between countries. Nevertheless, the cognitive demands of the learning outcomes analysed using the revised Bloom's taxonomy were similar in the two countries, but metacognitive knowledge and higher-level cognitive processes were rarely represented in either. Additionally, by inductive content analysis of the Slovak curriculum document, we identified two significant groups of cross-curricular requirements, namely outcomes related to scientific inquiry and outcomes requiring working with information. Overall, these learning outcomes are underrepresented in both analysed documents (particularly in the Czech document) even though the skills that these outcomes develop are in high demand in the current context.

Kelchen, R., Ortagus, J., Rosinger, K., Baker, D., & Lingo, M. (2024). **The Relationships Between State Higher Education Funding Strategies and College Access and Success.** *Educational Researcher*, 53(2), 100-110. <https://doi.org/10.3102/0013189X231208964>

We compiled the first longitudinal data set with detailed state funding information to examine whether different funding strategies for public higher education correlate with college access and completion, with a focus on outcomes among racially minoritized students. We found no relationships between funding mechanisms and student outcomes at public universities. However, at community colleges, we found that funding strategies that combine base adjustments and enrollment or performance components may increase enrollment, but not completions.

Kettunen, K., Alajoutsijärvi, K., Hunnes, J. A., & Pinheiro, R. (2023). **Emergence and early institutionalization of competition in higher education: evidence from Finnish business schools.** *Tertiary Education and Management*, 29(4), 365-389. <https://doi.org/10.1007/s11233-022-09104-9>

This paper investigates the emergence and early institutionalization of competition in higher education (HE), specifically in business schools. First, building on key contributions from economics, management studies, sociology, and HE research, we develop propositions on competition in HE and formulate our theoretical framework. Second, we apply this framework to explore competition in Finnish business schools. We argue that business schools constitute an interesting field for studying competition in HE because they are the frontrunners and champions of competition-based views in HE. Our main contribution is a novel explanation of the preconditions, emergence, and early processes of institutionalization that drive HE institutions to compete and collectively produce the observed competitive transformation.

Le Fevre, D. M., Meng, C., & Foreman-Brown, G. (2024). **Navigating senior leadership in higher education: a case study of women in Cambodia.** *International Journal of Leadership in Education*, 0(0), 1-17. <https://doi.org/10.1080/13603124.2023.2301346>

Women are significantly underrepresented in leadership roles across sectors in Cambodia, and governmental policy is seeking to change this to promote gender equality in all high-level leadership. This qualitative research identified what factors supports Cambodian women to be successful in higher education senior leadership and

the barriers they encounter in attaining and maintaining senior leadership roles. Eleven women in senior leadership roles from six prestigious higher education institutions in Phnom Penh were interviewed. Key findings revealed that self-efficacy, opportunities to learn, and support from the family, the workplace, and society were supportive factors for these Cambodian women to become senior leaders. Barriers faced by the women in this research included an overarching societal mind-set about women in society, constraints in the workplace, the pressures of family responsibilities, and their personally held expectations and values. Analysis using Bronfenbrenner's ecological framework reveals that opportunities and challenges are embedded across levels – from the individual level to family, institutional, and societal levels. Change therefore requires intentional interventions targeting all levels, including individual beliefs, institutional norms, organizational culture, government policy, and ultimately, societal values. While this is a complex endeavor, this research provides insight into what is possible for women when they experience support across these levels.

Lelièvre, C. (2024, mars 6). **L'enseignement secondaire féminin s'aligne sur le masculin.** Consulté 6 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/06/lenseignement-secondaire-feminin-saligne-sur-le-masculin/>

Cela fait seulement un siècle, et en même temps déjà un siècle, que les filles ont accès à l'enseignement secondaire, de la sixième à la

Lessard, C., Doray, P., Saussez, F., & Delavictoire, Q. (2024). **Faire preuve en éducation. Analyse des mémoires présentés à la consultation publique sur la création au Québec d'un Institut national d'excellence en éducation.** *Éducation et sociétés*, (51), 145-166. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-145.htm>

Les positions des organisations, des groupes et des acteurs québécois du champ du transfert sont l'objet de cet article : quels sont leurs intérêts, idées et valeurs liés aux rapports entre la production du savoir, son transfert/mobilisation dans une action professionnelle et son appropriation par des acteurs de première ligne ? Il analyse les mémoires déposés par ces acteurs auprès du groupe de travail chargé de la consultation publique sur la création d'un Institut national de l'Excellence en Éducation (INEÉ) –modèle sur son équivalent médical, l'Institut national d'excellence en Santé et Services sociaux– et centré sur l'utilisation de données probantes en éducation. La théorie des champs sociaux est utilisée pour analyser ce débat. L'ensemble des catégories d'acteurs partage une égale valorisation du transfert d'une recherche de qualité et réclame un rôle dans la régulation des pratiques enseignantes, témoignant d'un fort investissement dans le champ. Les groupes d'acteurs adoptent pourtant des positions divergentes sur la qualité de la recherche et les modes de régulation des pratiques enseignantes. Les résultats invitent à inscrire le projet d'INEÉ dans le cadre de la Gestion axée sur les résultats, ce que certains acteurs ont compris. Ce projet participe à l'institutionnalisation de la responsabilisation réflexive, typique du Québec, combinant des dispositifs externes et des dispositions internes des acteurs.

Lièvre, A. (2024a). **Les effectifs des inscriptions en section de technicien supérieur sous statut scolaire en 2023-2024.** *Note Flash du SIES*, (04), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-des-inscriptions-en-section-de-technicien-superieur-sous-statut-scolaire-en-2023-2024-94617>

Les sections de technicien supérieur (STS) accueillent 219 400 étudiants sous statut scolaire à la rentrée 2023, effectif en baisse de 3,7 % par rapport à la rentrée précédente, en lien avec la progression par ailleurs des formations en apprentissage.

Lièvre, A. (2024b). **Les effectifs en classes préparatoires aux grandes écoles à la rentrée 2023-2024**. *Note Flash du SIES*, (03), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-en-classes-preparatoires-aux-grandes-ecoles-la-rentree-2023-2024-94614>

Les classes préparatoires aux grandes écoles accueillent 82 400 étudiants à la rentrée 2023, un effectif qui repart à la hausse (+1,5 %) après deux années consécutives de baisse.

Longlands, H., Vaughan, R. P., & Unterhalter, E. (2024). **Gender, missing data and SDG 4**. In *Achieving Equitable Education* (p. 138-155). Consulté à l'adresse <https://www.elgaronline.com/edcollchap-oa/book/9781035313839/book-part-9781035313839-14.xml>

Gender equality is central to the Sustainable Development Goals, including the education goal - SDG 4. Progress has been made towards equal numbers of girls and boys (gender parity) in attendance in formal schooling, with substantial improvements in Education Management Information Systems and documenting learning outcomes in reading and mathematics. Nevertheless, significant data-related challenges remain, relating to more substantive understandings of gender and intersecting inequalities, including uneven or non-existent availability of data, narrow focus of data and inconsistent reporting of data by countries. There is thus an urgent need to improve data collection and use. This chapter explores some of these challenges as well as attempts to address them. It makes particular reference to the Accountability for Gender Equality in Education (AGEE) project, which is developing an innovative indicator framework for gender equality in education, using existing data.

Lorenzo-Lledó, A., Lorenzo Lledó, G., Lledó, A., & Pérez-Vázquez, E. (2024). **Inclusive education at university: a scientific mapping analysis**. *Quality & Quantity*, 58(2), 1603-1627. <https://doi.org/10.1007/s11135-023-01712-w>

Nowadays, education is a fundamental element to provide people with independence and knowledge. All citizens have the right of access to education, including students with special educational needs. Education must be inclusive for these students at primary, secondary and university levels. Therefore, the aim is to analyse the conceptual, intellectual and social structure in the field of inclusive education in the university environment through bibliometric techniques. The sample consisted of 605 documents extracted from the Web of Science and analysed using the bibliometrix software designed in R. The results show that there are two journals that are fundamental in the field and that co-citation networks are generated around them. Furthermore, the most productive authors will occupy central positions. Nonetheless, the papers that initiated the field will receive more citations. Finally, since 2010, a greater diversity of topics within inclusive education can be observed, such as teacher training in inclusive education or considering the curriculum. Future lines of work include the possibility of using more databases and establishing an action protocol based on the results.

Lothaire, S., Fayt, M.-E., & Desablens, E. (2024). **Les formations initiales à l'enseignement et leur réforme : qu'en pensent les enseignants du fondamental et du secondaire**

professant en Fédération Wallonie-Bruxelles ? *Enseignement & Apprentissages*, (10), 1-28.
Consulté à l'adresse
https://web.umons.ac.be/app/uploads/sites/103/2024/02/EA_10_fevrier2024_online.pdf

Madar, N. K., & Danoch, A. (2024). **Inclusive education in Israel: a study of policy impact on access to education.** *International Journal of Inclusive Education*, 28(1), 78-89.
<https://doi.org/10.1080/13603116.2021.1916109>

To increase the prosperity of nation states and the availability of skilled labour for the global economy, many countries have encouraged students with low socio-economic status (SES) and minorities to enrol in colleges and universities. In Israel, a significant effort was made starting in 1995 to create more colleges and to provide more access to higher education for students within the mentioned groups. Yet the question arises concerning what was achieved by this effort. This paper analyses the relationship between (i) wealth and higher education in population clusters, (ii) higher education and geographical areas, and (iii) higher education and ethnic subsets in Israel. The evidence indicates a strong correlation between the SES of a locality and the number of students per residents in that locality. This correlation, however, is affected by the existence of an affordable local college. After the correlations are presented and explained, recommendations for enabling low-SES students to be successful in higher education are explored, including developing a new curriculum for middle and secondary students, creating transitional 'discourse communities' for first-year college students from low-SES, and investing in local colleges in Israel.

Magadley, W., & Amara, M. (2024). **Swimming against the tide: challenges facing alternative education schools in Palestinian-Arab society in Israel.** *International Journal of Qualitative Studies in Education*, 37(3), 704-719.
<https://doi.org/10.1080/09518398.2022.2098408>

Alternative education schools are a relatively recent phenomenon in the Palestinian-Arab society in Israel. They have been established in response to the growing dissatisfaction with the education provided by the state in mainstream schools. While previous research has sufficiently detailed their characteristics, there is little research on the challenges that face Palestinian-Arab alternative schools in Israel. The findings in this article are a synthesis of data gathered over three years and are drawn from interviews with key school stakeholders and observations of staff training sessions. Key external and internal challenges are identified and discussed. The article concludes by addressing the implications of the challenges for the future of alternative education in Palestinian-Arab society in Israel.

Marques, M., & Graf, L. (2024). **Pushing Boundaries: The European Universities Initiative as a Case of Transnational Institution Building.** *Minerva*, 62(1), 93-112.
<https://doi.org/10.1007/s11024-023-09516-w>

The European Universities Initiative (EUI), created by the European Commission in 2017, is a recent novel phenomenon within the European Union policy toolkit that explicitly targets the development of transnational cooperation in higher education (HE). To date, the EUI counts 44 European university alliances, involving around 340 HE institutions. In this paper, we argue that the EUI can be seen as a case of a transnational institution building process representing a potentially significant structural reform for European higher education. Anchored in new institutionalism, we explore the regulative, normative, and cultural-cognitive dimensions of the EUI. Methodologically, this study analyzes the

perspectives of European policy actors (n = 4), a set of policy documents (n = 13) and the mission statements of the EUI's partnerships funded before 2022 (n = 41). The results show that the EUI emerges as the 'next level of cooperation' in European HE since it aims to transform European cooperation (regulative dimension), to create and diffuse a new model for European HE following a challenge-based approach (normative dimension), and to work as a way to reinforce and institutionalize European and global scripts for European HE (cultural-cognitive dimension).

McKinsey. (s. d.). **Spark & Sustain: How all of the world's school systems can improve learning at scale.** Consulté à l'adresse McKinsey & Company website: <https://www.mckinsey.com/industries/education/our-insights/spark-and-sustain-how-school-systems-can-improve-learning-at-scale#/>

Merveilleux, D. (2024, février 20). **Entre « petites » et « grandes » prépas HEC, une compétition faussée.** Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/02/20/entre-petites-et-grandes-prepas-hec-une-competition-faussee_6217439_4401467.html

Dans ce système à deux vitesses, les meilleurs élèves, souvent issus des grands lycées franciliens, s'orientent vers les prépas HEC les plus performantes pour maximiser leurs chances d'entrer dans le top 3 des écoles de commerce.

Miller, Q., Tabor, A. S., Emig, G. S., & Decman, J. (2024). **Changing of the Guard: Reflecting on the Impact of Administrative Change on Campus Stakeholders.** *Journal of Cases in Educational Leadership*, 27(1), 16-33. <https://doi.org/10.1177/15554589231194526>

This case study explores the challenges faced by incoming principals who encounter unexpected situations along with the impacts on multiple stakeholders of leadership transition on a middle school campus. Leadership shifts are felt throughout organizations in diverse ways and may even have a personal impact on individuals in a school community. Leadership transition, by its very nature, is a change. Change, especially at the top, presents organizations with myriad possibilities and similar stressors. Principal turnover has a direct impact on school achievement. The principal is key to sustainable school improvement, a process that may take 5 to 7 years after a new principal has been named. High-performing principals often leave campuses and move to central office positions because of their success with campus achievement. In the late 1990s and early 2000s in Texas, more than 30% of principals left their campuses within the first 2 years. Principals leave schools for varying reasons, such as promotions to other campuses, district-level roles, new opportunities in other districts, retirement, and positions out of the educational field. The reader should consider all perspectives in the narrative. This case study involves issues related to transition, change, instructional policies, decision-making, staff culture, and the impacts of COVID-19 on student achievement.

Ministère de l'éducation nationale, de la jeunesse. (2024). **Intelligence artificielle et éducation : apports de la recherche et enjeux pour les politiques publiques.** Consulté à l'adresse https://edunumrech.hypotheses.org/files/2024/02/MEN_DNE_brochure_IA_2024_web_fr.pdf

Modise, M. R., Fonsén, E., Heikka, J., Phatudi, N., Bøe, M., & Phala, T. (Éd.). (2023). **Global Perspectives on Leadership in Early Childhood Education**. <https://doi.org/10.33134/HUP-20>

Global Perspectives on Leadership in Early Childhood Education aims to improve leadership and management in Early Childhood Education and Care (ECEC) settings through research evidence. Written for a wide audience, including the academic community, policymakers, practitioners, teachers, directors, and professionals, the book provides knowledge and tools to enhance the ECEC sector. Divided into three thematic sections, the book examines the theory of leadership in ECEC, strategies for improving professional development, and the governance and policies related to ECEC leadership worldwide. In its 16 chapters that blend theoretical and practical perspectives, the book addresses diverse topics, such as pedagogical leadership in different countries, peer mentoring, and the utilization of digital technology in early childhood education. The volume draws upon collaboration through the International Leadership Research Forum in Early Childhood (ILRF-EC) and encompasses contributions from across the world, from South Africa to Norway, Australia, Finland, and beyond. By incorporating different contexts and viewpoints, Global Perspectives on Leadership in Early Childhood Education makes a significant and timely contribution to the field of education.

Mokher, McCoy, Henning, Fluker, & Park-Gaghan. (2024). **Placing Students for Success: Florida's Statewide Reform of Alternative Methods for College Course Placement**. *Community College Journal of Research and Practice*, 48(3), 146-163. <https://doi.org/10.1080/10668926.2023.2189186>

Each year nearly 70% of community college students nationwide are required to enroll in non-credit developmental education courses because they scored below college-ready on a placement test in reading, writing, and/or mathematics. Yet, prior research has demonstrated that these placement tests tend to inaccurately place students into courses that are not a good fit with their level of college readiness. In response, an increasingly popular reform effort is to use alternative methods such as high school grade point average (GPA) to place incoming students into the appropriate level of coursework. Florida stands at the vanguard of this placement reform movement, as one of the first states making policy changes to authorize systemwide use of alternative methods in lieu of (or in addition to) common placement tests. This study includes a document analysis of institutional website sites and virtual site visits to Florida College System institutions to enhance our understanding of the variation in placement policies used across the FCS institutions, the rationales for these decisions, as well as benefits and challenges encountered during implementation. It concludes with recommendations that can support institutions in Florida and beyond as they develop future plans about how to further reform or modify placement systems.

Moore, C., Thomas, J. W., & Foster, H. (2024). **Financial Exigency and Mergers: Considering Identities and Interactions**. *Journal of Cases in Educational Leadership*, 27(1), 83-93. <https://doi.org/10.1177/15554589231207805>

This case study is designed for graduate students interested in higher education finances. It presents the challenges that higher education is facing regarding financial exigency elements that have led to responses with a primary focus on mergers. This financial exigency process has also caused increased legal considerations in higher education settings as administrators, faculty, staff, and alumni challenge finances in academic settings. This case highlights the complex issues that administrators must confront while

considering mergers that will provide students an opportunity to evaluate the complex issues related to the financial status of an institution of higher education.

Munteanu, A. (2024). **School Choice, Student Sorting and Academic Performance** [Cahiers de recherche / Working Paper]. Consulté à l'adresse Chaire de recherche sur les enjeux économiques intergénérationnels / Research Chair in Intergenerational Economics website: <https://econpapers.repec.org/paper/rsicreeic/2401.htm>

This study examines the impact of school choice on academic achievement, by using differences in the number of schools across similar Romanian towns, generating variation in school choice for local students, who compete for seats via test scores. The author finds that more school choice results in increased sorting of students by admission scores across different schools. Sorting widens achievement gaps between high- and low-admission score students. High-scorers having access to better teachers and peer effects are the primary factors explaining these widening gaps. Lastly, between-school competition via school choice does not increase average achievement levels.

Musah, A., Aawaar, G., & Musah, G. (2024). **Effect of public education financing on educational quality in sub-Saharan africa: an autoregressive distributed lag approach**. *Cogent Education*, 11(1), 2295166. <https://doi.org/10.1080/2331186X.2023.2295166>

Education plays an essential role in improving the welfare of society. Governments, therefore, invest huge sums of money in education. However, there is a lack of conclusive evidence regarding the impact of public education funding on educational outcomes in sub-Saharan Africa. Therefore, this study analyses the short-run and long-run effects of public education financing on the quality of education in sub-Saharan Africa. This paper applies the autoregressive distributed lag model on annual time series data from the World Bank from 1970 to 2021. The results show that public education financing significantly affects the pupil-teacher ratio in the short run at the primary, secondary, and tertiary levels. In the long run, however, public education financing significantly affects the pupil-teacher ratio only at the secondary and tertiary levels. The study's findings imply that increased public education spending effectively improves education quality in sub-Saharan Africa in the short and long run. Therefore, sub-Saharan Africa must make sufficient budgetary allocations to education to enhance educational quality in the sub-region.

NORRAG. (2024). **Mapping the International Geneva Education Ecosystem**. *NORRAG Working Paper*, (14). Consulté à l'adresse <https://www.norrag.org/working-paper-14-mapping-the-international-geneva-education-ecosystem/>

NORRAG launched Working Paper #14: Mapping the International Geneva Education Ecosystem at a briefing for the Permanent Mission of Switzerland to the United Nations Office and to the other international organisations in Geneva on 23 January 2024. The briefing was introduced by Laetitia Kirianoff, Head of the Humanitarian Section, who spoke to the importance of better understanding the education... Read More

Norrag. (2024). **Policy Insights - Models of Philanthropy in Education** (p. 60). Consulté à l'adresse NORRAG website: <https://resources.norrag.org/resource/839/policy-insights-models-of-philanthropy-in-education>

This comprehensive report encapsulates critical research findings and perspectives from experts around the globe who participated in NORRAG's Philanthropy in Education symposium series. This publication...

Nunès, É. (2024, mars 12). **L'accueil des étudiants internationaux, un outil de soft power politique, scientifique et économique.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/03/12/l-accueil-des-etudiants-internationaux-un-outil-de-soft-power-politique-scientifique-et-economique_6221517_4401467.html

La présence des étudiants étrangers en France a permis aux établissements d'enseignement supérieur d'innover et de repenser leurs formations. Pour la France, ils représentent aussi un outil d'influence et une manne économique.

OCDE. (2024). **How do public and private schools differ in OECD countries?** *Les Indicateurs de l'éducation à La Loupe*, (84), 1-6. <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: Organisation de coopération et de développement économiques. (2024). **Perspectives de l'OCDE sur les compétences 2023: les compétences au service d'une transition écologique et numérique résiliente.** Consulté à l'adresse <https://www.oecd-ilibrary.org/sites/fe76e556-fr/index.html?itemId=/content/publication/fe76e556-fr>

OECD. (2024). **How 15-Year-Olds Learn English: Case Studies from Finland, Greece, Israel, the Netherlands and Portugal.** Consulté à l'adresse https://www.oecd-ilibrary.org/education/how-15-year-olds-learn-english_a3fcacd5-en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20February%202024&utm_content=Find%20out%20more&utm_term=edu&utm_medium=email&utm_source=Adestra

This report presents country findings from interviews with 15-year-olds, English-language teachers and school principals and wider background research, as well as a comparative chapter on key international insights.

Oketch, M. (2024). **SDG 4 targets: Neglected questions on conditions and circumstances for education reforms in Africa.** *International Journal of Educational Development*, 106, 102999. <https://doi.org/10.1016/j.ijedudev.2024.102999>

This article argues that the SDG 4 targets failed to sufficiently address the critical aspects concerning the conditions and circumstances required for the successful implementation of education reforms to achieve these targets in Africa. As a result, at the midpoint of 2030, it is evident that these targets are unlikely to be achieved. Today, a pressing issue in many African countries is the widespread problem of low learning levels, which affects the majority of children. Many children attend school but find themselves several grades behind in their understanding of the expected curriculum and this has exacerbated and perpetuated education inequality, which remains unaddressed by the SDG 4 targets and undermines their achievement.

Oldac, Y. I. (2024). **Tectonic shifts in global science: US-China scientific competition and the Muslim-majority science systems in multipolar science.** *Higher Education*, 87(3), 637-659. <https://doi.org/10.1007/s10734-023-01028-6>

Global science is set to experience different times in the 2020s. China surpasses the USA in terms of the number of scientific papers in 2020 in most scientific databases. This scenario is expected to have implications not only in East Asia but also beyond the region. Against this backdrop, this paper investigates the scientific influence of the US-China competition on six major Muslim-majority science systems. Multiple data sources are used to collect data for the bibliometric analyses, which include the trend analysis of collaboration patterns, discipline-based collaborations, authorship patterns for responsibility in collaborations, and citation premium of collaborations with the USA versus China. All the analyses consistently demonstrate that the USA is losing its scientific influence on the selected Muslim-majority science systems to China. Analysis results indicate an astonishing increase in collaborations with China-based scientists in the last decade. Half of the selected Muslim-majority science systems collaborate more with China-based scientists, whereas the other half collaborate more with the USA in 2021, indicating a fifty-fifty split. The collaborations with China-based authors garner higher citation premiums for the selected Muslim-majority science systems than the collaborations with the USA.

Ormandy, Ferdinands, Nسدoly, & Mayan. (2024). **A Pilot Study of Drayton Valley's Zero-Fee Tuition Program.** *Community College Journal of Research and Practice*, 48(3), 181-186. <https://doi.org/10.1080/10668926.2023.2295485>

This qualitative pilot study introduces and reflects on early development and implementation of the Zero Fee Tuition (ZFT) program in the rural, oil and gas town of Drayton Valley, Alberta, Canada. This innovative, primarily municipally funded program, implemented in 2019, provides local students with up to \$5,000 in free tuition for select post-secondary programs. Here we situate ZFT within higher education funding debates and other publicly funded tuition assistance programs in North America. ZFT is then put into conversation with a typology of tuition assistance Promise programs in the United States, framing ZFT as a last dollar, place-based, and universal program. Implications for such programs are explored in the context of Canadian post-secondary education. We conclude by drawing implications from our pilot examination of ZFT.

Özdemir, M., Abaslı, K., Mavi, D., Tuti, G., & Karataş, E. (2024). **School and teacher level predictors of organizational loyalty in an era of school reform.** *Asia Pacific Education Review*, 25(1), 57-72. <https://doi.org/10.1007/s12564-023-09874-w>

Teachers' organizational loyalty plays a critical role in the success of reforms in periods when educational reforms gain momentum. This study examined the effects of charismatic leadership, trust in leader, and teacher engagement on teachers' organizational loyalty based on data collected from 872 teachers in 77 public schools in Türkiye. We examined the predictors of organizational loyalty at the school and teacher levels via multilevel analysis. Using structural equation modeling and bootstrapping test, we also investigated the mediating role of teacher engagement and trust in leader in the relationship between charismatic leadership and organizational loyalty. The results of multilevel analysis demonstrated that school- and teacher-level variables were significant predictors of organizational loyalty. The mediation test results revealed that the relationship between charismatic leadership and organizational loyalty is realized through teacher engagement and trust in leader. Based on the findings, we discussed

the effects of charismatic leadership, engagement, and trust in leader on teachers' loyalty.

Ozsen, T., Uslu, B., & Aypay, A. (2023). **Strategy adaptation for sustainable quality management in universities: a systematic literature review**. *Tertiary Education and Management*, 29(4), 447-469. <https://doi.org/10.1007/s11233-022-09098-4>

Despite its roots in environmental discussions, sustainability has become a critical term influencing every aspect of organisations. As human-oriented institutions, universities have also embraced the 'sustainable development' concept on the quality of their internal and external services. Two overarching questions are most important for university managers to strategically guide sustainable quality development in their institutions: Which strategies do university managers adapt to construct a "sustainable quality management" structure in their universities? and how are these adapted strategies related to different aspects/components of universities? In response, we employed a Systematic Literature Review (SLR) protocol to analyse the existing studies in the related literature. During the systematic review, we followed five steps sequentially: i) defining the research question(s), ii) setting inclusion–exclusion criteria, iii) recording eligible studies, iv) quality overview of selected studies, and v) discussing prominent results. To integrate the results, we benefitted from five enablers in the European Foundation for Quality Management (EFQM) model and the sub-sections given in the European University Association's (EUA) institutional evaluation reports. The results revealed that the initial steps for university leadership to establish a 'Sustainable Quality Management' system are integrating a sustainable quality approach to the main strategy document, and then motivating their staff to participate in and enrich the reform-level cultural changes in their universities. This study also discusses the strategies adapted to sustain quality development in universities' teaching, research, societal services, and internationalisation practices.

Parlement Européen. (2023). **Citizenship education in national curricula**. Consulté à l'adresse

[https://www.europarl.europa.eu/RegData/etudes/BRIE/2023/747459/EPRS_BRI\(2023\)747459_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2023/747459/EPRS_BRI(2023)747459_EN.pdf)

L'éducation à la citoyenneté est désormais une priorité de la politique éducative de l'Union européenne (UE). Les États membres de l'UE mettent également davantage l'accent sur l'enseignement de valeurs telles que la démocratie et la tolérance, même si cela ne se traduit pas toujours encore dans la pratique de manière systématique. Ce document d'information examine d'abord comment les programmes de l'UE abordent l'éducation à la citoyenneté et se penche sur la place de la dimension européenne. Il propose ensuite un aperçu de l'éducation à la citoyenneté européenne dans les programmes nationaux de cinq États membres (Allemagne, Croatie, Espagne, France, Grèce) qu'il compare en identifiant les meilleures pratiques. L'éducation à la citoyenneté a de multiples facettes, axée, entre autres, sur les valeurs fondamentales, tout en tenant compte des nouveaux défis mondiaux. Les méthodes d'enseignement combinent souvent l'acquisition de connaissances, de compétences et d'aptitudes à partir d'un jeune âge.

Partenariat mondial pour l'éducation. (2023). **Rapport sur les résultats 2023**. Consulté à l'adresse <https://assets.globalpartnership.org/s3fs-public/document/file/gpe-results-report-2023-fr-1208.pdf?VersionId=R8glWcsaM.SUHI4sHKuw47jz0MYYL2iO>

Les difficultés pour apprendre persistent mais les pays partenaires donnent la priorité à l'enseignement et à l'apprentissage. Transformer les systèmes éducatifs nécessite un engagement total. Des progrès en matière d'égalité des genres. Le rapport comprend quatre chapitres : 1. avancées liées à la réalisation du GPE 2025 ; 2. renforcer le système éducatif : planification intégrant la notion de genre, action concertée et financement coordonné ; 3. renforcer les capacités, adapter et apprendre pour mettre en œuvre et promouvoir des résultats à grande échelle ; 4. le GPE mobilise des partenaires et des ressources à l'échelle mondiale et nationale pour obtenir des résultats durables.

Philippczyk, N., Grundmann, J., & Oertel, S. (2024). **The Framing of Diversity Statements in European Universities: The Role of Imprinting and Institutional Legacy**. *Minerva*, 62(1), 69-92. <https://doi.org/10.1007/s11024-023-09507-x>

We analyze the role of institutional founding conditions and institutional legacy for universities' self-representation in terms of diversity. Based on 374 universities located in the Czech Republic, France, Germany, Hungary, Italy, and Poland, we can differentiate between a more idealistic understanding (logic of inclusion and equality) and a more market-oriented understanding (market logic) of diversity. Our findings show that the founding phase has no significant effect on the likelihood of a university focusing on a market-oriented understanding of diversity—however, we observe an imprinting effect with respect to the adoption of a diversity statement in general and an equity-oriented statement. Moreover, our findings show that there is a socialistic heritage for universities in Central and Eastern European (CEE) countries that is at work and still influences universities' understandings of diversity today.

PME : Partenariat mondial pour l'éducation. (2023). **Notes sur les données probantes pour la transformation du système éducatif: l'apprentissage fondamental**. Consulté à l'adresse

<https://www.globalpartnership.org/fr/node/document/download?file=document/file/2023-12-note-apprentissage-fondamental.pdf>

Cette note porte sur l'apprentissage fondamental, l'un des enjeux les plus urgents et importants des débats éducatifs à l'échelle mondiale et nationale. Les compétences de base (lecture, écriture, calcul et compétences socio-émotionnelles) sont nécessaires pour apprendre et accéder aux études supérieures. Les données probantes montrent l'importance : 1) d'investir dans le préscolaire (les enfants ayant suivi un enseignement préscolaire ont de meilleurs résultats au primaire), 2) de la langue maternelle dans les apprentissages de base, 3) d'avoir des enseignants compétents et bien encadrés, 4) d'une pédagogie structurée, 5) de manuels pour les élèves, 6) du temps d'enseignement.

