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Acquisition de compétences

Alkateb-Chami, M. (2024). **Learning Poverty when schools do not teach in children's home language: A comparative perspective**. *International Journal of Educational Development*, *105*, 102975. https://doi.org/10.1016/j.ijedudev.2023.102975
By analyzing data from 56 countries and conducting a qualitative analysis of the cases of Singapore and Burundi, this study identifies a compelling link between Learning Poverty and linguistic discordance—showing a pronounced positive correlation between lower country-level literacy outcomes and higher misalignment between students' home language and the language of instruction at school. Critically, this comparative study reveals this correlation as most pronounced in middle-income countries and demonstrates the need to attend carefully to local contexts. Findings call for prioritizing research and policy attention to language of instruction and linguistic discordance globally toward achieving basic education for all.

Andreu, S., Biarotte-Sorin, A., Bourgeois, C., Conceiçao, P., Desclaux, J., Eteve, Y., … Thumerelle, J. (2024). ***Évaluations 2024 : Point d'étape CP - Premiers résultats*** (Document de travail - série études N° 2024-E03). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/evaluations-2024-point-d-etape-cp-premiers-resultats-413994
Entre le 15 et le 26 janvier 2024, 777 000 élèves de cours préparatoire scolarisés dans plus de 32 000 écoles publiques et privées sous contrat ont passé une évaluation standardisée sur support papier.

Archila, P. A., Forero, C., Truscott de Mejía, A.-M., & Restrepo, S. (2024). **Podcasting as a powerful tool for the promotion of bilingual scientific argumentation in a formative assessment environment**. *International Journal of Science Education*, *46*(6), 548-569. https://doi.org/10.1080/09500693.2023.2248669
The internationalisation of higher education as well as the emergence of evidence for the claim that bi/multilingualism in science should be the norm, not just an option, are conditions that explain the rise in university bilingual science courses. Thus far, however, little is known about how to foster bilingual scientific argumentation in this type of course. The purpose of this study was to provide evidence that the creation of bilingual scientific argument podcasts (BSAP) – a form of podcast where two languages are used to communicate elements of scientific argument structure (e.g. argument, counterargument, rebuttal) – can be used as a springboard to foster undergraduate bilingual scientific argumentation. The data was derived from scripts of the podcast episodes produced by twenty-seven students (19 females and 8 males, 19–25 years old) during a university Spanish-English bilingual science course taught within a formative assessment environment. Results indicate that student-created BSAP effectively enriched participants' skills to produce (counter) arguments and rebuttals in Spanish (g = 0.79) and in English (g = 1.20). Moreover, findings suggest that undergraduates benefited from formative assessment practices such as instructor feedback and peer feedback. Implications related to bilingual science education practices and supporting students' development of bilingual scientific argumentation within formative assessment environments are discussed.

Assi, A., & Cohen, A. (2024). **Context-based learning in flipped middle school chemistry class**. *International Journal of Science Education*, *46*(6), 570-589. https://doi.org/10.1080/09500693.2023.2250067
The study implements and investigates an innovative learning approach that incorporates Flipped Classroom (FC) methodologies and electronic assessment (e-assessment) in Context-Based Learning (CBL) in chemistry among middle school students. The study incorporated mixed methods strategies and (a) examined learners' attitudes toward and perceptions of CBL in a hybrid environment in learning chemistry by using a structured, open-ended questionnaire; (b) examined learners' awareness of the relevance of chemistry concepts and content to real-life and real-world situations by using a learning diary to examine activities initiated by the learners themselves; and (c) examined the correlation between learners' achievements on online tasks and their achievements on a final written test. The findings revealed the students' positive attitudes toward CBL in a hybrid environment using FC strategy. In addition, learning chemistry in a context-based approach helped learners see that the curriculum is relevant to phenomena that they encounter in real life and the real world. Furthermore, a strong correlation emerged between the learners' achievements on the online assignments and their achievements on a conventional written test. This study adds knowledge about attitudes toward a context-based FC approach with e-assessments among middle school students, a population that has been the topic of very little exploration.

Bautier, É. (2024). **Savoirs et compétences, mise en œuvre curriculaire et inégalités d'apprentissage. Vingt-cinq ans d'évolution des politiques éducatives**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4363
L'article revient sur les différentes évolutions des programmes scolaires, du socle commun et du curriculum durant les vingt dernières années : introduction des compétences cognitives, langagières et actuellement psychosociales (compétences douces), pratiques de classe laissant une large place aux échanges langagiers, élévation de la complexité des activités auxquelles les élèves sont confrontés. S'appuyant sur le travail de Bernstein, et sur ses propres recherches sur les usages sociolangagiers et sociocognitifs, l'auteur développe des hypothèses sur la relation entre ces évolutions et les inégalités scolaires et sociales loin d'être réduites.

Belmoeiti, K. (2023). ***La transmission intergénérationnelle des compétences individuelles : quelles conditions de réussite ? une étude dans le secteur du numérique en France*** (Phdthesis, Université de Montpellier). Consulté à l'adresse https://theses.hal.science/tel-04241231
Ce travail de recherche s'intéresse à l'identification des conditions de réussite de la transmission intergénérationnelle des compétences individuelles. Il a également comme objectif de comprendre le rôle que jouent les différents acteurs dans la réussite de la transmission intergénérationnelle des compétences individuelles. En ce sens, il cherche à mieux comprendre comment la diversité générationnelle et la qualité des relations au travail peuvent favoriser la transmission intergénérationnelle des compétences individuelles. Afin d'apporter des éléments de réponse à notre problématique de recherche, nous nous fondons sur trois théories principales. Il s'agit de la théorie de la compétence, de la théorie de la proximité et de la théorie des systèmes (approche systémique). Une étude qualitative exploratoire hybride a été réalisée dans le secteur du numérique en France. Ainsi, 60 entretiens semi-directifs ont été menés auprès des cadres

de la fonction RH et des collaborateurs IT. Les résultats de cette recherche mettent d'abord en exergue les leviers et les freins à la transmission intergénérationnelle des compétences individuelles. Ensuite, ils permettent de comprendre en quoi la diversité générationnelle des équipe IT et la relation entre les collaborateurs favorisent la transmission des compétences individuelles. Puis, ils mettent en lumière les outils (gestionnaires et digitaux) et les pratiques de GRH impactant la transmission intergénérationnelle des compétences. Enfin, l'utilisation massive des outils digitaux peut devenir une source de tensions et nuire à la transmission des compétences.

Café pédagogique. (2024, avril 2). **Apprendre à vivre ensemble : des compétences ignorées par la France**. Consulté 10 avril 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/02/apprendre-a-vivre-ensemble-des-competences-ignorees-par-la-france/
De la maternelle au lycée, et peut-être même au-delà, les établissements scolaires sont des lieux d'apprentissage de la vie sociale. C'est en étant avec

Chalayonnavin, A. (2024). **Increasing self-esteem for vulnerable young women: A case study of entrepreneurship training for vulnerable young women in Thailand**. *British Journal of Special Education*, *51*(1), 24-34. https://doi.org/10.1111/1467-8578.12486
Disadvantaged young people who have experienced violence often have low self-esteem due to the difficult circumstances to which they are exposed. Abuse, bullying and other forms of mistreatment have a permanent impact on their sense of self-worth, generating negative emotions and self-protective behaviour in order to shield themselves from further harm. As a result, these young people may struggle to maintain their self-esteem in the context of the challenges they face. This article aims to explore how training can be used to combat this issue to build self-esteem among vulnerable young people, through a case study of a training entrepreneurship programme for vulnerable Thai young people residing in a home for girls. Through conducting a 16-week training programme and follow-up interviews, the study finds that entrepreneurship training has a positive effect on building self-esteem. Findings indicate that the young women who participated reported feeling more confident, with better self-reliance, and more capable of pursuing future endeavours, especially since the training enhances their understanding of long-term effects and outcomes, including employment and the impact of job creation and sustainable development. Ultimately, the study underlines the importance of entrepreneurship training to build self-esteem and confidence in young people who are vulnerable and in need of such an opportunity.

Cisel, M. (2024). **Digital Dashboards for Summative Assessment and Indicators Misinterpretation: A Case Study**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *47*(1), 86-112. https://doi.org/10.53967/cje-rce.5269
Over the last decade, teachers in France have been increasingly pressured to use digital learning environments, and to shift from grade-based to skill-based assessment. Educational dashboards, which measure student input electronically, could foster such a transition by providing insights into learners' performances. However, such dashboards could also foster data misinterpretation during the summative assessment process, should the indicators that they display be used without a proper understanding of what they reflect. This article presents a methodology to detect potential mistakes in the interpretation of the indicators in the context of inquiry-based learning. During the design of a learning environment, we analyzed, through analytics and classroom observations

in primary and middle schools, the issues that could arise from the use of a dashboard. Our data suggest that the amount of information practitioners needed to collect to make indicators relevant was burdensome, making the dashboard unfit for assessment purposes at the scale of a classroom.

Ghanamah, R., Eghbaria-Ghanamah, H., & Adi-Japha, E. (2024). **The differential association of COVID-19 remote digital instruction period with second-grade students' graphomotor, handwriting, visual, and sequential memory skills**. *Learning and Instruction*, *91*, 101898. https://doi.org/10.1016/j.learninstruc.2024.101898
Background The COVID-19 pandemic has forced unexpected changes to ordinary societal life, including the education system. Due to COVID-19 restrictions, multiple aspects of schooling were affected, including an unexpected shift to the home environment and emphasis on online instruction, which affected children's mental health as well as their social, psychological, and academic functioning. Very few studies have addressed the effects of the COVID-19 pandemic on handwriting and its underlying skills typically acquired in kindergarten and first grade. Aims This study aimed to examine whether students' handwriting and underlying grapho-motor skills were altered following the COVID-19 pandemic period. Sample This study included 200 Arab Israeli second graders (99 girls). Methods We compared measures (visual-motor integration, motor-coordination, visual perception, repeated symbol writing, and sequential-memory measures) of second-grade Arab Israeli students following the withdrawal of the COVID-19 restrictions (N = 100; 50 girls, assessed in February 2022) with second graders who attended the same schools one year before the pandemic outbreak (N = 100; 49 girls, assessed in February 2019). Results The results show that children who attended kindergarten and first grade during the pandemic had poorer scores on each of the styli-related grapho-motor tests, while the two groups were comparable in their visual perception and verbal short-term memory tests. Moreover, students in the COVID-19 cohort relied more on grapho-motor skills for handwriting production than pre-COVID-19 students. Conclusions Thus, educational institutions and policymakers should plan and execute literacy programs that effectively focus on and support students' grapho-motor and handwriting skills.

Gruijters, R. J., Raabe, I. J., & Hübner, N. (2024). **Socio-emotional Skills and the Socioeconomic Achievement Gap**. *Sociology of Education*, *97*(2), 120-147. https://doi.org/10.1177/00380407231216424
Empirical evidence suggests children's socio-emotional skills—an important determinant of school achievement—vary according to socioeconomic family background. This study assesses the degree to which differences in socio-emotional skills contribute to the achievement gap between socioeconomically advantaged and disadvantaged children. We used data on 74 countries from the 2018 Programme for International Student Assessment, which contains an extensive set of psychological measures, including growth mindset, self-efficacy, and work mastery. We developed three conceptual scenarios to analyze the role of socio-emotional skills in learning inequality: simple accumulation, multiplicative accumulation, and compensatory accumulation. Our findings are in line with the simple accumulation scenario: Socioeconomically advantaged children have somewhat higher levels of socio-emotional skills than their disadvantaged peers, but the effect of these skills on academic performance is largely similar in both groups. Using a counterfactual decomposition method, we show that the measured socio-emotional skills explain no more than 8.8 percent of the socioeconomic

achievement gap. Based on these findings, we argue that initiatives to promote social and emotional learning are unlikely to substantially reduce educational inequality.

Keller-Margulis, M. A., Mire, S. S., Loría Garro, E. S., Jellinek-Russo, E. R., Lozano, I., Hut, A. R., … Duran, B. J. (2024). **Measuring academic skill development for students with autism spectrum disorder using curriculum-based measurement: A scoping review and call for research**. *Psychology in the Schools*, *61*(5), 2132-2147. https://doi.org/10.1002/pits.23154
School-based service providers must understand how to best measure academic skill development given its key role in improving long-term outcomes for individuals with autism spectrum disorder (ASD). Curriculum-based measurement (CBM), which has applications for foundational academic skill areas of reading, writing, and mathematics, may be one way to determine academic intervention targets and progress monitor academic skills for students with ASD, but the extent of the literature base is unknown. Results of this scoping review regarding use of CBM with autistic students indicated few studies, overall. Studies had a wide range of sample sizes and primarily focused on intervention, using CBM as progress or outcome measures. Numerous demographic characteristics and study elements were absent from the literature. Future directions for this area of research and the implications for assessment in response to instruction for students with ASD are presented.

Li, H., Wang, C., Gan, Z., & Hoi, C. K. W. (2024). **Reading motivation and learning strategies among Chinese EFL learners**. *Psychology in the Schools*, *61*(5), 1747-1765. https://doi.org/10.1002/pits.23135
Given the preeminent role of students' reading motivation in their academic success in reading, which determines the quality and intensity of cognition and behaviors, it is important to investigate the predicative effects of different aspects of reading motivation on students' learning strategies particularly in a foreign language learning context where students usually learn the target language mainly through reading. This study investigated reading motivation and learning strategies as well as the relationships between them among junior and senior Chinese secondary school students. Data were gathered from 405 English as a foreign language (EFL) students from a junior and a senior secondary school in southern China who completed two questionnaires used to measure their reading motivation and learning strategies. Confirmatory factor analyses results supported the fit of the two questionnaires in assessing students' motivational and learning strategy processes in an EFL context. The study found that while the students were largely motivated to engage in English reading extrinsically, these students were also found to adopt control and elaboration strategies frequently in their learning, which somewhat contradicts the stereotypical view of Chinese students as rote learners in the literature. The study revealed significant differences in reading motivation and learning strategies between junior and senior secondary students, which can be interpreted in terms of a competitive and pragmatic learning culture where examinations play an essential role in determining student admission into higher education. Findings of this study contribute to the theoretical and pedagogical discussions on reading motivation and learning strategies in learning EFL.

Llorent, V. J., Núñez-Flores, M., & Kaakinen, M. (2024). **Inclusive education by teachers to the development of the social and emotional competencies of their students in secondary education**. *Learning and Instruction*, *91*, 101892. https://doi.org/10.1016/j.learninstruc.2024.101892

Background Social and emotional competencies are crucial to healthy student development in the educational context. Empirical studies have demonstrated that students' social and emotional competencies favour achievement performance and positive interpersonal relationships at the school. Students' social and emotional competencies could be developed at the school through the influence of respectful and supportive contexts. These contexts are mainly generated by teachers at the school through the inclusive education. Aims This study aimed to analyse the relation between the inclusive education by teachers and the social and emotional competencies of their students in compulsory secondary education. This relation was examined considering three levels (school, classroom and individual). Samples Participants were 294 teachers (age range 24–64 years, Mage = 43.52, SD = 10.00; 58.8% female) and 3550 of their students (age range 11–16 years, Mage = 12.73, SD = 1.05; 48.4% female), from 40 schools and 174 classrooms of Spanish compulsory secondary education. Methods This ex-post-facto cross-sectional and multilevel study was conducted with self-report surveys. Results Many correlations showed a positive relation between inclusive education by teachers and their students' social and emotional competencies in the three levels. When the school and classroom levels mean scores for inclusive education by teachers were analysed using multilevel regression modelling, the school organization for inclusive education was significantly related to their students' social and emotional competencies. Conclusions Inclusive education by teachers could be an effective pedagogical action to develop the students' social and emotional competencies. Political and school implications are discussed.

Rammstedt, B., Lechner, C. M., & Danner, D. (2024). ***Beyond literacy: The incremental value of non-cognitive skills***. https://doi.org/10.1787/7d4fe121-en
This paper reviews a number of previous studies that have investigated how measure of non-cognitive skills predict important life outcomes such as educational attainment, employment, earnings, and self-reported health and life satisfaction. All reviewed studies analyse data from large-scale surveys from multiple countries and rely on the Big-Five framework to assess non-cognitive skills. The paper finds that measures of non-cognitive skills are robustly and consistently associated to indicators of life success in youth and adulthood, and have incremental predictive power over traditional measures of cognitive ability.

Rammstedt, B., Roemer, L., Behr, D., Bluemke, M., Lechner, C., Dept, S., … John, O. P. (2024). ***Going global: 39 language versions of the BFI-2-XS***. https://doi.org/10.1787/40300014-en
In the 2023 Survey of Adult Skills (PIAAC), the Big Five personality traits were assessed using the BFI-2-XS, the 15-item extra-short form of the Big Five Inventory-2 (BFI-2). For this purpose, the instrument was translated into 24 languages and adapted to 29 countries, resulting in 39 language versions. This translation and adaptation process followed state-of-the-art procedures to generate language versions of the BFI-2-XS that are maximally comparable across countries and regions. In the present paper, we describe this general translation procedure from a methodological point of view. We also document each resulting language version and report in detail the decisions taken during the translation process and the adaptations made to preexisting national versions of the BFI-2-XS. Our aim is to share with researchers the resulting BFI-2-XS language versions developed with high quality standards to allow maximal cross-cultural comparability. Our intention in so doing is to enable their wider usage beyond PIAAC.

Selznick, B. S., Goodman, M. A., McCready, A. M., & Duran, A. (2024). **Developing Relational Leaders Through Sorority Engagement: A Quantitative Approach**. *Innovative Higher Education*, *49*(2), 319-347. https://doi.org/10.1007/s10755-024-09697-6
The purpose of this study was to understand what personal, environmental, and experiential aspects of undergraduate sorority engagement promote relational leadership development. A robust literature review and theories of relational leadership developed for application within the collegiate context provided the foundation for this inquiry. Through use of multilevel modeling, we analyzed a sample of 8,435 undergraduate National Panhellenic Conference sorority women from 172 institutions located within the United States. Results demonstrated the substantial importance of supportive sisterhood at both the individual and group level and showcased how variations in perceptions of sisterhood (e.g., accountability), student involvement (e.g., additional activities), and background characteristics (e.g., SES) affected undergraduate sorority members' relational leadership development. We close by discussing our findings and offering implications for future practice and research.

Servi, C. (2024). **Language and drawing development after a combined intervention: A single-subject case study**. *British Journal of Special Education*, *51*(1), 35-49. https://doi.org/10.1111/1467-8578.12496
Language and drawing each have their own sets of symbols that they use to convey messages. It is still unclear whether the development of these two expression mechanisms is similar or distinct. There are various approaches to supporting language and communication skills, including structured and naturalistic methods. The goal of this in-depth case study is to find out how a combined intervention affects the language and drawing abilities of a three-year-old girl with developmental delay. Structured implementations and milieu teaching strategies were used in the same session, but not simultaneously. The participant's language and communication skills improved at the end of the programme. Interestingly, even though there was no drawing-related goal, her drawings evolved too. Even though this is a single-subject case study, it suggests that if a child's cognitive and language skills develop, his/her drawing skills do as well.

Sun, J., Zhang, R., Murphy, J., & Zhang, S. (2024). **The Effects of Academic Press on Student Learning and Its Malleability to School Leadership: A Meta-Analysis of 30 Years of Research**. *Educational Administration Quarterly*, *60*(2), 226-268. https://doi.org/10.1177/0013161X231217226
Purpose: The purposes of this study were to: (a) meta-analyze the effects of academic press (AP) on K-12 student achievement in aggregate and in each examined learning subject; (b) meta-analyze the effect of school leadership of different leadership styles on AP; and (c) examine whether school level, subjects, and leadership or AP measures moderate these above-mentioned effects. Research Methods/Approach: Standard meta-analysis techniques were used to review 79 quantitative studies in the past 30 years and examine the multiple relationships between school leadership, AP, and student learning mentioned above. Heterogeneity analyses were conducted to identify moderators. Publication bias in these analysis results was also examined. Findings: AP had a large effect on student achievement; school leadership had a close to large effect on AP. These effects varied with leadership or AP measures and across school levels and student learning subjects. Implications for Research and Practice: The findings point to the importance of school leaders to improve student achievement by improving the level

of AP in schools, especially high schools, and in schools with many economically disadvantaged students. Principals need to exercise a wide range of practices to push for academic excellence.

Verbyla, M. E., Vernaza-Hernandez, V., & Feldman, A. (2024). **International Research Experiences and Global Competency Development for Graduate Students in Engineering and Science**. *Journal of Studies in International Education*, *28*(2), 221-239. https://doi.org/10.1177/10283153231172019
Challenges from globalization, population growth, and climate change require science, technology, and engineering (STEM) professionals to have global competency. However, the impact of international experiences on STEM students' development of these abilities has not been well studied. We assessed the effects of international research experiences in Latin America and the Caribbean (LAC) and Europe on the development of global competency for STEM graduate students from the United States. Research placements in LAC were generally field-based, involving interactions with community members, while placements in Europe were mostly lab-based. Surveys and interviews with participants before and after their trips revealed increases in intercultural abilities for students from all groups. Students who traveled to LAC had higher intercultural abilities before the trip but experienced smaller gains than their counterparts who traveled to Europe. Despite the value in community-based activities for students outside of university settings, more effort is needed to eliminate students' barriers to understanding communication styles in their host communities.

Whatley, M., Foster, D., & Paul, S. (2024). **We Before Me: Developing a Self-Referent Measure of Cultural Humility for Postsecondary Students**. *Journal of Studies in International Education*, *28*(2), 259-277. https://doi.org/10.1177/10283153231173224
The purpose of this study was to develop a measurement instrument that scholars and practitioners in international education can use as a means of exploring whether and how individuals who come into contact with international education programs develop a greater sense of cultural humility. Specifically, the study described here outlines the four steps used to develop a nine-item Cultural Humility Self-Assessment Scale (CHS-A): item generation, content validity, item reduction, and scale reliability and validity. These efforts resulted in a valid and reliable instrument that individuals who work in international education can use to evaluate and improve programs and initiatives.

Woollven, M. (2024, avril 10). **Enfance : comment les inégalités de langage se construisent**. Consulté 12 avril 2024, à l'adresse The Conversation website: http://theconversation.com/enfance-comment-les-inegalites-de-langage-se-construisent-223131
Selon les livres, la manière dont on pratique l'humour en famille et le milieu social, les enfants apprennent plus ou moins bien à jouer avec les mots. Décryptage de ces inégalités de langage.

Xie, H., Lin, D., He, W., & Chen, Q. (2024). **The aesthetics at a pencil tip: The effects of drawing on learning poems**. *Learning and Instruction*, *91*, 101881. https://doi.org/10.1016/j.learninstruc.2024.101881
Background Research on drawing has focused primarily on science texts as the learning materials, with relatively limited studies conducted in the humanities or other disciplines. This lack of diversity may restrict the generalizability of the observed drawing effect. Aim

Poems were a type of highly visualizable and condensed humanities texts, differing largely from the science materials. This study examined an under-explored topic for the effects of drawing on learning poems, as compared to reading, writing, and explaining strategies. Samples Participants were 60 college students in Experiment 1, and 89 college students in Experiment 2. Methods In Experiment 1, students learned poems by picture drawing as a constructive-mode activity, and repeated reading and verbatim writing as active-mode activities. In Experiment 2, students drew pictures and explained meanings of the poems as constructive-mode activities. Results The immediate performance and motivation after learning in the drawing strategy were higher than those in the reading and writing strategies. Students showed lower decreases from immediate to delayed performance and higher scores of motivation rating for the drawing strategy than for the explaining strategy, although the immediate performance with the drawing strategy was not as good as that with the explaining strategy. Conclusions The utilization of drawing strategy demonstrated its potential in facilitating learning poems. With the evidence of learning poems, this study contributed to our understanding of the interactive, constructive, active, and passive (ICAP) framework by highlighting its cross-mode superiority, and additionally elaborated different learning effects of the strategies within the same parallel mode.

Aspects économiques de l'éducation

Akita, T. (2024). ***Educational Expansion and Educational Inequality*** (Working Paper N° EMS_2024_02). Consulté à l'adresse Research Institute, International University of Japan website: https://econpapers.repec.org/paper/iujwpaper/ems_5f2024_5f02.htm
This study explores the relationship between educational expansion and educational inequality through the use of hypothetical examples. It also examines the relationship empirically based on a Barro and Lee dataset on educational attainment for Asian countries and economies. If individuals without formal education are assigned 0 years of education, the education Gini coefficient is likely to decline monotonically with educational expansion. In contrast, if we assume that they receive some sort of informal education equivalent to a small amount of formal education, then the education Gini coefficient is likely to exhibit an inverted U-shaped pattern. Transforming years of education into human capital using an exponential function could lead to the Gini coefficient of human capital exhibiting an inverted U-shaped pattern with respect to human capital expansion. On the other hand, the standard deviation of education is likely to display an inverted U-shaped pattern, whether individuals without formal education are assigned 0 years of education or not. The Barro and Lee dataset reveals that the standard deviation of education follows an inverted U-shaped pattern, even when individuals without formal education are assigned 0 years of education. In contrast, the education Gini coefficient demonstrates a downward-sloping pattern when individuals without formal education are assigned 0 years of education. However, when assigning one year to individuals without formal education, the education Gini coefficient displays an inverted U-shaped pattern. These empirical observations align with the conclusions drawn from hypothetical examples.

Allen IV, J. (2024). ***Double-booked: Effects of overlap between school and farming calendars on education and child labor*** (IFPRI Discussion Paper N° 2235). Consulté à l'adresse International Food Policy Research Institute (IFPRI) website: https://econpapers.repec.org/paper/fprifprid/2235.htm

Across sub-Saharan Africa, countries with a greater percentage of overlapping days in their school and farming calendars also have lower primary school survival rates. In theory, greater overlap between the school and farming calendars should indeed reduce schooling investments, and farm-based child labor too, as it constrains the time allocation opportunity set for both productive activities. I causally identify such effects by leveraging a four-month shift to the school calendar in Malawi that exogenously changed the number of days that the school calendar overlapped with specific crop calendars, which differentially affected communities based on their pre-policy crop allotments. Using panel data for school-aged children, I find that a 10-day increase in school calendar overlap during peak farming periods significantly decreases school advancement by 0.34 grades (one lost grade for every three children) and the share of children engaged in peak-period household farming by 11 percentage points after four years. Secondary analyses reveal stronger negative schooling impacts for girls and poorer households driven by overlap with the labor-intensive planting period. A policy simulation illustrates that adapting the school calendar to minimize overlap with peak farming periods is a highly cost-effective educational intervention to increase school participation by better accommodating farm labor demand.

Andrews, Rehr, & Regan. (2024). **The Link Between Financial Stress, Financial Precarity, and Educational Outcomes at Community Colleges**. *Community College Journal of Research and Practice*, *48*(4), 233-249. https://doi.org/10.1080/10668926.2022.2100009
In a time of increasing economic inequality, lower levels of government investment in higher education, and rising tuition costs, students vying for a college degree experience financial concerns as important influences on their college experience. An emerging body of literature has focused on the relationship between student finances and academic outcomes. This study sought to understand how community college student financial situations are linked to academic outcomes. Specifically, we examined whether financial stress and financial precarity are associated with students' academic outcomes at 2-year institutions. Prior community college research on this topic has generally been limited to single institution studies. This study extends current research by using a multi-institutional dataset of 21 community colleges and accounting for multiple financial factors in our statistical models to describe community college students' financial situations and knowledge in a nuanced manner. Financial stress and financial precarity emerged as significant predictors of several academic outcomes. Financial stress explained more variance in academic outcomes than several other financial and demographic variables in the models, including financial knowledge. We discuss the importance of developing research that is more nuanced in its approach to financial influences on community college student trajectories toward a degree.

Aparicio Fenoll, A., Campaniello, N., & Monzon, I. (2023). ***Parental Love Is Not Blind: Identifying Selection into Early School Start*** (Carlo Alberto Notebooks N° 704 JEL Classification: I24; C21; J13). Consulté à l'adresse Collegio Carlo Alberto website: https://econpapers.repec.org/paper/ccawpaper/704.htm
Do parents take into account their childrenâ€™s ability when deciding on their education? If so, are parentsâ€™ perceptions accurate? We study this by analyzing a key educational decision. Parents choose whether their children start elementary school one year early. Do they select high ability kids to start early? We propose a novel methodology to identify the sign and strength of selection into early starting. We find robust evidence of positive selection. Had they started regularly, early starters would

have obtained test scores 0.2 standard deviations higher than the average student. Our simple methodology applies to RDD settings in general.

Boelmann, B. (2024). ***Women's Missing Mobility and the Gender Gap in Higher Education: Evidence from Germany's University Expansion*** (ECONtribute Discussion Papers Series N° 280). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: https://econpapers.repec.org/paper/ajkajkdps/280.htm
This paper shows that the local availability of universities acted as a catalyst in the catch-up of women in higher education that has been documented for developed countries in the latter half of the 20th century. It uses the foundation of new univer- sities in the 1960s and 1970s in West German regions which previously did not have a university as a case study to understand how women's mobility and education decisions interact. I first document women's low regional mobility in post-war West Germany along with their low educational attainment. Second, I exploit that the university expansion exogenously brought universities to women's doorsteps in a difference-in- differences (DiD) strategy. Comparing regions which experienced a university opening within 20 km to those where no university was opened, I show that women benefited more than men from a close-by university opening, closing the local gender gap in university education by about 72%. Third, I provide evidence that local universities partly increased university education through reduced costs, while part of the effect is due to higher expected returns, highlighting an important second channel through which universities promote education to local youths.

Cobb-Clark, D., Dahmann, S. C., Kamhöfer, D. A., & Schildberg-Hörisch, H. (2024). ***Schooling and Self-Control*** (SOEPpapers on Multidisciplinary Panel Data Research N° 1206). Consulté à l'adresse DIW Berlin, The German Socio-Economic Panel (SOEP) website: https://econpapers.repec.org/paper/diwdiwsop/diw_5fsp1206.htm
While there is an established positive relationship between self-control and education, the direction of causality remains a matter of debate. We make a contribution to resolving this issue by exploiting a series of Australian and German educational reforms that increased minimum education requirements as a source of exogenous variation in education levels. Instrumental variables estimates suggest that, for people affected by the reforms, an additional year of schooling has no effect on self-control.

Dai, L., & Martins, P. (2024). ***The Wage Effects of Polytechnic Degrees: Evidence from the 1999 China Higher Education Expansion*** (GLO Discussion Paper Series N° 1399). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1399.htm
While the wage effects of vocational versus academic secondary education are well documented, there is little evidence on how polytechnics degrees pay off compared to university degrees. In this paper, we estimate the polytechnic degree wage effect in China, drawing on an unprecedented higher education expansion initially focused on universities and only later covering polytechnics. We find a large polytechnic wage penalty, of 35%, larger than what could be driven by the shorter duration of these degrees. While this result is robust to several checks, the penalty is found to be more pronounced for workers of lower earnings potential, when using IV-QR methods. Our results are consistent with a significant human capital gap of polytechnic degrees compared to university degrees.

Davies, R., & Specht, L. S. (2024). ***Brexit and Foreign Students in Gravity*** (CESifo Working Paper Series N° 10945). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10945.htm
This paper examines the impact of Brexit on international student migration. In a structural gravity model, we estimate student migration between 69 countries for counterfactual scenarios in which the United Kingdom leaves the European Union one year before the referendum. This exercise reveals a decrease in exchange students studying in the UK of around 3.8% to 4.9%. While the number of non-EU students to the UK rises, a drop in EU student numbers drives this result. Similarly, 30% to 38% fewer UK students choose to study abroad. The estimated changes in international student stocks show that most other member countries lose international students and non-EU countries host more than without Brexit. Our findings provide evidence that there may be hidden costs to Brexit affecting global student exchanges that we have yet to see.

Elacqua, G., & Kutscher, M. (2023). ***Navigating Centralized Admissions: The Role of Parental Preferences in School Segregation in Chile*** (IDB Publications (Working Papers) N° 13340). Consulté à l'adresse Inter-American Development Bank website: https://econpapers.repec.org/paper/idbbrikps/13340.htm
In this paper, we aim to understand some of the mechanisms behind the low impact of a Chilean educational reform on socioeconomic integration within the school system. We focus on pre-kindergarden (pre-K) admissions, which account for the highest volume of applications since all students (except those applying to private schools) must seek admission through the centralized system. We employ a discrete choice model to analyze parents school preferences. Our analysis reveals that the school choices of low-SES families are more strongly influenced by a schools non-academic attributes which are often omitted from analyses of parental preferences due to data availability constraints rather than academic quality. For instance, low-SES parents tend to prefer schools with fewer reported violent incidents, schools where students report facing less discrimination and exclusion, and schools where students demonstrate higher levels of self-efficacy. Disadvantaged families also tend to favor schools that have a religious affiliation, offer more "classical" sports (e.g. soccer), or have a foreign name. These results have significant implications for understanding the preferences of disadvantaged families and the impact of centralized admission systems on reducing segregation. By recognizing the non-academic factors driving school choices, policymakers can better design admission systems that truly foster school diversity and equality.

European Commission Joint research centre, SCHNEPF, S. V., VOLANTE, L., KLINGER, D. A., GIANCOLA, O., & SALMIERI, L. (2024). ***The pandemic, socioeconomic disadvantage, and learning outcomes: cross-national impact analyses of education policy reforms***. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/13381883-ec31-11ee-8e14-01aa75ed71a1/language-en/format-PDF/source-314498883
Des preuves scientifiques provenant du monde entier révèlent l'ampleur des pertes d'apprentissage imputables aux restrictions imposées en réponse à la pandémie de Covid-19. Quelle est son importance en Europe ? Que savons nous des élèves les plus vulnérables sur le plan socio-économique ? Quelles ont été les politiques mises en œuvre afin de lutter contre les pertes d'apprentissage et quelle est leur efficacité ? Ce rapport examine l'impact des fermetures d'écoles sur les pertes d'apprentissage dans l'enseignement obligatoire, ainsi que différentes mesures. Il analyse dans une

perspective comparative l'efficacité des politiques nationales de rattrapage des retards dans différents pays (Belgique, Angleterre, Allemagne, Hongrie, Italie et Pays-Bas).

Facchetti, E., Neri, L., & Ovidi, M. (2024). ***Should You Meet the Parents? The Impact of Information on Non-Test Score Attributes on School Choice*** (CESifo Working Paper Series N° 10926). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10926.htm
Understanding parental response to non-test score attributes is crucial to design effective school choice systems. We study an intervention providing hard-to-find information on the school environment at local institutions, while holding information on school performance constant. Outflow to private education is reduced by 17%, with larger responses among advantaged students. Parents respond by increasing take-up of offers from local schools, intensifying competition for seats. Social interactions increase the program's impact by 40%. Consistent with our interpretation, the intervention does not affect parental demand for school performance. We conclude that simple, low-cost interventions can improve state schools' finances and peer quality.

Figlio, D., Hart, C., & Karbownik, K. (2024). ***Competitive Effects of Charter Schools*** (NBER Working Paper N° 32120). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32120.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.

Fouarge, D., Steens, S., & Wetzels, M. (2024). ***Behavioural Effects of Providing Labour Market Information to Students Evidence from an Eye-tracking Pilot Study*** (ROA Technical Report N° 004). Consulté à l'adresse Maastricht University, Research Centre for Education and the Labour Market (ROA) website: https://econpapers.repec.org/paper/unmumarot/2024004.htm
In this paper, we evaluate students' responses to labour market information by using eye-tracking technology to measure the visual attention students pay to labour market indicators of study programmes they are interested in. We relate these measures of visual attention to their recall of information and the likelihood that they re-rank their preferred study choice. In a sample of 63 students in the pre-academic track of a Dutch secondary school, we find that the dwell time (i.e., the time students spend looking at the labour market information we provide) is positively correlated with finding future changes of work and earnings prospects important. Students who report they find our information useful correct their expectations more often. However, we do not find a correlation between dwell time and informational recall on measures of unemployment, working hours and wages in their preferred study programme. The evaluation of the information by students suggests a generally positive response to the information, with a high level of interest and perceived ease of understanding. Despite that, only a small percentage of students plan to use the information in their programme choice, indicating a potential gap between interest and practical application for some students.

Garcez, L. N., Padilla-Romo, M., Peluffo, C., & Pineda-Torres, M. (2024). ***Improvements in Schooling Opportunities and Teen Births*** (IZA Discussion Paper N° 16791). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16791.htm
We study the causal relationship between educational attainment and teenage birth rates by focusing on a large-scale, country-wide reform that made high school compulsory and removed previously existing school capacity constraints in Mexico. Relying on administrative data on schools and births, we implement a difference-in-differences strategy that exploits variation across time and municipality-level exposure to the reform to explore the effects of expanding educational opportunities on teenage fertility. We find that teenage birth rates decreased by 2.8 percent after the education reform in municipalities with high increases in high school availability relative to municipalities with low increases. This decline is not driven by a decline in the time teenagers had to engage in risky behaviors (incapacitation effect) but a potential change in expectations for the future.

Glewwe, P., Li, Z., Loyalka, P., Rahman, K. W., & Sharma, U. (2024). ***Education without Formal Schooling through Tablets and Tutors: Evidence from Out-of-School Children in Bangladesh during the COVID-19 Pandemic*** (ADB Economics Working Paper Series N° 718). Consulté à l'adresse Asian Development Bank website: https://econpapers.repec.org/paper/risadbewp/0718.htm
This paper estimates the impact on children's learning of one specific education technology (EdTech) intervention in Bangladesh: providing tablets with educational software, combined with private tutoring, to out-of-school students using a randomized control trial. The provision of tablets and tutors led to positive impacts on both the math and the Bangla language scores of out-of-school children, increasing math scores by approximately 0.25 standard deviations (SDs) of the distribution of test scores, and Bangla scores by approximately 0.17 SDs. The effects of the intervention were especially strong for girls compared to boys. Rural out-of-school children, but not urban out-of-school children or out-of-school children in urban slums, benefited greatly from the program. The program has little effect on noncognitive traits such as competence, self-esteem, and grit. These findings have broader implications for implementing programs targeted to out-of-school children and distance education during school closures, such as those caused by pandemics.

Holmlund, H., Häggblom, J., & Lindahl, E. (2024). ***The Boost for reading*** (Working Paper Series N° 2024:6). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://econpapers.repec.org/paper/hhsifauwp/2024_5f006.htm
We evaluate the "Boost for Reading", an in-service training program for teachers aimed at improving the teaching of literacy and boosting students' reading and writing proficiency. The program provides research summaries about teaching strategies as a basis for group-based discussion, lesson preparations and evaluations under the supervision of a coach. The program was rolled out across Swedish compulsory schools in school years 2015/16–2017/18. We analyze the effects of the intervention using a staggered difference-in-differences strategy excluding treated schools as controls. We find that in lower secondary school, the program shifted the teaching towards a stronger focus on "reading strategies" and raised student test scores in the Swedish language, social study subjects, and science studies by on average 2–5 percent of a standard

deviation, respectively. However, we find no effects on teaching practices at stage 1, and accordingly, no effects on the youngest students' test scores.

Kalil, A., Mayer, S., Oreopoulos, P., & Shah, R. (2024). ***Making a Song and Dance About It: The Effectiveness of Teaching Children Vocabulary with Animated Music Videos*** (NBER Working Paper N° 32132). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32132.htm
Programs that engage young children in movement and song to help them learn are popular but experimental evidence on their impact is sparse. We use an RCT to evaluate the effectiveness of Big Word Club (BWC), a classroom program that uses music and dance videos for 3-5 minutes per day to increase vocabulary. We conducted a field experiment with 818 preschool and kindergarten students in 47 schools in three U.S. states. We find that treated students scored higher on a test of words targeted by the program (0.30 SD) after four months of use and this effect persisted for two months.

Klijn, F., Alaoui, M. M., & Vorsatz, M. (2024). ***Cheating in an Online Academic Exam: Mitigation through Multiplicity of Exam Versions?*** (Working Paper N° 1430). Consulté à l'adresse Barcelona School of Economics website: https://econpapers.repec.org/paper/bgewpaper/1430.htm
We study academic integrity in a final exam of a compulsory course with 463 undergraduate students at a major Spanish university. The exam is an unproctored online multiple-choice exam without backtracking. A key characteristic is that for each type of problem, groups of students receive different versions. Since each version appears in both an earlier and later stage of the exam, we can exploit grade points and timestamps to study students' academic integrity. We observe a significant decrease in completion time in later rounds; however, surprisingly, there is no corresponding impact on average grade points. The precise number of different versions does not seem to have an effect on either variable. Our findings suggest that studies of potential cheating may have to pay attention to completion times apart from (or even instead of) grades.

Li, H., Meng, L., Mu, K., & Wang, S. (2024). ***English Language Requirement and Educational Inequality: Evidence from 16 Million College Applicants in China*** (NBER Working Paper N° 32162). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32162.htm
This paper studies the unintended effect of English language requirement on educational inequality by investigating how the staggered rollout of English listening tests in China's high-stakes National College Entrance Exam (NCEE) affected the rural-urban gap in college access. Leveraging administrative data covering the universe of NCEE participants between 1999 and 2003, we find that the introduction of English listening tests significantly lowered rural students' exam score percentile ranks relative to their urban counterparts, resulting in a 30% increase in the rural-urban gap in college access. Our back-of-the-envelope calculations suggest that, as a result of this policy change, more than 54,000 rural students lost college seats to their urban peers between 1999 and 2003, and another 11,000 rural students who elite colleges could have admitted ended up in non-elite colleges, causing them significant future income losses.

Lopes, J., Martins, P., Oliveira, C., Ferreira, J., Oliveira, J. T., & Crato, N. (2024). ***From A to Z: Effects of a 2nd-grade reading intervention program for struggling readers*** (GLO

Discussion Paper Series N° 1394). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1394.htm
Many children in primary grades show difficulties with reading fluency, hardly reading text or doing it effortfully and fruitlessly, making intervention programs for struggling readers a priority for researchers and schools. This paper analyzes the results of a reading intervention program for 182 second grade struggling readers from public schools. Students received a multi-component program, including repeated readings, word recognition, morphological analysis, text interpretation, and writing skills. Participants received about fifty 45-minute intervention sessions over the school year. Using a difference-in-differences, quasi-experimental within-group longitudinal design (three-point measurements), we found that the intervention group progressed significantly faster than a classmate control group in all reading outcomes (speed, accuracy, and expressiveness). By the end of the school year, differences between the intervention and control groups in accuracy and expressiveness become small but are still large in reading speed.

Mayer, R. E. (2024). **The Past, Present, and Future of the Cognitive Theory of Multimedia Learning**. *Educational Psychology Review*, *36*(1), 8. https://doi.org/10.1007/s10648-023-09842-1
The cognitive theory of multimedia learning (Mayer, 2021, 2022), which seeks to explain how people learn academic material from words and graphics, has developed over the past four decades. Although the name and graphical representation of the theory have evolved over the years, the core ideas have been constant—dual channels (i.e., humans have separate information processing channels for verbal and visual information), limited capacity (i.e., processing capacity is severely limited), and active processing (i.e., meaningful learning involves selecting relevant material to be processed in working memory, mentally organizing the material into coherent verbal and visual structures, and integrating them with each other and with relevant knowledge activated from long-term memory). This review describes how the theory has developed (i.e., the past), the current state of the theory (i.e., the present), and new directions for future development (i.e., the future). In addition, the review includes examples of the events and findings that led to changes in the theory. Implications for educational psychology are discussed, including 15 evidence-based principles of multimedia design.

Nsabimana, A., Nganga, M., & Niyizamwiyitira, C. (2024). ***Smart classrooms and education outcomes: Evidence from Rwanda*** (WIDER Working Paper Series N° wp-2024-7). Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: https://econpapers.repec.org/paper/unuwpaper/wp-2024-7.htm
In this study, we explore the impact of a smart classroom (SCM) programme on student performance in science subjects in a high-stakes national exam for middle-high school students in Rwanda. To do this, we leverage plausibly exogenous variations in programme exposure induced by the staggered implementation of the programme across schools and students. Overall, the study finds a positive effect of the programme on student performance.

Oberrauch, L., & Kaiser, T. (2024). ***Digital Interventions to Increase Financial Knowledge: Evidence from a Pilot RCT*** (IZA Discussion Paper N° 16811). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16811.htm

We study the effects of low-intensity digital financial education interventions on undergraduate students' financial knowledge in a small-scale RCT. We test the substitutability or complementarity of two treatments: an online video financial education treatment and an incentive-based approach where students are issued pre-paid voucher cards worth 50 EUR to register with a broker specializing in roboadvised investment in Exchange Traded Funds (ETFs). Three months after the intervention, the video treatment enhanced financial knowledge scores by more than 50 percent of a standard deviation. Conversely, the vouchers showed no effect. The findings suggest that subsidies encouraging roboadvised investment into ETFs cannot substitute direct financial education in our setting, and there is no evidence for complementarity between these interventions in creating human capital in the domain of financial decision-making.

Özek, U. (2024). ***Does One Plus One Always Equal Two? Examining Complementarities in Educational Interventions*** (CESifo Working Paper Series N° 10986). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10986.htm
Public policies targeting individuals based on need often impose disproportionate burden on communities that lack the resources to implement these policies effectively. In an elementary school setting, I examine whether community-level interventions focusing on similar needs and providing resources to build capacity in these communities could improve outcomes by improving the effectiveness of individual-level interventions. I find that the extended school day policy that targets lowest-performing schools in reading in Florida significantly improved the effectiveness of the third-grade retention policy in these schools. These complementarities were large enough to close the gap in retention effects between targeted and higher-performing schools.

Özer, M., Fidrmuc, J., Mentzakis, E., & Özkan, Ö. (2024). ***Does education affect religiosity? Causal evidence from a conservative emerging economy*** (BOFIT Discussion Paper N° 2/2024). Consulté à l'adresse Bank of Finland Institute for Emerging Economies (BOFIT) website: https://econpapers.repec.org/paper/zbwbofitp/283900.htm
Does education make people more or less religious? The previous literature offers mixed findings on the relationship between education and religiosity. This may be due to endogeneity bias: education and religiosity can be caused by a third variable such as culture or upbringing. We instrument education by exposure to the 1997 education reform in Türkiye which increased mandatory schooling from 5 to 8 years. The schooling reform increased the probability that young girls would complete 8 years of schooling and report lower religiosity later in life. The reform apparently did not influence such outcomes for boys. These effects are observed primarily for females growing up in strongly religious or poor areas.

Quinet, É., Lestang-Préchac, V., Sfendla, H., Mathonnat, E., Gautier, P., Ni, J., … Ronzeau, M. (2024). ***Approfondir l'évaluation socioéconomique des projets immobiliers de l'enseignement supérieur et de la recherche*** (p. 124). Consulté à l'adresse Ministère de l'enseignement supérieur et de la recherche website: https://www.strategie.gouv.fr/publications/approfondir-levaluation-socioeconomique-projets-immobiliers-de-lenseignement-superieur

Ramos, X., Gomez-Ruiz, M., & Cervini-Plá, M. (2024). ***Do women fare worse when men are around? Quasi-experimental evidence*** (Working Paper N° 665). Consulté à l'adresse

ECINEQ, Society for the Study of Economic Inequality website: https://econpapers.repec.org/paper/inqinqwps/ecineq2024-665.htm
We investigate the impact of a change in the gender composition of the pool of candidates on the academic performance of women in an entrance exam. We use data from a natural experiment that altered the gender composition of the candidates for a nation-wide admission exam to a coding educational program. Our identification strategy exploits the fact that both men and women were accepted for the admission exam in all years except for 2019, when only women were allowed to take it. Our results reveal that in the absence of men, women exhibit enhanced performance, particularly in subjects where men do traditionally better, such as mathematics and logical reasoning. Conversely, we observe no significant effects in verbal tasks, where men do not typically outperform. The improvement in performance stems from both increased attempts at questions and a higher rate of correct answers. Women improve their academic performance by exerting greater effort when men are not present. Our findings are consistent with the hypothesis that the stereotype threat is deactivated in the absence of men, highlighting the nuanced impact of gender composition on women's performance in high-stakes exams.

Stenberg, A., & Tudor, S. (2024). ***Field of Study and Mental Health in Adulthood*** (Working Paper Series N° 1/2024). Consulté à l'adresse Stockholm University, Swedish Institute for Social Research website: https://econpapers.repec.org/paper/hhssofiwp/2024_5f001.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.

Valenzuela, J. P., Kuzmanic, D., & Cortés, F. (2024). **Socioeconomic inequalities in opportunities and participation in in-person learning during the Covid-19 pandemic**. *International Journal of Educational Development*, *105*, 102978. https://doi.org/10.1016/j.ijedudev.2023.102978
Combining a longitudinal national survey of the Chilean school system and administrative datasets, we studied the supply and demand factors associated with the slow in-person return to school in Chile during the Covid-19 pandemic and their effects on socioeconomic disparities. In-person learning in 2021 was limited mainly by supply factors (i.e., sanitary, administrative, and infrastructure restrictions). However, once the supply restrictions decreased, many low-income students and their families did not resume in-person instruction, leading to vast inequalities by schools' socioeconomic characteristics. These inequalities in in-person instruction will expand existing disparities in students' learning and educational opportunities.

Vannier, P., & Weissberg, C. (2023). ***Rapport d'information déposé en application de l'article 145 du Règlement par la commission des affaires culturelles et de l'éducation en conclusion des travaux de la mission d'information relative au financement public de***

l'enseignement privé sous contrat (N° 2423). Consulté à l'adresse Assemblée nationale website: https://www.assemblee-nationale.fr/dyn/16/rapports/cion-cedu/l16b2423_rapport-information
Rapport d'information déposé en application de l'article 145 du règlement, par la commission des affaires culturelles et de l'éducation, en conclusion des travaux d'une mission d'information relative au financement public de l'enseignement privé sous contrat (M. Paul Vannier et M. Christopher Weissberg)

Yamane, S., & Nakabayashi, M. (2024). ***The Influence of Education on Preference: A Natural Experiment by the School Grouping Policy*** (Discussion Papers in Economics and Business N° 24-02). Consulté à l'adresse Osaka University, Graduate School of Economics website: https://econpapers.repec.org/paper/oskwpaper/2402.htm
We reveal the effect of education on academic performance and preferences by analyzing a special selection system for high school entrance examinations in Japan, the â€œschool grouping policy.â€ Owing to the random assignment of students, the difference in performance between the schools in a group was due to their educational features. Education affected both academic performance and hometown loyalty, and the instruction on how to choose a college to apply to strongly influenced studentsâ€™ choices. While there is significant selection bias in most empirical studies, our findings are free from such bias and are important when considering educational policies.

Aspects psychologiques de l'éducation

Agarwal, P. K. (2023). **Personal Reflections on Science Communication and Sharing Retrieval Practice Research with Teachers**. *Educational Psychology Review*, *36*(1), 3. https://doi.org/10.1007/s10648-023-09839-w
Although research on retrieval practice—the process of bringing previously learned information to mind via quizzes, flashcards, etc.—dates back to the late 1800s, it took nearly 100 years to gain popularity among educators as a teaching strategy. This was due, in part, to the limited availability of practical recommendations on how to use retrieval practice to improve learning. Recently, there has been a rapid expansion in science communication of retrieval practice research in many forms, including books, blogs, podcasts, and engagement on social media. As one indication of growing interest among the general public, in 2019 the phrase "retrieval practice" became more frequently searched than "testing effect" on Google.

Alexander, P. A. (2024). **Hybridizing Psychological Theories: Weighing the Ends Against the Means**. *Educational Psychology Review*, *36*(1), 23. https://doi.org/10.1007/s10648-024-09856-3
In this commentary, I explore the contributions of the articles in this special issue from the vantage point of a theorist, researcher, and educator invested in student learning and academic development. First, I consider how these writings differentiate on the basis of the means authors applied to achieve the special issue goal of dismantling theoretical siloes and forwarding alternative models that strengthen the construct strains that exist in the educational psychology literature. Second, I position the articles in this special issue along a motivation-nonmotivation continuum, which describes the emphasis authors placed on motivation constructs and theories. Finally, I bring my ideas about these thought-provoking articles back to my personal investment in student learning and

achievement to question the viability of the new theoretical variants that the contributing scholars have proposed.

Alexander, P. A., & Murphy, P. K. (2024). **Evolution of a Learning Theory: In Praise of Scientific Speculation**. *Educational Psychology Review*, *36*(1), 21. https://doi.org/10.1007/s10648-024-09865-2
In 2006, after receiving the Division 15 Career Award, Alexander delivered a keynote address entitled "Evolution of a Learning Theory: A Case Study." This presentation was a clarion call for greater respect for and attention to scientific speculation in educational psychology as a critical component in theory building. To build her case, Alexander drew on the writings of a provocative cosmologist, Joao Magueijo (2003), as an analogy to the processes and experiences that led to the Model of Domain Learning (1997, 2003)—her theory of academic development. Within the published text of her presentation, Alexander outlined the confluence of factors that instigate or inhibit scientific speculation and the conditions that transform such speculation into empirically supported theories. For this topical collection, the premises, factors, and conditions touched on in that keynote delivered 16 years ago will be revisited and re-examined in light of contemporary practices and prevailing orientations in educational psychology.

Andrews, Rehr, & Regan. (2024). **The Link Between Financial Stress, Financial Precarity, and Educational Outcomes at Community Colleges**. *Community College Journal of Research and Practice*, *48*(4), 233-249. https://doi.org/10.1080/10668926.2022.2100009
In a time of increasing economic inequality, lower levels of government investment in higher education, and rising tuition costs, students vying for a college degree experience financial concerns as important influences on their college experience. An emerging body of literature has focused on the relationship between student finances and academic outcomes. This study sought to understand how community college student financial situations are linked to academic outcomes. Specifically, we examined whether financial stress and financial precarity are associated with students' academic outcomes at 2-year institutions. Prior community college research on this topic has generally been limited to single institution studies. This study extends current research by using a multi-institutional dataset of 21 community colleges and accounting for multiple financial factors in our statistical models to describe community college students' financial situations and knowledge in a nuanced manner. Financial stress and financial precarity emerged as significant predictors of several academic outcomes. Financial stress explained more variance in academic outcomes than several other financial and demographic variables in the models, including financial knowledge. We discuss the importance of developing research that is more nuanced in its approach to financial influences on community college student trajectories toward a degree.

Basarkod, G., Dicke, T., Allen, K.-A., Parker, P. D., Ryan, M., Marsh, H. W., … Guo, J. (2024). **Do intercultural education and attitudes promote student wellbeing and social outcomes? An examination across PISA countries**. *Learning and Instruction*, *91*, 101879. https://doi.org/10.1016/j.learninstruc.2024.101879
Structured Abstract Background Recent research indicates a rise in classroom diversity and declines in students' psychosocial outcomes, particularly for those from diverse backgrounds. These trends necessitate a concerted effort by schools to uphold social cohesion and ensure the wellbeing of all students. Aims We examine the associations of intercultural education practices and teachers' intercultural attitudes with students'

psychosocial outcomes (eudaimonia, life satisfaction, positive affect, school belonging, and victimization). Sample We use data from Programme for International Student Assessment (PISA) 2018 (N = 451,846 students, 58 countries). Methods We utilize a series of multilevel linear regressions (L1 = students, L2 = schools, L3 = countries) to examine associations between intercultural factors and students' psychosocial outcomes. Results Student-reported intercultural education practies positively predicted their eudaimonia, life satisfaction, positive affect, and school belonging. Student-reported teacher intercultural attitudes positively predicted students' belonging and negatively predicted their frequency of victimization. Principal- and teacher-reported predictors showed negligible effects. Results were largely similar across student immigrant status and generalized across the countries examined. Conclusions Our findings emphasize students' subjective experiences of intercultural factors at school, which may benefit students' psychosocial outcomes regardless of their cultural backgrounds.

Bingham, K. J., Cutrer-Párraga, E. A., & Smith, T. B. (2024). **Ethnic–racial socialization experiences of Mexican American youth**. *Psychology in the Schools*, *61*(5), 1962-1981. https://doi.org/10.1002/pits.23146
Research has shown that ethnic–racial socialization (ERS) predicts education and mental health outcomes for adolescents. However, limited research has evaluated the ERS experiences of Latinx students. The current study examined ERS experiences of Mexican American youth in four focus group interviews that were transcribed and analyzed at both the individual and group level using interpretive phenomenological analysis. Main themes included feeling like an outsider, navigating discrimination, encountering social/emotional difficulties, and achieving a positive identity. Each theme contained two to three subcategories that provide further insight into the Mexican Americans' ERS experiences. Participants reported within-group discrimination, motivation to disprove stereotypes, and infrequent understanding or compassion from adults. Teachers, administrators, counselors, and school psychologists can attend to and seek to promote social connections, implement social-emotional learning interventions, foster resilience, work to dismantle racism, collaborate with parents, and create communities of inclusion.

Boczkowska, M., Daniilidou, A., & Platsidou, M. (2024). **A preliminary comparison study of teachers' resilience in Greece and Poland**. *Psychology in the Schools*, *61*(5), 1808-1827. https://doi.org/10.1002/pits.23139
This study aimed to assess the applicability of the Teachers' Resilience Scale (TRS) among Greek and Polish teachers and explore whether nationality and sociodemographic factors influence teachers' engagement with resilience protective factors. A total of 1622 teachers participated, providing TRS responses and sociodemographic information. Greek and Polish teachers exhibited similar assessments of protective factors, except for Social Competence and Peer Support, where Greek teachers scored higher. Greek teachers also reported higher overall resilience scores than Polish teachers. Gender differences were observed, with women scoring higher in Personal Competencies and Persistence than men. Marital status influenced Social Skills and Peer Support and Family Cohesion, favoring those married and/or in relationships. Additionally, teachers in primary and secondary education reported higher scores in Personal Competencies and Persistence compared to kindergarten teachers. These findings contribute to understanding how individuals and social groups, despite facing diverse adversities, tend to employ similar strategies to bolster and safeguard their resilience.

Campos, D. G., Fütterer, T., Gfrörer, T., Lavelle-Hill, R., Murayama, K., König, L., … Scherer, R. (2024). **Screening Smarter, Not Harder: A Comparative Analysis of Machine Learning Screening Algorithms and Heuristic Stopping Criteria for Systematic Reviews in Educational Research**. *Educational Psychology Review*, *36*(1), 19. https://doi.org/10.1007/s10648-024-09862-5

Systematic reviews and meta-analyses are crucial for advancing research, yet they are time-consuming and resource-demanding. Although machine learning and natural language processing algorithms may reduce this time and these resources, their performance has not been tested in education and educational psychology, and there is a lack of clear information on when researchers should stop the reviewing process. In this study, we conducted a retrospective screening simulation using 27 systematic reviews in education and educational psychology. We evaluated the sensitivity, specificity, and estimated time savings of several learning algorithms and heuristic stopping criteria. The results showed, on average, a 58% (SD = 19%) reduction in the screening workload of irrelevant records when using learning algorithms for abstract screening and an estimated time savings of 1.66 days (SD = 1.80). The learning algorithm random forests with sentence bidirectional encoder representations from transformers outperformed other algorithms. This finding emphasizes the importance of incorporating semantic and contextual information during feature extraction and modeling in the screening process. Furthermore, we found that 95% of all relevant abstracts within a given dataset can be retrieved using heuristic stopping rules. Specifically, an approach that stops the screening process after classifying 20% of records and consecutively classifying 5% of irrelevant papers yielded the most significant gains in terms of specificity (M = 42%, SD = 28%). However, the performance of the heuristic stopping criteria depended on the learning algorithm used and the length and proportion of relevant papers in an abstract collection. Our study provides empirical evidence on the performance of machine learning screening algorithms for abstract screening in systematic reviews in education and educational psychology.

Carroll, S., McCauley, V., & Grenon, M. (2024). **Science self-efficacy beliefs of upper primary students in Ireland**. *International Journal of Science Education*, *46*(6), 503-523. https://doi.org/10.1080/09500693.2023.2245947

This exploratory study aimed to assess the strength of primary school students' (aged 11–12 years old) Science Self-Efficacy (SSE) beliefs, identify emanating sources, and investigate any gender-related differences. School SSE is defined here as perceived capacity to complete learning outcomes from the upper Irish primary science curriculum. The strengths and sources of participants' school SSE beliefs were assessed quantitatively (N = 260) using the Irish Science Self-Efficacy Children's Questionnaire (IS-SEC-Q). Twenty-five students were interviewed to further explore the origins of their SSE, and their perception of science in the classroom. Results indicated that students' self-efficacy to perform scientific skills was lower than their self-efficacy to answer questions. Mastery experience was found to be the strongest predictor of self-efficacy in science skills, corroborating findings from other educational contexts. However, students report that they seldom engage in hands-on science during school, suggesting that Irish classrooms still lack student-led investigations. Gender-related results are also highlighted. This work serves as the first report of students' school SSE beliefs in Ireland, expands upon existing literature surrounding the SSE beliefs of pre-adolescent students, and discusses implications for classroom practice.

