Veille de l'IREDU

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Sommaire :

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Acquisition de compétences

Ballereau, M.-A., Chaaya, C., Sathicq, V., Andreu, S., Biarotte-Sorin, A., Bret, A., … Vourc'h, R. (2024). **Évaluation exhaustive de début de sixième 2023 : des performances en légère hausse depuis 2017, y compris en REP+**. *Note d'Information*, (24.15), 1-4. Consulté à l'adresse https://www.education.gouv.fr/evaluation-exhaustive-de-debut-de-sixieme-2023-des-performances-en-legere-hausse-depuis-2017-y-414234
En septembre 2023, l'ensemble des élèves de sixième ont été évalués en français et en mathématiques sur support numérique pour la septième année consécutive.

Berger, E. M., Fehr, E., Hermes, H., Schunk, D., & Winkel, K. (2024). *The Impact of Working Memory Training on Children's Cognitive and Noncognitive Skills* (CESifo Working Paper Series N° 11010). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11010.htm
Working memory capacity is a key component of executive functioning and is thought to play an important role for a wide range of cognitive and noncognitive skills such as fluid intelligence, math, reading, the inhibition of pre-potent impulses or more general self-regulation abilities. Because these abilities substantially affect individuals' life trajectories in terms of health, education, and earnings, the question of whether working memory (WM) training can improve them is of considerable importance. However, whether WM training leads to spillover effects on these other skills is contested. Here, we examine the causal impact of WM training embedded in regular school teaching by a randomized educational intervention involving a sample of 6–7 years old first graders. We find substantial immediate and lasting gains in working memory capacity. In addition, we document positive spillover effects on geometry, Raven's fluid IQ measure, and the ability to inhibit pre-potent impulses. Moreover, these spillover effects emerge over time and only become fully visible after 12–13 months. Finally, we document that three years after the intervention the children who received training have a roughly 16 percentage points higher probability of entering the academic track in secondary school.

Bourgeois, C., Magnino, L., Raffy, G., Andreu, S., Conceiçao, P., Eteve, Y., … Vourc'h, R. (2024). **Évaluations Repères 2023 de début de CM1 : meilleures performances des filles en français et des garçons en mathématiques**. *Note d'information*, (24.14), 1-4. Consulté à l'adresse https://www.education.gouv.fr/evaluations-reperes-2023-de-debut-de-cm1-meilleures-performances-des-filles-en-francais-et-des-414177

Carlana, M., & La Ferrara, E. (2024). *Apart but Connected: Online Tutoring, Cognitive Outcomes, and Soft Skills* (NBER Working Paper N° 32272). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32272.htm
We study the Tutoring Online Program (TOP), where: (i) tutoring is entirely online; (ii) tutors are volunteer university students, matched with underprivileged middle school students. We leverage random assignment to estimate effects during and after the pandemic (2020 and 2022), investigating channels of impact. Three hours of individual tutoring per week increased math performance by 0.23 SD in 2020 and 0.20 SD in 2022. Higher-dosage yielded stronger effects, while group tutoring smaller effects. TOP enhanced students' aspirations, socio-emotional skills and psychological well-being, but only during school closures. We also estimate the impact of TOP on tutors, finding increases in empathy.

Chau, H. T. H., Bui, H. P., & Dinh, Q. T. H. (2024). **Impacts of online collaborative learning on students' intercultural communication apprehension and intercultural communicative competence**. *Education and Information Technologies*, 29(6), 7447-7464. https://doi.org/10.1007/s10639-023-12100-0

This study explores the impacts of an online collaborative learning program on students' intercultural communication apprehension (ICA) and intercultural communicative competence (ICC). The participants were 150 voluntary students (73 Vietnamese and 77 Taiwanese students). The students were assigned into two groups. The Control Group consisted of one class of 36 Taiwanese (taught by a Taiwanese teacher) and one class of 38 Vietnamese students (taught by a Vietnamese teacher) based in their home countries. The Experimental Group (37 Vietnamese and 39 Taiwanese students) consisted of two classes of 38 students. Each experimental class had both Vietnamese and Taiwanese students, co-taught by a Vietnamese teacher and a Taiwanese teacher and were assigned into bicultural pairs for unguided online collaborative learning. A pretest and posttest of ICA and ICC were used to measure the effects of the 10-week intervention on the students' ICA and ICC. Results showed that online collaborative learning significantly reduced the students' ICA and improved their ICC. The Vietnamese students were more receptive to online collaborative learning to enhance their ICC while the Taiwanese students' ICC developed more significantly than Vietnamese students in face-to-face learning. Teachers may apply online collaborative learning to teaching students from different cultures to enhance their ICC and reduce ICA.