Poucet, B. (2024). **Le retour du religieux dans les établissements catholiques en France : état des lieux et interrogations**. *Éducation et sociétés*, (51), 89-108. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-89.htm>

L'article porte sur l'évolution des établissements privés français, à 97% d'origine catholique, où se produit une sorte de retour du religieux avec un réinvestissement de l'épiscopat alors que 14% seulement des parents les choisissent pour des raisons religieuses. Pourquoi cette rechristianisation d'un enseignement de moins en moins catholique ? La société française s'est sécularisée depuis une vingtaine d'années, la pratique religieuse s'étant effondrée dans un processus de sortie de la religion commun aux pays européens. Si le catholicisme reste la première religion en France, il est

désormais dépassé par les athées ou les indifférents. Est-ce la raison du rappel par les responsables catholiques de l'importance des valeurs éducatives ? En 2013, les évêques de France et le Secrétariat général de l'enseignement catholique ont promulgué un nouveau statut et revisité le caractère propre défini par la loi Debré de 1959 sur les rapports entre l'État et les établissements privés. En quoi le caractère propre interroge-t-il la laïcité, les valeurs morales et républicaines, la prise en compte de l'évolution des mœurs ? Localement, comment ces dispositions nationales sont-elles mises en œuvre ? En s'appuyant sur la littérature grise et des prises de position publique, l'analyse de quelques exemples montre comment des sujets de société –éducation à la sexualité, homophobie– sont pris en compte à l'intérieur d'établissements où il n'y a pas unanimité pour aller dans un sens ou dans un autre, les parents et les professeurs étant attachés avant tout à la réussite des élèves.

Poucet, B., & Ferhat, I. (2024). **Systemes éducatifs et religions dans les aires de culture catholique : quelles reconfigurations en cours ?** *Éducation et sociétés*, (51), 5-15. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-5.htm>

Le dossier aborde les reconfigurations des rapports entre systèmes éducatifs et religions dans des pays, européens ou non, dont la population a été majoritairement catholique. Dans l'Europe de culture catholique, les États ont renforcé après 1945 leur reconnaissance du secteur scolaire catholique contribuant à rapprocher les réseaux d'enseignement publics et privés, marqués par la massification puis les évolutions migratoires. Après les années 1960 et 1970, le recours aux établissements confessionnels a perdu en partie son caractère religieux pour devenir une des stratégies scolaires des classes moyennes. Simultanément, le croisement de la montée des minorités culturelles et du déclin du catholicisme multiplie les appartenances religieuses dans la partie déclinante de la société qui continue à se référer à une croyance. Cela influence les jeunes chez qui les minorités religieuses sont plus représentées que dans la moyenne de la population. En France par exemple, l'école, lieu d'affirmation du principe laïque, durcit son rapport aux manifestations du religieux, surtout après les attentats de 2015. Ce dossier croise les regards disciplinaires (sciences de l'éducation, sociologie, science politique, ethnographie...) pour permettre une fécondation d'approches et de travaux sur les interactions entre religieux et éducation pas toujours présentes dans les travaux de recherche. Il se structure autour de trois questionnements principaux : –la redéfinition des politiques et dispositifs éducatifs vis-à-vis du nouveau paysage religieux dans les pays de tradition catholique en Irlande, en Amérique latine et en France ; –le rapport à l'éducation des groupes religieux, voire de leurs institutions et réseaux scolaires ; – l'expérience concrète des jeunes scolarisés de groupes religieux.

Prehn, J., Martin, K., & Bodkin-Andrews, G. (2024). **Indigenous data sovereignty and missing education data.** In *Achieving Equitable Education* (p. 120-137). Consulté à l'adresse <https://www.elgaronline.com/edcollchap-0a/book/9781035313839/book-part-9781035313839-13.xml>

This chapter argues that for Indigenous peoples globally the concepts of Indigenous Data Sovereignty (IDSov) and Indigenous Data Governance (IDGov) are key components for Indigenous peoples to attain good educational data that reflects their worldview. In this chapter, we focus on the experiences of Aboriginal and Torres Strait Islander peoples in Australia, although there are parallels with Indigenous peoples internationally. For Australia's Indigenous peoples, often a good education is seen as

being more holistic than solely Anglo-Australian measures prioritised in state and non-state educational data, with Indigenous peoples valuing aspects like Indigenous culture, Indigenous language, and a person's integration within the Indigenous family unit and community. In this chapter, we explore IDsov and IDGov and detail how a more holistic and comprehensive education can be attained by all through the integration of Indigenous worldviews into curricula and subsequently data.

Ravet, J., & Mtika, P. (2024). **Educational inclusion in resource-constrained contexts: a study of rural primary schools in Cambodia**. *International Journal of Inclusive Education*, 28(1), 16-37. <https://doi.org/10.1080/13603116.2021.1916104>

This study investigated the status of educational inclusion in resource-constrained, rural primary schools in Battambang Province, Cambodia using a mixed-method design. A Teacher Efficacy in Inclusive Practices (TEIP) scale was administered to sampled teachers and Headteachers. Classroom observations were undertaken in five schools. Interviews were conducted with selected teachers and other education officials. The findings indicate dissatisfaction with the current quality of educational inclusion and identify barriers to good practice. The paper highlights priorities for enhancing educational inclusion in rural, resource-constrained contexts and recommends a participatory and culturally sensitive framework for improving overall quality of education.

Ravez, C. (2024). **Les mathématiques au centre du tableau**. *Dossier de veille de l'IFÉ*, (147), 1-28. Consulté à l'adresse <http://veille-et-analyses.ens-lyon.fr/DA-Veille/147-fevrier-2024.pdf>

En décembre 2023, la publication des résultats de l'enquête internationale PISA 2022 a de nouveau mis en avant une discipline marquante pour les élèves d'hier et d'aujourd'hui : les mathématiques. Celles-ci occupent aujourd'hui une place centrale dans les politiques publiques éducatives, en particulier en France avec le plan 21 mesures pour l'enseignement des mathématiques, dit plan Villani-Torossian, depuis 2018. Dans un monde marqué par d'importantes mutations scientifiques et technologiques, l'enseignement et l'apprentissage des mathématiques figurent au centre des enjeux scolaires contemporains, dont celui de la nécessaire construction d'une culture commune. Cet intérêt démocratique pour les mathématiques se heurte cependant à des représentations sociales qui les renvoient à une fonction de sélection des élites scolaires, progressivement consolidée depuis plus de deux siècles. Ce 147ème Dossier de veille[1] vise donc à rendre compte de l'identité d'une discipline scolaire, les mathématiques, au travers de ses imaginaires, de ses dynamiques et de ses pratiques. Il cartographie les débats et les tensions autour des contenus, finalités et modalités de son enseignement à différents publics scolaires, de l'école maternelle à l'entrée dans l'enseignement supérieur, principalement en France. La première partie dégage les contours spécifiques des mathématiques enseignées aujourd'hui, au regard d'autres pratiques mathématiques, d'autres disciplines scolaires et d'expériences d'apprentissage pour lesquels le concept d'anxiété mathématique, sans équivalent pour d'autres matières scolaires, a été forgé. La partie suivante replace ce panorama contemporain dans l'histoire longue d'un système éducatif national, afin d'en identifier les fondements, les principales ruptures et leur héritage ; elle met en particulier en avant la seconde moitié du vingtième siècle, avec la réforme des mathématiques modernes et la mise en place des programmes internationaux d'évaluation standardisée des acquis des élèves, PISA (Programme international pour le suivi des acquis des élèves) et TIMSS (Trends in Mathematics and Science Study). Abordées dans la dernière partie du

Dossier, les pratiques de classe soulignent l'inscription de la discipline dans des questionnements professionnels plus transversaux, notamment en termes d'étayage langagier et de recours raisonné à différentes ressources didactiques.

Renier, S., & Guillaumin, C. (2022). **L'art de passer les frontières : pratique et éthique de l'interface au fondement de l'alternance**. *Phronesis*, 11 (1-2), 223-234. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-223.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fusse-t-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Riban, C. & Camille Noûs. (2024). **Une bonne religiosité ? Ambivalence des discours enseignants et tactiques parentales dans un quartier prioritaire**. *Éducation et sociétés*, (51), 109-126. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-109.htm>

Dans une perspective tenant compte de l'ethnisation des rapports sociaux, cet article explore les discours d'enseignants dans un quartier prioritaire de la politique de la ville, lorsqu'ils abordent spontanément la religion de leurs élèves. L'islam apparaît comme source de pratiques perçues comme disruptives ou contrevenant à un idéal républicain marqué par l'égalité homme-femme, la laïcité, etc. Pourtant, les professionnelles d'une école privée catholique située dans ce quartier et accueillant des familles à majorité musulmane soulignent le partage de valeurs communes avec ces populations. Se dessine une distinction entre pratiques, souvent stigmatisées, et valeurs, perçues comme un pont possible avec celles des majoritaires. Dans cet environnement, les parents semblent déployer des tactiques visant à revaloriser leurs identités disqualifiées et à démontrer le caractère intégrateur de leurs valeurs, ancrées dans la religion musulmane.

Ricourte, K., Bouckaert, M., & Galan Muros, V. (2024). **Do governments use national plans to steer higher education?** (p. 5). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388388>

Ripma, T. A. (2024). **Building School-Based Health Partnerships: Opportunities and Challenges for Education Leaders**. *Journal of Cases in Educational Leadership*, 27(1), 59-69. <https://doi.org/10.1177/15554589231204061>

Ms. Braun, a new Special Education Director in the Baso Unified School District, is under pressure to curtail district expenditures on special education services. In her quest to understand why special education enrollment has increased, Ms. Braun learns about the

challenges students face when accessing physical and mental health services at school and in the community. This case illustrates how initiatives for improving special education intersect with other district priorities and sheds light on the challenges education and health administrators face in fostering effective cross-sector collaboration.

Sanojca, E., & Tribby, E. (2022). **La construction de la valeur par l'alternance**. *Phronesis*, 11(1-2), 202-222. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-202.htm>

Visé à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fusse-t-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Schophuizen, M., Kelly, A., Utama, C., Specht, M., & Kalz, M. (2023). **Enabling educational innovation through complexity leadership? Perspectives from four Dutch universities**. *Tertiary Education and Management*, 29(4), 471-490. <https://doi.org/10.1007/s11233-022-09105-8>

Leadership in higher can influence the structural embedding of educational technologies in higher education institutions. However, HEIs are complex pluralistic organizational environments with loosely coupled systems, diffused power and goal ambiguity which makes governance of educational innovations a wicked problem in which they have to balance dynamic complex interactions while also setting out a clear vision and enacting this vision towards organizational goals. This paper analyses four qualitative case studies with a focus on the choices made by leaders in four Dutch universities that aim to contribute to organisational educational innovation. We investigated the data through the lens of complexity leadership theory in which three types of leadership play an important role: administrative leadership (i.e. top-down oriented), adaptive leadership (i.e. bottom-up oriented) and enabling leadership that emerges as a leadership type between administrative and adaptive leadership and contributes to governing innovation in complex environments. This study sheds light on how, in the case of HEIs as complex environments, leaders made strategic choices and followed up on them to enable the innovative potential of the organisation.

Sharplin, E., Karabassova, L., & Bekova, M. (2024). **Educational practitioners' conceptualizations of the nature, impact and challenges of educational research in Kazakhstan**. *Asia Pacific Education Review*, 25(1), 213-227. <https://doi.org/10.1007/s12564-023-09900-x>

Educators and administrators in secondary and higher education in Kazakhstan have experienced significant reforms since 2010. New policies, curricula, pedagogy, assessment practices, accountability mechanisms, and legislation were implemented in an education revolution, to modernize Kazakh education and build human capital for economic prosperity. The development and use of educational research is a component of these reforms but little is known about practitioners' understanding of and engagement with educational research. This qualitative study employed individual in-depth interviews with ten educational practitioners in secondary and higher education to address the knowledge gap. The findings suggest that practitioner understandings of research remain underdeveloped. While some practitioners both consume and produce research to improve practice and institutional decision-making, issues of access to research, the challenge of time within workload and perceptions of the limited relevance of externally produced research continue to be barriers to more extensive utilization of research. Further research is being undertaken to explore this issue with policymakers and researchers. The findings may be used to improve the mobilization of research to policy and practice, especially in other post-soviet contexts.

Shephard, D., & Delprato, M. (2024). **Introduction to missing education data and the SDG 4 data regime**. In *Achieving Equitable Education* (p. 1-13). Consulté à l'adresse <https://www.elgaronline.com/edcollchap-oa/book/9781035313839/book-part-9781035313839-6.xml>

Global education goals and the data collection systems associated with them have a history of more than 30 years. Gaps in these data systems - for example, missing data - have also featured prominently throughout this history. While some gaps are due to logistical and technical limitations, other gaps are due to social and political (de-)prioritization, and many of the gaps have persisted throughout the history of global education goals. These data gaps risk amplifying existing marginalization. This chapter provides an overview of the global education data regime historically and the current Sustainable Development Goals, the importance of understanding and addressing missing data, and an overview of the books' chapters that cover regional and thematic issues of missing education data.

Shoobridge, J. (2024). **Priorities for missing data and SDG 4 in the Asia region**. In *Achieving Equitable Education* (p. 49-67). Consulté à l'adresse <https://www.elgaronline.com/edcollchap-oa/book/9781035313839/book-part-9781035313839-9.xml>

This chapter discusses challenges countries in the Asia region face when reporting against SDG 4 and argues for urgent action to address gaps and help ensure that no child is left behind. There is a need for a critical analysis of missing data in the region given the fact that on average only 51 per cent of the SDG 4 indicators were covered according to UNESCO's 2016 readiness assessment. Recent analyses indicate significant data gaps and an inability to adequately disaggregate data to enable equity analysis. This chapter highlights three underrepresented groups as examples, alongside arguments for their particular relevance within Asia. These are: children attending non-governmental schools; children attending schools in conflict-affected regions; and other groups of "invisible" children. The chapter further highlights challenges faced by the region due to its size, heterogeneity, and a lack of strong regional mechanisms for data harmonization, data sharing and developing regional best practices.

Sommers, M., & Nasrallah, M. I. (2024). **Lost Opportunity - Education for out-of-school youth in emergency and protracted crisis settings** (p. 104). Consulté à l'adresse NORCAP ; Norwegian Refugee Council website: <https://www.nrc.no/resources/reports/lost-opportunity/>

In emergency and protracted crisis settings, there is a significant education gap for out-of-school youth. This NORCAP study focuses on the lack of educational opportunities for them.

Sonntag, M., & Oget, D. (2022). **Des détails « insignifiants » comme marqueurs (ou révélateurs ?) de la voie de l'alternance dans la formation des ingénieurs**. *Phronesis*, 11(1-2), 127-138. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-127.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Spicksley, K., & Kington, A. (2024). **Uniting Teachers Through Critical Language Awareness: a Role for the Early Career Framework?** *British Journal of Educational Studies*, 72(1), 23-41. <https://doi.org/10.1080/00071005.2023.2258197>

In this paper, we make initial advances towards building an argument for the inclusion of Critical Literacy Awareness within the new Early Career Framework in England. Using illustrative examples from recent research projects, we argue that post-2010 education policy has discursively divided practitioners, structuring relationships between different groups of teachers in schools as hierarchical and competitive, rather than collegial and supportive. We argue that such hierarchies may be a contributing factor to the teacher retention crisis, given that research indicates teachers working in schools with a collegial culture are more likely to remain committed and motivated. We propose that engagement with CLA may enable early career teachers to critique and resist dominant discourses which differentiate and hierarchically divide them from their colleagues, and therefore, the utility of CLA should be explored within future iterations of the Early Career Framework.

Suping, K. (2024). **Political Spectacle and the Decline of Public Education in Botswana**. *Journal of Asian and African Studies*, 59(2), 443-455. <https://doi.org/10.1177/00219096221117077>

Botswana has achieved a lot in education development since the country's independence in 1966. Public education funding and access increased significantly,

literacy rates rose, more schools were constructed and student enrolment rates increased at both primary and secondary schools. However, this paper argues that Botswana's education system has been declining over the past 10 years, but that is concealed by the use of political spectacle. The data collected from secondary sources were used and subjected to content analysis. The findings show high public education expenditure and access in Botswana, but high failure rates; success narratives and pronouncements without commitment to educational effectiveness and efficiency; massive construction of public schools, but poor teaching–learning conditions; and trivialization of meaningful education reforms. This paper concludes by recommending the introduction of learner-friendly methods of assessment, improving teacher–government relations, the inclusion of stakeholders in education decision-making and the implementation of cost–benefit and cost-effectiveness measures in Botswana's education.

Taufen, A., & Olson, A. (2024). **Practice-Based Politicization: Planning Reports as Actants in a University–Community Partnership**. *Journal of Planning Education and Research*, 44(1), 52-63. <https://doi.org/10.1177/0739456X20945378>

We look at a yearlong university–community partnership's potential to create more equitable planning practices through an analysis of the sub-genres of student-generated planning reports. Using an actor–network approach to identify four different kinds of reports (manual, boundary object, framing, catalyst), we find that both the content of these reports and their translational work in existing practice-based networks can influence student learning and planning practices—what we term practice-based politicization—by defining, aligning, enrolling, and mobilizing. Ultimately, the relational context of these partnerships is essential to their effectiveness, suggesting that longer term engagements between university programs and their community partners are more likely to support mutual learning and deepen students' pedagogical exposure to both an agonistic and collaborative approach to planning practice.

Tepe, K., Verchier, Y., & Kokou, Y. (2024). **The challenges of massification in higher education in developing countries**. Consulté à l'adresse <https://hal.science/hal-04465666>

Like many developing countries, Togo faces the challenge of massification in higher education resulting from a large increase in the number of students enrolled in its public universities. Encouraged by the public authorities, with the support of the United Nations and Unesco, the number of students to be trained continues to grow to provide the country with qualified professionals and meet its socioeconomic needs. The number of students in large groups (over 3,000 in some courses) raises issues of training quality and equity (availability of resources, reproducibility of content, study conditions, access to digital solutions, etc.). Access to this type of training requires special training conditions and infrastructures that are not always available in developing countries. This article presents a qualitative study carried out with undergraduate students and teachers at the University of Lomé concerning teaching and learning conditions in large groups and a critical analysis of the solutions implemented by the university. This work can be transposed to other African countries with similar needs and will open the way to a solution analogous to intelligent classrooms for face-to-face courses.

Trarieux, M. (2023). **Faire sa grande école. La construction sociale de la grandeur par les étudiantes et étudiants en écoles de commerce** (Phdthesis, Université Paris Cité). Consulté à l'adresse <https://hal.science/tel-04463420>

Cette thèse porte sur la construction sociale de la grandeur dans les « grandes écoles de commerce » et sur la manière dont les étudiantes et étudiants s'en saisissent au regard de leurs conditions sociales d'existence dans un contexte de marchandisation et de concurrence dans le champ de l'enseignement supérieur. Elle explore ce mécanisme à partir d'un malaise protéiforme exprimé par les élèves et à travers une enquête en sociologie clinique. Des entretiens ont été conduits auprès de 35 jeunes français en formation initiale rencontrés à plusieurs reprises, et d'enseignants, dans le Programme Grande Ecole (PGE) de sept écoles de commerce françaises membres de la Conférence des Grandes Ecoles (CGE). Une étude sur les sites internet de ces écoles ainsi que des observations dans deux de ces établissements ont été menées de manière complémentaire. Ce travail contribue à la compréhension du processus de socialisation à l'œuvre sur les campus. Il explore les interactions, les pratiques sociales des étudiantes et étudiants, et les rapports sociaux qui les structurent, leurs discours, leur système de représentations et de normes, par lesquels elles et ils acquièrent des dispositions. Il informe sur le rapport objectif et subjectif que les élèves nouent avec leur institution et ainsi sur la manière dont ces jeunes en formation sont à la fois produits et producteurs de leur école. Plus spécifiquement, cette recherche met en évidence comment ces écoles font commerce de leur grandeur auprès de leurs élèves qui établissent avec elles un rapport d'investissement multiple dont les bénéfices doivent compenser un sacrifice. De fait, la conquête de la grandeur, qui donne de la valeur sur le marché de l'emploi gestionnaire et assure une sécurité socio-professionnelle, repose pour les élèves sur un travail d'association, avec leurs pairs et leur établissement, teinté de sujétion. Ce travail s'effectue dans l'espace associatif, plus attractif que l'espace scolaire majoritairement désinvesti durant la première année d'études. Il s'établit sur une « carrière associative » instituée sur les campus. Son entrée repose sur des rites d'intégration et un processus d'acculturation dont les formes réelles varient en fonction des prédispositions sociales des élèves à la performance. Cette thèse se focalise sur celles et ceux qui sont sélectionnés par ce second concours intra-école et qui se mettent en activité dans les associations, et ce, de manière genrée. Ils et elles se disposent à « jouer », « à fond » pour leur groupe, au point de travailler pour leur institution et coconstruire leur grandeur, celle de leur école et la leur propre. Les plus engagés sont celles et ceux pour qui l'orientation est vécue comme un coût économique. Aussi, par cette posture sociale et socio-psychique ludique, ces jeunes vivent un processus de subjectivation tout en apprenant à manipuler le cadre associatif, à se soumettre à ses règles du jeu adaptées au champ gestionnaire et élitare, et à invisibiliser les finalités de leurs actions sur les autres et sur le monde. Cette transformation est soutenue par l'idéalisation du groupe et la défense de ses pratiques, d'une part, par un encadrement libre des élèves gouvernés institutionnellement de manière néolibérale, d'autre part. Les enseignants, eux, travaillent à maintenir la grandeur académique dans et pour leur établissement. Ce travail, qui s'intéresse aux hommes et aux femmes qui à la fois investissent, fabriquent et représentent leurs « grandes écoles », met finalement en lumière comment la mécanique de l'excellence, dans une logique marchande, est intriquée à une mécanique de l'alliance entre sujets et organisation.

Trubnikov, D., & Trubnikova, E. (2024). **From Bogus Journals to Predatory Universities: The Evolution of the Russian Academic Sphere Within the Predatory Settings of the State.** *Minerva*, 62(1), 49-68. <https://doi.org/10.1007/s11024-023-09502-2>

The transition to the market economy, which began in Russia more than 30 years ago, has dramatically affected the performance of the Russian academic sphere. The market transformation in the country coincided with significant changes in the global academia. Bureaucratization and obsession with performance indicators have been very welcomed by the Russian system and have been incorporated in various academic excellence programs adopted in the country. A closer look at these programs reveals that the real driving force behind the initiatives is not public spiritedness of the country's policymakers but wishes of various groups to be engaged in the rent-seeking activities of contemporary Russia. The present paper focuses on the interplay between the predatory publishing industry and the apparent encouragement of fraudulent practices by some universities in Russia. It highlights the problem of "predatory universities" and explains the evolution of such strategies in the academic sphere of the country. The Russian case allows to look at the problems of the global academia from a new angle. It should be acknowledged that the predatory publishing industry is much greater than it seems within the initial "open access" model. It is clear that the authors are very often not less predators than the publishers, and this predatory ecosystem has been significantly expanded beyond the merely publisher-author interactions. Moreover, the noticeable players in these predatory markets are universities and governments that play with the systems designed by the leading citation databases and global ranking organisations, which apparently also benefit from these arrangements.

Truman, C., Crane, L., Howlin, P., & Pellicano, E. (2024). **The educational experiences of autistic children with and without extreme demand avoidance behaviours.** *International Journal of Inclusive Education*, 28(1), 57-77. <https://doi.org/10.1080/13603116.2021.1916108>

Extreme demand avoidance (EDA) is increasingly described as part of the autism spectrum and is sometimes diagnosed as Pathological Demand Avoidance (PDA). Yet little is known, about the educational experiences of children with and without EDA behaviours. Using an online survey collecting both quantitative and qualitative data, 211 parents reported on the school experiences of their autistic children. 57 parents had a child with an additional diagnosis of PDA (AUT-PDA); 91 had a child with no diagnosis of PDA but, according to parent report, displayed EDA behaviours (AUT-EDA); and 63 had a child with neither a PDA diagnosis nor EDA behaviours (AUT). Results demonstrated that there were few group differences in terms of the frequency of failed school placements and exclusions. However, children in the AUT-EDA/PDA groups had higher levels of behaviour that challenges, which were particularly high in those with a PDA diagnosis. There were no significant differences in school exclusions, but the fact that these occurred across all groups is of concern. Qualitative results suggested overwhelmingly negative school experiences for all groups but especially the AUT-EDA and AUT-PDA groups. Parents attributed such experiences to misunderstanding of their children's diagnoses and a lack of targeted support.

UNESCO. (2024). **Improving the use of evidence for education policy, planning and implementation: strategic review** (p. 82). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000388747>

UNESCO : United Nations Educational, S. and C. O. & International task force on teachers for education 2030. (2024). **Global report on teachers: addressing teacher shortages and transforming the profession.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000388832>

UNICEF : Fonds des Nations unies pour l'enfance, & UNGEI : United nations girl's education initiative. (2024). **Initiative « priorité à l'égalité » (GCI) - Atelier multi-pays sur la planification sectorielle de l'éducation sensible au genre (GRESP).** Consulté à l'adresse https://www.ungei.org/sites/default/files/2024-02/Report_GRESP_Regional_Workshop_report_FRENCH_V1.pdf

Cet atelier multi-pays (Burkina Faso, Mali, Nigeria, République centrafricaine, République du Congo, Égypte, Libéria et Malawi) sur la Planification sectorielle de l'éducation sensible au genre (décembre 2023) visait à : 1. Améliorer la compréhension des participants sur les questions d'égalité des sexes et les principes d'un système éducatif équitable et inclusif ; 2. Les familiariser avec l'analyse de genre et les outils ; 3. Renforcer leurs capacités à appliquer une perspective de genre aux politiques et à la planification ; 4. Accroître leur engagement à utiliser leur leadership pour promouvoir l'égalité des sexes ; 5. Faciliter le partage d'expériences entre eux, notamment la promotion de la collaboration entre ministères, société civile et agences de coordination de la subvention du GPE au niveau national.

UNICEF Office of Research- Innocenti. (2024). **Data Must Speak: Assurer la formation, l'affectation efficace et la féminisation du corps enseignant pour améliorer les taux de promotion.** Consulté à l'adresse UNICEF website: <https://www.unicef-irc.org/publications/1933-data-must-speak-assurer-la-formation-l'affectation-efficace-et-la-féminisation-du-corps-enseignant-pour-améliorer-les-taux.html>

Le système éducatif tchadien fait face à de nombreux défis. Il est donc important de comprendre quelles ressources et quels facteurs contextuels sont associés à de bonnes performances scolaires au Tchad. Cette note thématique sur assurer la

Valenti, C., & Yasukawa, L. (2024). **Missing education data on internally displaced people (IDPs).** In *Achieving Equitable Education* (p. 103-119). Consulté à l'adresse <https://www.elgaronline.com/edcollchap-oa/book/9781035313839/book-part-9781035313839-12.xml>

Internal displacement can affect a child's education in many ways, reducing their access to education, its quality, and their learning outcomes. Mitigating the negative impacts of displacement on children's education requires systematic monitoring of the issue and evidence-informed programming. Yet timely, reliable and comparable data on IDP's education is still widely lacking. This chapter explores the data landscape on IDP's education. It examines why systematic data on IDP's education is still largely missing in government and humanitarian data systems and outlines ways forward to address existing data gaps.

Velly, C., & Pentecouteau, H. (2022). **Pratiques de l'auto-organisation régulatrice et adaptation de l'accompagnement.** *Phronesis*, 11(1-2), 139-161. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-139.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue Phronesis vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad

nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Vera, A., Yáñez, E., & Scasso, M. (2024). **Priorities for missing data and SDG 4: Latin America and the Caribbean.** In *Achieving Equitable Education* (p. 32-48). Consulté à l'adresse <https://www.elgaronline.com/edcollchap-0a/book/9781035313839/book-part-9781035313839-8.xml>

The SDG 4/Education 2030 Agenda brought new demands for information to countries and the need to focus attention on excluded groups to inform policies and plans for long-term educational outcomes. However, a lack of data in Latin America and the Caribbean limits national capacities to move towards quality education for all. This chapter discusses the challenges in bridging the gaps between available national and cross-national education data in the region. It focuses on people on the move and those with disabilities, two issues of particular importance that clearly exemplify common problems in collecting data on vulnerable individuals. In addition to these groups affected by missing education data, the chapter highlights priority education data gaps in terms of early childhood education, youth and adult skills development, and disaster risks. Finally, the chapter assesses the gap between data production and use.

Viaud, M.-L. (2021). **Des écoles privées hors contrat financièrement accessibles ? Essai de typologie des logiques économiques et pédagogiques des fondateurs d'écoles alternatives.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 27-58. <https://doi.org/10.3917/lse.544.0027>

Depuis une quinzaine d'années, les écoles privées hors contrat se multiplient en France. Dans le même temps, leurs promoteurs sont de plus en plus soucieux de permettre leur accès à un public socialement diversifié, ce qui conduit à une diversification des stratégies économiques. À partir de l'étude d'un panel d'écoles alternatives ouvertes depuis une vingtaine d'années et de la réalisation de monographies d'établissement permettant des comparaisons dans le temps et dans l'espace des stratégies des novateurs, cet article propose une typologie des différentes logiques financières présidant à leur ouverture et à leur fonctionnement les deux premières années, et analyse les conséquences de ces choix en termes de mixité sociale et de pérennisation du projet. Trois logiques sont distinguées : celle du modèle classique de la création d'entreprise avec un recours à l'emprunt et l'embauche d'un ou plusieurs salariés (un modèle solide, mais induisant des coûts de scolarité élevés) ; celle de la création par des passionnés assurant eux-mêmes l'ensemble des tâches sans rémunération pour permettre un coût de scolarité limité ; celle d'écoles souhaitant être accessibles à tous avec un coût très réduit de scolarité, mais au prix de « bricolages économiques » complexes qui rendent la survie de ces structures très fragile.

Vidal, M., & Grossmann, S. (2021). **Les milieux alternatifs de scolarisation : de nouveaux entrepreneurs sociaux ?** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 59-79. <https://doi.org/10.3917/lse.544.0059>

L'entrepreneuriat social a le vent en poupe au Québec. Prisé par les politiques néolibérales contemporaines, on retrouve désormais cette expression aussi bien dans les milieux éducatifs qu'associatifs (Claude et Gaudet, 2018). Avant de s'intéresser à ses implications, il importe de comprendre les différents récits et réalités que cette expression recouvre. Sur la base de trois études de cas au sein d'une école de la rue, d'une école privée alternative et d'une association de raccrochage scolaire, cet article montre comment les différentes logiques sociales mises en place par certains milieux alternatifs de scolarisation du Québec (MAS) s'arriment à des logiques marchandes. Le cadre des économies de la grandeur (Boltanski et Thévenot, 1991) fait ressortir une pluralité de logiques qui se répartissent sur un continuum. Ces logiques se co-construisent, s'articulent, voire parfois s'opposent, afin de rendre compte des multiples facettes de l'entrepreneuriat social.