Carter, H., Nelson, G., Boedeker, P., Buckmiller, C. W., Eames, J., & Knowles, E. (2024). **Attention to the integration of literacy: A systematic review of early math interventions in informal learning environments**. *Psychology in the Schools*, *61*(5), 2036-2058. https://doi.org/10.1002/pits.23150
Links between the development of early literacy and math skills are well documented. This systematic review focuses on how literacy is incorporated into informal math intervention studies for children in preschool to third grade, which has implications for researchers and those training caregivers to support their children at home. We reviewed 51 experimental or quasi-experimental studies published from 1981 to 2021 that investigated the effectiveness of math interventions in informal learning environments with a caregiver interventionist. Findings revealed that 100% of studies included literacy in some way. We also investigated what types of literacy activities were integrated, how literacy was a part of data sources collected, and in what ways literacy was mentioned explicitly by authors in research reports. The most common literacy activity was speaking and listening, and the most frequently included literacy data source was standardized literacy achievement measures. Finally, researchers in the included studies did not detail literacy throughout their research reports. While early math interventions often integrate literacy, the research base including math interventions would benefit from more explicit rationales for their use of literacy, and caregivers should be provided information to help understand how literacy should be a part of the way they work with their child on math at home.

Castro-Alonso, J. C., Ayres, P., Zhang, S., de Koning, B. B., & Paas, F. (2024). **Research Avenues Supporting Embodied Cognition in Learning and Instruction**. *Educational Psychology Review*, *36*(1), 10. https://doi.org/10.1007/s10648-024-09847-4
Research on embodied cognition acknowledges that cognitive processing is tightly coupled with bodily activities and the environment. An important implication for education is that learning can be enhanced when the brain, body, and environment mutually influence each other, such as when making or observing human actions, especially those involving hand gestures and manipulation of objects. In this narrative review article, we describe the evidence from six research avenues that can help explain why embodied cognition can enhance learning and instruction. Through the exploration of these six interconnected research pathways, we aim to make a significant contribution by proposing innovative directions for learning and instruction research, all rooted in the principles of embodied cognition. We establish a direct link between the six research pathways and embodied phenomena, both in the contexts of making and observing human movements. When making human movements, the research avenues explaining the learning benefits due to these movements are physical activity, generative learning, and offloaded cognition. When observing human movements, the avenues researching these phenomena are specialized processor and signaling. Lastly, the research avenue social cognition is integral to both making and observing human movements. With originality in focus, we also include research that has not been traditionally associated with embodied cognition or embodiment. This article offers comprehensive discussions, substantiated with evidence and influencing features, for each of these research avenues. We conclude by outlining the implications of these findings for instruction and charting potential directions for future investigation.

Chalayonnavin, A. (2024). **Increasing self-esteem for vulnerable young women: A case study of entrepreneurship training for vulnerable young women in Thailand**. *British Journal of Special Education*, *51*(1), 24-34. https://doi.org/10.1111/1467-8578.12486
Disadvantaged young people who have experienced violence often have low self-esteem due to the difficult circumstances to which they are exposed. Abuse, bullying and other forms of mistreatment have a permanent impact on their sense of self-worth, generating negative emotions and self-protective behaviour in order to shield themselves from further harm. As a result, these young people may struggle to maintain their self-esteem in the context of the challenges they face. This article aims to explore how training can be used to combat this issue to build self-esteem among vulnerable young people, through a case study of a training entrepreneurship programme for vulnerable Thai young people residing in a home for girls. Through conducting a 16-week training programme and follow-up interviews, the study finds that entrepreneurship training has a positive effect on building self-esteem. Findings indicate that the young women who participated reported feeling more confident, with better self-reliance, and more capable of pursuing future endeavours, especially since the training enhances their understanding of long-term effects and outcomes, including employment and the impact of job creation and sustainable development. Ultimately, the study underlines the importance of entrepreneurship training to build self-esteem and confidence in young people who are vulnerable and in need of such an opportunity.

Chilliak, S., Martin-Storey, A., Déry, M., Temcheff, C. E., & Lapalme, M. (2024). **When we go to ask for help, they don't understand how to help us: Understanding how youth with childhood histories of conduct problems link sexuality and gender to school-based service use**. *Psychology in the Schools*, *61*(5), 2160-2184. https://doi.org/10.1002/pits.23157
Gender and, to a lesser extent, sexual identity, are relevant factors in understanding variance in the prevalence, consequences, and treatment of conduct problems. The current study uses thematic analysis to explore how youth with early-onset conduct problems and extensive histories of school-based service use perceive gender and sexuality as impacting their service use experiences. Qualitative analysis of interviews with 41 youth (17–21 years old; 53.7% women) yielded themes pertaining to gender, sexual identity, and discrimination in service use contexts. Identified themes included homophobia in service use and adjacent school contexts, stereotypes around masculinity and femininity as conditioning peer and school staff's behavior, and salience of sexuality across developmental stages and historical timeframes. Results suggest that increased school staff training and school-based interventions be implemented to support gender and sexual diversity, both within services for conduct problems and more broadly in school contexts. In particular, the current findings highlight homophobia as a factor limiting boys' access to mental health services.

Chin, Mattis, Acosta, Ramirez, Rivera, Valadez, … Cerezo. (2024). **"I Help My Parents by Using Some of My FAFSA Money": A Qualitative Exploration of Pandemic-related Stress among Community College Students**. *Community College Journal of Research and Practice*, *48*(4), 189-200. https://doi.org/10.1080/10668926.2022.2064376
The coronavirus (COVID-19) global pandemic upended the academic trajectories and opportunities of many community college students in the United States. While four-year universities have seen an uptick in applications in the 2021–2022 academic year, community colleges have experienced a sharp decrease in enrollment, signifying

significant challenges to students' life circumstances. In May 2020, we sampled 116 community college students (M age 23.08; SD = 7.17) attending Hispanic Serving Institutions in California. The online survey gathered: (a) in-depth demographic information, including pandemic-related changes to students' academic and financial standing, and (b) qualitative data on pandemic-related stress. Given the novelty of the COVID-19 pandemic in May 2020, the overarching goal of this study was to conduct a broad needs assessment of community college students' experiences. Data highlighted significant socio-emotional challenges, financial hardship, and both current and projected academic delays. Community college students described severe challenges across financial, socio-emotional and academic areas. Data that capture first-hand qualitative descriptions of COVID-19 stress are necessary to inform the allocation of critical resources and policies to improve the well-being of community college students.

Chrobak, B. (2024). **Narrowing (Achievement) Gaps in Higher Education with a Social-Belonging Intervention: A Systematic Review**. *Educational Psychology Review*, *36*(1), 33. https://doi.org/10.1007/s10648-024-09867-0
The social-belonging intervention is a wise psychological intervention designed to convey the message that worries and doubts about belonging during transition into higher education are common to all first-year students and tend to dissipate with time. The aim of this first systematic review on the social-belonging intervention was to investigate whether it can reduce achievement gaps in postsecondary education. Moreover, research questions about other outcomes possibly affected by this intervention and factors that may affect its efficacy were investigated. The protocol of this systematic review was registered with INPLASY. Four databases were searched for randomised control trials published in peer-reviewed journals testing the intervention in higher education. In total, 17 articles, which included a total of 21 studies, satisfied the inclusion and exclusion criteria as well as the quality assessment and were therefore included in this review. The reviewed research suggests that the intervention can narrow achievement gaps in higher education, as well as affect sense of belonging, academic fit, perception of adversities, use of campus support and the mental and physical health of disadvantaged students. These findings and their limitations, future research directions and recommendations are discussed in the final section.

Dai, C.-P., Ke, F., Pan, Y., Moon, J., & Liu, Z. (2024). **Effects of Artificial Intelligence-Powered Virtual Agents on Learning Outcomes in Computer-Based Simulations: A Meta-Analysis**. *Educational Psychology Review*, *36*(1), 31. https://doi.org/10.1007/s10648-024-09855-4
Computer-based simulations for learning offer affordances for advanced capabilities and expansive possibilities for knowledge construction and skills application. Virtual agents, when powered by artificial intelligence (AI), can be used to scaffold personalized and adaptive learning processes. However, a synthesis or a systematic evaluation of the learning effectiveness of AI-powered virtual agents in computer-based simulations for learning is still lacking. Therefore, this meta-analysis is aimed at evaluating the effects of AI-powered virtual agents in computer-based simulations for learning. The analysis of 49 effect sizes derived from 22 empirical studies suggested a medium positive overall effect, $$overline{g }=0.43$$, SE = 0.08, 95% C.I. [0.27, 0.59], favoring the use of AI-powered virtual agents over the non-AI-powered virtual agent condition in computer-based simulations for learning. Further, moderator analyses revealed that intervention length, AI technologies, and the representation of AI-powered virtual agents significantly explain the heterogeneity of the overall effects. Conversely, other moderators, including

education level, domain, the role of AI-powered virtual agents, the modality of AI-powered virtual agents, and learning environment, appeared to be universally effective among the studies of AI-powered virtual agents in computer-based simulations for learning. Overall, this meta-analysis provides systematic and existing evidence supporting the adoption of AI-powered virtual agents in computer-based simulations for learning. The findings also inform about evidence-based design decisions on the moderators analyzed.

DeCuir-Gunby, J. T., & Schutz, P. A. (2024). **The Evolution of Race-Focused and Race-Reimaged Approaches in Educational Psychology: Future Directions for the Field**. *Educational Psychology Review*, *36*(1), 30. https://doi.org/10.1007/s10648-024-09873-2
In this article, we discuss using race-focusing and reimaging as a metatheoretical approach to be used during the process of theory building, expansion, and adaptation. To do so, we demonstrate how, over the last decade, the use of race-focusing and reimaging approaches has advanced our understanding of the racialized nature of research in education psychology (DeCuir-Gunby & Schutz, 2024). In addition, we provide a discussion of areas where educational psychologists have yet to theoretically explicate or should further explore in current educational psychology theories.

Elahi Shirvan, M., Saeedy Robat, E., Alamer, A., Lou, N. M., & Barabadi, E. (2024). **A Multilevel Meta-analysis of Language Mindsets and Language Learning Outcomes in Second Language Acquisition Research**. *Educational Psychology Review*, *36*(1), 15. https://doi.org/10.1007/s10648-024-09849-2
Second language (L2) learners' beliefs about the nature of language learning, specifically language mindsets, is a recent productive line of L2 research. Researchers argue that language mindsets are key factors for language learning success. However, the association between language mindsets and different language learning outcomes is inconsistent in the literature, and its overall effect remains unclear. The copious body of quantitative research instigates the need for a synthetic approach to capture an overall view of how language mindsets relate to several outcome variables (e.g., general language achievement, grammar, pragmatics, reading, speaking, and writing). Thus, the present study used multilevel meta-analysis to examine the overall effectiveness of the association between language mindsets and language learning outcomes and to examine to what extent this overall effectiveness might vary as a function of some moderators (i.e., age, proficiency level, and learning context). Through a systematic search and screening, we identified a total of 22 studies and 50 effect sizes (n = 17,622 participants) on the correlation between language mindsets and different learning outcomes. The weighted average correlation between fixed language mindset and the language learning outcomes was found to be significantly negative but weak in size ($r = -0.19$). In contrast, the association between the growth language mindset and the learning outcomes was significantly positive but relatively moderate in size ($r = 0.26$). These associations did not significantly vary as a function of moderating variables. These findings suggest that a higher level of growth language mindsets and a lower level of fixed mindset are important for learners' success in language learning. Pedagogical implications and suggestions for further research are discussed.

Evans, P., Vansteenkiste, M., Parker, P., Kingsford-Smith, A., & Zhou, S. (2024). **Cognitive Load Theory and Its Relationships with Motivation: a Self-Determination Theory**

Perspective. *Educational Psychology Review*, *36*(1), 7. https://doi.org/10.1007/s10648-023-09841-2
Although cognitive load theory research has studied factors associated with motivation, these literatures have primarily been developed in isolation from each other. In this contribution, we aimed to advance both fields by examining the effects of instructional strategies on learners' experience of cognitive load, motivation, engagement, and achievement. Students (N = 1287) in years 7–10 in four Australian high schools completed survey measures of motivation, engagement, cognitive load, and their teachers' perceived instructional strategies and motivating style. Results suggest that teachers' load-reducing instructional strategies were related to lower cognitive load and were positively associated with relative autonomous motivation, engagement, and achievement. Teachers' motivating styles characterized by autonomy support and structure were also associated with reduced extraneous and intrinsic cognitive load, as well as motivation and engagement. We conclude that by using load-reducing strategies and a motivating style characterized by structure and autonomy support, teachers can reduce students' cognitive load and improve their self-regulated motivation, engagement, and achievement. In so doing, we discuss a number of future avenues for the joint study of self-determination theory and cognitive load theory, with the aim of refining and extending both perspectives.

Fu, J., Li, X., & Yi, F. (2024). **The influence of motivation climate on university student engagement in distance education during the pandemic: Moderating role of self-regulation**. *Psychology in the Schools*, *61*(5), 2148-2159. https://doi.org/10.1002/pits.23158
To investigate the influence of motivation climate and self-regulation on university student engagement in distance education (DE) during the pandemic, a total of 436 Chinese university students were invited to participate in the online survey (including demographic variables, Chinese version of engagement scale, the perceived motivational climate scale, and the self-regulated learning abilities scale) in the Spring semester, 2020. Bicorrelation and regression analysis were used to explore the relationship among studied variables. Results showed that mastery motivation climate had a positive relation with student engagement, while performance motivation climate had a negative relation with it. Self-regulation could strengthen the positive relationship between mastery motivation climate and student engagement. However, the moderating role of self-regulation was not found in the relationship between performance motivation climate and student engagement. These findings could enrich our understanding about the motivation climate–student engagement relationship from self-regulation perspective and have implications for DE during the pandemic.

Geng, Z., Zeng, B., & Guo, L. (2023). **Associations Between Behavioral, Cognitive, and Emotional Self-Regulation and Academic and Social Outcomes Among Chinese Children: a Meta-analysis**. *Educational Psychology Review*, *36*(1), 4. https://doi.org/10.1007/s10648-023-09840-3
Self-regulation develops rapidly during early childhood and is essential for academic and social adjustment. However, previous research has attempted to define the conceptualization and structure of self-regulation differently, leaving the field with an incomplete picture. The nature of the relations between self-regulation and early child outcomes and the factors that affect these relations are not well understood. This meta-analysis synthesized results from 57 studies (109 effect sizes; total n = 15,760, age range = 36–96 months) to investigate the relations between the behavioral, cognitive,

and emotional aspects of self-regulation and academic and social competence. We also examined the moderating effects of individual and study characteristics. Results showed that the behavioral and cognitive aspects of self-regulation were associated with math, language, and literacy performance, and all aspects of self-regulation were related to social competence, but with varied magnitude. Moderating effects were identified in several associations in which the self-regulation assessment approach was the most important moderator, with parent-report measures consistently producing smaller effect sizes. Overall, the findings support the multidimensionality of self-regulation and reveal differential relations between its components and child outcomes. The mechanism of these associations and the choice of self-regulation measures and approaches, and implications for research and professional practices, are discussed.

Gilbertson, M. L., & Demaray, M. K. (2024). **Student perceptions of ethnic–racial socialization and outcomes across race and gender**. *Psychology in the Schools*, *61*(5), 1998-2018. https://doi.org/10.1002/pits.23148
In an increasingly diverse nation, calls for education that is culturally relevant have become salient, and student perceptions of school-based ethnic–racial socialization (ERS) provide insight toward how cultural messages are being interpreted by students. The current study sought to investigate how a sample of racially diverse middle school students (N = 744) perceptions of ERS are related to social and academic outcomes, and how these associations may differ across race and gender. Structural equation modeling analyses found that for the total sample, students' perceptions of ERS were positively associated with social outcomes and not associated with academic outcomes. Further, these findings did not differ between ethnic–racial groups or genders. The current study informs school and curriculum standards and adds to the literature in understanding that student perceptions of school-based ethnic–racial socialization do not differ in the impact on outcomes based on race or gender.

Grund, A., Fries, S., Nückles, M., Renkl, A., & Roelle, J. (2024). **When is Learning "Effortful"? Scrutinizing the Concept of Mental Effort in Cognitively Oriented Research from a Motivational Perspective**. *Educational Psychology Review*, *36*(1), 11. https://doi.org/10.1007/s10648-024-09852-7
In the context of instructional design and self-regulated learning research, the notion of mental effort allocation, monitoring, and control has gained increasing attention. Bringing together a cognitive perspective, focusing on Cognitive Load Theory, and a motivational perspective, merging central accounts from Situated Expectancy Value Theory and Self-Determination Theory, we plea for a three-fold conception of effort that clearly distinguishes the different psychological sources of experiencing and allocating effort in learning environments: effort-by-complexity, effort-by-need frustration, and effort-by-allocation. Such a detailed conception has important implications for how effort should be studied and how it can be influenced by instructional support or by the learning individual itself. A first conclusion we draw is that cognitively oriented research needs to be careful when taking students' self-reports on the "effortfulness" of a task as an indication of the object-level cognitive requirements of the task, as such appraisals may also reflect the affective-emotional requirements of task execution as well as motivational beliefs regarding the likelihood of success and meaningfulness of a task. A second conclusion is that instructional procedures rooted in cognition-oriented theory ideally are complemented by motivation theory to support student learning optimally.

Ha, C., & Pressley, T. (2024). **Inner strength amidst pandemic: Teachers' self-efficacy patterns and perceived personal accomplishments**. *Psychology in the Schools*, *61*(5), 1944-1961. https://doi.org/10.1002/pits.23149
The present study explored the teachers' self-efficacy patterns and perceived personal accomplishment in the coronavirus disease 2019 pandemic teaching environment. The current sample included in-service teachers (n = 393) representing 36 states across the United States. We explored whether teacher efficacy variables (i.e., engagement efficacy, instruction efficacy, and classroom management) predict their perceived personal accomplishment. Also, based on the clustering analysis, we explored how teachers' different self-efficacy patterns related to their perceived personal accomplishment. The results indicate that teacher efficacy strongly predicted their personal accomplishment levels and show insightful implications on how to support teachers to recover well-being in a post-pandemic learning environment.

He, W., Luo, H., Zhang, D., & Zhang, Y. (2024). **Student's subjective feelings during classroom learning**. *Learning and Instruction*, *91*, 101891. https://doi.org/10.1016/j.learninstruc.2024.101891
Background Students' subjective feelings during learning construct their diverse and complex educational experience, and are essential to self-definition and learning quality, yet these have not been thoroughly examined in an integrated manner. Aims This study aims to expand the understanding of students' subjective feelings during class learning, using a unique lexical approach. Samples 112 university students and 24 middle school students participated in Study 1; 818 third-year undergraduate students participated in Study 2. Methods In Study 1, initial feeling words were collected from educational classics, literature and students' self-report (open-ended questionnaires and interview). In Study 2, a survey based on this lexicon was administered. Students were supposed to rate the frequency of experiencing these feelings in their core curriculum on a five-point Likert scale. Results In study 1, a lexicon of 104 feeling words were identified through a series of methods including cluster analysis, expert's labeling, and frequency analysis. In Study 2, the overall report of sampled students indicated a positive classroom learning experience. A structure of two primary clusters and eight unique subcategories of the lexicon were identified through hierarchical cluster analysis. The frequency of experienced feelings varied significantly with achievement level. Conclusions This study provides a novel perspective for understanding student learning, suggesting a tool that has a strong potential to offer an integrated, comprehensive, flexible, and interactive approach.

Hernandez Sibo, I. P., Gomez Celis, D. A., & Liou, S. (2024). **Exploring the Landscape of Cognitive Load in Creative Thinking: a Systematic Literature Review**. *Educational Psychology Review*, *36*(1), 24. https://doi.org/10.1007/s10648-024-09866-1
Creative thinking, recognized as a fundamental life skill, is a complex process influenced by cognitive load. While literature has addressed the integration of cognitive load theory into creative thinking research, a comprehensive synthesis is lacking. To address this gap, we conducted a systematic review and deductive thematic analysis, drawing from 33 eligible articles sourced from Web of Science (WoS), the Educational Resources Information Center (ERIC), and Scopus electronic databases. Thematic analysis identified diverse roles of cognitive load within creativity studies, including mediator, moderator, independent variable, dependent variable, and as a component of the theoretical framework. Management strategies for cognitive load in creativity research involve the

use of external resources, environmental interventions, and self-regulation. Methodological considerations regarding internal and external validity are also discussed. This review offers implications for researchers and practitioners, informing future research directions and contributing to the effective management of cognitive load in creative thinking practices.

Holder, S., Sifat, M., Kuo, C., & Green, K. (2024). **The Role of Adolescent Anxious Mood, Marijuana Use, and Locus of Control in the School to Prison Pipeline**. *Education and Urban Society*, *56*(4), 472-492. https://doi.org/10.1177/00131245221124871
Racial disparities are evident in both educational outcomes and incarceration rates when comparing African American and white youth. It is essential to understand the school-to-prison pipeline and the ways in which school discipline practices and other factors disproportionately affect African American students, limit educational attainment, and increase risk for future incarceration in order to improve students' educational and life outcomes. This study explores how marijuana, anxiety and locus of control interact with school disciplinary practices in pushing students out of schools and into the criminal justice system. Analyses utilizing data from the Woodlawn Study, a longitudinal study of African Americans followed from first grade through adolescence, young adulthood, and midlife (n = 1,242), reveal that suspension or expulsion, frequent marijuana use, and locus of control (males only) all predict criminal justice system involvement above and beyond not graduating from high school, but do not interact significantly. This study offers avenues for intervention to reduce disparities.

Howard, S. J., Lewis, K. L., Walter, E., Verenikina, I., & Kervin, L. K. (2024). **Measuring the Quality of Adult–Child Interactions in the Context of ECEC: a Systematic Review on the Relationship with Developmental and Educational Outcomes**. *Educational Psychology Review*, *36*(1), 6. https://doi.org/10.1007/s10648-023-09832-3
Substantial research has aimed to characterise and measure early childhood education and care (ECEC) quality. However, heterogeneity in measures, methods and contexts across studies has made it difficult to reconcile the inconsistent associations reported between quality dimensions and child outcomes. While there is broad consensus that early interactions and experiences may be most strongly and directly influential to children's developmental progress, attempts to identify aspects of quality interactions that relate most highly to child outcomes have tended to focus on particular measures and/or contexts. The aim of this systematical review was to reconcile the available evidence on associations of dimensions of quality interactions in formal ECEC settings (adult–child interactions and associated context and content) with the outcomes of children aged 3–5 years. Uniquely, this review examined how rates of significance differed by measure, country and study characteristics (e.g. sample, study design, risk of bias) – providing nuanced insights on quality indicators that most reliably account for children's developmental progress. Seven databases were searched for the years 2000–2022, yielding 90 studies reporting 870 associations of interaction quality with various child development and educational outcomes. Results indicated little evidence for global ECEC quality indices (e.g. those integrating process quality indicators with structural elements) relating to child outcomes. The consistency in patterns of association improved for some dimensions of interaction quality (e.g. supporting play), with other dimensions showing low support even when they aligned with the outcome (e.g. instructional support with cognitive-academic outcomes). By providing an overview and reconciliation of evidence on the child-level associations in ECEC quality, across diverse

measures and contexts, this review raises important questions of current ECEC quality assumptions and practices.

Hsieh, C.-C., Gunawan, I., Li, H.-C., & Liang, J.-K. (2024). **Teachers' voice behavior—Principal leadership-driven or teacher self-driven? Evidence from Taiwan**. *Psychology in the Schools*, *61*(5), 2077-2099. https://doi.org/10.1002/pits.23152
This study aims to explore whether teachers' voice behavior is triggered by the leadership of the principal or the teachers themselves. Two conceptual frameworks are proposed to guide this research. In addition, the current study analyzes separately two dimensions of teachers' voice behavior, namely, promotive voice and prohibitive voice. Data collected from 884 teachers in Taiwan were analyzed to test the moderated mediation model. Results of the first conceptual framework revealed that under identity leadership, teacher agency moderated significantly the relationship of psychological empowerment with prohibitive voice, but not significantly with promotive voice. Findings of the second conceptual framework confirmed that under teacher agency, identity leadership did not significantly moderate the relationships of psychological empowerment with promotive voice and prohibitive voice. Most important, this study discovered that teacher agency is the main trigger for teachers exhibiting promotive and prohibitive voice behaviors. Finally, implications and limitations of this study are presented.

Huber, S. E., Kiili, K., Nebel, S., Ryan, R. M., Sailer, M., & Ninaus, M. (2024). **Leveraging the Potential of Large Language Models in Education Through Playful and Game-Based Learning**. *Educational Psychology Review*, *36*(1), 25. https://doi.org/10.1007/s10648-024-09868-z
This perspective piece explores the transformative potential and associated challenges of large language models (LLMs) in education and how those challenges might be addressed utilizing playful and game-based learning. While providing many opportunities, the stochastic elements incorporated in how present LLMs process text, requires domain expertise for a critical evaluation and responsible use of the generated output. Yet, due to their low opportunity cost, LLMs in education may pose some risk of over-reliance, potentially and unintendedly limiting the development of such expertise. Education is thus faced with the challenge of preserving reliable expertise development while not losing out on emergent opportunities. To address this challenge, we first propose a playful approach focusing on skill practice and human judgment. Drawing from game-based learning research, we then go beyond this playful account by reflecting on the potential of well-designed games to foster a willingness to practice, and thus nurturing domain-specific expertise. We finally give some perspective on how a new pedagogy of learning with AI might utilize LLMs for learning by generating games and gamifying learning materials, leveraging the full potential of human-AI interaction in education.

Hußner, I., Lazarides, R., & Symes, W. (2024). **The relation between self-efficacy and teaching behaviour: A video-based analysis of student teachers**. *Learning and Instruction*, *91*, 101880. https://doi.org/10.1016/j.learninstruc.2024.101880
Teachers' self-efficacy is an important predictor of effective teaching, but little is known about its role in student teachers' professional behaviour. This longitudinal study with data from n = 110 student teachers examines (bidirectional) relations between self-efficacy, teaching behaviour, quality of feedback, and educational knowledge. Student teachers' self-efficacy increased after teaching which took place at mid-semester.

Observer-rated classroom management mid-semester predicted student teachers' self-efficacy for classroom management after teaching. Student teachers' self-efficacy for student engagement at the beginning of the semester predicted observer-rated emotional support mid-semester. The perceived quality of teachers' feedback predicted the observer-rated emotional and instructional support mid-semester, as well as student teachers' self-efficacy for student engagement after teaching. Student teachers' educational knowledge predicted observer-rated emotional and instructional support mid-semester.

Keller-Margulis, M. A., Mire, S. S., Loría Garro, E. S., Jellinek-Russo, E. R., Lozano, I., Hut, A. R., … Duran, B. J. (2024). **Measuring academic skill development for students with autism spectrum disorder using curriculum-based measurement: A scoping review and call for research**. *Psychology in the Schools*, *61*(5), 2132-2147. https://doi.org/10.1002/pits.23154
School-based service providers must understand how to best measure academic skill development given its key role in improving long-term outcomes for individuals with autism spectrum disorder (ASD). Curriculum-based measurement (CBM), which has applications for foundational academic skill areas of reading, writing, and mathematics, may be one way to determine academic intervention targets and progress monitor academic skills for students with ASD, but the extent of the literature base is unknown. Results of this scoping review regarding use of CBM with autistic students indicated few studies, overall. Studies had a wide range of sample sizes and primarily focused on intervention, using CBM as progress or outcome measures. Numerous demographic characteristics and study elements were absent from the literature. Future directions for this area of research and the implications for assessment in response to instruction for students with ASD are presented.

Khamzina, K., Stanczak, A., Brasselet, C., Desombre, C., Legrain, C., Rossi, S., … Cilia, F. (2024). **Designing Effective Pre-service Teacher Training in Inclusive Education: a Narrative Review of the Effects of Duration and Content Delivery Mode on Teachers' Attitudes Toward Inclusive Education**. *Educational Psychology Review*, *36*(1), 13. https://doi.org/10.1007/s10648-024-09851-8
Inclusive education refers to an educational approach in which all students can learn and participate in the mainstream school system. The successful implementation of inclusive practices is strongly determined by teachers' attitudes toward inclusive education and teacher training is one of several factors influencing these attitudes. Given the diversity of such programs, the present narrative review investigated the optimal design for pre-service inclusive teacher programs in terms of its duration and content delivery mode. For this, we considered and analyzed 31 studies, comprising 36 international interventions. Although most studies did not adequately report statistics to draw unequivocal conclusions, our results suggest an overall positive effect of training on pre-service teacher attitudes toward inclusive education. The effects of the duration and delivery mode of such programs are discussed from the perspective of successful training design in the light of social psychological theories and empirical findings, thus providing novel avenues for future research.

Kobayashi, K. (2024). **Interactive Learning Effects of Preparing to Teach and Teaching: a Meta-Analytic Approach**. *Educational Psychology Review*, *36*(1), 26. https://doi.org/10.1007/s10648-024-09871-4

This study was conducted to meta-analytically investigate the influence of teaching vs. no teaching expectancy on the learning effects of teaching after preparatory learning. A meta-analysis of 39 studies revealed that a weighted mean effect size for the effect of teaching after studying with or without teaching expectancy vs. merely studying without teaching expectancy on one's learning was g = 0.27, 95% CI [0.15, 0.39]. Most importantly, teaching vs. no teaching expectancy significantly moderated the learning effect of teaching: The learning benefit of teaching after studying with teaching expectancy was nearly medium, g = 0.48, 95% CI [0.34, 0.63], whereas that of teaching after studying without teaching expectancy did not significantly differ from zero, g = −0.02, 95% CI [−0.14, 0.11]. This moderator effect was independent of the effects of two possible confounding factors: comparison treatment (the use of a sophisticated or unsophisticated learning strategy) and teaching mode (teaching in written or unwritten mode). An additional meta-analysis of 14 studies also found that the effect of teaching after studying with teaching expectancy vs. merely studying with teaching expectancy on one's learning was significantly greater than zero, g = 0.38, 95% CI [0.17, 0.60], ruling out the possibility that the effectiveness of learning by teaching after studying with teaching expectancy is entirely attributable to the learning effects of preparing to teach (i.e., merely studying with teaching expectancy). These findings suggest that preparing to teach catalyzes learning by teaching.

Krijnen, M. A., Wansink, B. G. J., van den Berg, Y. H. M., van Tartwijk, J., & Mainhard, T. (2024). **Citizenship in the Elementary Classroom Through the Lens of Peer Relations**. *Educational Psychology Review*, *36*(1), 34. https://doi.org/10.1007/s10648-024-09870-5
We explored the potential of using a peer relations approach for researching children's citizenship in elementary classrooms. Children express or enact citizenship through their behavior toward classmates and the relationships they engage in (i.e., lived citizenship). These behaviors and relationships can be more or less in line with goals for citizenship education. We propose that, through peer relations methodology, these behaviors and relationships can be assessed systematically. In addition, some of the widely researched behaviors and relationships in peer relations research already closely align with goals for citizenship education. With this theoretical and methodological argument, we consider recent publications on classroom behaviors (i.e., prosocial behavior and aggression) and relationships (i.e., positive and negative affect) and their meaning for exemplary goals for citizenship education (i.e., solidarity, peace, and social cohesion). We show how individual children and classroom peer groups differ in these regards and thus in their citizenship and how these differences can be stratified by gender, ethnic background, and socioeconomic status. Specific attention is paid to the role of teachers, as organizers of the social structures in their classrooms and as educators who can promote citizenship. Finally, we propose new ways for using peer reports to study citizenship in elementary classrooms more directly and to discover potential avenues for teachers to foster citizenship through peer relations.

Lacey, A. J., Banerjee, R., & Lester, K. J. (2024). **"It felt a bit wartime": Teacher perspectives of social and emotional well-being support in primary schools during Covid-19**. *Psychology in the Schools*, *61*(5), 1982-1997. https://doi.org/10.1002/pits.23147
Although primary schools in the UK were required to provide access to remote learning for pupils during Covid-19 mandated school closures, there was less clarity for teachers and school leaders about expectations and priorities relating to the provision of social and emotional well-being support for children at home during this period. Using an

existing whole-school approaches (WSA) framework we aimed to understand the extent to which well-being support was a priority for primary schools during closures, what structures were in place to support well-being, what factors facilitated or inhibited provision of remote pastoral care, and how schools supported pupil reintegration following school reopening. Twenty semi-structured qualitative interviews were conducted with teachers and school leaders in primary schools in three counties of southern England during February and March 2020. A hybrid inductive-deductive thematic analysis approach was used with a critical realist approach. Findings indicate that school closures were associated with radically disrupted home–school partnerships. Lack of national and local policy guidance limited the extent to which schools adapted remote well-being provision and maintained contact with families. This disruption contributed to a decline in children's emotional well-being, particularly for those children from disadvantaged backgrounds. Covid recovery recommendations center on a renewed emphasis on universal, ethos-focused interventions and a strength-based focus on curriculum change.

Lachner, A., Sibley, L., & Wagner, S. (2024). **Practice Recommendations or Not? The LoGeT Model as Empirical Approach to Generate Localized, Generalized, and Transferable Evidence**. *Educational Psychology Review*, *36*(1), 36. https://doi.org/10.1007/s10648-024-09876-z

In educational research, there is the general trade-off that empirical evidence should be generalizable to be applicable across contexts; at the same time, empirical evidence should be as specific as possible to be localizable in subject-specific educational interventions to successfully transfer the empirical evidence to educational practice. This trade-off is further increased by the fact that the diverse instructional contexts, such as school or student characteristics constrain the applicability of empirical evidence. Several approaches have been proposed to address this issue, however, emphasized the different problems (i.e., localization, generalization, transferability) rather in an isolated manner. To this end, in this article, we introduce a synergistic approach, the LoGeT (localize, generalize, transfer) model, which systematically integrates co-design (localization strategies) and ManyClasses principles (generalization strategies) with co-constructive transfer activities, to generate empirical evidence that may be applicable in educational practice. To illustrate the LoGeT model, we present three long-term projects, covering different granularities and durations of educational interventions across different fields of education (teacher education, adaptive teaching, non-interactive teaching) that successfully applied the LoGeT approach. Finally, we outline further directions for future iterations of the LoGeT model. We hope that the LoGeT approach may be a stimulus to guide researchers as well as practitioners alike to design generalizable and evidence-based educational interventions that are rooted in localized instructional contexts.

Li, H., Wang, C., Gan, Z., & Hoi, C. K. W. (2024). **Reading motivation and learning strategies among Chinese EFL learners**. *Psychology in the Schools*, *61*(5), 1747-1765. https://doi.org/10.1002/pits.23135

Given the preeminent role of students' reading motivation in their academic success in reading, which determines the quality and intensity of cognition and behaviors, it is important to investigate the predicative effects of different aspects of reading motivation on students' learning strategies particularly in a foreign language learning context where students usually learn the target language mainly through reading. This

study investigated reading motivation and learning strategies as well as the relationships between them among junior and senior Chinese secondary school students. Data were gathered from 405 English as a foreign language (EFL) students from a junior and a senior secondary school in southern China who completed two questionnaires used to measure their reading motivation and learning strategies. Confirmatory factor analyses results supported the fit of the two questionnaires in assessing students' motivational and learning strategy processes in an EFL context. The study found that while the students were largely motivated to engage in English reading extrinsically, these students were also found to adopt control and elaboration strategies frequently in their learning, which somewhat contradicts the stereotypical view of Chinese students as rote learners in the literature. The study revealed significant differences in reading motivation and learning strategies between junior and senior secondary students, which can be interpreted in terms of a competitive and pragmatic learning culture where examinations play an essential role in determining student admission into higher education. Findings of this study contribute to the theoretical and pedagogical discussions on reading motivation and learning strategies in learning EFL.

Li, P.-H., Mayer, D., & Malmberg, L.-E. (2024). **Student engagement and teacher emotions in student-teacher dyads: The role of teacher involvement**. *Learning and Instruction*, *91*, 101876. https://doi.org/10.1016/j.learninstruc.2024.101876
Aims We investigated teacher emotions and individual students' engagement in real-time classrooms and considered the role of teachers' involvement level. Methods The sample included 20 teachers in Taiwanese public primary schools and four target students for each teacher (80 target students in all). Teachers reported their own emotions and each student's engagement at the end of each lesson for a calendar week (nti = 249). Results T-tests showed that teacher-student relationships are a reflection of teachers being relatively more involved with students they had both close and conflictual relationships with. For students with whom the teacher was relatively more involved, multilevel structural equation models (MSEM) showed they were more engaged in lessons and had a stronger effect on teachers' positive and negative emotions. Conclusion This study expands the understanding of teacher-student dyads in the real-time classroom by demonstrating the effect of individual students' engagement on teachers' positive and negative emotions by taking teachers' involvement levels into consideration.

Li, T., He, P., & Peng, L. (2024). **Measuring high school student engagement in science learning: an adaptation and validation study**. *International Journal of Science Education*, *46*(6), 524-547. https://doi.org/10.1080/09500693.2023.2248668
This study validated an instrument for measuring student engagement in the context of Chinese science curriculum reforms. We adapted existing items from well-designed instruments with the context of science learning and formed the initial instrument of the Student Engagement in Science Learning (SESL) consisting of 20 items in four subscales, including cognitive, emotional, behavioural, and agentic engagement. We recruited an expert panel to provide content and face validity during the adaptation process. The final sample of 578 was collected and analysed to provide the construct validity of the SESL instrument. The results from item analysis, confirmatory factor analysis, correlation analysis conformed the instrument's convergent and discriminant validity. Independent t-tests of gender and district groups confirmed the concurrent validity of the instrument. The Cronbach's coefficient alpha of the four subscales and the total scale are higher

than 0.70, indicating the SESL instrument has the internal consistency reliability for measuring student engagement in science learning. Researchers and practitioners would benefit from the valid and reliable SESL instrument with the four constructs to measure and improve student engagement in science learning.

Nejad, A. M., & Mahfoodh, O. H. A. (2024). **Examining biomarkers of stress over the process of teaching among teachers of English as a foreign language**. *Psychology in the Schools*, *61*(5), 2115-2131. https://doi.org/10.1002/pits.23151
This study examines stress biomarkers over the process of teaching and their associations with demographics, emotions, and mental health of 56 English as Foreign Language teachers. Participating teachers were invited to complete a questionnaire packet and provide saliva samples over three-time points (i.e., before, during, and end of teaching). Afterward, the saliva samples were assayed for cortisol and a-amylase as stress biomarkers. The results showed a significant change in the concentrations of cortisol and a-amylase over the teaching process. In addition, being female, younger, more educated, and having more teaching experience were significantly associated with a higher level of a-amylase, particularly before and during class time, thereby reflecting a greater level of stress. However, emotions and general mental health were not significantly associated with cortisol and a-amylase over time. The findings highlighted the changes of biomarkers over the process of teaching and their relationships with other variables.

Nelson, K. A., & Eckert, T. L. (2024). **Examining student adherence within a cover-copy-compare intervention**. *Psychology in the Schools*, *61*(5), 2019-2035. https://doi.org/10.1002/pits.23156
Cover-copy-compare is a self-management intervention strategy developed to improve students' academic performance, particularly in spelling. In academic intervention research, it is often assumed that students are completing the intervention as intended, yet this is seldom examined during intervention implementation or subsequent data analysis. The primary aim of this study was to retrospectively examine students' cover-copy-compare permanent products to assess their ability to adhere to the intervention and to examine whether intervention adherence influences intervention effectiveness. A secondary data analysis of 86 third-grade students participating in two randomized controlled trials examining the efficacy of cover-copy-compare on writing productivity was conducted. Results indicated that students' adherence to the cover-copy-compare intervention was high, and students' preintervention spelling performance and intervention adherence emerged as statistically significant predictors of students' postintervention spelling performance. Limitations of the study and implications for assessing students' intervention adherence are discussed.

Nicoletti, A., & Falissard, B. (2024). ***Être-élève: Obstacles aux apprentissages et perception de soi***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-etre_eleve_obstacles_aux_apprentissages_et_perception_de_soi_bruno_falissard_adriana_nicoletti-9782336427089-79517.html
Être–élève est né de la volonté d'un groupe d'enseignants spécialisés qui se proposent d'aller au bout de leurs démarches pédagogiques afin de mieux comprendre les obstacles rencontrés par leurs élèves. À leur action se joignent d'autres professionnels : une pédopsychiatre, une psychologue clinicienne, une neuropsychologue et une psychomotricienne. Ensemble, ils exercent tous en pédopsychiatrie. L'ouvrage propose

plusieurs outils de médiation pédagogique et dégage également un certain nombre de pistes interprétatives empruntées à la psychologie, à la psychanalyse ou à la philosophie. Il traite de la souffrance psychique et de son impact sur le fonctionnement cognitif des jeunes. En affirmant la richesse incommensurable de la relation pédagogique et en essayant d'expliciter l'insondable qui peut s'y traduire comme subjectivation progressive de la personne de l'élève, cet ouvrage est avant tout la trace d'un parcours partagé. Il s'agit d'un texte qui a été écrit pour tous et dont l'action peut être prolongée par chacun. Ce présent, où nos existences s'entrelacent, est capable d'ouvrir l'horizon des possibles.

Ozyildirim, G., & Karadağ, E. (2024). **The effect of peer bullying on academic achievement: A meta-analysis study related to results of TIMSS and PIRLS**. *Psychology in the Schools*, *61*(5), 2185-2203. https://doi.org/10.1002/pits.23159
Focusing on the variables that can affect both academic achievement and the well-being of students has been crucial for their development, making schools effective and designing educational policy as well as curriculum. The study has aimed to investigate the effect of peer bullying on academic achievement and to determine moderators in the relationship between these two terms by using TIMSS (The Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study) data through the meta-analysis method. Based on seven international survey data sets from TIMSS (2003, 2007, 2011, and 2015) and PIRLS (2006, 2011, and 2016), the current research has focused on 793 independent findings, including 3,503,005 students in 77 countries. In the analysis process, the mean effect size was measured by using the coefficient of standardized means (Cohen's d) based on the random effect model. In addition, the significance of the moderator variables was calculated by using the Q statistic. The findings of the study revealed that peer bullying had a significant effect on academic achievement, and in this effect, grades of the students and course types played moderator roles, while the culture of the countries was not a moderator. It could be concluded that the effect of peer relationships not only on the social development of students but also on their academic performance should not be ignored.

Pan, S. C., Dunlosky, J., Xu, K. M., & Ouwehand, K. (2024). **Emerging and Future Directions in Test-Enhanced Learning Research**. *Educational Psychology Review*, *36*(1), 20. https://doi.org/10.1007/s10648-024-09857-2
Over the past eighteen years, research into test-enhanced learning has expanded significantly and remains vibrant to this day. The fact that many major research questions in the literature have already been addressed, however, raises the question: "What's next?" That question motivates this special issue. We asked leading researchers in the field to contribute articles highlighting cutting-edge and new directions in test-enhanced learning research. The resulting review papers, empirical articles, and commentaries address many fascinating topics, including: (a) new approaches that are generating insights into test-enhanced learning in relation to other learning techniques (e.g., combining testing with elaborative or generative learning activities); (b) investigations of lesser-known test-based learning strategies that have the potential to enhance educational outcomes (e.g., pretesting and prequestioning, spaced retrieval practice, test-potentiated new learning or forward testing; and successive relearning); (c) new research on effective uses of practice testing during self-regulated learning and in other contexts; and (d) how to promote awareness and acceptance of test-enhanced learning among students and practitioners. These articles showcase some of the most

promising new directions in test-enhanced learning research, so we anticipate that this special issue will inspire further investigations of practice testing and its educational applications.

Pekrun, R. (2024). **Overcoming Fragmentation in Motivation Science: Why, When, and How Should We Integrate Theories?** *Educational Psychology Review*, *36*(1), 27. https://doi.org/10.1007/s10648-024-09846-5
Theories in motivation science, and in psychological science more generally, are in a state of fragmentation that impedes development of a robust body of knowledge. Furthermore, fragmentation hinders communication among scientists, with practitioners, and with policymakers and the public. Theoretical integration is needed to overcome this situation. In this commentary, I first provide an overview of the integrative frameworks presented in this collection of articles. Based on this overview, I discuss if and when we should integrate theories. Several non-trivial conditions need to be met for integration, including convergence of phenomena, constructs, and theoretical propositions. Next, I address strategies for integration, including rules for merging constructs and ways to integrate propositions. I also discuss how the generation of integrative frameworks, if not successfully enacted, can paradoxically lead to further proliferation rather than a reduction of theories. In contrast, successful integration reduces redundancy and simplifies the conceptual space used to describe, explain, or predict a set of phenomena. Successful integration may require not only theoretical work but also empirical validation, strategic efforts in the scientific community, and change of institutional policies. In conclusion, I argue that within-discipline integration alone is not sufficient to overcome the current theoretical stagnation in the field. Attention to advances in neighboring disciplines, formalization of models of motivation, and theoretical differentiation to consider the specificity of constructs, populations, and contexts are needed as well.

Pipa, J., Daniel, J. R., & Peixoto, F. (2024). **Effects of grade retention in lower secondary education on students' self-concept, self-esteem, goal orientations, and school career**. *Psychology in the Schools*, *61*(5), 1897-1921. https://doi.org/10.1002/pits.23145
Grade retention is one of the most discussed and controversial educational measures, and yet, it is still widely applied in many countries. Research investigating the effects of grade retention on students' psychosocial variables presents mixed findings, partly due to the variables assessed, methodological issues, and the length of the studies. This study aimed to analyse both the short to medium and longitudinal effects of grade retention in grades 7 or 8 on Portuguese students' academic self-concept, self-esteem, goal orientations, and school career. Data were collected continuously over a 3-year span (once a year) and, again, 3 years after the third wave. After matching 477 students on several pretreatment variables using inverse probability treatment weighting with time-varying treatments (i.e., retention), our analytical sample consisted of 85 promoted students, 33 students retained in grade 7, and 32 students retained in grade 8. Our results showed that retained students did not differ from their promoted peers in self-esteem and goal orientations in the short, medium, or long term. The exception was for an increase in the academic self-concept of retained students, but only in short term. Finally, considering students' school career, grade retention was not predictive of further retention.

Polat, M. A., & Aliyev, R. (2024). **Hope, childhood experiences, and achievement motivation in high school students: A mixed methods study**. *Psychology in the Schools*, *61*(5), 1828-1847. https://doi.org/10.1002/pits.23140
The aim of the study is to examine the role of childhood experiences and achievement motivation in high school students' hope levels. The quantitative (N = 686, 43.9% females and 56.1% males, aged between 13 and 19; Mage = 16.02, standard deviation = 1.23) and qualitative data of the study, in which enriched design was used, were collected from high school students studying in the Southeast of Turkey. Hierarchical regression was used in the quantitative part of the study and content analysis was carried out in the qualitative part. It is seen that the results in the qualitative analysis part largely coincide with the results in the quantitative part. The results denote that high school students have high hope levels. Also, according to the results, there is a negative, low-level, and significant relationship between childhood experiences and hope, and a positive and moderately significant relationship between hope and achievement motivation. Although childhood experiences and achievement motivation significantly predict the level of hope, it is concluded that achievement motivation contributes more to the hope-related variance which is explained. The findings reveal the value of achievement motivation and childhood experiences in understanding adolescents' hope multidimensionally.

Quansah, F., Agormedah, E. K., Ankomah, F., Srem-Sai, M., Nugba, R. M., Hagan Jr., J. E., & Schack, T. (2024). **Revalidation of Teachers' Sense of Efficacy Scale using Ghanaian in-service teachers: Multidimensional item response theory with factor analyses**. *Psychology in the Schools*, *61*(5), 1789-1807. https://doi.org/10.1002/pits.23137
Teachers' Sense of Efficacy Scale (TSES), since its development, has gained much popularity because of its adequate psychometric properties. Yet, scholarly information on the soundness of this instrument in the African context has not been documented. Besides, the previous validation studies on the TSES have yielded mixed results with different factor structures, calling for further studies to test its utility and use across different cultures. The purpose of this study was to revalidate the TSES in Ghana using item response theory (IRT) complemented by factor analyses. Through a validation study approach, 693 basic school teachers were purposively sampled to participate in the research by responding to the Teacher Efficacy Scale. The between-item and within-item multidimensional IRT analyses combined with factor analysis were performed to understand how the items functioned with intentions to propose a well-fit instrument within the Ghanaian context. The outcome of this research revealed that the original TSES with a three-factor structure, 24 items measured on a 9-point scale did not provide an optimal measure of teachers' self-efficacy within the Ghanaian context. Rather, a three-structure scale with 18 items and a 6-point scale offered a maximal measure of teachers' self-efficacy. The practical implications of the findings are discussed.

Reinhold, F., Leuders, T., Loibl, K., Nückles, M., Beege, M., & Boelmann, J. M. (2024). **Learning Mechanisms Explaining Learning With Digital Tools in Educational Settings: a Cognitive Process Framework**. *Educational Psychology Review*, *36*(1), 14. https://doi.org/10.1007/s10648-024-09845-6
To explain successful subject matter learning with digital tools, the specification of mediating cognitive processes is crucial for any empirical investigation. We introduce a cognitive process framework for the mechanisms of learning with digital tools (CoDiL) that combines core ideas from the psychology of instruction (utilization-of-learning-

opportunity framework), cognitive psychology (knowledge-learning-instruction framework), and domain-specific research on learning and instruction. This synthesizing framework can be used to theoretically ground, firstly, the design of digital tools for learning, and secondly, the empirical analysis of students' learning activities in digitally enriched educational settings via the analysis of specific student-tool interactions.

Rojo, M., Gersib, J., Powell, S. R., Shen, Z., King, S. G., Akther, S. S., … Lin, X. (2024). **A Meta-Analysis of Mathematics Interventions: Examining the Impacts of Intervention Characteristics**. *Educational Psychology Review*, *36*(1), 9. https://doi.org/10.1007/s10648-023-09843-0
The efficacy of mathematics interventions for students with mathematics difficulties is a critical concern in educational research, particularly in light of the increasing demand for effective instructional strategies. While previous meta-analyses have explored various aspects of mathematics interventions, our study uniquely focuses on a broad range of intervention characteristics and their impacts on students' mathematics proficiency. This meta-analysis reviewed 223 reports comprising 286 studies, encompassing data from approximately 56,477 participants. We analyzed several intervention characteristics as potential moderators, including (1) grade level, (2) group size, (3) content area, and (4) dosage. We also examined study level characteristics, including (1) research design, (2) fidelity, (3) year of study, (4) type of measure, and (5) study quality. Our findings revealed significant variability in intervention effectiveness based on targeted content areas, with fraction interventions demonstrating a pronounced impact on the effectiveness of interventions for students with MD. The study also underscored the challenges in educational research, marked by heterogeneity in type of measure and study designs. This comprehensive analysis contributes to the field by providing nuanced insights into the effectiveness of mathematics interventions, aiding educators and policymakers in developing strategies that effectively address the diverse needs of students with MD in various educational settings.

Ryan, R. M. (2024). **Comments on Integration, Theory Conflicts, and Practical Implementations: Some Contrarian Ideas for Consideration**. *Educational Psychology Review*, *36*(1), 16. https://doi.org/10.1007/s10648-024-09858-1
The ideal of theoretical integration in motivational approaches to education is worthy, but in this commentary, I raise some (semi)contrarian concerns about both the meaning of theoretical integration and how that occurs. Integration is more than an aggregation or combination of measures but rather involves synthesis into a framework with theoretic and meta-theoretic integrity. Across disciplines and fields of inquiry, the development of science largely happens within theories and at their boundaries. Integration in practice (e.g., interventions) raises different issues, mainly concerning the coordination of elements that may address different classroom issues, and therefore can stem from multiple models and theories. I also describe the common direction and progress of motivational psychology over the past several decades, albeit with some "jingle –jangle" trends muddying our conceptual waters. Yet contrary to the view that it is our multiple perspectives that confuse teachers, I argue that confusion more centrally lies in the wide gap between our generally student-centered theories and public policies and institutional norms that hinder their implementation and their integration into practice.

Schuetze, B. A. (2024). **A Computational Model of School Achievement**. *Educational Psychology Review*, *36*(1), 18. https://doi.org/10.1007/s10648-024-09853-6

The computational model of school achievement represents a novel approach to theorizing school achievement, conceptualizing educational interventions as modifications to students' learning curves. By modeling the process and products of educational achievement simultaneously, this tool addresses several unresolved questions in educational psychology through computational modeling. For example, prior research has highlighted perplexing inconsistencies in the relationship between time spent on task and academic achievement. The present simulation reveals that even under the assumption that time-on-task always positively contributes to achievement, the correlations between time-on-task and achievement can vary substantially across different contexts and, in some cases, may even be negative. Analysis of the correlation between prior knowledge and knowledge gains uncovers similar patterns. The computational model of school achievement presents a framework, bolstered through simulation, enabling researchers to formalize their assumptions, address ongoing debates, and design tailored interventions that consider both the school environment and individual student contexts.

Sepp, S., Agostinho, S., Tindall-Ford, S., & Paas, F. (2023). **To Trace or Not to Trace? Mimicry in Timed Multimedia Lessons with Pointing and Tracing**. *Educational Psychology Review*, *36*(1), 2. https://doi.org/10.1007/s10648-023-09829-y
Performing hand gestures such as pointing and tracing while learning is an area of increasing focus in educational research. Previous studies have demonstrated that learners who performed these gestures while engaging with static paper- or computer-based learning materials performed better on posttests in multiple learning areas, such as mathematics, health sciences and language learning. In this paper, the effects of mimicking pointing and tracing gestures during a timed multimedia lesson on an iPad are investigated. Participants were asked to mimic or observe pointing and tracing gestures while engaging with timed multimedia worked-examples in geometry. Results did not replicate previous findings and instead showed that participants who performed pointing and tracing gestures achieved lower test scores than those who did not. Factors leading to these results are discussed, including redundancy of presented and performed hand gestures, the management of multiple modalities, the timed nature of worked example videos used and the studying of optimised learning materials. When considering these results, future research may consider the effects of pointing and tracing gestures when engaging in complex multimedia learning environments.

Simundic, A., Hove, L. V., Baetens, I., Bloom, E., & Heath, N. (2024). **Nonsuicidal self-injury in elementary schools: School educators' knowledge and professional development needs**. *Psychology in the Schools*, *61*(5), 1868-1880. https://doi.org/10.1002/pits.23142
Previous research suggests that nonsuicidal self-injury (NSSI; the intentional destruction of bodily tissue without suicidal intent) occurs among elementary-aged children. However, it remains unclear to what extent elementary school educators encounter NSSI among students and how they respond. Therefore, this study investigated cross-national differences in Canadian and Belgian elementary school educators' knowledge of, and experience with NSSI among students. More specifically, elementary school educators' perceived reasons and supportive needs of students who engage in NSSI, as well as their own professional development needs, were explored. In total, 181 elementary school educators across Canada (n = 63) and Belgium (n = 118) were recruited through teacher association listservs and by school administrators who distributed the study information to school staff. Chi-square tests revealed that Canadian elementary school educators had

more often encountered NSSI among their students than Belgian educators, although Canadian and Belgian school educators' similarly reported feeling ill-equipped to deal with NSSI among students. Thematic analyses revealed that educators believe elementary-aged students engage in NSSI because of various intrapersonal (e.g., low self-esteem) and interpersonal stressors (e.g., bullying). Moreover, the majority of educators would like professional development to more effectively respond to students. Implications for schools and future research are discussed.

Sjögren, B., Thornberg, R., & Pozzoli, T. (2024). **Reciprocal longitudinal associations of defender self-efficacy with defending and passive bystanding in peer victimization**. *Psychology in the Schools*, *61*(5), 1766-1788. https://doi.org/10.1002/pits.23134
Peer victimization in schools most often occurs in the presence of bystanders. When bystanders intervene on behalf of the victims, they are often successful in stopping the victimization. Defender self-efficacy (i.e., the belief in one's ability to successfully defend victims) has consistently been associated with greater defending and less passive bystanding in peer victimization. However, the lack of longitudinal research designs has resulted in a limited understanding of how these relationships develop over time. This five-wave longitudinal study involving 2507 Swedish students addressed this gap by examining longitudinal associations of defender self-efficacy with defending and passive bystanding. Participating students answered a self-report questionnaire once a year, from fourth to eighth grade. Our findings provide partial evidence for reciprocal associations among the variables. Moreover, there were more significant associations in the traditional than in the random intercept model, thus favoring between-person interpretations of the longitudinal associations. The findings highlight the importance of understanding the link between defender self-efficacy and bystander behavior of peer victimization, and that schools in their efforts in preventing school violence and bullying support students in increasing their defender self-efficacy and capacity in defending.

Skalski-Bednarz, S. B. (2024). **Effects of Christian REACH forgiveness intervention to reduce aggressiveness in adolescents with conduct disorder**. *Psychology in the Schools*, *61*(5), 2204-2216. https://doi.org/10.1002/pits.23161
While there have been significant advances in the treatment of conduct disorder (CD), there is still a need to seek and develop therapeutic solutions that can overcome the poor long-term prognosis. In this evidence-based research, we evaluated the effect of immediate REACH Forgiveness training on the severity of aggressiveness among adolescents with CD. The purposive sample consisted of 32 Catholics aged 15–18 randomly placed in an experimental or nonintervention control group. Participants in the experimental group were subjected to an immediate REACH Forgiveness session for Christians, which lasted 6 h, while participants in the control group played board games and spent time together in the day care center during this time. The scores obtained by adolescents in the experimental group regarding forgiveness (decisional and emotional) and aggressiveness (anger, physical aggression, verbal aggression, and hostility) improved under REACH Forgiveness training, and these positive effects were still evident 1 month after the intervention (while the control scores did not change in a statistically significant way). The data obtained indicate that the Christian version of REACH can provide important support for other forms of psychopedagogical therapy in adolescent Catholics with CD in reducing aggressive behavior.

Skulmowski, A. (2024). **Learning by Doing or Doing Without Learning? The Potentials and Challenges of Activity-Based Learning**. *Educational Psychology Review*, *36*(1), 28. https://doi.org/10.1007/s10648-024-09869-y
Engaging learners in activities is an important instructional method. However, the learning-by-doing approach also poses some risks. By analyzing the differences between various types of learning activities, issues of activity-based learning are revealed and discussed. Activity-based learning can consist of relatively simple patterns of motor activity or may involve additional task-related knowledge, resulting in complex activities. Excessive movement or failure to properly integrate motor activity into a task can lead to problems for motor activity–based learning. Elaborate activities, such as letting learners generate drawings, can quickly evolve to secondary tasks in their own right. Demanding learning tasks can create their own cognitive load, resulting in less working memory capacity being available for engaging with the actual content. If activity-based interventions are to be used, as many redundant aspects as possible need to be avoided while providing additional guidance to learners. In addition, it is necessary to consider how task demands transform once tasks are shifted from the physical to the digital world in order to properly acknowledge potential increases in cognitive load. Taken together, this review connects educational and cognitive perspectives on activity-based learning to arrive at models and recommendations that are of high relevance for the digital transformation of education and learning.

Stenberg, A., & Tudor, S. (2024). ***Field of Study and Mental Health in Adulthood*** (Working Paper Series N° 1/2024). Consulté à l'adresse Stockholm University, Swedish Institute for Social Research website: https://econpapers.repec.org/paper/hhssofiwp/2024_5f001.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.

Su, W., Xiao, F., Jiang, S., & Lyu, B. (2024). **The impact of teacher−student relationship on knowledge sharing among Chinese graduate students: The moderating roles of proactive personality**. *Psychology in the Schools*, *61*(5), 1881-1896. https://doi.org/10.1002/pits.23144
Introducing knowledge sharing into higher education research and exploring the internal influence mechanism of teacher−student relationship on knowledge sharing of graduate students can provide better guidance and reference for the current stage of higher education knowledge management practice. Against this background, this study built and verified a theoretical model to explore in detail the impact of teacher−student relationship on knowledge sharing of graduate students, and the moderating role of proactive personality in such process. This study collected data across two time points, and finally obtained a sample of 365 Chinese graduate students. The empirical results showed that the teacher−student relationship was positively related to knowledge sharing behavior of graduate students, and their knowledge sharing willingness partly

mediated this correlation. Furthermore, the influence of teacher−student relationship on knowledge sharing willingness and behavior is positively moderated by proactive personality. Therefore, the findings of this study provide educational guidance and recommendations for promoting knowledge sharing of graduate students.

Sumeracki, M. A., Nebel, C. L., Kaminske, A. N., & Kuepper-Tetzel, C. E. (2024). **Turning Roadblocks into Speed Bumps: A Call for Implementation Reform in Science Communication About Retrieval Practice**. *Educational Psychology Review*, *36*(1), 22. https://doi.org/10.1007/s10648-024-09854-5
The science of learning literature is filled with recommendations for strategies educators can use to increase effective and efficient learning. However, some believe that implementation has not been as robust as many have hoped. We believe more effective science communication is needed to increase the overall impact of science of learning research in education, but more data on the most effective ways to accomplish this are needed. Our efforts to increase science communication with educators have included workshops, and from our experiences three concerns regarding the implementation of retrieval practice in particular seem to consistently arise during our workshop conversations with educators. These concerns include the time or workload associated with planning, enacting, and evaluating retrieval practice activities, that retrieval practice might be only useful for learning basic knowledge, and that retrieval practice might cause test anxiety among students. While these concerns could be considered roadblocks to implementation efforts, we have viewed them as speed bumps, opportunities to slow down and discuss some of the nuances of retrieval practice research that can serve to address the concerns. In this commentary, we describe the ways we have attempted to leverage existing literature to address these concerns so far. Importantly, we call for formal research investigating implementation reform of retrieval practice. For science of learning research to have a greater impact on education, the field must systematically identify the concerns of educators in applying the research, and systematically evaluate effective ways to communicate the science to overcome these concerns.