Cheung, R. W., Austerberry, C., Fearon, P., Hayiou-Thomas, M. E., Leve, L. D., Shaw, D. S., … Reiss, D. (2024). **Disentangling genetic and environmental influences on early language development: The interplay of genetic propensity for negative emotionality and surgency, and parenting behavior effects on early language skills in an adoption study**. *Child Development*, 95(3), 699-720. https://doi.org/10.1111/cdev.14021

Parenting and children's temperament are important influences on language development. However, temperament may reflect prior parenting, and parenting effects may reflect genes common to parents and children. In 561 U.S. adoptees (57% male) and their birth and rearing parents (70% and 92% White, 13% and 4% African American, and 7% and 2% Latinx, respectively), this study demonstrated how genetic propensity for temperament affects language development, and how this relates to parenting. Genetic propensity for negative emotionality inversely predicted language at 27 months ($\beta = -.15$) and evoked greater maternal warmth ($\beta = .12$), whereas propensity for surgency positively predicted language at 4.5 years ($\beta = .20$), especially when warmth was low. Parental warmth ($\beta = .15$) and sensitivity ($\beta = .19$) further contributed to language development, controlling for common gene effects.

Cygnet, A. B., & Sivakumar, P. (2024). **Efficacy of augmented reality-based flashcards on learning Basic Tamil words among primary learners during neo - normal period**. *Education and Information Technologies*, 29(6), 6705-6722. https://doi.org/10.1007/s10639-023-12073-0

Augmented reality (AR) has become a popular platform in education, providing an interactive and engaging way to learn through manipulatable communication. AR technology can increase motivation and retention of vocabulary. This study explores the efficacy of an AR-based flashcard application to teach basic Tamil words to primary school students in Madurai District, Tamil Nadu. The target sample included students in classes three, four, and five, who had minimal residual knowledge due to disrupted

classroom learning from the pandemic period. The current study aimed to compare the level of learning achieved through traditional flashcards and AR-based flashcards. A total of 67 students (35 boys, 32 girls) were randomly divided into an experimental group (N = 31; 46.27%) and a control group (N = 36; 53.73%). Pre-tests followed by intervention and post-test design were adopted to establish the benefits of AR statistically and explained following the theoretical supplement of Piaget (1964). The results indicated that learning through AR-based flashcards enhanced primary students' learning of basic Tamil and increased their interest in learning. This study might help learners move from the cognitive to the affective domain, leading to desirable changes in learning behaviour. AR technology provides diverse learning opportunities, and the flexibility of schema formation in this age group and enhanced through inductive logic. Further research may complement and induce the desire among educators to implement this technology in enhancing the power of flashcards and complementary diagrams.

Desclaux, J., Le Breton, S., Neirac, L., Andreu, S., Conceicao, P., Eteve, Y., … Vourc'h, R. (s. d.). **Évaluations Repères 2023 de début de CP et de CE1 : des résultats comparables à ceux de 2022, à l'exception d'une légère baisse en français en CE1**. *Note d'Information*, (24.13), 1-4. Consulté à l'adresse https://www.education.gouv.fr/evaluations-reperes-2023-de-debut-de-cp-et-de-ce1-des-resultats-comparables-ceux-de-2022-l-exception-414174

Dong, X., Liang, H., Ding, X., & Zhang, Y. (2024). **Enhancing children's cognitive skills: An experimental study on virtual reality-based gamified educational practices**. *Education and Information Technologies*, 29(6), 7569-7594. https://doi.org/10.1007/s10639-023-12075-y
Serious game-based learning is a high-fashioned topic in educational technology which helps children learn and train their skills. Most existing literature focuses on the improvement of children's specific abilities or skills, such as reading comprehension, attention, memory, etc. However, for cognitively impaired children, it is necessary to train their comprehensive cognitive ability. In this paper, serious game-based learning is defined as the integration of cognitive theory, instructional content and gaming elements to create educational games that leverage the motivational and immersive nature of gaming to enhance learning outcomes. We classify the gamification elements involved in cognitive training and then combine them with Piaget's theory of cognitive development in order to develop a cognitive training framework consists of four sessions which is expected to enhance the cognitive function of children with cognitive deficits. In total 50 cognitively impaired children are recruited to participate in the test. Evaluation results reveal that our cognitive training framework is helpful in improving the cognitive ability of children with cognitive deficits. However, the issue of how long this cognitive improvement will last still remains to be explored in future research.