Vögtle, E. M., & Windzio, M. (2024). **Does academic freedom matter for global student mobility? Results from longitudinal network data 2009–2017.** *Higher Education*, 87(2), 433-452. <https://doi.org/10.1007/s10734-023-01015-x>

Academic freedom and global student mobility are both topics high on the scientific and political agenda. However, the relationship between transnational student mobility and academic freedom in national higher education systems has not yet been investigated cross-nationally. This study intends to answer the question on how a countries' level of academic freedom impacts on its' attractiveness as a study destination. We analyse this connection from a network analytic perspective. While our data covers 167 countries as receivers and senders, our network analysis takes the attributes of countries and their relationship to each other into account in order to estimate the net effect of academic freedom ties in the network of global student mobility. We expect global student mobility to be directed from countries with low levels of academic freedom to countries with high levels of academic freedom. At the same time, academic freedom might be an attractive characteristic of a country to retain students in its domestic higher education system.

Walker, M. (2024). **A capabilitarian approach to decolonising curriculum.** *Education, Citizenship and Social Justice*, 19(1), 110-123. <https://doi.org/10.1177/17461979221123011>

The paper contributes to current debates about decolonising curriculum and advancing corresponding 'humanness pedagogies' in South Africa by developing a capabilitarian approach and foregrounding epistemic justice capabilities. This is aligned with and to fostering a shared African ethic for individual transformation-in-context and for building universities which benefit communities and societies. It is proposed that epistemic justice capabilities are foundational to decolonising curriculum and foundational for pedagogies which mediate disciplinary content and the dismantling of comparative inequalities among students in order to foster humanness. The capabilitarian framework seeks to secure the expanded wellbeing, co-flourishing and agency of all, in this case in and through higher education and a quality, decolonising curriculum oriented to an ecology of knowledges and a generous, inclusive humanity. The paper concludes with suggestions regarding a way forward to dismantle an exclusionary 'epistemic line' and associated oppressions.

Wang, J. (2021). **La construction du marché scolaire : exemple des écoles privées chinoises.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 101-118. <https://doi.org/10.3917/lse.544.0101>

Les écoles privées (qui n'ont pas de sens religieux en Chine) sont ressollicitées dès les années 1980 par l'État pour combler des lacunes de l'investissement financier dans le secteur éducatif public. Aujourd'hui, ayant dépassé un simple statut complémentaire au secteur public, ces établissements privés trouvent leur clientèle dans les classes moyennes chinoises aspirant à une éducation alternative qu'elles estiment ne pas trouver à l'école publique. Un mécanisme de marché scolaire s'installe dans le système éducatif chinois. L'enseignement privé qui propose une éducation différente du secteur public est davantage conforme aux valeurs des classes moyennes et leur permet de se soustraire aux incertitudes scolaires et à l'instabilité sociale.

WatreLOT, P. (2024, février 28). **Groupes de niveau : comment prôner le « vivre ensemble » si on ne scolarise pas ensemble ?** Consulté 4 mars 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/groupes-de-niveau-proner-vivre-ensemble-on-ne-scolaris/00109864>

L'annonce par Bruno Le Maire d'un plan d'austérité de 10 milliards d'e

WODON, Q., MALE, C., & ONAGORUWA, A. (2024). **Educating girls and ending child marriage in Africa: Investment case and the role of teachers and school leaders.** Consulté à l'adresse <https://www.iicba.unesco.org/sites/default/files/medias/fichiers/2024/01/STUDY%202024-2%20Africa%20Teachers%20Reports%20Series.pdf>

Ce premier rapport sur les enseignants en Afrique s'appuie sur un large éventail de données (enquêtes auprès d'enseignants et de directeurs d'établissement, évaluations des élèves, données nationales, administratives et politiques, qualitatives...) pour démontrer la nécessité d'investir dans les enseignants et les directeurs d'établissement afin d'améliorer les possibilités d'apprentissage des filles et de mettre fin au mariage des enfants, réduisant ainsi les inégalités entre les genres dans et par l'éducation.

Woo, E., & Wang, L. (2024). **Crisscrossing scapes in the global flow of elite mainland Chinese students.** *Higher Education*, 87(3), 551-566. <https://doi.org/10.1007/s10734-023-01023-x>

This paper applies Appadurai's notion of scapes in globalisation to study international student mobility. Thirty mainland Chinese students were interviewed; the majority of whom studied at prestigious institutions in the West before enrolling in their current PhD programmes at a research-intensive university in Hong Kong (HK) in the immediate aftermath of HK's large-scale social protests and amidst the Covid-19 pandemic. We seek to understand why these students relocated to HK to further their studies given these turbulent circumstances and how their mainlander identity and sojourns in the West influence their perceptions of HK's social movements from the perspectives of ethnoscape and ideoscape, respectively. Our findings reveal that HK represented the 'best' compromise for our participants, mitigating their nostalgia for home (i.e. mainland China) whilst offering a superior education to the Chinese mainland. Most participants perceived HK as a nationalistic ideoscape, wherein HK people's pursuit of autonomy is subordinated to the putative Chinese national interests. Moreover, ethnoscape and ideoscape dynamics were found to crisscross other scapes. Generous scholarships (i.e.

financescape) provided additional incentives driving student relocations. The persistent consumption of Chinese social media (techno-mediascape) was found to have resulted in worldview conformity between our participants and the Chinese state.

Wysmułek, I. (2024). **Corruption in the public schools of Europe: A cross-national multilevel analysis of education system characteristics.** *International Journal of Comparative Sociology*, 65(1), 10-38. <https://doi.org/10.1177/00207152221096841>

Researchers have long theorized that characteristics of education systems impact both perceived and experienced corruption in public schools. However, due to insufficient cross-national survey data with measures on corruption in education and unassembled yet publicly available institutional data, there are few empirical tests of this theory. This article provides the rare direct test of the relationship between corruption in European public schools and three education system factors: government expenditure on education, education staff compensation, and teacher workload (pupil–teacher ratio). With a newly constructed harmonized data set for European countries, and controlling for national economic factors and individual characteristics, results of multilevel analyses suggest partial support for the theory that specific institutional characteristics of education systems impact public school corruption. The theorized institutional factors have different effects that depend on whether we examine bribe-giving experience or corruption perception. Results show that bribe-giving experience in public schools of Europe is weakly yet significantly related to education staff compensation. For corruption perception, low levels of government expenditure on education and a lopsided pupil–teacher ratio (too few teachers per student) increase the probability that people view corruption as prevalent.

Xia, J., Zhang, M. M., Zhu, J. C., & Fan, D. (2024). **Reconciling multiple institutional logics for ambidexterity: human resource management reforms in Chinese public universities.** *Higher Education*, 87(3), 611-636. <https://doi.org/10.1007/s10734-023-01027-7>

Over the past several decades, Chinese universities have introduced various Western-style human resource management (HRM) practices to improve organizational performance. Such HRM innovations have resulted in new employment relations and paradoxical HR practices, which cannot be explained by the unitary institutional logic assumed by conventional HRM theories. Based on in-depth interviews of academic and administrative members, this study examines how Chinese universities struggle to reconcile competing institutional logics through HR innovations for ambidexterity. Our research reveals a unique transformation trajectory of personnel management in Chinese public universities. The findings indicate that human resource management in Chinese universities has been influenced by multiple logics of socialism, market, and corporation, heading along the neoliberal and managerial route while being shaped by strong state regulations. Chinese universities still have a long way to go to reconcile multiple institutional logics and achieve ambidexterity.

Yan, K., & Zhang, Y. (2024). **The tensions of general education reform in China.** *Asia Pacific Education Review*, 25(1), 131-142. <https://doi.org/10.1007/s12564-022-09767-4>

This qualitative inquiry examines the tensions that general education colleges face while initiating reform in China, how students characterize these tensions, and what conditions account for the tensions. The views of 18 college students were documented through individual semi-structured interviews to uncover the themes related to the tensions, and the transcripts of the interviews were analyzed using thematic coding. This study identifies

multiple tensions that arise surrounding general education programs including the tension of the "tao of universities" versus the "use of universities," "general-discipline fusion" versus "general-discipline separation," and "core curriculum" versus "fragmented curriculum." The study also discusses possible ways of easing and resolving these tensions so that services and programs can be enhanced.

Yu & Duchin. (2024). **Building a Curriculum to Foster Global Competence and Promote the Public Interest: Social Entrepreneurship and Digital Skills for American Community College Students.** *Community College Journal of Research and Practice*, 48(3), 164-174. <https://doi.org/10.1080/10668926.2022.2064374>

This paper proposes a new approach for combining top-down and bottom-up approaches intended to lead to a curriculum for action in the public interest that builds on social entrepreneurship and digital skills for students at community colleges. This integrated approach requires a collaborative, participatory approach and aims to provide relevant content for students with different cultures and backgrounds, personal values, and sense of identity. The objective is for all participants to engage in the learning process, become more confident, and develop contemporary skills that inspire and enable them to take initiatives to tackle global challenges and to thrive in a multicultural world. A relevant curriculum must enable students to understand the global and local situations in different geographies and, with the increasing demand for digital skills, to access and share information over networks, to develop possible solutions, and to make them happen. This paper proposes ideas for stimulating students to think about what they can do for the public good, starting with local issues, and to generate outcomes valued by the community. The ideas proposed for specific local communities in Maryland can be generalized for understanding and addressing problems for different communities in the United States as well.

Zadravec, K. A., & Kočar, S. (2024). **The impact of academic disciplines on a constructively aligned internationalised curriculum.** *Higher Education*, 87(2), 305-324. <https://doi.org/10.1007/s10734-023-01008-w>

Internationalisation has moved to the core of universities' mission, emphasising the qualitative elements of internationalisation, which is inter alia evident in the implementation of an internationalised curriculum. The latter must be implemented following the constructive alignment model; thus, the framework for a constructively aligned internationalised curriculum is proposed in this article, combining an internationalised curriculum with Biggs' constructive alignment model. Since academics are the owners of an internationalised curriculum and they are determined by their academic disciplines, in this paper, the impact of disciplines on a constructively aligned internationalised curriculum is evaluated, following Biglan's typology of academic disciplines. It was found from the sample of 1367 academics from all Slovenian higher education institutions that an internationalised curriculum is constructively aligned in practice, wherein we observed relevant disciplinary differences in the level/rate of appearance of international perspectives in the individual steps of a constructively aligned internationalised curriculum, with a noticeably higher incidence in the case of soft disciplines. Besides introducing the framework for a constructively aligned internationalised curriculum and identifying relevant differences between disciplines, an important contribution to the research topic is in several other characteristics of academic professions that were identified as having an impact on the implementation of an internationalised curriculum. Examples of these were academics' inclusion in

pedagogical courses and academics' various modes of international engagement. The authors also highlight several opportunities for improvement and further research, as well as implications for the enhancement of curriculum internationalisation in hard disciplines.

Zhan, T., & Marginson, S. (2024). **Institutional dual identity in research capacity building in IBCs: the case of NYU Shanghai.** *Higher Education*, 87(2), 471-490. <https://doi.org/10.1007/s10734-023-01017-9>

International higher education branch campuses (IBCs) in China and elsewhere possess dual identity. There are stakeholders on both the home and host sides. While international branch campuses receive scholarly attention, there has been little study of their research and the role of institutional dual identity in research capacity building. This paper develops a conceptual framework that brings the conditions, practices, and outcomes of research together with dual institutional identity, to study research capacity building at NYU Shanghai. Data from 16 semi-structured interviews with academics, administrators, and university leaders indicate that institutional dual identity is central to what the institution has achieved in building research, influencing every aspect of the process. NYU Shanghai's American identity has shaped academic practices and workloads, and NYU's multi-site structure provides significant networks and resources, yet the institution has also adapted to its Chinese identity and local stakeholders. Dual identity has generated policy conflicts and logistical hurdles yet has also opened institutional and academic opportunities unavailable to other US institutions. While every IBC is embedded in a complex and partly unique context, this study suggests a reflexive understanding of research capacity building in such settings, and contributes to empirical knowledge of cross-border institutions, especially in China.

Zipparo, J. (2023). **The determinants of university strategic positioning and the obscuring of institutional diversity: an Australian case study.** *Tertiary Education and Management*, 29(4), 341-364. <https://doi.org/10.1007/s11233-022-09097-5>

The purpose of this paper is to contribute to the recent body of research exploring strategic positioning, and the processes and factors which influence the development and content of university strategies and plans, with lessons then applied to open questions of institutional diversity and its determinants. Following a sector level analysis of the contents of university positioning documents, an in-depth case study is developed of a large Australian university, where the interaction of intra-institutional 'meso' layers is explored to show a confluence of factors contributing to positioning. The case demonstrates that institutional positioning involves the selective crafting of narratives for multiple purposes, including the seeking and portrayal of internal cohesion, identity enhancement, and resource seeking. Importantly, while cross-institutional comparison of positioning narratives portrays an undifferentiated and somewhat homogenous sector, positioning is found within the case institution to obscure what is significant internal diversity and complexity. The implications of these findings for research exploring institutional diversity, and policies seeking to stimulate it, are discussed.

Pratiques enseignantes

Balslev, K., Maldonado, M., Naef, L., Guzzo, C., Perréard Vité, A., & Lussi Borer, V. (2022). **Former des enseignants dans l'alternance : traces de l'activité professionnelle, voies et variables pédagogiques.** *Phronesis*, 11(1-2), 32-56. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-32.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Bélisle, M., Jean, V., Lechasseur, K., Boyer, L., Goudreau, J., Fernandez, N., ... Leclerc, G. (2022). **Conceptions de la professionnalisation et trajectoires d'apprentissage d'étudiants dans des programmes universitaires en santé.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10030>

Supported by a framework that adopts the notion of professionalization from a tridimensional perspective (competencies, identity, and culture), this qualitative research sought to better understand faculty conceptions of student professionalization in the context of pre-service training in university health programs. The results show that the planned learning trajectories are part of a work / training system and are marked by professionalizing modalities focused on action and reflection. According to the teachers' conceptions, simulation and problem-based learning situations contribute to the development of skills, the portfolio to identity construction, and discussions on the appropriation of the professional culture.

Belzak, W., Lockwood, J. R., & Attali, Y. (2024). **Measuring Variability in Proctor Decision Making on High-Stakes Assessments: Improving Test Security in the Digital Age.** *Educational Measurement: Issues and Practice*, 43(1), 52-65. <https://doi.org/10.1111/emip.12591>

Remote proctoring, or monitoring test takers through internet-based, video-recording software, has become critical for maintaining test security on high-stakes assessments. The main role of remote proctors is to make judgments about test takers' behaviors and decide whether these behaviors constitute rule violations. Variability in proctor decision making, or the degree to which humans/proctors make different decisions about the same test-taking behaviors, can be problematic for both test takers and test users (e.g., universities). In this paper, we measure variability in proctor decision making over time on a high-stakes English language proficiency test. Our results show that (1) proctors systematically differ in their decision making and (2) these differences are trait-like (i.e., ranging from lenient to strict), but (3) systematic variability in decisions can be reduced. Based on these findings, we recommend that test security providers conduct regular measurements of proctors' judgments and take actions to reduce variability in proctor decision making.

Ben Hamouda, L. (2024a, mars 6). **Combattre l'échec scolaire : et si la solution était dans les pédagogies « différentes »**. Consulté 6 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/06/combattre-lechec-scolaire-et-si-la-solution-etait-dans-les-pedagogies-differentes/>

Dans son dernier livre, « Comprendre et combattre l'échec scolaire », Yves Reuters rappelle la persistance de l'échec scolaire et son caractère marqué socialement. Au-delà du constat, le

Ben Hamouda, L. (2024b, mars 7). **L'EPS à l'épreuve des transidentités**. Consulté 12 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/07/leps-a-lepreuve-des-transidentites/>

La circulaire de 2021 « Pour une meilleure prise en compte des questions relatives à l'identité de genre en milieu scolaire » enjoint à l'Ecole de faciliter l'intégration des élèves transgenres, par « des mesures individualisées », notamment en ce qui concerne le changement de prénom, l'expression de genre et les normes vestimentaires, ou encore l'usage d'espaces d'intimité. Préconisations précieuses, mais généralistes et non disciplinaires, y compris en ce qui concerne l'EPS, discipline pourtant essentiellement confrontée à la visibilité des corps et éminemment genrée. Etonnant paradoxe qui a motivé Bastien Pouy-Bidard, doctorant contractuel en sciences de l'éducation et de la formation, et enseignant-formateur à l'INSPE de Versailles, à interroger, dans *Transidentités en éducation physique et sportive*, les expériences transidentitaires en cours d'EPS au regard du parcours de sept jeunes trans âgés de 18 à 20 ans. Mais à travers ce prisme disciplinaire, c'est aussi toute une réflexion sur le système de genre dominant dans le système scolaire que l'auteur propose...

Benlahouès, D. (2023). **Approche d'une activité mathématique en contexte professionnel : le cas des calculs de doses médicamenteuses**. *Travail et Apprentissages*, 25(1), 19-39. <https://doi.org/10.3917/ta.025.0019>

Les erreurs médicamenteuses sont un enjeu fort de santé publique auquel les institutions du champ de la santé tentent de répondre. L'étape la plus sensible du circuit du médicament (prescription, dispensation et administration) est celle de l'administration des médicaments pour laquelle les infirmières sont majoritairement concernées, avec un risque d'erreur de calcul de dose. Peu de travaux se sont intéressés à ce sujet. Ces constats ont motivé notre recherche doctorale (Benlahouès, 2020) avec pour objectif de conceptualiser l'activité de calcul de dose médicamenteuse. Le dispositif expérimental a cherché à apporter des éléments de réponses sur les manières de calculer des infirmières dans une activité complexe et multiple. Le soutien théorique de la didactique des mathématiques, de la psychologie ergonomique et de la didactique professionnelle a conduit à une conceptualisation globale de l'activité de calcul de dose, à partir de laquelle nous présentons dans cet article, les quatre raisonnements qui conditionnent de façon importante l'activité des infirmières dans les services de réanimation/soins intensifs.

Berger-Correa, B., Ringrose, J., Xie, X., & Cambazoglu, I. (2024). **Mapping affective circuits of a Twitter trolling attack against feminist arts-based pedagogy during the COVID-19 global pandemic**. *International Journal of Qualitative Studies in Education*, 37(3), 642-659. <https://doi.org/10.1080/09518398.2022.2098410>

We examine a Twitter attack against our phEmaterialist pedagogy during a UK-wide COVID-19 lockdown. We explore how trolls swarmed together in a collective mocking

and ridiculing of images of colorful Play-doh genital models posted as part of a Master's module we teach. The session explored "clitoral validity" as a feminist pedagogical concept to disrupt phallogentric sexuality education through the modeling of the vulva and clitoris. We focus on a sub-sample of the attack, tweets that explicitly refer to clitoral validity, vulvas, and penises. We develop an analytical frame of networked affect and affective homophily in combination with psychoanalytical concepts to map affective circuits of misogyny and hate. To conclude, we use this episode to shed light on what is at stake for scholars working in feminism and/or gender and sexuality studies using creative, participatory, and arts-based methods and we both trouble and reclaim a position of bad feminist researchers/pedagogues.

Bonasio, R., Fondeville, B., & Lefeuvre, G. (2024). **L'enseignant face aux désordres en classe: appropriation de dispositifs à l'école primaire**. Rennes: Presses universitaires de Rennes.

Confrontés à des comportements d'élèves qu'ils jugent inappropriés, les enseignants de l'école primaire mettent en œuvre des dispositifs de régulation de ces désordres. Au-delà du seul rétablissement de l'ordre, ces dispositifs sont porteurs d'enjeux éducatifs : les enseignants tentent de faire participer les élèves à la résolution des problèmes, d'engendrer chez eux une posture réflexive, voire d'enseigner des compétences sociales. Certains de ces dispositifs sont connus et font l'objet d'une valorisation sociale, comme par exemple le conseil d'élèves. D'autres existent de manière plus clandestine : alors que les enseignants éprouvent une forme d'efficacité dans leur mise en œuvre, ils préfèrent en taire la réalité du fait de l'illégitimité présumée de leur intérêt éducatif. Sans a priori sur leur valeur pédagogique, cette étude se centre sur l'appropriation de ces dispositifs par des enseignants en analysant leur activité effective en classe. Il s'agit de savoir ce qui, chez ces acteurs, fait tantôt ressource ou contrainte dans des situations de travail ordinaire. C'est à partir de ces constats qu'une expérimentation est coconçue entre enseignants et chercheurs : la régulation des désordres y est envisagée à partir d'une démarche d'enquête avec les élèves. Les désordres vécus y apparaissent comme des opportunités d'apprentissages.

Bonesrønning, H., & Iversen, J. M. V. (2024). **The Importance of Tutors' Instructional Practices: Evidence from a Norwegian Field Experiment** (CESifo Working Paper Series No 10878). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10878.htm>

We use data from a large field experiment where young students were pulled out of their regular classes and offered mathematics instruction in small homogenous groups, to investigate the importance of the tutors' instructional practices. The analyzes are limited to low achievers, and the instructional practices are characterized by the degree of individualization and the tutors' allocation of attention between students. Tutors who spent much time with avoidant students were associated with a treatment effect of approximately 0.20 SD while tutors who spent little time with these students were associated with no significant treatment effects.

Bongrand, P., Hugon, M.-A., & Viaud, M.-L. (2021). **La dimension économique des pédagogies différentes. Introduction au dossier**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 7-25. <https://doi.org/10.3917/lse.544.0007>

Cet article introduit un dossier qui plaide pour que des recherches sur les pédagogies « différentes » (définies par leur prise de distance revendiquée vis-à-vis de l'ordinaire

scolaire) enquêtent sur leurs aspects économiques. Le constat récurrent du coût très élevé, facteur d'inégalités, de certaines écoles privées alternatives ne vaut pas pour toutes les pédagogies différentes. Étudier les démarches des fondateurs ou membres des écoles différentes soutient l'hypothèse que la contrainte de financement fait l'objet de stratégies variées qui, dans le contexte de développement de quasi-marchés scolaires, concourent à éclairer non seulement la genèse, le devenir et les publics de ces établissements, mais également leurs pratiques pédagogiques.

Boyer, C., & Pagoni, M. (2023). **Interroger l'organisation de l'activité des enseignants en recherche documentaire dans le cadre de la Pédagogie Freinet.** *Travail et Apprentissages*, 25(1), 139-161. <https://doi.org/10.3917/ta.025.0139>

Cet article interroge la mise en place d'un dispositif innovant, la Recherche Documentaire (RD), en cycle 3, par un collectif de trois enseignants en pédagogie Freinet. Le croisement entre didactique professionnelle et didactique des disciplines permet de questionner à la fois les savoirs visés par ce dispositif du point de vue disciplinaire et les effets du travail collectif d'analyse des pratiques mis en place par les chercheurs via l'auto-confrontation croisée sur la formation des enseignants. La théorie des champs conceptuels et plus particulièrement la notion de l'organisation de l'activité de l'enseignant par des invariants opératoires, aident à mettre en relation ces deux questionnements et à situer les choix didactiques des enseignants dans la construction de leur professionnalisation et de leur inscription en pédagogie Freinet, tout en l'articulant avec l'analyse des processus de conceptualisation mobilisés par les élèves.

Candel, E. C., de-la-Peña, C., & Yuste, B. C. (2024). **Pre-service teachers' perception of active learning methodologies in history: Flipped classroom and gamification in an e-learning environment.** *Education and Information Technologies*, 29(3), 3365-3387. <https://doi.org/10.1007/s10639-023-11924-0>

The scientific literature reveals the impact of applying game-based videos and gamification on undergraduates' learning. This work proposes, within an online context, using these educational strategies to make students the active protagonists of their learning. Therefore, this paper aims to analyze the students' perception of the effectiveness of the application of game-based videos (within a flipped classroom framework) and gamification to improve knowledge and competencies. The study was conducted for four months with pre-service teachers (n = 190) in an online Social Sciences course. The students were provided with the lesson plan and filled in an ad hoc questionnaire using a quasi-experimental design in an ecological environment. The results indicate a positive impact in all the assessed aspects after implementing the innovative experience. Utilizing a different teaching style, one with the student as the protagonist of the learning process plus the improvement of learning shows significantly positive educational results. These preliminary findings enhance the development of pre-service teacher training and a student-centered teaching-learning process. Consequently, guidelines are provided to advance innovative educational experiences in online higher education.

Capitanescu Benetti, A., & Grau, S. (Éd.). (2024). **Organiser le travail de la classe (Dossier).** *Cahiers pédagogiques*, (591). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-591-organiser-le-travail-de-la-classe/>

Céci, J.-F. (2023). **Innovation pédagogique au prisme du scénario proposé aux étudiants : de quel éventail de possibilités est-il question ?** *Colloque ROC 2023*. Présenté à En ligne, Canada. Consulté à l'adresse <https://hal.science/hal-04476115>

We wish to describe innovation in the field of education and training through the prism of the diversity of educational scenarios used and experienced in class. Thanks to a review of plural literature over 10 years, we were able to reveal 25 different educational scenarios used by the innovative teachers in our corpus.

Chan, A., & Ritchie, J. (2024). **A duoethnographic discussion of doctoral supervision pedagogies.** *International Journal of Qualitative Studies in Education*, 37(3), 720-732. <https://doi.org/10.1080/09518398.2022.2098406>

This paper performs a critical qualitative inquiry exploring supervision pedagogies utilising duoethnography as both methodology and conceptual framing. We begin the inquiry by reflecting upon our social and cultural identities and our evolving supervisor/supervisee-colleague-friend relationship. Our critical dialogue then shifts to scrutinising our supervision experiences. Topics of relationships, ethics, power effects, cultural differences, students' anxieties and self-doubt, and institutional protocols emerged during our conversations. We analyse our narratives in light of literature on supervision pedagogy, duoethnography, and some theoretical notions drawn from critical multiculturalism and the work of Foucault and Bourdieu. In the current context of neoliberal incursions into university modalities, it is our intention that our dialogue might promote a refocusing on the need for critical socially-just supervision pedagogies, and we invite you to join us in this critical dialogic inquiry.

Chang, H., Park, J., & Suh, J. (2024). **Virtual reality as a pedagogical tool: An experimental study of English learner in lower elementary grades.** *Education and Information Technologies*, 29(4), 4809-4842. <https://doi.org/10.1007/s10639-023-11988-y>

Artificial intelligence (AI) technology significantly impacted educational institutions, and AI application in education brought new perspectives to develop improved technology-enhanced learning systems. Recently, novel approaches in technology-enabled learning utilizing virtual reality (VR) instead of traditional multimedia materials, digital learning games, and educational software. The use of VR technologies in language education improves creativity, interactivity, collaboration, problem-solving, and active knowledge building. In addition, the benefits of using VR in language education extend to lower elementary grades. Young learners can greatly benefit from the immersive and engaging nature of VR technology when learning English. By incorporating VR into English education, students in these grades can experience a more interactive and stimulating learning environment. This study examined which constructs affect students' continuous use of VR by applying the Technology Acceptance Theory (TAM) theory and explored whether and how VR can improve students' abilities to learn English compared to voice-video-based oral communications. The results have academic and practical implications, as they provide guidance for a rigorous aspect of technology-enhanced learning and demonstrate strong evidence that VR is more effective than traditional education methods. This supports educators and researchers in developing VR materials and activities. This study emphasized the advantages and potentials of VR in language education.

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 ?)

Commission européenne, EACEA : Agence executive : éducation, audiovisuel et culture, CURAJ, A., GEANTA, I., HAJ, C., HOLEAB, C., ... ŢUCA, P. (2023). **Framing the European way for the digital decade: inspiring practices in digital education across the EU.** Luxembourg: Office des publications de l'Union européenne. <https://op.europa.eu/en/publication-detail/-/publication/8bc789e0-a07d-11ee-b164-01aa75ed71a1>

Couch, D., Nesterova, Y., & Nguyen, H. (2024). **Examining non-Indigenous teacher perceptions of Indigenous students in Taiwan through a Strategic Relational Approach.** *Asia Pacific Education Review*, 25(1), 255-266. <https://doi.org/10.1007/s12564-023-09830-8>

This article examines non-Indigenous teachers' expectations of, perceptions of, knowledge about, and attitudes towards Indigenous students in Taiwan using a Strategic Relational Approach. Drawing on survey data that combined Likert-scale responses with reflexive, open-ended questions, we found that whilst teacher survey responses indicated a normatively positive view of Indigenous students, this was troubled by their open-ended answer responses which included many negative perceptions of Indigenous students' behaviours, family backgrounds, and capacity for educational achievement. We argue that this indicates an underlying tension held by non-Indigenous teachers of Indigenous students, constructed through contradictory perceptions of self (open to and encouraging of Indigenous learners) and of Indigenous students (as less capable than non-Indigenous students, and uninterested in educational success). Using the Strategic Relational Approach's notion of a context conduct dialectic, we offer an explanation of this tension by positioning teachers centrally within Taiwan's cultural political economy, before considering implications for teacher education.

Dadey, N., Gong, B., Kim, Y.-K., & Sato, E. (2024). **Digital Module 35: Through-Year Assessment.** *Educational Measurement: Issues and Practice*, 43(1), 97-98. <https://doi.org/10.1111/emip.12595>

Module Abstract Through-year assessments are assessments that are administered in multiple parts and at different times over the course of a school year that also produce summative scores that can be used with state accountability systems (Lorié et al., 2021; Dadey & Gong, 2023). These assessments are alternatively known as instructionally

embedded, through-course, or periodic assessments. There are a number of possible through-year assessment models, and they have recently been the subject of much policy interest as they have the potential to inform subsequent instruction, be more closely aligned with and responsive to curricula and instruction, provide more proximal measures of learning, and be a more sensitive measure of student progress or growth than typical year-end summative assessments (Clark & Karvonen, 2021; Gong, 2021; NWEA, 2021; Wise, 2011). More research is needed, however, to substantiate these potential uses.

Dai, K., Matthews, K. E., & Liang, Y. (2024). **'I wish to participate but...': investigating students' perceptions of student-staff pedagogical partnerships at a Hong Kong University.** *Higher Education*, 87(3), 779-793. <https://doi.org/10.1007/s10734-023-01035-7>

There is an increasing focus on relationship-rich education and relational pedagogies in higher education. Engaging students as partners (SaP) to nurture values-based pedagogical relationships is one such approach, yet it is contested with limited research outside of Anglophone countries. To advance a collective understanding of SaP as a global practice, we interviewed 35 postgraduate students at a research-intensive university in Hong Kong with a hybridised educational setting combining Chinese and westernised strategies and heritages. Reflecting on their learner-teacher relationships as both undergraduate and postgraduate students, they discussed differing senses of student identity that shaped how they perceived their pedagogical relationships: entanglement of positioning themselves as followers, customers, and co-teachers. The influence of neoliberalism, capitalism, and marketisation of higher education in the Hong Kong context was evident throughout the interviews. We discuss the implications for learner-teacher relationships as a pedagogical partnership in the broader hybridised higher education context of Hong Kong. In doing so, we argue that students are navigating an in-betweenness that shapes how they see themselves and the pedagogical relationships they form with teaching staff.