Turgut, S., & Uğurlu, M. (2024). **A moderated mediation analysis on the relationship between metacognition and mathematical resilience of gifted students**. *Psychology in the Schools*, *61*(5), 1848-1867. https://doi.org/10.1002/pits.23141
This study examined the mediator role of mathematics motivation and the moderator role of mathematics anxiety (MA) in the relationship between metacognition (MC) and mathematical resilience (MR). The participants are 202 gifted students. Data were collected through the "Metacognitive Awareness Scale," "MR Scale," "Revised MA Rating Scale," and "Mathematics Motivation Scale." Regression analysis based on the bootstrap technique was used to test the hypothetical model, including mediation, moderation, and moderated mediation relations. The study results showed that MC indirectly positively affects MR through mathematical motivation. MA has a moderator effect on the positive effect of mathematics motivation on MR. The positive effect of mathematics motivation on MR decreases as MA increases. MA has a moderating effect on the indirect effect of MC on MR through mathematics motivation. The positive effect of MC on MR decreases as math anxiety increases.

UNGEI : United nations girl's education initiative. (2024). ***Initiative « Priorité à L'égalité » (Gender At The Centre [GCI]) - Rapport annuel 2023***. Consulté à l'adresse https://www.ungei.org/sites/default/files/2024-03/GCI_Annual%20Report_2023_FR_0.pdf
Les inégalités entre sexes - enracinées et édictées par des croyances et des pratiques néfastes, la violence fondée sur le genre, l'inégalité en éducation et dans d'autres secteurs clés du développement - restent l'un des défis les plus urgents et chroniques auquel fait face le continent africain. L'année 2023 a été charnière pour l'Initiative « Priorité à l'égalité » (GCI). Alors qu'elle lançait la seconde phase (2024-2026), elle a continué à étendre son impact sur l'éducation transformatrice de genre à de nouveaux pays, montrant ainsi l'engagement de la communauté (pays partenaires, bailleurs de fonds, partenaires de la société civile) à faire avancer l'égalité des genres vers, dans et à travers l'éducation. Le Rapport annuel 2023 offre un aperçu complet des activités du programme de travail 2023 menées tout au long de l'année.

van Nooijen, C. C. A., de Koning, B. B., Bramer, W. M., Isahakyan, A., Asoodar, M., Kok, E., … Paas, F. (2024). **A Cognitive Load Theory Approach to Understanding Expert Scaffolding of Visual Problem-Solving Tasks: A Scoping Review**. *Educational Psychology Review*, *36*(1), 12. https://doi.org/10.1007/s10648-024-09848-3
Visual problem-solving is an essential skill for professionals in various visual domains. Novices in these domains acquire such skills through interactions with experts (e.g., apprenticeships). Experts guide novice visual problem-solving with scaffolding behaviours. However, there is little consensus about the description and classification of scaffolding behaviours in practice, and to our knowledge, no framework connects scaffolding to underlying cognitive mechanisms. Understanding effective scaffolding is particularly relevant to domain-specific expert-novice research regarding visual problem-solving, where in-person scaffolding by an expert is a primary teaching method. Scaffolding regulates the flow of information within the learner's working memory, thereby reducing cognitive load. By examining scaffolding research from the perspective of cognitive load theory, we aspire to classify scaffolding behaviours as cognitive behaviours of cueing (which involves attention allocation) and chunking (the practice of grouping information, often in conjunction with prior knowledge), into a cohesive and unified framework. In this scoping review, 6533 articles were considered, from which 18 were included. From these 18 articles, 164 excerpts describing expert-novice interaction were examined and categorised based on cognitive strategy (cueing or chunking) and method of expression (verbal or nonverbal). An inductive category (active or passive) was also identified and coded. Most scaffolding behaviours were categorised as active verbal cueing and active verbal chunking. Qualitative patterns in excerpts were collated into 12 findings. Our framework may help to integrate existing and new scaffolding research, form the basis for future expert-novice interaction research, and provide insights into the fine-grained processes that comprise scaffolded visual problem-solving.

Wang, Y., Dong, Y., Leuk, J. S.-P., Zhai, X., Xu, C., Fu, Y., & Teo, W.-P. (2023). **The Role of Functional Near-Infrared Spectroscopy in Collaborative Research: A systematic Review**. *Educational Psychology Review*, *36*(1), 1. https://doi.org/10.1007/s10648-023-09836-z
Optimizing collaborative behavior is crucial in educational activities, directly improving academic performance, social skills, and social-emotional learning for both teachers and students. In an effort to decipher the mechanisms underlying the effectiveness of collaborative learning, educators and neuroscientists have initiated the collection and

analysis of learners' physiological parameters during such collaborative exercises. Considering both accuracy and portability, functional near-infrared spectroscopy (fNIRS) has emerged as a viable tool. The current study aims to understand its potential for studying neural mechanisms of collaboration. Sixty articles were reviewed from three databases to address three research questions: (1) What are the characteristics (i.e., number of publications per year and for different age groups of participants, sample size, and the usage of fNIRS devices) of fNIRS-based collaboration research? (2) What experimental designs are commonly employed in fNIRS-based collaboration research? (3) What is the relationship between neural activity and interactive behavioral performance? The results provide a comprehensive descriptive statistical analysis of the literature characteristics and offer a detailed summary of the research methods employed, including the experimental protocol, task, and duration. Importantly, these findings demonstrate compelling evidence of inter-brain synchrony (IBS), indicating synchronized cortical activities between interacting individuals, and it was observed in the prefrontal cortex or temporoparietal cortex during collaboration and interaction tasks, highlighting the crucial role of these brain regions in facilitating collaborative behavior. The finding of this review advanced our understanding of how fNIRS is ultilized in collaborative research and offer practical implications for designing educational interventions or programs aimd at enhancing collaborative behaviors and their associated benefits.

Widlund, A., Niemivirta, M., Tuominen, H., & Korhonen, J. (2024). **Growth trajectories of self-concept and interest in mathematics and language – Individual differences and cross-domain relations**. *Learning and Instruction*, *91*, 101882. https://doi.org/10.1016/j.learninstruc.2024.101882

Background Motivational beliefs seem to decline for many during adolescence. Although this may reflect a mismatch between students' needs and the secondary schools' resources, general declines may also stem from increased dimensional comparison processes: students' motivational beliefs tend to become increasingly domain-specific during adolescence. Yet, inter- and intraindividual differences in students' co-developmental processes of self-concept and interest across domains have rarely been studied. Aim This study examined what kinds of developmental trajectories of self-concept and interest in mathematics and L1 can be identified among adolescents across lower-secondary education, and whether trajectories and cross-domain relations differ between genders. Sample We followed 612 students across Grades 7–9 (13–15-year-olds). Methods Growth mixture models were applied to identify distinct motivational trajectories of math and L1 self-concept and interest across Grades 7–9. Multi-group growth models were used to compare growth trajectories and cross-domain relations between genders. Results Students' development in math and L1 motivation were rather homogenous across grades 7–9, and many experienced declines in their motivation after entering Grade 7. Yet, there was a clear differentiation across domains among girls: their L1 motivation was significantly higher than their math motivation. For both boys and girls, several negative cross-domain relations between math and L1 motivation were detected. Conclusion The findings should be considered when supporting students' motivation in schools. Dimensional comparisons coupled with gendered stereotypes may unnecessarily hinder some students from engaging in math and aspiring for math-related career alternatives, despite having high performance in math.

Wiggs, N. B., Glover, T. A., Reddy, L. A., Bronstein, B., Dudek, C., & Alperin, A. (2024). **Paraprofessional perceptions about and use of behavior strategies in elementary schools**. *Psychology in the Schools*, *61*(5), 2100-2114. https://doi.org/10.1002/pits.23153
Paraprofessionals are often tasked with implementing behavior management strategies to support the complex needs of students with disruptive behavior disorders. This study examined reported use and effectiveness of common classroom behavior strategies from 86 paraprofessionals working in 36 elementary schools using a mixed method design. Data were from a larger randomized control trial that examined the effects of behavior support coaching on paraprofessional practices and student outcomes. Qualitative analysis highlighted themes related to behavior strategies use, including 94 "other" strategies. Paraprofessionals across conditions reported use of a range of behavior management strategies and were more likely to use consequence-based than antecedent-based strategies ($\chi 2 = 381$; $p < .001$; $df = 1$). Coached paraprofessionals reported greater use of reminding or reinforcing classroom rules and praising for appropriate behavior than controls. No group differences in overall strategy use ($\chi 2 = 1.20$; $p = .273$; $df = 1$) or overall perceived effectiveness ($t = -1.45$; $p = .149$; $df = 755$) were found. Implications of findings for practice and research are presented.

Wijnia, L., Noordzij, G., Arends, L. R., Rikers, R. M. J. P., & Loyens, S. M. M. (2024). **The Effects of Problem-Based, Project-Based, and Case-Based Learning on Students' Motivation: a Meta-Analysis**. *Educational Psychology Review*, *36*(1), 29. https://doi.org/10.1007/s10648-024-09864-3
In this meta-analysis, we examined the effects on students' motivation of student-centered, problem-driven learning methods compared to teacher-centered/lecture-based learning. Specifically, we considered problem-based (PBL), project-based (PjBL), and case-based learning (CBL). We viewed motivation as a multifaceted construct consisting of students' beliefs (competence and control beliefs), perceptions of task value (interest and importance), and reasons for engaging in tasks (intrinsic or extrinsic). In addition, we included students' attitudes toward school subjects (e.g., science). We included 139 subsamples from the 132 included reports (83 PBL, 37 PjBL, and 19 CBL subsamples). Overall, PBL, PjBL, and CBL had a small to moderate, heterogeneous positive effect ($d = 0.498$) on motivation. Moderator analyses revealed that larger effect sizes were found for students' beliefs, values, and attitudes compared to students' reasons for studying. No differences were found between the three instructional methods on motivation. However, effect sizes were larger when problem-driven learning was applied in a single course (when compared to a curriculum-level approach). Larger effects were also found in some academic domains (i.e., healthcare and STEM) than in others. While the impact of problem-driven learning on motivation is generally positive, the intricate interplay of factors such as academic domain and implementation level underscores the need for a nuanced approach to leveraging these instructional methods effectively with regard to increasing student motivation.

Wilson, J., Palermo, C., & Wibowo, A. (2024). **Elementary English learners' engagement with automated feedback**. *Learning and Instruction*, *91*, 101890. https://doi.org/10.1016/j.learninstruc.2024.101890
Structured Abstract Background Despite the growing interest and use of Automated Writing Evaluation (AWE) in education, previous research has not examined how elementary-aged English Learners (ELs) in the United States interact with and benefit from feedback on their writing from these systems. Aims The current study examines how

elementary-aged students—categorized as proficient ELs, non-proficient ELs, and students ineligible for EL services (i.e., non-ELs)—engage with and benefit from the MI Write Automated Writing Evaluation (AWE) system in terms of behavioral, cognitive, and affective engagement. Sample The study's sample consisted of 3459 students in Grades 3–5 from a school district in the Mid-Atlantic region of the United States. ELs comprised 23.7% of the sample (n = 820). Methods After controlling for demographics and literacy achievement, the study applied regression and machine learning analyses to compare whether non-ELs, proficient ELs, and non-proficient ELs equally accessed MI Write's feedback, improved their writing, productively revised their writing, revised the same features of their writing, and positively perceived MI Write. Results Language status was not related to students' behavioral and cognitive engagement with AWE feedback or their ability to benefit from that feedback. All students reported positive perceptions of MI Write, but proficient ELs held statistically significantly more positive perceptions than their peers. Conclusions Study findings indicate that AWE systems like MI Write show promise for supporting the writing growth of elementary ELs.

Zhang, L., Carter, R. A., Greene, J. A., & Bernacki, M. L. (2024). **Unraveling Challenges with the Implementation of Universal Design for Learning: A Systematic Literature Review**. *Educational Psychology Review*, *36*(1), 35. https://doi.org/10.1007/s10648-024-09860-7
Educators and instructional designers have used the Universal Design for Learning (UDL) framework to guide their design of inclusive instruction for students with and without disabilities. Despite UDL having entered its 4th decade of development and research, there have been ongoing critiques of UDL for lacking clarity in definition, challenges with implementation, and insufficient evidence of its effectiveness. These critiques warrant further evaluation of UDL, especially with a focus on the theoretical underpinnings behind its conceptualization and implementation. Thus, we synthesized 32 peer-reviewed studies published between 1999 and 2023 that focused on UDL implementation in preK-12 educational settings and measured various aspects of student learning outcomes (e.g., cognitive, motivational, and behavioral). Specifically, we evaluated each study's intervention or instructional design in terms of its alignment to UDL checkpoints, guidelines, and/or principles as well as existing theories of learning or instructional design. Results revealed several interrelated challenges that stymie UDL research, including the absence of explicit alignment between UDL checkpoints and intervention or instructional designs investigated in the extant literature, the uneven coverage of implemented checkpoints and corresponding guidelines, the overlap among multiple checkpoints and guidelines, and the lack of theoretical guidance regarding the design and implementation processes. Based on these findings, we provide recommendations for strengthening the research base for less frequently applied UDL checkpoints, recommendations for documenting checkpoints and relationships among checkpoints as indispensable components of UDL implementation, and directions for future research conducted via systematic UDL implementation guided by established theories.

Zhu, W., Wang, F., Mayer, R. E., & Liu, T. (2024). **Effects of explaining a science lesson to others or to oneself: A cognitive neuroscience approach**. *Learning and Instruction*, *91*, 101897. https://doi.org/10.1016/j.learninstruc.2024.101897
Background Two generative learning activities aimed at improving students' learning are explaining learning materials to oneself or to others. Although these techniques have been shown to improve learning outcomes, there is less evidence concerning the role of brain activity during learning. Aims This study explored the effects of these techniques on

brain activation patterns (as measured by fNIRS) and learning outcomes (as measured by retention and transfer tests). Sample and methods Ninety-nine college students studied a text-based multimedia lesson about the Doppler Effect and then either explained the material to a real person (explain-to-others group, n = 33), explained the material to themselves (explain-to-oneself group, n = 34), or restudied the text (restudy group, n = 32). Students' brain activity during learning was recorded using fNIRS techniques and all students completed retention and transfer posttests and mental effort, presence, and anxiety surveys. Results Both the explain-to-others group and the explain-to-oneself group obtained higher scores on retention, mental effort, and state anxiety than the restudy group. The explain-to-others and explain-to-oneself groups also displayed greater activation of brain networks associated with attention, working memory, and metacognitive processing (i.e., the bilateral TPJ and the right OFC). The explain-to-others group outperformed the restudy group on transfer test, social presence ratings, and explanation quality. The explain-to-others group also displayed greater activation in brain networks associated with social processing (the left dlPFC and the left TPJ) compared to the explain-to-oneself group. Conclusions This study extended generative learning theory and pointed out the advantage of learning-by-teaching based on neuroscience evidence.

Zou, Y., Xue, X., Jin, L., & Ding, F. (2024). **The behavioral mechanism of Chinese college teachers' teaching engagement: A qualitative study based on the grounded theory**. *Psychology in the Schools*, *61*(5), 2059-2076. https://doi.org/10.1002/pits.23155
Considering the vital role of college teachers' teaching engagement in guaranteeing the quality of higher education, this study aimed to reveal the behavioral mechanism of Chinese college teachers' teaching engagement through qualitative study based on the grounded theory. It is found that the behavior of Chinese college teachers' teaching engagement is the result of the corresponding intention, which is affected by the three factors of the teaching engagement values, the perceived expectations from the significant others, and the professional knowledge and ability to teach through different ways of interaction. According to the findings, the teaching engagement of college teachers needs to be promoted from three paths: improve teachers' satisfaction of values demands in teaching engagement, reform policy regimes to create a cultural atmosphere that emphasizes teaching engagement, and enhance teachers' professional knowledge and ability of teaching.

Aspects sociaux de l'éducation

Acuña, F., & Corbalán, F. (2023). **Giving space to the subject's potential present: Zemelman's contributions to Sociology of Education**. *British Journal of Sociology of Education*, *44*(8), 1304-1320. https://doi.org/10.1080/01425692.2023.2219853
The subfield of Sociology of Education (SOE) concerned with the growth of neoliberalism through critically analysing its policies, discourses, and processes of subjectivation has made a significant contribution to education in the last 40 years. Whilst this scholarship has generated new knowledge about what happens to people, contexts and educational systems when they are regulated by neoliberal logics, it has also subsumed the sociological imagination under what this episteme considers valuable. The paper aims to challenge this excessive focus on the neoliberal episteme by broadening our research scope to recover the subjects' magmatic expression in SOE research. To do this,

we introduce Hugo Zemelman's notion of subject to examine how SOE can overcome this neoliberal closure. The paper discusses three epistemic movements: focusing on the subject, researching the undetermined possibilities of the present in a given order, and, paying attention to the evocative and symbolic aspects of thinking and language.

Apple, M. W. (2024). **Mobilisations sociale et politique de la connaissance officielle**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4492
Ce ne sont pas seulement le néo-libéralisme et les politiques qui l'accompagnent qui changent notre conception de l'éducation. C'est en élargissant notre champ d'action. En effet, c'est une erreur majeure de réduire nos analyses critiques de l'éducation à un simple reflet d'un ensemble de tendances au sein d'un bloc hégémonique dominant. Je propose ici des exemples du rôle significatif des conflits liés aux curricula, de la création d'identités et d'alliances militantes qu'ils entraînent. J'attire notre attention sur les luttes autour de la « culture », sur ce qui compte comme « savoir officiel » dans les écoles et sur l'importance de ces luttes non seulement à l'intérieur de l'école, mais aussi pour aider et générer des mobilisations qui peuvent avoir des implications majeures contre les politiques et les pratiques dominantes dans la société en général. Ce faisant, j'élargis nos réponses à un certain nombre de questions cruciales : qui sont les agents, quels sont les structures, les mouvements et les identités, qui peuvent conduire à des actions de résistance aux politiques et aux pratiques éducatives dominantes ? Quelles sont les contradictions qui peuvent être générées ?

Ardiles, T., Bravo González, P., & González Weil, C. (2023). **Decolonising master's supervision by queering/enfletando the process: opening decolonial cracks through fleta reflexivity**. *British Journal of Sociology of Education*, *44*(8), 1321-1340. https://doi.org/10.1080/01425692.2023.2240527
In 2021, one of this paper's authors conducted research to obtain a master's degree, while the other two worked as supervisors. The thesis aimed to explore the visions of pre-service biology teachers and teacher educators regarding sex education and gender diversities, recognising the relationship between those subjects and their possible tensions. In the thesis production cycle, there was an attempt to decolonise sex education in pre-service teacher education, a process of decolonising the context of academic supervision happened too. This paper illustrates the research process' particularities, especially how queering [enfletando] the supervision process incorporated decolonial cracks through fleta reflexivity.

Baranowska-Rataj, A., Högberg, B., & Bernardi, L. (2024). **Parental unemployment and adolescents' subjective wellbeing—the moderating role of educational policies**. *European Sociological Review*, *40*(2), 276-292. https://doi.org/10.1093/esr/jcad038
Crossover effects of parental unemployment on subjective wellbeing of children attract growing attention in research on social inequalities. Recent economic crises call for identifying policies that mitigate the adverse effects of unemployment. Building on the theoretical insights from Capability Approach, we examine the relationship between parental unemployment and subjective wellbeing of adolescents across countries with different educational policies. We use multilevel modelling and data from the European Union Statistics on Income and Living Conditions (EU-SILC). We combine microdata on 45,992 adolescents in 32 countries with macro-level indicators of educational policies. We find that parental unemployment is associated with lower subjective wellbeing

among adolescents, but the magnitude of this association varies depending on access to financial support for participation in education. Adolescents who receive educational allowances and who live in countries with broader access to such support are less harmed by parental unemployment.

Begall, K. (2024). **What (wo)men want? Evidence from a factorial survey on preferred work hours in couples after childbirth**. *European Sociological Review*, *40*(2), 342-356. https://doi.org/10.1093/esr/jcad054
The division of labour remains persistently gendered, in particular among couples with children. Previous research shows that women's lower economic resources are an important factor driving these inequalities, but because gender and (relative) earnings are highly correlated in male–female couples, their relative importance is difficult to disentangle with observational data. Using a factorial survey conducted among approximately 700 employed men and women of childbearing age in Sweden, the United Kingdom, and the Netherlands, the contribution of relative earnings and gender in explaining work-care divisions in couples with children is disentangled. The results show that men and women do not differ in their preferences for their own work hours after childbirth, but both prefer the father to work more hours than the mother. Moreover, the combination of own and partners' preferred hours shows that men and women in all three countries prefer a modified male-breadwinner model after childbirth in scenarios where the male partner earns more or partners have equal earnings. Preferences for egalitarian divisions of labour appear to be slightly stronger in men compared to women and respondents with more egalitarian views on care tasks show less gender-specialization.

Benschop, Y. (2024). **Un plaidoyer pour la diversité scientifique plutôt que l'excellence** (H. Windish, Trad.). *Travail, genre et sociétés*, *51*(1), 161-165. https://doi.org/10.3917/tgs.051.0161

Benveniste, S. (2024). **« La quasi-sacralisation des grandes écoles en faisait un objet d'étude essentiel à mes yeux »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4353
Diversité : Qu'est-ce qui vous a amené à « entrer » dans la recherche ? Comment votre parcours antérieur a-t-il influencé le choix de vos objets d'étude ? Stéphane Benveniste : Après une scolarité studieuse et épanouie en proche banlieue parisienne, mon arrivée dans un grand lycée parisien m'a propulsé dans un monde très différent, dans lequel je me suis construit socialement et scolairement plus en marge, voire en opposition avec une institution scolaire résolument élitiste. Après le bac, co...

Bergman, B., Negretti, R., Spencer-Oatey, H., & Stöhr, C. (2024). **Integrating Home and International Students in HE: Academic and Social Effects of Pair Work PBL Assignments Online**. *Journal of Studies in International Education*, *28*(2), 240-258. https://doi.org/10.1177/10283153221150117
Integration is vital to student well-being in higher education but integrating new students from different countries can be challenging. To ascertain students' integration into their new environment, this mixed method study combined the data collected from weekly diary entries of home and international students at the start of one engineering program, with follow-up interviews. These students studied primarily online due to the pandemic. The diary entries focused on their adjustment to the program from an academic, social

and pair work perspective. Results show that the students reacted slightly negatively to the academic experience but very positively to their pair work. It seems that the teacher-formed pair work helped to bridge the academic and social gap and not only alleviate some of the stress caused by assignments, but in some cases, provided new social contacts. The article concludes that structural factors within the course can facilitate interaction and thus support integration.

Bingham, K. J., Cutrer-Párraga, E. A., & Smith, T. B. (2024). **Ethnic–racial socialization experiences of Mexican American youth**. *Psychology in the Schools*, *61*(5), 1962-1981. https://doi.org/10.1002/pits.23146
Research has shown that ethnic–racial socialization (ERS) predicts education and mental health outcomes for adolescents. However, limited research has evaluated the ERS experiences of Latinx students. The current study examined ERS experiences of Mexican American youth in four focus group interviews that were transcribed and analyzed at both the individual and group level using interpretive phenomenological analysis. Main themes included feeling like an outsider, navigating discrimination, encountering social/emotional difficulties, and achieving a positive identity. Each theme contained two to three subcategories that provide further insight into the Mexican Americans' ERS experiences. Participants reported within-group discrimination, motivation to disprove stereotypes, and infrequent understanding or compassion from adults. Teachers, administrators, counselors, and school psychologists can attend to and seek to promote social connections, implement social-emotional learning interventions, foster resilience, work to dismantle racism, collaborate with parents, and create communities of inclusion.

Boelmann, B. (2024). ***Women's Missing Mobility and the Gender Gap in Higher Education: Evidence from Germany's University Expansion*** (ECONtribute Discussion Papers Series N° 280). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: https://econpapers.repec.org/paper/ajkajkdps/280.htm
This paper shows that the local availability of universities acted as a catalyst in the catch-up of women in higher education that has been documented for developed countries in the latter half of the 20th century. It uses the foundation of new univer- sities in the 1960s and 1970s in West German regions which previously did not have a university as a case study to understand how women's mobility and education decisions interact. I first document women's low regional mobility in post-war West Germany along with their low educational attainment. Second, I exploit that the university expansion exogenously brought universities to women's doorsteps in a difference-in- differences (DiD) strategy. Comparing regions which experienced a university opening within 20 km to those where no university was opened, I show that women benefited more than men from a close-by university opening, closing the local gender gap in university education by about 72%. Third, I provide evidence that local universities partly increased university education through reduced costs, while part of the effect is due to higher expected returns, highlighting an important second channel through which universities promote education to local youths.

Boertien, D., Perales, F., & Pessin, L. (2024). **Does intergenerational educational mobility vary by sexual identity? A comparative analysis of five OECD countries**. *European Sociological Review*, *40*(2), 226-241. https://doi.org/10.1093/esr/jcad062
Lesbian, gay and bisexual people are disadvantaged in terms of health and socio-economic status compared with heterosexual people, yet findings pertaining to

educational outcomes vary depending on the specific identity and gender considered. This study delves into these unexplained findings by applying a social-stratification lens, thereby providing an account of how intergenerational educational mobility varies by sexual identity. To accomplish this, we use representative data from five OECD countries and a regression-based empirical specification relying on coarsened exact matching. We find that gay and lesbian people have higher educational attainment than heterosexual people in all five countries and that these higher levels of education stem from greater rates of upward educational mobility among gay/lesbian people. There were, however, few differences between heterosexual and bisexual people. Variation across countries emerged when analyses were stratified by gender, with higher rates of upward mobility observed for gay men in Australia, Chile, the United Kingdom, and the United States and lesbian women in Australia and Germany. Overall, our results align with previous claims that education can be a strategy for gay/lesbian people to avoid actual or anticipated discrimination. However, variation in these patterns across groups suggests that other mechanisms may also be at play.

Brohan, S. (2024). **Le pouvoir maternel comme ressource politique dans les sociétés caribéennes**. *Travail, genre et sociétés*, *51*(1), 121-138. https://doi.org/10.3917/tgs.051.0121
Les sociétés caribéennes, façonnées par la colonisation et l'esclavage, ont donné lieu à la production d'une pluralité de normes de genre, tiraillées entre patriarcat et matrifocalité. Si les femmes recourent traditionnellement à l'image de la mère pour légitimer leur présence dans le champ politique patriarcal, le régime familial matrifocal spécifique à la Caraïbe, qui fait des femmes les cheffes de famille, invite à interroger le rapport particulier qu'elles entretiennent à la politique. Cette autorité féminine inédite fait du pouvoir maternel une ressource politique prisée des élues, comme le montre la comparaison des profils de Lucette Michaux-Chevry en Guadeloupe et de Portia Simpson Miller en Jamaïque. Si l'incarnation de la mère au pouvoir facilite leur entrée en politique, elles sont néanmoins toutes deux rattrapées par l'ordre du genre et attaquées sur leur féminité et leur maternité lorsqu'elles s'installent durablement en politique.

Butler, A. (2023). **Decolonial love as a pedagogy of care for Black immigrant post-secondary students**. *British Journal of Sociology of Education*, *44*(8), 1378-1393. https://doi.org/10.1080/01425692.2023.2260113
This paper explores 'decolonial love' as a pedagogy of care among 16 first generation Black immigrants enrolled in predominantly White four- year colleges in the United States and Canada. The term 'decolonial love' and extensions of this original conceptualization focus on radical self-love and resistance to colonial oppression. Scholars have also connected decolonial love with Black liberation movements. Through a narrative analysis of the Black immigrant student experiences in university, this article uses a decolonial and intersectional approach to explore how higher educational institutions can embrace a radical decolonial praxis. This approach affirms and supports Black identities in a climate of anti-Black racism. The paper will discuss implications for institutions and educators whose aim it is to decolonize their teaching practices.

Café pédagogique. (2024a, avril 3). **Mixité sociale à l'École. Les résultats sont là !** Consulté 10 avril 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/03/mixite-sociale-a-lecole-les-resultats-sont-la/

Claude Lelièvre revient sur le livre « Le Ghetto scolaire. Pour en finir avec le séparatisme » co-signé par François Dubet et Najat Vallaud-Belkacem. Selon l'historien,

Café pédagogique. (2024b, avril 5). **Les inégalités qui frappent les jeunes du 93 entravent leur réussite scolaire**. Consulté 10 avril 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/05/les-inegalites-qui-frappent-les-jeunes-du-93-entravent-leur-reussite-scolaire/
Alors que les enseignants et enseignantes de Seine-Saint-Denis se mobilisent depuis six semaines pour dénoncer les conditions dégradées de scolarisation de leurs élèves, le

Chomel, J. (2024). **Langue française et parcours migratoires, retours d'expérience à Marseille. « Pour que les autres restent étonnés de ta culture, il faut que tu m'apprennes ta langue »**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (68). Consulté à l'adresse https://www.pratiquesdeformation.fr/627
Après le marché, sur la droite, dans la rue Bernard, on tombe sur le LoKal 36, qui héberge plusieurs structures associatives de la Belle de Mai, dans le cœur du 3e arrondissement de Marseille. Mot à Mot, qui se situe dans le champ de la formation linguistique, est l'une de ces petites associations du quartier. Elle s'adresse aux migrant·es, aux allophones, à « celles et ceux qui ont fait l'aventure2 », mais aussi à celles et ceux qui, ayant le français comme langue première, souhaitent acquér...

Collet-Sabé, J. (2023). **Pre-modern epistemes inspiring a new Global Sociology of Education Imagination**. *British Journal of Sociology of Education*, *44*(8), 1249-1266. https://doi.org/10.1080/01425692.2023.2195089
The 'problems' and 'solutions' of modern education are overwhelmingly produced and tailored by the modern episteme, institutions, truths, and powers of the Global North. To find new ways of thinking and doing sociology, this paper will explore the outlines of a new Global Sociology of Education Imagination (GSEI) inspired by pre-modern epistemes selected precisely because of their distance from modern European standpoints: the ancient lost matriarchal societies and commons-based societies organised around shared goods in pre-modern Europe. Using Foucault's archaeological methodology, this paper finds inspiration in these epistemes to outline a new GSEI capable of questioning certain tenets of the modern sociological episteme regarding science, knowledge, truth and its order, roles, voices, commitments, and 'places'. It concludes with an invitation to experiment with a new GSEI inspired by these pre-modern epistemes, as a tool to openly challenge modern (education) domination and make it intolerable.

Combet, B. (2024). **Women's aversion to majors that (seemingly) require systemizing skills causes gendered field of study choice**. *European Sociological Review*, *40*(2), 242-257. https://doi.org/10.1093/esr/jcad021
This article examines whether gender differences in preferences for field of study characteristics can explain gendered major choice. Specifically, this study focuses on a broad range of subject characteristics that are often simultaneously present: systemizing skills required (math intensity, reasoning style, affinity for technical work tasks), future job characteristics corresponding with the male breadwinner model (materialism, work–family compatibility), and characteristics invoked by behavioural preferences (risky situations and a competitive environment). To disentangle these co-occurring characteristics and minimize the influence of other factors in the decision-making process (e.g. admission likelihood), this study uses a choice experiment incorporated in the Swiss

panel study TREE. In it, a representative sample of high school students choose their preferred field of study from two artificial fields with varying characteristics. The results show the largest gender differences in preferences for characteristics related to reasoning style (abstract versus creative) and affinity for work tasks (technical versus social), and smaller differences for math intensity, competitive climate, and work–family compatibility, while there are no gender differences in preferences for materialistic characteristics (salary and prestige). Unexpectedly, the gender differences are primarily caused by female students' preferences, while male students are neutral towards most characteristics.

Crisp, G., Luis Alcázar, Sherman, J. R., Schaffer-Enomoto, J., & Rooney, N. (2024). **Systematic Review of Theoretical Perspectives Guiding the Study of Race and Racism in Higher Education Journals**. *Innovative Higher Education*, *49*(2), 247-269. https://doi.org/10.1007/s10755-023-09694-1
Our study provides a review of theories that were used to study race and racism between 2010 and 2019 in higher education. We conducted a content analysis to identify concepts, statements and models used in higher education studies focused on race and racism in the three most highly read United States higher education journals. We also identified salient characteristics of studies focused on race and racism that applied critical race theory (CRT) and other frequently used theories and frameworks. Across the 172 reviewed studies, over 130 concepts, statements and models were identified that can be taken up by scholars and equity-minded higher education practitioners. Findings also offer direct implications and suggestions for future research focused on race and racism.

European Commission Joint research centre, SCHNEPF, S. V., VOLANTE, L., KLINGER, D. A., GIANCOLA, O., & SALMIERI, L. (2024). ***The pandemic, socioeconomic disadvantage, and learning outcomes: cross-national impact analyses of education policy reforms***. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/13381883-ec31-11ee-8e14-01aa75ed71a1/language-en/format-PDF/source-314498883
Des preuves scientifiques provenant du monde entier révèlent l'ampleur des pertes d'apprentissage imputables aux restrictions imposées en réponse à la pandémie de Covid-19. Quelle est son importance en Europe ? Que savons nous des élèves les plus vulnérables sur le plan socio-économique ? Quelles ont été les politiques mises en œuvre afin de lutter contre les pertes d'apprentissage et quelle est leur efficacité ? Ce rapport examine l'impact des fermetures d'écoles sur les pertes d'apprentissage dans l'enseignement obligatoire, ainsi que différentes mesures. Il analyse dans une perspective comparative l'efficacité des politiques nationales de rattrapage des retards dans différents pays (Belgique, Angleterre, Allemagne, Hongrie, Italie et Pays-Bas).

Fandrem, H., Jahnsen, H., Nergaard, S. E., & Tveitereid, K. (2024). **Inclusion of immigrant students in schools: the role of introductory classes and other segregated efforts**. *International Journal of Inclusive Education*, *28*(4), 440-455. https://doi.org/10.1080/13603116.2021.1950222
The aim of this paper was to investigate structural aspects of inclusion of immigrant students in Norwegian multicultural schools and, more specifically, their experiences of introductory classes and other segregated efforts. Due to their need for Norwegian language education, newly arrived immigrant students are not necessarily physically

integrated into mainstream classes during their first two years of schooling, and they are also often taken out of their classes after they have been assigned to mainstream classes. This study had a qualitative design, and semi structured interviews are used to gather the data. The sample consisted of six immigrant boys, six native Norwegian boys and six teachers in secondary schools. The immigrant students had lived in Norway for two to four years. The results showed that introductory classes seemed not to be sufficiently adjusted to the students' need for inclusion but operated more as a fixed structural measure for second language learning. As the introductory classes and other segregated efforts often diverged from ordinary subjects and class times, it is possible that introductory and segregated efforts contribute to maintaining segregation more than they result in inclusion experiences.

Fernández González, N. (2023). **Re-enchanting education: Bachilleratos Populares in Argentina as a commoning experience**. *British Journal of Sociology of Education*, *44*(8), 1267-1285. https://doi.org/10.1080/01425692.2023.2256986
Bachilleratos Populares (henceforth BPs) are free and self-managed high schools by grassroots social organizations after the Argentine crisis of 2001 to provide an option for youth and adults to finish their secondary education as a response to the gap the neoliberal reform left in this educational modality during the 1990s. After some BPs received state recognition to issue degrees in 2007, their number increased rapidly to almost a hundred BPs by 2015. Based on a literature review, this article offers a work of a theoretical nature: it deploys the neo-Marxist approach to the commons as a theoretical-analytical framework through the experience of the BP movement. This approach denounces the processes of enclosure (commercialization and privatization) of shared material and immaterial resources while also promoting commoning practices as seeds that anticipate an anti-capitalist future in the present.

Garcia-Arias, J., Corbetta, S., & Baronnet, B. (2023). **Decolonizing education in Latin America: critical environmental and intercultural education as an indigenous pluriversal alternative**. *British Journal of Sociology of Education*, *44*(8), 1394-1412. https://doi.org/10.1080/01425692.2023.2234088
Following an argument that the 2030 Agenda consolidates a neoliberal hegemonic 'development' system, we analyze how SDG4 deepens an instrumental and utilitarian 'education for sustainable development'. Alternatively, the Epistemologies of the South are presented as ways of knowing that are capable of accommodating a critical environmental and intercultural education (CEIE). Under a qualitative methodology, two extensive ethnographic studies were carried out, based on convivial individual and collective interviews with indigenous peoples. In addition, documentary analysis was carried out. This strategy made it possible to analyze two different cases of intercultural education (one of 'that which is' and the other of 'that which is not') in Latin America: the model of intercultural bilingual education of the schools for the qom in Rosario, and the autonomous education model of the Zapatista schools in Chiapas. We show how the experience of Zapatista's 'true education' allows us to look beyond 'development' and 'schooling', to where life is a melding of ecosystem(s) and culture(s).

Gilbertson, M. L., & Demaray, M. K. (2024). **Student perceptions of ethnic–racial socialization and outcomes across race and gender**. *Psychology in the Schools*, *61*(5), 1998-2018. https://doi.org/10.1002/pits.23148

In an increasingly diverse nation, calls for education that is culturally relevant have become salient, and student perceptions of school-based ethnic–racial socialization (ERS) provide insight toward how cultural messages are being interpreted by students. The current study sought to investigate how a sample of racially diverse middle school students (N = 744) perceptions of ERS are related to social and academic outcomes, and how these associations may differ across race and gender. Structural equation modeling analyses found that for the total sample, students' perceptions of ERS were positively associated with social outcomes and not associated with academic outcomes. Further, these findings did not differ between ethnic–racial groups or genders. The current study informs school and curriculum standards and adds to the literature in understanding that student perceptions of school-based ethnic–racial socialization do not differ in the impact on outcomes based on race or gender.

Golovina, K., Nitsche, N., Berg, V., Miettinen, A., Rotkirch, A., & Jokela, M. (2024). **Birth cohort changes in fertility ideals: evidence from repeated cross-sectional surveys in Finland**. *European Sociological Review*, *40*(2), 326-341. https://doi.org/10.1093/esr/jcad048
Fertility has declined in developed countries but whether there is a similar pattern in the number of children individuals wish to have (henceforth an ideal number of children) remains unclear. Using repeated cross-sectional survey data from the Finnish Family Barometers, we examine birth cohort changes in the ideal number of children among men and women from five birth cohorts (1970–1974, 1975–1979, 1980–1984, 1985–1989, and 1990–1994). We also investigate whether associations between socioeconomic factors and the ideal number of children differ across birth cohorts, and whether there are any gender differences in these associations. We find that the ideal number of children is lower among more recent than earlier birth cohorts and that this shift is driven by substantially higher child-free ideals among recent cohorts. While the ideal number of children among men and women is associated with socioeconomic factors, birth cohort differences remain significant after controlling for these characteristics. These findings suggest that large birth cohort differences in child-free ideals are not due to the individual socioeconomic circumstances of more recent birth cohorts. Rather, it appears that the childbearing attitudes of Finns have changed and may have contributed to the recent fertility decline.

Gruijters, R. J., Raabe, I. J., & Hübner, N. (2024). **Socio-emotional Skills and the Socioeconomic Achievement Gap**. *Sociology of Education*, *97*(2), 120-147. https://doi.org/10.1177/00380407231216424
Empirical evidence suggests children's socio-emotional skills—an important determinant of school achievement—vary according to socioeconomic family background. This study assesses the degree to which differences in socio-emotional skills contribute to the achievement gap between socioeconomically advantaged and disadvantaged children. We used data on 74 countries from the 2018 Programme for International Student Assessment, which contains an extensive set of psychological measures, including growth mindset, self-efficacy, and work mastery. We developed three conceptual scenarios to analyze the role of socio-emotional skills in learning inequality: simple accumulation, multiplicative accumulation, and compensatory accumulation. Our findings are in line with the simple accumulation scenario: Socioeconomically advantaged children have somewhat higher levels of socio-emotional skills than their disadvantaged peers, but the effect of these skills on academic performance is largely

similar in both groups. Using a counterfactual decomposition method, we show that the measured socio-emotional skills explain no more than 8.8 percent of the socioeconomic achievement gap. Based on these findings, we argue that initiatives to promote social and emotional learning are unlikely to substantially reduce educational inequality.

Han, S. W., Gowen, O., & Brinton, M. C. (2024). **When mothers do it all: gender-role norms, women's employment, and fertility intentions in post-industrial societies**. *European Sociological Review*, *40*(2), 309-325. https://doi.org/10.1093/esr/jcad036
Post-industrial countries with high rates of female labour force participation have generally had low fertility rates, but recent studies demonstrate that this is no longer the case. This has generated increased attention to how greater gender equality in the private sphere of the household may contribute to a positive relationship between women's employment rates and fertility. Building on recent scholarship demonstrating the multidimensionality of gender-role attitudes, we argue that conversely, the prevalence of a gender-role ideology that supports women's employment but places greater priority on their role as caregivers may depress the higher-order fertility intentions of working mothers. Using data from 25 European countries, we find that this type of gender-role ideology (egalitarian familism) moderates the relationship between mothers' full-time employment and their intention to have a second child. This holds even after accounting for key features of the policy environment that are likely to mitigate work–family conflict. The analysis suggests that conflicting normative expectations for women's work and family roles tend to dampen working mothers' second-order fertility intentions, independent of work–family reconciliation policies.

Huang, T. J. (2024). **Translating Authentic Selves into Authentic Applications: Private College Consulting and Selective College Admissions**. *Sociology of Education*, *97*(2), 174-192. https://doi.org/10.1177/00380407231202975
Stratification in selective college admissions persists even as colleges' criteria for evaluating merit have multiplied in efforts to increase socioeconomic and racial diversity. Middle-class and affluent families increasingly turn to privatized services, such as private college consulting, to navigate what they perceive to be a complicated and opaque application process. How independent educational consultants (IECs) advise students can thus serve as a lens for understanding how the rules of college admissions are interpreted and taught to students. Through 50 in-depth interviews with IECs, I find that IECs encourage students to be authentic by being true to themselves but that demonstrating authenticity requires attention to how one's authentic self will be perceived. Translating an authentic self into an authentic application also involves class-based and racialized considerations, particularly for Asian American students who are susceptible to being stereotyped as inauthentic. These findings suggest that efforts to improve diversity must be carefully implemented, or they risk reproducing inequality.

Hullot-Guiot, S. (2024a, avril 4). **Parcoursup 2024 : « Tout au long de leur scolarité, les stéréotypes de genre impactent la façon dont les filles et les garçons se construisent »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/04/04/parcoursup-2024-tout-au-long-de-leur-scolarite-les-stereotypes-de-genre-impactent-la-facon-dont-les-filles-et-les-garcons-se-construisent_6225917_4401467.html
A l'heure où les lycéens finalisent leurs vœux d'orientation sur Parcoursup, jeudi, Christine Morin-Messabel, professeure de psychologie sociale et chercheuse à l'université Lyon-II,

rappelle que les stéréotypes de genre façonnent encore de façon durable les choix d'orientation des filles et des garçons.

Hullot-Guiot, S. (2024b, avril 4). **Parcoursup 2024 : « Tout au long de leur scolarité, les stéréotypes de genre impactent la façon dont les filles et les garçons se construisent »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/04/04/parcoursup-2024-tout-au-long-de-leur-scolarite-les-stereotypes-de-genre-impactent-la-facon-dont-les-filles-et-les-garcons-se-construisent_6225917_4401467.html
A l'heure où les lycéens finalisent leurs vœux d'orientation sur Parcoursup, jeudi, Christine Morin-Messabel, professeure de psychologie sociale et chercheuse à l'université Lyon-II, rappelle que les stéréotypes de genre façonnent encore de façon durable les choix d'orientation des filles et des garçons.

Hurst, A. L., Roscigno, V. J., Jack, A. A., McDermott, M., Warnock, D. M., Muñoz, J. A., … Vitullo, M. W. (2024). **The Graduate School Pipeline and First-Generation/Working-Class Inequalities**. *Sociology of Education*, *97*(2), 148-173. https://doi.org/10.1177/00380407231215051
Sociological research has long been interested in inequalities generated by and within educational institutions. Although relatively rich as a literature, less analytic focus has centered on educational mobility and inequality experiences within graduate training specifically. In this article, we draw on a combination of survey and open-ended qualitative data from approximately 450 graduate students in the discipline of sociology to analyze graduate school pipeline divergences for first-generation and working-class students and the implications for inequalities in tangible resources, advising and support, and a sense of isolation. Our results point to an important connection between private undergraduate institutional enrollment and higher-status graduate program attendance—a pattern that undercuts social-class mobility in graduate training and creates notable precarities in debt, advising, and sense of belonging for first-generation and working-class graduate students. We conclude by discussing the unequal pathways revealed and their implications for merit and mobility, graduate training, and opportunity within our and other disciplines.

Ianni, J. (2024). **« Culture et droits humains » dans les organisations de coopération internationales : deux abstractions à risque pour l'immersion et l'accueil inconditionnel**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (68). Consulté à l'adresse https://www.pratiquesdeformation.fr/599
Dans le champ de l'éducation populaire, les droits culturels permettent la prise en compte de la particularité d'un contexte, en particulier pour les organisations internationales. Pourtant, certain·es volontaires internationaux peuvent penser qu'il est important d'éduquer les populations (dites « locales ») à ce modèle des droits humains sans autre médiation que la prise en compte de la culture. À partir d'un témoignage autobiographique, l'auteur montre que cette prise en compte de la culture dans l'immersion et la création de relations de confiance est vaine lorsqu'elle ne s'inscrit pas dans une expérience sensible, et que la culture peut n'en rester qu'à un modèle qui traite les personnes de manière générale. Il propose ensuite une prise en compte de l'épistémè, donc du mode de production des savoirs, après avoir montré la difficulté de travailler avec des modèles qui ne s'appliquent pas clés en main – ici les droits humains – sous peine de transformer la coopération internationale en un néo-impérialisme.

Johnson, J. T., Barrios, A. M., & Johnson, T. R. (2024). **Illuminating the Opportunities and Challenges of Institutionalizing Queer and Trans* Student Inclusion Efforts at Historically Black Colleges and Universities**. *Innovative Higher Education*, *49*(2), 377-395. https://doi.org/10.1007/s10755-023-09688-z
Using a qualitative multiple case study research design, the authors investigated the leadership and collaboration strategies of HBCU administrators seeking to drive queer and trans* student inclusion initiatives on their campuses. Further, organizational challenges were examined to make sense of infrastructure elements that needed to be added to these efforts. Analyzed employing the transformational change process (Kezar & Eckel, 2002), three themes were developed: (1) leadership matters, (2) institutional and external collaboration, and (3) institutionalizing on unstable grounds. Implications for future research, theory, practice, and policy are shared at the conclusion of this manuscript.

Kalm, K., Leonard Knapp, D., Kährik, A., Leetmaa, K., & Tammaru, T. (2024). **Minorities moving out from minority-rich neighbourhoods: does school ethnic context matter in inter-generational residential desegregation?** *European Sociological Review*, *40*(2), 208-225. https://doi.org/10.1093/esr/jcad025
This paper aims to develop a fuller understanding of the relationship between the ethnic composition of childhood residential neighbourhoods, schools, and residential neighbourhoods later in life in producing and reproducing segregation. We apply a longitudinal research design on linked individual-level data from Estonia. Estonia is an interesting case because of the Soviet era population distribution policies and its ubiquitous state-funded educational system where minority parents can choose in which school—Russian-language or Estonian-language—their children study. We find that minority parents mostly opt for minority-dense schools and, if they do so, their children who grew up in minority-dense neighbourhoods also end up living in minority-dense neighbourhoods as adults. An inter-generational vicious circle of segregation forms. However, minority children who live in minority-dense neighbourhoods but study in majority-dense schools are more likely to end up living in majority-dense neighbourhoods later in life. Hence, intervening in school choice has the potential to contribute to inter-generational residential desegregation.

KATTAN, R. B., KHAN, M. M., MERCHANT, C. M., & BENTAOUET KATTAN, R. (2023). ***Achieving gender equality in education: examining progress and constraints***. Consulté à l'adresse https://documents1.worldbank.org/curated/en/099503011032311205/pdf/IDU09e9110ff0456004aed08a580ded5f758bbd1.pdf
Cette note examine les tendances en matière d'éducation des filles et met en lumière les interventions bénéfiques. Il ne suffit pas d'envoyer les filles à l'école. Elles doivent y demeurer à l'école bien apprendre qu'elles apprennent bien et qu'elles soient capables de mettre en pratique leurs résultats. Les programmes axés sur la scolarisation des filles grâce à des bourses et des allocations améliorent leurs résultats. Les interventions qui améliorent les conditions de santé et d'hygiène menstruelle et réduisent la violence basée sur le genre permettent aux filles de se sentir en sécurité et incluses dans les écoles. Les programmes axés sur la lutte contre les normes stéréotypées de genre dans la pédagogie, les manuels scolaires et les curricula contribuent à donner aux filles les moyens de réaliser leur plein potentiel. Il est important de renforcer le rôle des

établissements scolaires pour l'autonomisation des adolescentes et changer les mentalités

Kolluri, S. (2024). **Men Don't Ask for Directions: Gendered Social Capital and the Path to College at an Urban High School**. *Education and Urban Society*, *56*(4), 446-471. https://doi.org/10.1177/00131245221142563
Young Black and Latino men transition from high school to 4-year universities at rates considerably lower than their peers. College-going disparities by gender are partly influenced by young men's constrained access to social capital in high school. This research explores how gendered inequalities in social capital arise for college-aspiring seniors at an urban high school. The data suggest that young men were more reluctant than their young women to "ask for directions" on their way to college because they were concerned about being perceived as bothersome, and they believed their social disadvantages were insignificant. Young men who were in contexts that allowed them to overcome these challenges successfully collected important college-going social capital. These findings can support researchers and practitioners who seek to expand college access in marginalized communities.

Kowalewska, H., & Vitali, A. (2024). **The female-breadwinner well-being 'penalty': differences by men's (un)employment and country**. *European Sociological Review*, *40*(2), 293-308. https://doi.org/10.1093/esr/jcad034
This article examines the relationship between female breadwinning and life satisfaction in heterosexual couples. We extend previous research by treating the man's employment status as a variable that helps to explain rather than confounds this relationship, and by comparing multiple countries through regression analyses of European Social Survey data (Rounds 2–9). Results provide evidence of a female-breadwinner well-being 'penalty': men and women are less satisfied with their lives under the female-breadwinner arrangement versus the dual-earner and male-breadwinner alternatives. The penalty is marginal when the male partner is part-time employed but sizeable when he is jobless. However, there are gender differences: after controls for composition, gender-role attitudes, and partners' relative incomes, the penalty becomes negligible for women while remaining large for men. Analyses suggest these gender differences are linked to high male unemployment among female-breadwinner couples: whereas women appear roughly equally adversely affected by a male partner's unemployment as by their own, men report substantially higher well-being when she is unemployed instead of him. Country comparisons indicate that while this female-breadwinner well-being penalty is largest in more conservative contexts, especially Germany, it is fairly universal across Europe. So, even in countries where women's employment is more widespread and cultural and institutional support for the male-breadwinner model is weaker, unemployed men with breadwinner wives are not immune from the social stigma and psychological difficulties associated with their gender non-conformity.

Lantheaume, F. (2024). **Des questions controversées aux savoirs enseignables. Apport de la sociologie du curriculum à la compréhension de l'enseignement de l'histoire**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4415
Comment des questions controversées sont-elles transformées en savoirs enseignables, intégrées dans un curriculum ? La sociologie du curriculum, inspirée de la sociologie de la traduction, associée à l'histoire, vise à comprendre le processus de construction du

curriculum et ses enjeux. Les débats sur des questions controversées en histoire rendent visible ce processus. L'étude de ces controverses, des groupes d'acteurs impliqués et de leurs interactions, des dispositifs et objets qui soutiennent leur action, fait apparaître la fabrique du curriculum comme le résultat d'interactions, d'une circulation des savoirs et de leurs supports dans des réseaux inégalitaires et de plus en plus instables. Ce processus de traduction permanente contribue à donner sa forme et son contenu au curriculum. Une conception moins descendante et plus complexe de la construction du curriculum et du curriculum lui-même en ressort.

Lebon, F. (2023). **Retour sur « Les "nouveaux" métiers des quartiers populaires », au prisme des rapports sociaux de classe, de genre et de race**. *Spécificités*, (1), 48-59. https://doi.org/10.3917/spec.017.0048
Ce numéro de la revue SpécifiCITéS s'intéresse à la question de la participation dans le champ de la santé. Il fait suite à une journée d'études co-organisée en 2019 par le master mention Sciences de l'éducation, parcours Cadres d'intervention en terrains sensibles de l'Université Paris-Nanterre, et par l'institut de formation des cadres de santé de Sainte-Anne (groupe hospitalier universitaire Paris – Psychiatrie & Neurosciences).Cette journée, intitulée « Éducation, Santé et Participation », souhaitait croiser des préoccupations désormais anciennes au sein de ce parcours de master, en lien avec ses objets d'enseignement et de recherche et les professionnel(le)s qu'elle forme, et un intérêt pour le champ de la santé, concrétisé par la convention de formation avec l'IFCS (convention qui a pris fin en 2021). Elle a permis d'interroger les liens entre la participation en santé et l'éducation, à partir d'expériences et d'expertises diverses – professionnel(le)s, étudiant(e)s, chercheur(e)s, usagers – et dans différents champs – professionnel, scientifique et pédagogique.

Leroy, G. (2024). **« Certes, l'on initie à l'école maternelle l'enfant à son rôle d'élève, mais cela ne doit pas se faire en oubliant les visées de socialisation au jugement individuel et critique »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4344
Régis Guyon : Ce numéro porte sur la notion de curriculum et des savoirs scolaires. Vous vous êtes intéressé à l'école maternelle et ses évolutions pédagogiques. De votre point de vue, et selon vos travaux, peut-on considérer la pédagogie comme un élément de la sociologie des curricula ? Ghislain Leroy : La question est complexe, mais très intéressante. Comme vous le savez peut-être, je viens du champ de la sociologie de l'enfance. Dès lors, si je m'intéresse aux relations pédagogiques, c'est...

Li, H., Meng, L., Mu, K., & Wang, S. (2024). ***English Language Requirement and Educational Inequality: Evidence from 16 Million College Applicants in China*** (NBER Working Paper N° 32162). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32162.htm
This paper studies the unintended effect of English language requirement on educational inequality by investigating how the staggered rollout of English listening tests in China's high-stakes National College Entrance Exam (NCEE) affected the rural-urban gap in college access. Leveraging administrative data covering the universe of NCEE participants between 1999 and 2003, we find that the introduction of English listening tests significantly lowered rural students' exam score percentile ranks relative to their urban counterparts, resulting in a 30% increase in the rural-urban gap in college access. Our back-of-the-envelope calculations suggest that, as a result of this policy change, more

than 54,000 rural students lost college seats to their urban peers between 1999 and 2003, and another 11,000 rural students who elite colleges could have admitted ended up in non-elite colleges, causing them significant future income losses.

Manze, Watnick, Rauh, & Smith-Faust. (2024). **The Expectation of Student Parents to Self-Advocate: "The Ones Who are Successful are the Ones Who Keep Asking"**. *Community College Journal of Research and Practice*, *48*(4), 201-217. https://doi.org/10.1080/10668926.2022.2097964
We sought to understand barriers and facilitators to academic engagement among student parents at six community colleges, through in-depth interviews with student parents, staff, and faculty members (n = 49). Using a grounded theory approach, we found parents were expected to repeatedly self-advocate and request accommodations such as for extended childcare hours, food subsidies, and assignment deadlines. This burden was either constrained or relieved by 1) student parents' strengths and strategies, 2) campus structures and groups operating collectively or in silos, and 3) the way faculty, staff, and campus programs responded to student parents' needs. Community colleges can reduce the burden on students to request accommodations by presenting clear policies, streamlining resources to student parents directly, and normalizing their use.

Marczuk, A., & Lörz, M. (2024). **Did the Poor Get Poorer? The Impact of COVID-19 on Social Inequalities Between International and Domestic Students**. *Journal of Studies in International Education*, *28*(2), 165-184. https://doi.org/10.1177/10283153221150116
This paper examines the influence of COVID-19 on social inequality in higher education. In particular, we focus on the study duration of international students compared to domestic ones in Germany. We assume that the pandemic has increased or decreased existing differences between both groups, affecting their study delay. The multilevel analyses with data "Studying in Germany in Corona Times" (2020) confirm most of our theoretical assumptions: on the one hand, international students expect a longer study duration due to their worsening financial situation. On the other hand, domestic students expect a longer study duration due to greater learning issues, which are provoked by a lower level of interaction in online teaching. Our results propose a more differentiated picture of the impact of the COVID-19 pandemic on social inequality: not only do financially poor international students get poorer but educationally advantaged domestic students lose, too.

Mixité sociale dans les établissements d'enseignement publics et privés. , (2024).
Pproposition de loi visant à assurer la mixité sociale et scolaire dans les établissements d'enseignement publics et privés sous contrat du premier et du second degrés

Molénat, X. (2024, avril 9). **Neuf graphiques pour saisir l'ampleur de la ségrégation scolaire en France**. Consulté 10 avril 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/neuf-graphiques-saisir-lampleur-de-segregation-scolaire-france/00110280
A partir de « Vers la sécession scolaire ? », de Youssef Souidi, qui paraît demain, Alternatives Economiques vous propose un état des lieux des clivages sociaux qui séparent les élèves au cours de leur scolarité.

Moyne, E. (2024). **Des études pour « ceux qui restent » ? Le dispositif des « campus connectés » en région rurale**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4387
L'enquête sociologique dont il est question a été réalisée dans le cadre d'un mémoire de recherche de master 1 à l'ENS de Lyon, soutenu en septembre 2022. Le présent article vise à en restituer la démarche et les résultats relatifs aux effets du dispositif « campus connecté » sur les trajectoires étudiantes des jeunes ruraux.

Netter, J. (2024). **« Qu'attend-on de moi ? » Le curriculum invisible, ce que l'école française n'enseigne pas**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4433
Pour mieux comprendre l'ampleur des inégalités scolaires qui caractérise le système éducatif français, cet article approfondit une piste ouverte par Pierre Bourdieu et Jean-Claude Passeron dans les années 1960 en s'interrogeant sur ce que l'école n'enseigne pas, mais qui est nécessaire pour y apprendre. C'est ainsi une nouvelle forme du curriculum, le curriculum invisible, qui est proposée pour enrichir le tableau entrepris par la sociologie du curriculum. Les manifestations du curriculum invisible sont nombreuses et variées, mais difficiles à saisir pour des adultes à qui elles apparaissent « naturelles ». Pour mieux le faire percevoir, l'article développe plusieurs situations où il intervient. Puis il entreprend d'en décrire la teneur en insistant sur quatre propriétés majeures du curriculum invisible : l'appui sur des systèmes de signes, l'intrication de différentes dimensions à travers lesquelles il est susceptible de se manifester dans une même situation, l'articulation de ces différentes dimensions qui les rend difficilement discernables et enfin le domaine d'application du curriculum invisible, qui déborde des frontières de l'école.

OCDE. (2024). ***What progress have countries made in closing gender gaps in education and beyond?*** https://doi.org/10.1787/2b2a0a65-en
Despite numerous measures, gender stereotypes about abilities in mathematics and reading persist in schools, affecting both boys' and girls' schooling and educational choices. Inequalities also persist outside the classroom, where women, despite greater educational attainment, experience lower employment rates and often receive lower salaries than men with similar levels of education. Nonetheless, the many measures taken by countries have brought some encouraging signs of progress. However, more work is needed to ensure that improvements in education are also reflected in improvements once boys and girls transition into the world of work.

OECD. (2024). ***Challenging Social Inequality Through Career Guidance: Insights from International Data and Practice***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/challenging-social-inequality-through-career-guidance_619667e2-en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20March%202024&utm_content=Find%20out%20more&utm_term=edu&utm_medium=email&utm_source=Adestra
This report explores how school-level career guidance systems can more effectively respond to social inequalities.