Fox, D. S., Elliott, L., Bachman, H. J., Votruba-Drzal, E., & Libertus, M. E. (2024). **Diversity of spatial activities and parents' spatial talk complexity predict preschoolers' gains in spatial skills**. *Child Development*, 95(3), 734-749. https://doi.org/10.1111/cdev.14024
Children's spatial activities and parental spatial talk were measured to examine their associations with variability in preschoolers' spatial skills (N = 113, Mage = 4 years, 4 months; 51% female; 80% White, 11% Black, and 9% other). Parents who reported more diversity in daily spatial activities and used longer spatial talk utterances during a spatial activity had children with greater gains in spatial skills from ages 4 to 5 ($\beta = .17$ and $\beta =$

.40, respectively). Importantly, this study is the first to move beyond frequency counts of spatial input and investigate the links among the diversity of children's daily spatial activities, as well as the complexity of parents' spatial language across different contexts, and preschoolers' gains in spatial skills, an important predictor of later STEM success.

Guilmette, A. (2024). *L'éducation musicale en contexte scolaire et la compétence sociale de l'enfant d'âge préscolaire en milieu défavorisé*. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32618
En maternelle, tous les domaines de développement de l'enfant sont sollicités (moteur, cognitif, langagier, affectif et social). Plus particulièrement, l'enfant développe sa compétence sociale par ses diverses interactions avec les autres. En milieu défavorisé, plusieurs enjeux peuvent entraver le développement de l'enfant et la mise en place de mesures préventives est nécessaire. Les recherches des dernières années suggèrent que l'éducation musicale pourrait soutenir le développement global de l'enfant. L'objectif de cette recherche qualitative était d'explorer comment l'éducation musicale en contexte scolaire peut contribuer au développement de la compétence sociale de l'enfant d'âge préscolaire en milieu défavorisé. Dans ce but, des entretiens virtuels semi-dirigés ont été réalisés auprès d'enseignantes de maternelle (n = 2), d'enseignants de musique (n = 2) et de parents (n = 5) d'enfants qui ont participé à un projet d'éducation musicale intensif pendant deux ans (maternelle 4 ans et maternelle 5 ans). Une analyse thématique de contenu semi-inductive a permis de constater que des changements ont été observés dans les relations de l'enfant avec les autres à la suite de sa participation au programme, notamment avec ses enseignants de musique, ses parents et ses pairs. Selon les témoignages des participants, les enfants du programme ont développé leur ouverture aux autres et leur sentiment d'autoefficacité. Aucun mécanisme d'autorégulation des émotions et des comportements chez les enfants n'a été observé par les parents ou par les enseignants. L'instauration d'un programme d'éducation musicale à la maternelle a permis d'offrir un contexte favorable au développement d'un sentiment d'appartenance à l'école et au programme musical chez les enfants, les enseignants et les parents. Les modalités d'un programme musical intensif restent toutefois à définir afin d'être plus adaptés aux besoins de l'enfant d'âge préscolaire et au contexte scolaire.

Huang, W., Weinert, S., & Volodina, A. (2024). **Relations between early majority language and socioemotional development in children with different language backgrounds**. *Child Development*, 95(3), 895-912. https://doi.org/10.1111/cdev.14040
This study explored whether the directionality of the relation between majority language and various facets of socioemotional development (three to 5 years old) differs between children with different language backgrounds. 12,951 children (49% girls; 85% White, 6% Pakistani and Bangladeshi, 3% Black, 3% Mix, 2% Indian) from the British Millennium Cohort Study (2001–2006) were included in two-time-point cross-lagged analyses. Models controlling for important covariates found a bidirectional association for monolinguals (βs = .05, −.07, −.04), a unidirectional effect of majority language on socioemotional difficulties for dual language learners (DLLs) speaking English and minority language(s) at home (β = .14), and a unidirectional effect of socioemotional strength on majority language for DLLs speaking only minority language(s) at home (β = −.17).

Kim, Y.-S. G., Wolters, A., & Lee, J. won. (2024). **Reading and Writing Relations Are Not Uniform: They Differ by the Linguistic Grain Size, Developmental Phase, and Measurement.**