Danic, I., Lefort, T., & Mell, L. (2024). **Aux sources des inégalités face au numérique, le rapport des enseignants du secondaire aux technologies numériques: retrait, appropriation ou partage ?** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12402>

La recherche IDÉE étudie la mise en place sur le territoire breton des coopératives pédagogiques numériques (CPN), dispositif de formation continue initié par le rectorat inséré dans un dispositif de type living-lab pour proposer à des enseignants des espaces et des temps de partage d'expériences pédagogiques, de production de ressources mais aussi de formation entre pairs, notamment en lien avec leurs usages des technologies numériques. À partir d'une enquête quantitative et qualitative, nous interrogeons ici la relation des enseignants du secondaire aux technologies numériques dans le contexte de leurs pratiques pédagogiques en reliant trois échelles d'analyse : les discours institutionnels prescrivant le recours au numérique ; les usages en classe ; l'acquisition de compétences par la formation et par la collaboration entre enseignants.

Erard, M., Bouton, C., & Vanhoolandt, C. (2024). **Une école d'été comme formation à l'interdisciplinarité: kit de démarrage innovant pour des étudiants en 3^{ème} cycle.** *L'enseignement supérieur et les communautés: des dynamiques interconnectées (AIPU 2024)*. Présenté à Sherbrooke, Canada. Consulté à l'adresse <https://hal.science/hal-04495838>

Understanding complex biological phenomena requires building scientific projects that involve chemists, physicists, and biologists. PhD students interested in these themes often come from monodisciplinary backgrounds. They must quickly face the challenge of interdisciplinarity to position their project in a global context, especially considering the limited three-year duration of their doctoral funding in France. Therefore, organizing a thematic summer school has emerged as an innovative approach to train PhD students to interdisciplinarity from the beginning of their doctoral studies. Interdisciplinarity is a process that enables individuals to integrate knowledge from different disciplines to understand and solve complex problems. This process requires acquiring practical knowledge and an epistemological understanding of the involved disciplines, as well as developing interdisciplinary communication skills. The formulated hypothesis suggests that benefits from the described interdisciplinarity training will be immediately identified by participants, especially in terms of acquired knowledge. Other long-term benefits, particularly in communication skills, are expected. The thematic summer school brought together 22 participants, including chemists, biologists, and physicists in comparable proportions. It was organized around four axes: theoretical, practical, communicational, and cultural. Participant evaluation was conducted using a survey with closed and open-ended questions. The results highlight overall participant satisfaction and immediate benefits in terms of theoretical and practical knowledge. In addition, adjustments are suggested to find a better balance between basic and advanced courses and between the activities of different axes. The aims of the interdisciplinary communication workshops are clear, and suggestions are made to make them more closely aligned with the scientific projects of the participants. However, more than half of the participants do not feel significant progress in their learning of interdisciplinarity skills. This type of benefit can be assessed in the longer term as participants advance in their scientific projects. In conclusion, the thematic summer school as an innovative approach seems to have achieved its initial goal of providing a solid « starter kit » for PhD students in interdisciplinarity.

Fackler, A. K., & Capps, D. K. (2024). **'If you wanted to take this model and throw nitrogen at it, it would fit': synthesis approach to modelling to learn about biogeochemical cycles.** *International Journal of Science Education*, 46(5), 421-439. <https://doi.org/10.1080/09500693.2023.2240524>

The literature on scientific modelling practices in science education has provided a fruitful discussion on how learners tend to view models vs. how and what they should think about them. One approach is to teach students that models are abstractions so that they do not view them as a copy of phenomena they represent. Although teaching students that models are abstractions is a successful strategy in modelling instruction, we still do not know how students engage in and work towards the process of abstraction while they develop a model to understand scientific ideas. This qualitative study examines how a group of undergraduate and graduate students in an upper-level ecosystem ecology course at a research university in the southeastern part of the United States engage in a task that requires constructing an abstract representation of how biogeochemical cycles work by using a specific approach to modelling, namely synthesis modelling. Data corpus entailed paired interviews with ten students and their artefacts. The findings centred upon four episodes regarding how students engage in abstraction through a synthesis approach to modelling as they make sense of the system of biogeochemical cycles: working with surface similarities, abstracting ideas, abstracting structures, and checking on model-source fit.

Fu, J., Tan, X., & Kyllonen, P. C. (2024). **Information Functions of Rank-2PL Models for Forced-Choice Questionnaires.** *Journal of Educational Measurement*, 61(1), 125-149. <https://doi.org/10.1111/jedm.12379>

This paper presents the item and test information functions of the Rank two-parameter logistic models (Rank-2PLM) for items with two (pair) and three (triplet) statements in forced-choice questionnaires. The Rank-2PLM model for pairs is the MUPP-2PLM (Multi-Unidimensional Pairwise Preference) and, for triplets, is the Triplet-2PLM. Fisher's information and directional information are described, and the test information for Maximum Likelihood (ML), Maximum A Posterior (MAP), and Expected A Posterior (EAP) trait score estimates is distinguished. Expected item/test information indexes at various levels are proposed and plotted to provide diagnostic information on items and tests. The expected test information indexes for EAP scores may be difficult to compute due to a typical test's vast number of item response patterns. The relationships of item/test information with discrimination parameters of statements, standard error, and reliability estimates of trait score estimates are discussed and demonstrated using real data. Practical suggestions for checking the various expected item/test information indexes and plots are provided.

Girard, A. (2022). **Le soutien à l'engagement au travail des élèves en classes « difficiles » de lycée professionnel : recours à une méthode mixte pour l'analyse de l'expérience de l'enseignant d'EPS et des élèves au cours d'une année scolaire** (Phdthesis, Clermont Université). Consulté à l'adresse <https://hal.science/tel-04476513>

Les élèves scolarisés en lycée professionnel (LP) ayant subi une orientation non choisie, notamment dans les filières industrielles, rencontrent des difficultés d'engagement dans le travail scolaire (Arrighi & Gasquet, 2010). À ce titre, la relation enseignant-élèves basée sur le soutien social de l'enseignant apparaît comme un levier à leur engagement dans le travail scolaire (Jennings & Greenberg, 2009 ; Poling et al., 2022). L'objectif de notre recherche est d'analyser cette relation soutenance entre l'enseignant et tous les élèves de la classe, à partir d'une analyse de leur activité et de leur vécu en classe, sur l'année scolaire. Il s'agit d'investiguer les questions suivantes : a) les élèves en classes difficiles de LP vivent-ils un soutien de leur enseignant au cours de l'année, les aidant à s'engager dans le travail en classe ? b) qu'est-ce qui fait soutien pour eux et leur permet de modifier leur engagement ? ; c) peut-on repérer des moments de soutien au travail qui sont partagés entre l'enseignant et les élèves d'une même classe, et quelle est la dynamique de construction de l'expérience de soutien vécue par chacun au cours de ces moments ? Pour analyser l'activité et l'expérience de soutien en classe, nous avons mené notre recherche dans le Programme de recherche du cours d'action (Theureau, 2006, 2015) en anthropologie cognitive. À partir d'une méthode mixte (Greene et al., 1989), nous avons recueilli et articulé deux types de données, à trois périodes de l'année : des données quantitatives, recueillies à trois périodes de l'année, à partir du questionnaire CASSS (Malecki & Elliott, 1999) présenté à 304 élèves de 15 classes, issues de 4 LP ; et des données qualitatives recueillies à partir d'un entretien d'autoconfrontation conduit avec 4 enseignants (n=19) et 18 élèves (n=35). Le traitement des données a consisté à faire une analyse statistique de la perception du soutien social de l'enseignant par les élèves, et à identifier les composantes du cours d'action de l'enseignant et des élèves (Theureau, 2006). Ensuite, les données ont été articulées afin de comprendre la construction du soutien à l'engagement au travail, en classe, au cours d'une année. À l'échelle de tous les élèves étudiés, nos résultats montrent une relative stabilité de la

perception d'un enseignant soutenant tout au long de l'année, pour les élèves. Cependant, à l'échelle des quartiles, le soutien de l'enseignant perçu varie au cours de l'année. L'actualisation, en situation, de connaissances mutuelles entre l'enseignant et les élèves apparaît comme la pierre angulaire des moments de soutien partagés. Une analyse locale des moments de soutien vécu par les élèves a permis d'identifier certaines actions de l'enseignant (i.g. engagement physique, prise de parole individuelle, ou encore sa présence physique) comme signifiant pour les élèves une aide à se mettre au travail. Enfin, notre étude a permis de définir, du point de vue de l'enseignant et des élèves, le soutien de l'enseignant comme un compromis entre « être exigeant » et « prendre soin ». Les résultats sont discutés en quatre points : 1) la perception du soutien de l'enseignant par les élèves au cours de l'année comme dimension importante de l'engagement des élèves de LP ; le soutien de l'enseignant sur fond d'humour et de sécurité affective, comme pierre angulaire de leur engagement ; 3) les connaissances mutuelles au cœur des moments de soutien partagés ; 4) l'intégration du questionnaire contextualisé à l'observatoire du PRCA comme méthode mixte pour accéder à l'expérience de soutien en classe. Des perspectives méthodologiques futures sont ensuite proposées pour enrichir cette recherche.

Gong, T., Shuai, L., & Mislevy, R. J. (2024). **Sociocognitive Processes and Item Response Models: A Didactic Example**. *Journal of Educational Measurement*, 61(1), 150-173. <https://doi.org/10.1111/jedm.12376>

The usual interpretation of the person and task variables in between-persons measurement models such as item response theory (IRT) is as attributes of persons and tasks, respectively. They can be viewed instead as ensemble descriptors of patterns of interactions among persons and situations that arise from sociocognitive complex adaptive system (CASs). This view offers insights for interpreting and using between-persons measurement models and connecting with sociocognitive research. In this article, we use data generated from an agent-based model to illustrate relations between “social” and “cognitive” features of a simple underlying CAS and the variables of an IRT model fit to resulting data. We note how the ideas connect to explanatory item response modeling and briefly comment on implications for score interpretations and uses in practice.

Gremion, C. (2022). **Usages et mésusages des pédagogies de l'alternance**. *Phronesis*, 11(1-2), 91-106. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-91.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue Phronesis vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions,

ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Gueudet, G., Brun, S. J.-L., Bouil, A. L., Hénaff, C. L., Riou-Azou, G., & Srey, S. (2024). **Numérique et autonomisation des élèves: quelle formation initiale des enseignants ?** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12457>

Utiliser le numérique en classe pour soutenir le développement de l'autonomie des élèves fait partie des recommandations institutionnelles, mais constitue un objectif complexe pour les professeurs. Nous étudions dans cet article dans quelle mesure une formation initiale fondée sur un travail documentaire collectif de conception de scénarios de classe peut contribuer à l'atteinte de cet objectif pour des professeurs stagiaires. Nous présentons trois études de cas, en anglais, mathématiques et sciences physiques. Nous analysons le potentiel de scénarios de classe conçus par les stagiaires en termes d'usages du numérique et d'autonomisation des élèves, et cherchons à identifier des invariants opératoires émergents à partir des scénarios et de leur présentation par les stagiaires. La mise en regard des trois disciplines montre des traits communs et des spécificités disciplinaires.

Heiser, L. (2023). **Des récits de vie sur les usages de l'IA dès la formation à l'entrée dans le métier de l'enseignement et de l'éducation.** In B. Aroufoune (Éd.), *À la racine du récit. Écriture, création, communication* (p. 223-235). Consulté à l'adresse <https://hal.science/hal-04360437>

HIGHERA, C. D. L., IYER, J., & DE LA HIGHERA, C. (2024). **IA pour les enseignants : un manuel ouvert.** Consulté à l'adresse <https://www.ai4t.eu/book/ia-pour-les-enseignants--un-manuel-ouvert-1/about-this-book?path=index>

La deuxième édition de ce manuel a été réalisée dans le cadre du projet Erasmus+ AI4T. Elle se décline en plusieurs parties : pourquoi apprendre l'IA, recherche des informations, gestion de l'apprentissage, personnaliser l'apprentissage, écouter, parler et écrire, à propos des IA générative (faut-il les utiliser en classe ? Comment prompter ? Quels sont les risques et enjeux ? Quelle activités peut-on déjà envisager ?), les prochaines étapes, contenus additionnels. Les auteurs indiquent que l'IA est déjà présente dans le quotidien scolaire des enseignants et des élèves à travers les usages des outils numériques comme les moteurs de recherche. Ils abordent notamment les systèmes de gestion de l'apprentissage ainsi que sa personnalisation. Le traitement automatique du langage naturel (TALN) est aussi évoqué et en particulier la problématique de la traduction automatique.

Hordern, J., & Brooks, C. (2024). **Towards Instrumental Trainability in England? The 'Official Pedagogy' Of The Core Content Framework.** *British Journal of Educational Studies*, 72(1), 5-22. <https://doi.org/10.1080/00071005.2023.2255894>

This paper focuses on the structure and substance of the Core Content Framework (CCF), a controversial document which stipulates content that providers of teacher education in England must incorporate in their programmes. We identify both a concept of instrumental trainability and a lack of coherence in the CCF which suggests it is unsuitable as a guide to a curriculum for teacher education. Drawing on Bernstein's work and its application by other sociologists of educational knowledge, we identify how the CCF embeds a 'generic mode' in teacher education that has roots outside of disciplinary structures of knowledge production and therefore foregrounds a type of official

pedagogy that sees teaching as a technical performance and leaves gaps in the knowledge and understanding a new teacher requires to make sound educational judgements. Employing Muller's distinction between conceptual and contextual coherence, we argue that the CCF is based upon an imaginary notion of instructional practice that does not fully grasp the context of teachers' work. We illustrate the argument via an analysis of the language, structure, and three of the eight sections in the CCF.

Hornbeck, D., & Duncheon, J. C. (2024). **"From an ethic of care to queer resistance": Texas administrator and teacher perspectives on supporting LGBTQ students in secondary schools.** *International Journal of Qualitative Studies in Education*, 37(3), 874-890. <https://doi.org/10.1080/09518398.2022.2127021>

LGBTQ students often have a secondary school experience fraught with bullying, mental health struggles, and marginalization. In this qualitative study, we examined teacher and administrator perspectives on school supports for LGBTQ students using data collected for a larger project on early college high schools (ECHS) in Texas. Using an ethic of care in education as a conceptual frame, our findings revealed that participants perceived ECHSs as safe and accepting spaces for sizable populations of queer youth, even in a restrictive state policy context. We suggest that because ECHSs were not intentionally designed to serve LGBTQ students—yet staff perceived to be serving them well—the characteristics embodied by ECHS faculty and staff may serve as aspirational aims for educators in other school contexts.

Howard-Jones, P., Scott, A., & Gordillo, C. (2024). **The Science of Microteaching and Learning: An Exploratory Study.** *Mind, Brain, and Education*, 18(1), 62-71. <https://doi.org/10.1111/mbe.12389>

The teaching-learning relationship in online microteaching was explored using mixed methods. Adults (N = 40) alternated roles of "teacher" and "student" during a 15-min language learning session. Video analysis using a context-specific framework based on the science of learning revealed diversity in teaching approaches. Multiple regression revealed teaching behaviors that had been reasoned to build and consolidate knowledge contributed to learning but behaviors that had been reasoned to engage the student appeared to have a negative impact. No relationship was found between learning and participants' teaching experience (which was chiefly teaching second languages to children). Results demonstrate the complexity of teaching and its irreducibility to a set of prescriptive behaviors. They also suggest that a process-based context-specific analysis of online microteaching can provide a "bridging" tool for researchers and practitioners to address fundamental questions about teaching and so develop a "science of teaching".

Huang, Y., & Yin, H. (2024). **Leading with tough love: relationships between paternalistic leadership, teachers' emotional labor, and absorption through leader-member exchange.** *Asia Pacific Education Review*, 25(1), 87-98. <https://doi.org/10.1007/s12564-023-09902-9>

This study examines the effects of paternalistic leadership on teachers' emotional labor strategies and absorption, and it explores the mediating role played by leader-member exchange. A sample of 2974 primary and secondary school teachers in China participated in the study. The results showed that paternalistic leadership had a dual effect on teachers. Benevolent and authoritarian leadership enhanced teachers' deep

and surface acting. Authoritarian leadership had a positive association with teachers' absorption, while moral leadership had the opposite effect. Leader-member exchange played a significant role in mediating the influence of benevolent and moral leadership on teachers' emotional labor strategies and absorption. The results highlight the importance of abandoning stereotyped leadership styles and utilizing all three dimensions of paternalistic leadership. It is suggested that school principals show benevolence with sincerity and to an appropriate degree. They should promote their communications with teachers to mitigate the negative effects of authoritarian leadership and promote leader-member exchange.

Jin, K.-Y., & Eckes, T. (2024). **Measuring the Impact of Peer Interaction in Group Oral Assessments with an Extended Many-Facet Rasch Model.** *Journal of Educational Measurement*, 61(1), 47-68. <https://doi.org/10.1111/jedm.12375>

Many language proficiency tests include group oral assessments involving peer interaction. In such an assessment, examinees discuss a common topic with others. Human raters score each examinee's spoken performance on specially designed criteria. However, measurement models for analyzing group assessment data usually assume local person independence and thus fail to consider the impact of peer interaction on the assessment outcomes. This research advances an extended many-facet Rasch model for group assessments (MFRM-GA), accounting for local person dependence. In a series of simulations, we examined the MFRM-GA's parameter recovery and the consequences of ignoring peer interactions under the traditional modeling approach. We also used a real dataset from the English-speaking test of the Language Proficiency Assessment for Teachers (LPAT) routinely administered in Hong Kong to illustrate the efficiency of the new model. The discussion focuses on the model's usefulness for measuring oral language proficiency, practical implications, and future research perspectives.

Jørgensen, C. R., Perry, T., & Lea, R. (2024). **The Enactment Of Cognitive Science Informed Approaches In The Classroom - Teacher Experiences And Contextual Dimensions.** *British Journal of Educational Studies*, 72(1), 43-62. <https://doi.org/10.1080/00071005.2023.2245438>

Cognitive science-informed approaches have gained considerable influence in education in the UK and internationally, but not much is known about how teachers perceive cognitive science-informed strategies or enact them within the contexts of their everyday classrooms. In this paper, we discuss the perceptions and experiences of cognitive science-informed strategies of 13 teachers in England. The paper critically explores how the teachers understood and used cognitive science-informed strategies in their teaching, their views of the benefits and challenges for different subjects and groups of learners, and their reflections on supporting factors and barriers for adopting the strategies in their schools. The teachers' accounts illustrate some of the many complexities of adopting cognitive science-informed approaches in real-life educational settings. Drawing on their narratives, the paper emphasises the importance of acknowledging different contextual dimensions and the dynamic interactions between them to understand when and how teachers enact cognitive science-informed approaches in their classrooms.

Le Paven Jarno, M. (2024). **Vers une didactique des ajustements dans l'action conjointe.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12499>

Ce compte rendu s'appuie principalement sur la Note de synthèse de mon habilitation à diriger des recherches (HDR) soutenue à l'INSPE de Bretagne le 19 septembre 2023. Ce travail, mené en théorie de l'action conjointe en didactique (TACD), mobilise en complément d'autres cadres en didactique (théorie des situations didactiques, théorie anthropologique du didactique) et divers apports des sciences de l'homme et de la culture, issus notamment des sciences du langage. À partir de ces appuis th...

Lehot, J.-J., & Lilot, M. (2023). **Apprendre de la synapse à la classe**. Paris: Ellipses. <https://www.editions-ellipses.fr/accueil/15082-enseignement-et-apprentissages-methodes-et-innovations-9782340084209.html>

Cet ouvrage est issu des cours du Master « Apprendre à apprendre » enseignés à Lyon 1. Il comporte 42 chapitres et propose une présentation complète : - Des connaissances de base sur le cerveau : sa composition, sa vascularisation, son métabolisme, ses nutriments, les drogues et les neurotoxiques pouvant l'endommager. - Du fonctionnement du cerveau : attention, motivation, flow, sentiment d'efficacité personnelle, différentes intelligences et mémoires. Des difficultés possibles : le stress, les troubles « dys », la dépression. Des innovations pédagogiques permettant de surmonter beaucoup de difficultés rencontrées : apports de Célestin Freinet et de Maria Montessori, apprentissages en groupe, classes inversées, simulation, réalités virtuelle et augmentée...

Lessard, C., Doray, P., Saussez, F., & Delavictoire, Q. (2024). **Faire preuve en éducation. Analyse des mémoires présentés à la consultation publique sur la création au Québec d'un Institut national d'excellence en éducation**. *Éducation et sociétés*, (51), 145-166. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-145.htm>

Les positions des organisations, des groupes et des acteurs québécois du champ du transfert sont l'objet de cet article : quels sont leurs intérêts, idées et valeurs reliés aux rapports entre la production du savoir, son transfert/mobilisation dans une action professionnelle et son appropriation par des acteurs de première ligne ? Il analyse les mémoires déposés par ces acteurs auprès du groupe de travail chargé de la consultation publique sur la création d'un Institut national de l'Excellence en Éducation (INEÉ) –modèle sur son équivalent médical, l'Institut national d'excellence en Santé et Services sociaux– et centré sur l'utilisation de données probantes en éducation. La théorie des champs sociaux est utilisée pour analyser ce débat. L'ensemble des catégories d'acteurs partage une égale valorisation du transfert d'une recherche de qualité et réclame un rôle dans la régulation des pratiques enseignantes, témoignant d'un fort investissement dans le champ. Les groupes d'acteurs adoptent pourtant des positions divergentes sur la qualité de la recherche et les modes de régulation des pratiques enseignantes. Les résultats invitent à inscrire le projet d'INEÉ dans le cadre de la Gestion axée sur les résultats, ce que certains acteurs ont compris. Ce projet participe à l'institutionnalisation de la responsabilisation réflexive, typique du Québec, combinant des dispositifs externes et des dispositions internes des acteurs.

Leventhal, B. C. (2024). **ITEMS Corner Update: Two Years of Changes to ITEMS**. *Educational Measurement: Issues and Practice*, 43(1), 96-96. <https://doi.org/10.1111/emip.12596>

Liera, R., Villarreal, C. D., & Ortega, G. (2024). **A Composite Counterstory of Latinx Faculty Navigating and Resisting a Culture of Niceness**. *Journal of Hispanic Higher Education*, 23(2), 104-120. <https://doi.org/10.1177/15381927231215982>

Latinx faculty play a significant role in supporting the success of Latinx students. However, a culture of niceness at Historically White Serving Institutions with Hispanic-Serving Institution designations could reproduce inequities for Latinx faculty and thus contribute to their departure. We created a composite counterstory from interview data with Latinx faculty to illustrate how Latinx faculty created validating and supporting environments to critique and collectively transform the culture of niceness.

Lim, H., & Han, K. (Chris) T. (2024). **An Automated Item Pool Assembly Framework for Maximizing Item Utilization for CAT.** *Educational Measurement: Issues and Practice*, 43(1), 39-51. <https://doi.org/10.1111/emip.12589>

Computerized adaptive testing (CAT) has gained deserved popularity in the administration of educational and professional assessments, but continues to face test security challenges. To ensure sustained quality assurance and testing integrity, it is imperative to establish and maintain multiple stable item pools that are consistent in terms of psychometric characteristics and content specifications. This study introduces the Honeycomb Pool Assembly (HPA) framework, an innovative solution for the construction of multiple parallel item pools for CAT that maximizes item utilization in the item bank. The HPA framework comprises two stages—cell assembly and pool assembly—and uses a mixed integer programming modeling approach. An empirical study demonstrated HPA's effectiveness in creating a large number of parallel pools using a real-world high-stakes CAT assessment item bank. The HPA framework offers several advantages, including (a) simultaneous creation of multiple parallel pools, (b) simplification of item pool maintenance, and (c) flexibility in establishing statistical and operational constraints. Moreover, it can help testing organizations efficiently manage and monitor the health of their item banks. Thus, the HPA framework is expected to be a valuable tool for testing professionals and organizations to address test security challenges and maintain the integrity of high-stakes CAT assessments.

López, F., Gray, D., Boveda, M., Oviedo, D., Ram, N., & López, L. (2024). **Centering Student Voice to Inform Teacher Practice and Research: Validation of an Asset-Based Identities Measure.** *Journal of Psychoeducational Assessment*, 42(2), 166-191. <https://doi.org/10.1177/07342829231216778>

Collectively, measures created for research use—whether self-report or observational—have contributed to evidence underscoring the importance of ensuring teachers develop knowledge and skills to engage in asset-based pedagogy. Teachers who wish to enhance their practice, however, do not have a way to elicit students' perspectives of their instruction with a validated instrument designed to do so. Given that student identity is a robust predictor of minoritized students' academic and non-academic outcomes, this study reflects the development and validation of Asset-Based Identities Measure that centers student voice to formatively inform teacher practice. The iterative design of the study included expert educators, students, and a larger validation sample of N = 860 students. Cognitive interviews and focus groups contributed to the refinement of the pilot measure across three identity domains. Factor structures were examined through confirmatory factor analyses resulting in a robust measure. Use of the measure is discussed.

Manceau, C. (2023). **Former en prison. Une analyse du fonctionnement des systèmes didactiques au sein du système carcéral.** *Travail et Apprentissages*, 25(1), 112-138. <https://doi.org/10.3917/ta.025.0112>

Cette recherche se donne pour objectif de comprendre l'organisation des formations professionnelles en prison, milieu naturellement contraint. Parce que toute formation ne peut être conduite en prison, que ce soit du fait du profil des personnes incarcérées, des conditions matérielles, de l'environnement-même qui exclut tout lien avec le milieu professionnel, nous nous attachons à proposer une radiographie des enjeux de la formation professionnelle, en particulier du fonctionnement des systèmes didactiques. Une première approche historique de la prison, des types de détention, des textes de loi, de l'offre de formations en prison, montrent des évolutions du système carcéral. Les formations doivent se rapprocher au plus près du monde extérieur, ce qui n'est pas sans poser de questions d'ordre didactique au regard du fonctionnement et de l'organisation des formations dans un tel environnement. La démarche méthodologique s'appuie sur une enquête par entretiens de formateurs en milieu carcéral. Les résultats indiquent que la formation professionnelle est subordonnée à un ensemble de facteurs et de rapports qui influencent le fonctionnement des systèmes didactiques et détournent l'enjeu didactique.

Mancenido, Z. (2024). **Impact Evaluations of Teacher Preparation Practices: Challenges and Opportunities for More Rigorous Research.** *Review of Educational Research*, 94(2), 268-307. <https://doi.org/10.3102/00346543231174413>

Many teacher education researchers have expressed concerns about the lack of rigorous impact evaluations of teacher preparation practices. I summarize these various concerns as they relate to issues of internal validity, measurement, and external validity. I then assess the prevalence of these issues by reviewing 166 impact evaluations of teacher preparation practices published in peer-reviewed journals between 2002–2019. Although I find that very few studies address issues of internal validity, measurement, and external validity, I highlight some innovative approaches and present a checklist of considerations to assist future researchers in designing more rigorous impact evaluations.

Maubant, P., & Gremion, C. (2022). **Les configurations plurielles de la pédagogie de, par, en (l')alternance.** *Phronesis*, 11(1-2), 1-10. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-1.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue Phronesis vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fusse-t-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Meddeb, M. (2023). **L'évaluation en éducation physique et sportive dans le contexte tunisien. État des lieux, représentations et impact des pratiques évaluatives des**

enseignants sur les conduites des collégiens (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04496255>

L'évaluation est une étape indispensable pour chaque cycle d'apprentissage et elle s'organise selon deux finalités : la première, institutionnelle, a pour but de se prononcer sur la réussite ou l'échec de l'élève et la seconde, pédagogique, vise à optimiser l'apprentissage. L'objectif de cette recherche est d'appréhender et d'analyser l'évaluation en Tunisie du point de vue de l'activité des enseignants d'éducation physique et sportive (EPS) à travers l'analyse de leurs représentations afin de mettre en évidence le type d'évaluation et de finalité privilégiés et d'en mesurer les conséquences auprès des élèves. En premier lieu, notre étude par questionnaire a concerné 230 enseignants d'EPS. Elle a pour but d'identifier leurs représentations. Les résultats révèlent que même si les enseignants ont l'intention d'optimiser les apprentissages de l'élève et de l'impliquer dans son évaluation, leurs représentations et pratiques déclarées sont davantage orientées vers la finalité sommative où la notation tient un rôle primordial. Nous observons une persistance du côté traditionnel qui détourne l'évaluation formative de sa fonction première de régulation d'apprentissage en la transformant en une pratique d'évaluation micro-sommative ; ce qui contribue à créer une confusion entre les différentes finalités de l'évaluation. Au regard de ces premiers constats, nous avons observé les mises en œuvre auprès de dix enseignants pour traiter la question de l'adéquation entre les représentations des enseignants d'EPS tunisiens et les pratiques évaluatives. Les écarts dans notre recherche sont remarqués entre l'intention des enseignants d'optimiser l'apprentissage des élèves et leurs pratiques évaluatives. Le cas le plus significatif est la mise en place d'évaluations formatives sous forme d'évaluation intermédiaire à l'évaluation sommative. En second lieu, les résultats ont été mis en relation avec ceux issus d'une expérimentation que nous avons élaborée à partir de l'observation in vivo des collégiens au cours de leurs apprentissages en EPS. Nous avons analysé les conduites des élèves in situ afin de mesurer l'effet de l'évaluation (sommative et formative) ou de son absence sur leurs conduites au cours de trois situations didactiques en course de demi-fond : coopération, opposition et chacun pour soi. L'étude des conduites motrices des collégiens est accompagnée d'un questionnaire afin d'accéder à leurs préférences et leurs ressentis. L'analyse dévoile l'impact positif de l'évaluation formative sur les ressentis. La part des élèves qui dit éprouver du plaisir en demi-fond est plus importante dans les classes qui disposent d'évaluations formatives. Cependant, quel que soit le type d'évaluation vécu, les apprenants apprécient davantage la pratique coopérative aux deux autres modalités. Notre recherche augure au plan scientifique des difficultés rencontrées par les enseignants dans leurs pratiques évaluatives. De surcroît, elle ouvre la voie au plan pédagogique à une réflexion sur les choix des modalités de travail en EPS.