Ortega, G., Aguilar-Smith, S., Lizalde, G., & Porras, C. (2024). **Barriers to Power: Exploring the Troubled Trajectories of Latinx Executive Leaders at Hispanic-Serving Institutions**. *Innovative Higher Education*, *49*(2), 299-317. https://doi.org/10.1007/s10755-023-09649-6
Guided by Bornstein's (2003) model focused on legitimacy within leadership and Latinx critical theory (LatCrit), we explored barriers Latinx leaders encounter on their path to executive roles at Hispanic-Serving Institutions (HSIs) and how their race and gender shaped their professional trajectories. Our findings show that some Latinx leaders may feel the need to conform to white-coded institutional practices to secure and succeed in their roles and that raced and gendered practices may permeate their work, including their hiring. Additionally, participants encountered intragroup animosity or competitiveness within the Latinx community, impending and/or complicating their professional experiences and growth. Collectively, the findings encourage HSIs to (a) develop professional development opportunities for Latinxs administrators and (b) actively support their ascension to and experience in executive leadership. The findings also provide insight on how higher education institutions, more broadly, need to consider racial and gender dynamics as part of the ongoing call for leadership transformation.

Perales Franco, C., & Sartorello, S. C. (2023). **School and community relationships in Mexico. Researching inclusion in education from critical and decolonial perspectives**. *British Journal of Sociology of Education*, *44*(8), 1359-1377. https://doi.org/10.1080/01425692.2023.2219406
This paper takes the notion of inclusion as an imperfect and contested project toward educational and social justice, which seeks to address social and historically constructed exclusion. It aims to problematise 'inclusion research' of school and community relationships in Mexico by examining the orientations and implications for inclusion of doing educational research aligned with a more 'Western' critical approach to social justice as opposed to research explicitly situated in a decolonial and intercultural perspective. It firstly characterises how inclusion is dealt with by critical and decolonial perspectives. Secondly, through a comparative exploration of two ethnographic research projects about school-community relationships, it analyses the implications of both approaches and explores the articulation between 'substantive power' and 'formal power' in the research, arguing for the need to include an epistemic and ontological dimension in inclusion as social-justice-oriented research.

Peruzzo, F., Joiko, S., Allan, J., & Rojas, M. T. (2023). **Other sociologies of education: providing critical perspectives from the Global South and North**. *British Journal of Sociology of Education*, *44*(8), 1239-1248. https://doi.org/10.1080/01425692.2023.2296008

Peter, F., Schober, P., & Spiess, C. K. (2024). **Information intervention on long-term earnings prospects and the gender gap in major choice**. *European Sociological Review*, *40*(2), 258-275. https://doi.org/10.1093/esr/jcad055
This study investigates whether an intervention that provided high school seniors with information on costs and economic returns to tertiary education and on the long-term earnings prospects of college graduates from different study fields enhances the probability that male and female students opt for financially more rewarding study fields and for business-related or STEM fields with a lower share of women. It extends our understanding on the potentials of information interventions for reducing gender segregation in tertiary education. We draw on a field experiment in one German federal state, Berlin, which included a randomized information intervention, and analyse

longitudinal data from 1,036 students in schools with a high share of less privileged students. Our results show that a short and low-cost information intervention on costs and returns to college education, including returns in different fields of study, can substantially reduce women's enrolment in care/social subjects, increase their enrolment in other, non-technical fields while also increasing men's enrolment in technical fields with above-average earnings. The overall effects appear limited in challenging the gender-typicality of enrolment choices, as students tend to choose more profitable majors while avoiding gender-atypical fields.

Pitzalis, M., & Spanò, E. (2023). **Sub-alterities: schooling in Southern Italy**. *British Journal of Sociology of Education*, *44*(8), 1341-1358. https://doi.org/10.1080/01425692.2023.2232116
The article analyses the circularity of symbolic and structural forms of domination, feeding the field of expertise, and the school field in a country such as Italy, historically characterised by a deep divide between north and south; this led to the emergence of the so-called Southern Question. We aim to bring into the international debate the existence of a South in a European country which is usually and univocally considered to belong to the North. The analysis is structured around two main interconnected dimensions: 1) the macro-dimension of knowledge production where we show how, when analysing the experience of schooling, if the structure of the field itself and its logic of domination are not challenged, any critical epistemological discourse is destined to become a form of structural complicity with the intrinsic logic of the academic field; 2) the micro-dimension of school experience: schools, families and students engage and participate in the educational field, are part of it, adhere to its rules of play and struggle to 'exist' in its interstices.

Plavgo, I., & Bernardi, F. (2024). **Trends and Determinants of Intergenerational Educational Inequality in Sub-Saharan Africa for Birth Cohorts 1974 to 2003**. *Sociology of Education*, *97*(2), 193-217. https://doi.org/10.1177/00380407231210279
This article expands the scope of comparative social stratification research in education to rapidly developing, largely low-income sub-Saharan Africa. First, we investigate trends in the association between parental socioeconomic status (SES) and children's chances to attend and complete primary education, exploring whether and where educational expansion of the early twenty-first century led to equalization of educational opportunities. Drawing on data from 153 Demographic and Health Surveys and Multiple Indicator Cluster Surveys (1990–2017) from 40 countries, findings indicate that inequality in attendance declined, but inequality in completing six grades largely persisted. Cross-country analyses reveal a large variation in inequality levels and trends. We explore the role of national contextual factors and find that underweight prevalence, fertility rates, school fees, public spending on education, and the ratio of pupils to teaching staff systematically explain variation in SES gaps across countries and cohorts. Findings underline the importance of absolute material deprivation and school teaching resources in the stratification of educational opportunities in this region.

Pousson & O'Laughlin. (2024). **Perceptions of Marginality and Mattering of LGBTQIA Community College Students**. *Community College Journal of Research and Practice*, *48*(4), 218-232. https://doi.org/10.1080/10668926.2022.2100008
Community colleges provide an education to a large share of college students. Yet, there is a paucity of research on LGBTQIA community college students, particularly how their experiences of marginality and mattering impact their sense of belonging,

academic persistence, and personal development. Using the qualitative method of narrative inquiry, guided by Schlossberg (1989) marginality and mattering theory, and informed by Bronfenbrenner's (1995) ecological systems theory, this study explores the experiences of marginality and mattering of LGBTQIA students at a community college. We found LGBTQIA community college students experience both a sense of marginality and mattering based on their interaction with various social contexts within the college. Results also suggested the establishment of a LGBTQIA resource center and positive faculty engagement increased LGBTQIA students' sense of mattering, thus allowing them to persist and achieve their academic goals. We conclude by offering recommendations for community colleges and future research.

Quinet, É., Lestang-Préchac, V., Sfendla, H., Mathonnat, E., Gautier, P., Ni, J., … Ronzeau, M. (2024). ***Approfondir l'évaluation socioéconomique des projets immobiliers de l'enseignement supérieur et de la recherche*** (p. 124). Consulté à l'adresse Ministère de l'enseignement supérieur et de la recherche website: https://www.strategie.gouv.fr/publications/approfondir-levaluation-socioeconomique-projets-immobiliers-de-lenseignement-superieur

Ramond, C. (2024). **Des naufragé·es aux affranchi·es : quand les exilé·es temporel·les prennent ancrage**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (68). Consulté à l'adresse https://www.pratiquesdeformation.fr/612
L'article fait état d'une recherche menée sur deux années avec des personnes « à la rue », auprès d'une structure associative, en Touraine. Cette recherche, dans laquelle la question de l'émancipation est centrale, a permis à l'autrice d'aller questionner des aspects fondamentaux de sa pratique professionnelle au sein de ce milieu de vie s'inscrivant dans le champ de l'éducation populaire. Sa vision du monde l'a orientée vers une éducation tout au long de la vie. Cette école de pensée vient affirmer que l'être humain ne cesse de se former, voire de se transformer, à tous les âges de la vie, à partir des rencontres mais aussi des expériences. Elle rejoint en de nombreux points ce que l'autrice menait chaque jour en ces lieux, et que la recherche rend visible à travers la narration de ces trajectoires de vie si singulières.

Ramos, X., Gomez-Ruiz, M., & Cervini-Plá, M. (2024). ***Do women fare worse when men are around? Quasi-experimental evidence*** (Working Paper N° 665). Consulté à l'adresse ECINEQ, Society for the Study of Economic Inequality website: https://econpapers.repec.org/paper/inqinqwps/ecineq2024-665.htm
We investigate the impact of a change in the gender composition of the pool of candidates on the academic performance of women in an entrance exam. We use data from a natural experiment that altered the gender composition of the candidates for a nation-wide admission exam to a coding educational program. Our identification strategy exploits the fact that both men and women were accepted for the admission exam in all years except for 2019, when only women were allowed to take it. Our results reveal that in the absence of men, women exhibit enhanced performance, particularly in subjects where men do traditionally better, such as mathematics and logical reasoning. Conversely, we observe no significant effects in verbal tasks, where men do not typically outperform. The improvement in performance stems from both increased attempts at questions and a higher rate of correct answers. Women improve their academic performance by exerting greater effort when men are not present. Our findings are consistent with the hypothesis that the stereotype threat is deactivated in the

absence of men, highlighting the nuanced impact of gender composition on women's performance in high-stakes exams.

Ramos-Iduñate, G. (2024). ***De paysans à techniciens Sociohistoire d'une qualification scolaire et sociale au Mexique***. https://doi.org/10.48611/isbn.978-2-406-16033-5
Au Mexique, le diplôme de technicien visait à transformer les enfants des paysans en ouvriers qualifiés. Ce livre pose un regard sociohistorique sur l'itinéraire social de ce diplôme qui incarne mieux que nul autre les aspirations d'ascension sociale des familles les plus défavorisées.

Raybaud, A. (2024, avril 3). **« Avec Parcoursup, certaines familles utilisent le droit pour contester le jugement scolaire, comme cela n'avait jamais été fait »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/04/03/face-a-parcoursup-certaines-familles-utilisent-le-droit-pour-contester-le-jugement-scolaire-comme-cela-n-avait-jamais-ete-fait_6225728_4401467.html
Mercredi est le dernier jour pour finaliser son dossier et confirmer ses vœux sur la plate-forme Parcoursup. Chaque année, des parents contestent les résultats et n'hésitent plus à déposer des recours auprès du rectorat ou du juge administratif, expliquent deux chercheuses dans un ouvrage à paraître.

Riedemann, A., Stang, F., Joiko, S., Palma, J., & Garcés, A. (2023). **Teaching about colonialism, nationalism, and neoliberal patriarchy during the Chilean social outbreak**. *British Journal of Sociology of Education*, *44*(8), 1286-1303. https://doi.org/10.1080/01425692.2023.2284648
While Chile currently commemorates 50 years since the 1973 coup, it is also immersed in the process of writing a new Constitution to replace that of 1980, which is responsible for the all over present neoliberalism, including the education system. The constituent process is a direct consequence of the social outburst of 2019. In this context, this article informs Other Sociologies of Education by describing the experience of a course inspired by decolonial studies and offered at a community higher education initiative that emerged from a local government, aiming to democratize education. To reconstruct the course experience, we used documents, our own memories and some participants written thoughts, and we wrote this article following the methodology of narrative productions. The article suggests that there is great potential in transmitting decolonial studies – for their capacity to explain and transform ethnic-racial relations in Latin American societies – in community education.

Rottman, A., & Sa'ar, A. (2024). **Anti-consumerism as a class practice: Parental investment in a private kindergarten in Israel**. *Current Sociology*, *72*(3), 501-518. https://doi.org/10.1177/00113921221141469
This article documents a cultural script of 'non-materialistic parental investment' in a private kindergarten in Israel, and the paradoxes that accompany it. Drawing on ethnographic fieldwork, the analysis reveals an inherent tension between an anti-materialistic ideology and the immersion of the kindergarten in a hyper-consumerist culture. While the explicit discourse emphasizes simplicity and unmediated emotional nurturing, the kindergarten in effect comprises an arena of intense elite consumerism of upper-middle-class parents who wish to give their children high-quality, expensive education. As a prestigious private business, it, therefore, plays a direct role in class

differentiation processes, although 'social-class' is not part of the conscious pedagogical agenda.

Sacré, M., Imberdis, A., Souchal, C., & Toczek, M.-C. (2023). **Les maths pour les garçons, le français pour les filles ? Comment les stéréotypes de genre se perpétuent à l'école**. *The Conversation France*. Consulté à l'adresse https://uca.hal.science/hal-04523895
Les stéréotypes de genre s'invitent-ils dans les préférences scolaires des élèves français ? Une étude conduite en 2005 montrait qu'ils orientaient fortement les perceptions que les élèves de CM2 (10-11 ans) ont des disciplines scolaires. Ainsi, les garçons avaient tendance à valoriser les cours de mathématiques et d'éducation physique et sportive, alors que les filles valorisaient les cours de français et les travaux de lecture et d'expression écrite. Comment les choses ont-elles évolué depuis ?

Selznick, B. S., Goodman, M. A., McCready, A. M., & Duran, A. (2024). **Developing Relational Leaders Through Sorority Engagement: A Quantitative Approach**. *Innovative Higher Education*, *49*(2), 319-347. https://doi.org/10.1007/s10755-024-09697-6
The purpose of this study was to understand what personal, environmental, and experiential aspects of undergraduate sorority engagement promote relational leadership development. A robust literature review and theories of relational leadership developed for application within the collegiate context provided the foundation for this inquiry. Through use of multilevel modeling, we analyzed a sample of 8,435 undergraduate National Panhellenic Conference sorority women from 172 institutions located within the United States. Results demonstrated the substantial importance of supportive sisterhood at both the individual and group level and showcased how variations in perceptions of sisterhood (e.g., accountability), student involvement (e.g., additional activities), and background characteristics (e.g., SES) affected undergraduate sorority members' relational leadership development. We close by discussing our findings and offering implications for future practice and research.

Stavrou, S. (2024). **« La question cruciale derrière la régionalisation du savoir est celle de la lutte pour la définition de ce que sont l'université et l'éducation universitaire dans la société »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4345
Diversité : Vous avez travaillé sur la régionalisation des savoirs en matière de curriculum scolaire. Pouvez-vous définir et préciser ce concept et en quoi vous apparaît-il heuristique pour questionner les savoirs scolaires, les programmes, la pédagogie ? Sophia Stavrou : Dit brièvement, la régionalisation du savoir renvoie à un principe de réorganisation des curricula, à l'abandon des logiques disciplinaires au profit d'une forme d'interdisciplinarité projetée sur l'ajustement au marché. C'e...

St-Pierre, X., & Hirsch, S. (2024). **L'effacement des Autochtones et du colonialisme de l'école des colons : analyse de la définition du personnel enseignant non autochtone au Québec des rapports entre Autochtones et non-Autochtones**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *47*(1), 216-243. https://doi.org/10.53967/cje-rce.5781
In this article, I focus on the social relations related to settler colonialism (Coulthard, 2018; Wolfe, 2006) in a non-Indigenous school context. The objective pursued in this article is to analyze how the logic of erasure of settler colonialism (Veracini, 2011) manifests itself in the "settler school". Using an interactionist approach (Blumer, 1962), I describe the

"definition of the situation" of the relationship between Indigenous and non-Indigenous people through the discourse of non-Indigenous teachers in a colonial context. Thematic analysis of interviews with six high school teachers in various subjects allows us to identify that the relationship between Indigenous and non-Indigenous is defined as external to the school situation of non-Indigenous in a logic of erasure of colonialism and Indigenous people.

Thompson, M. E., & Trejo, S. (2024). **My School District Isn't Segregated: Experimental Evidence on the Effect of Information on Parental Preferences Regarding School Segregation**. *Sociology of Education*, *97*(2), 97-119. https://doi.org/10.1177/00380407231213342
U.S. public schools are increasingly segregated by income, resulting in substantial educational inequality among U.S. schoolchildren. We conducted a nationally representative survey to explore the relationship between parental beliefs about and preferences regarding school segregation. Using experimental manipulation, we tested if learning about levels of school segregation in their local school district affects a parent's attitudes and preferences regarding school segregation. In doing so, our study helps elucidate whether disagreement with respect to segregation-reducing policies stems from differences in parental beliefs about the extent of segregation in their district or from differences in parental preferences given existing levels of segregation. We found that parents hold largely inaccurate beliefs about local segregation levels and underestimate, on average, the economic segregation in their district. However, information treatments that correct inaccurate beliefs do little to influence support for policies to reduce segregation.

Tobback, I., Verhaest, D., Baert, S., & De Witte, K. (2024). **Vocational education, general education, and on-the-job learning over the life cycle**. *European Sociological Review*, *40*(2), 189-207. https://doi.org/10.1093/esr/jcad015
We investigate whether vocationally and generally educated individuals differ in their on-the-job learning and how this difference evolves over the career. To this end, we exploit the European Skills and Jobs Survey dataset and rely on instrumental variable estimation. While our descriptive results suggest that workers with a vocational degree experience on average more learning, this conclusion largely changes once endogeneity is taken into account. First, we find that, immediately after graduation, workers with a vocational education are less likely to further improve their skills in their jobs. Second, while this gap in on-the-job learning gradually fades over time, it takes almost a full career to catch up in terms of further on-the-job learning with those with a general degree. Finally, the effects are driven by individuals residing in dual system countries and those with a programme involving workplace learning. We argue that these results are likely explained by a combination of compensating (because vocationally educated obtained their specific skills already during education) and complementary (because general skills lay down a foundation for further learning) effects.

Valenzuela, J. P., Kuzmanic, D., & Cortés, F. (2024). **Socioeconomic inequalities in opportunities and participation in in-person learning during the Covid-19 pandemic**. *International Journal of Educational Development*, *105*, 102978. https://doi.org/10.1016/j.ijedudev.2023.102978

Combining a longitudinal national survey of the Chilean school system and administrative datasets, we studied the supply and demand factors associated with the slow in-person return to school in Chile during the Covid-19 pandemic and their effects on socioeconomic disparities. In-person learning in 2021 was limited mainly by supply factors (i.e., sanitary, administrative, and infrastructure restrictions). However, once the supply restrictions decreased, many low-income students and their families did not resume in-person instruction, leading to vast inequalities by schools' socioeconomic characteristics. These inequalities in in-person instruction will expand existing disparities in students' learning and educational opportunities.

Waldendorf, A. (2024). **Words of change: The increase of gender-inclusive language in German media**. *European Sociological Review*, *40*(2), 357-374. https://doi.org/10.1093/esr/jcad044
Everyday observations seem to indicate an increase in gender-inclusive language (GIL) in Germany; however, previous research on the prevalence of GIL suggests that it is a marginal phenomenon. Moreover, from a theoretical side, an increase in GIL seems unlikely because of the cognitive challenge language change holds, the existence of multiple GIL variants, and the antagonistic environment that Germany poses for language change. This study empirically measures the use of GIL in five media sources in Germany. Over four million articles from 2000 to 2021 are analysed using the IDS Deutscher Referenzkorpus (DeReKo), supplemented by an in-depth analysis of 500 newspaper articles scraped in 2021. A fine-grained analysis along the dimensions of political orientation of the outlet, type of GIL, and author's gender is conducted. In addition to observing an unexpectedly rapid increase in GIL, two different trends are identified: whilst non-binary inclusive forms of GIL are increasingly used in the left-leaning newspaper, GIL that adheres to a binary notion of gender is favoured in the mainstream and right-leaning media. This sheds light on how difficult behavioural change can occur.

Wharton, S. (2024). **Controverse entre éloge de la diversité langagière et blâme du déficit linguistique : justice sociale et savoirs scolaires langagiers**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4447
Cet article commence par une relecture, dans une perspective sociolinguistique critique, de la controverse entre Basil Bernstein et William Labov. Il envisage que ce différend épistémologique à propos du lien entre compétence langagière et inégalités scolaires d'une part repose sur un double malentendu, et d'autre part a pu favoriser l'approche culturaliste d'une défense de la diversité linguistique qui prévaut en sociolinguistique et en didactique des langues depuis une trentaine d'années. Il suggère que la théorie de la « justice sociale » élaborée par Nancy Fraser permet de sortir la question de la redistribution des ressources langagières des apories du relativisme linguistique comme du purisme linguistique, et de mettre à l'horizon de la réflexion curriculaire une relation au langage critique et émancipée.

Woollven, M. (2024, avril 10). **Enfance : comment les inégalités de langage se construisent**. Consulté 12 avril 2024, à l'adresse The Conversation website: http://theconversation.com/enfance-comment-les-inegalites-de-langage-se-construisent-223131
Selon les livres, la manière dont on pratique l'humour en famille et le milieu social, les enfants apprennent plus ou moins bien à jouer avec les mots. Décryptage de ces inégalités de langage.

Xu, B., Ma, Q., & Yu, Q. (2024). **Does the proportion of rural students affect the performance of urban students? —Evidence from urban schools in China**. *International Journal of Educational Development*, *105*, 102971. https://doi.org/10.1016/j.ijedudev.2023.102971
With rapid urbanization in China, a large number of rural students have enrolled in urban schools. We investigate the impact of the proportion of rural students on urban students' cognitive ability in urban schools. Using the sample of students who are randomly assigned to classes, we find that in urban schools, the proportion of rural students in the class has a negative effect on the cognitive ability of urban students. This negative effect is more pronounced for boys and students whose parents have a high level of education. We also find that the effect is less salient in schools located closer to the center of the city or in more developed cities. Evidence suggests that urban students in classes with a higher proportion of rural students are more likely to be late for class, have poorer quality friends, and receive more criticism from their head teachers, which consequently hurts their cognitive performance. The poor academic performance of rural students is a plausible explanation instead of the bad behaviors of rural students or social integration. Improving the level of teaching in classes with heterogeneous populations will be the focus of policymakers in the future.

Xu, X. (2024). **A Sociomaterial Investigation into Chinese International Students' Navigation of a Doctoral Trajectory During COVID-19**. *Journal of Studies in International Education*, *28*(2), 147-164. https://doi.org/10.1177/10283153221126247
Despite a vast body of scholarship delving into international students' educational experience during the COVID-19 pandemic, little is known about the doctoral group's perception from a sociomaterial perspective. Utilizing a group of Chinese international doctoral students while drawing on semi-structured interviews, the article unpacks what and how matter and human forces are entangled with one another as bricolages to shape a disrupted doctoral trajectory. It reveals that, within working and social spaces, human agency and non-human matter mediate, forge and produce a doctoral trajectory embedded within a complex lived experience of responding to shifting dynamics during the pandemic. It also shows how doctoral students aligned material and social assemblages to construct sociomaterial bricolages that facilitate a restoration of relative stability. The study contributes to the literature of international doctoral education with a nuanced disclosure of its navigation as a continual process of mobilization, negotiation and construction emerging from the performative flow of sociomaterial practices. It concludes that a doctoral trajectory represents network operations of experiencing and accounting for, not just what humans do with matter, but what matter does to human thinking and action.

Zanna, O. (2024). **Faire de la sociologie par-delà les murs du lycée ! En quête d'altérité**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4508
En portant une attention aux enfants et aux jeunes dans et autour du cadre scolaire, l'objectif des cités éducatives est de transformer en frontières les murs existants entre les acteurs éducatifs afin d'accompagner au mieux chacun jusqu'à son entrée dans la vie active. Parler ici de frontière et non de mur est tout à fait opportun en ce sens où la frontière marque la reconnaissance de l'autre, quand le mur désigne la séparation qui ignore. C'est en partant de cette assertion que nous avons engagé en 2022, avec un

groupe de lycéens et leurs enseignantes, une enquête grandeur nature sur le territoire de la cité éducative de Sedan. Les élèves ont commencé à arpenter le terrain d'abord sous forme d'observations, puis d'entretiens auprès des acteurs éducatifs, d'habitants et des élèves afin de saisir la forme du lien social à l'œuvre au sein de la cité éducative. Ce texte retrace cette expérience et discute des vertus sociales et pédagogiques de ce genre de pratique hors les murs.

Climat de l'école

Céci, J.-F., & Heiser, L. (2024). **Le bien-être à l'école au prisme des niveaux de prudence numérique**. *Projet Bien à l'école*. Présenté à Tours, France. Consulté à l'adresse https://hal.science/hal-04531342

CNESCO. (2023). ***Bien-être à l'école : dossier de synthèse du CNESCO*** (p. 72). Consulté à l'adresse CNESCO website: https://www.cnesco.fr/wp-content/uploads/2024/03/Cnesco-CCI-bien-etre_Dossier-de-synthese.pdf
Comment les écoles et les établissements scolaires peuvent-ils favoriser le bien-être de leurs élèves et de leurs personnels ? Pour répondre à cette question, le CNESCO a organisé une conférence de comparaisons internationales les 21 et 22 novembre 2023. A l'issue de cette conférence, il publie un dossier de ressources et des préconisations sur cette question. Ces dernières s'appuient sur un diagnostic établi à partir des travaux des experts internationaux et chercheurs sollicités ainsi que des réflexions menées par les acteurs de l'éducation lors d'ateliers participatifs.

DUGAS, E., FERREOL, G., & NORMAND, R. (2024). ***Le bien-être à l'école : comment les écoles et les établissements scolaires peuvent-ils favoriser le bien-être de leurs élèves et de leurs personnels ?*** Consulté à l'adresse https://www.cnesco.fr/wp-content/uploads/2024/03/Cnesco-CCI-bien-etre_Rapport-de-cadrage.pdf
Ce rapport dresse un état de l'art sur la thématique du bien-être à l'école (définitions, modèles, méthodes, outils, expérimentations, mises en pratique réussies) en s'appuyant plus spécifiquement sur des éléments de comparaison internationale. Il explore et met en relief certains angles saillants potentiellement constitutifs du bien être des élèves et des enseignants tels que la gouvernance et le leadership, et les configurations spatiale et temporelle. Il décèle ensuite dans un cadre plus inclusif les dynamiques d'apprentissage et les interactions professionnelles comme pédagogiques qui favorisent ce bien-être. Le rapport propose enfin des pistes de réflexion au regard des avancées académiques, propices à des recherches appliquées, utiles et (ré)utilisables par les différents acteurs concernés, avec leurs attentes et leurs représentations.

Friedrich Schutz, F., Miconi, D., Bedin, L. M., & Ruiz-Casares, M. (2024). **Contribution of Relationships with Friends and Teachers and Experiences of School Violence to the Subjective Well-Being of Immigrant Children**. *Journal of Happiness Studies*, *25*(3), 30. https://doi.org/10.1007/s10902-024-00733-y
While the individual trajectories of immigrant children may differ, attending school is a collective experience for most children. When considering children's integration into their respective school environments, social interactions with peers and teachers may contribute to their ease of integration and overall subjective well-being, as well as potential experiences of violence within the school context. The objectives of this study are to (a) explore the contribution of satisfaction with friends, teachers, and school

violence to the SWB of immigrant children, and (b) examine how said contributions and subsequent associations vary across generations. Participants are 8360 children from 21 countries between the ages of 9–13, who report that they themselves or at least one of their parents was born in a foreign country. The participants completed a survey that included demographic information and validated measures from the International Survey of Children's Well-Being (ISCWeB), including the Children's Worlds Subjective Well-Being Scale (CW-SWBS), and was contextually adapted as appropriate. The data was analyzed using structural equation modelling (SEM). The results indicate that higher levels of satisfaction with peer and teacher relationships, as well as fewer experiences of perceived violence, are associated with the subjective well-being of immigrant children. Thus, our model presents a good fit and accounts for 30% of the subjective well-being variance. Our results indicate the importance of social relationships, specifically with peers and teachers, and reinforces school as a crucial context for significant social support and correspondingly may improve immigrant children's subjective well-being.

Gamboa, P., Freire, S., Anica, A., João Mogarro, M., Fátima Moreira, M., & Vaz da Silva, F. (2024). **Correlates of rejection by the peer group: a study comparing students with and without SEN**. *International Journal of Inclusive Education*, *28*(4), 381-401. https://doi.org/10.1080/13603116.2021.1941314
One argument for the inclusion of children with special education needs (SEN) is that they will benefit from the interactions and relationships with their typically developing peers. However, students with SEN tend to be more rejected than their non-SEN peers. Considering the negative consequences of peer rejection on socioemotional development and school adjustment, the current study aims to understand the behavioural correlates and specific characteristics of the students with SEN associated with peer rejection. Participants were 227 students (107 with SEN); 53.7% male; mean age 10.79 (SD = 2.16); attending the 3rd (33.9%), 5th (35.3%) and 7th grades (30.8%). Students filled in a Sociometric task and 47 regular school teachers and 31 special education teachers provided information regarding sociodemographic and educational data, behavioural characteristics and student-teacher relationship. SEN status was the most important predictor of rejection followed by social skills. In the case of students with SEN, less familiarity with peers and a less close student-teacher relationship were also associated with rejection. Thus, the findings emphasise the need of professional development programs to assist teachers in the promotion of positive relationships with their students and a positive peer culture within the class.

Jacquin, J. (2024). ***Innovations et expérimentations destinées à favoriser le bien-être des élèves et des enseignants dans les établissements scolaires : une revue de question internationale***. Consulté à l'adresse https://www.cnesco.fr/wp-content/uploads/2024/03/Cnesco-CCI-bien-etre_Revue-de-question-internationale.pdf
Cette revue de littérature a pour objectif l'actualisation d'une précédente revue réalisée pour le Cnesco en 20181 consacrée à la qualité de vie des élèves. Elle intègre des références au bien-être des enseignants, actuellement moins nombreuses que celles concernant les élèves, et fournit un aperçu détaillé des différentes approches pour améliorer le bien-être des élèves dans les établissements scolaires. Elle aborde les enjeux contextuels sur la perception que les élèves ont de leur bien-être ainsi que les différentes manières dont les établissements scolaires peuvent être aménagés en passant en revue les d'espaces, les activités en dehors de la classe et l'aménagement du temps des élèves. Puis, sont examinés les contenus et les apprentissages qui peuvent contribuer à

promouvoir le bien-être des élèves. Les interactions sociales sont également étudiées, y compris la qualité des liens entre enseignants et élèves, entre pairs, ainsi que le bien-être des enseignants. Le rapport conclut par des pistes issues des résultats des travaux internationaux.

Lelièvre, C. (2024, avril 9). **Violences à l'école : une longue histoire ?** Consulté 10 avril 2024, à l'adresse The Conversation website: http://theconversation.com/violences-a-lecole-une-longue-histoire-227383
Depuis les années 1990, les plans ministériels se succèdent pour enrayer les violences à l'école. Remise en perspective suite aux agressions de trois collégiens début avril 2024.

Ozyildirim, G., & Karadağ, E. (2024). **The effect of peer bullying on academic achievement: A meta-analysis study related to results of TIMSS and PIRLS**. *Psychology in the Schools*, *61*(5), 2185-2203. https://doi.org/10.1002/pits.23159
Focusing on the variables that can affect both academic achievement and the well-being of students has been crucial for their development, making schools effective and designing educational policy as well as curriculum. The study has aimed to investigate the effect of peer bullying on academic achievement and to determine moderators in the relationship between these two terms by using TIMSS (The Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study) data through the meta-analysis method. Based on seven international survey data sets from TIMSS (2003, 2007, 2011, and 2015) and PIRLS (2006, 2011, and 2016), the current research has focused on 793 independent findings, including 3,503,005 students in 77 countries. In the analysis process, the mean effect size was measured by using the coefficient of standardized means (Cohen's d) based on the random effect model. In addition, the significance of the moderator variables was calculated by using the Q statistic. The findings of the study revealed that peer bullying had a significant effect on academic achievement, and in this effect, grades of the students and course types played moderator roles, while the culture of the countries was not a moderator. It could be concluded that the effect of peer relationships not only on the social development of students but also on their academic performance should not be ignored.

Sjögren, B., Thornberg, R., & Pozzoli, T. (2024). **Reciprocal longitudinal associations of defender self-efficacy with defending and passive bystanding in peer victimization**. *Psychology in the Schools*, *61*(5), 1766-1788. https://doi.org/10.1002/pits.23134
Peer victimization in schools most often occurs in the presence of bystanders. When bystanders intervene on behalf of the victims, they are often successful in stopping the victimization. Defender self-efficacy (i.e., the belief in one's ability to successfully defend victims) has consistently been associated with greater defending and less passive bystanding in peer victimization. However, the lack of longitudinal research designs has resulted in a limited understanding of how these relationships develop over time. This five-wave longitudinal study involving 2507 Swedish students addressed this gap by examining longitudinal associations of defender self-efficacy with defending and passive bystanding. Participating students answered a self-report questionnaire once a year, from fourth to eighth grade. Our findings provide partial evidence for reciprocal associations among the variables. Moreover, there were more significant associations in the traditional than in the random intercept model, thus favoring between-person interpretations of the longitudinal associations. The findings highlight the importance of understanding the link between defender self-efficacy and bystander behavior of peer

victimization, and that schools in their efforts in preventing school violence and bullying support students in increasing their defender self-efficacy and capacity in defending.

UNESCO : United Nations Educational, S. and C. O. (2024). ***Why the world needs happy schools: global report on happiness in and for learning***. Paris: UNESCO : United Nations Educational, Scientific and Cultural Organization. https://unesdoc.unesco.org/ark:/48223/pf0000389119

Van der Helm, G. H. P., Klapwijk, G. j., Roest, J. J., Kuiper, C. H. Z., Scholte, R. H. J., & Stams, G. J. J. M. (2024). **Measuring safety perceptions of students with behavioural problems in special education: A validation study of the safe at school questionnaire**. *British Journal of Special Education*, *51*(1), 60-70. https://doi.org/10.1111/1467-8578.12494
Assessment and monitoring of safety in special education schools is imperative to establish and maintain a safe environment in which students can develop academic and social–emotional skills. The present study describes the development of a student self-report measure, the Safe at School questionnaire. Factorial validity, reliability and concurrent validity was examined in a construction sample of 280 students (68.6% male, age M = 13.29, SD = 2.52) and a validation sample of 1572 students (77.4% male; age M = 14.33, SD = 2.04), representing 233 classes from 20 schools for special education in the Netherlands. Multilevel confirmatory factor analysis was used to examine the factor structure of the Safe at School questionnaire. A model with three correlating factors at the within- and between-group level (Rules and Social Norms, Perceived Own Safety and Perceived Safety of Other Students) showed a satisfactory fit to the data. Reliabilities of the scales were good. Also, measurement invariance for gender was demonstrated, indicating no differences in latent means between boys and girls. Implications for practice and future research are discussed.

Wang, M.-T., Scanlon, C. L., McKellar, S. E., & Ye, F. (2024). **A multi-informant study on teachers' mindset, classroom practices, and student well-being**. *Learning and Instruction*, *91*, 101875. https://doi.org/10.1016/j.learninstruc.2024.101875
Background A student's ability mindset is associated with their academic success, but less is known about how teachers' ability mindset and classroom practices promote student well-being. Aims and methodology Using data from two concurrent studies with samples of 6th-12th-grade students (N = 2665; Mage = 14.73 years, 62% qualified for free/reduced-price lunch; 49% girls; 33% Black, 49% White, 18% Other ethnicity-race) and math teachers (N = 195; 59% women; 94% White, 2% Black, 4% Other ethnicity-race; 40% bachelor's degrees, 60% graduate degrees), this prospective study used multi-informant, multi-level approaches to test (a) the links between teachers' mindset and students' learning engagement, emotional well-being, and social connectedness and (b) the mediational role of growth-oriented instructional approaches. Results and conclusion Within and between classrooms, student-reported teacher mindset was positively associated with all well-being outcomes. Growth-oriented classroom practices mediated the link between student-reported teacher mindset and all well-being outcomes at the individual level, but mediational pathways at the classroom level were only significant for emotional well-being. Teachers' self-reported mindset was not a significant predictor at the classroom level.

Évaluation des dispositifs d'éducation-formation

Collias, E., & Crosse, M. (2024, avril). ***Cultiver l'art de l'attention lors d'une experience de recherche-action transformatrice***. Consulté à l'adresse https://hal.science/hal-04521071
Des étudiants de Master 2 en écologie appliquée à l'aménagement sont en immersion avec le collectif Dignité cimetière, une association qui cultive des dahlias au pied des immeubles d'un quartier populaire de Rennes (Maurepas) afin de fleurir les tombes et d'organiser des hommages de rues et des cérémonies funéraires pour les personnes isolées et/ou en grande précarité. Les rencontres multi-spécifiques des étudiants, des jardiniers, des êtres du sol et des végétaux constituent une expérience transformatrice, et donnent naissance à un collectif apprenant : l'atelier de gaïgraphie.

Glewwe, P., Li, Z., Loyalka, P., Rahman, K. W., & Sharma, U. (2024). ***Education without Formal Schooling through Tablets and Tutors: Evidence from Out-of-School Children in Bangladesh during the COVID-19 Pandemic*** (ADB Economics Working Paper Series N° 718). Consulté à l'adresse Asian Development Bank website: https://econpapers.repec.org/paper/risadbewp/0718.htm
This paper estimates the impact on children's learning of one specific education technology (EdTech) intervention in Bangladesh: providing tablets with educational software, combined with private tutoring, to out-of-school students using a randomized control trial. The provision of tablets and tutors led to positive impacts on both the math and the Bangla language scores of out-of-school children, increasing math scores by approximately 0.25 standard deviations (SDs) of the distribution of test scores, and Bangla scores by approximately 0.17 SDs. The effects of the intervention were especially strong for girls compared to boys. Rural out-of-school children, but not urban out-of-school children or out-of-school children in urban slums, benefited greatly from the program. The program has little effect on noncognitive traits such as competence, self-esteem, and grit. These findings have broader implications for implementing programs targeted to out-of-school children and distance education during school closures, such as those caused by pandemics.

Holmlund, H., Häggblom, J., & Lindahl, E. (2024). ***The Boost for reading*** (Working Paper Series N° 2024:6). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://econpapers.repec.org/paper/hhsifauwp/2024_5f006.htm
We evaluate the "Boost for Reading", an in-service training program for teachers aimed at improving the teaching of literacy and boosting students' reading and writing proficiency. The program provides research summaries about teaching strategies as a basis for group-based discussion, lesson preparations and evaluations under the supervision of a coach. The program was rolled out across Swedish compulsory schools in school years 2015/16–2017/18. We analyze the effects of the intervention using a staggered difference-in-differences strategy excluding treated schools as controls. We find that in lower secondary school, the program shifted the teaching towards a stronger focus on "reading strategies" and raised student test scores in the Swedish language, social study subjects, and science studies by on average 2–5 percent of a standard deviation, respectively. However, we find no effects on teaching practices at stage 1, and accordingly, no effects on the youngest students' test scores.

Kim, M., Clifton, J., & Strutt, A. (2024). **Enhancing English Language Proficiency and Well-being in EAL International PhD Students: The Impact of Personalised Autonomous Learning**. *Innovative Higher Education*, *49*(2), 271-298. https://doi.org/10.1007/s10755-023-09695-0
Research has shown that English language proficiency (ELP) plays a crucial role in the psychological well-being of international students (e.g. Li et al., Journal of International Students, 4(4), 301-313, 2014). However, few studies have reported positive correlations between their improved English skills and well-being. The present study examines how a new pedagogy called personalised autonomous (PA) model can induce a virtuous cycle in international PhD students to enhance their English language proficiency and consequently, their well-being. We collected both quantitative and qualitative data from two groups of students: those who experienced the PA model in a course entitled Personalised English Language Enhancement (PELE) and those who did not. We conducted surveys at the beginning and end of the term to compare entry and exit data. Comparison of the entry and exit survey data for PELE students showed significant improvements across almost all dependent variables including self-efficacy, well-being and a sense of belonging to the university community. In contrast, the non-PELE students did not significantly improve in any variable. In focus groups, students indicated how their improved communicative confidence sparked a virtuous cycle leading to greater well-being and a stronger sense of community. Our data strongly suggests that ELP extends beyond mere linguistic ability; it embodies a dynamic interplay between one's language skills and their self-confidence. Diminished confidence may trigger a vicious cycle of fear of communication, unwillingness to engage, unproductive research, and estranged relationships with supervisors. Therefore, it is imperative for educators and policymakers to critically review and enhance their approaches to supporting the ELP of international PhD students.

Leclercq, G. (2022). ***Rapport sur l'expérimentation du Dispositif EP3A : Enseigner pour apprendre à apprendre***. Consulté à l'adresse Université de lille website: https://hal.science/hal-04532305

Lopes, J., Martins, P., Oliveira, C., Ferreira, J., Oliveira, J. T., & Crato, N. (2024). ***From A to Z: Effects of a 2nd-grade reading intervention program for struggling readers*** (GLO Discussion Paper Series N° 1394). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1394.htm
Many children in primary grades show difficulties with reading fluency, hardly reading text or doing it effortfully and fruitlessly, making intervention programs for struggling readers a priority for researchers and schools. This paper analyzes the results of a reading intervention program for 182 second grade struggling readers from public schools. Students received a multi-component program, including repeated readings, word recognition, morphological analysis, text interpretation, and writing skills. Participants received about fifty 45-minute intervention sessions over the school year. Using a difference-in-differences, quasi-experimental within-group longitudinal design (three-point measurements), we found that the intervention group progressed significantly faster than a classmate control group in all reading outcomes (speed, accuracy, and expressiveness). By the end of the school year, differences between the intervention and control groups in accuracy and expressiveness become small but are still large in reading speed.

Moyne, E. (2024). **Des études pour « ceux qui restent » ? Le dispositif des « campus connectés » en région rurale**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4387
L'enquête sociologique dont il est question a été réalisée dans le cadre d'un mémoire de recherche de master 1 à l'ENS de Lyon, soutenu en septembre 2022. Le présent article vise à en restituer la démarche et les résultats relatifs aux effets du dispositif « campus connecté » sur les trajectoires étudiantes des jeunes ruraux.

Tousignant, F. M. T., Parent, V., Dupuis, G., & Guay, M.-C. (2024). **Effets du programme « Des mots pour les maux » auprès d'élèves à risque ou présentant une dyslexie : une étude pilote**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *47*(1), 181-215. https://doi.org/10.53967/cje-rce.5677
This exploratory study investigated the outcomes of the program "Des mots pour les maux", a program adapted to French and aimed at re-educating different components of written language on graphophonological correspondences and spelling representations with six students with dyslexia or at risk of presenting such disorder. The study is divided into 2 phases which 6 measures are taken: Phase 1 (at the beginning of the study, and 3 and 6 weeks after standard orthopedagogical interventions) and phase 2 (8 weeks, 16 weeks and 24 weeks after introducing the program tested) in order to assess the skills before and after the introduction of the program. The results suggest some improvement regarding phonological correspondences in reading and, more importantly, orthographic representations in reading and spelling 16 weeks after using the program. This study has thus indicated that dyslexic or at-risk students could benefit from this program "Des mots pour les maux".

Formation continue

Alhadeff-Jones, M. (2024). **Complexités et rythmes de la critique en formation des adultes**. *Éducation Permanente*, *238*(1), 157-168. https://doi.org/10.3917/edpe.238.0157

Barbier, J.-M., & Dutoit, M. (2024). **L'horizon d'une épistémologie de l'expérience**. *Éducation Permanente*, *238*(1), 31-36. https://doi.org/10.3917/edpe.238.0031
Les auteurs s'interrogent sur l'émergence possible d'une épistémologie de l'expérience comme nouvel horizon de recherche. Cette façon de faire de la recherche s'intéresse moins à l'évaluation des parcours d'expérience qu'au processus même de sa constitution (l'expérience en train de se faire). Les auteurs lient trois postures de recherche : la construction des objets de recherche en termes de transformations simultanées ; l'analyse en termes de covariations et d'interdépendance plutôt qu'en termes de causalité ; la recherche à partir de la singularité des activités et des situations.

Brière, F., Assude, T., & Winder, C. G.-B. (2024). **Analysis of joint action between trainer and teachers in an in-service training system through the prism of a comparative approach in didactics**. *European Educational Research Journal*. https://doi.org/10.1177/14749041241238304
Our study focuses on the effective implementation of constellations, an institutional scheme for the in-service training of primary school teachers of mathematics and French, established in France since 2020. Based on a bottom-up training model, this scheme aims to encourage reflexive analysis of practices among peers, based on professional needs.

In this article, we adopt a comparative approach in didactics in the French tradition to studying the processes of co-development of the work object, entitled 'problematic', by trainer and teachers during training situations in two constellations in different disciplinary and geographical contexts. The methodology combines different levels of analysis in order to document the work of trainers in association with management by leaders, and to ascertain their practical epistemology.

Cavignaux-Bros, D., Fernagu, S., & Carré, P. (2023). ***Ingénierie pédagogique et numérique: Une analyse selon l'approche par les capabilités***. Paris: Editions L'Harmattan. https://www.editions-harmattan.fr/livre-ingenierie_pedagogique_et_numerique_une_analyse_selon_l_approche_par_les_capabilites_dorothee_cavignaux_bros_philippe_carre_solveig_fernagu-9782336423838-78635.html
La formation des adultes connait d'importantes transformations en ce début de XXIe siècle, les périmètres d'action des professionnels de son ingénierie évoluent de même que leurs usages des technologies de l'information et de la communication. Comment les ingénieurs pédagogiques sont-ils mis en capacité d'introduire ou d'utiliser le numérique en formation ? L'auteure montre d'abord l'évolution de l'ingénierie pédagogique en lien avec le numérique, ainsi que la diversité des missions et des profils attendus par les organisations sur cette activité, voire ce métier. Son travail de recherche éclaire ensuite les marges de liberté effective de professionnels de l'ingénierie pédagogique, travaillant dans des contextes variés, dans l'utilisation du numérique. Alors que l'ingénierie pédagogique est une activité clé de la formation, elle semble peu étudiée dans la littérature scientifique. L'auteure propose de la rendre visible ; de remettre au devant de la scène celles et ceux qui la pratiquent et les conditions de leur pouvoir d'agir.

de Lescure, E. (2024). **L'éducation populaire saisie par ses marges**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (68). Consulté à l'adresse https://www.pratiquesdeformation.fr/632
Pour une revue qui, comme l'indique sa présentation1, entend inscrire sa renaissance « dans le large champ de l'éducation populaire et de l'éducation permanente », le nombre de propositions d'articles suscité par l'appel à contributions et le nombre d'articles publiés invitent à tirer un bilan nettement positif. Le thème a attiré de si nombreux et nombreuses autrices et auteurs que les coordinateurs et coordinatrices ont été conduit·es à proposer deux numéros à la revue. Vu sous cet angle, c'...

Duguay, L. (2024). **Entre didactique professionnelle et analyse des interactions. Regards croisés sur l'activité tutorale en soins infirmiers**. *Éducation Permanente*, *238*(1), 65-75. https://doi.org/10.3917/edpe.238.0065
Cette contribution interroge les pratiques réelles des tuteurs engagés dans l'accompagnement des étudiants sur la place de travail. L'auteure croise les apports de l'analyse des interactions et ceux du champ de la didactique professionnelle. La perspective inter-actionniste permet de décrire la multimodalité en acte : l'usage de la parole mais aussi les dimensions non verbales de la communication dans le cours même de l'action. Dans une approche de didactique professionnelle, la description et l'identification des différentes ressources interactionnelles permet-tent de dégager des structures conceptuelles et de repérer comment sont organisées les pratiques de formation. L'auteure montre la façon dont ces deux perspectives théoriques et

méthodologiques s'enrichissent mutuellement en illustrant ces constructions croisées et simultanées.

El Mekaoui, B., & Régnier, J.-C. (2024). **La part de l'héritage culturel dans l'apprentissage des mathématiques. Le partage de l'eau d'irrigation dans un village marocain**. *Éducation Permanente*, *238*(1), 89-98. https://doi.org/10.3917/edpe.238.0089
Avant même la formalisation des mathématiques académiques, les êtres humains avaient des idées mathématiques pour résoudre les problèmes rencontrés au quotidien. La démarche ethnomathématique consiste à établir des ponts entre les connaissances académiques et celles issues du système culturel de sorte à penser les rapports entre éducation formelle et éducation informelle en termes de continuité, de rupture et de complémentarité. L'article expose les résultats d'une approche ethnomathématique pour aborder l'apprentissage de résolution de problèmes de mathématiques dont le contenu extra-mathématique est contextualisé : le partage de l'eau d'irrigation dans un village marocain.

Filliettaz, L., Mornata, C., & Loureiro Pinto, C. (2024). **« Les petits mots qui valident ». Apprendre à écouter activement dans la pratique d'accompagnement**. *Éducation Permanente*, *238*(1), 53-64. https://doi.org/10.3917/edpe.238.0053
L'article présente la façon dont un dispositif de formation par l'analyse des interactions a été mis en œuvre dans le contexte particulier de la formation continue de professionnels dans le champ du handicap. Dans ce dispositif, des professionnels spécialisés et expérimentés accompagnent des collègues en formation professionnelle continue, en menant avec eux des entretiens d'accompagnement dans lesquels ils guident leurs collègues dans la fixation et la réalisation d'objectifs éducatifs auprès de bénéficiaires au sein d'institutions actives dans le champ du handicap. Les formateurs accompagnants – dits « personnes ressources » – s'engagent ensuite dans une démarche d'analyse collective des interactions qu'ils mènent avec les professionnels en formation.

Gillodts, S. (2024). **De la tension à la transformation de soi une approche clinique de l'AFEST**. *Éducation Permanente*, *238*(1), 99-107. https://doi.org/10.3917/edpe.238.0099
L'aFESt institue la rencontre entre le pédagogique et l'économique, entre le développement des personnes et celui des organisations, entre des contributions centrées sur la relation d'aide et d'autres sur la relation commerciale, entre des rétributions centrées sur la reconnaissance et d'autres sur la gratification. Des acteurs de l'aFESt nouvellement professionnalisés (salariés du secteur de la restauration rapide, d'entreprises de solutions logistiques, ou encore de structures de conseil en transformation numérique)sont au cœur du tiraillement entre ces différentes logiques. pour les avoir accompagnés pendant deux ans, l'auteure fait l'hypothèse qu'être à la fois, et dans le même lieu, agent du développement d'autrui et agent du développement de l'organisation, provoque des tensions internes qui, si elles ne deviennent pas pathogènes, peuvent occasionner de notables remaniements identitaires.

Hoffert, C. (2024). ***Cheminement apprenant de candidats à la Validation des acquis de l'expérience (VAE) dans l'enseignement supérieur français. Apport heuristique de la notion d'espace.*** (Phdthesis, Université de Strasbourg (Unistra), FRA.). Consulté à l'adresse https://hal.science/tel-04416039

Le cheminement apprenant de candidats VAE dans l'enseignement supérieur français est appréhendé par la notion d'espace, articulant les concepts d'apprenance, d'expérience et de dispositif. Quatre enquêtes menées auprès de candidats et d'accompagnateurs soulignent un cheminement singulier, construit en fonction de ce qui fait milieu pour les candidats, et impliquant les spécificités du contexte universitaire. Trois espaces construits pour et par les candidats sont articulés. L'espace instrumental pose le cadre de l'exercice. L'espace intime permet la maturation de la réflexion. L'espace social accueille les interactions réelles et symboliques, formelles et informelles. L'articulation des espaces, facilitée par l'accompagnement, apparait apprenante. Une première dynamique (problématisation, conceptualisation, formalisation) transforme les savoirs, une seconde (normalisation, conscientisation, émancipation) transforme le candidat. Ces dynamiques répondent à trois logiques : comparaison, élaboration et adressage. Ainsi la VAE ouvre des opportunités de choisir, d'apprendre, de dépasser la visée certifiante du dispositif.

Kaufmann, J.-C. (2024). **L'invention de soi**. *Éducation Permanente*, *238*(1), 9-19. https://doi.org/10.3917/edpe.238.0009
Le titre de son article est également celui d'un livre que Jean-Claude Kaufmann a publié en 2004. L'illusion omniprésente de la toute-puissance du soi est aujourd'hui au centre de l'organisation de la société, dans de multiples contextes et situations. Les forums de discussion sur Internet sont riches d'enseignements sur la manière dont on échange, même s'ils s'éloignent de plus en plus souvent de ce que devrait être un vrai débat démocratique, c'est-à-dire la confrontation de points de vue différents. Développer son point de vue tout en étant ouvert à l'opinion et à la critique de l'autre devrait permettre de déboucher sur un consensus, ou un début de consensus, et ce faisant, faire évoluer les points de vue. Hélas, on ne voit pas s'épanouir une telle confrontation.

Laplantine, F. (2024). **Se construire et exister entre singularité et universalité**. *Éducation Permanente*, *238*(1), 21-29. https://doi.org/10.3917/edpe.238.0021
La tâche qui incombe aux universitaires est de contribuer à élaborer un mode de connaissance et d'action qui ne vise ni la dissolution des singularités dans une espèce de gelée mondialisée, ni le repli sur une origine et un temps mythique qui n'ont jamais existé. Il s'agit de s'affranchir des couples stériles de l'identité (confondue avec l'origine) et de l'altérité radicale, de la séparation et de l'indifférenciation, de la relativisation désabusée et d'une universalisation forcée ou fatale. Il s'agit de dire l'universel à l'envers : non pas comme donnée posée et imposée ; non pas comme principe mais comme processus ; non pas comme état mais comme devenir et devoir être, c'est-à-dire comme éthique. Cet universel n'est pas achevé, il est en coconstruction permanente.

Lyndgaard, S. F., & Kanfer, R. (2024). **Interpersonal, intrapersonal, and cognitive tactics: A thematic analysis of adults' 21st century learning management**. *Journal of the Learning Sciences*, *33*(1), 175-211. https://doi.org/10.1080/10508406.2024.2303777
"21st century learning" is reliant on not only cognitive competencies such as problem-solving, but also interpersonal (e.g., collaboration) and intrapersonal (e.g., self-regulation) competencies. Building on research in K-12/undergraduate contexts, we investigated cognitive, interpersonal, and intrapersonal learning tactics in a sample of working adults. We conducted 75 interviews with adults in an online Master's in Computer Science (CS) program. We used thematic analysis to organize participants' learning

tactics into five key strategies and interpreted strategy/tactic use in the context of a well-known 21st century learning framework. Interpersonal tactics were perceived as critical across domains, while the relative salience of intrapersonal and cognitive tactics differed depending on the nature of the task. This highlights: (1) critical differences between effective strategies for managing learning itself versus non-learning demands and (2) the value of "making space" for learning alongside other domains of adult life (e.g., work/family). We differentiate between tactics employed to master course content (e.g., via educational technology) and those facilitating the development of a supportive learning environment (e.g., via regulation of resources across domains and over time), show utility of the 21st century learning framework for working adults in CS, and discuss issues of identity and learning management.

Mabiala, J.-N., & Régnier, J.-C. (2024). **Un examen d'identité, entre science et expérience de vie**. *Éducation Permanente*, *238*(1), 109-120. https://doi.org/10.3917/edpe.238.0109
Dès sa venue au monde, chacun est le fruit de la volonté d'autrui, et durant sa vie chacun appartient à de multiples sphères culturelles au contact desquelles se construit son identité. L'article est un essai de décryptage de l'expérience d'un parcours de vie à l'aide d'outils heuristiques (examen d'identité, décentrement, introspection – rétrospection) et de théories linguistiques, psycho-logiques et sociologiques. amené à scruter sa propre construction identitaire, découvrant au passage quelques traumatismes enfouis, l'auteur propose une réflexion sur la tension existentielle entre identité et altérité durant les différentes étapes d'une vie, qui lui fait prendre conscience de sa propre interculturalité en y décelant les interférences et les contingences du vivre-ensemble.

Olivier, A. (2024). **Se construire comme maître d'apprentissage**. *Éducation Permanente*, *238*(1), 121-128. https://doi.org/10.3917/edpe.238.0121
Dans la formation professionnelle par apprentissage, deux catégories d'acteurs interviennent auprès de l'apprenti : le formateur et le maître d'apprentissage. L'article porte sur le maître d'apprentissage. À partir d'un corpus d'entretiens avec treize maîtres d'apprentissage, il cherche à comprendre de quelle manière le maître d'apprentissage exerçant en collectivité territoriale se construit et se forme dans son agir professionnel quotidien, en cherchant à déceler la part de l'explicite et la part de l'implicite, la part de soi et la part de l'autre.

Paggetti, M., & Folcher, V. (2024). **« Récolter ses usages » et construire son expérience d'activité médiatisée**. *Éducation Permanente*, *238*(1), 77-88. https://doi.org/10.3917/edpe.238.0077
L'article étudie les usages et les effets des usages du numérique pour apprendre et faire apprendre. Les auteures font dialoguer les couples notionnels usage/conception et vécu/expérience. La récolte des situations d'usage est réalisée au moyen de carnets d'expériences numérisés conçus pour structurer et guider les contributions des récolteurs. Ces derniers sont ainsi invités à consigner la situation vécue en décrivant son déroulement, les ressources mobilisées, les difficultés, astuces et futurs imaginés pour la situation.

Roche, M., Pentecouteau, H., & Eneau, J. (2024). **Demande d'aide et engagement en formation**. *Éducation Permanente*, *238*(1), 129-136. https://doi.org/10.3917/edpe.238.0129

L'article présente une étude empirique destinée à identifier et à décrire les pratiques des apprenants qui demandent de l'aide lors de l'utilisation d'une plateforme d'apprentissage en ligne. Comprendre le parcours d'apprenants durant une formation pour adultes nécessite également de s'intéresser à leur motivation. L'engagement en formation dans une perspective sociocognitive permet d'analyser les stratégies métacognitives mises en place par les apprenants et les raisons pour lesquelles ils se sont inscrits dans la formation. Il s'agit de relier demande d'aide, engagement des sujets dans la formation et interactions entre pairs. L'analyse souligne une diversité des pratiques et l'existence de conditions favorables à la demande d'aide.

Thievenaz, J. (2024). **Le « récit d'enquête » : mettre en mots, construire et partager son expérience**. *Éducation Permanente*, *238*(1), 37-51. https://doi.org/10.3917/edpe.238.0037
Cet article présente une méthode de recherche et de formation qui consiste à mettre en mots, explorer, et ainsi mieux comprendre les situations de perturbation de l'expérience ainsi que leurs retentissements sur l'activité et la formation du sujet. En prenant appui sur les travaux de Dewey, et plus précisément sur le concept d'« enquête », il s'agit de mieux comprendre comment l'humain est susceptible d'apprendre et de transformer son expérience lorsqu'il rencontre une situation indéterminée, introduisant un sentiment de doute et d'incertitude. une première partie de l'article interroge le recours aux méthodes d'analyse de l'activité ou de l'expérience dans la recherche en éducation et formation. une deuxième partie aborde la question du rôle des situations et/ou moments de perturbation de l'activité dans la construction de l'expérience. une troisième partie expose les fondements de la méthode du récit d'enquête, en prenant appui sur un exemple issu de la formation de formateurs.

Zogmal, M., Ticca, A.-C., & Filliettaz, L. (2024). **« Ça va vite ! ». Apprendre à réguler les rythmes de l'interaction dans le soutien précoce au développement du langage**. *Éducation Permanente*, *238*(1), 137-150. https://doi.org/10.3917/edpe.238.0137
L'article expose la façon dont un dispositif de formation à et par l'analyse des interactions a été mis en œuvre dans le contexte particulier de la formation continue d'éducatrices endossant un rôle de « référentes » d'un programme d'encouragement précoce du langage. Dans ce dispositif, des éducatrices en charge du programme apprennent à animer des réunions d'équipe avec leurs collègues en vue de les former aux principes et aux attitudes pédagogiques propices au soutien langagier précoce. À cette fin, elles expérimentent des sessions d'analyse collective d'interactions dans lesquelles elles partagent des observations à propos de séquences filmées documentant des interventions éducatives auprès de différentes catégories d'enfants, engagés dans une grande variété de situations.

Marché du travail

Glasman, D., & Ion, J. (2023). **Les « nouveaux métiers » des quartiers populaires. Entre l'immersion locale et l'inscription institutionnelle**. *Spécificités*, (1), 60-70. https://doi.org/10.3917/spec.017.0060
Ce numéro de la revue SpécifiCITéS s'intéresse à la question de la participation dans le champ de la santé. Il fait suite à une journée d'études co-organisée en 2019 par le master mention Sciences de l'éducation, parcours Cadres d'intervention en terrains

sensibles de l'Université Paris-Nanterre, et par l'institut de formation des cadres de santé de Sainte-Anne (groupe hospitalier universitaire Paris – Psychiatrie & Neurosciences).Cette journée, intitulée « Éducation, Santé et Participation », souhaitait croiser des préoccupations désormais anciennes au sein de ce parcours de master, en lien avec ses objets d'enseignement et de recherche et les professionnel(le)s qu'elle forme, et un intérêt pour le champ de la santé, concrétisé par la convention de formation avec l'IFCS (convention qui a pris fin en 2021). Elle a permis d'interroger les liens entre la participation en santé et l'éducation, à partir d'expériences et d'expertises diverses – professionnel(le)s, étudiant(e)s, chercheur(e)s, usagers – et dans différents champs – professionnel, scientifique et pédagogique.

Lebon, F. (2023). **Retour sur « Les "nouveaux" métiers des quartiers populaires », au prisme des rapports sociaux de classe, de genre et de race**. *Spécificités*, (1), 48-59. https://doi.org/10.3917/spec.017.0048
Ce numéro de la revue SpécifiCITéS s'intéresse à la question de la participation dans le champ de la santé. Il fait suite à une journée d'études co-organisée en 2019 par le master mention Sciences de l'éducation, parcours Cadres d'intervention en terrains sensibles de l'Université Paris-Nanterre, et par l'institut de formation des cadres de santé de Sainte-Anne (groupe hospitalier universitaire Paris – Psychiatrie & Neurosciences).Cette journée, intitulée « Éducation, Santé et Participation », souhaitait croiser des préoccupations désormais anciennes au sein de ce parcours de master, en lien avec ses objets d'enseignement et de recherche et les professionnel(le)s qu'elle forme, et un intérêt pour le champ de la santé, concrétisé par la convention de formation avec l'IFCS (convention qui a pris fin en 2021). Elle a permis d'interroger les liens entre la participation en santé et l'éducation, à partir d'expériences et d'expertises diverses – professionnel(le)s, étudiant(e)s, chercheur(e)s, usagers – et dans différents champs – professionnel, scientifique et pédagogique.