Messaoui, A., & Pelissier, C. (2024). **Vers l'approche par compétences: Théories et pratiques pour l'enseignement supérieur.** Consulté à l'adresse <https://www.parislibrairies.fr/livre/9782385423353-vers-l-approche-par-competences-theories-et-pratiques-anita-messaoui-chrysta-pelissier-collectif/>

L'approche par compétences (APC) a été envisagée récemment en France, dans le cadre de la réforme des IUT, et plus largement pour toutes les formations universitaires dès 2026 – alors qu'elle est pratiquée depuis les années 1990 dans d'autres pays comme le Canada. L'APC s'organise autour de « blocs compétences » à développer et à évaluer, et s'accompagne le plus souvent de mises en situation et d'une démarche portfolio, mais interroge aujourd'hui les enseignants et les responsables de formation.

Sommes-nous vraiment armés pour répondre à cette demande institutionnelle ? Afin de contribuer à répondre à cette question, cet ouvrage se veut original à plusieurs titres. D'abord, il réunit des chercheur(euses), mais aussi les praticien(ne)s, des responsables institutionnels, de formation engagé(e)s dans une dynamique collective de changement de pratiques universitaires ou encore dans une démarche réflexive nécessaire à la mise en place de l'APC. Ce livre est composé des contributions d'auteur(e)s issu(e)s de plusieurs disciplines ou spécialités, impliqué(e)s dans des transformations pédagogiques et qui présentent leurs domaines de compétences, leurs résultats d'enquête ou encore leur(s) première(s) expérience(s). Enfin, cet ouvrage revendique une projection pour notre monde contemporain. Il présente les aspects historiques de l'APC (cadres théoriques, retours sur une démarche institutionnelle déjà entamée), des expérimentations déjà mises en place (à travers des récits de pratiques) et une visée prospective pour l'avenir à la fois proche et ouvert sur un chemin technologique, méthodologique et pédagogique.

Métral, J.-F., & Vadcard, L. (2023). **Didactique pour l'enseignement professionnel ou didactique(s) pour la formation professionnelle ? Dialogue avec Claude Raisky**. *Travail et Apprentissages*, 25(1), 162-198. <https://doi.org/10.3917/ta.025.0162>

De la fin des années 80 au début des années 2000, les travaux de Claude Raisky ont contribué aux premiers développements autour d'une didactique dédiée aux spécificités des contenus des apprentissages professionnels en formation initiale. Cet article s'appuie sur un entretien avec ce précurseur du courant de la didactique des savoirs professionnels et sur l'analyse des textes qu'il a produits, pour aborder quelques problématiques d'une didactique pour l'enseignement professionnel : la transposition didactique du travail pour la formation ; la modélisation de la complexité des situations et des savoirs professionnels ; la place des disciplines et le statut des savoirs technico-scientifiques dans l'enseignement professionnel ; l'évaluation des dispositifs de formations professionnelles ; l'épistémologie d'une didactique pour l'enseignement professionnel. Il met en perspective les propositions de cet auteur avec celles d'autres travaux passés et actuels conduits en particulier dans le champ de la didactique professionnelle.

Miranda, C. P., & Brezicha, K. (2024). **"I am not Your English Teacher": Leadership for Addressing Xenophobia and Racism in the Wake of Demographic Change**. *Journal of Cases in Educational Leadership*, 27(1), 47-58. <https://doi.org/10.1177/15554589231191711>

This case asks educational leadership students to consider how immigrant students new to a quickly changing community may interpret subtle messaging of unbelonging and overt xenophobic hostility. Despite her best intentions, the principal in this case struggles to connect with the Latinx students and families who were recent arrivals to the community and school. The authors ask future school leaders to consider how to make a school environment more inclusive for immigrant students and other students who may be marginalized for their differences.

Monin, I. (2023). **L'épistolaire éducatif : spécificités grammaticales et génériques des bulletins scolaires et autres écrits de la communication Ecole-familles : des ingrédients linguistiques pour la formation des enseignants** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://theses.hal.science/tel-04402249>

En classe, les postures d'enseignants sont relativement encadrées, leurs gestes professionnels théorisés, enseignés en formation, mais qu'en est-il de la communication écrite ? Cette recherche poursuit l'objectif d'analyser les écrits des professeurs vers les familles. Pour cela, plusieurs questions se sont posées : y observe-t-on les mêmes codes ? Peut-on observer la même rigueur éthique voire, potentiellement, les mêmes travers ? Les routines observables dans les contenus et contours de cette communication institutionnelle construisent-elles un genre de discours particulier, et réciproquement ? Combien de jeunes enseignants se trouvent démunis face à cet exercice ? Et combien d'enseignants expérimentés se sont un jour rendu compte que leurs propos pouvaient être mal entendus et n'atteignaient pas leurs objectifs de communication ? Notre travail consiste, à partir d'un corpus attesté, à décrire et analyser ces écrits, particulièrement à partir de bulletins et livrets scolaires, et au travers du prisme de la personne. Nous en avons circonscrit un genre de discours à part entière, que nous avons nommé épistolaire éducatif, genre de discours qui est en lui-même, à la fois une porte d'entrée donnant accès aux faits de langue internes au genre, et à la fois une ouverture supplémentaire permettant une analyse dynamique de la grammaire française, d'un point de vue théorique, communicationnel et didactique.

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.

Muamba, M. K., Frenay, M., & Mpoyi, P. M. W. (2023). **Observer les pratiques d'enseignement au supérieur Adaptation et validation d'une grille d'observation des dimensions de l'enseignement en contexte congolais**. *e-JIREF*, 9(1), 123-155. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/15>

L'observation en classe est une des méthodes utilisées pour étudier et documenter les pratiques d'enseignement, notamment au moyen de grilles d'observation. Or, il existe très peu de grilles d'observation adaptées à l'enseignement supérieur, qui soient à la fois

structurées, valides et fiables, conditions psychométriques essentielles. Cette carence se constate surtout dans la littérature francophone, particulièrement en Afrique. L'objet de cette étude est de mettre à la disposition des chercheurs et praticiens une telle grille d'observation structurée. Le choix s'est porté sur le Teaching Dimensions Observation Protocol (TDOP), grille d'observation, descriptive, segmentée et multidimensionnelle. Nous décrivons la démarche suivie pour l'adapter et la valider en contexte congolais : (1) les méthodes d'adaptation linguistique et culturelle utilisées, (2) le processus de validation par des experts belges et congolais ainsi que des observateurs formés et (3) les différentes analyses de fiabilité. La grille ainsi adaptée s'appelle la « Grille d'Observation de Dimensions de Pratiques d'Enseignement au Supérieur (GO-DimPES) ». Son utilisation a été testée dans l'observation de 10 cours de 1^{ère} année, représentant 5 disciplines, réparties dans 10 facultés différentes d'une université congolaise. L'analyse des observations réalisées à partir de la grille a permis de confirmer la validité et la fiabilité de cet outil. Nous présentons les avantages et limites de la GO-DimPES ainsi que des recommandations pour son utilisation.

Nkambule, N. S., & Tang, C.-W. (2024). **Building a case for communities of practice as drivers of innovative teaching in English medium instruction context.** *Higher Education*, 87(3), 721-740. <https://doi.org/10.1007/s10734-023-01032-w>

While innovative teaching behavior is a promising type of competency that can equip faculty members with the necessary capability to adapt their teaching to fit their specific teaching context, how to achieve it remains underexplored. This study explored ten faculty members' perceptions of the kind of values pertaining to innovative teaching behavior in English medium instruction (EMI) settings created by the co-participatory learning opportunities provided by their EMI community of practice (CoP). Using semi-structured interviews and thematic analysis underpinned by the value creation framework, we identified three themes illustrating faculty members' conceptualization of (1) prospects of value creation associated with membership in the community, (2) attained values, created through participating in the CoP, and (3) aspirational values, needed to sustain the community. Expectations of gains in professional development and peer support motivated members to join the community, and the values attained through co-participatory learning were underpinned by a sense of camaraderie and psychological safety that the community offered its members. Language-related support for developing English competencies and tailored support towards EMI issues constituted the main aspirational values members sought to gain. Finally, organizational support was highlighted as a crucial ingredient for sustaining the community's activities. The implications of the results with respect to sustainable development of a faculty member's innovative instructional practices are discussed.

Nkundabakura, P., Nsengimana, T., Uwamariya, E., Nyirahabimana, P., Nkurunziza, J. B., Mukamwambali, C., ... Ndiokubwayo, K. (2024). **Contribution of Continuous Professional Development (CPD) Training Programme on Rwandan Secondary School Mathematics and Science Teachers' Pedagogical, Technological, and Content knowledge.** *Education and Information Technologies*, 29(4), 4969-4999. <https://doi.org/10.1007/s10639-023-11992-2>

Teachers teach more effectively when they are constantly updating their subject content knowledge and pedagogy as well as technology. This requires Continuous Professional Development (CPD) training programmes in order to cope with changing world in terms of nature of science, skills and technology. Therefore, the current

study sought to demonstrate the improvements made by lower secondary school Mathematics, Physics, Chemistry, and Biology teachers following CPD training in content, pedagogy, using ICT tools (computers and projectors), and scripted lessons. The study's target population was 1100 Rwandan teachers in the 2021 cohort from eight districts. However, the analysis only included 652 mathematics and science teachers who took both pre-and post-tests. This study employed a quasi-experimental design. It collected quantitative data, through pre and post-test, to measure teachers' performance and conceptual grasp in mathematics or science courses. Kobo Toolbox was used to upload tests online and gather data, which was then exported to Microsoft Excel 2016, where each selected letter for each question was recorded. The acquired data were analyzed using Microsoft Excel 2016 and the Statistical Package for the Social Sciences (SPSS v.25). The findings revealed that overall teachers' performance improved, indicating that teacher misconceptions were addressed throughout training. Only a significant differences were found in the performance between male and female in both pre-and post-test in chemistry, among other subjects. It was also discovered that some concepts in respective courses need attention in the next CPD training programmes because teachers performed poorly on questions asked in these units per topic areas. It was recommended that the remedial training should be pursued for these teachers who did not perform well and further studies to investigate pedagogical changes as well as technological contribution in STEM education.

Paramita, P. P., Sharma, U., Anderson, A., & Laletas, S. (2024). **Factors influencing Indonesian teachers' use of proactive classroom management strategies.** *International Journal of Inclusive Education*, 28(1), 38-56.
<https://doi.org/10.1080/13603116.2021.1916107>

Despite policy initiatives to ban use of corporal punishment, some teachers still use punitive classroom management strategies in countries like Indonesia. With the urgent need for teachers to use evidence-based strategies to address challenging behaviours, it is important to understand the factors that may predict teachers' likelihood to employ proactive practices. This study examined the influence of teacher attributions for student behaviour problems, teacher self-efficacy in classroom management, and teachers' background variables in their likelihood to use proactive classroom behaviour management strategies in a sample of 582 primary school teachers in Indonesia. Data was collected using self-report questionnaires. Regression analysis indicated that teacher self-efficacy in classroom management, teacher attribution to family-related factors, and teachers' participation in teacher professional learning programmes predicted Indonesian teachers' reported use of proactive strategies in managing student behaviour. Implications for future research and teacher professional learning programmes for Indonesian teachers are discussed.

Paulick, J., Lucas, M., & Hill-Maini, T. Y. (2024). **Teachers Centering Families and Building Rapport During Home Visits.** *American Educational Research Journal*, 61(2), 366-403.
<https://doi.org/10.3102/00028312231222270>

Collaborative relationships between families and teachers of elementary-aged children are complicated by teachers' lack of training for family engagement and by hierarchical and racialized power differentials. Home visiting can create a space for teachers to center and honor families' ways of knowing and being, but those home visits need to be conducted in ways specifically intended to build relationships with families; otherwise, the visits can do damage. In this descriptive exploratory study, we examined how

teachers responded to families' openings during home visits. We articulate a theory that describes actions teachers can employ to build rapport, particularly across difference. This work has implications for research on family engagement and for teacher preparation for home visiting.

Peng, P., Wang, W., Filderman, M. J., Zhang, W., & Lin, L. (2024). **The Active Ingredient in Reading Comprehension Strategy Intervention for Struggling Readers: A Bayesian Network Meta-analysis.** *Review of Educational Research*, 94(2), 228-267. <https://doi.org/10.3102/00346543231171345>

Based on 52 studies with samples mostly from English-speaking countries, the current study used Bayesian network meta-analysis to investigate the intervention effectiveness of different reading comprehension strategy combinations on reading comprehension among students with reading difficulties in 3rd through 12th grade. We focused on commonly researched strategies: main idea, inference, text structure, retell, prediction, self-monitoring, and graphic organizers. Results showed (1) instruction of more strategies did not necessarily have stronger effects on reading comprehension; (2) there was no single reading comprehension strategy that produced the strongest effect; (3) main idea, text structure, and retell, taught together as the primary strategies, seemed the most effective; and (4) the effects of strategies only held when background knowledge instruction was included. These findings suggest strategy instruction among students with reading difficulties follows an ingredient-interaction model—that is, no single strategy works the best. It is not “the more we teach, the better outcomes to expect.” Instead, different strategy combinations may produce different effects on reading comprehension. Main idea, text structure, and retell together may best optimize the cognitive load during reading comprehension. Background knowledge instruction should be combined with strategy instruction to facilitate knowledge retrieval as to reduce the cognitive load of using strategies.

Perret, D., & Plantard, P. (2024). **Capital culturel numérique des enseignants et territoires apprenants. Analyses des ressources et des parcours d'appropriation du numérique par les enseignants dans des tiers lieux coopératifs.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12394>

L'article propose une analyse de la différenciation de l'appropriation des ressources numériques par les enseignants en s'intéressant au potentiel transformatif des coopératives pédagogiques numériques (CPN) déployées dans des établissements scolaires en Bretagne, tiers lieux d'accompagnement et de formation des enseignants sur le territoire. Cette analyse a pour origine l'ethnographie du premier collège connecté de Saint-Brieuc. L'expérimentation a été menée entre 2016 et 2020 dans l'académie de Rennes dans le cadre du projet de recherche e-FRAN-IDÉE. La recherche s'est construite en articulation avec la création des quatre CPN par la région académique Bretagne dont les chercheurs ont étudié le fonctionnement. En nous appuyant particulièrement sur les données des CPN des Côtes-d'Armor (22) et du Morbihan (56), nous discutons les enjeux et les finalités de la création de ces tiers lieux dans des établissements scolaires. Les activités des moyens humains (animateurs des CPN, personnes ressources, étudiants-apprentis...) sont au cœur de notre analyse, qui renvoie à la notion de ressource, définie comme l'ensemble des « moyens dont dispose un individu ou un groupe pour mener à bien une action ». Ces moyens dépendent des opportunités offertes par l'environnement, à plus forte raison dans le champ éducatif, et des aptitudes des individus à les mobiliser.

Richard-Bossez, A. (2023). **Autonomous workshops and individual Montessori-type activities**. In J. Hangartner, H. Durler, R. Fankhauser, & C. Girinshuti (Éd.), *The fabrication of the autonomous learner. Ethnographies of Educational Practices in Switzerland, France and Germany* (p. 25-40). <https://doi.org/10.4324/9781003379676-3>

This chapter analyzes the forms of autonomous work that can be observed in French école maternelle by comparing two types of situations: « autonomous workshops » and individual Montessori type activities. The mobilized data come from two field studies carried out in 2010-2011 and in 2016-2017 in seven classes of grande section (third and last year of French école maternelle, addressed to children aged 5-6) located in contrasting social environments (priority education classes and “ordinary” classes). The point of view adopted is based on the sociology of pedagogy proposed by Basil Bernstein and its extensions and on works about the construction of educational inequalities in école maternelle. This contribution is divided into three parts. The first part outlines the theoretical and conceptual framework underlying the results presented. The second presents the most common situations of autonomous work observable in grande section, called “autonomous workshops”. The third one develops the case of Montessori type autonomous activities which are developed in certain classes. In a transversal way, the paper highlights two main processes underlying the autonomous school activities which produces school inequalities: firstly the weak cognitive framing of activities and the little possible scaffolding that results from this; secondly the accentuation of the gaps in exposure to the most academic knowledge in the case of Montessori type activities. These processes tend to close off the possibilities of revising learning for pupils who have not already mastered it because of their previous school or family learning, and thus run the risk of accentuating inequalities within school classes from the first years of schooling.

Rivier-Perret, C., & Ladage, C. (2023). **Repenser la transmission des savoir-faire artisanaux dans une hétérogénéité de contextes d'apprentissage. L'influence des technologies numériques**. *Travail et Apprentissages*, 25(1), 90-111. <https://doi.org/10.3917/ta.025.0090>

La recherche a pour objectif de comprendre l'influence du numérique sur la transmission des métiers artisanaux en se concentrant sur le métier d'ébéniste. La formation à ce métier s'effectue selon les méthodes d'apprentissage centrées sur l'alternance entre un centre de formation et une période d'immersion en entreprise. L'apprentissage en centre de formation est marqué par son organisation fortement hétérogène, ce qui n'est pas sans poser des questions d'ordre didactique au regard du choix des contenus de formation, particulièrement au sujet des outils numériques, dont la présence n'est pas homogène. La méthodologie utilisée est basée sur une enquête par entretiens et questionnaire. Les résultats indiquent que le métier d'ébéniste est en train de se transformer avec l'introduction croissante des nouvelles technologies dans les pratiques professionnelles, mais que l'utilisation des outils numériques est fortement conditionnée par le type d'environnement professionnel. Certains artisans résistent à l'introduction du numérique, tandis que d'autres innovent.

Roy, É., Tortochot, É., & Moineau, C. (2023). **« Situation didactique, situation opérationnelle de conception : construction, apports et emprunts théoriques d'une didactique du design »**. *Travail et Apprentissages*, 25(1), 65-89. <https://doi.org/10.3917/ta.025.0065>

Cet article présente les apports théoriques de la TACD à une didactique professionnelle du design pour analyser les interactions entre étudiants, enseignants, usagers et

commanditaire dans le cadre d'un exercice pédagogique au sein d'une formation supérieure de design. L'objectif du dispositif qualifié d'expérience de « design social » est le développement de compétences de conception, notamment au travers des médiations identifiées au sein d'interactions avec un commanditaire et des usagers. La présence de ces derniers au sein de la situation didactique de conception nourrit un « ailleurs du didactique », agit significativement sur les milieux didactiques successifs et multiplie la nature des savoirs en jeu. L'étude révèle ainsi une succession de situations didactiques, au sens de la didactique disciplinaire, imbriquée au sein d'une situation d'apprentissage « en contexte » nécessaire pour offrir un terrain d'enquête inhérent aux pratiques d'innovation sociale par le design. La situation étudiée révèle les enjeux et les tensions entre les buts des différents acteurs d'une situation opérationnelle et de situations didactiques.

Sauret, O., & Coudert, M.-C. (2023). **Évaluons mieux, corrigeons moins: l'évaluation constructive pour développer la motivation et les compétences de tous**. Consulté à l'adresse <https://www.esf-scienceshumaines.fr/education/434-evaluons-mieux-corrigeons-moins.html>

Aujourd'hui, les notes et les évaluations sont sources de stress, voire de triche ou de stratégies d'évitement pour les élèves. En se focalisant sur les notes, les enseignants passent beaucoup de temps sur les copies, et ce au détriment des apprentissages. Pour redonner du sens aux apprentissages, Marie-Camille Coudert et Olivier Sauret proposent une nouvelle façon d'envisager et de construire l'évaluation : l'évaluation constructive. En s'appuyant sur une explicitation précise d'objectifs et de critères, elle donne ainsi des repères à l'élève qui sait quoi et comment apprendre. Celui-ci devient alors acteur de l'évaluation : il apprend à se tester, corriger ses erreurs, écrire son bilan... L'évaluation lui permet d'envisager l'apprentissage dans toutes ses dimensions, de la motivation à l'autorégulation. À travers une grille d'apprentissage réduite, l'évaluation constructive permet à l'enseignant de focaliser le dialogue sur les apprentissages et de dégager du temps pour les besoins individuels des élèves. Un livre-outil indispensable qui propose des pistes concrètes pour changer la dynamique de classe et redonner du sens aux notes

Schwartz, L., Maquil, V., Johannsen, L., Moll, C., & Hermen, J. (2024). **Teaching computational thinking with a tangible development platform: An exploratory field study at school with Kniwwelino**. *Education and Information Technologies*, 29(4), 4935-4967. <https://doi.org/10.1007/s10639-023-11983-3>

Computational Thinking (CT) is an emerging topic in school curricula. Different tools exist to support the learning of CT, namely visual programming languages and tangible development platforms (TDP), which are widely used in extra-curricular activities. To date, few tools have been developed that consider both teachers' needs and the school context. We designed the Kniwwelino Classroom Kit (KCK) in order to support the teaching of CT in classrooms. This paper presents the results of a pilot study, in which the KCK was used in three primary and three secondary schools in Luxembourg. The KCK is based on Kniwwelino, a creative environment designed for children from 8 years old to learn about programming and electronics. The study explored the suitability of the KCK for teaching CT in primary and secondary schools, focusing on three research questions: (1) how the KCK supports teachers' pedagogical practices, (2) how the KCK fulfils the pedagogical objectives set by teachers, and (3) the user experience of the KCK (for teachers and pupils). To assess how the KCK meets the three above-mentioned objectives, we used a mixed method approach, combining semi-guided interviews,

logbooks, and several questionnaires. We learned that the KCK is versatile enough to adapt to different environments, objectives, and pedagogical approaches, which responds to the first two research questions, and thus offers a great deal of freedom to teachers. The fun and tangible approach of the KCK introduces programming and enables pupils to develop both CT and soft skills such as communication and collaboration. Teachers' feedback on their user experience was positive, particularly concerning stimulation, novelty, and attractiveness. KCK was evaluated as interesting, valuable, and good, but it was noted that some improvements needed to be made to make it easier, more predictable, and faster. The pupils also rated their user experience positively, with values that were generally on a par with previous studies reported in the state of the art regarding the use of Scratch and BBC Micro:bit in school-based experiments for learning CT. Drawing from these learnings, we list several recommendations for the development of other similar TDP tools to support the teaching of CT in a classroom setting. These recommendations concern the material, programming interface, connection, educational material, and the creation of a community.

Seghir, R. B., & Abdelouahed, A. (2024). ***L'analyse conversationnelle des interactions en ligne chez les futurs enseignants du français***. Consulté à l'adresse <https://hal.science/hal-04489627>

This article will define the role of mediated communication as a support for the development of reflective practice in future teachers as part of their initial training while analyzing a hybrid course (module) that has been conceptualized and titled "microteaching. This experiment was conducted online via the Canvas platform at the Taza CRMEF. To carry out the practical framework of this experiment, a conversational analysis of the interactions was opted since it is interested in the practical completion of the action during its temporal evolution. For this, the analysis will be developed in two axes: first, a content analysis inspired by the conversational analysis of Maroccoia where the structuring of the exchanges and the format of production/reception of the messages is exposed. Subsequently, a sequential analysis of the exchanges inspired by the conversational analysis of Mondada where the aspects of collaboration and Co-construction are marked, based on certain notions of the conversational analysis which can be: the organization of turns of speech and the types of sequence between the interlocutors.

Seher Budak, U., & Defne Ceyhan, G. (2024). **Research trends on systems thinking approach in science education**. *International Journal of Science Education*, 46(5), 485-502. <https://doi.org/10.1080/09500693.2023.2245106>

The systems thinking approach requires understanding and interpreting complex systems. This review investigated how the systems thinking approach in science education is positioned in peer-reviewed empirical research articles and to identify the trends used in the current literature. A systematic review of open-access, empirical peer-reviewed articles indexed in the Web of Science database from first mention through the end of 2022 was conducted to analyze the studies on systems thinking in science education. This qualitative study used a content analysis approach to identify trends in the research area of systems thinking in science education. The results revealed that research on systems thinking in science education has increased in recent years, mainly from the United States and Germany. Most studies focused on middle and high school students, and ecosystems were the most frequently addressed domain-specific topic. More than half

of the reviewed articles used complexity, relationships, components, interactions, interrelationships, and dynamics as characteristics of systems thinking. The results showed that there was uncertainty in the use of the characteristics, skills, and abilities of systems thinking, and that these three terms were used interchangeably. This research can provide evidence-based indications of areas that need further investigation in future research.

Serra Undurruga, J. K. A. (2024). **Betraying our best intentions: on the need to interrogate how we relate and what it produces.** *International Journal of Qualitative Studies in Education*, 37(3), 832-845. <https://doi.org/10.1080/09518398.2022.2098409>

In this paper, I start from a posthumanist understanding of subjectivity to stress how our ways of relating do not follow from previously formed intentions but emerge in assemblages. The fact that we hold certain theoretical ascriptions does not assure that we will relate in ways that are consistent with them. We might intend to embrace diffractive, decentring and performative perspectives, and effectively do so at a content level. However, we might unwittingly reproduce representational, dichotomous, centring and identitarian ways of relating to ourselves, others, our work and so on. These ways of relating are often unacknowledged. I offer my concept of performative meta-reflexivity to interrogate which ways of relating are implicitly operating and to think about what they are producing. I suggest that this practice can be helpful to become response-able for the ways of relating that we find ourselves engaged in and what they generate.

Shahmoradi, S., Kothiyal, A., Bruno, B., & Dillenbourg, P. (2024). **Evaluation of teachers' orchestration tools usage in robotic classrooms.** *Education and Information Technologies*, 29(3), 3219-3256. <https://doi.org/10.1007/s10639-023-11909-z>

Teachers' self-efficacy in managing classrooms is an important consideration when it comes to bringing educational robots to classrooms. Orchestration tools support teachers by providing awareness indicators of students' progress as well as levers to control the flow of the lesson. We designed and evaluated the impact of an orchestration tool for a series of robot-based learning activities to teach a basic concept in mathematics to children, aged 7-10. Six teachers in primary schools across Switzerland used the orchestration tool to manage the activities in six sessions involving a total of ninety-one students. We observed teachers' usage of the orchestration tool during the sessions and interviewed them after the sessions about the usefulness of these functionalities. Our findings show that even though teachers used the tool in different ways from each other, in general, it supported them in their classroom orchestration practices, mainly to manage the activity sequence and get aware of the robot technical failures and, to a lesser degree, get aware of students' progress for the purpose of activity transitions and enriching class discussions. We discuss the theoretical implications of these results, relating our findings to the literature on classroom orchestration tool design, especially highlighting the importance of educational level and the type of learning technology as contextual factors affecting teachers' usage of orchestration tools. We also provide implications for designing orchestration tools, focusing on the necessity of providing different types of awareness indicators and multiple options for activity management to fulfil the variety of teachers' orchestration needs.

Shalgimbekova, K., Ereemeeva, O., & Pronkin, N. (2024). **How the teacher's choice of e-textbook affects the primary school students' performance?** *Education and Information Technologies*, 29(4), 3793-3806. <https://doi.org/10.1007/s10639-023-11937-9>

Currently, primary and secondary school education quality is a major source of concern for educators. A significant number of factors, such as the development of scientific and technological progress, technological innovations, and digitalization, affect the quality of education. In recent years, teachers have come to believe that the textbook they choose has a big influence on their students' academic performance. To determine the difficulties of selecting e-learning materials for primary school students, a quasi-experimental study was conducted. The challenge of choosing instructional materials was examined using the example of a teacher's selection of a mathematics textbook. The purpose of the study was to determine the extent to which the teacher's selection of an e-textbook for mathematics instruction affected the performance of fourth-grade students. The two selected test groups of the same size (140 students) included students from an elementary city school in Russia. The participants were nine years old on average. Participants in the second experimental group performed better on the final test (74.71) than those in the first (65.9), per ANCOVA analysis. There was a significant difference between the two groups' test results ($F=10.84$, $p<0.05$). The findings demonstrated that primary school students' performance levels can be significantly impacted by the choice of electronic textbooks to teach them. Additionally, the study indicated useful criteria for the selection of high-quality e-textbooks by teachers. These criteria allow educators to make a choice that may significantly influence the educational process. The findings of this study demonstrate that using e-textbook approval guidelines based on theoretically sound quality indicators can help prevent the use of subpar textbooks in classrooms and raise the standard of textbooks in general. The educational opportunities offered by primary school textbooks may also have an impact on students' performances in higher grades.

Shang, Y., Xu, J., & Liu, H. (2024). **Supervisor developmental feedback and postgraduate student creativity: a relationship quality perspective.** *Higher Education*, 87(2), 381-399. <https://doi.org/10.1007/s10734-023-01012-0>

Drawing on leader-member exchange (LMX) theory, this study constructed a theoretical model to deeply explore the mechanism and boundary conditions of the relationship between supervisor developmental feedback (SDF) and postgraduate student creativity in academic organizations. Using multi-wave and multi-source data collected from 445 supervisor–student dyads at three time points, this study empirically examined the hypothesized model. Results showed that (a) LMX mediates the relationship between SDF and postgraduate student creativity, (b) job complexity moderates the relationship between SDF and LMX, and (c) perceived organizational support for creativity moderates the relationship between LMX and postgraduate student creativity. The findings have implications for how academic supervisors can use feedback to cultivate postgraduate student creativity, and the need for academic organizations to design job and organizational environment to support the cultivation of student creativity.

Silva, E. P. C., de Oliveira, S. T., & Franco, L. G. (2024). **Evaluation of knowledge in science lessons: an analysis of epistemic practices in an 8th grade classroom.** *International Journal of Science Education*, 46(5), 462-484. <https://doi.org/10.1080/09500693.2023.2244121>

This paper analyses how 8th graders build epistemic practices of evaluation of knowledge. Guided by Ethnography in Education, we followed a group in their science lessons through one year, using participant observation. Following Kelly's propositions concerning epistemic practices, we selected key events towards an analysis of discursive

interactions. The results indicate a trajectory of changes in constructing practices of evaluation of knowledge over time. The repertoire built by the group throughout 8th grade allowed students to evaluate knowledge claims in order to value alleged scientific evidence to the detriment of other rationalities. Evidence, in this case, was being used as a tool for students to support and communicate their propositions, but they were not evaluated. Events that broke with rationality based on the use of evidence generated opportunities for the group to start engaging in practices such as: evaluating the quality of alleged scientific evidence, pondering possible errors, or proposing alternative interpretations. Future events in the history of the group throughout 9th grade indicate that this type of practice became part of their discussions. We discuss implications for pedagogical practice and research in science education.

Taneri, A., & Dağ, N. (2024). **Primary school teacher candidates' perceptions of "aesthetics": a case study from Turkey.** *Asia Pacific Education Review*, 25(1), 201-211. <https://doi.org/10.1007/s12564-023-09848-y>

This study examines the metaphors about "aesthetics" produced by 67 primary school teacher candidates at a state university in Turkey. The research is a basic qualitative study. In the determination of the study group of the research, the easily accessible sampling method, one of the purposeful sampling methods, was preferred. The data were collected through an opinion form, which was created using structured pattern questions. Content analysis technique was used in the analysis and the interpretation of the data. The metaphors provided by the participants were analyzed and classified under various themes. The results show that the aesthetic perceptions of primary school teacher candidates differ significantly and vary; also reveal that they prioritize form more in aesthetics, explain aesthetics based on comparison, and have a mental image focused on value judgment. The study empirically demonstrates that overall the same metaphor is understood differently by different people and provides clear evidence for individual differences in understanding metaphor.

Tang, J., Chen, S., & Bakhir, N. M. (2024). **Blended teaching mode innovation of film and television creative course based on semantic wave theory.** *Education and Information Technologies*, 29(3), 3681-3698. <https://doi.org/10.1007/s10639-023-11962-8>

With the advent of the post-pandemic era, the integration of online and offline education has become one of the future development trends and major challenges. This article utilizes the Semantic Wave Theory to teach the "Film and Television Creative Course" through a combination of offline and online methods. While offline teaching is conducted, a teaching project Q&A practice is also carried out on the online "Xuexi Tong" Platform. Finally, by evaluating students' performances both online and offline using multiple indicators, the effectiveness of their participation in the course is analyzed from various perspectives. Furthermore, the statistical software SPSS was used to determine the significance of each metric's impact on student learning outcomes. The results show that students in the experimental group had better learning outcomes than those in the control group, and demonstrated a more positive emotional experience. The results also suggest that blended learning is a practical approach to improving student learning outcomes and promoting positive emotional experiences, ultimately enhancing teaching effectiveness.

Tratnik, A., Gak, D., Baggia, A., Jerebic, J., Rajkovič, U., Grbić, T., ... Žnidaršič, A. (2024). **Factors influencing student-professor email communication in higher education.**

Education and Information Technologies, 29(3), 3497-3523.
<https://doi.org/10.1007/s10639-023-11944-w>

Nowadays, email communication is considered the most common and widespread computer-based tool that students use to communicate with their professors. This paper provides a framework for evaluating email communication between students and professors and examines the factors that may influence students' email style and professionalism. The research was conducted among Serbian and Slovenian students who contacted their professors by email. In order to evaluate the style of student email communication, the degree of formality, and the layout, we developed an evaluation form. Students were asked to complete an online questionnaire that assessed their attitudes toward culture, attitudes toward their professor and studies, digital literacy, use of social media, and self-perceptions of their communication skills. Responses were analysed and structural equation modeling was used to test seven hypotheses predicting the effects of factors that influence writing style in emails. As expected, the results show several differences in these factors in the two countries. First, in both countries, students' perceptions of their own communication skills influence their email communication style. Second, grade point average has a significant effect on email communication in Serbia but not in Slovenia, while attitude toward the professor is a significant predictor of email communication in Slovenia but not in Serbia. Moreover, in both countries, attitude toward professor is influenced by attitude toward study. Third, digital literacy has a significant effect on students' perceived communication skills in both countries, while culture affects communication skills only in Slovenia and social media use only in Serbia.

UNESCO. (2024). **Les enseignant·e·s et les technologies** (p. 1-12). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000387203_fre

Le Rapport mondial de suivi sur l'éducation et l'Internationale de l'Éducation ont élaboré un document de plaidoyer à l'intention des enseignant·e·s basée sur le rapport GEM 2023 « Les technologies dans l'éducation : qui est aux commandes ? » Ce document de plaidoyer a deux objectifs. D'une part, elle vise à mettre en évidence certaines des principales conclusions du rapport GEM 2023 destiné aux enseignant·e·s ; d'autre part, elle vise à fournir des recommandations aux enseignant·e·s et au personnel de soutien à l'éducation afin de garantir que l'utilisation des technologies dans l'éducation soit centrée sur les apprenant·e·s et les enseignant·e·s. En partenariat avec l'Internationale de l'Éducation, le Rapport mondial de suivi sur l'éducation espère garantir que les décisions sur l'utilisation des technologies dans l'éducation soient conformes aux conditions de travail des 32 millions d'enseignant·e·s et du personnel de soutien à l'éducation du monde entier et que les technologies ne supplantent pas mais complètent plutôt l'interaction humaine dans l'éducation

Vadcard, L., Métral, J.-F., & Becerril-Ortega, R. (2023). **Didactiques pour la formation professionnelle**. *Travail et Apprentissages*, 25(1), 7-17. <https://doi.org/10.3917/ta.025.0007>

Les évolutions actuelles, du monde professionnel et de la formation, ravivent la difficulté à trouver un équilibre entre centres de formation et lieux d'exercices professionnels, et semblent ramener la formation professionnelle à des visées utilitaristes. Entre injonction à former à des aptitudes d'un côté et retour à des dispositifs de formation en situation de travail de l'autre, la question des contenus semble peu à peu invisibilisée. Face à ce mouvement, les travaux didactiques sont essentiels. Nous donnons ici la parole à des chercheurs qui traitent de questions didactiques pour la formation professionnelle, sans pour autant se réclamer de la didactique professionnelle. Ces auteurs nous amènent

d'autres questionnements et d'autres cadres théoriques et méthodologiques. Ce regard vers d'autres didactiques, dans un mouvement de discussion et d'ouverture, nous semble essentiel pour renforcer l'ensemble des didactiques pour la formation professionnelle.

Viaud, M.-L. (2021). **Des écoles privées hors contrat financièrement accessibles ? Essai de typologie des logiques économiques et pédagogiques des fondateurs d'écoles alternatives.** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 54(4), 27-58. <https://doi.org/10.3917/lse.544.0027>

Depuis une quinzaine d'années, les écoles privées hors contrat se multiplient en France. Dans le même temps, leurs promoteurs sont de plus en plus soucieux de permettre leur accès à un public socialement diversifié, ce qui conduit à une diversification des stratégies économiques. À partir de l'étude d'un panel d'écoles alternatives ouvertes depuis une vingtaine d'années et de la réalisation de monographies d'établissement permettant des comparaisons dans le temps et dans l'espace des stratégies des fondateurs, cet article propose une typologie des différentes logiques financières présidant à leur ouverture et à leur fonctionnement les deux premières années, et analyse les conséquences de ces choix en termes de mixité sociale et de pérennisation du projet. Trois logiques sont distinguées : celle du modèle classique de la création d'entreprise avec un recours à l'emprunt et l'embauche d'un ou plusieurs salariés (un modèle solide, mais induisant des coûts de scolarité élevés) ; celle de la création par des passionnés assurant eux-mêmes l'ensemble des tâches sans rémunération pour permettre un coût de scolarité limité ; celle d'écoles souhaitant être accessibles à tous avec un coût très réduit de scolarité, mais au prix de « bricolages économiques » complexes qui rendent la survie de ces structures très fragile.

Vijayaraghavan, A. P., & Chattaraj, D. (2024). **Task-based Autoethnographic Pedagogical Approach: a phenomenological inquiry into online learning of Critical Food Studies courses.** *Asia Pacific Education Review*, 25(1), 143-158. <https://doi.org/10.1007/s12564-022-09809-x>

The disengaging experiences reported in the online mode of learning have resulted in considerable deliberations highlighting the need for pedagogical innovations. Therefore, it is crucial to rethink these ideas and develop pedagogical approaches that accommodate a dynamic understanding of learning spaces and meet the demands of the teaching-learning environment of the contemporary period. This study discusses the various steps through which the task-based autoethnographic pedagogical approach (TAPA) was implemented in an undergraduate-level Critical Food Studies course and proposes it as an effective approach to administering certain courses by enabling active learning in the online mode. The study captures learners' perceptions of meaningful online learning experiences by using an interpretative phenomenological approach, mapping the aspects that contribute to a sense of rekindled interest and involvement in the course. Some of the dominant patterns that emerge from this phenomenological study are (1) appreciation towards praxis-based online learning, (2) recognition of lived space as a ripe site for inquiry and learning, (3) a heightened sense of engagement with lived contexts, and identity discourses, (4) learners' negotiations with TAPA, and (5) learner as an active agent and curator of knowledge. Thus, while situating TAPA as an effective pedagogical approach for online learning and Critical Food Studies curriculum, it is also posited as an approach that initiates negotiation with the epistemic hierarchies within academia.

Wawrzynski, M. R., & Garton, P. (2024). **Language and the cocurriculum: the need for decolonizing out-of-classroom experiences.** *Higher Education*, 87(2), 453-469. <https://doi.org/10.1007/s10734-023-01016-w>

Language is an important element in the struggle for social change and decolonization within South African tertiary education. We explored the relationship between indigenous languages and cocurricular involvement to sense of belonging. Data were collected via a survey of 4210 students that included demographics, cocurricular involvement, and self-reported perceptions of sense of belonging. Culturally relevant frameworks by Jama et al. (South African Journal of Higher Education 22(5):992–1005, 2008) and Case (Higher Education 55(3):321–332, 2008) and previous work on student engagement in South Africa framed the exploratory model. Analyses revealed that indigenous languages and cocurricular involvement, among other variables, were significant predictors of sense of belonging.

Weisi, H., & Ahmadi, R. (2024). **Conceptualizing student voice in teacher-student curriculum partnerships within Iran's higher education.** *Higher Education*, 87(3), 795-812. <https://doi.org/10.1007/s10734-023-01036-6>

Student voice has gained momentum in improving educational landscapes recently. With the aim of creating opportunities for empowering educational systems, student voice rests upon the premise that curricula are co-created, mediated dialogically, and co-designed by teachers and students. Yet, student voice expression might be restricted by power relations embedded within institutions. In fact, the current study aims to investigate how student–teacher curriculum partnerships can be interpreted in Iran's TEFL (Teaching English as a Foreign Language) higher education institutions through student voice. By means of semi-structured interviews and open-ended questionnaires, 41 M.A. TEFL students at Iranian state universities were requested to participate. The results—employing abductive analysis—indicated that teachers treat student voice in higher education teaching practices as tokenistic. The study delineates student voice in terms of student feedback and criticism, student decision-making, and student autonomy in co-creating teaching approaches and also highlights that teachers should provide spaces for students to construct dialogic approaches in education within a particular culture.

Wigham, C. R., & Jauregi-Ondarra, K. (2024). **Teacher training perspectives for virtual exchange: Initial actions from the E-LIVE European project.** *EuroCALL 2023*. Présenté à Reykjavik, Iceland. <https://doi.org/10.4995/eurocall2023.2023.16969>

The E-LIVE project (Engaging Languages in Intercultural Virtual Exchange) is a three-year project funded by Erasmus+ Cooperation partnerships in school education (KA220-SCH). In this short paper, we report on two of the project's initial teacher training actions. Firstly, a training needs analysis conducted via questionnaire and focus groups with 39 in-service L2 teachers from associate partner schools (nine primary and 30 secondary). We report on felt needs and anticipated training needs and three key project actions that the needs analysis informed: teacher voices workshops, expert webinars, and virtual exchange coaching. Secondly, we describe a virtual exchange conducted between trainee teachers enrolled in French, Dutch, and Colombian teacher training institutions. The pedagogical design of the virtual exchange is detailed and two of the final task productions showcased. Post-virtual exchange questionnaire and focus group data allow us to report on the trainee teachers' perceptions of the virtual exchange activities.

The paper concludes with a discussion of how to ensure the success of future virtual exchange initiatives based on the analysis of the questionnaire and focus group data.

Wigham, C. R., Jauregi-Ondarra, K., & Bennett, C. (2024). **Trainee teachers' engagement in initial synchronous virtual exchange interactions**. *VALIANT Conference*. Présenté à Leon, Spain. Consulté à l'adresse <https://hal.science/hal-04465300>

Engagement has been discussed in relation to the effort invested during task accomplishment (Bygate & Samuda, 2009; Helme & Clarke, 2001; Skinner & Pitzer, 2012). Recent studies have been framed by social constructivist views of task processing (Pekrun & Linnenbrink-Garcia, 2012; Philp & Duchesene, 2016) and have approached task engagement more holistically as the effort invested in accomplishing a task, guided by participants' requirements of task success and involving behavioral, cognitive and attitudinal qualities in interaction with each other and for which the social element permeates the aforementioned three dimensions (Gijsen, 2021). This study addresses the task performance parameter of partner orientation: the effort participants invest in establishing and deepening a relationship with partners to strengthen interaction (Gijsen, 2021). We adopt multimodal (inter)action analysis (Norris, 2004) to investigate how different semiotic resources contribute to partner orientation. Our context is a virtual exchange within the E-LIVE project (Engaging Languages in Intercultural Virtual Exchange) involving 48 trainee language teachers from French, Dutch, and Colombian institutions. Our analysis focuses on the first synchronous interaction via videoconferencing in which teaching experiences were discussed. This followed an asynchronous language biography task. Using multimodal transcriptions from a subset of interactions, we examine three dimensions of partner orientation: The behavioral dimension with performance indicators of providing and accepting support/feedback, giving compliments, using comprehension checks/ production prompts; the attitudinal dimension through comments on working together, task ownership, technological tools used; and the cognitive dimension explored through reflective blogs and questionnaire/focus group data during which participants reflected on the relevance of strengthening the interaction with their partners, the effort they made to reach mutual understanding and address intercultural aspects. We anticipate study findings will advance our understanding of task engagement and help identify effective strategies to maximise engagement, and thus learning, in virtual exchange projects.

WODON, Q., MALE, C., & ONAGORUWA, A. (2024). **Educating girls and ending child marriage in Africa: Investment case and the role of teachers and school leaders**. Consulté à l'adresse <https://www.iicba.unesco.org/sites/default/files/medias/fichiers/2024/01/STUDY%202024-2%20Africa%20Teachers%20Reports%20Series.pdf>

Ce premier rapport sur les enseignants en Afrique s'appuie sur un large éventail de données (enquêtes auprès d'enseignants et de directeurs d'établissement, évaluations des élèves, données nationales, administratives et politiques, qualitatives...) pour démontrer la nécessité d'investir dans les enseignants et les directeurs d'établissement afin d'améliorer les possibilités d'apprentissage des filles et de mettre fin au mariage des enfants, réduisant ainsi les inégalités entre les genres dans et par l'éducation.

Zhang, Y. (2024). **Academic cheating as planned behavior: the effects of perceived behavioral control and individualism-collectivism orientations**. *Higher Education*, 87(3), 567-590. <https://doi.org/10.1007/s10734-023-01024-w>

To inform interventions against academic cheating among college students, the study tests the moderating role of the construct of perceived behavioral control as originally proposed yet seldom tested in the Theory of Planned Behavior, and further tests the cultural boundary conditions for this moderating role with a focus on the four horizontal-vertical individualism-collectivism orientations. Using multicampus survey data collected from 2293 Chinese undergraduate students, the moderation analyses suggest a significant and negative joint effect of perceived behavioral control with the construct of subjective norm and a positive yet insignificant joint effect with the construct of attitude towards cheating. Further moderated moderation analyses identify a pattern from comparing the four significant three-way interactions: the positive effects of attitude towards cheating and subjective norm on academic cheating are stronger under the conditions of a combination of low subjective norm with low horizontal individualism and horizontal collectivism, respectively. The study contributes to a nuanced understanding of the utility of Theory of Planned Behavior in predicting academic cheating and supports a multivariable intervention approach that closely integrates administrative measures with students' attitudinal and normative beliefs with a concern for the subtle yet significant influences of cultural orientations.

Zheng, Y., Nydick, S., Huang, S., & Zhang, S. (2024). **MxML (Exploring the Relationship between Measurement and Machine Learning): Current State of the Field.** *Educational Measurement: Issues and Practice*, 43(1), 19-38. <https://doi.org/10.1111/emip.12593>

The recent surge of machine learning (ML) has impacted many disciplines, including educational and psychological measurement (hereafter shortened as measurement). The measurement literature has seen rapid growth in applications of ML to solve measurement problems. However, as we emphasize in this article, it is imperative to critically examine the potential risks associated with involving ML in measurement. The MxML project aims to explore the relationship between measurement and ML, so as to identify and address the risks and better harness the power of ML to serve measurement missions. This paper describes the first study of the MxML project, in which we summarize the state of the field of applications, extensions, and discussions about ML in measurement contexts with a systematic review of the recent 10 years' literature. We provide a snapshot of the literature in (1) areas of measurement where ML is discussed, (2) types of articles (e.g., applications, conceptual, etc.), (3) ML methods discussed, and (4) potential risks associated with involving ML in measurement, which result from the differences between what measurement tasks need versus what ML techniques can provide.

Zhu, J., Kim, G. J. Y., & Weng, Z. (2024). **Affordances and constraints: using collaborative autoethnography as a methodology to examine language teacher agency.** *International Journal of Qualitative Studies in Education*, 37(3), 846-859. <https://doi.org/10.1080/09518398.2022.2127011>

Language teacher agency (LTA) remains understudied in ESL, EFL, and bilingual contexts. Less is known about affordances and constraints of diverse methodologies that are used to explore this concept. This study, therefore, aims to examine how collaborative autoethnography as a methodology plays a role in LTA research. Specifically, three language teachers, through writing reflection journals and conducting group meetings, reflected upon and discussed the use of collaborative autoethnography to examine LTA. This study explores the following research question: What are the affordances and constraints of collaborative autoethnography as a research methodology to examine

LTA? The findings demonstrate that collaborative autoethnography can be a productive tool to yield meaningful findings regarding LTA, as shown in the three emerging themes: (1) promoting intentional reflections on teaching and positioning, (2) promoting rigorous research process, and (3) posing potential methodological and ethical issues. Implications regarding research and professional development are also discussed.

Relation formation-emploi

Ahsan, H. (2024). **Impact of Education Mismatch on Earnings: Evidence from Pakistan's Labor Market** (PIDE-Working Paper N° 2024:1). Consulté à l'adresse Pakistan Institute of Development Economics website: https://econpapers.repec.org/paper/pidwpaper/2024_3a1.htm

During the last 20 years developing countries like Pakistan heavily invested in their education sector to increase enrollment at primary, secondary and tertiary levels to boost their human capital. However, in the presence of poor governance institutions, stagnant labor markets and low educational quality, these additional years of schooling do not necessarily translate into enhanced human capital. It has been argued in literature that Human Capital Model based on Mincer Earning model produces biased results as a mismatch of education exists in the labor market. Therefore, present study investigated the impact of education mismatch on earnings by using the methodology of Duncan and Hoffman (1981). For this I used Pakistan Social Living Measurement PSLM (2019-20) data.

Asankulova, Z., & Thomsen, S. (2024). **Studying abroad experience and the wages of females**. *Higher Education*, 87(2), 401-431. <https://doi.org/10.1007/s10734-023-01013-z>

Studying abroad acts as investment in human capital and ideally outweighs associated investment costs due to higher earnings or related non-monetary benefits. We estimate monetary returns to studying abroad for female graduates 1 and 5 years after graduation. The empirical estimates—based on panel data from four graduate cohorts in 1997, 2001, 2005, and 2009—confirm positive returns to studying abroad. Mobile females earn 3.2% higher wages compared to non-mobiles at labor market entry. These initial wage gains tend to improve further over time, resulting in about 4.0% higher earnings for mobile females 5 years after graduation. Detailed consideration of different socio-economic groups reveals that female graduates from non-academic backgrounds and females majoring in social sciences benefit most. Studying abroad, therefore, has positive effects on later income of female graduates.

Baghioni, L., Delanoë, A., Foli, O., Hocquelet, M., Mahlaoui, S., Mazari, Z., ... Séchaud, F. (2024). **Répondre aux besoins en compétences à l'heure de la transition écologique : représentations et réalités** (E. Sulzer & A. Valette-Wursthén, Éd.). Consulté à l'adresse <https://www.cereq.fr/besoins-en-competences-transition-ecologique>

Cette recherche intitulée « Répondre aux besoins en compétences à l'heure de la transition écologique : représentations et réalités » (Projet C>Terre) constitue une réponse à l'appel à projets « La formation des personnes en recherche d'emploi » lancé par le comité scientifique de l'évaluation du Plan d'Investissement dans les Compétences. Cette recherche de nature essentiellement inductive a mobilisé différentes méthodologies. L'approche statistique repose sur la base des données produites par le Céreq via ses grandes enquêtes : l'enquête Génération portant sur les jeunes sortants du système éducatif à tous les niveaux de formation une année donnée,

et DEFIS (dispositif d'enquête sur les formations et les itinéraires des salariés), une enquête couplée qui a interrogé tous les ans entre 2014 et 2019, les salariés présents en entreprise en décembre 2013 et leurs employeurs à cette date. L'analyse de l'action publique auprès des acteurs de branche a porté sur les secteurs du BTP, du commerce et de l'économie sociale et solidaire. Par la suite, six monographies d'entreprises de ces mêmes secteurs ont été documentées à partir d'un corpus d'une cinquantaine d'entretiens et d'observations des situations de travail.

Balslev, K., Maldonado, M., Naef, L., Guzzo, C., Perréard Vité, A., & Lussi Borer, V. (2022). **Former des enseignants dans l'alternance : traces de l'activité professionnelle, voies et variables pédagogiques.** *Phronesis*, 11(1-2), 32-56. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-32.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Bank, V., & Zaouani-Denoux, S. (2022). **Le transfert au sein de l'alternance travail/formation et conceptualisation de son étude.** *Phronesis*, 11(1-2), 18-31. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-18.htm>

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Bélisle, M., Jean, V., Lechasseur, K., Boyer, L., Goudreau, J., Fernandez, N., ... Leclerc, G. (2022). **Conceptions de la professionnalisation et trajectoires d'apprentissage d'étudiants**

dans des programmes universitaires en santé. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10030>

Supported by a framework that adopts the notion of professionalization from a tridimensional perspective (competencies, identity, and culture), this qualitative research sought to better understand faculty conceptions of student professionalization in the context of pre-service training in university health programs. The results show that the planned learning trajectories are part of a work / training system and are marked by professionalizing modalities focused on action and reflection. According to the teachers' conceptions, simulation and problem-based learning situations contribute to the development of skills, the portfolio to identity construction, and discussions on the appropriation of the professional culture.

Benet Rivière, J. (2022). **Pour une sociohistoire de la pédagogie de l'alternance dans les maisons familiales rurales.** *Phronesis*, 11(1-2), 57-74. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-57.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fusse-t-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Beręsewicz, M., Cherniaiev, H., Mantaj, A., & Pater, R. (2024). **Text analysis of job offers for mismatch of educational characteristics to labour market demands.** *Quality & Quantity*, 58(2), 1799-1825. <https://doi.org/10.1007/s11135-023-01707-7>

Nowadays, the traditional ways of job seeking have become less popular than digital methods. Recruitment websites are more attractive to job seekers since they provide easy, convenient access to a greater number of job vacancies. The biggest disadvantage, however, is that job vacancies published online are often unstructured and confusing. Studies related to online job vacancies are usually restricted to a short duration and a small number of recruitment websites. Such studies frequently use proxies for skills and occupations, or aggregate them into wider groups. The aim of our research is to provide full educational characteristics of job vacancies in Poland and calculate a complete list of educational mismatches. We introduce an approach that includes stages of source selection; data collection; and extraction of occupations, qualifications, and skills. We describe difficulties with data scraping and ways to overcome them. Thanks to our large dataset, we are able to determine and describe the labour demand. We also show the results of a survey that estimates educational traits of the labour supply. To measure mismatch between education and labour supply and demand, we use

structural compliance indices. The paper also offers a case study for chosen occupational groups. Our findings reveal the greatest mismatch is in education and job-related skills, with the least mismatch occurring between geographic regions.

Bluteau, M. (2022). **Quels liens ? Hybridation des formations par alternance**. *Phronesis*, 11(1-2), 107-126. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-107.htm>

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CEDEFOP. (2024). **Microcertifications : s'efforcer d'associer crédibilité et agilité**. *Note d'information CEDEFOP*, 1-6. <https://doi.org/10.2801/715>

Celeri, I. (2022). **L'entretien de recherche : quels effets sur le développement professionnel de stagiaires dans un dispositif de formation en alternance ?** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10011>

The interview is a privileged methodological research tool. We applied it in the context of our doctoral work to shed light on the temporalities in the construction of the professional identity of trainee teachers. If the research interview has a heuristic aim for the researcher, what impact does it have on the interviewee? The discourse produced during the interviews enabled us to gain access to the experiences of the work-study students in the process of professionalization and shed light on the way in which they articulated work and training. Because our results indicate that the exchanges also brought out the meaning of certain situations for the trainees, we hypothesise that the research interview thus contributed to their professional development.

Coppe, T., Enthoven, S., März, V., & Raemdonck, I. (2022). **L'insertion professionnelle des enseignants de deuxième carrière : un processus de professionnalisation par et au travail**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10028>

In this theoretical essay, we identify the specificities of the second career teachers' entry process into schools by proposing a reflection and a conceptualization that define it as a process of learning through and at work, or more specifically as a work socialization process. In this sense, this paper contributes to the reflections on the links between work, training, and professionalization by proposing a case study in which training and professionalization processes are fundamentally situated in the work activity itself.

Learning, training, and professionalization, therefore, occur "on the job", in the same temporality, which in this case is the first steps of second career teachers in their new work environment.

Crosas Roura, A., & Puig Calvó, P. (2022). **Recherche comparative de l'application des systèmes pédagogiques de l'alternance et dual en Espagne**. *Phronesis*, 11(1-2), 162-180. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-162.htm>
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Desmeules, M.-E. S. (2022). **Les expériences de professionnalisation en contexte de formation artistique: le cas du cirque**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10029>

This article suggests a better understanding of the professionalization experiences in two higher education contexts in the performing arts: the National Circus School (Canada) and the National Circus Arts Center (France). This qualitative-interpretive research (2018-2020) is based on the concept of experience, on the Theory of activity, and on a large dataset of annotated observations, individual interviews, and focus groups. This paper invites readers to consider existing literature as well as the experiences and testimonials of participants to shed light on the diversity of forms professionalization experiences may take in this particular training context.

Fernagu, S. (2022). **Les Capabilités: une grille de lecture de la professionnalisation au travail et en formation**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10049>

Professionalization is often defined as the implementation of actions enabling continuous and situated development of skills through and within work situations. This definition does not differentiate professionalization from work-based training. It is toward what ends they are used that distinguishes professionalization from training. Training is generally focused on the ability to act, while professionalization focuses on the power to act. In this perspective we use the capabilities framework understood as a power to act, in order to consider professionalization approaches, modalities, practices, systems or situations, and to question the capability to professionalize oneself. We first define terms related to capabilities and then describe the capabilities framework. Finally, we will analyze how this theoretical approach can be used to interpret professionalization.

García-Marirrodriaga, R., & Puig Calvó, P. (2022). **L'alternance dans l'Association Internationale des Mouvements familiaux de formation rurale : les quatre piliers des Centres éducatifs familiaux de formation par alternance**. *Phronesis*, 11(1-2), 181-201. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-181.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Gremion, C. (2022). **Usages et mésusages des pédagogies de l'alternance**. *Phronesis*, 11(1-2), 91-106. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-91.htm>

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Gutiérrez-Sierra, A., & González-García, J. (2022). **La problématique de la formation des formateurs dans le Système Pédagogique de l'Alternance AIMFR**. *Phronesis*, 11(1-2), 75-90. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-75.htm>

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Hahn, C., & Vignon, C. (2022). **Entre réflexivité critique et conceptualisation dans l'action: un dispositif de professionnalisation dans un master en management en alternance.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10017>

We present the results of a research project which, by linking management and educational sciences, has enabled us to develop a professionalization device for apprentices enrolled in a master's degree in management. After briefly explaining the context of management education, we describe our framework which, in line with Geay's "alternance" model, combines critical reflexivity and conceptualization in action. We present our methodology and our device, illustrated by an example. Our results seem to confirm that the device allowed students to develop critical reflexivity competencies through the confrontation of experiences and institutionalized knowledge when interacting with peers and changing roles.

Liu, J., Conrad, C., & Blazar, D. (2024). **Computer Science for All? The Impact of High School Computer Science Courses on College Majors and Earnings** (IZA Discussion Paper N° 16758). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16758.htm>

This study provides the first causal analysis of the impact of expanding Computer Science (CS) education in U.S. K-12 schools on students' choice of college major and early career outcomes. Utilizing rich longitudinal data from Maryland, we exploit variation from the staggered rollout of CS course offerings across high schools. Our findings suggest that taking a CS course increases students' likelihood of declaring a CS major by 10 percentage points and receiving a CS BA degree by 5 percentage points. Additionally, access to CS coursework raises students' likelihood of being employed and early career earnings. Notably, students who are female, low socioeconomic status, or Black experience larger benefits in terms of CS degree attainment and earnings. However, the lower take-up rates of these groups in CS courses highlight a pressing need for targeted efforts to enhance their participation as policymakers continue to expand CS curricula in K-12 education.

Mahlaoui, S., & Cadet, J.-P. (2022). **Pour une approche de la professionnalisation en termes d'activité: deux cas d'études reposant sur des entretiens biographiques et des auto-confrontations.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10018>

Based on two studies, our objective is to promote an approach to professionalization in terms of activity. The first study analyzes, via a biographical approach, the dynamics of transformation linked to entry into the commercial professions of an automotive subsidiary. The second study focuses on the acquisition of formalized know-how by

agricultural trainers through a support system, via a clinical approach to the activity. Aimed extensively or intensively, this way of apprehending professionalization is variable. By combining the results of the studies, professionalization appears to be centered on the experience and autonomy of the individuals, who develop their own goals and above all engage in socio-reflective acts. Finally, such an analysis can produce effects on professionalization and on work.

Maubant, P., & Gremion, C. (2022). **Les configurations plurielles de la pédagogie de, par, en (l')alternance.** *Phronesis*, 11(1-2), 1-10. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-1.htm>

Visé à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Monaghan, D. B. (2024). **Why do people go to college? The institutional environment and the educational dispositions of community college students.** *Theory and Research in Education*, 22(1), 45-70. <https://doi.org/10.1177/14778785241227141>

Empirical educational research nearly universally tacitly assumes that people attend college only in order to improve their likely earnings. Thus, it ignores the immense cultural importance ascribed to education (and particularly higher education) in modern culture, or at least proceeds as if this cultural valorization is irrelevant to individuals' educational decision-making. I first review how an economic model of action informs all dominant theories of educational decision-making, and then suggest how institutional theory can provide a richer account of the college transition. Drawing on in-depth interviews with first-time, first-year community college students, I illustrate this approach through a 'thick description' of individuals' emerging educational orientations. I find that attending college reflects both instrumental goals and moralized conceptions of educational attainment. The decision to attend community college was informed by conceptions of college costs, a limited understanding of grant aid, and loan aversion. And I identify three educational dispositions among entering community college students which map onto institutionalized organizational pathways through the community college itself.

Paggetti, M. (2022). **Analyser une activité de soin à dominante corporelle et participer à la formation et à la professionnalisation du métier: l'exemple de la psychomotricité.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10033>

This article shows how the in-depth analysis of a key professional physical gesture contributes to training and professionalization. The article is based on the results of an analysis of an activity conducted with psychomotor therapists working with pediatric patients. A microscopic but central part of the professional work resides in the therapist's body and their gestural adjustments, but remains implicit and hardly put into words by the therapists carrying these movements. The results of this analysis show that the psychomotor therapists conduct a body, sensory and affective inquiry with their pediatric patients. These results inform a professionalization perspective and provide an opportunity to consider group constitution, training composition and institutional recognition.