Mahlaoui, S., & Cadet, J.-P. (2024). ***Management et télétravail dans la relation client*** (Céreq Working Paper N° 26; p. 1-21). Consulté à l'adresse CEREQ website: https://www.cereq.fr/management-teletravail-relation-client

Quenson, E., Quintero, N., Séchaud, F., & Segon, M. (2024). ***Le transport de déménagement : un secteur méconnu en quête d'une identité pour soi et pour autrui*** (Céreq Working Paper N° 27; p. 1-32). Consulté à l'adresse CEREQ website: https://www.cereq.fr/transport-demenagement-secteur-meconnu-quete-dune-identite-pour-soi-et-pour-autrui

Métiers de l'éducation

Abboh, U. A., Majid, A. H., Fareed, M., & Abdussalaam, I. I. (2024). **High-performance work practices lecturers' performance connection: Does working condition matter?** *Management in Education*, *38*(2), 79-90. https://doi.org/10.1177/08920206211051468
Poor performance of lecturers in Nigerian Polytechnics warrants independent research on lecturers' job performance, given that the poor performance has seriously affected educational development in the country. Substantial evidence from the extant literature has highlighted that high-performance work practices are significant predictors and drivers of enhanced performance. Also, the functionality of high-performance work

practices is context-dependent. Therefore, the current study investigates the effect of high-performance work practices (recruitment and selection, training and development, and employee involvement) on lecturers' performance in the context of Nigerian polytechnics. It also examines the moderating role of working conditions in the high-performance work practices' relationship with lecturers' performance. Data were obtained from 539 academics in the North-west Nigerian polytechnics. The overall findings indicate that training and development and employee involvement are significant predictors of enhanced lecturers' performance, and working condition strengthens the recruitment and selection–performance connection and employee involvement–performance relationship. This implies that the link between HR practices and enhanced performance could be affected by the environment within which organizations operate. The present study focused mainly on teaching staff from the polytechnics located in the north-central geopolitical zone of Nigeria. Thus, other geopolitical zones and non-teaching staff from various polytechnics could be studied further by future studies.

Adams, D., Cheah, K. S. L., Thien, L. M., & Md Yusoff, N. N. (2024). **Leading schools through the COVID-19 crisis in a South-East Asian country**. *Management in Education*, *38*(2), 72-78. https://doi.org/10.1177/08920206211037738
The COVID-19 pandemic is a health crisis and today's school principals are faced with more challenging circumstances than in any other time in our known history. The purpose of this paper is to explore school principals' management practices, their leadership styles, and the challenges they encounter in response to the coronavirus disease 2019 pandemic. A research instrument of open-ended questions was administered to 32 school principals from government-funded secondary schools, to establish how school principals are dealing with the current situation and the challenges that arise from it. Findings rendered a contextualisation of school management practices. School leaders specified instructional and distributed leadership that were vital in this time of crisis and disclosed the challenges and uncertainties of their school communities. Hence, this paper contributes to the scarce evidence based on school leadership practices during a pandemic.

Avsar Erumit, B., Namdar, B., & Oğuz Namdar, A. (2024). **Promoting preservice teachers' global citizenship and contextualised NOS views through role-play activities integrated into place-based SSI instruction on climate issues**. *International Journal of Science Education*, *46*(6), 590-619. https://doi.org/10.1080/09500693.2023.2251189
This mixed-methods study explored changes in preservice teachers' (PSTs) understanding of the nature of science (NOS) and their values as global citizens after a place-based intervention augmented with role-play activities concerning climate change. The study further probed how these values manifested during role-play improvisations, where participants adopted the roles of global citizens. Conducted in Turkey with 20 PSTs, it integrated local field trips and role-play scenarios focused on climate change. We led PSTs on excursions to locales such as hydroelectric power plants, enabling interactions with the environment and local individuals, and facilitating role-play on climate-related issues. Within these scenarios, we employed a contextualized NOS approach to foster a comprehensive grasp of the NOS. Data was collected using the « Character and Values as Global Citizens Assessment » scale, interviews, and video-recorded role-plays. Results indicated that the place-based SSI intervention enhanced PSTs' perspectives on NOS and cultivated their global citizen values. The values demonstrated in role-play

improvisations shifted based on the scenarios. Consequent to these findings, the study recommends purposefully designing role-play scenarios targeting specific value domains for enhancement. It recommends involving students in local issues and using NOS-enriched role-play scenarios to bolster their values, and NOS understanding and diversify their argumentative perspectives.

Boguslav, A., & Cohen, J. (2024). **Different Methods for Assessing Preservice Teachers' Instruction: Why Measures Matter**. *Journal of Teacher Education*, *75*(2), 168-185. https://doi.org/10.1177/00224871231200279
Teacher preparation programs are increasingly expected to use data on preservice teacher (PST) skills to drive program improvement and provide targeted supports. Observational ratings are especially vital, but also prone to measurement issues. Scores may be influenced by factors unrelated to PSTs' instructional skills, including rater standards. Yet we know little about how these measurement challenges play out in the preservice context specifically. Here, we investigate the reliability and sensitivity of two observational measures. We find measures collected during student teaching are especially prone to measurement issues; only 3% to 4% of variation in scores reflects consistent differences between PSTs, while 9% to 17% of variation can be attributed to the mentors with whom they work. When high scores stem not from strong instructional skills, but instead from external circumstances, we cannot use them to make consequential decisions about PSTs' individual needs or readiness for independent teaching.

Café pédagogique. (2024, avril 5). **Direction d'école : Pourquoi le ministère peine à recruter ?** Consulté 10 avril 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/05/direction-decole-pourquoi-le-ministere-peine-a-recruter/
Alors que les professeurs des écoles ont peu de possibilité de promotion sociale, pourquoi ne se ruent-ils pas vers les postes de direction d'école ? Cécile Roaux, auteure

Carmi, T. (2024). **Reframing High-Quality Mentoring: Between Teacher Mentoring and Visions of Teaching as a Profession**. *Journal of Teacher Education*, *75*(2), 186-202. https://doi.org/10.1177/00224871231200276
Visions of teacher professionalism may shape common conceptualizations of high-quality mentoring, sometimes distortedly. Nevertheless, this relationship is often unnoticed, and studies rarely analyze mentor–teachers' work according to their interrelating visions. This multiple case study aimed at this literature gap. It examined the goals that accomplished mentor-teachers promoted and their practices and found four mentoring styles that characterized these mentors. After, it interrogated how the mentoring styles interrelated with three distinct visions of teacher professionalism (teachers as intellectuals, craftspeople, or artists). Findings challenge the idea that mentor-teachers' work can be evaluated as either advancing or degrading teacher professionalism. The study questions this framing of mentoring literature and suggests that a bipolar logic could mislead us to forsake essential aspects of mentoring, for instance, ones associated with apprenticeship relations. The study concludes by offering to replace the bipolar logic with a more balanced consideration of the different aspects of teacher mentoring.

Contreras, A. (2024). **A School Leader's Acompañamiento: Identity and Belonging With Immigrant Families**. *Educational Administration Quarterly*, *60*(2), 123-150. https://doi.org/10.1177/0013161X241235644
Purpose:This study explores the community-building practices of a school leader at a middle/high school in a Latino/a and African American community. I analyze how the principal leveraged his immigrant identity and experiences to connect with immigrant families and adapt to their needs to form a sense of belonging in the school and neighborhood. I focus on the power of immigrant and BIPOC school leaders drawing from their cultural practices to lead efforts for family engagement. Methods: My study draws on a 3-year critical ethnographic study. Qualitative data sources include participant observation of school/community events; interviews with school faculty, parents, and community members; and participatory methods. I draw on the concepts of pedagogies of acompañamiento and critical care to theorize practices that educators employ to forge relationships with families and create humanizing spaces. Findings: I argue that the school's principal, a Latino immigrant, functioned as a "border broker" in helping families find a sense of belonging in the school and community. He embodied pedagogies of acompañamiento as he accompanied parents through marginalizing experiences and created spaces where they could share and participate in decision-making. Discussion: I highlight the possibilities of pedagogies of acompañamiento in school spaces and recommend practices for school leaders in designing engagement strategies.

Defays, J.-M. (2024). ***Professeur de A à Z: Libres propos sur l'enseignement et l'université***. Paris: Editions L'Harmattan. https://www.editions-harmattan.fr/livre-professeur_de_a_a_z_libres_propos_sur_l_enseignement_et_l_universite_jean_marc_defays-9782336430775-79155.html
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.

Doucey, B., & Goï, C. (2023). **Regards croisés de praticien-chercheur et chercheure-praticienne sur l'innovation pédagogique**. *Innovation Pédagogique et Pédagogie de l'Innovation à l'ère du numérique : enjeux, défis et contraintes dans les pratiques enseignantes*. Présenté à Agadir, Morocco. Consulté à l'adresse https://hal.science/hal-04529437

Fang, Z., Liu, H., Gao, J., Xu, W., & Song, S. (2024). **Inter-school collaboration leaders' behaviors and underlying leadership styles: The case of China**. *International Journal of Educational Development*, *105*, 102979. https://doi.org/10.1016/j.ijedudev.2024.102979
There has been a sizable increase in studies of leadership in inter-school collaboration (ISC) over the past years. But few studies have focused on leaders' concrete behavior in ISC settings. Drawing on the Leadership for Learning (LfL) theory, this research explored ISC leaders' behaviors and then surmised underlying leadership styles. A mixed-method

design was used to collect data from China. The results showed that the behaviors of high-rated leaders partly revealed that they adopted a caring-oriented leadership style, which focused on situations, needs, and concerns of members. The behaviors of low-rated leaders somewhat presented a control-oriented leadership style, which emphasized dominating the operation of the organization. This research adds to the growing knowledge body of research on leadership in ISC. It not only has important implications for future research but also provides useful implications for ISC leaders' practice and policy-making.

Gougeon, C. (2023). **Quand les parents et les professionnels coconstruisent l'accueil du jeune enfant. L'expérience du réseau Acepp**. *Spécificités*, (1), 20-40. https://doi.org/10.3917/spec.017.0020
Ce numéro de la revue SpécifiCITéS s'intéresse à la question de la participation dans le champ de la santé. Il fait suite à une journée d'études co-organisée en 2019 par le master mention Sciences de l'éducation, parcours Cadres d'intervention en terrains sensibles de l'Université Paris-Nanterre, et par l'institut de formation des cadres de santé de Sainte-Anne (groupe hospitalier universitaire Paris – Psychiatrie & Neurosciences).Cette journée, intitulée « Éducation, Santé et Participation », souhaitait croiser des préoccupations désormais anciennes au sein de ce parcours de master, en lien avec ses objets d'enseignement et de recherche et les professionnel(le)s qu'elle forme, et un intérêt pour le champ de la santé, concrétisé par la convention de formation avec l'IFCS (convention qui a pris fin en 2021). Elle a permis d'interroger les liens entre la participation en santé et l'éducation, à partir d'expériences et d'expertises diverses – professionnel(le)s, étudiant(e)s, chercheur(e)s, usagers – et dans différents champs – professionnel, scientifique et pédagogique.

Hefnawi, A. (2024). **Leading for sustainable improvement: middle leadership revisited**. *Management in Education*, *38*(2), 91-94. https://doi.org/10.1177/08920206211053108

Hill-Jackson, V., & J. Craig, C. (2024). **'Where the Good Ideas Are': 75 Years of the Journal of Teacher Education**. *Journal of Teacher Education*, *75*(2), 129-140. https://doi.org/10.1177/00224871241232033
Taking our lead from Karl Mannheim's sociology of knowledge theory, and utilizing qualitative content analyses of data extracted from editorials, articles, and public-facing documents, this current editorial details the story of how the myriad of editors for the Journal of Teacher Education (JTE) safeguarded a space to highlight ideas essential to research of preservice and inservice teacher education within an ever-changing global context for nearly 75 years. Fourteen JTE editorships over four eras—competency, reformation, legitimization, and resilience—are laid bare.

Jarvis, A., & Judge, S. K. (2024). **Learning the theory, improving the practice? A case study of award-bearing leadership training among college principals from Bangladesh**. *Management in Education*, *38*(2), 49-55. https://doi.org/10.1177/08920206211033286
Award-bearing transnational professional development training has received little attention in the literature. By taking a longitudinal mixed-methods approach, this project's researchers investigated the ways in which participants on a World Bank-funded programme practised leadership at the start of their training, before revisiting them a year later to find out what, if any, changes had resulted. It was discovered that the award-bearing design had been very influential in endowing the participants with

concepts that they enthusiastically adopted, but that, over time, the concepts had undergone a process of simplification, largely driven by incongruities between the concepts and the cultural environments to which they had been applied. It is recommended that award-bearing programmes might more readily take into account the individual and contextual circumstances of their participants at the planning stage.

Joy, J., & Nambirajan, T. (2024). **Learning analytics for academic management system enhancement: A participatory action research in an Indian context**. *Management in Education*, *38*(2), 56-71. https://doi.org/10.1177/08920206211037689
A common thread noted in many academic management system implementations was the stagnation and deterioration of their usage after the initial hype. This action research study was aimed at addressing this decline in a higher education institute after undertaking a reflective analysis of the waning usage patterns and taking appropriate initiatives to enhance their usage. The authors have attempted this as participants driving the change. As change agents, the academic management system implementation was advanced to move closer to a stage where the committed use occurred and intended benefits were realised. Several initiatives were introduced to propel this change. The scope of this article was confined to gauging the impact of the trigger factors; memos, and training on the academic management system usage. Their effects were measured by applying learning analytics to various sources of usage and performance data. This further led to analysing the relationship between usage and performance of the stakeholders; students, and faculty.

Maulini, O. (2024). **La formation des enseignants : en tension entre PISA et Shanghai**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4357
Diversité : Pouvez-vous, en quelques mots, présenter votre parcours et vos responsabilités à l'Université de Genève ? Olivier Maulini : Je suis instituteur de formation et professeur ordinaire à l'Université de Genève (UNIGE), où je travaille depuis près de trente ans, à la faculté de psychologie et des sciences de l'éducation (FPSE). Dans le cadre de cette fonction, je suis également, depuis près de deux ans, directeur de l'Institut universitaire genevois de formation des enseignant·e·s (IU...

McKinney, S. E., Ford, D. J., & Tomovic, C. (2024). **The Impact of Star Teacher Characteristics on Teacher Selection and Retention in Urban High Poverty Schools: A Qualitative Analysis**. *Education and Urban Society*, *56*(4), 422-445. https://doi.org/10.1177/00131245221139451
A qualitative content analysis was employed to examine what factors contributed to effective teachers' selection and retention in urban high poverty schools. First, the Star Teacher Interview was used to identify effective urban educators. Then, verbal interviews were conducted with star subjects to determine factors that contributed to their selection and decision to remain in urban high-poverty districts. An inductive analysis process revealed emerging and reoccurring themes. Four major factors were identified that influenced STAR teachers' decision to begin their career in an urban school district and/or Title I school: Giving back to the community, diversity, location, and autonomy. Three major factors were identified that influenced STAR teachers' decision to continue their career beyond 5 years in an urban school district and/or Title I school: Job satisfaction, effective with population, and perseverance. Implications of this study suggest that urban districts work closely with practicum and observation students from

the universities who show promise in working with culturally diverse children. Providing teacher candidates with rich experiences in urban schools may positively impact their decision to work in urban settings.

Narayanan, M., Shields, A. L., & Delhagen, T. J. (2024). **Autonomy in the spaces: teacher autonomy, scripted lessons, and the changing role of teachers**. *Journal of Curriculum Studies*, *56*(1), 17-34. https://doi.org/10.1080/00220272.2023.2297229
The work of teachers has historically been highly controlled, but one area teachers have been granted considerable autonomy is in instruction and planning. Teacher autonomy is a complex concept with important implications for both the quality of instruction and teacher persistence in the field. The rise of charter management organizations (CMOs) and the increasing use of scripted lesson plans (SLPs) have introduced new institutional arrangements with unknown impacts on teachers' perceptions of autonomy. This mixed method study surveyed 155 teachers across all grade levels from CMOs, independent charter, and district schools, on their perceptions of autonomy related to lesson planning. The survey responses showed that high school teachers and those who wrote their own lessons perceived the greatest autonomy, while elementary teachers and those who received SLPs perceived the lowest. Our qualitative interviews with 17 teachers complicated these findings by demonstrating how similar organizational structures could result in very different experiences of autonomy. Relationships of trust supported stronger feelings of autonomy; without trust, planning could feel restrictive or isolating. Still, teachers found spaces of autonomy within the organizational restrictions on their work. Their reflections suggest feelings of autonomy balance the increasingly limited role of teachers' work in lesson design.

Quansah, F., Agormedah, E. K., Ankomah, F., Srem-Sai, M., Nugba, R. M., Hagan Jr., J. E., & Schack, T. (2024). **Revalidation of Teachers' Sense of Efficacy Scale using Ghanaian in-service teachers: Multidimensional item response theory with factor analyses**. *Psychology in the Schools*, *61*(5), 1789-1807. https://doi.org/10.1002/pits.23137
Teachers' Sense of Efficacy Scale (TSES), since its development, has gained much popularity because of its adequate psychometric properties. Yet, scholarly information on the soundness of this instrument in the African context has not been documented. Besides, the previous validation studies on the TSES have yielded mixed results with different factor structures, calling for further studies to test its utility and use across different cultures. The purpose of this study was to revalidate the TSES in Ghana using item response theory (IRT) complemented by factor analyses. Through a validation study approach, 693 basic school teachers were purposively sampled to participate in the research by responding to the Teacher Efficacy Scale. The between-item and within-item multidimensional IRT analyses combined with factor analysis were performed to understand how the items functioned with intentions to propose a well-fit instrument within the Ghanaian context. The outcome of this research revealed that the original TSES with a three-factor structure, 24 items measured on a 9-point scale did not provide an optimal measure of teachers' self-efficacy within the Ghanaian context. Rather, a three-structure scale with 18 items and a 6-point scale offered a maximal measure of teachers' self-efficacy. The practical implications of the findings are discussed.

Segal, A. (2024). **Rethinking Collective Reflection in Teacher Professional Development**. *Journal of Teacher Education*, *75*(2), 155-167. https://doi.org/10.1177/00224871231188702

Collective reflection, which has become a de rigueur activity in teacher training and professional development, is predicated upon Schön's theory of reflective practice. This concept, according to which people learn to be reflective-in-action through reflection on practice, relates primarily to individual and one-on-one mentorship processes. The shift from individual to collective processes has gone largely unstudied and unproblematized. This study of collective teacher reflection in a professional development workshop calls prevailing assumptions into question by bringing an alternative lens, textual trajectories, to bear on this ubiquitous activity to better account for oft-ignored issues of context and identity. Using linguistic ethnographic methods, it traces textual trajectories of key ideas indexed in a collective reflection event. Key findings include the nonlinearity of the reflective process and the centrality of identity-work in collective teacher reflection. This study thus reveals functions of this ritual that belie its ostensible purposes and suggest a rethinking of this practice.

Simundic, A., Hove, L. V., Baetens, I., Bloom, E., & Heath, N. (2024). **Nonsuicidal self-injury in elementary schools: School educators' knowledge and professional development needs**. *Psychology in the Schools*, *61*(5), 1868-1880. https://doi.org/10.1002/pits.23142
Previous research suggests that nonsuicidal self-injury (NSSI; the intentional destruction of bodily tissue without suicidal intent) occurs among elementary-aged children. However, it remains unclear to what extent elementary school educators encounter NSSI among students and how they respond. Therefore, this study investigated cross-national differences in Canadian and Belgian elementary school educators' knowledge of, and experience with NSSI among students. More specifically, elementary school educators' perceived reasons and supportive needs of students who engage in NSSI, as well as their own professional development needs, were explored. In total, 181 elementary school educators across Canada (n = 63) and Belgium (n = 118) were recruited through teacher association listservs and by school administrators who distributed the study information to school staff. Chi-square tests revealed that Canadian elementary school educators had more often encountered NSSI among their students than Belgian educators, although Canadian and Belgian school educators' similarly reported feeling ill-equipped to deal with NSSI among students. Thematic analyses revealed that educators believe elementary-aged students engage in NSSI because of various intrapersonal (e.g., low self-esteem) and interpersonal stressors (e.g., bullying). Moreover, the majority of educators would like professional development to more effectively respond to students. Implications for schools and future research are discussed.

Veyrac, H. (2024, mars). ***Appropriation de prescription en éducation : exemple d'appropriations de Parcoursup par des proviseurs-adjoints***. École thématique présenté à Institut Français de l'Education, France. Consulté à l'adresse https://hal.science/hal-04535101

Yildirim, A., Oscarson, A. D., Hilden, R., & Fröjdendahl, B. (2024). **Teaching Summative Assessment: A Curriculum Analysis of Pre-Service Language Teacher Education in Sweden and Finland**. *Journal of Teacher Education*, *75*(2), 203-218. https://doi.org/10.1177/00224871231214799
The purpose of this study is to investigate the curricular manifestation of summative assessment literacy in language pre-service teacher education at three universities in Sweden and Finland through multiple case studies. Data sources included program guidelines, course curricula, and study guides. A thematic approach was used to analyze

the data based on a theoretical framework involving conceptual understandings, skills, and dispositions in summative assessment. The results indicate that all programs emphasize the basic assessment concepts such as validity and alignment and using assessment to inform teaching and learning. However, compared with formative assessment, summative assessment receives less attention in the curriculum. There are differences in addressing summative assessment through stand-alone and embedded courses and in the literacy areas covered. Implications for teacher education to address summative aspects of assessment in line with teachers' tasks in schools are offered.

Zhang, L., Carter, R. A., Bloom, L., Kennett, D. W., Hoekstra, N. J., Goldman, S. R., & Rujimora, J. (2024). **Are Pre-Service Educators Prepared to Implement Personalized Learning?: An Alignment Analysis of Educator Preparation Standards**. *Journal of Teacher Education*, *75*(2), 219-235. https://doi.org/10.1177/00224871231201367
Traction is growing for personalized learning (PL) as an educational innovation that aims to provide learning experiences to meet diverse learning needs. However, little research has investigated how PL is positioned in professional standards that provide guidance on teacher education across content-specific disciplines and for diverse learner populations. Using an alignment methodology, this study identified and analyzed 193 out of 654 educator preparation standard components in the U.S. education system for the presence of teaching practices that may better respond to the need for PL implementation. This research revealed different percentages of standard components reflecting expectations for educators to understand learner characteristics, tailor instruction to learner needs, and advocate for promoting learning outcomes for individual learners. Moreover, noticeable patterns exist among standards across disciplines and for diverse learner populations regarding how they focus on knowledge, competencies, and dispositions in relation to preparing educators for PL implementation.

Numérique et éducation

Allouche, E. (2024). ***Transformation numérique de l'éducation, approche systémique et recherche appliquée***. https://doi.org/10.52358/mm.vi17.392
This article proposes the construction of a systemic model of digital education as part of research applied to public policy (French Ministry of Education). Considering the digital domain in its pervasiveness, it highlights the importance of a complex approach to understanding the transformation of practices. As an applied research modality, we present digital theme groups (GTnum). The methodological approach combines a reflexive posture informed by research contributions, conceptual choices centered on digital humanities and the systems approach, participatory research and open science via the Hypotheses « Education, digital and research » notebook. As a result, our modeling is centered on a « digital environment » and six units of action put to the test via the GTnum themes. We interpret these results through a comparison with other systemic frameworks, an application to the axes of digital transformation in academies, a prospective reflection with the development of generative AI and perspectives for participatory research. Finally, the article discusses the limits and contributions of this approach: variability in the understanding of the issues at stake and in the integration of research contributions, as well as avenues for anticipating a new digital configuration with the place of AI.

Atar, C., & Rafi, A. S. M. (2024). **Classroom interaction in an online context: A translanguaging informed conversation analysis perspective**. *International Journal of Educational Development*, *105*, 102970. https://doi.org/10.1016/j.ijedudev.2023.102970
This study aims to investigate the mode-divergent practices of pre-service teachers in an online context. Firstly, 16 h of classroom interaction is analyzed via Conversation Analysis utilizing the Classroom Interactional Competence framework. Then, the translanguaging pedagogy perspective complements this analysis by focusing on linguistic, social, and psychological aspects. The conversation-analytical findings demonstrate the failures in constructive alignment, and an inordinate amount of wasted time with no satisfying results has been observed. It is shown that translanguaging pedagogy may support the creative, critical, and strategic utilization of bilingual students' entire repertoires in classroom practices. Overall, the analysis demonstrates how translanguaging pedagogies can inform mode-divergent practices in classrooms by which teachers' interactional competence may be improved.

Belmoeiti, K. (2023). ***La transmission intergénérationnelle des compétences individuelles : quelles conditions de réussite ? une étude dans le secteur du numérique en France*** (Phdthesis, Université de Montpellier). Consulté à l'adresse https://theses.hal.science/tel-04241231
Ce travail de recherche s'intéresse à l'identification des conditions de réussite de la transmission intergénérationnelle des compétences individuelles. Il a également comme objectif de comprendre le rôle que jouent les différents acteurs dans la réussite de la transmission intergénérationnelle des compétences individuelles. En ce sens, il cherche à mieux comprendre comment la diversité générationnelle et la qualité des relations au travail peuvent favoriser la transmission intergénérationnelle des compétences individuelles. Afin d'apporter des éléments de réponse à notre problématique de recherche, nous nous fondons sur trois théories principales. Il s'agit de la théorie de la compétence, de la théorie de la proximité et de la théorie des systèmes (approche systémique). Une étude qualitative exploratoire hybride a été réalisée dans le secteur du numérique en France. Ainsi, 60 entretiens semi-directifs ont été menés auprès des cadres de la fonction RH et des collaborateurs IT. Les résultats de cette recherche mettent d'abord en exergue les leviers et les freins à la transmission intergénérationnelle des compétences individuelles. Ensuite, ils permettent de comprendre en quoi la diversité générationnelle des équipe IT et la relation entre les collaborateurs favorisent la transmission des compétences individuelles. Puis, ils mettent en lumière les outils (gestionnaires et digitaux) et les pratiques de GRH impactant la transmission intergénérationnelle des compétences. Enfin, l'utilisation massive des outils digitaux peut devenir une source de tensions et nuire à la transmission des compétences.

Brown, K., & Zhang, Z. (2024). **Love and the Distance: The Role of Presence in Online Learning**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *47*(1), 59-85. https://doi.org/10.53967/cje-rce.6163
The COVID-19 pandemic necessitated a shift to online teaching and learning, prompting concerns about maintaining teacher and student presence in virtual classrooms. Holistic education, emphasizing love, care, and interconnectedness, faces challenges in the digital realm. Holistic educators explore online behaviours, environments, and tools fostering deep presence. Four post-secondary educators were interviewed, revealing a focus on managing emotions for a positive online atmosphere. They utilize positive mental states and contemplative rituals to compensate for the lack of physical presence.

Instead of redefining presence, educators use online tools to uphold traditional notions, such as requiring visible cameras. Further research is needed to understand how holistic educators' exposure to online technologies may impact contemplative ideas of presence.

Céci, J.-F., & Heiser, L. (2024). **Le bien-être à l'école au prisme des niveaux de prudence numérique**. *Projet Bien à l'école*. Présenté à Tours, France. Consulté à l'adresse https://hal.science/hal-04531342

Cisel, M. (2023). **D'une discipline académique à l'autre, une approche contrastée de la diffusion et de l'appropriation des ressources éducatives libres au sein de l'enseignement supérieur**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (44). https://doi.org/10.4000/dms.9611
Depuis le début des années 2000, la France a lancé plusieurs projets d'envergure visant notamment à financer l'hébergement, la conception et/ou la diffusion de ressources pédagogiques numériques pour l'enseignement supérieur. Parmi les plus connus figurent Canal-U, les Universités Numériques Thématiques (UNT), ou France Université Numérique (FUN). Si l'on retrouve régulièrement des communiqués portant sur les chiffres tirés des outils de mesure de la fréquentation des sites, il n'existe que peu de données sur la manière dont les enseignants s'approprient, dans leurs pratiques quotidiennes, les ressources numériques ainsi financées par le contribuable. Nous présentons dès lors dans cet article les résultats d'une enquête organisée suite à la pandémie de COVID-19, dans le cadre du consortium Hype 13. Ayant réuni 947 réponses complètes de la part d'enseignants d'universités françaises, elle porte d'une part sur les acteurs français comme les UNT, et d'autre part, plus largement, sur la conception, la diffusion et la réappropriation des différents types de ressources pédagogiques numériques. Nous mettons en évidence des différences significatives entre disciplines académiques, quant à la connaissance et à l'utilisation des ressources issues des plateformes institutionnelles, mais aussi en termes de partage de ressources pédagogiques. Nous interprétons ces différences en termes de cultures disciplinaires.

Cisel, M. (2024). **Digital Dashboards for Summative Assessment and Indicators Misinterpretation: A Case Study**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *47*(1), 86-112. https://doi.org/10.53967/cje-rce.5269
Over the last decade, teachers in France have been increasingly pressured to use digital learning environments, and to shift from grade-based to skill-based assessment. Educational dashboards, which measure student input electronically, could foster such a transition by providing insights into learners' performances. However, such dashboards could also foster data misinterpretation during the summative assessment process, should the indicators that they display be used without a proper understanding of what they reflect. This article presents a methodology to detect potential mistakes in the interpretation of the indicators in the context of inquiry-based learning. During the design of a learning environment, we analyzed, through analytics and classroom observations in primary and middle schools, the issues that could arise from the use of a dashboard. Our data suggest that the amount of information practitioners needed to collect to make indicators relevant was burdensome, making the dashboard unfit for assessment purposes at the scale of a classroom.

Dai, C.-P., Ke, F., Pan, Y., Moon, J., & Liu, Z. (2024). **Effects of Artificial Intelligence-Powered Virtual Agents on Learning Outcomes in Computer-Based Simulations: A Meta-Analysis**. *Educational Psychology Review*, *36*(1), 31. https://doi.org/10.1007/s10648-024-09855-4
Computer-based simulations for learning offer affordances for advanced capabilities and expansive possibilities for knowledge construction and skills application. Virtual agents, when powered by artificial intelligence (AI), can be used to scaffold personalized and adaptive learning processes. However, a synthesis or a systematic evaluation of the learning effectiveness of AI-powered virtual agents in computer-based simulations for learning is still lacking. Therefore, this meta-analysis is aimed at evaluating the effects of AI-powered virtual agents in computer-based simulations for learning. The analysis of 49 effect sizes derived from 22 empirical studies suggested a medium positive overall effect, $$overline{g }=0.43$$, SE = 0.08, 95% C.I. [0.27, 0.59], favoring the use of AI-powered virtual agents over the non-AI-powered virtual agent condition in computer-based simulations for learning. Further, moderator analyses revealed that intervention length, AI technologies, and the representation of AI-powered virtual agents significantly explain the heterogeneity of the overall effects. Conversely, other moderators, including education level, domain, the role of AI-powered virtual agents, the modality of AI-powered virtual agents, and learning environment, appeared to be universally effective among the studies of AI-powered virtual agents in computer-based simulations for learning. Overall, this meta-analysis provides systematic and existing evidence supporting the adoption of AI-powered virtual agents in computer-based simulations for learning. The findings also inform about evidence-based design decisions on the moderators analyzed.

Dai, Y. (2024). **Dual-contrast pedagogy for AI literacy in upper elementary schools**. *Learning and Instruction*, *91*, 101899. https://doi.org/10.1016/j.learninstruc.2024.101899
Background Advances in artificial intelligence (AI) have highlighted the need to equip young students with basic AI-related knowledge, skills, values, and attitudes. However, pedagogical design for AI literacy remains a critical challenge, especially for upper elementary students aged 10–12. Aims This design-based study had two goals: to develop a pedagogical approach for AI literacy in upper elementary education and to empirically assess this approach through an experiment. Sample One hundred forty-seven sixth graders in an upper elementary school were randomly assigned to a control group (n = 75) and an experimental group (n = 72). Methods Following a theory-informed design convention, we proposed a dual-contrast pedagogical (DCP) approach. This approach centers on human-AI comparisons by integrating analogies and cognitive conflicts. Two teaching examples on machine learning and large language models were provided. The experimental group was taught with the DCP approach, while the control group received conventional direct instruction. Data drawn from assessment tasks and questionnaires were subjected to two-way analyses of variance and covariance. Results The experimental group demonstrated significantly higher performance in AI knowledge, skills, and ethical awareness. They also exhibited a significant increase in AI learning confidence and intrinsic motivation and a significant decrease in learning anxiety. Conclusions The DCP approach significantly improved students' learning performance and attitudes, demonstrating its effectiveness in promoting AI literacy. This study highlights the pedagogical value of human-AI comparisons in teaching AI, while contributing to a research agenda on the cognitive and conceptual aspects of AI education.

Djelil, F., Obeid, C., & Smits, G. (2024). **A Taxonomy of Digital Inequalities in the French Education System**. *35th conference of the Society for Information Technology and Teacher Education*, 16. Consulté à l'adresse https://hal.science/hal-04534229
Digital inequalities in education have been largely studied through the lens of technology access and usage. Although, they are recognized as a multidimensional phenomenon, there is a need for a comprehensive typology that provides useful explanations of their nature. In this paper, we propose a taxonomy of digital inequalities in the French education system, that defines their multiple dimensions, what they cover and who they affect. It defines seven dimensions including technological skills and usage, social, economic, geographical, and public policy factors, affecting students, teachers, and schools. It is based on existing literature and provides a framework for analyzing diverse educational data that will help to predict useful indicators of digital inequalities in education. This work will help to evaluate the impact of a public policy program in the French education system.

Gordon, M. S., & Ohannessian, C. M. (2024). **Social Media Use and Early Adolescents' Academic Achievement: Variations by Parent-Adolescent Communication and Gender**. *Youth & Society*, *56*(4), 651-672. https://doi.org/10.1177/0044118X231180317
Research investigating social media use typically focus on late adolescents and young adults, despite a growing number of early adolescents, 93% to 97%—having at least one social media platform. Also, early adolescents are more likely to engage with newer sites, such as Snapchat and Instagram, than older platforms such as Facebook and Twitter. Given the evolving landscape of social media, the present study examines the impact of the use of various social media platforms, along with its moderating effects, on adolescents' academic achievement, using a sample of N = 1,459 early adolescents. Results were such that, as frequency of use on each platform: Facebook, Twitter, Instagram, and Snapchat increased, academic achievement decreased. Specific to interaction effects, frequent use of Facebook and Instagram and early adolescents' academic achievement were moderated by motheradolescent communication; while gender moderated the association between frequent use of Twitter and Snapchat and early adolescents' academic achievement. Implications are discussed.

Jeng, A., Bosch, N., & Perry, M. (2024). **Phatic expressions influence perceived helpfulness in online peer help-giving: A mixed methods study**. *Learning and Instruction*, *91*, 101893. https://doi.org/10.1016/j.learninstruc.2024.101893
Background When struggling students seek academic help in online learning environments, it is important that they perceive the help they receive from others as effective. However, it remains unclear how phatic expressions—comments that are social rather than informative in nature—may help or hinder students who request support for coursework in online settings. Aim This exploratory study investigates how phatic expressions influence the perceived helpfulness of online peer help-giving replies in an asynchronous college course discussion forum. Sample The participants were 320 undergraduate students enrolled in a large introductory statistics course. Methods We used mixed methods to examine how students rated and described the helpfulness of examples of replies to online requests for help, both with and without four types of phatic expressions: greeting/parting tokens, other-oriented comments, self-oriented comments, and neutral comments. Results Students perceived help-giving replies with neutral and self-oriented phatic comments as less helpful than those discussing course content alone. They described these comments as unnecessary and potentially discouraging. In

contrast, students perceived help-giving replies with greetings/parting tokens and other-oriented comments as equally helpful as those discussing course content alone. They described these comments as kind and contributing to a sense of connectedness. Conclusions This study is the first to identify the extent to which different types of phatic expressions contribute to or detract from the perceived helpfulness of online peer help-giving interactions. We expect this work to provide valuable insights for educators and researchers seeking to foster productive online learning experiences through effective online help-giving interactions.

Klijn, F., Alaoui, M. M., & Vorsatz, M. (2024). ***Cheating in an Online Academic Exam: Mitigation through Multiplicity of Exam Versions?*** (Working Paper N° 1430). Consulté à l'adresse Barcelona School of Economics website: https://econpapers.repec.org/paper/bgewpaper/1430.htm
We study academic integrity in a final exam of a compulsory course with 463 undergraduate students at a major Spanish university. The exam is an unproctored online multiple-choice exam without backtracking. A key characteristic is that for each type of problem, groups of students receive different versions. Since each version appears in both an earlier and later stage of the exam, we can exploit grade points and timestamps to study students' academic integrity. We observe a significant decrease in completion time in later rounds; however, surprisingly, there is no corresponding impact on average grade points. The precise number of different versions does not seem to have an effect on either variable. Our findings suggest that studies of potential cheating may have to pay attention to completion times apart from (or even instead of) grades.

Oberrauch, L., & Kaiser, T. (2024). ***Digital Interventions to Increase Financial Knowledge: Evidence from a Pilot RCT*** (IZA Discussion Paper N° 16811). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16811.htm
We study the effects of low-intensity digital financial education interventions on undergraduate students' financial knowledge in a small-scale RCT. We test the substitutability or complementarity of two treatments: an online video financial education treatment and an incentive-based approach where students are issued pre-paid voucher cards worth 50 EUR to register with a broker specializing in roboadvised investment in Exchange Traded Funds (ETFs). Three months after the intervention, the video treatment enhanced financial knowledge scores by more than 50 percent of a standard deviation. Conversely, the vouchers showed no effect. The findings suggest that subsidies encouraging roboadvised investment into ETFs cannot substitute direct financial education in our setting, and there is no evidence for complementarity between these interventions in creating human capital in the domain of financial decision-making.

Reinhold, F., Leuders, T., Loibl, K., Nückles, M., Beege, M., & Boelmann, J. M. (2024). **Learning Mechanisms Explaining Learning With Digital Tools in Educational Settings: a Cognitive Process Framework**. *Educational Psychology Review*, *36*(1), 14. https://doi.org/10.1007/s10648-024-09845-6
To explain successful subject matter learning with digital tools, the specification of mediating cognitive processes is crucial for any empirical investigation. We introduce a cognitive process framework for the mechanisms of learning with digital tools (CoDiL) that combines core ideas from the psychology of instruction (utilization-of-learning-opportunity framework), cognitive psychology (knowledge-learning-instruction

framework), and domain-specific research on learning and instruction. This synthesizing framework can be used to theoretically ground, firstly, the design of digital tools for learning, and secondly, the empirical analysis of students' learning activities in digitally enriched educational settings via the analysis of specific student-tool interactions.

Sondermann, C., Huff, M., & Merkt, M. (2024). **Distracted by a talking head? An eye tracking study on the effects of instructor presence in learning videos with animated graphic slides**. *Learning and Instruction*, *91*, 101878. https://doi.org/10.1016/j.learninstruc.2024.101878
Background There are still unanswered questions concerning the optimal design of educational videos, for instance with regard to the visibility of a talking head next to the learning content. Although visible talking heads in educational videos may stimulate deeper processing, they can also distract from the visual learning content. Aims The current eye tracking study investigated how a talking head presented next to stepwise appearing (i.e., animated) graphic-based content affected learners' eye movements, learning, and ratings (e.g., social presence). Sample Ninety-six university students participated in the experiment. Methods We used a within-subjects design to vary whether a talking head was present in short learning videos with narrated slides. Results Our results revealed that the talking head both reduced fixation duration of the overall content and fixation duration and number of fixations of newly appearing content. Further, time to first fixation of newly appearing content was delayed by the talking head. However, the talking head did not affect learning outcomes (knowledge test and picture recognition task performance) and there was no mediation by the fixation duration of the content. Additionally, learners indicated higher social presence ratings for videos including a talking head, but we observed no differences in ratings of perceived learning, satisfaction, perceived difficulty, and invested mental effort due to the talking head. Conclusion The talking head strongly influenced learners' eye movements by reducing fixations of the learning content but did not cause any learning losses. We discuss implications and limitations of the findings also in view of future research.

Steiss, J., Tate, T., Graham, S., Cruz, J., Hebert, M., Wang, J., … Olson, C. B. (2024). **Comparing the quality of human and ChatGPT feedback of students' writing**. *Learning and Instruction*, *91*, 101894. https://doi.org/10.1016/j.learninstruc.2024.101894
Structured Abstract Background Offering students formative feedback on their writing is an effective way to facilitate writing development. Recent advances in AI (i.e., ChatGPT) may function as an automated writing evaluation tool, increasing the amount of feedback students receive and diminishing the burden on teachers to provide frequent feedback to large classes. Aims We examined the ability of generative AI (ChatGPT) to provide formative feedback. We compared the quality of human and AI feedback by scoring the feedback each provided on secondary student essays. We scored the degree to which feedback (a) was criteria-based, (b) provided clear directions for improvement, (c) was accurate, (d) prioritized essential features, and (e) used a supportive tone. Sample 200 pieces of human-generated formative feedback and 200 pieces of AI-generated formative feedback for the same essays. Methods We examined whether ChatGPT and human feedback differed in quality for the whole sample, for compositions that differed in overall quality, and for native English speakers and English learners by comparing descriptive statistics and effect sizes. Results Human raters were better at providing high-quality feedback to students in all categories other than criteria-based. AI and humans showed differences in feedback quality based on essay quality.

Feedback did not vary by language status for humans or AI. Conclusion Well-trained evaluators provided higher quality feedback than ChatGPT. Considering the ease of generating feedback through ChatGPT and its overall quality, generative AI may still be useful in some contexts, particularly in formative early drafts or instances where a well-trained educator is unavailable.

Strzelecki, A. (2024). **Students' Acceptance of ChatGPT in Higher Education: An Extended Unified Theory of Acceptance and Use of Technology**. *Innovative Higher Education*, *49*(2), 223-245. https://doi.org/10.1007/s10755-023-09686-1
AI-powered chat technology is an emerging topic worldwide, particularly in areas such as education, research, writing, publishing, and authorship. This study aims to explore the factors driving students' acceptance of ChatGPT in higher education. The study employs the unified theory of acceptance and use of technology (UTAUT2) theoretical model, with an extension of Personal innovativeness, to verify the Behavioral intention and Use behavior of ChatGPT by students. The study uses data from a sample of 503 Polish state university students. The PLS-SEM method is utilized to test the model. Results indicate that Habit has the most significant impact (0.339) on Behavioral intention, followed by Performance expectancy (0.260), and Hedonic motivation (0.187). Behavioral intention has the most significant effect (0.424) on Use behavior, followed by Habit (0.255) and Facilitating conditions (0.188). The model explains 72.8% of the Behavioral intention and 54.7% of the Use behavior variance. While the study is limited by the sample size and selection, it is expected to be a starting point for more research on ChatGPT-like technology in university education, given that this is a recently introduced technology.

Tucker, M. C., Wang, X. (Wendy), Son, J. Y., & Stigler, J. W. (2024). **Prediction versus production for teaching computer programming**. *Learning and Instruction*, *91*, 101871. https://doi.org/10.1016/j.learninstruc.2023.101871
Background Most students struggle when learning to program. Aims In this paper we examine two instructional tasks that can be used to introduce programming: tell-and-practice (the typical pedagogical routine of describing some code or function then having students write code to practice what they have learned) and prediction (where students are given code and asked to make predictions about the output before they are told how the code works). Sample Participants were 121 college students with no coding experience. Methods Participants were randomly assigned to one of two parallel training tasks: predict, or tell-and-practice. Results Participants in the predict condition showed greater learning and better non-cognitive outcomes than those in the tell-and-practice condition. Conclusions These findings raise a number of questions about the relationship between programming tasks and students' experiences and outcomes in the early stages of learning programming. They also suggest some pedagogical changes to consider, especially in early introductions to programming.

Villemin, R., Dagenais, C., & Ridde, V. (2024). **Evaluative study of a MOOC on knowledge translation in five French-speaking countries**. *PLoS ONE*, *19*(4), e0299923. https://doi.org/10.1371/journal.pone.0299923
Over the past few years, the RENARD research team has observed a sharp increase in the need for knowledge translation (KT) training. Given the high demand, it has been nearly impossible for the team to provide training entirely in person, and so a massive open online course (MOOC) was developed. Its aim is to promote the use and appropriation of the KT process by practitioners, decision-makers, and others in the public

sphere. The goal of this study was to evaluate the MOOC by collecting users' opinions, reactions, appropriation, and practice changes. A qualitative research design was used. Data were collected through semi-structured individual interviews (n = 16) with professionals from Canada, France, and three West African countries (Burkina Faso, Mali, and Senegal) who had taken the MOOC. All interviews were subjected to thematic content analysis. The MOOC content was generally appreciated and reused by the respondents. The results revealed one main motive for completing the course: the immediate opportunity to apply their learning in their practice environments. However, most respondents deplored the lack of interaction among learners and expressed the need for coaching with an instructor to deepen the topics covered during the course. The results also revealed connection and accessibility issues linked to the Internet network and unstable access to electricity in West African countries. The study highlights the potential of MOOCs for the acquisition of knowledge and competencies by KT professionals. Several recommendations and avenues of exploration were formulated to optimize and improve future designs of MOOCs on KT.

Orientation scolaire et professionnelle

Chen, Y., Lyu, J., Shen, W., Xyu, D., & Zhai, Y. (2024). **A good university or a good city?: Double considerations in the employment decisions of STEM doctoral graduates in China**. *Higher Education Quarterly*, *78*(2), 333-348. https://doi.org/10.1111/hequ.12486
This study explores how doctoral graduates weigh considerations of employment sectors and cities in their career decision-making processes. Guided by Social Cognitive Career Theory and a Four-quadrant Model, researchers analysed interviews from 40 STEM doctoral graduates in China. Findings demonstrate that self-efficacy, outcome expectations and goal-setting were factors in participants' interests and selections of academic careers. Three types of doctoral graduates were identified: (1) highfliers, (2) academic loyalists and (3) city pickers. While participants prioritize employment sectors and cities differently, cities played a significant role in their career choices which intersected with gender and class factors. Female doctoral graduates were more inclined to follow their partners, while those from socioeconomically disadvantaged backgrounds tended to prioritize cost of living factors at the expense of pursuing opportunities in top-tier cities. Implications suggest that factors undergirding doctoral graduates' career choices rely on the interaction between geographical locations and employment sector opportunities.

Ge, Y. (2024). **Career trajectory and cross-system mobility: Career planning of doctoral students in Macao**. *Higher Education Quarterly*, *78*(2), 488-504. https://doi.org/10.1111/hequ.12474
This study investigates career trajectory and work locations of doctoral students trained in Macao and analyses how their career paths are shaped by perceived macro-level factors. Respondents from four applied disciplinary areas were selected for semi-structured in-depth interviews. Research results show that doctoral students who graduated from Macao higher education institutions enjoy good career prospects in Mainland China. Their competitiveness in the research-related job market benefits from having a multi-level support system and a training mode that promotes government–university–industry collaboration. Policies and demand from industrial sectors are involved in students' learning experience through channels such as financial support, project

collaboration and networks. Doctoral students in Macao are strategic planners and actors in leveraging their human capital. As Macao becomes an emerging destination for cultivating high-level research labour, findings from this study capture a model of human capital formation in China's cross-system context.

Horta, H., Li, H., & Chan, S.-J. (2024). **Why do students pursue a doctorate in the era of the 'PhD crisis'? Evidence from Taiwan**. *Higher Education Quarterly*, *78*(2), 505-522. https://doi.org/10.1111/hequ.12467
Drawing on interviews with nine PhD students and twelve PhD graduates from a research university in Taiwan, this paper explores students' motivational profiles for pursuing a PhD at a time when that degree is increasingly decoupled from academic employment. Using self-determination theory as a conceptual lens, the paper identifies common enrolment motivations in the PhD crisis era. Amidst the doctoral enrolment crisis in Taiwan, where the traditional employment path for PhD graduates (i.e., academia) is more of a mirage than a reality, the motivations of students to pursue a PhD do not differ much from those found in the literature concerning the era of PhD expansion. Two typical motivational profiles are predominant, one dominated by the accumulation of career advantages and the other by the search for personal growth. The findings show that the first profile tends to be on the minds of most students. The second profile tends to be adopted by those who have few career concerns or those who have a greater need for self-improvement. We also find that these motivations have unique nuances, meanings and consequences for universities and doctoral education in the PhD crisis era.

Huang, Q., & Jung, J. (2024). **Career decision-making among Chinese doctoral engineering graduates after studying in the United States**. *Higher Education Quarterly*, *78*(2), 349-367. https://doi.org/10.1111/hequ.12475
How does studying in the United States affect Chinese doctoral engineering graduates' career decisions? The present study is based on semi-structured interviews with 16 Chinese engineering graduates who completed their doctorates in the United States, focusing on two critical aspects of their career decisions: returning to China and pursuing academic careers. First, the findings categorise Chinese doctoral engineering graduates into four types based on intention to return to China: fresh returnees, advanced returnees, hesitant stayers and resolute stayers. Second, the findings describe the reasons why they pursued academic or non-academic careers. In particular, the study explores how the graduates' learning experiences during their doctoral study in the United States affected them in terms of the research field, industry experiences, information gained and expectations about working conditions. In the decision process, it was important for doctoral students to adopt positive and open attitudes and exercise self-agency to identify the most appropriate directions for their careers. The study has contributions to the agency theory in career decision-making and social implications for international doctoral students to navigate the career decision process after completing doctoral programmes abroad.

Hullot-Guiot, S. (2024a, avril 4). **Parcoursup 2024 : « Tout au long de leur scolarité, les stéréotypes de genre impactent la façon dont les filles et les garçons se construisent »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/04/04/parcoursup-2024-tout-au-long-de-leur-scolarite-les-stereotypes-de-genre-impactent-la-facon-dont-les-filles-et-les-garcons-se-construisent_6225917_4401467.html

A l'heure où les lycéens finalisent leurs vœux d'orientation sur Parcoursup, jeudi, Christine Morin-Messabel, professeure de psychologie sociale et chercheuse à l'université Lyon-II, rappelle que les stéréotypes de genre façonnent encore de façon durable les choix d'orientation des filles et des garçons.

Hullot-Guiot, S. (2024b, avril 4). **Parcoursup 2024 : « Tout au long de leur scolarité, les stéréotypes de genre impactent la façon dont les filles et les garçons se construisent »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/04/04/parcoursup-2024-tout-au-long-de-leur-scolarite-les-stereotypes-de-genre-impactent-la-facon-dont-les-filles-et-les-garcons-se-construisent_6225917_4401467.html
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Jugnot, S. (2024). ***Rapprochement exploratoire de l'enquête Génération 2017 avec des données administratives issues du système d'information sur le suivi de l'étudiant (SISE)*** (Working Paper N° 24; p. 1-165). Consulté à l'adresse Céreq website: https://www.cereq.fr/rapprochement-exploratoire-enquete-generation-2017

Lee, S. J., & Shin, J. C. (2024). **Postdoctoral researchers' experience and their career plan in a research-focused university in South Korea**. *Higher Education Quarterly*, *78*(2), 473-487. https://doi.org/10.1111/hequ.12459
This study aims to empirically analyse whether, in the context of South Korea, postdoctoral researchers' career plans are closely associated with their postdoctoral experience, along with whether these postdoctoral experiences differ by gender and discipline. Data were collected from an online survey targeting postdoctoral researchers at a research-focused university in South Korea in 2019. This study found that the majority of the postdoctoral researchers pursue faculty positions at universities as in other countries, and there were no statistically significant differences in future academic career plan by gender and discipline. However, female postdoctoral researchers had lower satisfaction with their postdoctoral experience than males. Logistic regression analysis indicates that the postdoctoral researchers who experienced sufficient career advice from their supervisor are more likely to have academic positions at universities than their colleagues without such advice. This study suggests that institutional supports as well as close mentoring and advising by supervisors are critical for retaining them in academia.

Li, H., & Horta, H. (2024). **Exploring the identity development of PhD graduates transitioning to non-researcher roles**. *Higher Education Quarterly*, *78*(2), 421-435. https://doi.org/10.1111/hequ.12452
In this study, we explore the identity development of PhD graduates transitioning into non-researcher roles. Through the conceptual lens of identity-trajectory theory and based on interviews with 26 PhD graduates from three leading research universities in Hong Kong, Macau and Taiwan, we analyse their identity-trajectory development after their transition to non-research employment. The findings show that PhD graduates develop their identity trajectories based on their existing sense of researcher-self through a variety of practices that involve intellectual, networking and institutional dimensions.

Individual agency plays a key role in overcoming structural constraints in the workplace, yet its level varies according to one's willingness to pursue a non-research career. The findings highlight the fluidity in identity development and the role of the researcher-self as a positive legacy of doctoral training, including for PhD graduates taking non-researcher roles.

Liu, Y., & Li, D. (2024). **Unsettling academia: Academic career choices and pathways of PhD graduates in the Greater Bay Area in China**. *Higher Education Quarterly*, *78*(2), 388-403. https://doi.org/10.1111/hequ.12460
Much of the scholarship on employment and career pathways of PhD graduates has examined the issues, including pre-doctoral experiences, quality of doctoral education, networking and career choices across different sectors; however, contextual environmental factors have been generally overlooked. This study aims to explore the academic career choices and pathways of PhD graduates currently employed in universities in the Greater Bay Area (GBA) in China. The primary data sources include semi-structured interviews with a group of 28 PhD graduates from 14 universities in Guangdong province and Hong Kong, government talent policy documents, and university documents regarding recruitment and tenure. The findings of this study revealed five strategic logics that the PhD graduates deployed in the dynamic decision-making process for academic career choices and pathways in the GBA: (1) logic of academic alignment (matching degrees between academic competitiveness and academic job market, alignment in research/teaching agenda, alignment with future professional aspiration); (2) logic of financial concerns; (3) logic of academic network; (4) logic of risk mitigation; (5) logic of institutional culture. Implications for universities and policymakers on academic career support and talent management in the GBA are also provided.

Liu, Y., Li, X., & Chen, L. (2024). **Where is our way? A collaborative autoethnography of overseas-educated Chinese female PhDs' academic career decision journey**. *Higher Education Quarterly*, *78*(2), 368-387. https://doi.org/10.1111/hequ.12480
Given the intricate and competitive global academic landscape and Chinese female PhDs' critical situation of being marginalized and otherized, this study aims to examine the academic career decision-making experiences of three unmarried and childless Chinese female PhD graduates. Collaborative autoethnography is employed to delve into the three authors' experiences and reflections regarding the influential factors impacting their job-seeking and decision-making process as recent graduates, who earned their PhD degrees in 2022 from three popular destinations for international students in East Asia, namely Hong Kong, South Korea and Japan. Research findings indicate that various contextual and individual factors have shaped the authors' decision-making and diverse career options were adopted to strike a 'happy medium' between long-term career aspirations and increased competition for academic positions. This study provides implications for policymakers and university administrators to attract highly skilled female international professionals and overseas-educated Chinese female PhDs considering a professional career in academia.

Moyne, E. (2024). **Des études pour « ceux qui restent » ? Le dispositif des « campus connectés » en région rurale**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4387

L'enquête sociologique dont il est question a été réalisée dans le cadre d'un mémoire de recherche de master 1 à l'ENS de Lyon, soutenu en septembre 2022. Le présent article vise à en restituer la démarche et les résultats relatifs aux effets du dispositif « campus connecté » sur les trajectoires étudiantes des jeunes ruraux.

OECD. (2024). ***Challenging Social Inequality Through Career Guidance: Insights from International Data and Practice***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/challenging-social-inequality-through-career-guidance_619667e2-en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20March%202024&utm_content=Find%20out%20more&utm_term=edu&utm_medium=email&utm_source=Adestra
This report explores how school-level career guidance systems can more effectively respond to social inequalities.

Rossignol-Brunet, M. (2024). ***Poursuite d'études des bacheliers scientifiques toulousains : continuités et ruptures suite à l'introduction du nouveau baccalauréat général*** (Working Paper N° 25; p. 1-134). Consulté à l'adresse CEREQ website: https://www.cereq.fr/poursuite-etudes-bacheliers-scientifiques-toulousains-continuites-ruptures

Shen, W., & Horta, H. (2024). **Decision making of PhD students regarding careers and employment in East Asia**. *Higher Education Quarterly*, *78*(2), 299-306. https://doi.org/10.1111/hequ.12492

Xu, X. (2024). **A Sociomaterial Investigation into Chinese International Students' Navigation of a Doctoral Trajectory During COVID-19**. *Journal of Studies in International Education*, *28*(2), 147-164. https://doi.org/10.1177/10283153221126247
Despite a vast body of scholarship delving into international students' educational experience during the COVID-19 pandemic, little is known about the doctoral group's perception from a sociomaterial perspective. Utilizing a group of Chinese international doctoral students while drawing on semi-structured interviews, the article unpacks what and how matter and human forces are entangled with one another as bricolages to shape a disrupted doctoral trajectory. It reveals that, within working and social spaces, human agency and non-human matter mediate, forge and produce a doctoral trajectory embedded within a complex lived experience of responding to shifting dynamics during the pandemic. It also shows how doctoral students aligned material and social assemblages to construct sociomaterial bricolages that facilitate a restoration of relative stability. The study contributes to the literature of international doctoral education with a nuanced disclosure of its navigation as a continual process of mobilization, negotiation and construction emerging from the performative flow of sociomaterial practices. It concludes that a doctoral trajectory represents network operations of experiencing and accounting for, not just what humans do with matter, but what matter does to human thinking and action.

Yang, Y., & Fumasoli, T. (2024). **Occupational choice, satisfaction and success of PhD graduates in East Asia and the West: A systematic review**. *Higher Education Quarterly*, *78*(2), 307-332. https://doi.org/10.1111/hequ.12490

The globally expanding doctoral education and the diminishing availability of academic job opportunities have prompted an increasing proportion of PhD graduates to seek employment beyond academia, drawing a growing scholarly interest. However, the existing literature on doctoral career pathways tends to be fragmented and dispersed, given the idiosyncratic individual and educational characteristics of doctorates grappling with the complex structural factors. To depict a comprehensive picture of the diversifying employment trajectories of doctorates across various geographical, disciplinary and sectoral contexts, this study conducts a systematic review, scouring 831 pertinent journal articles from the Web of Science. Following a set of inclusion criteria, 31 papers were ultimately selected to identify the key factors shaping employment trajectories of PhD graduates at structural (national supply and demand), institutional (employers' perceptions) and individual (doctorates' characteristics) levels. Drawing on the boundaryless and value-based career theories, the authors develop a four-dimension analytical framework, within which the findings of the 31 papers in East Asian and Western contexts are analysed. Overall, stakeholders in Western systems generally recognise the trend of PhD graduates securing non-academic employment, whereas East Asian nations appear less receptive to this agenda. Meanwhile, due to their strong emphasis on research skills utilisation and employment stability, PhD graduates in certain economies find it challenging to pursue satisfying and successful careers, warranting increased attention. Building on the findings, we propose a four-quadrat model in an effort to provide a tool for evaluating the capacity to absorb doctoral workforces of specific systems by categorising the doctoral professions. Highlighting shared patterns observed across various higher education systems and distinct trends prevalent in specific economies, this paper addresses key topics in doctoral education and doctorate employment literature such as labour market conditions, employment outcomes, job satisfaction, skills (mis)matches and sustainable careers.

Yin, Y., Zhang, H., & Tan, Y. (2024). **Doctoral students from Chinese prestigious universities who wish to work in the government sector: Perceptions and mechanisms**. *Higher Education Quarterly*, *78*(2), 436-457. https://doi.org/10.1111/hequ.12494
This paper addresses the perceptions and mechanisms of doctoral student job decisions regarding the pursuit of careers in the government sector in China. Through the lens of social cognitive career theory (SCCT), we analysed 30 semi-structured interviews that had been conducted with doctoral students from two prestigious Chinese universities who wish to work as civil servants. This study describes doctoral students' understanding of careers in government employment from the perspectives of work content, promotion channels and professional norms. The mechanisms influencing student career choices include personal goals, self-efficacy, outcome expectations and environment. The clear goal of political ambition and work–life balance directly drives doctoral students to choose government institutions for employment. The diploma signal of doctoral degree itself and academic training give doctoral students a high sense of self-efficacy, which is necessary for their choice of employment in the government. Occupational safety, occupational benefits and occupational value constitute the expectations of positive outcomes providing doctoral students with good feedback. In the current environment, the labour market situation and the impetus of universities combine to form a push force and the preferential recruitment policies of the state form a pull force, which jointly promote doctoral students to make decisions to work in government sector. In this paper, the fact that the Chinese government introduced the 'special selected graduates' scheme for doctoral students from prestigious universities in hope of recruiting intellectual

elites to improve the quality of civil servants and the modernization level of social governance. Universities encourage PhD graduates to enter the government, hoping that this would enhance their social influence and reputation, thereby safeguarding their status as prestigious universities. From an institutional perspective, the process of doctoral students becoming civil servants can be said to be a form of cooperation between the government and universities.

Zheng, G., Li, L., Zhai, Y., & Shen, W. (2024). **Embarking on the postdoc journey: Unveiling Chinese doctoral graduates' expectations and experiences**. *Higher Education Quarterly*, *78*(2), 404-420. https://doi.org/10.1111/hequ.12466
Whilst China has become home to the second largest doctoral education system in the world, with over 20% of its doctoral graduates taking up postdoctoral researcher positions inside and outside of China, a lack of information regarding the expectations of these doctoral graduates in pursuing postdocs has resulted in a failure to meet their expectations, leading to insufficient institutional support for their career development. In order to improve this situation and provide more tailored institutional support for Chinese postdocs, we conducted interviews with 30 doctoral graduates from elite Chinese universities from February 2020 to December 2021 to understand their expectations for and experiences of postdocs. The data identified four expected-to-accumulated capitals during postdoc experiences: personal scientific capital, discipline-related social capital, institution-related social capital and family-related social capital. Among these, the primary consideration for engaging in postdocs is to enhance personal scientific capital in both qualitative and quantitative aspects. Chinese doctoral graduates who choose domestic postdocs have higher expectations for increasing institution-based social capital, while those who go abroad expect to develop discipline-related social capital within the international academic community. Understanding these expectations will be instrumental in developing optimal approaches to providing institutional support for the career development of Chinese postdocs.

Politique de l'éducation et système éducatif

Akita, T. (2024). ***Educational Expansion and Educational Inequality*** (Working Paper N° EMS_2024_02). Consulté à l'adresse Research Institute, International University of Japan website: https://econpapers.repec.org/paper/iujwpaper/ems_5f2024_5f02.htm
This study explores the relationship between educational expansion and educational inequality through the use of hypothetical examples. It also examines the relationship empirically based on a Barro and Lee dataset on educational attainment for Asian countries and economies. If individuals without formal education are assigned 0 years of education, the education Gini coefficient is likely to decline monotonically with educational expansion. In contrast, if we assume that they receive some sort of informal education equivalent to a small amount of formal education, then the education Gini coefficient is likely to exhibit an inverted U-shaped pattern. Transforming years of education into human capital using an exponential function could lead to the Gini coefficient of human capital exhibiting an inverted U-shaped pattern with respect to human capital expansion. On the other hand, the standard deviation of education is likely to display an inverted U-shaped pattern, whether individuals without formal education are assigned 0 years of education or not. The Barro and Lee dataset reveals that the standard deviation of education follows an inverted U-shaped pattern, even

when individuals without formal education are assigned 0 years of education. In contrast, the education Gini coefficient demonstrates a downward-sloping pattern when individuals without formal education are assigned 0 years of education. However, when assigning one year to individuals without formal education, the education Gini coefficient displays an inverted U-shaped pattern. These empirical observations align with the conclusions drawn from hypothetical examples.

Allen IV, J. (2024). ***Double-booked: Effects of overlap between school and farming calendars on education and child labor*** (IFPRI Discussion Paper N° 2235). Consulté à l'adresse International Food Policy Research Institute (IFPRI) website: https://econpapers.repec.org/paper/fprifprid/2235.htm
Across sub-Saharan Africa, countries with a greater percentage of overlapping days in their school and farming calendars also have lower primary school survival rates. In theory, greater overlap between the school and farming calendars should indeed reduce schooling investments, and farm-based child labor too, as it constrains the time allocation opportunity set for both productive activities. I causally identify such effects by leveraging a four-month shift to the school calendar in Malawi that exogenously changed the number of days that the school calendar overlapped with specific crop calendars, which differentially affected communities based on their pre-policy crop allotments. Using panel data for school-aged children, I find that a 10-day increase in school calendar overlap during peak farming periods significantly decreases school advancement by 0.34 grades (one lost grade for every three children) and the share of children engaged in peak-period household farming by 11 percentage points after four years. Secondary analyses reveal stronger negative schooling impacts for girls and poorer households driven by overlap with the labor-intensive planting period. A policy simulation illustrates that adapting the school calendar to minimize overlap with peak farming periods is a highly cost-effective educational intervention to increase school participation by better accommodating farm labor demand.

Apple, M. W. (2024). **Mobilisations sociale et politique de la connaissance officielle**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4492
Ce ne sont pas seulement le néo-libéralisme et les politiques qui l'accompagnent qui changent notre conception de l'éducation. C'est en élargissant notre champ d'action. En effet, c'est une erreur majeure de réduire nos analyses critiques de l'éducation à un simple reflet d'un ensemble de tendances au sein d'un bloc hégémonique dominant. Je propose ici des exemples du rôle significatif des conflits liés aux curricula, de la création d'identités et d'alliances militantes qu'ils entraînent. J'attire notre attention sur les luttes autour de la « culture », sur ce qui compte comme « savoir officiel » dans les écoles et sur l'importance de ces luttes non seulement à l'intérieur de l'école, mais aussi pour aider et générer des mobilisations qui peuvent avoir des implications majeures contre les politiques et les pratiques dominantes dans la société en général. Ce faisant, j'élargis nos réponses à un certain nombre de questions cruciales : qui sont les agents, quels sont les structures, les mouvements et les identités, qui peuvent conduire à des actions de résistance aux politiques et aux pratiques éducatives dominantes ? Quelles sont les contradictions qui peuvent être générées ?

Baranowska-Rataj, A., Högberg, B., & Bernardi, L. (2024). **Parental unemployment and adolescents' subjective wellbeing—the moderating role of educational policies**. *European Sociological Review*, *40*(2), 276-292. https://doi.org/10.1093/esr/jcad038
Crossover effects of parental unemployment on subjective wellbeing of children attract growing attention in research on social inequalities. Recent economic crises call for identifying policies that mitigate the adverse effects of unemployment. Building on the theoretical insights from Capability Approach, we examine the relationship between parental unemployment and subjective wellbeing of adolescents across countries with different educational policies. We use multilevel modelling and data from the European Union Statistics on Income and Living Conditions (EU-SILC). We combine microdata on 45,992 adolescents in 32 countries with macro-level indicators of educational policies. We find that parental unemployment is associated with lower subjective wellbeing among adolescents, but the magnitude of this association varies depending on access to financial support for participation in education. Adolescents who receive educational allowances and who live in countries with broader access to such support are less harmed by parental unemployment.

Barrier, J. (2024). **« Le socle des savoirs enseignés dans le supérieur tend à se déplacer vers les disciplines appliquées »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4362
Diversité : Peut-on parler de curriculum concernant l'enseignement supérieur ? Julien Barrier : Il faut se mettre d'accord sur une définition du terme. On l'utilise souvent comme un synonyme de la notion de programme scolaire. En réalité, les travaux de recherche l'envisagent dans un sens plus large, comme l'ensemble des apprentissages réalisés tout au long d'un cursus d'enseignement. Ce qui inclut donc des cours au sens le plus classique du terme, mais aussi des stages, des projets, ou encor...

Bartlett, C., Callahan, R., & Mavrogordato, M. (2024). **Beyond a Transformative Approach and Deep Understanding: External Factors and Mid-Level Leaders' Policy Implementation to Expand Equity for English Learners**. *Educational Administration Quarterly*, *60*(2), 151-190. https://doi.org/10.1177/0013161X241230296
Purpose: We examine the ways state education agency (SEA) and local education agency (LEA) leaders interpret and use educational policy to guide the provision of services for multilingual students classified as English learners (ELs) in their contexts. Our inquiry focuses on the external factors leaders describe that either enable or constrain their ability to interpret and implement policies designed to expand equity for EL students. Research Method: We conduct semi-structured interviews with 17 SEA and LEA leaders across three states. We use an interview-based approach to understand how educational leaders leverage policy to guide EL services in their states and districts. Findings: Three external factors (resources to serve EL students, networks to share EL expertise, and concrete policy monitoring and guidance from the state) interact with leaders' individual understandings of and approaches to policy implementation to shape the ultimate degree to which equity is enabled or constrained for EL students in their contexts. Implications: Educational policy intends to provide SEA and LEA leaders with guidance to expand equity for ELs. However, our study suggests that the degree to which these policies expand equity for ELs in practice depends not only on the leader's understanding of the policy, but also their access to resources, human capital, and professional networks. SEA and LEA leaders that take a deep, transformative approach

to implementation may partner to assess how SEAs can create external conditions that help to expand equity for ELs.

Bautier, É. (2024). **Savoirs et compétences, mise en œuvre curriculaire et inégalités d'apprentissage. Vingt-cinq ans d'évolution des politiques éducatives**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4363
L'article revient sur les différentes évolutions des programmes scolaires, du socle commun et du curriculum durant les vingt dernières années : introduction des compétences cognitives, langagières et actuellement psychosociales (compétences douces), pratiques de classe laissant une large place aux échanges langagiers, élévation de la complexité des activités auxquelles les élèves sont confrontés. S'appuyant sur le travail de Bernstein, et sur ses propres recherches sur les usages sociolangagiers et sociocognitifs, l'auteur développe des hypothèses sur la relation entre ces évolutions et les inégalités scolaires et sociales loin d'être réduites.

Beitone, A., & Hemdane, E. (2024). **Les éducations à… : ya basta !** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4396
Les « éducations à », apparues dans les années 1970, ont pris leur essor dans les années 2000 avec l'ambition non dissimulée de transformer l'école et les pratiques enseignantes. Dans cet article, nous décrivons la contestation des savoirs et des disciplines scolaires qui les sous-tendent sur fond d'exaltation de la post-modernité et de relativisme. Nous soulignons les limites épistémologiques et pédagogiques de ces enseignements et faisons l'hypothèse qu'elles expliquent pourquoi les enseignants et l'institution semblent s'en détourner aujourd'hui.

Bekele, T. A., Ofoyuru, D. T., & Woldegiorgis, E. T. (2024). **Assessing University-Society Engagements: Towards a Methodological Framework**. *Innovative Higher Education*, *49*(2), 201-221. https://doi.org/10.1007/s10755-023-09678-1
Higher education institutions pursue three distinct yet interrelated missions of education, knowledge production, and community engagement. Until the last decades of the twentieth century, the third mission, also known as community engagement, has received little attention. Although the third mission generally aims to contribute to the socio-cultural and economic transformations of society, its distinct characteristics are still under-theorized. None of the existing methodological and conceptual frameworks provides a holistic analysis of significant engagement indicators that transcend specific application contexts. Collecting data on university engagement with society and making meaningful interpretations is thus a challenge to researchers and practitioners. To contribute to filling this gap, this modified Delphi study proposes a comprehensive methodological framework of university-society engagements in Africa. The core thesis is that engagement is ubiquitous- university missions and support systems embody it. The framework thus constitutes eight engagement domains aligned with university core functions (teaching, knowledge production, and societal service) and support systems (governance, digitalization, internationalization, partnerships, and sustainability), with 52 items, rating scales, and descriptors. The framework contributes to conceptual and methodological clarity, informs data collection, and interpretations of the different modalities of university engagements. The alignment of engagement domains to university activities and the simplified articulations of the indicators ensure straightforward

interpretations and applications of the framework by practitioners and researchers. It is also significant as it comes at a time when universities are expected to contribute more directly and significantly to the realizations of the UN 2030 SDGs and the African Union 2063 centennial development ambitions.

Bennell, P. (2024). **An education revolution: The privatisation of schooling in capital city conurbations in Sub-Saharan Africa**. *International Journal of Educational Development*, *105*, 102988. https://doi.org/10.1016/j.ijedudev.2024.102988
This article focuses on one of the most significant and yet generally unreported developments in schooling provision in Sub-Saharan Africa during the last two decades, namely the rapid privatisation of primary and secondary schooling in capital city conurbations across the continent. In a majority of countries, this has led to the emergence of a spatially segmented education system with, on the one hand, increasingly privatised schooling provision in these conurbations and, to a lesser extent, other urban areas and, on the other hand, the predominance of generaly very poorly resourced public schooling in rural areas.

Bock, C. (2024). **La place de l'éducation populaire dans le marché grenoblois de la formation d'animateur et d'animatrice**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (68). Consulté à l'adresse https://www.pratiquesdeformation.fr/540
L'animation socioculturelle telle que nous la connaissons aujourd'hui trouve son origine dans l'éducation populaire. Des formations encadrent la professionnalisation de l'activité et une législation en formate les diplômes. Mais le lien entre l'animation et l'éducation populaire fait désormais l'objet de débats autour de son institutionnalisation. En effet, la dernière restructuration de la filière de formation « Jeunesse et éducation populaire » s'accompagne d'une recomposition des prestataires de formation. De nouvelles structures apparaissent sur le marché, dont une partie d'entre elles ne justifie pas de références historiques à l'éducation populaire. Cet article propose d'interroger la place de l'éducation populaire dans les nouveaux diplômes d'animateur et d'animatrice organisés par les associations, les universités et les entreprises sur le marché grenoblois.

Boelmann, B. (2024). ***Women's Missing Mobility and the Gender Gap in Higher Education: Evidence from Germany's University Expansion*** (ECONtribute Discussion Papers Series N° 280). Consulté à l'adresse University of Bonn and University of Cologne, Germany website: https://econpapers.repec.org/paper/ajkajkdps/280.htm
This paper shows that the local availability of universities acted as a catalyst in the catch-up of women in higher education that has been documented for developed countries in the latter half of the 20th century. It uses the foundation of new univer- sities in the 1960s and 1970s in West German regions which previously did not have a university as a case study to understand how women's mobility and education decisions interact. I first document women's low regional mobility in post-war West Germany along with their low educational attainment. Second, I exploit that the university expansion exogenously brought universities to women's doorsteps in a difference-in- differences (DiD) strategy. Comparing regions which experienced a university opening within 20 km to those where no university was opened, I show that women benefited more than men from a close-by university opening, closing the local gender gap in university education by about 72%. Third, I provide evidence that local universities partly increased university education

through reduced costs, while part of the effect is due to higher expected returns, highlighting an important second channel through which universities promote education to local youths.

Bonnéry, S. (2024). **Les arts à l'école : des politiques éducatives contradictoires**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4374
De longue date assurée dans les « enseignements artistiques », la place des arts à l'école est à la fois complétée et concurrencée par l'EAC (éducation artistique et culturelle), moins définie parce que renvoyée à l'action locale et partenariale. L'article retrace l'élaboration des politiques croissantes, enchevêtrées et contradictoires, ainsi que de leurs traductions dans les pratiques pour interroger les logiques d'arrière-plan et leurs effets.

Bozonnet, C. (2024, avril 2). **« Vous savez, la prison, ça peut rendre fou » : à la prison de la Santé avec les étudiants du DU lettres et sciences humaines**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/04/02/vous-savez-la-prison-ca-peut-rendre-fou-a-la-prison-de-la-sante-avec-les-etudiants-du-du-lettres-et-sciences-humaines_6225511_4401467.html
Assurés « dans les murs » par des professeurs de Paris Cité, les cours de ce diplôme universitaire sont une bouffée d'oxygène pour les jeunes détenus inscrits. Et un cas unique en France.

Broeck, P. V., & Mangez, E. (2024). **Apprendre indéfiniment ? Expansion de l'éducation et précarité de l'avenir**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4408
En l'espace de quelques décennies, l'éducation scolaire a connu des changements sémantiques et organisationnels majeurs qui ont vu se diffuser, à côté d'un vocabulaire éducatif ancien et établi, une série de notions, telles que les compétences, les projets, les notions d'apprentissage et d'acquis d'apprentissage (learning), les mises en situation, l'éducation tout au long de la vie… La plupart des travaux sociologiques qui se sont intéressés à ces évolutions les ont interprétées, dans une perspective critique largement autoproclamée, comme témoignant de l'emprise d'une logique néo-libérale sur l'éducation. Dans cet article, nous suggérons que ces évolutions ne sont pas l'effet d'un tel principe directeur unique, mais qu'elles répondent plutôt à la complexité et à l'incertitude propres au développement d'une société globale fonctionnellement différenciée.

Brusadelli, N. (2024). **L'éducation populaire politique : un projet d'action culturelle**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (68). Consulté à l'adresse https://www.pratiquesdeformation.fr/548
Les promoteurs de « l'éducation populaire politique » ont mené un intense travail intellectuel au tournant du xxie siècle. En analysant leurs contributions théoriques, cet article met en lumière l'existence d'un espace de production intellectuelle prétendant réinventer l'éducation populaire et partageant à son sujet un certain nombre d'axiomes. Il montre d'abord que l'éducation populaire politique consiste en grande partie à ressusciter, sur la base d'une analyse marxiste inspirée de l'École de Francfort, un projet d'action culturelle proche de celui développé par Peuple et Culture dans l'après-guerre. Il expose ensuite le projet praxéologique de ce courant de l'éducation populaire, qui se

propose de réinventer l'action socio-éducative en ayant recours aux savoirs issus des sciences sociales. Ce faisant, l'article permet de donner à voir ses ancrages pédagogiques tout en le situant dans le temps long de l'espace de l'éducation populaire.

Butzbach, M. (2024a, avril 2). **Groupes de niveau : les profs en grève contre le tri scolaire**. Consulté 10 avril 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/groupes-de-niveau-profs-greve-contre-tri-scolaire/00110217
La mise en place de groupes de niveau et la transformation du brevet mettent à mal le collège unique. Une rupture historique qui remet en cause les acquis des politiques publiques éducatives depuis un demi-siècle.

Butzbach, M. (2024b, avril 5). **Ecole privée : un rapport relance le débat politique, pas encore la « guerre scolaire »**. Consulté 10 avril 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/ecole-privee-un-rapport-relance-debat-politique-guerre/00110247
Budgets opaques, manque de contrôle, ségrégation sociale et scolaire malgré un financement majoritairement public : un rapport parlementaire étrille l'enseignement privé et sa gestion par l'Etat, et propose des réformes.

Café pédagogique. (2024a, avril 3). **Effectifs dans le premier degré : en baisse jusqu'en 2028**. Consulté 10 avril 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/03/effectifs-dans-le-premier-degre-en-baisse-jusquen-2028/
Dans une récente note, la Direction de l'évaluation, de la prospective et de la performance (DEPP) donne à voir l'évolution d'effectifs des écoles primaires. À la rentrée

Café pédagogique. (2024b, avril 3). **L'école maternelle : l'école de la performance enfantine**. Consulté 10 avril 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/03/lecole-maternelle-lecole-de-la-performance-enfantine/
Ghislain Leroy est chercheur en sciences de l'éducation. Dans son livre « L'école maternelle de la performance enfantine », disponible en libre accès, il décortique l'évolution de

Cahiers pédagogiques. (2024). **Peut-on inclure sans exclure ? (Dossier)**. *Les Cahiers pédagogiques*, (592). Consulté à l'adresse https://www.cahiers-pedagogiques.com/n-592-peut-on-inclure-sans-exclure/
Où en est-on de l'école inclusive ? De l'inscription du principe dans la loi à son effectivité sur tout le territoire, il y a un long chemin, semé de réticences, de doutes et de contraintes, mais aussi de réussites et de raisons d'y croire. Notre dossier propose un bel exercice d'équilibrisme pour continuer d'avancer.

Cedefop (Organisme et agence de l'UE). (2024). ***Vocational education and training in Belgium: short description***. Consulté à l'adresse https://data.europa.eu/doi/10.2801/860266
Vocational education and training (VET) is pivotal to the European Union's vision for a dynamic, competitive, and socially inclusive Europe. In a rapidly evolving global

landscape, the importance of VET goes beyond mere skills acquisition. It is a catalyst for individual empowerment, economic prosperity, and regional competitiveness. The European Union's dedication to a knowledge-based and innovative society acknowledges the crucial role of a well-functioning VET system in bridging the gap between education and the labour market.

Cernat, V. (2024). **Organizational corruption, test score manipulation, and teacher hiring in Romania**. *International Journal of Educational Development*, *105*, 102993. https://doi.org/10.1016/j.ijedudev.2024.102993
This study investigated the relationship between organized corruption and the irregularities observed in the score distribution of Romania's national teaching hiring and mobility test, which determines eligibility for fixed-term and open-ended teaching positions. Despite its strict scoring rules, there was a significant excess of scores at the critical cut-off values. Both bunching analyses and binomial generalized linear mixed models identified organizational but not individual corruption, as a significant predictor of scoring irregularities at the minimum value required for open-ended positions. Organizational corruption was also associated with a higher probability that scoring precisely at this threshold value would secure an open-ended position. The results further indicated that other factors may contribute to the scoring irregularities at the minimum value required for the less desirable fixed-term positions.

Chansa-Kabali, T., & Nyoni, J. (2024). **Exploring a school-level inclusive practice index for meaningful inclusion in Zambian schools**. *British Journal of Special Education*, *51*(1), 71-84. https://doi.org/10.1111/1467-8578.12489
The United Nations 2030 Agenda for Sustainable Development and, in particular, its Sustainable Development Goal no. 4, underline the relevance of quality education that translates into long-term benefits for all learners. This article reports findings of a collaborative research study that piloted an inclusive practice index to investigate inclusion in schools. We applied a mixed-methods design to identify potent features of inclusion, and developed an index that measured the extent to which inclusive practices were considered in schools. The index was administered in 168 schools and to 498 teachers. Using exploratory factor analysis, psychometric properties and potency of factors were determined. Our results revealed a two-factor solution cumulatively accounting for 72% of variation. Based on our findings, we highlight the need for schools to be deliberate in processes that enhance application of inclusive practices. When applied with intention, this will foster accountability for inclusion in the delivery of meaningful inclusive education.

Chapman, A. (2024). **Connaître l'histoire : réflexions sur la tradition disciplinaire en Angleterre**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4486
Cet article aborde l'approche disciplinaire de l'enseignement de l'histoire en Angleterre, en la situant dans son contexte politique contemporain et en relation avec l'approche réaliste sociale de la connaissance de Michael Young. Le concept de « littéracie historique » de Peter Lee est discuté et les défis liés à la mise en œuvre de l'approche disciplinaire dans les écoles sont soulignés.

Charles, F., Croizon, V., Debayle, S., Heyraud - Soulas, F., Mignon, S., Pouey, N., … Tusseau, A. (2024). **Réfléchir ensemble sur un curriculum possible en sciences et technologie à**

l'école primaire. Partage de pratiques dans un groupe de recherche collaborative. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4475
Le groupe de recherche collaborative SPEEST (Spécialité des professeurs des écoles et éducation scientifique et technologique) conçoit, met en œuvre et analyse l'application possible d'un curriculum d'éducation scientifique et technologique à l'école primaire. Cet article se propose de définir les modalités de fonctionnement de ce groupe, à partir d'un recueil de données qu'il a coconstruites (écrit collaboratif synchrone, focus group). Trois éléments fondamentaux du fonctionnement de la collaboration permettent de préciser comment les pratiques sont partagées : le groupe « fait corps » en investissant différents espaces et en prenant du temps pour travailler. Enfin, cet article illustre la mise en œuvre d'un curriculum qui se fonde sur des éléments de didactique.

Chartier, A.-M. (2024). **Les savoirs scolaires : réalités et fictions**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4439
L'article distingue les savoirs académiques et les disciplines scolaires, l'intitulé (spécialisé) des disciplines et les modalités (mixtes) d'enseignement (en France, lettres et littérature, histoire-géographie, SVT, etc.). Entre un imaginaire des savoirs (bien figuré par l'arbre de la connaissance des encyclopédistes) et l'exercice professionnel, la « spécialité » des professeurs constitue à la fois une identité et une culture, cumulant les savoirs à enseigner et des savoirs pour enseigner (sociologie, didactiques, psychologie, etc.). Les novices sont ainsi pris entre les discours prônant les situations pédagogiques ouvertes et les exercices standards fournis par une ingénierie didactique en phase avec les politiques d'évaluation. Ce souci d'école efficace laisse dans l'ombre tous les « savoirs d'élèves » construits dans une expérience singulière de l'école, lieu de vie sociale imprévisible autant que lieu d'apprentissages programmés.

Clément, P. (2024). **« Depuis les années 1980, on assiste à des mouvements de va-et-vient entre l'ouverture et le contrôle étroit du circuit d'écriture des programmes »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4347
Diversité : Pourriez-vous nous rappeler quels sont les éléments qui régissent les curricula de la maternelle au secondaire ? Autrement dit, qui décide des programmes ? Pierre Clément : D'un point de vue juridique et institutionnel, la réponse est relativement simple : c'est le ministre de l'Éducation nationale, ou éventuellement le directeur général de l'enseignement scolaire agissant par délégation, qui arrête les programmes scolaires. Cela dit, conformément à l'article 34 de la Constitution...

Corcoran, S., Kelly, C., Bond, C., & Knox, L. (2024). **Emotionally based school non-attendance: Development of a local authority, multi-agency approach to supporting regular attendance**. *British Journal of Special Education*, *51*(1), 98-110. https://doi.org/10.1111/1467-8578.12497
According to Government guidance in the UK, improving attendance is everyone's business. This article sets out the work of one local authority to develop their own multi-agency approach to reduce rates of emotionally based school non-attendance. The Research and Development in Organisations model provided a structure for the action research process, which consisted of cycles of action and reflection, including awareness raising, reflections on current practice, and the integration of stakeholder

views, resulting in an organisational culture shift and the production of professional guidance materials. Content analysis suggests that the development of a localised approach required time, with multi-agency collaboration to promote shared ownership of the products and processes across all stakeholders and to enhance uptake of positive changes to practice. Factors that facilitated the process included response to local need, multi-agency collaboration and positive feedback, while diminished capacity and misconceptions about roles and responsibilities in monitoring and improving attendance were barriers to change. The findings provide further evidence for the role of multi-agency working in the development of strategic support for school attendance difficulties to promote organisational change. Future research should evaluate the effectiveness of these approaches to better inform future support at an organisational level.

Cristofoli, S. (2024). **En 2022-2023, l'absentéisme touche en moyenne 7 % des élèves du second degré public**. *Note d'Information*, (24.12), 1-4. https://doi.org/10.48464/ni-24-12
Les élèves absents de façon non justifiée quatre demi-journée ou plus par mois sont « absentéistes ». De septembre 2022 à mai 2023, l'absentéisme mensuel concerne, en moyenne, 7 % des élèves. Cet absentéisme concerne davantage les élèves des lycées professionnels (16,7 %) que ceux des collèges (4,9 %) et des lycées d'enseignement général et technologique ou polyvalents (8,7 %). L'absentéisme a augmenté par rapport aux années précédentes, particulièrement au mois de mars dans les lycées. Comme chaque année, la proportion d'élèves absentéistes évolue au cours de l'année scolaire : de 3,6 % en septembre 2022 à 10,9 % en mai 2023, avec un pic à 12 % en mars 2023. Les établissements ont signalé 0,5 % des élèves aux directions des services départementaux de l'Éducation nationale pour leur absentéisme persistant.

Dai, L., & Martins, P. (2024). ***The Wage Effects of Polytechnic Degrees: Evidence from the 1999 China Higher Education Expansion*** (GLO Discussion Paper Series N° 1399). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1399.htm
While the wage effects of vocational versus academic secondary education are well documented, there is little evidence on how polytechnics degrees pay off compared to university degrees. In this paper, we estimate the polytechnic degree wage effect in China, drawing on an unprecedented higher education expansion initially focused on universities and only later covering polytechnics. We find a large polytechnic wage penalty, of 35%, larger than what could be driven by the shorter duration of these degrees. While this result is robust to several checks, the penalty is found to be more pronounced for workers of lower earnings potential, when using IV-QR methods. Our results are consistent with a significant human capital gap of polytechnic degrees compared to university degrees.

Davies, R., & Specht, L. S. (2024). ***Brexit and Foreign Students in Gravity*** (CESifo Working Paper Series N° 10945). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10945.htm
This paper examines the impact of Brexit on international student migration. In a structural gravity model, we estimate student migration between 69 countries for counterfactual scenarios in which the United Kingdom leaves the European Union one year before the referendum. This exercise reveals a decrease in exchange students studying in the UK of around 3.8% to 4.9%. While the number of non-EU students to the UK rises, a drop in EU

student numbers drives this result. Similarly, 30% to 38% fewer UK students choose to study abroad. The estimated changes in international student stocks show that most other member countries lose international students and non-EU countries host more than without Brexit. Our findings provide evidence that there may be hidden costs to Brexit affecting global student exchanges that we have yet to see.

Djelil, F., Obeid, C., & Smits, G. (2024). **A Taxonomy of Digital Inequalities in the French Education System**. *35th conference of the Society for Information Technology and Teacher Education*, 16. Consulté à l'adresse https://hal.science/hal-04534229
Digital inequalities in education have been largely studied through the lens of technology access and usage. Although, they are recognized as a multidimensional phenomenon, there is a need for a comprehensive typology that provides useful explanations of their nature. In this paper, we propose a taxonomy of digital inequalities in the French education system, that defines their multiple dimensions, what they cover and who they affect. It defines seven dimensions including technological skills and usage, social, economic, geographical, and public policy factors, affecting students, teachers, and schools. It is based on existing literature and provides a framework for analyzing diverse educational data that will help to predict useful indicators of digital inequalities in education. This work will help to evaluate the impact of a public policy program in the French education system.

Doublet, M.-H., Morvan, A., & Pesce, S. (2024). **L'éducation populaire face à la défiance étatique. La démocratie est-elle soluble dans (une certaine idée de) la République ?** *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (68). Consulté à l'adresse https://www.pratiquesdeformation.fr/567
Le présent article rend compte d'une analyse engagée à la suite d'un événement survenu en 2020, dans le cadre d'une action d'éducation populaire, qui est venu interroger avec force les limites – semble-t-il de plus en plus étroites – des libertés associatives. En partant de cet événement, et en le reliant à d'autres du même type, les autrices et l'auteur s'interrogent sur la possibilité, pour les associations, dans une période marquée par une profonde transformation de leur place dans la société française et de leurs relations avec l'État, de mettre en œuvre ce qui constitue l'une des missions historiques des structures et mouvements d'éducation populaire : porter des actions collectives lucides des contradictions, et articulées à une délibération permettant la conflictualisation de problèmes publics, dans une visée d'émancipation et de transformation sociale. L'analyse part de l'affaire qu'a provoquée une « rencontre ratée » entre des jeunes et une personnalité politique, sous la forme d'une remise en cause par l'État de la qualité éducative de l'action pédagogique en question. L'analyse de ce fait particulier sert de fil directeur pour tisser des liens vers le général : comment rendre compte de cet événement, quelles conceptions de la délibération, de la démocratie, de la République, sont en jeu ? Dans quel contexte de rapports entre État et associations s'inscrit un tel événement ? Finalement, lorsqu'on l'élargit à d'autres expériences associatives engagées à partir d'enjeux signifiants pour les groupes concernés et également sanctionnées, qu'est-ce que cela nous donne à penser en termes de divergences entre modèles démocratiques ?

Dubet, F. (2024, avril 2). **Le « choc des savoirs » et la mort du collège unique**. Consulté 10 avril 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/francois-dubet/choc-savoirs-mort-college-unique/00110208

Institué en 1975 par René Haby, le collège unique est né d'une contradiction dont il n'est jamais sorti.

Eiras, P. R. S. (2024). **Internationalisation Equals Quality? Students' Perspectives on Quality of Higher Education in Denmark**. *Journal of Studies in International Education*, *28*(2), 204-220. https://doi.org/10.1177/10283153231172020
Higher education (HE) institutions in Europe are ascribing greater importance to internationalisation as adding value to the entire institution, whereby the most important benefit identified is improved quality of teaching and learning. Notwithstanding, students' perceptions of the extent to which quality of education is associated with internationalisation is under-explored. This paper addresses this gap and employs a digital ethno-methodological approach, drawing on 126 h of teaching and learning observation, and 38 semi-structured interviews with Danish and international students enrolled in 8 Masters of Science (MSc) programmes in Denmark. Nuanced aspects of perceptions of quality, relevance and learning were mostly related to two instruments of internationalisation: international staff and an international student body. Results show that diversity is a keyword in students' discourses, whereby quality often equals internationalisation. However, there is a disconnect between discourses and actual practices of internationalisation, with implications for policies and practices in internationalised HE contexts.

Elacqua, G., & Kutscher, M. (2023). ***Navigating Centralized Admissions: The Role of Parental Preferences in School Segregation in Chile*** (IDB Publications (Working Papers) N° 13340). Consulté à l'adresse Inter-American Development Bank website: https://econpapers.repec.org/paper/idbbrikps/13340.htm
In this paper, we aim to understand some of the mechanisms behind the low impact of a Chilean educational reform on socioeconomic integration within the school system. We focus on pre-kindergarden (pre-K) admissions, which account for the highest volume of applications since all students (except those applying to private schools) must seek admission through the centralized system. We employ a discrete choice model to analyze parents school preferences. Our analysis reveals that the school choices of low-SES families are more strongly influenced by a schools non-academic attributes which are often omitted from analyses of parental preferences due to data availability constraints rather than academic quality. For instance, low-SES parents tend to prefer schools with fewer reported violent incidents, schools where students report facing less discrimination and exclusion, and schools where students demonstrate higher levels of self-efficacy. Disadvantaged families also tend to favor schools that have a religious affiliation, offer more "classical" sports (e.g. soccer), or have a foreign name. These results have significant implications for understanding the preferences of disadvantaged families and the impact of centralized admission systems on reducing segregation. By recognizing the non-academic factors driving school choices, policymakers can better design admission systems that truly foster school diversity and equality.

ETF : Fondation européenne pour la formation. (2024). ***Rapport de suivi du processus de Turin : Algérie (2023)***. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2024-03/System%20monitoring%20report%20-%20Algeria%20FR.pdf
European Commission Joint research centre, SCHNEPF, S. V., VOLANTE, L., KLINGER, D. A., GIANCOLA, O., & SALMIERI, L. (2024). ***The pandemic, socioeconomic disadvantage, and***

learning outcomes: cross-national impact analyses of education policy reforms. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/13381883-ec31-11ee-8e14-01aa75ed71a1/language-en/format-PDF/source-314498883
Des preuves scientifiques provenant du monde entier révèlent l'ampleur des pertes d'apprentissage imputables aux restrictions imposées en réponse à la pandémie de Covid-19. Quelle est son importance en Europe ? Que savons nous des élèves les plus vulnérables sur le plan socio-économique ? Quelles ont été les politiques mises en œuvre afin de lutter contre les pertes d'apprentissage et quelle est leur efficacité ? Ce rapport examine l'impact des fermetures d'écoles sur les pertes d'apprentissage dans l'enseignement obligatoire, ainsi que différentes mesures. Il analyse dans une perspective comparative l'efficacité des politiques nationales de rattrapage des retards dans différents pays (Belgique, Angleterre, Allemagne, Hongrie, Italie et Pays-Bas).

Facchetti, E., Neri, L., & Ovidi, M. (2024). ***Should You Meet the Parents? The Impact of Information on Non-Test Score Attributes on School Choice*** (CESifo Working Paper Series N° 10926). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10926.htm
Understanding parental response to non-test score attributes is crucial to design effective school choice systems. We study an intervention providing hard-to-find information on the school environment at local institutions, while holding information on school performance constant. Outflow to private education is reduced by 17%, with larger responses among advantaged students. Parents respond by increasing take-up of offers from local schools, intensifying competition for seats. Social interactions increase the program's impact by 40%. Consistent with our interpretation, the intervention does not affect parental demand for school performance. We conclude that simple, low-cost interventions can improve state schools' finances and peer quality.

Fandrem, H., Jahnsen, H., Nergaard, S. E., & Tveitereid, K. (2024). **Inclusion of immigrant students in schools: the role of introductory classes and other segregated efforts**. *International Journal of Inclusive Education*, *28*(4), 440-455. https://doi.org/10.1080/13603116.2021.1950222
The aim of this paper was to investigate structural aspects of inclusion of immigrant students in Norwegian multicultural schools and, more specifically, their experiences of introductory classes and other segregated efforts. Due to their need for Norwegian language education, newly arrived immigrant students are not necessarily physically integrated into mainstream classes during their first two years of schooling, and they are also often taken out of their classes after they have been assigned to mainstream classes. This study had a qualitative design, and semi structured interviews are used to gather the data. The sample consisted of six immigrant boys, six native Norwegian boys and six teachers in secondary schools. The immigrant students had lived in Norway for two to four years. The results showed that introductory classes seemed not to be sufficiently adjusted to the students' need for inclusion but operated more as a fixed structural measure for second language learning. As the introductory classes and other segregated efforts often diverged from ordinary subjects and class times, it is possible that introductory and segregated efforts contribute to maintaining segregation more than they result in inclusion experiences.

Fesseau, N. (2024). ***La dimension environnementale dans les projets Erasmus***. Consulté à l'adresse https://agence.erasmusplus.fr/wp-content/uploads/2024/03/ERASMUS_N22-WEB-2.pdf

Figlio, D., Hart, C., & Karbownik, K. (2024). ***Competitive Effects of Charter Schools*** (NBER Working Paper N° 32120). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32120.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.

Forest, M. (2024). **Vers des politiques d'excellence inclusives au niveau européen ?** *Travail, genre et sociétés*, *51*(1), 183-186. https://doi.org/10.3917/tgs.051.0183

Garcez, L. N., Padilla-Romo, M., Peluffo, C., & Pineda-Torres, M. (2024). ***Improvements in Schooling Opportunities and Teen Births*** (IZA Discussion Paper N° 16791). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16791.htm
We study the causal relationship between educational attainment and teenage birth rates by focusing on a large-scale, country-wide reform that made high school compulsory and removed previously existing school capacity constraints in Mexico. Relying on administrative data on schools and births, we implement a difference-in-differences strategy that exploits variation across time and municipality-level exposure to the reform to explore the effects of expanding educational opportunities on teenage fertility. We find that teenage birth rates decreased by 2.8 percent after the education reform in municipalities with high increases in high school availability relative to municipalities with low increases. This decline is not driven by a decline in the time teenagers had to engage in risky behaviors (incapacitation effect) but a potential change in expectations for the future.

Genevois, S., & Blondeau, M. (2024). **Faut-il un master pour enseigner ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4359
Diversité : Quels sont votre parcours professionnel et votre rapport à la formation initiale des enseignants ? Marc Blondeau : D'un point de vue professionnel, j'ai été instituteur dans le primaire, directeur d'école fondamentale, maître de formation pratique (MFP)2, psychopédagogue, et coordinateur du service de recherche à la HEP Galilée à Bruxelles. J'ai aussi assuré les fonctions de tuteur académique de stage en master de sciences de l'éducation et j'ai été chargé de cours invité pour le ...

Guez, A., Ketan, & Piacentini, M. (2024). ***Mapping study for the integration of accommodations for students with Special Education Needs (SEN) in PISA***. https://doi.org/10.1787/ed03c717-en
Due to various technical and methodological challenges, PISA has to date offered only limited accommodations for students with special education needs (SEN). As a result,

some students are currently excluded from the PISA target population at the sampling stage, and in some countries, exclusion rates are growing as more and more students are recognized as having disabilities that require testing accommodations. This practice in PISA contrasts with testing standards in many countries which call for the inclusion of students with SEN in order to give every student the right to demonstrate their skills and to generate information that represents all students. In order to take stock of the situation in terms of exclusions from PISA and accommodations already offered in national evaluations, we conducted a survey of PISA-participating countries and economies. This paper presents results from this survey and reviews the literature on effective accommodations in order to identify the priority needs to address in PISA, as well as promising accommodations that PISA could integrate to support these needs.

Gustafsson, M., van Bommel, J., & Liljekvist, Y. (2024). **Resources for planning and teaching mathematics: a Swedish upper-secondary school case study**. *Journal of Curriculum Studies*, *56*(1), 88-106. https://doi.org/10.1080/00220272.2023.2281912
This study investigates resource use by upper-secondary mathematics teachers in the context of collaborative planning. A thematic content analysis is conducted on audio-recorded teacher discussions in order to find out what resources are used by the teachers, how they are used, and for what reasons. The findings show that although teachers use a variety of resources to support their instructional enactment as well as instructional design, there is a difference in how they use different resources to support different planning practices. For instructional design, curriculum resources provide support for the mathematical content, while social resources, self-generated documents, and cognitive resources provide support for the design of instructional activities. Authority is given by teachers to curriculum resources, but conflicts of authority emerge in discussions, when teachers' abilities to exert their agency are not supported by curriculum resources. We discuss the findings in relation to authority and resource use, as well as for established conceptualizations of resources. The findings bear practical implications for the design of curriculum resources.

Guyon, R., & Vitale, P. (2024). **Penser les savoirs pour panser l'école ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Qu'enseigne-t-on à l'école ? Pourquoi et comment ? Ces questions sont en apparence assez simples, voire naïves et inutiles, tant la question des contenus d'enseignement apparaît comme évidente, comme un allant de soi constitutif de l'école, des savoirs disciplinaires et de l'identité professionnelle des enseignants. Pourtant, à y regarder de près, rien n'est évident en la matière et, en l'occurrence, aucun choix n'est neutre. Les savoirs, tels qu'ils sont définis et enseignés par l'école, son...

Heath, T., & Johnstone, C. (2024). **Imaginaries, Integration, and Resistance: The Case of Initiatives in Internationalization, Interculturalization and Indigenization in a Canadian University**. *Journal of Studies in International Education*, *28*(2), 278-295. https://doi.org/10.1177/10283153221137652
This article reports on an ethnographically-informed case study of a Canadian university that is experiencing growth and systems change through three initiatives: internationalization, intercultural education, and Indigenization. The article describes the goals of internationalization and "interculturalization" (a term coined at the university) at the site of the case study. The study then examines points of convergence and tensions

between internationalization and interculturalization and emerging Indigenization initiatives. The work draws upon conceptualizations of "imaginaries" in higher education, and identifies that plural imaginaries exist within a single institution, creating opportunities for convergence but also over–reach by particular actors. We conclude that imaginaries are a useful conceptual tool for understanding the broad-based goals of higher education and identifying their varied rationales and also for understanding intra-institutional dynamics.

Johnson, J. T., Barrios, A. M., & Johnson, T. R. (2024). **Illuminating the Opportunities and Challenges of Institutionalizing Queer and Trans* Student Inclusion Efforts at Historically Black Colleges and Universities**. *Innovative Higher Education*, *49*(2), 377-395. https://doi.org/10.1007/s10755-023-09688-z
Using a qualitative multiple case study research design, the authors investigated the leadership and collaboration strategies of HBCU administrators seeking to drive queer and trans* student inclusion initiatives on their campuses. Further, organizational challenges were examined to make sense of infrastructure elements that needed to be added to these efforts. Analyzed employing the transformational change process (Kezar & Eckel, 2002), three themes were developed: (1) leadership matters, (2) institutional and external collaboration, and (3) institutionalizing on unstable grounds. Implications for future research, theory, practice, and policy are shared at the conclusion of this manuscript.

Karatas, F., & Fer, S. (2024). **Beyond Deweyian perspective! Applicability of Experience-Based Cyclical Curriculum Design**. *Journal of Curriculum Studies*, *56*(1), 107-123. https://doi.org/10.1080/00220272.2023.2281914
In the ever-evolving realm of educational research, the design and validation of curricula is gaining prominence. Ensuring both the internal and external validity of such designs is vital, with external validity, specifically applicability, highlighting the practical feasibility and relevance in real-world educational contexts. Drawing on Dewey's views of experience, this study builds on our previous work, introducing the principles of the Experience-Based Cyclical Curriculum Design. This research aims to ascertain the Experience-Based Cyclical Curriculum Design's external validity, specifically its applicability in real-world settings, through expert views. The data were collected through the 'Expert View Form' and 'Semi-Structured Interview Form' by applying design-based research. Our results indicated a consensus among experts regarding the applicability of the 'Stages and Elements' of the design, with particular emphasis on its coherent integration of theory and practice. The 'Implementation Plan' of the design was also perceived as well-grounded, clear, and applicable, reaffirming the design's readiness for practical deployment.

KATTAN, R. B., KHAN, M. M., MERCHANT, C. M., & BENTAOUET KATTAN, R. (2023). ***Achieving gender equality in education: examining progress and constraints***. Consulté à l'adresse https://documents1.worldbank.org/curated/en/099503011032311205/pdf/IDU09e9110ff0456004aed08a580ded5f758bbd1.pdf
Cette note examine les tendances en matière d'éducation des filles et met en lumière les interventions bénéfiques. Il ne suffit pas d'envoyer les filles à l'école. Elles doivent y demeurer à l'école bien apprendre qu'elles apprennent bien et qu'elles soient capables de mettre en pratique leurs résultats. Les programmes axés sur la scolarisation des filles grâce à des bourses et des allocations améliorent leurs résultats. Les interventions qui

améliorent les conditions de santé et d'hygiène menstruelle et réduisent la violence basée sur le genre permettent aux filles de se sentir en sécurité et incluses dans les écoles. Les programmes axés sur la lutte contre les normes stéréotypées de genre dans la pédagogie, les manuels scolaires et les curricula contribuent à donner aux filles les moyens de réaliser leur plein potentiel. Il est important de renforcer le rôle des établissements scolaires pour l'autonomisation des adolescentes et changer les mentalités

Labrune, L. (2024). **Une recherche-action au service de la transmission de pratiques à la croisée de l'éducation populaire et des droits culturels**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (68). Consulté à l'adresse https://www.pratiquesdeformation.fr/589
Cet article est la restitution d'une partie d'une recherche-action en cours. Celle-ci consiste à construire une méthodologie pour recueillir et analyser des méthodes et des pratiques d'éducation populaire au sein du mouvement national Peuple et Culture. Le premier enjeu est l'élaboration d'une méthodologie qui vise la transmission, à la fois comme finalité, et comme processus. Le deuxième enjeu est de croiser les concepts des droits culturels à ceux de l'éducation populaire. À cette fin, nous avons construit une grille d'analyse qui combine les deux approches afin d'identifier et formaliser leurs points de convergence, voire de divergence ; les nommer, élaborer des savoirs qui intègrent les contradictions pour mieux les dépasser et permettre ainsi aux pratiques de se renouveler. Le troisième enjeu est d'ancrer ce travail d'analyse à partir de pratiques d'éducation populaire. Nous présentons ici les résultats de l'analyse de deux pratiques, réalisée à partir de la grille que nous avons élaborée.

Lantheaume, F. (2024). **Des questions controversées aux savoirs enseignables. Apport de la sociologie du curriculum à la compréhension de l'enseignement de l'histoire**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4415
Comment des questions controversées sont-elles transformées en savoirs enseignables, intégrées dans un curriculum ? La sociologie du curriculum, inspirée de la sociologie de la traduction, associée à l'histoire, vise à comprendre le processus de construction du curriculum et ses enjeux. Les débats sur des questions controversées en histoire rendent visible ce processus. L'étude de ces controverses, des groupes d'acteurs impliqués et de leurs interactions, des dispositifs et objets qui soutiennent leur action, fait apparaître la fabrique du curriculum comme le résultat d'interactions, d'une circulation des savoirs et de leurs supports dans des réseaux inégalitaires et de plus en plus instables. Ce processus de traduction permanente contribue à donner sa forme et son contenu au curriculum. Une conception moins descendante et plus complexe de la construction du curriculum et du curriculum lui-même en ressort.

Le Touze, L., & Chevet, J. (2024). **Autonomie et éducation populaire. Trois exemples associatifs dans le 3e arrondissement de Marseille**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (68). Consulté à l'adresse https://www.pratiquesdeformation.fr/624
Dessiner pour apprendre, se souvenir, rendre un imaginaire d'alternatives sociales accessible en restituant des actions qui cherchent à donner à chacun·e des outils de défense et de lutte contre les inégalités. Cet article donne accès à trois séries de dessins, rassemblées chacune dans un livret, qui illustrent cette démarche et documentent des

pratiques collectives d'éducation populaire. Les dessins sont extraits d'un travail amorcé en 2017 et cherchent à mettre en lumière des instantanés de...

Losego, P. (2024). **Les plans d'études en Suisse : histoire récente d'une construction politique**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4502
La première évaluation internationale PISA a provoqué en Suisse un mouvement d'harmonisation des plans d'études, fortement lié au souci d'évaluer les systèmes éducatifs cantonaux. Cependant, on constate la persistance d'un modèle francophone plutôt convergent et d'un modèle germanophone plus divergent. Les plans d'études définis par la notion de compétences instaurent une division du travail entre les experts qui définissent ces compétences et les enseignants qui doivent produire la pédagogie afférente.

Manhisse, N., & Ogawa, K. (2024). **Smallholder households and children's schooling in primary education in Mozambique**. *International Journal of Educational Development*, *105*, 102980. https://doi.org/10.1016/j.ijedudev.2024.102980
We use a unique dataset of Mozambique smallholder farm households to estimate children's school attendance and educational attainment in primary education. Our results indicate that schooling is age-dependent, with increased dropouts from age 12. In male-headed families and rural areas, girls attend less and have lower odds of finishing primary education. However, among female-headed households, boys and girls attend school equally, and girls are more likely to complete primary education. Generally, female heads increase children's odds of attaining primary. Moreover, since rural youth rank first among people migrating to suburban/urban areas for work, remittances influence schooling negatively. These findings suggest that gender, household headship, and migration all play a role in determining children's schooling in Mozambique.

Marczuk, A., & Lörz, M. (2024). **Did the Poor Get Poorer? The Impact of COVID-19 on Social Inequalities Between International and Domestic Students**. *Journal of Studies in International Education*, *28*(2), 165-184. https://doi.org/10.1177/10283153221150116
This paper examines the influence of COVID-19 on social inequality in higher education. In particular, we focus on the study duration of international students compared to domestic ones in Germany. We assume that the pandemic has increased or decreased existing differences between both groups, affecting their study delay. The multilevel analyses with data "Studying in Germany in Corona Times" (2020) confirm most of our theoretical assumptions: on the one hand, international students expect a longer study duration due to their worsening financial situation. On the other hand, domestic students expect a longer study duration due to greater learning issues, which are provoked by a lower level of interaction in online teaching. Our results propose a more differentiated picture of the impact of the COVID-19 pandemic on social inequality: not only do financially poor international students get poorer but educationally advantaged domestic students lose, too.

Marsollier, C., & Wassenberg, C. (2023). ***S'ouvrir à la complexité de l'École: De l'intelligibilité à l'agir***. Boulogne-Billancourt: BERGER LEVRAULT. https://boutique.berger-levrault.fr/ouvrages/enseignement/s-ouvrir-a-la-complexite-de-l-ecole.html
Les métiers de l'éducation n'échappent pas à la complexification du monde et de ses problématiques sociales et environnementales. Ne pas expliciter ni prendre en

considération la complexité des réalités éducatives, pédagogiques et organisationnelles de l'école et ses raisons risque de laisser se développer parmi ses acteurs des représentations simplistes, simplificatrices, erronées voire caricaturales, sources de perte d'efficacité et de dégradation de ce service public. Au contraire, rendre intelligibles les évolutions récentes, les nouveaux défis, les méthodes et les valeurs émergentes contribue à penser les nécessaires adaptations aux différents échelons du système éducatif et l'amélioration qualitative des postures et gestes professionnels. Cet ouvrage collectif vise à éclairer la problématique de la complexité de l'école et à dégager des réponses et des axes de progrès qualitatif. Il s'organise autour de deux parties : une première portant sur la complexité du pilotage de l'école, qui donne la parole à une dizaine de personnes de la haute fonction publique : recteurs, inspecteurs généraux, inspecteurs d'académie, responsables du haut encadrement etc. ; puis une seconde qui présente les analyses d'une dizaine de praticiens, chercheurs et inspecteurs en vue de guider l'action éducative et pédagogique, par l'intelligibilité de sa complexité.

Massei, S. (2024). **« La politique d'éducation à l'égalité entre les sexes est prise aujourd'hui dans des injonctions contradictoires »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4349
Régis Guyon : L'ABCD de l'égalité est un dispositif qui apparaît en 2013, sous l'impulsion de la ministre des Droits des femmes, Najat Vallaud-Belkacem – et il est important que cette initiative vienne d'un autre ministère que celui de l'Éducation nationale, nous y reviendrons. Il s'inscrit dans la continuité d'autres initiatives qui visent à favoriser, voire à enjoindre les enseignants à prendre en charge un enseignement de l'égalité filles-garçons et de la lutte contre les stéréotypes liés ...

Mustafa, A., Opoku, M. P., Hamdan, A., Safi, M., & Mohamed, E. (2024). **Perceived effectiveness of assistive devices and support services provided to students with visual impairment in mainstream classrooms in the United Arab Emirates**. *British Journal of Special Education*, *51*(1), 50-59. https://doi.org/10.1111/1467-8578.12488
Students with disabilities such as visual impairment (VI) face challenges in accessing education, mainly owing to their inability to participate in learning activities in the classroom. While experts in special education have discussed the deployment of assistive technology (AT) to support the learning of students with VI, research on its impact is very scarce, especially in non-western countries such as the United Arab Emirates (UAE). To bridge this gap, this study explored special education teachers' perceptions regarding the effectiveness of AT in supporting the learning and mobility of students with VI in schools. A total of 228 special education teachers from three regions in the Emirate of Abu Dhabi, UAE, participated in the study. The participants completed an assistive technology for VI scale, and the data were subjected to mean score computation, multivariate analyses of variance and correlation and hierarchical multiple regression. Participants rated the impact of AT highly with regard to the reading, writing and orientation and mobility skills of students with VI. Interestingly, the orientation/mobility sub-scale showed an association with teacher experience and location. The article discusses the practical implications of the findings as well as directions for future research.

Nusche, D., Rabella, M. F., & Lauterbach, S. (2024). ***Rethinking education in the context of climate change: Leverage points for transformative change***. https://doi.org/10.1787/f14c8a81-en

State-of-the-art scientific evidence shows that our planet is approaching several environmental and climate tipping points faster than previously expected. This means that the international community is facing a rapidly closing window of opportunity to achieve profound transformations across sectors, systems and mindsets to secure a sustainable and liveable future. What is the role of education system in enabling social change at the massive scale and pace needed for climate change mitigation? And what policy levers can they employ to build resilience and adapt to environmental challenges? This paper explores ways to rethink educational approaches in the context of climate change, focussing primarily on school education, while exploring links to other levels of education. It looks specifically at strategies to restructure foundational science education and cross-curricular learning, zooms in on the potential of place-based approaches in empowering learners for action, and concludes by identifying policy levers to increase education system resilience.

OECD. (2024a). ***L'évaluation de la performance des établissements scolaires au Maroc***. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/l-evaluation-de-la-performance-des-etablissements-scolaires-au-maroc_4f59bfc1-fr
Ce rapport vise à fournir au Maroc les outils nécessaires pour la mise en œuvre d'un système d'autoévaluation, de suivi et de soutien externe des établissements scolaires. Il propose un cadre d'indicateurs de la qualité qui peut fournir une vision...

OECD. (2024b). ***PISA 2022 Technical Report***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/pisa-2022-technical-report_01820d6d-en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20March%202024&utm_content=Read%20the%20technical%20report&utm_term=edu&utm_medium=email&utm_source=Adestra
This Technical Report has been prepared by those who implemented PISA during its 2022 cycle to provide transparency to these procedures and to the statistical and mathematical methods that underpin the comparability and validity of PISA 2022 results.

OECD. (2024c). ***PISA Vocational Education and Training (VET): Assessment and Analytical Framework***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/pisa-vocational-education-and-training-vet_b0d5aaf9-en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20March%202024&utm_content=Read%20the%20framework&utm_term=edu&utm_medium=email&utm_source=Adestra
This report presents the conceptual foundations of the OECD Programme for International Student Assessment (PISA) Vocational Education and Training (VET), currently in the Development Phase of implementation which aims to provide a comprehensive and...

Okubo, T. (2024). ***Towards more diverse and flexible international large-scale assessments***. https://doi.org/10.1787/0417b5ec-en
This paper explores enhancements to international large-scale assessments (ILSAs). It advocates for diversification, targeting specific groups or individuals for more precise diagnoses, and flexibilisation, refining the item bank for assessments' relevance and adaptability. The paper also introduces prototypes for new assessment tools,

representing a significant evolution in ILSAs' design and application, aiming for broader impact and increased adaptability in ILSAs.

Oliveira, G., Flavin, E., & Hubacz, H. (2024). **Teachers and Parents at Odds: Results From a Survey on a Dual Language Program Implementation**. *Education and Urban Society*, *56*(4), 493-512. https://doi.org/10.1177/00131245221141071
Dual language education programs have become increasingly popular among elementary schools across the country. These programs are touted to represent a promise of a more equitable education for children whose parents are immigrants or whose first languages are not English. Nonetheless, these programs are also known to have appeal to monolingual English speaking families who would like their children to learn another language. Schools across the United States are starting dual language programs and recruiting teachers that have credentials to teach in these newly developed classes. However, less attention has been paid to how parents and teachers react when a new bilingual program is implemented in their schools and classrooms. In this article, we address the perceptions of teachers and parents in a newly established dual language program where the majority of students were of Brazilian origin and spoke Portuguese.

Omoge, M. (2024). **Grounded collaborative learning: on the misperceived relevance of philosophy in Africa**. *Journal of Curriculum Studies*, *56*(1), 73-87. https://doi.org/10.1080/00220272.2023.2286364
Given a peculiar sociocultural pressure for knowledge to reap immediate socioeconomic benefits in Africa, philosophy courses have gained a very low valuation by African students. They misperceive the courses not to be relevant to their future careers, leading to a lack of engagement with the courses. Focusing on South Africa, this paper proffers one way to bridge this relevance gap. The central claim is that this perceived irrelevance is fuelled by the construction of philosophy course syllabi solely from the instructor's perspective, such that the relevance gap is bridged by including African students' perspectives.

Opare-Kumi, J. (2024). **English medium instruction in multilingual contexts: Empirical evidence from Ethiopia**. *International Journal of Educational Development*, *105*, 102987. https://doi.org/10.1016/j.ijedudev.2024.102987
Language acquisition and learning literatures favour mother-tongue education policies, particularly in the early years of schooling. However, English Medium Instruction (EMI) remains a popular language policy position in multilingual contexts. This paper studies EMI transition policies using a longitudinal dataset from Ethiopia, by leveraging regional variation in education language policy reforms for causal identification. Employing a dynamic value-added model, this paper shows that students in schools using English as a medium of instruction have lower mathematics test scores (−0.25 standard deviations) compared to students in mother tongue education schools. Furthermore, English medium learners do not perform any better in their English test scores compared to mother tongue learners. These findings are in line with the international education literature on skill development, learning and second language acquisition. The main results support the prolonged utilisation of mother tongue instruction in primary education. These results are particularly relevant for policy makers in linguistically diverse contexts.

Ortega, G., Aguilar-Smith, S., Lizalde, G., & Porras, C. (2024). **Barriers to Power: Exploring the Troubled Trajectories of Latinx Executive Leaders at Hispanic-Serving Institutions**. *Innovative Higher Education*, *49*(2), 299-317. https://doi.org/10.1007/s10755-023-09649-6
Guided by Bornstein's (2003) model focused on legitimacy within leadership and Latinx critical theory (LatCrit), we explored barriers Latinx leaders encounter on their path to executive roles at Hispanic-Serving Institutions (HSIs) and how their race and gender shaped their professional trajectories. Our findings show that some Latinx leaders may feel the need to conform to white-coded institutional practices to secure and succeed in their roles and that raced and gendered practices may permeate their work, including their hiring. Additionally, participants encountered intragroup animosity or competitiveness within the Latinx community, impending and/or complicating their professional experiences and growth. Collectively, the findings encourage HSIs to (a) develop professional development opportunities for Latinxs administrators and (b) actively support their ascension to and experience in executive leadership. The findings also provide insight on how higher education institutions, more broadly, need to consider racial and gender dynamics as part of the ongoing call for leadership transformation.

Özek, U. (2024). ***Does One Plus One Always Equal Two? Examining Complementarities in Educational Interventions*** (CESifo Working Paper Series N° 10986). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10986.htm
Public policies targeting individuals based on need often impose disproportionate burden on communities that lack the resources to implement these policies effectively. In an elementary school setting, I examine whether community-level interventions focusing on similar needs and providing resources to build capacity in these communities could improve outcomes by improving the effectiveness of individual-level interventions. I find that the extended school day policy that targets lowest-performing schools in reading in Florida significantly improved the effectiveness of the third-grade retention policy in these schools. These complementarities were large enough to close the gap in retention effects between targeted and higher-performing schools.