Renier, S., & Guillaumin, C. (2022). **L'art de passer les frontières : pratique et éthique de l'interface au fondement de l'alternance**. *Phronesis*, 11(1-2), 223-234. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-223.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Sanojca, E., & Tribby, E. (2022a). **La construction de la valeur par l'alternance**. *Phronesis*, 11(1-2), 202-222. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-202.htm>

Vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Sanojca, E., & Triby, E. (2022b). **Négociation des savoirs et socialisation professionnelle.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10014>

This article proposes a renewed view of professionalization. It considers that the social part of professionalization is declining in the context of accelerated social change. It shows how the construction of one's professionalism is more likely to occur at an intimate individual level, whereas previously it was formed through a sense of belonging to instituted collectives. A theoretical model is supported by the dual concepts of "configuration / negotiation of knowledge" and "disposition / valorization". It is applied to three areas of investigation: work-study in the health sector, the Validation of Acquired Experience (VAE) process, and a professional master's degree. The findings indicate more social use of intimacy, which in turn elucidates the professional part of individuation.

Sonntag, M., & Oget, D. (2022). **Des détails « insignifiants » comme marqueurs (ou révélateurs ?) de la voie de l'alternance dans la formation des ingénieurs.** *Phronesis*, 11(1-2), 127-138. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-127.htm>

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Thievenaz, J. (2022). **La théorie de l'enquête de John Dewey comme modèle d'analyse des processus de professionnalisation du sujet en situation de travail.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10015>

Recognizing that the intelligibility of the processes involved in the professionalization of the individual through and within the activity constitutes a major scientific and social issue, this article proposes to study how John Dewey's theory of inquiry is likely to enrich the analytical frameworks used to study this phenomenon. The aim is to show to what extent this psycho-philosophical approach to experience, developed at the beginning of the 20th century, constitutes a heuristic approach to understanding the relationship between work and the training of the individual through and within the activity.

Velly, C., & Pentecouteau, H. (2022). **Pratiques de l'auto-organisation régulatrice et adaptation de l'accompagnement.** *Phronesis*, 11(1-2), 139-161. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2022-1-page-139.htm>

Visé à mettre en évidence les différentes configurations pédagogiques de l'alternance. Ce numéro thématique de la revue *Phronesis* vise à mettre en évidence les différentes configurations pédagogiques de l'alternance. Loin de nous le souhait de proposer ad nauseam un numéro supplémentaire sur les différentes approches, conceptions ou ingénieries de l'alternance en formation. Notre parti pris est résolument pédagogique. Nous ne croyons pas dans le rêve « d'une » pédagogie, fût-elle de l'alternance, en alternance ou par alternance. Nous considérons que les différentes histoires de l'alternance en contexte éducatif ou en contexte de formation révèlent « des » pédagogies de, par, en (l')alternance. Ce numéro a pour objectifs dès lors de décrire, d'analyser et de caractériser ces différentes configurations pédagogiques de l'alternance dans différents contextes. Il rassemble les réflexions de chercheurs et de praticiens engagés dans l'étude de parcours de professionnalisation se réclamant de l'alternance, même si celle-ci n'est pas nécessairement spécifiée ni dans ses intentions, ni dans ses modalités de mise en œuvre. Nous souhaitons valoriser des textes posant la pédagogie comme l'axe central de l'argumentaire scientifique.

Vergnies, J. (2024). **Edito : Quelle échelle pour analyser la relation formation-emploi ?** *Formation emploi. Revue française de sciences sociales*, (165), 1-2. <https://doi.org/10.4000/formationemploi.12322>

Les militaires ont coutume de dire que le plan est la première victime de la guerre. Sur le terrain, le plan est introuvable après la première action. La stratégie va donc au-delà de la planification, et cherche à identifier les processus opératoires (ou pas) qui peuvent se succéder. La planification de la relation formation-emploi pourrait relever d'une dynamique identique. Elle peut apparaître introuvable, comme Lucie Tanguy n'a eu de cesse de le démontrer, notamment au travers de l'ouvrage...

Zaouani-Denoux, S., & Wittorski, R. (2022). **Travail, formation et professionnalisation : enjeux et configurations sociales, cadres théoriques et échelles d'analyse.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 57(1). Consulté à l'adresse <https://mje.mcgill.ca/article/view/10189>

This article looks at the relationship between work, training, and professionalization. It examines the changes that have led to their emergence. It then presents the main configurations of links between these three concepts, which fuel current debates and make it possible to understand them in terms of the contexts in which they are operationalized. The issues surrounding these links and the theoretical and methodological frameworks used to understand and interpret them are also reviewed. The article thus takes the form of a review of the existing literature. It concludes with a number of "key ideas" shared by the many practices and research projects in this field.

Réussite scolaire

Arborio, A.-M. (2024). **Réussir ou échouer au diplôme d'État d'aide-soignante par la validation des acquis de l'expérience : une longue épreuve.** *Formation emploi. Revue française de sciences sociales*, (165), 19-42. <https://doi.org/10.4000/formationemploi.12344>

L'article analyse les temporalités des parcours de candidates à la Validation des acquis de l'expérience (VAE) qui, faisant fonction d'aide-soignante, cherchent à acquérir le diplôme d'État d'aide-soignante par cette voie. Il s'appuie sur une enquête ethnographique et mobilise des matériaux variés. Il propose une approche longitudinale

qui prend en compte les différentes épreuves présentées par les candidates et non pas seulement l'entretien final. Ainsi, les femmes des classes populaires qui passent ce diplôme prennent parfois beaucoup de temps pour franchir certaines étapes, même dans le cas idéal, et rare, où elles réussissent chacune des épreuves. Le temps est plus long encore pour celles qui réitèrent leurs démarches après avoir raté l'une ou l'autre des épreuves. Comment comprendre ces parcours recommencés et cet engagement sur plusieurs années, alors même que la répétition ne garantit nullement la réussite ?

Bachy, S. (2024). **Vulnérabilité numérique : un enjeu pour l'aide à la réussite**. *Revue internationale des technologies en pédagogie universitaire*, 21(1), 1-24. Consulté à l'adresse <https://www.ritpu.ca/files/numeros/121/ritpu-v21n1-01.pdf>

Behrman, J. R., Fan, C. S., Guo, N., Wei, X., Zhang, H., & Zhang, J. (2024). **Tutoring Efficacy, Household Substitution, and Student Achievement: Experimental Evidence from an After-School Tutoring Program in Rural China**. *International Economic Review*, 65(1), 149-189. <https://doi.org/10.1111/iere.12668>

After-school tutoring has risen globally despite limited evidence of effectiveness. We implement a randomized after-school tutoring program in rural China where many children are left-behind by parents in care of grandparents. Compared to tutees cared for by parents, those in care of grandparents reported much smaller home-tutoring reductions but larger test-score gains. We interpret our data analysis with a model with tutoring efficacy and substitution between private and public inputs both differing by family background: Increased public tutoring generates larger test-score gains for children who experience greater tutoring efficacy and lesser substitution with household inputs, consistent with our estimates.

Ben Hamouda, L. (2024a, février 26). **Performances scolaires et génétique : la mise au point d'Alexandre Ployé**. Consulté 4 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/02/26/performances-scolaires-et-genetique-la-mise-au-point-dalexandre-ploye/>

Dans une récente publication du CNRS, Franck Ramus, chercheur en sciences cognitives, affirme que « les généticiens ont trouvé des marqueurs génétiques qui confirment aujourd'hui

Ben Hamouda, L. (2024b, mars 6). **Combattre l'échec scolaire : et si la solution était dans les pédagogies « différentes »**. Consulté 6 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/06/combattre-lechec-scolaire-et-si-la-solution-etait-dans-les-pedagogies-differentes/>

Dans son dernier livre, « Comprendre et combattre l'échec scolaire », Yves Reuters rappelle la persistance de l'échec scolaire et son caractère marqué socialement. Au-delà du constat, le

Bicak, I. (2024). **Course Withdrawal Behaviors and Predictors of Course Withdrawal Among College Students**. *Research in Higher Education*, 65(2), 354-377. <https://doi.org/10.1007/s11162-023-09757-4>

This study describes course withdrawal behaviors in the Texas public higher education institutions and examines the predictors of course withdrawal by using statewide administrative datasets. The findings showed that two-thirds of the college students in the sample withdrew from at least one course, highlighting course withdrawal as a prevalent

issue among college students. Community college transfer students experienced the highest rate of course withdrawal (three-fourths) throughout their education, surpassing those who remained at a community college or initially enrolled in a public university. Moreover, this study's findings revealed that various student and course characteristics are related to course withdrawals, such as cumulative college grade point average, summer enrollment, taking 15 semester credit hours, taking online courses, paid employment, and Pell Grant recipient status. Implications for practice, policy, and future research are discussed.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2023). **Stemming the tide: tackling early leaving from vocational education and training in times of crises: synthesis report of Cedefop/ReferNet survey**. Consulté à l'adresse https://www.cedefop.europa.eu/files/5604_en.pdf

Ce rapport vise à mieux comprendre le phénomène du décrochage scolaire précoce de l'enseignement et de la formation professionnels. IL met particulièrement l'accent sur les mécanismes de soutien que les pays emploient pour mesurer et surveiller le phénomène aux niveaux national et régional, sur les principaux facteurs de décrochage et les mesures de soutien reçues par les enseignants, les formateurs, les directeurs d'école et les entreprises proposant un apprentissage par le travail pour surmonter les défis liés à la pandémie de COVID-19 et à la guerre contre l'Ukraine.

Commission européenne Centre commun de recherche, KARPINSKI, Z., & Commission européenne. Centre commun de recherche. (2023). **The experience of being bullied at school and its effect on reading proficiency in grade 4 An analysis of PIRLS 2021 data**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/639e4fc4-a2d4-11ee-b164-01aa75ed71a1/language-en/format-PDF/source-302072172>

S'appuyant sur les données du dernier cycle de l'étude PIRLS (Progress in International Reading Literacy Study) et un échantillon de 100 000 élèves issus de 19 systèmes éducatifs européens, ce rapport vise à approfondir les connaissances concernant les effets du harcèlement sur les résultats scolaires, notamment les performances en lecture. Les résultats soulignent une relation significative entre l'exposition au harcèlement et la réduction des performances au test de compétence en lecture PIRLS. L'écart de performance entre les élèves harcelés et leurs pairs non harcelés est plus important, en valeurs absolues, que l'écart entre les sexes en lecture et celui entre les élèves qui parlent la langue du test à la maison et ceux qui ne la parlent pas. L'étude souligne le rôle du sentiment d'appartenance scolaire, qui peut prédire à la fois la probabilité d'être victime d'intimidation et les performances en lecture d'un élève.

Dighero, J. V., Cruz, I. N., & Chavira, G. (2024). **Predicting Academic Success Using a Critical Approach: The Impact of Campus Climate, Ethnic Identity, and Self-Esteem Among Latinx High School Students**. *Journal of Hispanic Higher Education*, 23(2), 88-103. <https://doi.org/10.1177/15381927231212435>

Using LatCrit and QuantCrit, we examined the effect of school climate, ethnic identity, and self-esteem on GPA in a sample of 300 Latinx high school students. We found significant positive correlations between climate and GPA as well as self-esteem and GPA. Moreover, using structural equation modeling, we found self-esteem mediated the relationship between climate and GPA. This highlights the role of institutions in improving the educational experiences and increasing the educational attainment of Latinx students.

Duan, X., Pei, B., Ambrose, G. A., Hershkovitz, A., Cheng, Y., & Wang, C. (2024). **Towards transparent and trustworthy prediction of student learning achievement by including instructors as co-designers: a case study.** *Education and Information Technologies*, 29(3), 3075-3096. <https://doi.org/10.1007/s10639-023-11954-8>

Providing educators with understandable, actionable, and trustworthy insights drawn from large-scope heterogeneous learning data is of paramount importance in achieving the full potential of artificial intelligence (AI) in educational settings. Explainable AI (XAI)—contrary to the traditional “black-box” approach—helps fulfilling this important goal. We present a case study of building prediction models for undergraduate students' learning achievement in a Computer Science course, where the development process involves the course instructor as a co-designer, and with the use of XAI technologies to explain the underlying reasoning of several machine learning predictions. The explanations enhance the transparency of the predictions and open the door for educators to share their judgments and insights. It further enables us to refine the predictions by incorporating the educators' contextual knowledge of the course and of the students. Through this human-AI collaboration process, we demonstrate how to achieve a more accountable understanding of students' learning and drive towards transparent and trustworthy student learning achievement prediction by keeping instructors in the loop. Our study highlights that trustworthy AI in education should emphasize not only the interpretability of the predicted outcomes and prediction process, but also the incorporation of subject-matter experts throughout the development of prediction models.

Gallego-Noche, B., & Goenechea-Permisán, C. (2024). **What makes them thrive? Protective factors for the academic success of Roma university students: A case study.** *Education, Citizenship and Social Justice*, 19(1), 95-109. <https://doi.org/10.1177/17461979221123009>

The situation of oppression and discrimination of Roma people is a fact that can be observed in many research studies. This is in conjunction with segregation and unequal educational conditions for Roma students, which do not seem to improve despite economic investment and specific intervention programmes. We understand that these situations are ever-present and structural in our society and that they segregate and exclude and become cultural, social and educational barriers for Roma students to successfully continue their academic careers until they reach university. The aim of this study was to understand the views of Roma students at a university in the south of Spain regarding the factors that had enabled them to overcome the initial difficulties they had faced during primary and secondary education, and which had acted as protective factors against educational exclusion. We have included quantitative data through the use of questionnaires, and qualitative data through the use of interviews. The results suggest that these factors are diverse, intersecting and are not mutually exclusive. Family and teacher support and the presence of a non-segregated environment, as well as personal motivation and self-awareness, are key factors. A relevant finding has been the flexibility of cultural reference models that have allowed them to navigate the exclusionary structures of the school.

Granja, C. D., & Visentin, F. (2024). **International Student Mobility and Academic Performance: Does Timing Matter?** *Research in Higher Education*, 65(2), 322-353. <https://doi.org/10.1007/s11162-023-09755-6>

We examine the impact of credit mobility exchange programs' timing on students' academic performance, focusing on the moment in which students travel and the length of the period spent abroad. To provide causal evidence, we exploit unique data from more than 10,000 students from a well-known and internationalized Brazilian university from 2010 to 2020. By combining Propensity Score Matching with Difference in Differences techniques, we find that international mobility impacts groups of students differently. Students who travel closer to the end of their undergraduate courses benefit the most from the mobility experience, while negative effects are found for those who travel at the beginning of their university program. Results also show that, while student mobility impacts positively and significantly students who participate in programs lasting from one semester to 1 year, negative effects are associated with shorter periods abroad. Our findings also reveal heterogeneity across destination countries. Mobility has a positive impact on students' grades for those students traveling to English-speaking countries. Our analysis presents empirical evidence that can be used to design international student mobility programs, providing insights to policymakers engaged in maximizing their effects.

Grimault-Leprince, A., Le Trividic Harrache, L., & Mell, L. (2024). **Usages numériques domestiques et réussite scolaire. Le rôle de la socialisation familiale.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12427>

Les technologies numériques occupent une place croissante à l'école – ce qui s'est encore accentué avec la pandémie de COVID-19 – avec la visée de renouveler l'institution scolaire et de réduire les inégalités sociales de réussite. Alors que la stratégie de l'école s'appuie essentiellement sur les usages en milieu scolaire, les usages numériques des élèves débordent largement ce cadre. Cet article propose une réflexion autour de la socialisation familiale aux usages numériques et de ses liens avec la réussite scolaire. En s'appuyant sur une enquête quantitative menée auprès de 822 familles (adolescents de classes de cinquième et leurs parents), il met en évidence que les recherches informationnelles des adolescents liées à la culture scolaire sont inégalement rentables scolairement et fortement différenciées selon le milieu social d'origine. La recherche souligne aussi le caractère incertain de la transmission familiale de compétences et de dispositions numériques favorables à la réussite scolaire.

Jacquot, A. (2024). **La construction d'un partenariat éducatif. Sociohistoire d'un dispositif de lutte contre le décrochage scolaire.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12485>

Cet article s'interroge sur les conditions de mise en place d'un dispositif de lutte contre le décrochage scolaire au collège (atelier relais) et le partenariat entre deux mondes sociaux distincts que sont l'éducation populaire et l'Éducation nationale. Un premier temps retrace l'histoire croisée de ces deux mondes, en prenant appui sur des archives et des entretiens mémoriels. Un deuxième temps analyse les discours des acteurs institutionnels de ce dispositif (responsables associatifs nationaux et responsables de l'Éducation nationale). L'histoire et les discours révèlent alors l'existence de cités de justification similaires ainsi qu'un objectif d'action partagé qui renforce la convergence de ces deux mondes.

Jain, C., & Jain, R. (2024). **Chronic Absenteeism and its Impact on the Learning Outcomes of Primary Grade Students in India** (NCAER Working Paper N° 157). Consulté à l'adresse

National Council of Applied Economic Research website:
<https://econpapers.repec.org/paper/ncancaerw/157.htm>

This paper addresses one of the most critical yet overlooked problems of excessive absence of students in primary grades in India. Considering the intuitive link between students' attendance and achievements, this paper empirically investigates the incidence and causes of chronic absenteeism while examining the variations in the attainment of foundational skills of primary students. Using data from the India Human Development Survey, round II, the authors find a continuous decline in the attainment of foundational skills among students, as the absenteeism rate increases from normal to chronic, clearly indicating that attendance works! Further, the logistic regression model shows that poor health conditions of a child, larger school distance, extra school working hours, teaching factors, and harsh punishments are among the major contributing factors leading to chronic absence among students. Early attention and strict policy interventions are required due to their direct implications on the cognitive growth of young minds, and quality and productivity of the overall school education.

Kelchen, R., Ortagus, J., Rosinger, K., Baker, D., & Lingo, M. (2024). **The Relationships Between State Higher Education Funding Strategies and College Access and Success.** *Educational Researcher*, 53(2), 100-110. <https://doi.org/10.3102/0013189X231208964>

We compiled the first longitudinal data set with detailed state funding information to examine whether different funding strategies for public higher education correlate with college access and completion, with a focus on outcomes among racially minoritized students. We found no relationships between funding mechanisms and student outcomes at public universities. However, at community colleges, we found that funding strategies that combine base adjustments and enrollment or performance components may increase enrollment, but not completions.

Liu, H., Chen, X., & Zhao, F. (2024). **Learning behavior feature fused deep learning network model for MOOC dropout prediction.** *Education and Information Technologies*, 29(3), 3257-3278. <https://doi.org/10.1007/s10639-023-11960-w>

Massive open online courses (MOOCs) have become one of the most popular ways of learning in recent years due to their flexibility and convenience. However, high dropout rate has become a prominent problem that hinders the further development of MOOCs. Therefore, the prediction of student dropouts is the key to further enhance the MOOCs platform. The traditional dropout prediction models based on machine learning are difficult to guarantee the prediction effect due to the shortcomings such as insufficient mining of feature information and not considering the influence of time series. To address this problem, in this paper, we propose the learning behavior feature fused deep learning network model (LBDL) for MOOC dropout prediction. The core of the model lies in modeling different types of information separately and incorporating them into an overall framework. In the data processing stage, the LBDL model divides the data features into video learning behavior features containing time series information and general information features. For video learning behavior features, the model uses Bi-LSTM and attention mechanisms to mine time series information, and for general information features, it uses embedding layer and fully connected layer for processing. A hidden vector containing both types of feature information can be obtained by two different modeling approaches. Then the original feature information is combined to train the gradient boosting framework LightGBM. Experiments on the MOOCube video

dataset show that the AUC and F1-Score of our model can reach 82.39% and 74.89%, respectively, which are higher than other baseline models. It indicates that the proposed LBDL model has better performance in the dropout rate prediction problem.

Liu, Q., & Nesbit, J. C. (2024). **The Relation Between Need for Cognition and Academic Achievement: A Meta-Analysis**. *Review of Educational Research*, 94(2), 155-192. <https://doi.org/10.3102/00346543231160474>

Need for cognition is conceptualized as an individual's intrinsic motivation to engage in and enjoy effortful cognitive activities. Over the past three decades, there has been increasing interest in how need for cognition impacts and correlates with learning performance. This meta-analysis summarized 136 independent effect sizes ($N = 53,258$) for the association between need for cognition and academic achievement and investigated the moderating effects of variables related to research context, methodology, and instrumentation. The overall effect size weighted by inverse variance and using a random effects model was found to be small, $r = .20$, with a 95% confidence interval ranging from .18 to .22. The association between need for cognition and learning performance was moderated by grade level, geographic region, exposure to intervention, and outcome measurement tool. The implications of these findings for practice and future research are discussed.

Mokher, McCoy, Henning, Fluker, & Park-Gaghan. (2024). **Placing Students for Success: Florida's Statewide Reform of Alternative Methods for College Course Placement**. *Community College Journal of Research and Practice*, 48(3), 146-163. <https://doi.org/10.1080/10668926.2023.2189186>

Each year nearly 70% of community college students nationwide are required to enroll in non-credit developmental education courses because they scored below college-ready on a placement test in reading, writing, and/or mathematics. Yet, prior research has demonstrated that these placement tests tend to inaccurately place students into courses that are not a good fit with their level of college readiness. In response, an increasingly popular reform effort is to use alternative methods such as high school grade point average (GPA) to place incoming students into the appropriate level of coursework. Florida stands at the vanguard of this placement reform movement, as one of the first states making policy changes to authorize systemwide use of alternative methods in lieu of (or in addition to) common placement tests. This study includes a document analysis of institutional website sites and virtual site visits to Florida College System institutions to enhance our understanding of the variation in placement policies used across the FCS institutions, the rationales for these decisions, as well as benefits and challenges encountered during implementation. It concludes with recommendations that can support institutions in Florida and beyond as they develop future plans about how to further reform or modify placement systems.

Munteanu, A. (2024). **School Choice, Student Sorting and Academic Performance** [Cahiers de recherche / Working Paper]. Consulté à l'adresse Chaire de recherche sur les enjeux économiques intergénérationnels / Research Chair in Intergenerational Economics website: <https://econpapers.repec.org/paper/rsicreeic/2401.htm>

This study examines the impact of school choice on academic achievement, by using differences in the number of schools across similar Romanian towns, generating variation in school choice for local students, who compete for seats via test scores. The author finds that more school choice results in increased sorting of students by admission scores across

different schools. Sorting widens achievement gaps between high- and low-admission score students. High-scorers having access to better teachers and peer effects are the primary factors explaining these widening gaps. Lastly, between-school competition via school choice does not increase average achievement levels.

Pamphile, P., Bournaud, I., & Clavel, C. (2024). **Identifier et comprendre les difficultés d'adaptation des primo entrantes à l'université: utilisation d'une méthode mixte quantitative-qualitative avec des méthodes statistiques d'apprentissage automatique.** *DIRES 2024 - Diversité, Réussites[s] dans l'Enseignement Supérieur*. Présenté à Nantes (France), France. Consulté à l'adresse <https://hal.science/hal-04489836>

Pov, S., Kawai, N., Chey, R., Khut, S., & Nov, S. (2024). **Examining factors influencing students to leave science classes in Cambodia: a two-level hierarchical linear modeling.** *Asia Pacific Education Review*, 25(1), 117-130. <https://doi.org/10.1007/s12564-024-09928-7>

Cambodian upper secondary education is divided into two tracks: science and social science. Students make their track selection in grade 10 and begin their enrollment in grade 11. The enrollment in the science track has witnessed a steep decline from 96% in 2014 to 34% in 2020, while the enrollment in the social science track has seen a remarkable surge from 4% in 2014 to 66% in 2020. This tendency poses a significant challenge to the government's endeavors aimed at promoting workforces in science, technology, engineering, and mathematics (STEM) fields. This survey study aimed to examine factors influencing students to leave science-track classes. The survey was administered to 696 grade-12 students from 20 upper secondary schools. The two-level hierarchical linear modeling (HLM) was used for data analysis. The findings revealed that at the individual level, age, ease of national examination, high passing rates, preference for good grades, expense on private tutoring, STEM major choices at the territory level, attitudes toward science, parental advice, and family income significantly influenced students' decision to opt for social science track over science track. At the school level, school location was a significant predictor of track choices. The findings were discussed with practical implications to improve enrollment in the science track at Cambodian upper secondary schools.

Randazzo, T., & Piracha, M. (2024a). **Ethnic Identity and Educational Outcomes** (IZA Discussion Paper N° 16739). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16739.htm>

We study the role of immigrant children's ethnic identity in their educational performance and preferences/aspirations in Italy. We find that students with a weak sense of Italian belonging show a low performance in reading and mathematics and higher probability of grade retention. Moreover, children in middle secondary school with a weak sense of Italian identity have a low preference towards academically-oriented high secondary track which normally increases the likelihood of pursuing a university degree. We also find that the intention of immigrant children in high secondary schools to enrol at university decreases if they have a weak Italian identity. We exploit gender heterogeneity finding that females are more adversely affected in their educational aspirations when they have not built a strong sense of Italian identity. Immigrant children will soon form a very important component of the Italian labour force and shedding light on their educational outcomes will help us understand their performance in the Italian labour market better.

Randazzo, T., & Piracha, M. (2024b). **Ethnic identity and educational outcomes** (GLO Discussion Paper Series N° 1387). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1387.htm>

We study the role of immigrant children's ethnic identity in their educational performance and preferences/aspirations in Italy. We find that students with a weak sense of Italian belonging show a low performance in reading and mathematics and higher probability of grade retention. Moreover, children in middle secondary school with a weak sense of Italian identity have a low preference towards academically-oriented high secondary track which normally increases the likelihood of pursuing a university degree. We also find that the intention of immigrant children in high secondary schools to enrol at university decreases if they have a weak Italian identity. We exploit gender heterogeneity finding that females are more adversely affected in their educational aspirations when they have not built a strong sense of Italian identity. Immigrant children will soon form a very important component of the Italian labour force and shedding light on their educational outcomes will help us understand their performance in the Italian labour market better.

Shin, C.-K., An, Y., & Oh, S. (2024). **Reduced in-person learning in COVID-19 widens student achievement gaps in schools**. *Asia Pacific Education Review*, 25(1), 45-55. <https://doi.org/10.1007/s12564-023-09862-0>

This study aims to examine the impact of reduced in-person learning during COVID-19 on students' academic achievement gaps focusing on rural–urban and in-school disparities. To this end, first, we investigated the regional disparity of student performance between Seoul and Gangwon, representative areas of urban and rural regions in South Korea, using t test analysis. Second, we conducted a regression analysis to analyze how the number of in-school days is associated with the student performance gap by controlling the regions. Our findings from the two analyses can be summarized as follows: First, we observed a difference in patterns between the two regions. In Seoul, student performance was polarized at the two ends of the grade spectrum, whereas in Gangwon Province, achievement declined overall between pre- and post-COVID-19. Second, in the case of Seoul, the proportion of mid-range achievement students decreased after COVID-19, whereas in Gangwon Province, COVID-19 did not have a significant effect on students' B, C, and D grades. Third, regardless of region, more in-person learning was associated with a higher portion of mid-range grades. Based on the findings, we suggested several policy implementations to cope with student performance gaps, which can facilitate the governmental response to nationwide crises that may emerge in the future.

Zajc, T., Perales, F., Tomaszewski, W., Xiang, N., & Zubrick, S. R. (2024). **Student mental health and dropout from higher education: an analysis of Australian administrative data**. *Higher Education*, 87(2), 325-343. <https://doi.org/10.1007/s10734-023-01009-9>

Understanding the drivers of student dropout from higher education has been a policy concern for several decades. However, the contributing role of certain factors—including student mental health—remains poorly understood. Furthermore, existing studies linking student mental health and university dropout are limited in both methodology and scope—for example, they often rely on small and/or non-representative samples or subjective measures, and focus almost exclusively on main effects. This paper overcomes many of these shortcomings by leveraging unique linked administrative data on the full population of domestic students commencing undergraduate studies at Australian universities between 2012 and 2015 (n = 652,139).

Using these data, we document that approximately 15% of students drop out of university within their first academic year. Critically, students receiving treatment for mental health problems are 4.3 (adjusted) to 8.3 (unadjusted) percentage points more likely to drop out of higher education. This association remains in the presence of an encompassing set of potential confounds, and is remarkably uniform across segments of the student population determined by individual, family, and programme characteristics. Altogether, our findings call for increased policy efforts to improve student mental health and to buffer against its deleterious effects on retention.

Valeurs

Arduini, G. R. (2024). **Diversité religieuse et éducation publique au Brésil : nouveaux enjeux.** *Éducation et sociétés*, (51), 33-53. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-33.htm>

Après un bref historique des conceptions de la laïcité à travers l'histoire récente de la République brésilienne, cet article met l'accent sur le milieu scolaire et problématise les rapports entre les églises, les différents organes de l'État et les relations entre les politiques publiques et l'éducation aujourd'hui. Il examine le cadre juridique dans lequel la liberté de conscience et la diversité religieuse ont été traitées dans l'enseignement public et propose une compréhension de l'interaction entre les agents de l'État, les représentants des enseignants et ceux des confessions chrétiennes. L'intérêt pour le Brésil s'explique par les importants changements des choix religieux : en 1990 près de 83% des Brésiliens se déclaraient catholiques, ils ne sont plus que 64% en 2010 alors que le nombre d'évangéliques est passé de 9% à 22% et ceux qui se déclarent sans religion de 4,8% à 8%. Cette augmentation des évangéliques a des conséquences sur la vie politique brésilienne et tend de fait à limiter la place de l'école comme espace de discussion critique, à menacer l'autonomie pédagogique des enseignants.

Arredondo, A., & González Villarreal, R. (2024). **Délaïcisation de l'éducation au Mexique** (F. Brisson, Trad.). *Éducation et sociétés*, (51), 55-69. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-55.htm>

Le régime de la laïcité en éducation, hors de toute croyance religieuse, a commencé au Mexique en 1861 dans les écoles publiques. En 1917, l'État mexicain l'a aussi imposée aux écoles privées. À partir de 1992, un processus de délaïcisation s'est amorcé à travers une réduction de l'espace de la laïcité. Deux régimes éducatifs furent alors établis, l'un public et laïque, l'autre privé et libre en matière d'enseignement religieux. Le but de cet article est d'expliquer comment et pourquoi, depuis 76 ans, le Mexique est passé d'un régime strict et unique de laïcité à un régime double. Il aborde comment à ce jour divers acteurs politiques combattent la laïcité éducative jusque dans le secteur public, menaçant la formation de citoyens tolérants, respectueux de la diversité, de la démocratie et de la paix.