Pan, S. (2024). **Discursive imaginaries and lived realities in the making of an education hub: The case of Hong Kong**. *International Journal of Educational Development*, *105*, 102991. https://doi.org/10.1016/j.ijedudev.2024.102991
Based on critical discursive analysis and empirical studies, this study sheds light on policy initiatives aimed at turning Hong Kong (HK) into a higher education hub. Its findings come from questionnaire surveys distributed to 1060 overseas students who studied in HK universities between 2019 and 2021. Three paradoxical issues are identified: the mismatch between policy orientation and students' preferences, the segregation of international and local students in university life, and the dilemma of the city's positioning as a talent pool or stepping stone. The case of HK highlights the contrast between the discursive imaginaries and lived realities stemming from its projection as an education hub in non-Western societies.

Pereira, I. (2024). **Éducation populaire politique : discussion de quelques problèmes actuels**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (68). Consulté à l'adresse https://www.pratiquesdeformation.fr/578
L'article propose de discuter plusieurs axes de problématisation philosophique auxquels une démarche d'éducation populaire politique peut se trouver confrontée aujourd'hui. Un premier axe porte sur la détermination du sujet politique de l'éducation populaire.

Il s'agit de montrer comment les théories de l'intersectionnalité, mais également les théories qui tentent de prendre en compte les non-humains, introduisent des déstabilisations dans la conception classique du sujet politique de l'éducation populaire. Un deuxième axe porte sur les conséquences qu'induit la démultiplication des sujets politiques sur la praxis de l'éducation populaire. Enfin, une troisième dimension est relative à l'intensification de la domination technique et ses conséquences sur l'éthique de l'éducation populaire.

Petlik, A. (2024). **The impact of remote learning on the social and emotional needs of students with exceptionalities**. *British Journal of Special Education*, *51*(1), 85-97. https://doi.org/10.1111/1467-8578.12498
The Covid-19 pandemic forced an international shutdown of in-person learning. Remote learning became the temporary model of education for students. The intention of this study was to investigate teacher perceptions and experiences of remote learning, in order to understand its impact on students with exceptionalities and their social and emotional learning (SEL). The research design for this qualitative study encompassed multiple cases that included teacher interviews with a semi-structured interview protocol. The sample for this study consisted of 16 educators: eight elementary mainstream education teachers, three elementary special education teachers and five related service providers. Interviews were transcribed and coded using grounded theory. There were three themes that emerged from this research, however, in this article the author focuses on the most prevalent theme: students' SEL deficits and exceptions. SEL deficits include emotional regulation, lack of engagement and perseverance. Exceptions found include advocating for oneself and being tech savvy. The data strongly suggest the need for change. The findings of this study may help support the reimagining of special education, teacher practices, and how to integrate SEL into the curriculum throughout the day.

Pipa, J., Daniel, J. R., & Peixoto, F. (2024). **Effects of grade retention in lower secondary education on students' self-concept, self-esteem, goal orientations, and school career**. *Psychology in the Schools*, *61*(5), 1897-1921. https://doi.org/10.1002/pits.23145
Grade retention is one of the most discussed and controversial educational measures, and yet, it is still widely applied in many countries. Research investigating the effects of grade retention on students' psychosocial variables presents mixed findings, partly due to the variables assessed, methodological issues, and the length of the studies. This study aimed to analyse both the short to medium and longitudinal effects of grade retention in grades 7 or 8 on Portuguese students' academic self-concept, self-esteem, goal orientations, and school career. Data were collected continuously over a 3-year span (once a year) and, again, 3 years after the third wave. After matching 477 students on several pretreatment variables using inverse probability treatment weighting with time-varying treatments (i.e., retention), our analytical sample consisted of 85 promoted students, 33 students retained in grade 7, and 32 students retained in grade 8. Our results showed that retained students did not differ from their promoted peers in self-esteem and goal orientations in the short, medium, or long term. The exception was for an increase in the academic self-concept of retained students, but only in short term. Finally, considering students' school career, grade retention was not predictive of further retention.

PRESLER-MARSHALL, E., DAS, S., JONES, N., BAIRD, S., YADETE, W., WOLDEHANNA, T., … al, et. (2024). ***'How could I think about my education when people are dying here and there?' Evidence on Ethiopian young people's education, from GAGE Round 3***. Consulté à l'adresse https://www.gage.odi.org/wp-content/uploads/2024/02/Ethiopia-Education-Midline-2024-.pdf
Prenant appui sur des recherches antérieures et les résultats de la collecte de données de la troisième série du programme « Gender and Adolescence: Global Evidence » (GAGE) en Éthiopie (2021-2022), le rapport explore les modèles d'accès des jeunes à l'éducation et à l'apprentissage. Il explore les aspirations éducatives des jeunes, l'accès à l'éducation formelle, la qualité de l'éducation et la progression scolaire, y compris les transitions vers l'enseignement secondaire et post-secondaire et le soutien parental à l'éducation.

Quinet, É., Lestang-Préchac, V., Sfendla, H., Mathonnat, E., Gautier, P., Ni, J., … Ronzeau, M. (2024). ***Approfondir l'évaluation socioéconomique des projets immobiliers de l'enseignement supérieur et de la recherche*** (p. 124). Consulté à l'adresse Ministère de l'enseignement supérieur et de la recherche website: https://www.strategie.gouv.fr/publications/approfondir-levaluation-socioeconomique-projets-immobiliers-de-lenseignement-superieur

Ramos-Iduñate, G. (2024). ***De paysans à techniciens Sociohistoire d'une qualification scolaire et sociale au Mexique***. https://doi.org/10.48611/isbn.978-2-406-16033-5
Au Mexique, le diplôme de technicien visait à transformer les enfants des paysans en ouvriers qualifiés. Ce livre pose un regard sociohistorique sur l'itinéraire social de ce diplôme qui incarne mieux que nul autre les aspirations d'ascension sociale des familles les plus défavorisées.

Rapp, A. C., & Corral-Granados, A. (2024). **Understanding inclusive education – a theoretical contribution from system theory and the constructionist perspective**. *International Journal of Inclusive Education*, *28*(4), 423-439. https://doi.org/10.1080/13603116.2021.1946725
The meaning of the term 'inclusion' is often taken for granted and seldom defined. Empirical research on inclusive education is often normative since it is based on terms such as 'justice' and 'democracy'. Such terms are challenging to translate into real practice because their meanings depend on a subjective evaluation related to the time and place where inclusion is supposed to happen. Inclusive education, therefore, is challenging to explore in research and to achieve in educational situations. This article explores the understanding of inclusive education through the lens of social system theory developed by Niklas Luhmann as well as theory of institutionalism. With the perspectives underlying mechanisms that create inclusion and exclusion in schools are identified at different institutional levels. Furthermore it is shown how subsystems include and exclude, i.e. what criteria apply to the access and rejection of a system. In this theoretical contribution to understanding inclusive education, we seek to intertwine Luhmann's theory of inclusion and exclusion with the institutional theory of the social construction of reality to discuss how policy, management, teaching, student relationships, and everything within the context of education that involves communication can create institutionalised systems with mechanisms that form persistent exclusion for some students.

Reuter, Y. (2024). **Contenus, configurations et conscience disciplinaires**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4422
Après avoir présenté les concepts de contenu scolaire et de configuration disciplinaire, essentiels dans la perspective didactique qui est la sienne, Yves Reuter définit le concept de conscience disciplinaire au travers de ses composantes (forme, clarté et pertinence) et de ses principaux intérêts : mieux comprendre l'opacité pour un certain nombre d'élèves des organisations disciplinaires, éclairer autrement les relations à l'échec scolaire, appréhender les relations entre contenus et conscience disciplinaire, éclairer des pistes d'intervention possibles dans les classes. Ainsi construite, la conscience disciplinaire apparaît non seulement comme un contenu d'apprentissage, mais aussi et surtout comme un cadre d'intégration des contenus proposés.

Roblez, A. (2024). **Formation, évaluation et projet : dans les noeuds des pilotages de valeurs**. *Séminaire académique éducation prioritaire*. Présenté à Lyon, France. Consulté à l'adresse https://hal.science/hal-04529530
This conference was held for the academic leaders of the Lyon Priority Education Network. It consisted in taking a step back from the centrality of evaluation in its management, by proposing to move from management by results to management by approaches. Examples of current research were presented.

Roth, X. (2024). **La valeur des savoirs scolaires**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4457
Qu'est-ce qui mérite d'être enseigné à l'école ? Pour la plupart d'entre nous, il est évident que savoir lire a bien plus de valeur que savoir rouler à vélo. Ce qui est beaucoup moins clair en revanche, c'est d'expliquer pourquoi ce jugement semble aller de soi : comment savons-nous en effet que, savoir lire, cela vaut plus la peine que savoir pédaler ? Nous avons l'intuition de la valeur, mais il nous est difficile de la justifier. Il s'agit là d'un problème où la philosophie de l'éducation peut avoir quelque valeur. Car encore faut-il savoir ce que nous disons exactement quand nous parlons de « valeur des savoirs scolaires ». Voulons-nous dire 1. Que les savoirs scolaires ont une valeur, comme l'argent et le pétrole ont une valeur ? 2. Que les savoirs scolaires sont des valeurs, comme la justice et l'égalité sont des valeurs ? 3. Que les savoirs scolaires ont des valeurs, comme les arts martiaux et le sport en général ont des valeurs ? En fonction du sens que nous attribuons à l'énoncé « valeur des savoirs scolaires », les critères à partir desquels nous attribuons une valeur aux savoirs scolaires ne sont pas les mêmes. Nous identifierons ici cinq critères qui, historiquement, ont été mobilisés pour justifier ce qui vaut la peine d'être enseigné : l'utilité, le bonheur, la tradition, l'autonomie et la vertu.

Singer, J. (2024). **School Choice, Local Discretion, and Stratification: Evidence From Inter-district Open Enrollment in Metro Detroit**. *Education and Urban Society*, *56*(4), 395-421. https://doi.org/10.1177/00131245221137571
School choice policies can, by design or in implementation, give schools and districts discretion over enrollment. In this study, I examine the effect of local discretion over inter-district open enrollment on non-resident enrollment. I use longitudinal data on open enrollment patterns and policies in the metropolitan Detroit area. I find that when districts set more restrictive open enrollment policies, they enroll fewer new non-resident students overall, due to a decrease in new Black, Hispanic, and low-income non-resident students specifically. When districts allow inter-district open enrollment, racial and socioeconomic

segregation within those districts do not change, and racial isolation slightly increases. My findings suggest that regulating enrollment policies to reduce discretionary exclusion can increase access to inter-district choice for some low-income and racially minoritized students, but that these kinds of policy changes are unlikely to reduce racial segregation and socioeconomic stratification more broadly.

Stavrou, S. (2024). **« La question cruciale derrière la régionalisation du savoir est celle de la lutte pour la définition de ce que sont l'université et l'éducation universitaire dans la société »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4345
Diversité : Vous avez travaillé sur la régionalisation des savoirs en matière de curriculum scolaire. Pouvez-vous définir et préciser ce concept et en quoi vous apparaît-il heuristique pour questionner les savoirs scolaires, les programmes, la pédagogie ? Sophia Stavrou : Dit brièvement, la régionalisation du savoir renvoie à un principe de réorganisation des curricula, à l'abandon des logiques disciplinaires au profit d'une forme d'interdisciplinarité projetée sur l'ajustement au marché. C'e...

Steffes, T. L. (2024). ***Structuring Inequality: How Schooling, Housing, and Tax Policies Shaped Metropolitan Development and Education***. Consulté à l'adresse https://press.uchicago.edu/ucp/books/book/chicago/S/bo212067504.html
How inequality was forged, fought over, and forgotten through public policy in metropolitan Chicago. As in many American metropolitan areas, inequality in Chicagoland is visible in its neighborhoods. These inequalities are not inevitable, however. They have been constructed and deepened by public policies around housing, schooling, taxation, and local governance, including hidden state government policies. In Structuring Inequality, historian Tracy L. Steffes shows how metropolitan inequality in Chicagoland was structured, contested, and naturalized over time even as reformers tried to change it through school desegregation, affordable housing, and property tax reform. While these efforts had modest successes in the city and the suburbs, reformers faced significant resistance and counter-mobilization from affluent suburbanites, real estate developers, and other defenders of the status quo who defended inequality and reshaped the policy conversation about it. Grounded in comprehensive archival research and policy analysis, Structuring Inequality examines the history of Chicagoland's established systems of inequality and provides perspective on the inequality we live with today.

Tamtik, M. (2024). **Selling out the Public University? Administrative Sensemaking Strategies for Internationalization via Private Pathway Colleges in Canadian Higher Education**. *Journal of Studies in International Education*, *28*(2), 296-313. https://doi.org/10.1177/10283153221137687
The emergence of agreements between private pathway colleges and public English-medium institutions represents a new development in internationalization that further challenges the public higher education landscape. While these institutional arrangements are controversial and often criticized, university senior administrators have been successfully able to advocate for and authorize them. This paper takes a closer look into the reasoning that administrators use in order to legitimize formal agreements with private pathway colleges in Canada. Drawing from the sensemaking literature within organizational theory, the following strategies are traced and analyzed: 1) normalization, 2) authorization, 3) rationalization, 4) moralization, and 5) narrativization.

Through content analysis of 50 institutional documents, supported by nine semi-structured interviews with senior administrators representing two public universities and one private provider in Canada (Navitas), the paper demonstrates how neoliberal ideologies in internationalization are actively enacted in public spaces by administrators representing the public higher education sector.

Taylor, T. K., Chakraborti, R., & Mahaney, N. (2024). **Do Higher Levels of Athletic Competition Benefit Small and Medium-Sized Colleges? Investigating the Causal Effect of Reclassification from NCAA Division 2 to Division 1 on Applications, Basketball Revenues, and Athletic Department Expenses**. *Innovative Higher Education*, *49*(2), 349-375. https://doi.org/10.1007/s10755-023-09680-7
This paper analyzes the impact of college athletic reclassification for educational institutions in the United States. Most of America's colleges and universities offer athletic opportunities for their students under NCAA governance. The level of competition and associated resource requirements range from relatively low (Division 3) to high (Division 1). In recent years, there has been an increase in the number of institutions that have either reclassified to a higher division, or publicly considered such a move. The resource obligations of reclassification are significant, and administrators must carefully weigh expected benefits and costs with respect to the institution's mission and vision. While several studies (Bell, 2017; Schwarzber, 2014; Frieder & Fulks, 2007; Tomasini, 2005) have focused on reclassification from Division 1-FCS to FBS—the highest level of competition—less attention has been paid to colleges in Division 2 and 3—which comprise two-thirds of NCAA membership. Our study addresses a gap in the literature by analyzing athletic reclassification among schools moving up from Division 2 to Division 1 (FCS and no-football) during the period of 2001–2018. Drawing upon multiple data sources, we construct a panel of 33 schools (14 treatments and 19 controls) to evaluate the impact of reclassification on applications and athletic department budgets. Results from quasi-experimental methods (difference in differences, event study, and synthetic control models) suggest that reclassification significantly increased basketball program revenues and athletic department expenses among the treatment schools. However, we do not find evidence that reclassification raises student applications in the short term.

Teo, T. W. (2024). **Problem spaces in STEM inquiry: a case analysis of an integrated curriculum**. *Journal of Curriculum Studies*, *56*(1), 35-57. https://doi.org/10.1080/00220272.2023.2297226
Many empirical studies about STEM (science, technology, engineering, and mathematics) curriculum present problems for students to solve. This paper draws upon the data collected from the enactment of an integrated STEM curriculum to discuss problems as constitutive of problem spaces where four Grade 5 Singapore students engage with the materialities and relationships to generate solutions from these spaces. The study seeks to address the nature of the problem spaces in STEM inquiry. Derived from the emergent coding of 12 hours of lesson videos, the findings illuminated that problem spaces emerged from familiar and dissimilar contexts in the curriculum. These problem spaces embodied epistemic infrastructures and epistemic emotions within which students exercised agency to collaborate productively and learn. Implications for STEM curriculum making that foregrounded epistemic considerations, rather than outcome-based learning, were discussed. This paper helps to further the field of curriculum studies in STEM education by contributing to the theorization of STEM curriculum by applying a process lens to deepen understanding of problems as problem spaces.

Torres, A. C. (2024). **Principals or Agents? How State Education Agencies Build Trust to Balance Support and Accountability in Turnaround Policy Implementation**. *Educational Administration Quarterly*, *60*(2), 191-225. https://doi.org/10.1177/0013161X241234329
In recent years, policymakers and scholars argued that state education agencies (SEAs) should move away from simply acting as compliance monitors and take on more prominent roles as providers of technical support to schools and school districts. Scholars find that SEAs have struggled to do so, yet there is little empirical work to explain what SEAs do or why they struggle. This study looks at Michigan's Partnership model for School and District turnaround, which began in 2018 and includes the Michigan Department of Education (MDE) as a formal partner in building the capacity of school districts to craft and meet ambitious student learning targets. Analyzing interviews with MDE "liaisons" and turnaround leaders, I find that Partnership leaders reported a deeper sense of trust with the SEA compared to prior years because liaisons were more focused on support and understanding individual school/district contexts. However, supports were generally "passive" (e.g., sending standardized emails with resources/links; helping navigate compliance issues) rather than targeted technical assistance that helped Partnership leaders build capacity. I argue that this was in part due to the SEA's conflicting role as both accountability monitor and technical assistance provider. I show how SEAs navigated this dynamic and provide suggestions for how SEAs can balance district autonomy with support through trust building, ideas of "controlled autonomy," and "flexible specificity," which recommends highly specific technical guidance paired with ongoing processes of feedback and experimentation from implementers so that guidance matches context.

Tran, D., & O'Connor, B. R. (2024). **Teacher curriculum competence: how teachers act in curriculum making**. *Journal of Curriculum Studies*, *56*(1), 1-16. https://doi.org/10.1080/00220272.2023.2271541
This conceptual paper puts forward the construct termed teacher curriculum competence, which is an amalgamation of theoretical or formal and personal practical teacher knowledge and orientations in relation to curriculum. We situate the competence in institutional, political, and philosophical contexts. Drawing on research related to mathematics curriculum at different stages (i.e. the official, intended, and enacted curriculum) and teacher competence frameworks, we elaborate on how a teacher interacts with curriculum informed by their knowledge and orientations. When working with curriculum, teacher curriculum competence refers to what teachers attend to and how they interpret curriculum, as well as why they make decisions, including when to introduce particular concepts or skills, based on their local students' needs. In addition, we argue that the process of interacting with curriculum helps shape teacher knowledge and orientations. This article is significant for the contribution it makes to conceptualizing teacher curriculum competence in a centralized curriculum system, that is a nationally mandated. Although we use the mathematics discipline as an example, implications for research in promising areas for future studies in this space are also discussed.

UNGEI : United nations girl's education initiative. (2024). ***Initiative « Priorité à L'égalité » (Gender At The Centre [GCI]) - Rapport annuel 2023***. Consulté à l'adresse https://www.ungei.org/sites/default/files/2024-03/GCI_Annual%20Report_2023_FR_0.pdf
Les inégalités entre sexes - enracinées et édictées par des croyances et des pratiques néfastes, la violence fondée sur le genre, l'inégalité en éducation et dans d'autres

secteurs clés du développement - restent l'un des défis les plus urgents et chroniques auquel fait face le continent africain. L'année 2023 a été charnière pour l'Initiative « Priorité à l'égalité » (GCI). Alors qu'elle lançait la seconde phase (2024-2026), elle a continué à étendre son impact sur l'éducation transformatrice de genre à de nouveaux pays, montrant ainsi l'engagement de la communauté (pays partenaires, bailleurs de fonds, partenaires de la société civile) à faire avancer l'égalité des genres vers, dans et à travers l'éducation. Le Rapport annuel 2023 offre un aperçu complet des activités du programme de travail 2023 menées tout au long de l'année.

Vannier, P., & Weissberg, C. (2023). ***Rapport d'information déposé en application de l'article 145 du Règlement par la commission des affaires culturelles et de l'éducation en conclusion des travaux de la mission d'information relative au financement public de l'enseignement privé sous contrat*** (N° 2423). Consulté à l'adresse Assemblée nationale website: https://www.assemblee-nationale.fr/dyn/16/rapports/cion-cedu/l16b2423_rapport-information
Rapport d'information déposé en application de l'article 145 du règlement, par la commission des affaires culturelles et de l'éducation, en conclusion des travaux d'une mission d'information relative au financement public de l'enseignement privé sous contrat (M. Paul Vannier et M. Christopher Weissberg)

Veillard, L. (2024). **Conception des curricula dans les formations professionnelles secondaires**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4465
Comment sont définis les objectifs et contenus de formation et leurs modalités de transmission dans les formations professionnelles secondaires ? Par la suite, comment ces prescriptions sont-elles utilisées par les enseignants pour concevoir des situations concrètes de formation dans les établissements (lycées professionnels) ? Cet article propose d'éclairer le lecteur sur ces questions à partir de quelques recherches menées dans des perspectives didactiques et sociologiques. Une première partie est consacrée à des études qui se sont penchées sur les pratiques d'élaboration des référentiels de diplômes professionnels. Ces documents donnent une idée de la dimension prescrite des curricula et des tensions ou contradictions qui les traversent. La seconde propose un aperçu de recherches portant sur les situations de formation mises en place par les enseignants dans les établissements (curricula réels).

Verbyla, M. E., Vernaza-Hernandez, V., & Feldman, A. (2024). **International Research Experiences and Global Competency Development for Graduate Students in Engineering and Science**. *Journal of Studies in International Education*, *28*(2), 221-239. https://doi.org/10.1177/10283153231172019
Challenges from globalization, population growth, and climate change require science, technology, and engineering (STEM) professionals to have global competency. However, the impact of international experiences on STEM students' development of these abilities has not been well studied. We assessed the effects of international research experiences in Latin America and the Caribbean (LAC) and Europe on the development of global competency for STEM graduate students from the United States. Research placements in LAC were generally field-based, involving interactions with community members, while placements in Europe were mostly lab-based. Surveys and interviews with participants before and after their trips revealed increases in intercultural abilities for students from all groups. Students who traveled to LAC had higher intercultural abilities

before the trip but experienced smaller gains than their counterparts who traveled to Europe. Despite the value in community-based activities for students outside of university settings, more effort is needed to eliminate students' barriers to understanding communication styles in their host communities.

Voulgarides, C. (2024). **Equity, parental/caregiver 'Power,' and disability policy in the U.S. Context**. *International Journal of Inclusive Education*, *28*(4), 326-343. https://doi.org/10.1080/13603116.2021.1937345
The purpose of this article is to compel educators to think critically about how the Individuals with Disabilities Education Act (IDEA), a prominent school-based legislation in the United States, and caregiver/parental participation relate to each other and to equity in special education outcomes. I use two illustrative case studies to show how educator's decisions about students, their use of disability policy, and their subsequent interactions with caregivers/parents result in vastly different outcomes for two young boys with a disability, one white and one Black. I outline how the racialized local context of the suburban, primarily white, and wealthy school district of study shaped understandings of difference that influenced how educators related to caregivers/parents, how they determined what was a viable caregiver/parental request for educational services, and how they subsequently leveraged educational resources to meet student needs based on these assumptions. In doing so, I engage with the following overarching question: How do contextual influences affect educators' understandings of what is a viable caregiver/parental request when providing services to students with disabilities? I end with a critical discussion about the presumed benevolence of special educators and special education systems.

Weuffen, S., Lowe, K., Amazan, R., & Thompson, K. (2024). **The need for First Nations pedagogical narratives: epistemic inertia and complicity in (re)creating settler-colonial education**. *Journal of Curriculum Studies*, *56*(1), 58-72. https://doi.org/10.1080/00220272.2023.2294723
The purpose of this conceptual paper is to posit a possible reason why non-Indigenous educators are seen to be 'cautious' in their pedagogic engagement with First Nations perspectives in curriculum, why interventions and programmess around reconciliation and truth-telling have limited traction in affecting change in school culture, and why the Australian education system is constructed to be, and remains, largely hostile to First Nations Peoples and perspectives. Despite several decades of studies exploring these phenomena and concerted efforts to 'fix the problem', there has been a systemic failure to shift discourses and practice beyond the completely absent, tokenistic, or superficial inclusion of First Nations narratives in Australian education. We argue that power-knowledge relations of settler-colonial discourses are fundamentally at play and that by examining how disciplinarity and settler-colonial frameworks of knowledge control operate in education, we conceptualize a possible reason to the pedagogical challenges faced in the decision-making and integration of First Nations narratives in curriculum.

Whiting, E. F., Feinauer, E., Beller, S. N., & Howard, E. R. (2024). **Kindergarteners' perceptions of belonging and inclusion in a two-way immersion classroom**. *International Journal of Inclusive Education*, *28*(4), 360-380. https://doi.org/10.1080/13603116.2021.1938714

Little systematic attention has been paid toward belonging for young children, particularly in contexts of diversity that are regularly part of school settings. Two-Way immersion (TWI) programs provide one educational context ideally suited for exploring the constructs of belonging and inclusion in linguistically and culturally diverse settings. This study explores how kindergarteners articulate a sense of belonging in a socio-linguistically diverse international Two-Way immersion school. Focus groups were conducted with kindergarteners about what they would need to fit in and belong. Findings reveal that these kindergarteners recognize the utility of language but do not segregate peers by language group. Language proficiencies were articulated as a procedure for being able to 'do school.' They appear to experience language diversity as a 'de facto' context and something to manage procedurally. Comments on friendship-making also express the importance of conforming to concrete social interpersonal norms; friendship as compliance to social norms and procedures of asking someone to be your friend and being nice. A consideration of inclusion as the negotiation of belonging in this diverse context allows us to consider the specific ideas and solutions of these kindergarteners as a shared project of belonging in which they all work to enact inclusion. (250)

Xu, X., & Huang, H. (2024). **Understanding Government-Funded Doctoral Students' Non-Degree International Exchange Experiences: Evidence from China**. *Journal of Studies in International Education*, *28*(2), 185-203. https://doi.org/10.1177/10283153231178129
China has actively internationalized its doctoral education by funding students to study abroad via the China Scholarship Council. Nevertheless, little is known about the scholarship recipients' perceptions of their study sojourn, especially those on short-term exchange programs. Based on 100 visiting doctoral students' study reports, the study employed a sentiment analysis and was guided by the ecological system theory to untangle how this cohort affectively evaluated academic and non-academic dimensions of the study sojourn as a multi-layered ecological system. Via a computer-based SKEP analysis, the study contributes new objective insights regarding the perceived nature of an overseas sojourn, which is predominantly positive. In particular, it reveals positive perceptions regarding the funder and institutional prestige, indicating that the recipients' increasing national pride may be harnessed as a soft pulling force for nation-building. This paper ends by offering implications that may potentially benefit doctoral education in China and other countries.

Yamane, S., & Nakabayashi, M. (2024). ***The Influence of Education on Preference: A Natural Experiment by the School Grouping Policy*** (Discussion Papers in Economics and Business N° 24-02). Consulté à l'adresse Osaka University, Graduate School of Economics website: https://econpapers.repec.org/paper/oskwpaper/2402.htm
We reveal the effect of education on academic performance and preferences by analyzing a special selection system for high school entrance examinations in Japan, the â€œschool grouping policy.â€ Owing to the random assignment of students, the difference in performance between the schools in a group was due to their educational features. Education affected both academic performance and hometown loyalty, and the instruction on how to choose a college to apply to strongly influenced studentsâ€™ choices. While there is significant selection bias in most empirical studies, our findings are free from such bias and are important when considering educational policies.

Yildirim, A., Oscarson, A. D., Hilden, R., & Fröjdendahl, B. (2024). **Teaching Summative Assessment: A Curriculum Analysis of Pre-Service Language Teacher Education in Sweden and Finland**. *Journal of Teacher Education*, *75*(2), 203-218. https://doi.org/10.1177/00224871231214799
The purpose of this study is to investigate the curricular manifestation of summative assessment literacy in language pre-service teacher education at three universities in Sweden and Finland through multiple case studies. Data sources included program guidelines, course curricula, and study guides. A thematic approach was used to analyze the data based on a theoretical framework involving conceptual understandings, skills, and dispositions in summative assessment. The results indicate that all programs emphasize the basic assessment concepts such as validity and alignment and using assessment to inform teaching and learning. However, compared with formative assessment, summative assessment receives less attention in the curriculum. There are differences in addressing summative assessment through stand-alone and embedded courses and in the literacy areas covered. Implications for teacher education to address summative aspects of assessment in line with teachers' tasks in schools are offered.

Young, M. (2024). **« Ma définition du curriculum a toujours été de commencer par poser la question suivante : qu'est-ce qui compte en tant que connaissance ? »** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4355
Philippe Vitale : Pouvez-vous revenir brièvement sur votre entrée dans le domaine du curriculum ? Michael Young : J'ai d'abord étudié les sciences naturelles à l'université de Cambridge et je suis devenu professeur de sciences dans l'enseignement secondaire. Le soir, j'étudiais pour obtenir un diplôme en sociologie et, cinq ans plus tard, j'ai validé une licence à l'université de Londres. Alors en poste, j'ai pris une année sabbatique pour étudier à plein temps afin de passer ma maîtrise en s...

Zhao, N., Shi, C., & Wang, C. (2024). **Effects of the "double reduction" policy on the commercial tutoring sector in China**. *International Journal of Educational Development*, *105*, 102989. https://doi.org/10.1016/j.ijedudev.2024.102989
In recent years, East Asian students have increasingly enrolled in after-school training programs, leading to a notable increase in their academic workloads. Governments are actively striving to alleviate excessive educational pressure and reshape students' approaches to after-school training. This study explores the impact of the "double reduction" policy on students' participation in after-school commercial tutoring using Dianping app data for 2020–2022 in China. Our findings reveal that the policy decreased language training involvement and increased students' sports training involvement. The mechanism analysis shows that from the supply side, a change in the number of training institutions is the main reason for the change in after-school training participation, whereas, on the demand side, the policy reduces anxiety levels and arouses parents' attention toward family education. Further tests reveal that students in cities with advanced industrial structures and intensive training institutions exhibited greater sensitivity to policy changes.

Pratiques enseignantes

Alegre de la Rosa, O. M., & Villar Angulo, L. M. (2024). **Teachers' and hearing and speech specialists' attitudes towards and knowledge of sustainable inclusive education for**

students using hearing devices. *International Journal of Inclusive Education*, *28*(4), 344-359. https://doi.org/10.1080/13603116.2021.1938711
This study analysed the teachers and hearing and speech specialists' (HSSs) attitudes towards and knowledge of sustainable inclusive education for children with hearing loss in the Canary Islands. The study sample comprised 297 teachers and HSSs. The authors designed the Inclusion Questionnaire (InQ). It was found that teachers and HSSs' attitudes and knowledge centred on seven attitudes: sustainable professional development, self-efficacy in teaching competencies, inclusive leadership, assistive electronic technology, challenges around family involvement, embedding and sustaining reflexive practice, and technological usability and universal accessibility. The alpha coefficient for the total InQ was .841. These InQ factors have been developed with reliability and logical validity. There were differences in items under three factors among female and male teachers and HSSs. Teachers and HSSs also showed differences in the variables of age, work experience, and professional experience with students using hearing devices. Recommendations for inclusive values and sustainable educational change are suggested.

Barbier, E., & Colognesi, S. (2024). **Les pratiques préconisées en formation pour faire la classe interviennent-elles dans les planifications des futurs enseignants de français ?** *Canadian Journal of Education/Revue canadienne de l'éducation*, *47*(1), 113-148. https://doi.org/10.53967/cje-rce.5601
Planning teaching/learning activities is one of the essential tasks of "doing the classroom". In order to carry out this task, teacher education students are expected to use the practices proposed in training and recommended by research. We sought to identify the extent to which students mobilize these practices in their planning of teaching/learning activities. To do this, all the plans made by 18 future French teachers for their last four-week placement were collected. The results of the content analysis show the importance of practices such as the management of content to be taught, the communication of objectives, the use of existing teaching resources, the management of difficulties and the links between subjects. Furthermore, it appears that the future teachers participating in our study anticipate little, if at all, their feedback, the time of involvement of students in the evaluation process and metacognition. These observations are challenges for initial teacher education.

Bertin-Renoux, A., & Fuchs, J. (2024). **Des pratiques (ré)créatives en nature, au coeur d'une évolution de la forme scolaire ?** *Nature & Récréation*, (15), 35-46. Consulté à l'adresse https://hal.science/hal-04535548
This study focuses on the uses of recreational practices by physical education (PE) teachers involved in a « nature education » approach and by school teachers experimenting with outdoor education. Their testimonies highlight the attention paid to the corporal experience of pupils. By seeking to develop a sensitive perception of the environment, PE teachers promote a non-instrumental rela- tionship with the body, centered on interaction with the environment. In the context of outdoor schools, the growing importance of recreational activities in nature and the recognition of their educational role are indicative of a transformation of these teachers' attitudes ; valuing pupils' bodily experiences, they seek to articulate the formal and informal aspects of learning situations. Taking into account an experiential, non-instrumental dimension characterizes the creativity of action. However, the difficulty of transposing this diffuse, elusive and non-objectifiable learning into school curricula, and of controlling the

conditions for its learning, is part of the school's difficulty in grasping the sensitive experience of pupils. However, the different uses of recreational practices in nature experimented by these teachers contribute locally to transform the grammar of schooling.

Boczkowska, M., Daniilidou, A., & Platsidou, M. (2024). **A preliminary comparison study of teachers' resilience in Greece and Poland**. *Psychology in the Schools*, *61*(5), 1808-1827. https://doi.org/10.1002/pits.23139
This study aimed to assess the applicability of the Teachers' Resilience Scale (TRS) among Greek and Polish teachers and explore whether nationality and sociodemographic factors influence teachers' engagement with resilience protective factors. A total of 1622 teachers participated, providing TRS responses and sociodemographic information. Greek and Polish teachers exhibited similar assessments of protective factors, except for Social Competence and Peer Support, where Greek teachers scored higher. Greek teachers also reported higher overall resilience scores than Polish teachers. Gender differences were observed, with women scoring higher in Personal Competencies and Persistence than men. Marital status influenced Social Skills and Peer Support and Family Cohesion, favoring those married and/or in relationships. Additionally, teachers in primary and secondary education reported higher scores in Personal Competencies and Persistence compared to kindergarten teachers. These findings contribute to understanding how individuals and social groups, despite facing diverse adversities, tend to employ similar strategies to bolster and safeguard their resilience.

Brière, F., Assude, T., & Winder, C. G.-B. (2024). **Analysis of joint action between trainer and teachers in an in-service training system through the prism of a comparative approach in didactics**. *European Educational Research Journal*. https://doi.org/10.1177/14749041241238304
Our study focuses on the effective implementation of constellations, an institutional scheme for the in-service training of primary school teachers of mathematics and French, established in France since 2020. Based on a bottom-up training model, this scheme aims to encourage reflexive analysis of practices among peers, based on professional needs. In this article, we adopt a comparative approach in didactics in the French tradition to studying the processes of co-development of the work object, entitled 'problematic', by trainer and teachers during training situations in two constellations in different disciplinary and geographical contexts. The methodology combines different levels of analysis in order to document the work of trainers in association with management by leaders, and to ascertain their practical epistemology.

Brunel, M. (2023). **Construire pour écrire**. *Éducation et didactique*, *17*(17-3), 135-156. https://doi.org/10.4000/educationdidactique.12365
La complexité de la tâche de production d'écrit au cycle III et la moindre part des recherches sur la phase d'avant texte (Camps et Milian, 2001 ; Kervyn et Faux, 2014) justifie l'orientation générale du projet présentée : celle-ci repose sur une expérimentation consistant à proposer aux élèves de construire (une maquette) avant d'écrire. Nous considérons qu'une telle étape peut favoriser le développement de compétences scripturales et améliorer le rapport à l'écrit. À travers une recherche collaborative de type design, nous avons conçu un dispositif à travers lequel la phase de conception de l'écrit est favorisée par une étape de construction en petits groupes d'élèves. Les premiers résultats, qui portent sur l'analyse des tests et des entretiens

d'élèves à mi-parcours, permettent d'accéder à la façon dont ces apprentis perçoivent le dispositif ainsi qu'à des éléments permettant de cerner l'évolution de leur rapport à la production d'écrit fictionnel : il apparait que les élèves identifient bien le lien entre phase de construction et phase d'écriture, qu'ils éprouvent le rôle de la collaboration dans la phase de construction et qu'ils perçoivent aussi le fait que leur construction constitue une aide pour concevoir un univers fictionnel cohérent.

Carter, H., Nelson, G., Boedeker, P., Buckmiller, C. W., Eames, J., & Knowles, E. (2024). **Attention to the integration of literacy: A systematic review of early math interventions in informal learning environments**. *Psychology in the Schools*, *61*(5), 2036-2058. https://doi.org/10.1002/pits.23150
Links between the development of early literacy and math skills are well documented. This systematic review focuses on how literacy is incorporated into informal math intervention studies for children in preschool to third grade, which has implications for researchers and those training caregivers to support their children at home. We reviewed 51 experimental or quasi-experimental studies published from 1981 to 2021 that investigated the effectiveness of math interventions in informal learning environments with a caregiver interventionist. Findings revealed that 100% of studies included literacy in some way. We also investigated what types of literacy activities were integrated, how literacy was a part of data sources collected, and in what ways literacy was mentioned explicitly by authors in research reports. The most common literacy activity was speaking and listening, and the most frequently included literacy data source was standardized literacy achievement measures. Finally, researchers in the included studies did not detail literacy throughout their research reports. While early math interventions often integrate literacy, the research base including math interventions would benefit from more explicit rationales for their use of literacy, and caregivers should be provided information to help understand how literacy should be a part of the way they work with their child on math at home.

Causse, L., Syssau, A., & Blanc, N. (2024). **Les capacités inférentielles en situation de compréhension de récits : l'importance de s'adapter aux niveaux scolaires considérés**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *47*(1), 149-180. https://doi.org/10.53967/cje-rce.5861
This study examines the practices of assessment of young children's inferential abilities during the comprehension of narratives. The objective is to question the presence of developmental differences that are classically reported between different ages assessed using the same story. Rather than only following this same perspective, this study proposes to investigate the relevance of adjusting to the students' school level to accurately assess their inferential abilities. The inferential abilities of 348 students aged five to eight years old were surveyed, by either using a story that corresponded to their grade level, or using a story from a grade level different from theirs (i.e., higher or lower). The results show that when students at different grade levels are assessed using the same material, they show differences in achievement. However, when students are assessed with a grade-adjusted narrative, no differences are observed between the age groups studied.

Chansa-Kabali, T., & Nyoni, J. (2024). **Exploring a school-level inclusive practice index for meaningful inclusion in Zambian schools**. *British Journal of Special Education*, *51*(1), 71-84. https://doi.org/10.1111/1467-8578.12489

The United Nations 2030 Agenda for Sustainable Development and, in particular, its Sustainable Development Goal no. 4, underline the relevance of quality education that translates into long-term benefits for all learners. This article reports findings of a collaborative research study that piloted an inclusive practice index to investigate inclusion in schools. We applied a mixed-methods design to identify potent features of inclusion, and developed an index that measured the extent to which inclusive practices were considered in schools. The index was administered in 168 schools and to 498 teachers. Using exploratory factor analysis, psychometric properties and potency of factors were determined. Our results revealed a two-factor solution cumulatively accounting for 72% of variation. Based on our findings, we highlight the need for schools to be deliberate in processes that enhance application of inclusive practices. When applied with intention, this will foster accountability for inclusion in the delivery of meaningful inclusive education.

Chilliak, S., Martin-Storey, A., Déry, M., Temcheff, C. E., & Lapalme, M. (2024). **When we go to ask for help, they don't understand how to help us: Understanding how youth with childhood histories of conduct problems link sexuality and gender to school-based service use**. *Psychology in the Schools*, *61*(5), 2160-2184. https://doi.org/10.1002/pits.23157
Gender and, to a lesser extent, sexual identity, are relevant factors in understanding variance in the prevalence, consequences, and treatment of conduct problems. The current study uses thematic analysis to explore how youth with early-onset conduct problems and extensive histories of school-based service use perceive gender and sexuality as impacting their service use experiences. Qualitative analysis of interviews with 41 youth (17–21 years old; 53.7% women) yielded themes pertaining to gender, sexual identity, and discrimination in service use contexts. Identified themes included homophobia in service use and adjacent school contexts, stereotypes around masculinity and femininity as conditioning peer and school staff's behavior, and salience of sexuality across developmental stages and historical timeframes. Results suggest that increased school staff training and school-based interventions be implemented to support gender and sexual diversity, both within services for conduct problems and more broadly in school contexts. In particular, the current findings highlight homophobia as a factor limiting boys' access to mental health services.

Cisel, M. (2024). **Digital Dashboards for Summative Assessment and Indicators Misinterpretation: A Case Study**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *47*(1), 86-112. https://doi.org/10.53967/cje-rce.5269
Over the last decade, teachers in France have been increasingly pressured to use digital learning environments, and to shift from grade-based to skill-based assessment. Educational dashboards, which measure student input electronically, could foster such a transition by providing insights into learners' performances. However, such dashboards could also foster data misinterpretation during the summative assessment process, should the indicators that they display be used without a proper understanding of what they reflect. This article presents a methodology to detect potential mistakes in the interpretation of the indicators in the context of inquiry-based learning. During the design of a learning environment, we analyzed, through analytics and classroom observations in primary and middle schools, the issues that could arise from the use of a dashboard. Our data suggest that the amount of information practitioners needed to collect to make

indicators relevant was burdensome, making the dashboard unfit for assessment purposes at the scale of a classroom.

Dai, Y. (2024). **Dual-contrast pedagogy for AI literacy in upper elementary schools**. *Learning and Instruction*, *91*, 101899. https://doi.org/10.1016/j.learninstruc.2024.101899
Background Advances in artificial intelligence (AI) have highlighted the need to equip young students with basic AI-related knowledge, skills, values, and attitudes. However, pedagogical design for AI literacy remains a critical challenge, especially for upper elementary students aged 10–12. Aims This design-based study had two goals: to develop a pedagogical approach for AI literacy in upper elementary education and to empirically assess this approach through an experiment. Sample One hundred forty-seven sixth graders in an upper elementary school were randomly assigned to a control group (n = 75) and an experimental group (n = 72). Methods Following a theory-informed design convention, we proposed a dual-contrast pedagogical (DCP) approach. This approach centers on human-AI comparisons by integrating analogies and cognitive conflicts. Two teaching examples on machine learning and large language models were provided. The experimental group was taught with the DCP approach, while the control group received conventional direct instruction. Data drawn from assessment tasks and questionnaires were subjected to two-way analyses of variance and covariance. Results The experimental group demonstrated significantly higher performance in AI knowledge, skills, and ethical awareness. They also exhibited a significant increase in AI learning confidence and intrinsic motivation and a significant decrease in learning anxiety. Conclusions The DCP approach significantly improved students' learning performance and attitudes, demonstrating its effectiveness in promoting AI literacy. This study highlights the pedagogical value of human-AI comparisons in teaching AI, while contributing to a research agenda on the cognitive and conceptual aspects of AI education.

Demangeon, A., & Tazouti, Y. (2024, février 6). **Is Montessori education all it's cracked up to be? What science says**. Consulté 10 avril 2024, à l'adresse The Conversation website: http://theconversation.com/is-montessori-education-all-its-cracked-up-to-be-what-science-says-221187
Montessori education is as popular as ever. But is the teaching method really more effective than conventional schooling?

Dupré, F. (2023). **Pratiques inclusives et articulation entre deux systèmes didactiques : l'accompagnement par un AESH est-il un obstacle ou un levier à l'accessibilité didactique ?** *Éducation et didactique*, *17*(17-3), 93-112. https://doi.org/10.4000/educationdidactique.12305
Le travail présenté porte sur une étude de cas qui se déroule dans une classe de 6e en mathématiques. Nous analysons une situation d'apprentissage au cours de laquelle une élève reconnue institutionnellement handicapée est accompagnée par l'AESH collective du dispositif ULIS au sein de la classe ordinaire. À l'aide d'un double cadre théorique (approche clinique du didactique et théorie anthropologique du didactique) nous cherchons à observer et à comprendre l'articulation fonctionnelle entre les deux systèmes didactiques en jeu. À travers cette analyse, nous montrons que l'accompagnement humain peut être une source d'obstacles à l'accessibilité didactique.

Erduran, S., Saribas, D., & Kaya, E. (2023). **Infusing epistemic perspectives on scientific practices in science teacher education**. *Éducation et Didactique*, *17*(17-3), 75-92. https://doi.org/10.4000/educationdidactique.12227
The paper provides a case for the inclusion of epistemic perspectives on scientific practices in science teacher education. Scientific practices are defined as being part of nature of science and are drawn from the account of the Family Resemblance Approach (FRA) developed by Erduran & Dagher (2014a). The depiction of scientific practices relies on a theoretical model called the Benzene Ring Heuristic (BRH) which consolidates the epistemic, cognitive and social aspects of scientific practices into a holistic and visual representation. BRH describes scientific practices in terms of concepts such as data, models, explanations, predictions, argumentation and social certification. We describe a funded project that integrated BRH into a pre-service science teacher education program and investigated the impact of the intervention on the pre-service science teachers. Qualitative analysis of pre-service science teachers' perceptions of scientific practices are described and contrasted before and after the training intervention using BRH. The results indicate that in some cases there was improvement in pre-service science teachers' depiction of scientific practices as being holistic. The study provides empirical evidence on the incorporation of an epistemic perspective on scientific practices in science teacher education.

Flunger, B., Verdonschot, A., Zitzmann, S., Hornstra, L., & van Gog, T. (2024). **A Bayesian approach to students' perceptions of teachers' autonomy support**. *Learning and Instruction*, *91*, 101873. https://doi.org/10.1016/j.learninstruc.2023.101873
Background How to best operationalize teachers' autonomy support, an instructional style aiming to satisfy students' psychological need for autonomy, is unclear because teachers can support the whole class and/or individual students. Students might perceive inequalities concerning the autonomy support they receive relative to classmates, which might undermine their motivation and engagement. Aims The current study aims to contribute to the conceptualization of autonomy support. We investigated students' perceptions of teachers' autonomy support (individual, class-directed, and perceived differences), concerning choice provision, fostering relevance, stimulating interest, and acknowledging frustration, and associations with students' motivation and engagement. Sample 446 Dutch primary school students (agerange = 9–14) from 22 mathematics classes. Methods With Bayesian Multilevel-CFA and -SEM, we examined the factorial structure of students' perceptions of teachers' autonomy support and associations with motivation and engagement. We evaluated whether individual and class-directed autonomy support were distinct constructs, both concerning individual ratings at the student level, and regarding the whole-class-aggregated assessments at the class level. Results Individual and class-directed autonomy support was differentiated at the student level. At the class level, one factor (overall autonomy-supportive atmosphere) was found. Regarding perceived differences, we revealed three student-level factors (e.g., relative lack of autonomy support). At the student level, individual and class-directed autonomy support positively predicted intrinsic motivation, effort, and persistence; perceived relative lack of autonomy support positively predicted extrinsic regulation. Conclusions Both individual and class-level support should be high to yield optimal results for students' motivation and engagement. Focusing solely on class-directed autonomy support may omit essential information.

Frenzel, A. C., Dindar, M., Pekrun, R., Reck, C., & Marx, A. K. G. (2024). **Joy is reciprocally transmitted between teachers and students: Evidence on facial mimicry in the classroom**. *Learning and Instruction*, *91*, 101896. https://doi.org/10.1016/j.learninstruc.2024.101896
Structured Abstract Background The critical importance of positive emotions for classroom functioning is well established and teachers' and learners' trait-based joy during class has been shown to covary. This has been interpreted as evidence of emotional contagion across teachers and learners. However, no research to date seems to have explored in-situ processes of emotional contagion, thus the social dynamic of positive emotion transmission during instruction is poorly understood. Aims In this study, we aim to explore one fundamental mechanism proposed to underlie emotional contagion, namely facial mimicry. We seek to provide evidence of facial joy mimicry between teachers and students during real-life instruction, and explore its relations with teachers' and learners' subjective session joy experiences. Sample Participants were 13 university instructors and 69 of their students. Methods Participants' joy expressions were captured through a multi-camera setup and submitted to AI-based automated facial emotion coding. Facial mimicry within each teacher–student dyad was determined through cross-recurrence quantification analysis. Results Instructors' and students' facial expressions of joy co-occurred substantially above chance level -2s and +3s seconds relative to the instructors' expressions. Post-session self-reported joy was significantly positively correlated with the instructor–student dyad mimicry quantity for instructors, but not for students. Conclusions Our findings suggest that joy transmission between teachers and students is a reciprocal process, and that teachers seem to emotionally benefit from joint episodes of positive expression in class.

Gnaho, J. (2023). **Pratiques pédagogiques participatives : retour sur une expérience en IFSI**. *Spécificités*, (1), 41-47. https://doi.org/10.3917/spec.017.0041
Ce numéro de la revue SpécifiCITéS s'intéresse à la question de la participation dans le champ de la santé. Il fait suite à une journée d'études co-organisée en 2019 par le master mention Sciences de l'éducation, parcours Cadres d'intervention en terrains sensibles de l'Université Paris-Nanterre, et par l'institut de formation des cadres de santé de Sainte-Anne (groupe hospitalier universitaire Paris – Psychiatrie & Neurosciences).Cette journée, intitulée « Éducation, Santé et Participation », souhaitait croiser des préoccupations désormais anciennes au sein de ce parcours de master, en lien avec ses objets d'enseignement et de recherche et les professionnel(le)s qu'elle forme, et un intérêt pour le champ de la santé, concrétisé par la convention de formation avec l'IFCS (convention qui a pris fin en 2021). Elle a permis d'interroger les liens entre la participation en santé et l'éducation, à partir d'expériences et d'expertises diverses – professionnel(le)s, étudiant(e)s, chercheur(e)s, usagers – et dans différents champs – professionnel, scientifique et pédagogique.

Goube, L., Lugand, A., Potrel, D., Raffaëlli, C., Bianco, M., Bressoux, P., … Vibert, A. (2024). **Premiers résultats de l'enquête sur les pratiques d'enseignement du français, Praesco, en classe de CM2 en 2021**. *Note d'Information*, (24.11), 1-4. Consulté à l'adresse https://www.education.gouv.fr/premiers-resultats-de-l-enquete-sur-les-pratiques-d-enseignement-du-francais-praesco-en-classe-de-414048
Selon l'enquête nationale Praesco (pratiques enseignantes spécifiques aux contenus), conduite par la DEPP en 2021 auprès d'enseignants de CM2, huit enseignants sur dix mentionnent les écarts de niveaux entre les élèves comme facteurs de difficulté à leur enseignement du français et 46 % déclarent avoir participé au moins une fois au cours

des cinq années précédant l'enquête à une activité de formation continue portant sur les pratiques de différenciation pédagogique.

Ha, C., & Pressley, T. (2024). **Inner strength amidst pandemic: Teachers' self-efficacy patterns and perceived personal accomplishments**. *Psychology in the Schools*, *61*(5), 1944-1961. https://doi.org/10.1002/pits.23149
The present study explored the teachers' self-efficacy patterns and perceived personal accomplishment in the coronavirus disease 2019 pandemic teaching environment. The current sample included in-service teachers (n = 393) representing 36 states across the United States. We explored whether teacher efficacy variables (i.e., engagement efficacy, instruction efficacy, and classroom management) predict their perceived personal accomplishment. Also, based on the clustering analysis, we explored how teachers' different self-efficacy patterns related to their perceived personal accomplishment. The results indicate that teacher efficacy strongly predicted their personal accomplishment levels and show insightful implications on how to support teachers to recover well-being in a post-pandemic learning environment.

Hare, K. (Kaye). (2024). **"Sandpaper. Yeah.": Educators' embodied insights into comprehensive sexual health education pedagogy**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *47*(1), 27-58. https://doi.org/10.53967/cje-rce.6133
In this arts-informed inquiry, I examine Canadian sex educators' embodied sense-making of comprehensive sexual health education (CSHE). I seek to understand how educators use their bodies to negotiate contested pedagogical terrain in order to gain insights into conflicting patterns observed in the literature, as well as to challenge how educators' personal pedagogies may be implicated in uneven enactments of CSHE. Using sensory ethnographic principles, I focus inquiry on educators' embodied experiences of contentious pedagogical practices, including the over-reliance on institutionalized forms of knowledge. I conceptualize their experiences as "interchange"— the sense of simultaneous bodily gaining and giving in response to the social-political demands of teaching CSHE. I analyze two focal experiences of interchange—namely, Feeling Right(s) and Be/ing Schooled—to highlight paradoxical frictions of educators' personal and pedagogical anti-oppressive aims. Last, I utilize Maclaren's concept of "unfreedom" to discuss addressing problematic CSHE practices as an intersubjective project.

Hsieh, C.-C., Gunawan, I., Li, H.-C., & Liang, J.-K. (2024). **Teachers' voice behavior—Principal leadership-driven or teacher self-driven? Evidence from Taiwan**. *Psychology in the Schools*, *61*(5), 2077-2099. https://doi.org/10.1002/pits.23152
This study aims to explore whether teachers' voice behavior is triggered by the leadership of the principal or the teachers themselves. Two conceptual frameworks are proposed to guide this research. In addition, the current study analyzes separately two dimensions of teachers' voice behavior, namely, promotive voice and prohibitive voice. Data collected from 884 teachers in Taiwan were analyzed to test the moderated mediation model. Results of the first conceptual framework revealed that under identity leadership, teacher agency moderated significantly the relationship of psychological empowerment with prohibitive voice, but not significantly with promotive voice. Findings of the second conceptual framework confirmed that under teacher agency, identity leadership did not significantly moderate the relationships of psychological empowerment with promotive voice and prohibitive voice. Most important, this study

discovered that teacher agency is the main trigger for teachers exhibiting promotive and prohibitive voice behaviors. Finally, implications and limitations of this study are presented.

Huet, B., Leblanc, M., Biau, S., Pycik, E., & Saury, J. (2023). **Utiliser la vidéo pour le développement de dispositions à agir dans des pratiques professionnelles à forte dimension sensorimotrice. Le cas de la formation au travail à la main au Cadre noir de Saumur**. *Éducation et didactique*, *17*(17-3), 17-30. https://doi.org/10.4000/educationdidactique.11942
Cet article présente une contribution méthodologique sur l'exploration des expériences sensorimotrices dans l'activité experte d'écuyers du Cadre noir. La réflexion est développée en référence au programme de recherche du Cours d'action. Elle expose différentes voies d'enrichissement des situations d'autoconfrontation aux traces vidéo de l'activité. Elle met en évidence la fécondité de l'articulation de différents modes de construction des données en accord avec une approche énactive de la pratique experte, afin d'accéder aux dimensions incarnées de celles-ci. Elle ouvre également des perspectives pour le développement de dispositions à percevoir et à agir dans le cadre d'interactions complexes humain-animal.

Hußner, I., Lazarides, R., & Symes, W. (2024). **The relation between self-efficacy and teaching behaviour: A video-based analysis of student teachers**. *Learning and Instruction*, *91*, 101880. https://doi.org/10.1016/j.learninstruc.2024.101880
Teachers' self-efficacy is an important predictor of effective teaching, but little is known about its role in student teachers' professional behaviour. This longitudinal study with data from n = 110 student teachers examines (bidirectional) relations between self-efficacy, teaching behaviour, quality of feedback, and educational knowledge. Student teachers' self-efficacy increased after teaching which took place at mid-semester. Observer-rated classroom management mid-semester predicted student teachers' self-efficacy for classroom management after teaching. Student teachers' self-efficacy for student engagement at the beginning of the semester predicted observer-rated emotional support mid-semester. The perceived quality of teachers' feedback predicted the observer-rated emotional and instructional support mid-semester, as well as student teachers' self-efficacy for student engagement after teaching. Student teachers' educational knowledge predicted observer-rated emotional and instructional support mid-semester.

Jaber, L. Z., Davidson, S. G., & Metcalf, A. (2024). **"I Loved Seeing How Their Brains Worked!"—Examining the Role of Epistemic Empathy in Responsive Teaching**. *Journal of Teacher Education*, *75*(2), 141-154. https://doi.org/10.1177/00224871231187313
Studies in science and mathematics education have shown that teachers' responsiveness to students' ideas, feelings, and experiences is critical for promoting epistemic agency, disciplinary engagement, and equity. Such responsiveness is particularly important for students whose cultures, backgrounds, and funds of knowledge have been traditionally marginalized in science, technology, engineering, and mathematics (STEM) classrooms. Yet, what allows teachers to enact responsive teaching is less clear. We argue that epistemic empathy—the capacity for tuning into and appreciating learners' intellectual and emotional experiences in constructing, communicating, and critiquing knowledge—is an essential driver of teacher responsiveness. In this work, we examine how epistemic empathy can serve to support

teachers' attention and responsiveness to students' sensemaking experiences in the classroom and discuss emergent tensions that arise in this work. We end with implications for research and for teacher education to cultivate epistemic empathy as a resource for responsive teaching and a target for teacher learning.

Jacquemart, J., De Clercq, M., & Galand, B. (2024). **The black box revelation of instructional practices: a mixed study of the transition to HE**. *European Journal of Higher Education*, *0*(0), 1-22. https://doi.org/10.1080/21568235.2024.2327315
Instructional practices (IP) could be an important lever for student's adjustment to the first year at the university. Yet, the role of teaching practices is overlooked in the literature about students' transition to Higher Education (HE). To overcome this limitation, the current study proposes to analyse the link between teaching practices and student achievement controlling for individual variables. More precisely, multi-level analyses were carried out on 932 students scattered on 18 different courses from five universities. Instructional practices were measured through teachers' self-reported questionnaires. The main results highlighted the significant link between instructional support or consideration for students' perspectives and student academic achievement. Moreover, eight focus groups were carried out with students to understand more deeply the role of the teacher in their adjustment to HE. Five major themes emerged from the data: Non-verbal attitudes, Teacher's flexibility and structure, interactive and entertaining lessons and clear and consistent expectations. These results provided several guidelines to improve IP to ease students' transition process to HE.

Jetté, M. (2024). ***Intégration partielle en classe ordinaire du primaire d'élèves ayant un TSA de niveau 2 ou 3 : pratiques différenciées, facilitateurs et obstacles*** (Masters, Université du Québec en Outaouais). Consulté à l'adresse https://di.uqo.ca/id/eprint/1624/

Kalil, A., Mayer, S., Oreopoulos, P., & Shah, R. (2024). ***Making a Song and Dance About It: The Effectiveness of Teaching Children Vocabulary with Animated Music Videos*** (NBER Working Paper N° 32132). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32132.htm
Programs that engage young children in movement and song to help them learn are popular but experimental evidence on their impact is sparse. We use an RCT to evaluate the effectiveness of Big Word Club (BWC), a classroom program that uses music and dance videos for 3-5 minutes per day to increase vocabulary. We conducted a field experiment with 818 preschool and kindergarten students in 47 schools in three U.S. states. We find that treated students scored higher on a test of words targeted by the program (0.30 SD) after four months of use and this effect persisted for two months.

Kolman, J. S., Battle, C., Vernikoff, L., & Kamrass Morvay, J. (2024). **Silencing Equity-Minded Teacher Preparation: How Do Teacher Educators Respond?** *Journal of Teacher Education*, *75*(2), 236-247. https://doi.org/10.1177/00224871231203926
This article describes how five teacher educators respond to silencing aimed at disrupting their equity-minded teacher preparation. Drawing on interview data, we illustrate the silencing these teacher educators experience, their patterns of response, and the drivers for their responses. Our findings suggest that these teacher educators' race, personal experiences, and beliefs about preservice teacher learning, as well as the supports offered by colleagues, teacher candidates, and university administrators, shape their

responses to silencing. We conclude by suggesting pathways of support for equity-minded teacher educators in this moment of silencing-as-policy.

Kottmann, A., Schildkamp, K., & van der Meulen, B. (2024). **Determinants of the Innovation Behaviour of Teachers in Higher Education**. *Innovative Higher Education*, *49*(2), 397-418. https://doi.org/10.1007/s10755-023-09689-y
The study examined what factors determine the use of educational innovations by teachers in higher education. Three sort of factors were compared: teachers' motivation for the enhancement of education, their contact with or exposure to dissemination of educational innovations and institutional factors, that is, support provided by higher education institutions. Further, teachers were classified regarding their use of educational innovations. The study used survey data collected among academic staff at public Norwegian higher education institutions. Results of the multinominal logistic regression models showed that intrinsic motivation was an important factor for teachers' innovation behaviour in this context. Dissemination and institutional factors exerted little or no significant impact. The assumptions currently underlying research on educational innovations and the design of national and institutional support programmes are discussed against the background of these results.

Lacey, A. J., Banerjee, R., & Lester, K. J. (2024). **"It felt a bit wartime": Teacher perspectives of social and emotional well-being support in primary schools during Covid-19**. *Psychology in the Schools*, *61*(5), 1982-1997. https://doi.org/10.1002/pits.23147
Although primary schools in the UK were required to provide access to remote learning for pupils during Covid-19 mandated school closures, there was less clarity for teachers and school leaders about expectations and priorities relating to the provision of social and emotional well-being support for children at home during this period. Using an existing whole-school approaches (WSA) framework we aimed to understand the extent to which well-being support was a priority for primary schools during closures, what structures were in place to support well-being, what factors facilitated or inhibited provision of remote pastoral care, and how schools supported pupil reintegration following school reopening. Twenty semi-structured qualitative interviews were conducted with teachers and school leaders in primary schools in three counties of southern England during February and March 2020. A hybrid inductive-deductive thematic analysis approach was used with a critical realist approach. Findings indicate that school closures were associated with radically disrupted home–school partnerships. Lack of national and local policy guidance limited the extent to which schools adapted remote well-being provision and maintained contact with families. This disruption contributed to a decline in children's emotional well-being, particularly for those children from disadvantaged backgrounds. Covid recovery recommendations center on a renewed emphasis on universal, ethos-focused interventions and a strength-based focus on curriculum change.

Laguë, A. (2024). ***Les approches plurilingues et la formation initiale : comment les croyances de futures personnes enseignantes de langues additionnelles diffèrent-elles selon l'année de formation?*** (Mémoire accepté, Université du Québec). Consulté à l'adresse https://archipel.uqam.ca/17479/
La présente étude s'intéresse aux croyances de futur·es enseignant·es de langues secondes (L2) quant à leur utilisation de toute langue autre que la langue cible dans leurs classes puisque la formation initiale pourrait avoir une incidence considérable sur

les croyances du personnel enseignant (Borg, 2011). C'est dans ce contexte que nous nous intéressons aux approches d'enseignement plurilingue, des techniques faisant appel au répertoire linguistique entier des apprenant·es, puisque même si ces approches sont mises de l'avant dans des recherches scientifiques (Ortega, 2019; Woll et Paquet, 2021), elles ne semblent pas être devenues une pratique courante dans les classes (Galante et al., 2020; Huang, 2021; Jezak et de Haan, 2021; Payant et Bell, 2022). Comme l'usage de la langue maternelle (L1) ou des autres langues additionnelles (LA) en classe semble être perçu négativement dans plusieurs contextes d'enseignement, l'objectif de cette étude est non seulement de brosser un portrait des croyances et pratiques déclarées de futur·es enseignant·es inscrit·es à un programme de formation de premier cycle au Québec quant à l'utilisation du répertoire linguistique entier des élèves dans le cadre de cours de L2, mais surtout d'observer le développement, de la première à la quatrième année d'études, de leurs croyances et pratiques déclarées. Dans le cadre de cette étude transversale quasi-longitudinale, 18 futur·es enseignant·es de français langue seconde (FLS) et 37 d'anglais langue seconde (ALS) ont répondu à un questionnaire sur leurs croyances et pratiques déclarées à l'égard des approches plurilingues. Les résultats ont démontré que les croyances entourant l'apprentissage et l'enseignement sont plutôt alignées sur les approches plurilingues pour l'ensemble des personnes répondantes, mais que ce n'est pas le cas des pratiques déclarées. Aucune différence significative n'a été trouvée en ce qui concerne les croyances pour chacune des années de baccalauréat analysées; toutefois, une différence significative a été trouvée entre les cohortes de 1re et 3e année, ainsi que les cohortes de 2e et 3e année en ce qui concerne les pratiques déclarées. Cela signifie que c'est plutôt dans la cohorte de 3e année que les pratiques déclarées sont moins alignées sur les approches plurilingues. Ces résultats suggèrent que même si les croyances portant sur les approches plurilingues restent plutôt positives tout au long de la formation, les pratiques déclarées sont moins alignées avec les approches plurilingues vers la fin de la formation. MOTS-CLÉS DE L'AUTEUR : approches plurilingues, plurilinguisme, croyances, pratiques déclarées, futurs enseignants, formation initiale des enseignants

Li, P.-H., Mayer, D., & Malmberg, L.-E. (2024). **Student engagement and teacher emotions in student-teacher dyads: The role of teacher involvement**. *Learning and Instruction*, *91*, 101876. https://doi.org/10.1016/j.learninstruc.2024.101876

Aims We investigated teacher emotions and individual students' engagement in real-time classrooms and considered the role of teachers' involvement level. Methods The sample included 20 teachers in Taiwanese public primary schools and four target students for each teacher (80 target students in all). Teachers reported their own emotions and each student's engagement at the end of each lesson for a calendar week (nti = 249). Results T-tests showed that teacher-student relationships are a reflection of teachers being relatively more involved with students they had both close and conflictual relationships with. For students with whom the teacher was relatively more involved, multilevel structural equation models (MSEM) showed they were more engaged in lessons and had a stronger effect on teachers' positive and negative emotions. Conclusion This study expands the understanding of teacher-student dyads in the real-time classroom by demonstrating the effect of individual students' engagement on teachers' positive and negative emotions by taking teachers' involvement levels into consideration.

Losberg, J., & Zwozdiak-Myers, P. (2024). **Inclusive pedagogy through the lens of primary teachers and teaching assistants in England**. *International Journal of Inclusive Education*, *28*(4), 402-422. https://doi.org/10.1080/13603116.2021.1946722
Inclusion is an expectation of all mainstream schools across England yet research into strategies concerning how teachers and teaching assistants facilitate effective inclusive practice remains limited. This study explores the enactment of Florian and Black Hawkins (2011. "Exploring Inclusive Pedagogy." British Educational Research Journal 37 (5): 813–828) approach to inclusive pedagogy through the lens of teachers and teaching assistants working with children across year 4 within one primary school in London to redress this balance and identify any challenges they may encounter with this approach. Thematic analysis of semi-structured interviews revealed several key themes: whole-class approaches; emphasis on learners' capabilities; flexibility; commitment to ongoing professional development; diversity of needs; TA interventions; and ability-based tasks. While practitioners exemplified inclusive pedagogy on a regular basis it was difficult to implement in all aspects of classroom life, given the complex nature and diverse range of needs they encountered in mainstream classrooms. The importance of acknowledging individual needs was recognised and some key strategies to accommodate these without causing feelings of marginalisation were highlighted. Practitioners voiced positive experiences and placed great value on, working flexibly with one another to create welcoming environments for all children yet the effective deployment of TAs was not consistently realised.

Moysan, A. (2024). **Des traces écrites aux discours des enseignants : quelles sont les fonctions de la correction des copies ?** *SHS Web of Conferences*, *186*, 03005. https://doi.org/10.1051/shsconf/202418603005
In this article, we aim a better understanding of teaching professional activity: the correction of student texts. Cross-analysis of student texts and interviews with middle-school French teachers reveal the functions that this activity can take on, far beyond the conceptions according to which it is useful to students as they learn to write texts.

Nejad, A. M., & Mahfoodh, O. H. A. (2024). **Examining biomarkers of stress over the process of teaching among teachers of English as a foreign language**. *Psychology in the Schools*, *61*(5), 2115-2131. https://doi.org/10.1002/pits.23151
This study examines stress biomarkers over the process of teaching and their associations with demographics, emotions, and mental health of 56 English as Foreign Language teachers. Participating teachers were invited to complete a questionnaire packet and provide saliva samples over three-time points (i.e., before, during, and end of teaching). Afterward, the saliva samples were assayed for cortisol and a-amylase as stress biomarkers. The results showed a significant change in the concentrations of cortisol and a-amylase over the teaching process. In addition, being female, younger, more educated, and having more teaching experience were significantly associated with a higher level of a-amylase, particularly before and during class time, thereby reflecting a greater level of stress. However, emotions and general mental health were not significantly associated with cortisol and a-amylase over time. The findings highlighted the changes of biomarkers over the process of teaching and their relationships with other variables.

Nelson, K. A., & Eckert, T. L. (2024). **Examining student adherence within a cover-copy-compare intervention**. *Psychology in the Schools*, *61*(5), 2019-2035. https://doi.org/10.1002/pits.23156
Cover-copy-compare is a self-management intervention strategy developed to improve students' academic performance, particularly in spelling. In academic intervention research, it is often assumed that students are completing the intervention as intended, yet this is seldom examined during intervention implementation or subsequent data analysis. The primary aim of this study was to retrospectively examine students' cover-copy-compare permanent products to assess their ability to adhere to the intervention and to examine whether intervention adherence influences intervention effectiveness. A secondary data analysis of 86 third-grade students participating in two randomized controlled trials examining the efficacy of cover-copy-compare on writing productivity was conducted. Results indicated that students' adherence to the cover-copy-compare intervention was high, and students' preintervention spelling performance and intervention adherence emerged as statistically significant predictors of students' postintervention spelling performance. Limitations of the study and implications for assessing students' intervention adherence are discussed.

Öhlböck, E., Stinson, M., McClintock, K., & Turtle, B. (2024). **Evaluating the effectiveness of key components of Zones of Regulation™ curriculum training on teachers' self-efficacy at managing self-regulation needs in autistic pupils**. *British Journal of Special Education*, *51*(1), 111-122. https://doi.org/10.1111/1467-8578.12501
There has been a rise in autistic pupils in the mainstream classroom. Teachers have often reported frustration caused by a lack of training on managing autistic pupils' presentations. The aim of this study was to investigate the effect of an online training programme comprising the main paradigms and resources of the Zones of Regulation™ curriculum on teachers' sense of self-efficacy when managing autistic pupils' self-regulation needs in the mainstream primary school classroom. Purposive sampling was used to identify primary 5, 6 and 7 teachers with at least one autistic pupil with self-regulation needs in their current class. An occupational therapist with post-graduate qualifications in autism and sensory processing provided a 2.5-hour online training session on the Zones of Regulation™ curriculum for participants. The Teachers' Sense of Efficacy Scale (TSES) was completed pre- and post-training and at two-month follow-up. The Usage Rating Profile-Intervention Revised was completed post-training and a survey exploring participants' experience of implementing the Zones of Regulation™ curriculum with their autistic pupils was completed at two-month follow-up. Findings showed that online training in the use of the Zones of Regulation™ curriculum significantly improved TSES scores for teachers ($p < 0.001$). The curriculum was also shown to be an acceptable, understandable and feasible intervention for primary school teachers in the mainstream classroom. This study suggests that education authorities should consider providing training opportunities on the Zones of Regulation™ curriculum to support teachers in the mainstream classroom. It also demonstrates the important role occupational therapists, with post-graduate qualifications in autism and sensory processing, have in capacity building within education.

Ozcan-Ermis, G., & Hervé, N. (2024). **Identifying Pre- and In-service Teachers' Stances on Teaching Socioscientific Issues: A Systematic Review of Empirical Studies**. *Canadian Journal of Science, Mathematics and Technology Education*. https://doi.org/10.1007/s42330-023-00306-w

There is a prevalent consensus among science education scholars that teaching socioscientific issues (SSI) has notable importance for promoting functional scientific literacy and raising responsible citizens. However, teachers encounter numerous problems when teaching SSI, so they may not prefer to teach them. Today, we still do not know many specific particulars about how teachers' own opinions, beliefs, or experiences influence the way in which they present controversies and which teacher's role is best suited for teaching SSI. This paper aims to review the empirical studies that include teachers' stances during teaching SSI and, if stated, their rationales about preferred stances. We employed the Web of Science and Education Resources Information Center (ERIC) databases and Google Scholar to find the relevant literature. Then, we independently screened the titles, abstracts, and full texts of the selected studies for eligibility. Based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement checklist, eighteen empirical studies were included in this review. Three main profiles of teachers' positions while addressing SSI were identified: excluders, neutrals, and disclosers. Two subprofiles were identified for both neutrals and disclosers. Neutral teaching was found to be the most adopted and preferred teacher position for introducing SSI. It was followed by the avoidance of SSI teaching because the teachers viewed value-free education as important. Teachers' own opinions, beliefs, epistemological orientations, concerns of indoctrination, and external factors were reported as the main underlying reasons for their preferred positions. Obviously, the studies conducted with in-service teachers yielded different reasoning patterns for their neutrality. We concluded that, given the pedagogical and epistemological challenges of teaching SSI, more research on teachers' positions in addressing SSI in science classrooms is needed.

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

La transition lycée-université est considérée comme un moment critique pour les primo-entrant(e)s qui doivent s'adapter non seulement à un environnement académique différent, mais aussi à de nouvelles interactions sociales et à une plus grande responsabilité et autonomie dans la gestion du quotidien. L'intégration des primo-entrant(e)s est ainsi une préoccupation majeure pour les universités, en particulier pour les Instituts Universitaires de Technologie (IUT). En effet, en plus de la réforme du Baccalauréat général de 2019, avec la réforme des IUT en 2021, les équipes pédagogique des formations en IUT ont été confrontés au passage en compétences et à l'augmentation de 30% à 50% des quotas d'admission de bachelièr(e)s technologiques. Ces deux réformes consécutives ont engendré une forte hétérogénéité des profils des primo entrant(e)s, non seulement en termes de prérequis, mais également en termes de pratiques d'études. Pour favoriser la réussite de cette diversité, la problématique des équipes pédagogiques réside dans leur capacité à accueillir ces étudiant(e)s, à accompagner et soutenir leurs apprentissages. Pour répondre à cette problématique, le cadre théorique mobilisé est celui de l'adaptation à l'université (De Clerq et al 2020). Dans ce cadre théorique nos questions de recherche sont alors : 1. Quels sont les principaux facteurs expliquant l'adaptation ? Cette question vise à identifier ce sur quoi on peut agir pour faciliter l'adaptation du plus grand nombre ; 2. Existe-t-il des profils d'adaptation ? Cette question vise à identifier des actions

différenciées pour mieux répondre aux besoins spécifiques. Pour répondre à ces questions, nous avons adopté une méthode mixte articulant une analyse de données quantitatives et une analyse de données qualitatives. Les enquêtes quantitatives sont efficaces pour détecter des tendances générales, mais peuvent manquer de profondeur en ne permettant pas une expression ouverte. D'un autre côté, les enquêtes qualitatives génèrent des données textuelles riches qui permettent de comprendre de manière approfondie et individualisée la situation étudiée. Cependant, le traitement de ces données est plus complexe, ce qui tend à limiter la quantité de données exploitées. Les avancées techniques en apprentissage automatique offrent désormais la possibilité de traiter rapidement d'énormes volumes de données, quantitatives ou textuelles, permettant ainsi de tirer parti de l'articulation de méthodes quantitatives et qualitatives. Les données quantitatives ont été recueillies à l'aide du questionnaire SACQ (Baker et Siryk, 1984) et les données qualitatives à partir de rapport d'étonnement (Thievenaz 2017) auprès de primo entrant(e)s en IUT. A partir d'une analyse exploratoire des données quantitatives, nous avons pu dégager les principaux facteurs expliquant les difficultés d'adaptation à l'université, et identifier trois profils d'étudiant(e)s se distinguant selon les difficultés d'adaptation rencontrées. L'analyse des verbatims a alors permis de mettre en lumière diverses difficultés d'adaptation propres à chaque profil, en s'appuyant sur des expériences personnelles d'étudiant(e)s. Ainsi, à partir d'une étude mixte, les équipes pédagogiques des formations peuvent envisager des activités et dispositifs permettant la réussite du plus grand nombre tout en tenant compte des besoins spécifiques de chacune et chacun.

Parent, S. (2024). **Conception d'une grille d'observation de la résolution collaborative de problèmes (RCP)**. *Canadian Journal of Education/Revue canadienne de l'éducation*, *47*(1), 244-271. https://doi.org/10.53967/cje-rce.5447
Collaborative problem solving (CPS) has been the subject of many studies and reflections over the years. Given our realization that there are very few tools for studying CPS in an authentic context, we thought it would be relevant to propose one. This article presents the steps that led to the design of a CPS observation grid. Based on Strayer and Gauthier's (1982) model, we present the process structured in three parts: the descriptive phase, the exploratory phase, and the systematic evaluation. This last phase, conducted with the help of a videography device, was carried out with 109 primary school students in three Quebec schools. Composed of three dimensions through which 15 indicators are distributed, this grid offers an interesting perspective on the qualitative and interpretative observation of the mobilization of CPS skills. This tool makes it possible to calculate frequencies, but also to interpret the behaviours associated with each of the indicators in order to formulate hypotheses or to allow school personnel to orient their interventions or teaching practices according to the needs of the students.

PELTIER, C., RIZZA, C., CHARLIER, B., CHEN, Y., HOARAU, C., IMPEDOVO, M. A., … al, et. (2024). **Apprendre et faire apprendre dans « le monde d'après » - Questionnements et perspectives - Dossier**. *Distances et médiations des savoirs*, (45), [n.p.], bibliogr. https://journals.openedition.org/dms/9730

Rayou, P. (2024). **« Il est indispensable de posséder les savoirs à enseigner, mais tout autant de prendre conscience que les élèves sont des sujets qui appartiennent à des contextes différents »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4342

Diversité : Le CICUR a été créé en 2020 comme Collectif d'interpellation du curriculum. Pourquoi s'emparer de la question du curriculum ? Patrick Rayou : L'idée de construire ce CICUR est venue de plusieurs personnes qui ont participé, avec le Conseil supérieur des programmes, à l'élaboration de ceux de l'école primaire et du collège en 2015. Ce processus de conception changeait en effet puisqu'il s'agissait de définir des programmes « curriculaires de cycles » selon une méthode tout à fait o...

Reuter, Y. (2024, avril 3). **Favoriser la coopération à l'école pour combattre l'échec scolaire**. Consulté 10 avril 2024, à l'adresse The Conversation website: http://theconversation.com/favoriser-la-cooperation-a-lecole-pour-combattre-lechec-scolaire-224573
Les pratiques coopératives sont un recours pour aider les élèves à progresser et lutter contre l'échec scolaire. À certaines conditions. Explications.

Simundic, A., Hove, L. V., Baetens, I., Bloom, E., & Heath, N. (2024). **Nonsuicidal self-injury in elementary schools: School educators' knowledge and professional development needs**. *Psychology in the Schools*, *61*(5), 1868-1880. https://doi.org/10.1002/pits.23142
Previous research suggests that nonsuicidal self-injury (NSSI; the intentional destruction of bodily tissue without suicidal intent) occurs among elementary-aged children. However, it remains unclear to what extent elementary school educators encounter NSSI among students and how they respond. Therefore, this study investigated cross-national differences in Canadian and Belgian elementary school educators' knowledge of, and experience with NSSI among students. More specifically, elementary school educators' perceived reasons and supportive needs of students who engage in NSSI, as well as their own professional development needs, were explored. In total, 181 elementary school educators across Canada (n = 63) and Belgium (n = 118) were recruited through teacher association listservs and by school administrators who distributed the study information to school staff. Chi-square tests revealed that Canadian elementary school educators had more often encountered NSSI among their students than Belgian educators, although Canadian and Belgian school educators' similarly reported feeling ill-equipped to deal with NSSI among students. Thematic analyses revealed that educators believe elementary-aged students engage in NSSI because of various intrapersonal (e.g., low self-esteem) and interpersonal stressors (e.g., bullying). Moreover, the majority of educators would like professional development to more effectively respond to students. Implications for schools and future research are discussed.

Solvason, C., & Winwood, J. (2024). **Keeping the child in mind in multi-professional working: Valuing the viewpoints of children and their parents**. *British Journal of Special Education*, *51*(1), 15-23. https://doi.org/10.1111/1467-8578.12491
This survey-based research explores data from a diverse range of 54 professionals involved in collaborative team working to support children with specific needs. The survey investigated the individual's perception of their own role, and the interactions within the team. The survey collected some quantitative data, such as age and length of time in role, to explore correlations, but it also asked open-ended questions, providing a wealth of qualitative data. While we have focused on relationship dynamics between professionals in previous work, in this article we revisit the data with a specific focus on the positionality and voice of the child and their parents within multi-professional teams. In doing so we find that professionals frequently forget that the child themselves is entitled to a say in the decisions made about them and that the concept of the parent as an

expert on their own child is rarely recognised in practice. There is also evidence that the challenging emotions that many parents struggle with during multi-professional working can easily be misread as reluctance or disinterest. All of these findings highlight a need for professionals to take a far more reflective approach to their collaborative work with colleagues, families and children.

Southall, A. (2024). **The trauma challenge: How teachers experience students with complex trauma**. *British Journal of Special Education*, *51*(1), 3-14. https://doi.org/10.1111/1467-8578.12487
Research documenting the effects of trauma in early childhood describes the profound and long-term consequences of child abuse and neglect on the developing brain and the subsequent deficits in critical cognitive and social development. While educators have increasingly endeavoured to understand this impact and become more 'trauma-informed' in their classrooms, little is understood about the process or what it requires of the teacher. This study explores the experiences of six teachers in regional Victoria, Australia, who sought to apply their neuroscientific understandings in their classrooms, and identifies the many personal and professional challenges they confronted. Critical reflection was employed both to deeply explore their collective experiences and to support them in this complex work. Findings describe the nuanced and interpersonal nature of trauma-informed education and imply the need for critical reflection in teacher practice as an important element in the process.

Su, W., Xiao, F., Jiang, S., & Lyu, B. (2024). **The impact of teacher−student relationship on knowledge sharing among Chinese graduate students: The moderating roles of proactive personality**. *Psychology in the Schools*, *61*(5), 1881-1896. https://doi.org/10.1002/pits.23144
Introducing knowledge sharing into higher education research and exploring the internal influence mechanism of teacher−student relationship on knowledge sharing of graduate students can provide better guidance and reference for the current stage of higher education knowledge management practice. Against this background, this study built and verified a theoretical model to explore in detail the impact of teacher−student relationship on knowledge sharing of graduate students, and the moderating role of proactive personality in such process. This study collected data across two time points, and finally obtained a sample of 365 Chinese graduate students. The empirical results showed that the teacher−student relationship was positively related to knowledge sharing behavior of graduate students, and their knowledge sharing willingness partly mediated this correlation. Furthermore, the influence of teacher−student relationship on knowledge sharing willingness and behavior is positively moderated by proactive personality. Therefore, the findings of this study provide educational guidance and recommendations for promoting knowledge sharing of graduate students.

Tucker, M. C., Wang, X. (Wendy), Son, J. Y., & Stigler, J. W. (2024). **Prediction versus production for teaching computer programming**. *Learning and Instruction*, *91*, 101871. https://doi.org/10.1016/j.learninstruc.2023.101871
Background Most students struggle when learning to program. Aims In this paper we examine two instructional tasks that can be used to introduce programming: tell-and-practice (the typical pedagogical routine of describing some code or function then having students write code to practice what they have learned) and prediction (where students are given code and asked to make predictions about the output before they

are told how the code works). Sample Participants were 121 college students with no coding experience. Methods Participants were randomly assigned to one of two parallel training tasks: predict, or tell-and-practice. Results Participants in the predict condition showed greater learning and better non-cognitive outcomes than those in the tell-and-practice condition. Conclusions These findings raise a number of questions about the relationship between programming tasks and students' experiences and outcomes in the early stages of learning programming. They also suggest some pedagogical changes to consider, especially in early introductions to programming.

Urgelli, B. (2024). **« La transposition didactique des questions politiquement sensibles a encore bien des obstacles à franchir »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4351
Diversité : Qu'est-ce que la transposition didactique ? En quoi ce concept, créé il y a plus de trente ans par Chevallard, est-il toujours fécond aujourd'hui ? Benoit Urgelli : Le concept de transposition didactique a été élaboré par Yves Chevallard2 pour décrire les négociations à l'origine de la réforme des mathématiques modernes dans les années 1970, ainsi que sa mise en place. À l'interface entre didactique et sociologie, c'est un concept qui permet de comprendre les dynamiques à l'œuvre ...

Vanner, C., Goyeau, J., Logan, M., Ryan, K., Weenie, A., & Mitchell, C. (2024). **Teaching about Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA+ People: Implications for Canadian Educators**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, *47*(1), 1-26. https://doi.org/10.53967/cje-rce.5883
The 2019 National Inquiry on Missing and Murdered Indigenous Women and Girls called on educators at all levels to raise awareness about the phenomenon of missing and murdered Indigenous women, girls, and 2SLGBTQQIA+ people (MMIWG2S) and its root causes as connected to centuries of colonial violence and ongoing systemic discrimination. This article responds to that call by showcasing the experiences of eight teachers already teaching about MMIWG2S, the recommendations of 11 adolescent Indigenous girl activists, and the guidance provided in the Their Voices Will Guide Us teaching and learning guide, published alongside the National Inquiry's final report. We draw upon the combined perspectives to encourage teachers in Canada to address the issue of MMIWG2S with their students, moving past representations of colonial violence as historical to examining how it affects the lives and deaths of far too many Indigenous people in Canada today.

Veillard, L., & Azéma, G. (2023). **La production et le traitement de données filmiques au sein du réseau VISA : contexte, filiation et problématiques (présentation du dossier)**. *Éducation et didactique*, *17*(17-3), 9-16. https://doi.org/10.4000/educationdidactique.11940
Éducation & Didactique publie dans les numéros 17.3 et 18.1 un dossier de cinq contributions, issues d'un travail collectif de chercheurs mené au sein du réseau ViSA (Vidéos de Situation d'Apprentissage – http://visa.ens-lyon.fr/, consulté le 28 octobre 2023). Ce réseau est né au milieu des années 2000 avec le concours du ministère de la Recherche et de l'INRP (devenu Institut Français de l'Éducation - Ifé). Il s'est très tôt donné pour projet de ne pas seulement consister en la mise sur pied...

Villion, J. (2024). **L'enseignement des SES : « modèle sciences sociales » versus « modèle universitaire » ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (204). https://doi.org/10.35562/diversite.4513
La discipline scolaire sciences économiques et sociales a suscité deux débats à partir des années 1990. L'un concerne le curriculum formel et oppose le « modèle sciences sociales », porté par le « projet fondateur », qui repose sur une interdisciplinarité et la formation d'une culture économique et sociale générale, et le « modèle universitaire », porté par le « projet aixois », qui est fondé sur une séparation disciplinaire et est conçu comme une propédeutique à l'enseignement supérieur. L'autre débat porte sur les pédagogies inductives et actives, promues par le projet fondateur et remises en cause par le projet aixois. Deux idées sont défendues dans cet article. La première est que, compte tenu de l'évolution de la recherche académique et de son état actuel, le modèle sciences sociales s'est heurté à une perte de légitimité scientifique tandis que le modèle universitaire se heurte à une faible légitimité civique, impliquant la nécessité de dépasser l'opposition entre les deux modèles. La seconde est que le débat sur la pédagogie, bien qu'il ait lui aussi opposé le projet fondateur au projet aixois, doit être dissocié de celui sur le curriculum formel et qu'il ne permet pas de valider ou d'invalider l'un ou l'autre des deux modèles.

Wang, M.-T., Scanlon, C. L., McKellar, S. E., & Ye, F. (2024). **A multi-informant study on teachers' mindset, classroom practices, and student well-being**. *Learning and Instruction*, *91*, 101875. https://doi.org/10.1016/j.learninstruc.2024.101875
Background A student's ability mindset is associated with their academic success, but less is known about how teachers' ability mindset and classroom practices promote student well-being. Aims and methodology Using data from two concurrent studies with samples of 6th-12th-grade students (N = 2665; Mage = 14.73 years, 62% qualified for free/reduced-price lunch; 49% girls; 33% Black, 49% White, 18% Other ethnicity-race) and math teachers (N = 195; 59% women; 94% White, 2% Black, 4% Other ethnicity-race; 40% bachelor's degrees, 60% graduate degrees), this prospective study used multi-informant, multi-level approaches to test (a) the links between teachers' mindset and students' learning engagement, emotional well-being, and social connectedness and (b) the mediational role of growth-oriented instructional approaches. Results and conclusion Within and between classrooms, student-reported teacher mindset was positively associated with all well-being outcomes. Growth-oriented classroom practices mediated the link between student-reported teacher mindset and all well-being outcomes at the individual level, but mediational pathways at the classroom level were only significant for emotional well-being. Teachers' self-reported mindset was not a significant predictor at the classroom level.

Wen, G., & Qing, X. (2024). **A research on mix-teaching method: Characteristics of employment education teachers on employability of students in Chinese institutions**. *Psychology in the Schools*, *61*(5), 1922-1943. https://doi.org/10.1002/pits.23143
Student employability (SE) is the foremost requirement for current university, especially in the current pandemic situation that business and industry enterprises require more capable employees to survive in a highly uncertain world. There are several characteristics of the teachers such as personalities and ability to use innovative technologies which influences the employability of the students in Chinese universities. Thus, this study investigates the impact of employment education teachers' qualities, such as personalities and the capacity to use new technologies, on SE in Chinese

universities, with a particular emphasis on the moderating function of mix-teaching methods. The research has employed the questionnaires to gather the data from the chosen respondents. The article also applied the smart-PLS to test the hypotheses of the study. The results revealed that the employment education teachers' characteristics have a positive nexus with SE in Chinese universities. The research clearly shows that the mix-teaching technique considerably partially mediates the features of employment education teachers and SE in Chinese universities. This research will aid policymakers in implementing guidelines aimed at increasing SE.

Zou, Y., Xue, X., Jin, L., & Ding, F. (2024). **The behavioral mechanism of Chinese college teachers' teaching engagement: A qualitative study based on the grounded theory**. *Psychology in the Schools*, *61*(5), 2059-2076. https://doi.org/10.1002/pits.23155
Considering the vital role of college teachers' teaching engagement in guaranteeing the quality of higher education, this study aimed to reveal the behavioral mechanism of Chinese college teachers' teaching engagement through qualitative study based on the grounded theory. It is found that the behavior of Chinese college teachers' teaching engagement is the result of the corresponding intention, which is affected by the three factors of the teaching engagement values, the perceived expectations from the significant others, and the professional knowledge and ability to teach through different ways of interaction. According to the findings, the teaching engagement of college teachers needs to be promoted from three paths: improve teachers' satisfaction of values demands in teaching engagement, reform policy regimes to create a cultural atmosphere that emphasizes teaching engagement, and enhance teachers' professional knowledge and ability of teaching.

Relation formation-emploi

Can vocational education improve schooling and labor outcomes? (s. d.). Consulté 10 avril 2024, à l'adresse Portuguese Economy Research Report website: https://research.pej.pt/2023/11/can-vocational-education-improve-schooling-and-labor-outcomes/

Cultivating the next generation of green and digital innovators: the role of higher education. (2024). Consulté à l'adresse https://www.oecd.org/publications/cultivating-the-next-generation-of-green-and-digital-innovators-bb6e432e-en.htm
Ce rapport a été préparé dans le cadre de l'initiative EIPC (Education and Innovation Practice Community), une action du programme européen de l'innovation qui vise à rassembler les décideurs politiques et les praticiens pour faire progresser la compréhension des compétences qui peuvent déclencher et façonner l'innovation pour les transitions numérique et verte. Ce rapport fournit des analyses et des études de cas examinant comment les programmes d'enseignement supérieur traditionnels peuvent développer efficacement les compétences cruciales pour l'innovation verte et numérique. Il met en évidence quatre domaines d'action clés : le suivi et l'évaluation des compétences ; élaborer des programmes d'études ; stimuler l'engagement des étudiants; et renforcer les partenariats avec le secteur privé.

Didier, N. (2024). **Educational mismatch, labor market completeness, and gender: Evidence from Chile**. *International Journal of Educational Development*, *105*, 102990. https://doi.org/10.1016/j.ijedudev.2024.102990

This paper examines educational mismatch in Chile, a stable developing economy in Latin America, through the lens of incomplete markets. I offer three significant contributions to the field. Firstly, I develop a theoretical framework rooted in the job competition model and incomplete markets theory, placing educational mismatch in a historical context. This perspective broadens the discourse beyond conventional economic and sociological viewpoints, considering factors like the timing of higher education. Secondly, I explore the connection between educational mismatch's impact on wages and labor market discrimination, particularly gender-based disparities. This sheds light on how female workers are affected by educational mismatch. Lastly, I address methodological concerns by utilizing longitudinal data to refine our analysis, responding to critiques about using cross-sectional data to estimate educational mismatch. This study enhances the understanding of educational mismatch, offering insights specific to Chile's developing economy and contributing to a more comprehensive view of this issue in emerging economies.

Fouarge, D., Steens, S., & Wetzels, M. (2024). ***Behavioural Effects of Providing Labour Market Information to Students Evidence from an Eye-tracking Pilot Study*** (ROA Technical Report N° 004). Consulté à l'adresse Maastricht University, Research Centre for Education and the Labour Market (ROA) website: https://econpapers.repec.org/paper/unmumarot/2024004.htm
In this paper, we evaluate students' responses to labour market information by using eye-tracking technology to measure the visual attention students pay to labour market indicators of study programmes they are interested in. We relate these measures of visual attention to their recall of information and the likelihood that they re-rank their preferred study choice. In a sample of 63 students in the pre-academic track of a Dutch secondary school, we find that the dwell time (i.e., the time students spend looking at the labour market information we provide) is positively correlated with finding future changes of work and earnings prospects important. Students who report they find our information useful correct their expectations more often. However, we do not find a correlation between dwell time and informational recall on measures of unemployment, working hours and wages in their preferred study programme. The evaluation of the information by students suggests a generally positive response to the information, with a high level of interest and perceived ease of understanding. Despite that, only a small percentage of students plan to use the information in their programme choice, indicating a potential gap between interest and practical application for some students.

Neilson, B. O., & Lee, S. J. (2024). **Identifying the properties and impact of education on misconduct: Evidence from Australian financial advisers**. *International Journal of Educational Development*, *105*, 102976. https://doi.org/10.1016/j.ijedudev.2023.102976
The Australian financial planning sector has seen recent regulatory changes introduced to address misconduct. One such introduction surrounds increased levels of mandatory financial adviser education. This paper examines the Banning orders between March 2015 and March 2023 to identify relationships between levels of misconduct and education. Analysis of findings supports the validation of education requirements and outlines identifying properties assisting consumer decisions to avoid those advisers affiliated with misconduct. This research further explores avenues to develop the sector's professionalism.

Wen, G., & Qing, X. (2024). **A research on mix-teaching method: Characteristics of employment education teachers on employability of students in Chinese institutions**. *Psychology in the Schools*, *61*(5), 1922-1943. https://doi.org/10.1002/pits.23143
Student employability (SE) is the foremost requirement for current university, especially in the current pandemic situation that business and industry enterprises require more capable employees to survive in a highly uncertain world. There are several characteristics of the teachers such as personalities and ability to use innovative technologies which influences the employability of the students in Chinese universities. Thus, this study investigates the impact of employment education teachers' qualities, such as personalities and the capacity to use new technologies, on SE in Chinese universities, with a particular emphasis on the moderating function of mix-teaching methods. The research has employed the questionnaires to gather the data from the chosen respondents. The article also applied the smart-PLS to test the hypotheses of the study. The results revealed that the employment education teachers' characteristics have a positive nexus with SE in Chinese universities. The research clearly shows that the mix-teaching technique considerably partially mediates the features of employment education teachers and SE in Chinese universities. This research will aid policymakers in implementing guidelines aimed at increasing SE.

Réussite scolaire

Andrews, Rehr, & Regan. (2024). **The Link Between Financial Stress, Financial Precarity, and Educational Outcomes at Community Colleges**. *Community College Journal of Research and Practice*, *48*(4), 233-249. https://doi.org/10.1080/10668926.2022.2100009
In a time of increasing economic inequality, lower levels of government investment in higher education, and rising tuition costs, students vying for a college degree experience financial concerns as important influences on their college experience. An emerging body of literature has focused on the relationship between student finances and academic outcomes. This study sought to understand how community college student financial situations are linked to academic outcomes. Specifically, we examined whether financial stress and financial precarity are associated with students' academic outcomes at 2-year institutions. Prior community college research on this topic has generally been limited to single institution studies. This study extends current research by using a multi-institutional dataset of 21 community colleges and accounting for multiple financial factors in our statistical models to describe community college students' financial situations and knowledge in a nuanced manner. Financial stress and financial precarity emerged as significant predictors of several academic outcomes. Financial stress explained more variance in academic outcomes than several other financial and demographic variables in the models, including financial knowledge. We discuss the importance of developing research that is more nuanced in its approach to financial influences on community college student trajectories toward a degree.

Avvisati, F., Buchholz, J., Piacentini, M., & Madriz, L. F. V. (2024). ***Item characteristics and test-taker disengagement in PISA***. https://doi.org/10.1787/7abea67b-en
If test-takers do not engage with the assessment, the reliability of test scores and the validity of inferences about their proficiency may suffer. Test-taker disengagement is particularly likely in low-stakes assessments and, according to prior research, for certain types of students. But levels of engagement may also be related to aspects that test developers can manipulate, such as item characteristics. This paper investigates which

item characteristics are associated with two indicators of test-taker disengagement, rapid guessing and breakoffs, in an international assessment of reading. Analyses of data from almost 500 000 students from 67 countries and economies that took part in the 2018 Programme for International Student Assessment (PISA) show that rapid guessing was observed mainly on simple multiple-choice questions. Breakoffs were more likely in the presence of idiosyncratic selected-response formats, such as hot spot or matching tasks. Both rapid guessing and breakoffs were more frequent on tasks involving long and complex texts.

Belmoeiti, K. (2023). ***La transmission intergénérationnelle des compétences individuelles : quelles conditions de réussite ? une étude dans le secteur du numérique en France*** (Phdthesis, Université de Montpellier). Consulté à l'adresse https://theses.hal.science/tel-04241231

Ce travail de recherche s'intéresse à l'identification des conditions de réussite de la transmission intergénérationnelle des compétences individuelles. Il a également comme objectif de comprendre le rôle que jouent les différents acteurs dans la réussite de la transmission intergénérationnelle des compétences individuelles. En ce sens, il cherche à mieux comprendre comment la diversité générationnelle et la qualité des relations au travail peuvent favoriser la transmission intergénérationnelle des compétences individuelles. Afin d'apporter des éléments de réponse à notre problématique de recherche, nous nous fondons sur trois théories principales. Il s'agit de la théorie de la compétence, de la théorie de la proximité et de la théorie des systèmes (approche systémique). Une étude qualitative exploratoire hybride a été réalisée dans le secteur du numérique en France. Ainsi, 60 entretiens semi-directifs ont été menés auprès des cadres de la fonction RH et des collaborateurs IT. Les résultats de cette recherche mettent d'abord en exergue les leviers et les freins à la transmission intergénérationnelle des compétences individuelles. Ensuite, ils permettent de comprendre en quoi la diversité générationnelle des équipe IT et la relation entre les collaborateurs favorisent la transmission des compétences individuelles. Puis, ils mettent en lumière les outils (gestionnaires et digitaux) et les pratiques de GRH impactant la transmission intergénérationnelle des compétences. Enfin, l'utilisation massive des outils digitaux peut devenir une source de tensions et nuire à la transmission des compétences.

Bergman, B., Negretti, R., Spencer-Oatey, H., & Stöhr, C. (2024). **Integrating Home and International Students in HE: Academic and Social Effects of Pair Work PBL Assignments Online**. *Journal of Studies in International Education*, *28*(2), 240-258. https://doi.org/10.1177/10283153221150117

Integration is vital to student well-being in higher education but integrating new students from different countries can be challenging. To ascertain students' integration into their new environment, this mixed method study combined the data collected from weekly diary entries of home and international students at the start of one engineering program, with follow-up interviews. These students studied primarily online due to the pandemic. The diary entries focused on their adjustment to the program from an academic, social and pair work perspective. Results show that the students reacted slightly negatively to the academic experience but very positively to their pair work. It seems that the teacher-formed pair work helped to bridge the academic and social gap and not only alleviate some of the stress caused by assignments, but in some cases, provided new social contacts. The article concludes that structural factors within the course can facilitate interaction and thus support integration.

Café pédagogique. (2024, avril 5). **Les inégalités qui frappent les jeunes du 93 entravent leur réussite scolaire**. Consulté 10 avril 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/05/les-inegalites-qui-frappent-les-jeunes-du-93-entravent-leur-reussite-scolaire/
Alors que les enseignants et enseignantes de Seine-Saint-Denis se mobilisent depuis six semaines pour dénoncer les conditions dégradées de scolarisation de leurs élèves, le

Chrobak, B. (2024). **Narrowing (Achievement) Gaps in Higher Education with a Social-Belonging Intervention: A Systematic Review**. *Educational Psychology Review*, *36*(1), 33. https://doi.org/10.1007/s10648-024-09867-0
The social-belonging intervention is a wise psychological intervention designed to convey the message that worries and doubts about belonging during transition into higher education are common to all first-year students and tend to dissipate with time. The aim of this first systematic review on the social-belonging intervention was to investigate whether it can reduce achievement gaps in postsecondary education. Moreover, research questions about other outcomes possibly affected by this intervention and factors that may affect its efficacy were investigated. The protocol of this systematic review was registered with INPLASY. Four databases were searched for randomised control trials published in peer-reviewed journals testing the intervention in higher education. In total, 17 articles, which included a total of 21 studies, satisfied the inclusion and exclusion criteria as well as the quality assessment and were therefore included in this review. The reviewed research suggests that the intervention can narrow achievement gaps in higher education, as well as affect sense of belonging, academic fit, perception of adversities, use of campus support and the mental and physical health of disadvantaged students. These findings and their limitations, future research directions and recommendations are discussed in the final section.

DeDiego, Carrier, & Crynes. (2024). **Beyond the Shock: Examining Academic Success in Veteran Community College Transfers at a Rural Land Grant Institution**. *Community College Journal of Research and Practice*, *48*(4), 250-253. https://doi.org/10.1080/10668926.2024.2328527
The current study explores differences in transfer shock between veteran and non-veteran community college transfer students at a land grant institution in a rural state. Analysis includes institutional data for community college transfer students, including those who self-identified as veterans or used veteran tuition benefits from Fall 2015 to Spring 2022. Many of these students held marginalized identities in other categories such as nontraditional age. Overall, all community college transfer students in the sample experienced a decrease in mean GPA in their first university semester. Veteran and non-veteran community college transfer students did not experience significantly different levels of transfer shock. However, veteran community college transfer students showed little evidence of transfer shock overall and performed better on average than both their nontraditional and traditional nonveteran student counterparts after transferring.

Gordon, M. S., & Ohannessian, C. M. (2024). **Social Media Use and Early Adolescents' Academic Achievement: Variations by Parent-Adolescent Communication and Gender**. *Youth & Society*, *56*(4), 651-672. https://doi.org/10.1177/0044118X231180317
Research investigating social media use typically focus on late adolescents and young adults, despite a growing number of early adolescents, 93% to 97%—having at least one

social media platform. Also, early adolescents are more likely to engage with newer sites, such as Snapchat and Instagram, than older platforms such as Facebook and Twitter. Given the evolving landscape of social media, the present study examines the impact of the use of various social media platforms, along with its moderating effects, on adolescents' academic achievement, using a sample of N = 1,459 early adolescents. Results were such that, as frequency of use on each platform: Facebook, Twitter, Instagram, and Snapchat increased, academic achievement decreased. Specific to interaction effects, frequent use of Facebook and Instagram and early adolescents' academic achievement were moderated by motheradolescent communication; while gender moderated the association between frequent use of Twitter and Snapchat and early adolescents' academic achievement. Implications are discussed.

Gruijters, R. J., Raabe, I. J., & Hübner, N. (2024). **Socio-emotional Skills and the Socioeconomic Achievement Gap**. *Sociology of Education*, *97*(2), 120-147. https://doi.org/10.1177/00380407231216424
Empirical evidence suggests children's socio-emotional skills—an important determinant of school achievement—vary according to socioeconomic family background. This study assesses the degree to which differences in socio-emotional skills contribute to the achievement gap between socioeconomically advantaged and disadvantaged children. We used data on 74 countries from the 2018 Programme for International Student Assessment, which contains an extensive set of psychological measures, including growth mindset, self-efficacy, and work mastery. We developed three conceptual scenarios to analyze the role of socio-emotional skills in learning inequality: simple accumulation, multiplicative accumulation, and compensatory accumulation. Our findings are in line with the simple accumulation scenario: Socioeconomically advantaged children have somewhat higher levels of socio-emotional skills than their disadvantaged peers, but the effect of these skills on academic performance is largely similar in both groups. Using a counterfactual decomposition method, we show that the measured socio-emotional skills explain no more than 8.8 percent of the socioeconomic achievement gap. Based on these findings, we argue that initiatives to promote social and emotional learning are unlikely to substantially reduce educational inequality.

Im, S., & Varma, S. (2024). **The application of arithmetic principles predicts mathematical achievement in college students**. *Learning and Instruction*, *91*, 101889. https://doi.org/10.1016/j.learninstruc.2024.101889
Background and aim Number sense and arithmetic fluency are fundamental to early mathematical development. However, these capacities generally fail to predict mathematical achievement in older adolescents and adults. We propose that later mathematical development is driven by coming to understand the higher-order principles that bring structure to mathematics. Sample and method To evaluate this proposal, we tested whether college students (n = 134) apply arithmetic principles – inverse, associativity, and commutativity – to efficiently verify arithmetic sentences mixing multiplication and division operations such as 18 × 7 ÷ 3 = 42. Results This was the case. People were more accurate and faster when verifying arithmetic sentences that could be simplified by the application of arithmetic principles compared to control problems. People found problems that required the associativity principle to be more difficult (i.e., they made more errors and took longer) than those that required the inverse principle, and problems that additionally required the commutativity principle to be more difficult still. Converging evidence for the use of these principles came from their strategy self-

reports. Critically, individual differences in applying these principles predicted mathematical achievement even after controlling for number sense, arithmetic fluency, and verbal achievement. Conclusions These findings have implications for theories of mathematical development and may point the way to future interventions for increasing the mathematical achievement of younger children.

N'guia, G. (2024). **Résultats définitifs de la session 2023 du diplôme national du brevet (DNB) et évolutions depuis 2018**. *Note d'Information*, (24.10). https://doi.org/10.48464/ni-24-10
Lors de la session 2023, 850 900 candidats se sont présentés au DNB et 757 600 d'entre eux ont été admis. Le taux de réussite à la session 2023 est de 89,0 %, soit 1,4 point de plus qu'à la session précédente. Il est de 78,1 % (+ 0,6 point) en série professionnelle et de 90,2 % en série générale (+ 1,5 point). L'écart de taux de réussite entre les deux séries s'est accentué entre 2018 et 2023. La proportion de candidats de 15 ans au DNB a augmenté de 4 points sur la même période. Les filles représentent 38 % des présents en série professionnelle et 50 % en série générale. Elles ont un taux de réussite supérieur de 6 points à celui des garçons. Les candidats d'origine sociale défavorisée représentent 50 % des présents en série professionnelle et 29 % en série générale. Ils ont un taux de réussite inférieur de 18 points à celui des candidats d'origine sociale très favorisée. Les trois quarts des candidats de la voie générale valident le socle commun de connaissances, de compétences et de culture (« socle ») et réussissent les épreuves de l'examen terminal. C'est le cas de la moitié des candidats de la voie professionnelle.

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
La transition lycée-université est considérée comme un moment critique pour les primo-entrant(e)s qui doivent s'adapter non seulement à un environnement académique différent, mais aussi à de nouvelles interactions sociales et à une plus grande responsabilité et autonomie dans la gestion du quotidien. L'intégration des primo-entrant(e)s est ainsi une préoccupation majeure pour les universités, en particulier pour les Instituts Universitaires de Technologie (IUT). En effet, en plus de la réforme du Baccalauréat général de 2019, avec la réforme des IUT en 2021, les équipes pédagogique des formations en IUT ont été confrontés au passage en compétences et à l'augmentation de 30% à 50% des quotas d'admission de bachelièr(e)s technologiques. Ces deux réformes consécutives ont engendré une forte hétérogénéité des profils des primo entrant(e)s, non seulement en termes de prérequis, mais également en termes de pratiques d'études. Pour favoriser la réussite de cette diversité, la problématique des équipes pédagogiques réside dans leur capacité à accueillir ces étudiant(e)s, à accompagner et soutenir leurs apprentissages. Pour répondre à cette problématique, le cadre théorique mobilisé est celui de l'adaptation à l'université (De Clerq et al 2020). Dans ce cadre théorique nos questions de recherche sont alors : 1. Quels sont les principaux facteurs expliquant l'adaptation ? Cette question vise à identifier ce sur quoi on peut agir pour faciliter l'adaptation du plus grand nombre ; 2. Existe-t-il des profils d'adaptation ? Cette question vise à identifier des actions différenciées pour mieux répondre aux besoins spécifiques. Pour répondre à ces questions, nous avons adopté une méthode mixte articulant une analyse de données

quantitatives et une analyse de données qualitatives. Les enquêtes quantitatives sont efficaces pour détecter des tendances générales, mais peuvent manquer de profondeur en ne permettant pas une expression ouverte. D'un autre côté, les enquêtes qualitatives génèrent des données textuelles riches qui permettent de comprendre de manière approfondie et individualisée la situation étudiée. Cependant, le traitement de ces données est plus complexe, ce qui tend à limiter la quantité de données exploitées. Les avancées techniques en apprentissage automatique offrent désormais la possibilité de traiter rapidement d'énormes volumes de données, quantitatives ou textuelles, permettant ainsi de tirer parti de l'articulation de méthodes quantitatives et qualitatives. Les données quantitatives ont été recueillies à l'aide du questionnaire SACQ (Baker et Siryk, 1984) et les données qualitatives à partir de rapport d'étonnement (Thievenaz 2017) auprès de primo entrant(e)s en IUT. A partir d'une analyse exploratoire des données quantitatives, nous avons pu dégager les principaux facteurs expliquant les difficultés d'adaptation à l'université, et identifier trois profils d'étudiant(e)s se distinguant selon les difficultés d'adaptation rencontrées. L'analyse des verbatims a alors permis de mettre en lumière diverses difficultés d'adaptation propres à chaque profil, en s'appuyant sur des expériences personnelles d'étudiant(e)s. Ainsi, à partir d'une étude mixte, les équipes pédagogiques des formations peuvent envisager des activités et dispositifs permettant la réussite du plus grand nombre tout en tenant compte des besoins spécifiques de chacune et chacun.

Reuter, Y. (2024, avril 3). **Favoriser la coopération à l'école pour combattre l'échec scolaire**. Consulté 10 avril 2024, à l'adresse The Conversation website: http://theconversation.com/favoriser-la-cooperation-a-lecole-pour-combattre-lechec-scolaire-224573
Les pratiques coopératives sont un recours pour aider les élèves à progresser et lutter contre l'échec scolaire. À certaines conditions. Explications.

Schuetze, B. A. (2024). **A Computational Model of School Achievement**. *Educational Psychology Review*, *36*(1), 18. https://doi.org/10.1007/s10648-024-09853-6
The computational model of school achievement represents a novel approach to theorizing school achievement, conceptualizing educational interventions as modifications to students' learning curves. By modeling the process and products of educational achievement simultaneously, this tool addresses several unresolved questions in educational psychology through computational modeling. For example, prior research has highlighted perplexing inconsistencies in the relationship between time spent on task and academic achievement. The present simulation reveals that even under the assumption that time-on-task always positively contributes to achievement, the correlations between time-on-task and achievement can vary substantially across different contexts and, in some cases, may even be negative. Analysis of the correlation between prior knowledge and knowledge gains uncovers similar patterns. The computational model of school achievement presents a framework, bolstered through simulation, enabling researchers to formalize their assumptions, address ongoing debates, and design tailored interventions that consider both the school environment and individual student contexts.

Valeurs

Avsar Erumit, B., Namdar, B., & Oğuz Namdar, A. (2024). **Promoting preservice teachers' global citizenship and contextualised NOS views through role-play activities integrated into place-based SSI instruction on climate issues**. *International Journal of Science Education*, *46*(6), 590-619. https://doi.org/10.1080/09500693.2023.2251189
This mixed-methods study explored changes in preservice teachers' (PSTs) understanding of the nature of science (NOS) and their values as global citizens after a place-based intervention augmented with role-play activities concerning climate change. The study further probed how these values manifested during role-play improvisations, where participants adopted the roles of global citizens. Conducted in Turkey with 20 PSTs, it integrated local field trips and role-play scenarios focused on climate change. We led PSTs on excursions to locales such as hydroelectric power plants, enabling interactions with the environment and local individuals, and facilitating role-play on climate-related issues. Within these scenarios, we employed a contextualized NOS approach to foster a comprehensive grasp of the NOS. Data was collected using the « Character and Values as Global Citizens Assessment » scale, interviews, and video-recorded role-plays. Results indicated that the place-based SSI intervention enhanced PSTs' perspectives on NOS and cultivated their global citizen values. The values demonstrated in role-play improvisations shifted based on the scenarios. Consequent to these findings, the study recommends purposefully designing role-play scenarios targeting specific value domains for enhancement. It recommends involving students in local issues and using NOS-enriched role-play scenarios to bolster their values, and NOS understanding and diversify their argumentative perspectives.

Cultivating the next generation of green and digital innovators: the role of higher education. (2024). Consulté à l'adresse https://www.oecd.org/publications/cultivating-the-next-generation-of-green-and-digital-innovators-bb6e432e-en.htm
Ce rapport a été préparé dans le cadre de l'initiative EIPC (Education and Innovation Practice Community), une action du programme européen de l'innovation qui vise à rassembler les décideurs politiques et les praticiens pour faire progresser la compréhension des compétences qui peuvent déclencher et façonner l'innovation pour les transitions numérique et verte. Ce rapport fournit des analyses et des études de cas examinant comment les programmes d'enseignement supérieur traditionnels peuvent développer efficacement les compétences cruciales pour l'innovation verte et numérique. Il met en évidence quatre domaines d'action clés : le suivi et l'évaluation des compétences ; élaborer des programmes d'études ; stimuler l'engagement des étudiants; et renforcer les partenariats avec le secteur privé.

Fesseau, N. (2024). ***La dimension environnementale dans les projets Erasmus***. Consulté à l'adresse https://agence.erasmusplus.fr/wp-content/uploads/2024/03/ERASMUS_N22-WEB-2.pdf

Krijnen, M. A., Wansink, B. G. J., van den Berg, Y. H. M., van Tartwijk, J., & Mainhard, T. (2024). **Citizenship in the Elementary Classroom Through the Lens of Peer Relations**. *Educational Psychology Review*, *36*(1), 34. https://doi.org/10.1007/s10648-024-09870-5
We explored the potential of using a peer relations approach for researching children's citizenship in elementary classrooms. Children express or enact citizenship through their behavior toward classmates and the relationships they engage in (i.e., lived citizenship).

These behaviors and relationships can be more or less in line with goals for citizenship education. We propose that, through peer relations methodology, these behaviors and relationships can be assessed systematically. In addition, some of the widely researched behaviors and relationships in peer relations research already closely align with goals for citizenship education. With this theoretical and methodological argument, we consider recent publications on classroom behaviors (i.e., prosocial behavior and aggression) and relationships (i.e., positive and negative affect) and their meaning for exemplary goals for citizenship education (i.e., solidarity, peace, and social cohesion). We show how individual children and classroom peer groups differ in these regards and thus in their citizenship and how these differences can be stratified by gender, ethnic background, and socioeconomic status. Specific attention is paid to the role of teachers, as organizers of the social structures in their classrooms and as educators who can promote citizenship. Finally, we propose new ways for using peer reports to study citizenship in elementary classrooms more directly and to discover potential avenues for teachers to foster citizenship through peer relations.

Nusche, D., Rabella, M. F., & Lauterbach, S. (2024). ***Rethinking education in the context of climate change: Leverage points for transformative change***. https://doi.org/10.1787/f14c8a81-en
State-of-the-art scientific evidence shows that our planet is approaching several environmental and climate tipping points faster than previously expected. This means that the international community is facing a rapidly closing window of opportunity to achieve profound transformations across sectors, systems and mindsets to secure a sustainable and liveable future. What is the role of education system in enabling social change at the massive scale and pace needed for climate change mitigation? And what policy levers can they employ to build resilience and adapt to environmental challenges? This paper explores ways to rethink educational approaches in the context of climate change, focussing primarily on school education, while exploring links to other levels of education. It looks specifically at strategies to restructure foundational science education and cross-curricular learning, zooms in on the potential of place-based approaches in empowering learners for action, and concludes by identifying policy levers to increase education system resilience.

Pourque, H. (2024). ***La géographie dans l'éducation au développement durable en france : discours, territoire(s) et actions.*** (Phdthesis, Université de Pau et des Pays de l'Adour). Consulté à l'adresse https://theses.hal.science/tel-04497016
L'Éducation au développement durable (EDD) en France s'inscrit dans le cadre de ses engagements au sein des organisations internationales, notamment de l'UNESCO. Il convient d'apprécier comment l'Éducation nationale traduit ou réinterprète ce cadre normatif. Un état des lieux de la place de l'EDD dans le système éducatif français, de sa mise en œuvre et de ses limites dans le cadre de la formation d'un écocitoyen éclairé, s'avère nécessaire. Dans notre pratique d'enseignante en géographie et de formatrice de professeurs stagiaires en histoire-géographie, il est apparu que la dimension sociale du développement durable dans l'EDD tient une place très réduite dans les représentation des élèves, des étudiants. De même, l'ancrage territorial de l'EDD semble ténu. Ces constats issus de la pratique professionnelle nous conduisent à en questionner la véracité. La question sociale est-elle invisibilisée dans l'Éducation nationale en France ? Il s'agit dès lors d'en établir plus rigoureusement le constat dans un cadre scientifique et de décrypter le processus d'invisibilisation. Notre hypothèse est que

l'Éducation nationale, en tant que production sociale, soumise à des logiques complexes, voire contradictoires, participe d'une invisibilisation de la question sociale, dans un contexte marqué par le poids du néolibéralisme. Pourtant, la géographie académique et la géographie enseignée peuvent apporter une forte contribution à l'EDD en réintroduisant la question des inégalités sociales et territoriales et en les reliant aux atteintes à l'environnement. Cette recherche doctorale s'enracine dans notre expérience d'enseignante en géographie, dans le secondaire, puis à l'Université. Le corpus constitué est composé des matériaux utilisés quotidiennement par le professeur en géographie : textes officiels (circulaires, programmes), supports pédagogiques (Eduscol, Géoconfluences, publications du Réseau CANOPé), productions des élèves, des étudiants… Nous portons également une attention particulière aux productions des néo-bacheliers qui prennent la forme de questionnaires et d'enquêtes construits et décryptés, non plus à des fins pédagogiques, mais pour la recherche. À travers les discours des étudiants néo-bacheliers, il s'agit d'appréhender, à l'issue de leur parcours scolaire, les modalités de construction du syntagme « développement durable » (DD), des trois piliers social, économique et environnemental du DD et leur place respective.Cette « recherche dans et pour des actions » prend appui sur les travaux réalisés dans l'héritage de la géographie sociale et en géographie de l'environnement pour une approche critique du syntagme et des notions qui lui sont associées. Cette recherche s'inscrivant en lien avec la formation initiale et continue des enseignants, quelques pistes seront ouvertes pour accompagner les enseignants engagés sur le terrain de l'EDD, en vue, notamment, d'un ancrage territorial plus important. La thématique de l'accès à l'eau potable (6ème Objectif de Développement Durable) est privilégiée pour analyser les modalités de transposition didactique des connaissances établies scientifiquement. Le lien au politique - le bloc communal dans le cas de la gestion de l'eau - peut ainsi se renouer dans la commune habitée par chaque élève, lui permettant ainsi, quelle que soit son origine sociale, de contribuer aux choix politiques de nature à promouvoir la justice sociale et environnementale.

Roblez, A. (2024). **"C'est la crise" Un contexte de valeurs en tension dans l'évaluation**. *Conférence 2 du cycle de conférences 2023-2024 de l'ADMEE Europe*. Présenté à Lyon, France. Consulté à l'adresse https://hal.science/hal-04531800
In this conference, we will contribute to the discussion on taking context into account in evaluations by focusing on two concepts. The first is that of value. What is value, not what is or can be valuable? The concept of value is central to evaluation, starting with its etymology and its lexical root « -valu- ». Following authors' attempts to draw up a « paradigm of value in evaluation » (Figari & Achouche, 1997; Hadji, 2021; Lecointe, 1997; Schwartz, 2020), we will attempt to understand the epistemological place of this concept, which potentially corresponds to several contexts of meaning. The second concept is that of crisis (Husserl, 1976; Revault d'Allonnes, 2012). Bringing crisis and evaluation together is nothing new: Lucie Mottier Lopez and Gérard Figari were already highlighting its significance in 2012, following an ADMEE-Europe symposium on modelling in evaluation. (Mottier Lopez & Figari, 2012). We will continue on this thread and discover, in essence, that the crisis is far from over, creating tension.

Trouble, R. (2024). ***Les Objectifs de Développement Durable (ODD). Un levier pour l'éducation : des repères et des pistes à destination de la communauté éducative*** (2e édition). Consulté à l'adresse

https://fondationtaraocean.org/app/uploads/2024/03/guide-odd-final-avec-ressources-v2-22mars24_compressed.pdf
Destiné à l'ensemble de la communauté éducative, le guide construit sous forme de 27 questions-réponses permet à chacun, quel que soit son niveau d'expertise, de s'acculturer aux Objectifs de développement durable (ODD) et de s'interroger sur la mobilisation des ODD dans les pratiques pédagogiques (cours, projet en classe, projet à l'échelle de l'établissement, projet avec les éco-délégués, projet à dimension internationale, etc.). Il propose, en dernière partie, une liste de ressources pédagogiques (fiches pédagogiques, animations, webradios, infographies, quiz, jeux, expositions...) ainsi que des pistes d'activités.