Ben Hamouda, L. (2024, mars 5). **Ismail Ferhat : « Les jeunes scolarisés figurent constamment parmi les publics les moins favorables à la loi de 2004 sur les signes religieux ».** Consulté 6 mars 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/03/05/ismail-ferhat-les-jeunes-scolarises-figurent-constamment-parmi-les-publics-les-moins-favorables-a-la-loi-de-2004-sur-les-signes-religieux/>

Ismail Ferhat est professeur en sciences de l'éducation à l'université Paris Nanterre, laboratoire CREF (Centre de recherches éducation et formation). Spécialiste des questions de laïcité, il

Bonnet, S., & Barthes, A. (2024). **Généralisation de l'éducation au développement durable et territorialisation des établissements scolaires.** *Recherches en éducation*, (55). <https://doi.org/10.4000/ree.12479>

Les politiques de développement durable incitent les établissements scolaires à se contextualiser dans leurs environnements. Nous postulons que généralisation de l'éducation au développement durable (EDD) et territorialisation des établissements scolaires sont indissociablement liées. Après avoir défini et critérié la généralisation de l'EDD et la territorialisation des établissements du second degré, nous en étudions quatorze répartis sur trois départements dans les ruralités de montagne du sud de la France. La méthode consiste en l'analyse des projets d'établissement par l'extraction des occurrences lexicales relatives à la politique de développement durable et à la territorialisation, doublés d'entretiens auprès des chefs d'établissement. Nous relevons une corrélation de l'indice de territorialisation avec l'indice de généralisation de l'EDD dans la ruralité profonde. Chaque fois la mutualisation avec d'autres établissements et l'implication territoriale du chef d'établissement s'avèrent décisives.

Deimel, D., Hahn-Laudenberg, K., Ziemes, J. F., & Abs, H. J. (2024). **Civic education and social interactions at school as drivers of intended electoral participation: Similarities and differences in four European school systems.** *Education, Citizenship and Social Justice*, 19(1), 37-57. <https://doi.org/10.1177/17461979221114549>

Through civic education and social interactions at school, students are able to develop more or less political knowledge and trust in political institutions. Both precede intended electoral participation. However, it is disputed whether the relationship between political knowledge, trust, and intended participation is consistent across countries. We analyze data from the International Civic and Citizenship Education Study 2016 that consist of representative subsamples for 14-year-old students (N = 14,567) in Bulgaria, Croatia, Denmark, and Germany (North Rhine-Westphalia). A structural equation model approach reveals that both political knowledge and trust in political institutions contribute to explaining variation in adolescents' intended electoral participation. The effect of political knowledge is partly mediated by trust, which in turn is negatively associated with political knowledge in Bulgaria and Croatia and positively in Denmark and Germany (NRW). These results are discussed in the light of country-specific differences in the political context of civic education.

Ferhat, I. (2024). **Recenser les atteintes à la laïcité scolaire. Une politique publique du religieux inacceptable ?** *Éducation et sociétés*, (51), 71-87. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-71.htm>

Depuis les années 1980, les atteintes à la laïcité scolaire se sont imposées dans les politiques éducatives, comme, plus largement, la question de l'application du principe laïque dans l'école publique. Cependant, leur quantification a été peu étudiée et reste source d'une complexité administrative, conceptuelle et statistique méconnue. Cet article, à partir d'une méthodologie interdisciplinaire et de sources souvent inédites, se propose d'étudier la structuration toujours à affiner d'une politique de comptage des conflits religieux en milieu scolaire et ses référentiels. Quel périmètre choisir ? Si les signes religieux dits ostensibles avaient pu de 1989 à 2004 fournir une catégorie assez stabilisée

et aisée à recenser, après 2017 survient une diversification des faits comptabilisables dans les grilles. La circulaire de 2022 montre la difficulté de classer le religieusement inacceptable dans les écoles publiques et la sécuritisation croissante de la laïcité scolaire. La complexité réside aussi dans la concurrence institutionnelle, au-delà du système éducatif, pour produire, fournir et légitimer des données, ce qui contribue à affaiblir la portée des données existantes. Elle interroge la possibilité même d'un repérage exhaustif et consensuel du religieusement inacceptable dans les établissements scolaires publics. Si la quantification peut dans d'autres domaines servir de support à une dé-conflictualisation de la décision et de la gestion étatiques, la difficulté du comptage des atteintes à la laïcité scolaire a fini par mettre en cause la légitimité et la capacité de l'institution à le faire.

Ferreira, A., & Fischer, K. (2024). **Influence religieuse et défi de l'objectivité dans l'enseignement à la vie affective et à la sexualité en République d'Irlande.** *Éducation et sociétés*, (51), 17-32. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-17.htm>

En République d'Irlande, le fait qu'une majorité des établissements scolaires soit encore aujourd'hui administrée par des organismes confessionnels, principalement l'Église catholique, est devenu ces dernières années un sujet de débats politiques et publics, autour des questions d'égalité et d'objectivité de l'enseignement. Elles concernent surtout l'éducation à la vie affective et à la sexualité, obligatoire depuis 1997 dans les écoles primaires et secondaires, dont les modalités et les contenus sont contestés depuis lors, comme ils le sont aussi ailleurs à l'international pour diverses raisons. Dans un domaine aussi personnel et complexe que la sexualité, qui a des répercussions dans toute la société, la notion d'objectivité vient remettre en question les fondements mêmes du système éducatif du pays et la place de la religion dans ce dernier.

Gambou, A. R., Péraud-Puigsegur, S., Gankama, L., Dupeyron, J.-F., Kouvouama, A., & Bowao, C. Z. (2024). **L'éthique et les enjeux de la formation professionnelle: Éducation et santé.** Consulté à l'adresse [https://www.editions-harmattan.fr/livre-9782336417844?utm_campaign=2024%2f02%2f21+NL+Th%c3%a9matique+\(Sciences+humaines%2c+sociologie+et+anthropologie\)+%5bGrand+public%5d&utm_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+F%c3%a9vrier+2024&utm_medium=Emailing&utm_source=Sendethic](https://www.editions-harmattan.fr/livre-9782336417844?utm_campaign=2024%2f02%2f21+NL+Th%c3%a9matique+(Sciences+humaines%2c+sociologie+et+anthropologie)+%5bGrand+public%5d&utm_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+F%c3%a9vrier+2024&utm_medium=Emailing&utm_source=Sendethic)

La résurgence de l'éthique comme question fondamentale dans la manière de penser et de construire les rapports adéquats dans la prise en charge d'autrui est, à bien des égards, révélatrice « de ce besoin éthique » dans la formation professionnelle. Mais on s'aperçoit que « ce besoin éthique », notamment des enseignants et des personnels soignants, n'est pas satisfait par une formation souvent exclusivement déontologique qui n'aide pas les professionnels à se questionner et à agir lorsqu'ils sont confrontés à la singularité des situations et des personnes rencontrées. Cet ouvrage examine la place qu'occupe l'éthique dans la formation de ces futurs professionnels et dans l'exercice effectif de leurs professions. Autrement dit, comment mieux former les futurs professionnels en matière d'éthique pour leur permettre d'en saisir tous les enjeux et de mobiliser les savoirs construits en situation ? Suffit-il de connaître ses droits et devoirs, le permis et l'interdit, le convenable et le recommandable pour agir éthiquement ? Comment et dans quelle mesure l'éthique déborde-t-elle le cadre déontologique pour nous conduire vers cette interrogation quasi permanente à laquelle nous confrontent nos choix, nos décisions et notre responsabilité professionnelle vis-à-vis de l'autre ?

Grace, J., Simieou, F., Lastrapes, R. E., & Decman, J. (2024). **Confronting the racism boogeyman: Educational leaders make meaning of the impact of George Floyd.** *Education, Citizenship and Social Justice*, 19(1), 124-138. <https://doi.org/10.1177/17461979221123014>

Using a Critical Race framework, researchers conducted semi-structured interviews to explore how educational leaders across Texas have made meaning of the impact of George Floyd on their practices. Findings from this study add to the literature by examining administrators' reflections on race, racism, and their impact on their approaches to leadership. The four of the most prominent themes that emerged from this qualitative study, including Increased Critical Self Awareness and Reflection, Critical Awareness Influencing Decision Making, Disconnect Between What is Known, What is said, and What is practiced, and Racial Battle Fatigue. Despite the resolute and rampant backlash against Critical Race Theory, the findings from this study underscore its relevance to education. Implications of these findings beseech educational leaders and policymakers to consider implementing professional development and accountability measures that center race in educational equity.

Harbour & Sanders. (2024). **Community College Civic Education and Hannah Arendt.** *Community College Journal of Research and Practice*, 48(3), 133-145. <https://doi.org/10.1080/10668926.2023.2249847>

In 1947, the Truman Commission recommended that American colleges and universities recommit themselves to civic education. Community colleges accepted this responsibility and today they offer a wide range of programs and activities designed to educate students and prepare them for the life of an engaged citizen. Still, overall, the data show that Americans are disengaged, especially when compared to their counterparts in other nations. Some have argued the nation is suffering from a civic malaise. In this article we discuss Hannah Arendt's notion of worldliness and explain why and how it might be used to strengthen community college civic education. We close by identifying four Arendtian insights that might be used to enhance community college civic education and then we use these as the basis for recommendations for practice and research.

Jiang, J. (2024). **Agentic citizenship learning in China: official curriculum and student agency.** *Asia Pacific Education Review*, 25(1), 243-254. <https://doi.org/10.1007/s12564-024-09939-4>

Although citizenship education (CE) has been widely addressed in many countries' curricula, few studies have sufficiently explored students' learning of official CE curriculum content. Accordingly, in this study, students' responses to the CE curriculum content are investigated in a constrained social context taking an agency perspective. Drawing on qualitative data set in two high schools in China, the study revealed that the students learned the official content of the CE curriculum with agency by critiquing textbooks, spending limited time on the subject, memorizing the textbooks' contents without taking them seriously, and most importantly, deliberately determining what to be incorporated, reinterpreted, and resisted. The findings also showed that students' agentic citizenship learning resulted from the interplay of four elements: students' agentic orientations (interest and aspirations, prior political experience and knowledge, and practical evaluation); teachers' modifications of the CE content; a high-stakes testing educational system; and China's contested civic environment. The study extends the social

constructivist understanding of citizenship learning and recommends reconstructing the Chinese CE curriculum, the educational system, and the civic environment to nurture agentic citizens.

Jover, G., & Gozálvéz, V. (2024). **Service learning and the just community: Complementary pragmatist forms of civic character education.** *Theory and Research in Education*, 22(1), 71-88. <https://doi.org/10.1177/14778785241227076>

This article investigates the theoretical link between two approaches to civic character education: Service Learning and the Just Community, given that the two share a strong democratic ethical component. Based on historical research and bibliographical review, we show that John Dewey's pragmatism forms a theoretical foundation of both approaches. Our revision combines the search for a normative foundation of democratic life with the need for contextual agreements: universal principles of justice with conversation and action in specific situations, moral autonomy with social commitment in real circumstances. By merging the two educational approaches to civic character education, we conclude that social and democratic progress does not mean renouncing ethical principles, but drawing them in a different way: revisably, creatively, dialectically, practically, and intersubjectively.

Maene, C., Van Rossem, R., & Stevens, P. A. J. (2024). **Students' Perception of Anti-Academic Norms in Flanders: The Role of Ethnicity, Peer Discrimination and Ethnic Belonging.** *Youth & Society*, 56(2), 425-442. <https://doi.org/10.1177/0044118X231176848>

Anti-academic norms have proven to affect the educational strategies of adolescents. The determinants related to the experience of anti-academic norms and especially its link to ethnic inequality within the educational system have not received sufficient attention in European educational research. Hence, this study examines which students perceive anti-academic norms by investigating the role of students' ethnic group categorization, their experiences with (non-) ethnic discrimination, and the role of ethnic belonging. A quantitative analysis of 2,728 students from 45 secondary schools in Flanders showed that majority students perceive more anti-academic norms than students who are descendants from labor migrants. Both ethnic and non-ethnically discriminated students experience more anti-academic norms compared to non-discriminated students. Overall, students' ethnic identity belonging is a promotive factor and thus associated with lower anti-academic norms. Furthermore, the results also indicate that students from both high and low status ability groups (tracks) are more at risk of perceiving anti-academic norms.

Magill, K. R., Scholten, N., Blevins, B., & Smith, V. D. (2024). **The importance of civic culture: Toward intellectual solidarity and community agency.** *Education, Citizenship and Social Justice*, 19(1), 139-161. <https://doi.org/10.1177/17461979221130431>

In this critical case study, we examined the ways civic culture developed at an action civics summer camp and provided implications for civics teaching and learning. Findings highlight how the camp context produced and simultaneously failed to yield a culturally participatory inclusive civic culture. Specifically, we found the emphasis on dialogue, inquiry, and attention to place during the camp experience supported actors in developing positive civic culture exchanges. However, the civic culture that emerged at the camp also included white hetero-normative cultural practices and ideologies which discouraged participation among some students with non-dominant identities. Further, students of all identities did little to engage in civic experiences beyond the camp. We

suggest that these shortcomings might be overcome by intentionally designing learning experiences to address these concerns, supporting counselors to understand how to mediate sensitive projects, and demonstrating to students how to perpetually engage with civic concerns.

Markos, V. (2024). **The effect of school community service on volunteering and its motives.** *Education, Citizenship and Social Justice*, 19(1), 23-36.
<https://doi.org/10.1177/17461979221103789>

In this study, we investigate secondary students' experiences with school community service. Our aim is to explore the influence of school community service on attitudes towards volunteering. We examine whether community service motivates students to participate in volunteering in the future. We also explore the types of motivation which can be observed among secondary students in school community service. Our findings reveal that as of now, community service has only a short-term positive effect on volunteering. After completing community service, the importance of helping others, that is, the altruistic attitude strengthens. Furthermore, we find that community service increases the perceived importance of helping others among religious people. Our research contributes to improving the effectiveness of school-community service programmes by exploring the characteristics of groups that are less motivated to volunteer. This recognition can help programme coordinators to organise programmes in a more targeted way and to involve target groups more effectively.

Martinelle, R., Martell, C. C., & Chalmers-Curren, J. P. (2024). **Teaching for transformative citizenship: A study of preservice social studies teachers' developing beliefs and practices.** *Education, Citizenship and Social Justice*, 19(1), 77-94.
<https://doi.org/10.1177/17461979221115796>

In this interpretative case study, the researchers examined the democratic and multicultural beliefs and related practices of 11 preservice social studies teachers in the northeastern United States. They collected interview, observation, and classroom artifact data throughout the participants' teacher preparation experience. Using Banks's typology of citizenship as the theoretical framework, this study found: (1) Most of the participants had clear definitions of democratic citizenship, but only a few had a specific focus on critical multiculturalism. (2) Participants with strong content knowledge and social justice beliefs were better able to enact classroom-based multicultural democratic education. This study illuminates the need to prepare beginning teachers to teach for a multicultural view of democratic citizenship through building on their prior beliefs and supporting their use of justice-oriented practice.

Morin, V. (2024, mars 15). **Laïcité : 20 ans après la loi, le texte est aujourd'hui largement soutenu par les enseignants.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2024/03/15/vingt-ans-apres-la-loi-de-2004-le-monde-educatif-est-plus-vigilant-sur-la-laicite_6222163_3224.html

Le texte, qui avait fait l'objet de débats lors de son adoption, est aujourd'hui largement soutenu par les enseignants et les proviseurs. Même si des oppositions demeurent dans certains établissements.

Murat, M. (2024). **Citizenship, math and gender: Exploring immigrant students' choice of majors** (GLO Discussion Paper Series N° 1370). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1370.htm>

This paper investigates whether citizenship of immigrant students in the host country influences their choice of majors, and whether these effects differ by gender. Using detailed students' data from an Italian university, combined with characteristics of the countries of origin, I examine the effects of citizenship on enrolments in educational areas categorized by their mathematical content. Results indicate a decrease in the likelihood of enrolment in math-intensive fields among students who acquire citizenship, particularly among males, leading to a reduction in gender gaps. Moreover, gender gaps are smaller and show a more pronounced decrease with citizenship as gender inequality in countries increases. Results are corroborated by matching and instrumental variables strategies. These findings shed light on the existence of trade-offs between empowerment, as manifested through citizenship, and major choices.

OECD. (2024). **Les faits sans le faux : Lutter contre la désinformation, renforcer l'intégrité de l'information**. Consulté à l'adresse https://www.oecd-ilibrary.org/governance/les-faits-sans-le-faux-lutter-contre-la-desinformation-renforcer-l-integrite-de-l-information_4078bb32-fr

Ce rapport étudie comment répondre à ces défis et renforcer la démocratie. Il présente un cadre d'action pour guider les pays dans l'élaboration de politiques publiques dédiées au renforcement de l'intégrité de l'information, en examinant trois...

Parlement Européen. (2023). **Citizenship education in national curricula**. Consulté à l'adresse [https://www.europarl.europa.eu/RegData/etudes/BRIE/2023/747459/EPRS_BRI\(2023\)747459_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2023/747459/EPRS_BRI(2023)747459_EN.pdf)

L'éducation à la citoyenneté est désormais une priorité de la politique éducative de l'Union européenne (UE). Les États membres de l'UE mettent également davantage l'accent sur l'enseignement de valeurs telles que la démocratie et la tolérance, même si cela ne se traduit pas toujours encore dans la pratique de manière systématique. Ce document d'information examine d'abord comment les programmes de l'UE abordent l'éducation à la citoyenneté et se penche sur la place de la dimension européenne. Il propose ensuite un aperçu de l'éducation à la citoyenneté européenne dans les programmes nationaux de cinq États membres (Allemagne, Croatie, Espagne, France, Grèce) qu'il compare en identifiant les meilleures pratiques. L'éducation à la citoyenneté a de multiples facettes, axée, entre autres, sur les valeurs fondamentales, tout en tenant compte des nouveaux défis mondiaux. Les méthodes d'enseignement combinent souvent l'acquisition de connaissances, de compétences et d'aptitudes à partir d'un jeune âge.

Pennington, J. L., Obenchain, K. M., Carter, H., & Bedford, M. (2024). **'We have the right to stand up': Elementary students' conceptual understandings of civic virtue and engagement**. *Education, Citizenship and Social Justice*, 19(1), 3-22. <https://doi.org/10.1177/1746197919886857>

Early purposes of education in the United States concentrated on preparing young citizens to understand democratic principles in order to participate in their democratic communities. Today elementary instruction has contracted in response to years of high stakes accountability measures. Social studies has not been a focus of federal accountability measures and therefore has become increasingly absent in elementary classrooms. The purpose of this study was to examine how elementary students

understood and applied their knowledge of civic virtue and engagement within an integrated social studies and literacy unit of instruction based on the framework of Critical Democratic Literacy. A modified version of Design-Based Research was used with a classroom teacher in a multiage first, second, and third grade classroom with the goal of 'improving practice' and engaging in 'an iterative, collaborative design' in an authentic instructional environment. Findings demonstrated that the elementary students understood the concepts of civic virtue and civic engagement in both historical and present contexts, as well as its relevance to their lives and the lives of others as helping and standing up in the face of injustice.

Poucet, B. (2024). **Le retour du religieux dans les établissements catholiques en France : état des lieux et interrogations.** *Éducation et sociétés*, (51), 89-108. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-89.htm>

L'article porte sur l'évolution des établissements privés français, à 97% d'origine catholique, où se produit une sorte de retour du religieux avec un réinvestissement de l'épiscopat alors que 14% seulement des parents les choisissent pour des raisons religieuses. Pourquoi cette rechristianisation d'un enseignement de moins en moins catholique ? La société française s'est sécularisée depuis une vingtaine d'années, la pratique religieuse s'étant effondrée dans un processus de sortie de la religion commun aux pays européens. Si le catholicisme reste la première religion en France, il est désormais dépassé par les athées ou les indifférents. Est-ce la raison du rappel par les responsables catholiques de l'importance des valeurs éducatives ? En 2013, les évêques de France et le Secrétariat général de l'enseignement catholique ont promulgué un nouveau statut et revisité le caractère propre défini par la loi Debré de 1959 sur les rapports entre l'État et les établissements privés. En quoi le caractère propre interroge-t-il la laïcité, les valeurs morales et républicaines, la prise en compte de l'évolution des mœurs ? Localement, comment ces dispositions nationales sont-elles mises en œuvre ? En s'appuyant sur la littérature grise et des prises de position publique, l'analyse de quelques exemples montre comment des sujets de société –éducation à la sexualité, homophobie– sont pris en compte à l'intérieur d'établissements où il n'y a pas unanimité pour aller dans un sens ou dans un autre, les parents et les professeurs étant attachés avant tout à la réussite des élèves.

Poucet, B., & Ferhat, I. (2024). **Systèmes éducatifs et religions dans les aires de culture catholique : quelles reconfigurations en cours ?** *Éducation et sociétés*, (51), 5-15. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-5.htm>

Le dossier aborde les reconfigurations des rapports entre systèmes éducatifs et religions dans des pays, européens ou non, dont la population a été majoritairement catholique. Dans l'Europe de culture catholique, les États ont renforcé après 1945 leur reconnaissance du secteur scolaire catholique contribuant à rapprocher les réseaux d'enseignement publics et privés, marqués par la massification puis les évolutions migratoires. Après les années 1960 et 1970, le recours aux établissements confessionnels a perdu en partie son caractère religieux pour devenir une des stratégies scolaires des classes moyennes. Simultanément, le croisement de la montée des minorités culturelles et du déclin du catholicisme multiplie les appartenances religieuses dans la partie déclinante de la société qui continue à se référer à une croyance. Cela influence les jeunes chez qui les minorités religieuses sont plus représentées que dans la moyenne de la population. En France par exemple, l'école, lieu d'affirmation du principe laïque,

durcit son rapport aux manifestations du religieux, surtout après les attentats de 2015. Ce dossier croise les regards disciplinaires (sciences de l'éducation, sociologie, science politique, ethnographie...) pour permettre une fécondation d'approches et de travaux sur les interactions entre religieux et éducation pas toujours présentes dans les travaux de recherche. Il se structure autour de trois questionnements principaux : –la redéfinition des politiques et dispositifs éducatifs vis-à-vis du nouveau paysage religieux dans les pays de tradition catholique en Irlande, en Amérique latine et en France ; –le rapport à l'éducation des groupes religieux, voire de leurs institutions et réseaux scolaires ; – l'expérience concrète des jeunes scolarisés de groupes religieux.

Riban, C. & Camille Noûs. (2024). **Une bonne religiosité ? Ambivalence des discours enseignants et tactiques parentales dans un quartier prioritaire**. *Éducation et sociétés*, (51), 109-126. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-109.htm>

Dans une perspective tenant compte de l'ethnisation des rapports sociaux, cet article explore les discours d'enseignants dans un quartier prioritaire de la politique de la ville, lorsqu'ils abordent spontanément la religion de leurs élèves. L'islam apparaît comme source de pratiques perçues comme disruptives ou contrevenant à un idéal républicain marqué par l'égalité homme-femme, la laïcité, etc. Pourtant, les professionnelles d'une école privée catholique située dans ce quartier et accueillant des familles à majorité musulmane soulignent le partage de valeurs communes avec ces populations. Se dessine une distinction entre pratiques, souvent stigmatisées, et valeurs, perçues comme un pont possible avec celles des majoritaires. Dans cet environnement, les parents semblent déployer des tactiques visant à revaloriser leurs identités disqualifiées et à démontrer le caractère intégrateur de leurs valeurs, ancrées dans la religion musulmane.

Sawyer, S. W., & Zinigrad, R. (2023). **Civic Education Programs as Preventive Measures in France** (p. 22) [Report]. Consulté à l'adresse The American University of Paris website: <https://shs.hal.science/halshs-04471801>

This report provides an analysis of civic education-oriented deradicalization policies in France, aiming to understand their rationales, challenges, and prospects compared to alternative approaches. Civic education programs in France aim to address injustice, alienation, and polarizing narratives by improving community life and fostering democratic literacy, critical thinking, and active citizenship. The study focuses on three categories of civic education programs: those implemented by the French Ministry of Education, public-private partnerships complementing judicial and penitentiary mechanisms, and state-sponsored educational activities by a private association working with at-risk youth. The report presents an overview of each category, followed by a detailed analysis of their structure, aims, and the lessons learned from their mechanisms. It concludes with preliminary recommendations for the future of educational deradicalization programs in France. Over the past decade, the French government has invested significant financial resources in programs targeting jihadist radicalization. The report examines representative activities in the public education system, as complementary elements to judicial and penal institutions, and as social welfare for at-risk youth. Lessons drawn from these initiatives and existing literature provide insights into their impact and potential pitfalls. Approaching political violence through an educational agenda allows for de-escalation of social polarization and rebuilding trust between the government and the population. Recent programs by the French Ministry of Education, such as civic education initiatives, digital literacy curriculum,

and training for educational staff on radicalization, indicate a shift towards prevention and rehabilitation. Government-initiated educational partnerships and support for disengagement activities demonstrate a maturation of the French approach to radical violence. However, educational deradicalization programs come with risks for students and teachers. Expanding government control and supervision in the classroom beyond directly involved individuals poses challenges. The report highlights potential pitfalls, such as emphasizing laïcité principles as the key element of deradicalization and focusing primarily on jihadist violence. In contrast, educational initiatives by the Groupe SOS and Itinéraires associations, which do not explicitly focus on radicalization motives, offer promising perspectives for disengagement from radical violence. Social reintegration, rebuilding networks, providing education and employment opportunities, and integrating individuals at risk of radicalization into democratic life appear to be more realistic and effective approaches. In summary, the report emphasizes the importance of civic education-oriented deradicalization programs in France. While challenges exist, the shift towards prevention, rehabilitation, and social reintegration shows promise for fostering peace, security, social cohesion, and trust.

Soulié, C. (2024). **La transmission de l'héritage religieux familial : le cas des étudiants de l'Université Paris 8 Vincennes-Saint-Denis.** *Éducation et sociétés*, (51), 127-144. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2024-1-page-127.htm>
Cet article s'intéresse à la question de la transmission de l'héritage religieux familial chez les étudiants et étudiantes de licence de l'Université Paris 8 Vincennes-Saint-Denis. Sur la base d'une enquête par questionnaires réalisée en 2014-2015 auprès de 2545 étudiants et étudiantes provenant de 14 disciplines différentes ainsi que d'entretiens, est étudiée la manière dont les différentes religions, ainsi que l'incroyance religieuse, se transmettent –ou pas– des parents aux enfants. Il apparaît alors que si l'islam et l'incroyance se transmettent particulièrement bien, ce n'est pas le cas du catholicisme qui, à l'image de ce qui est observé sur le plan national, connaît une grave crise de reproduction tandis qu'en raison des particularités de leur offre religieuse qui s'adresse à des segments bien différenciés de la population, le protestantisme et le bouddhisme bénéficient d'un afflux non négligeable d'adeptes provenant d'autres confessions.

Strom, K., & Mills, T. (2024). **Enacting affirmative ethics through autotheory: sense-making with affect during COVID-19.** *International Journal of Qualitative Studies in Education*, 37(3), 660-675. <https://doi.org/10.1080/09518398.2022.2127024>
This autotheoretical paper exploring a collaborative project we engaged in during the early days of the COVID-19 pandemic (March–May 2020) is structured as two intertwined stories. The first, a series of autotheoretical vignettes, expresses our process of sense-making about affect as well as multiple affective productions that spurred learning, personal and relational growth, and becomings-otherwise. The second delves into posthuman methodology, autotheory, affect, and affirmative ethics. Together these highlight the ways that our collaborative work of attending to affect helped us enact an affirmative ethics by tapping into traumatic lived experiences of COVID-19, isolation, and academic work, and transforming them into knowledge-producing, connection-creating, hopeful encounters. These encounters gesture to ways that enacting affirmative ethics as a collaborative critical posthuman praxis can help us collectively thrive in neoliberal conditions.

Walker, M. (2024). **A capabilitarian approach to decolonising curriculum.** *Education, Citizenship and Social Justice*, 19(1), 110-123. <https://doi.org/10.1177/17461979221123011>
The paper contributes to current debates about decolonising curriculum and advancing corresponding 'humanness pedagogies' in South Africa by developing a capabilitarian approach and foregrounding epistemic justice capabilities. This is aligned with and to fostering a shared African ethic for individual transformation-in-context and for building universities which benefit communities and societies. It is proposed that epistemic justice capabilities are foundational to decolonising curriculum and foundational for pedagogies which mediate disciplinary content and the dismantling of comparative inequalities among students in order to foster humanness. The capabilitarian framework seeks to secure the expanded wellbeing, co-flourishing and agency of all, in this case in and through higher education and a quality, decolonising curriculum oriented to an ecology of knowledges and a generous, inclusive humanity. The paper concludes with suggestions regarding a way forward to dismantle an exclusionary 'epistemic line' and associated oppressions.

Zhou, K. (2024). **Diverging Standpoints in the Spiral of Change: A Survey on the Values of Social Justice among Students of Planning in China.** *Journal of Planning Education and Research*, 44(1), 499-513. <https://doi.org/10.1177/0739456X21989789>

Through a survey among planning students in China, this research revealed the emergence of divergent standpoints on the values of social justice, where the respondents partially disagreed with the generally acknowledged principles of justice or opted to compromise when experiencing real-world dilemmas. It was observed that these were caused by the dialectical nature of social justice, in particular, by the three conflicting drivers of the modernization of China: freedom, development, and equality. This paper suggests that the moral guidance used in teaching ethics in planning can be enriched by investigating individuals' ethical choices shaped by the changing sociopolitical ethos of their times.

Zuzovsky, R., Guberman, A., & Amasha, M. (2024). **Citizenship education to promote civic engagement among Arabic speaking student teachers in Israel.** *Education, Citizenship and Social Justice*, 19(1), 58-76. <https://doi.org/10.1177/17461979221114552>

This study explores how teacher educators promoted Israeli Arab student teachers' civic engagement through a multifaceted service-learning program. They worked on a project named 'Challenges' that supported service-learning, and provided knowledge about societal issues and Palestinian heritage. Qualitative interviews were conducted with 17 teacher educators. Additionally, 1608 freshmen students answered a questionnaire about their level of agreement with different reasons for, and objections to, volunteering, which was used as a measure of civic engagement. Among the students, 853 participated in the project, and 755 were not exposed to it yet. Scholarships were awarded to 399 students for their service and 109 expected one. Working as a team, the teacher educators achieved a system-wide change within the Arab teacher education curriculum. Participating students' knowledge and civic engagement increased. Their level of agreement with reasons for volunteering was higher than that of students who were not exposed to the project yet and were not expecting a scholarship.