Review of Educational Research, *94*(3), 311-342. https://doi.org/10.3102/00346543231178830
We conducted a meta-analysis to investigate reading-writing relations. Beyond the overall relation, we systematically investigated moderation of the relation as a function of linguistic grain size (word reading and spelling versus reading comprehension and written composition), measurement of reading comprehension (e.g., multiple choice, open-ended, cloze), and written composition (e.g., writing quality, writing productivity, writing fluency, writing syntax), and developmental phase of reading and writing (grade levels as a proxy). A total of 395 studies (k = 2,265, N = 120,669) met inclusion criteria. Overall, reading and writing were strongly related (r = .72). However, the relation differed depending on the subskills of reading and writing such that word reading and spelling were strongly related (r =.82) whereas reading comprehension and written composition were moderately related (r =.44). In addition, the word reading-spelling relation was stronger for primary-grade students (r =.82) than for university students/adults (r =.69). The relation of reading comprehension with written composition differed depending on measurement of reading comprehension and written composition—reading comprehension measured by multiple choice and open-ended tasks had a stronger relation with writing quality than reading comprehension measured by oral retell tasks; and reading comprehension had moderate relations with writing quality, writing vocabulary, writing syntax, and writing conventions but had weak relations with writing productivity and writing fluency. Relations tended to be stronger when reliability was higher, and the relation between word reading and spelling was stronger for alphabetic languages (r = .83) than for Chinese (r = .71). These results add important nuances about the nature of relations between reading and writing.

Labat, H., Ecalle, J., Dujardin, E., Thierry, X., & Magnan, A. (2024). ***Difficultés et dispositifs d'aide en lecture à la fin du CP dans la cohorte ELFE Quelques pistes de réflexion pour la pratique du psychologue de l'Education nationale***. Consulté à l'adresse https://hal.science/hal-04556589
Cette recherche analyse les habiletés en littéracie émergente et en lecture de la cohorte d'enfants scolarisés en CP de l'Etude Longitudinale Française depuis l'enfance (ELFE). L'objectif est double : (1) faire un état des lieux des profils d'apprentis lecteurs (N=14 470) ; (2) examiner les relations entre les dispositifs d'aide et les performances en littéracie (N=1 705). Deux dimensions reliées sont mises en évidence, le langage oral (LO : segmentation phonémique et compréhension orale) et le langage écrit (LE : lecture de mots et compréhension écrite). L'hétérogénéité des performances se manifeste par l'existence de quatre profils d'apprentis-lecteur : avec (LO- ; LE-) ou sans difficultés en LE et en LO (LO+ ; LE+), deux groupes aux profils inverses avec soit des difficultés en LE (LO+ ; LE-), soit des difficultés en LO (LO- ; LE+). Les enfants les plus faibles dans ces deux dimensions bénéficient de dispositifs d'aide, notamment au sein de l'école. Néanmoins, tous les enfants en difficultés de LE n'en bénéficient pas. La discussion souligne l'intérêt de l'évaluation et de la prévention des difficultés en lecture par les psychologues de l'Education nationale.

Lavieu, B. (2024). **Regards sur les compétences orthographiques d'étudiants futurs PE : ce que révèlent les entretiens métagraphiques**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557172

Regards sur les compétences orthographiques d'étudiants futurs PE : ce que révèlent les entretiens métagraphiques

Li, M., & Wang, T. (2024). **Optimizing learning return on investment: Identifying learning strategies based on user behavior characteristic in language learning applications**. *Education and Information Technologies*, 29(6), 6651-6681. https://doi.org/10.1007/s10639-023-12078-9
Began with Computer-Assisted Language Learning (CALL) in the 1960s and extended to the widespread use of various Mobile-Assisted Language Learning (MALL) tools in education, language learning has embraced technology early on, achieved noticeable results, and found extensive practical use. However, due to the challenges in accessing user data from various language learning platforms, the measurement and assessment of language-related variables continue to rely on self-reporting and peer evaluations. This reliance hampers researchers to observe language learning from alternative perspectives, especially when it comes to analyzing raw behavioral data. To explore potential correlations between different learning modes, this study analyzed 2 million samples from Chinese students using an English language learning application. The study quantified the effectiveness of English vocabulary learning using the economic concept of return on investment (ROI) as an evaluation metric and identified four distinct learning strategies. It observed significant differences in learning ROI among learners who adopted different strategies. Based on this analysis, we recommend the following suggestions for improving language learning ROI: when memorizing new vocabulary, investing excessive amounts of time may be counterproductive; a more effective approach is to « eat less but more often, » which means arranging review sessions at a reasonable pace and shortening the interval between each review.

Madrid, C., & Cherel, L. (2024). **L'exemple d'un accompagnement à la réussite dans un parcours d'acquisition de compétences en marketing**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557138
L'exemple d'un accompagnement à la réussite dans un parcours d'acquisition de compétences en marketing

Marie-Eve, G., & Jolicoeur, E. (2024). **Mesures de soutien favorisant la transition interordres et le développement de la compétence numérique au collégial : état des lieux d'un établissement du Québec**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557154
Mesures de soutien favorisant la transition interordres et le développement de la compétence numérique au collégial : état des lieux d'un établissement du Québec

Obeka, N. O. (2024). **Influence of Morphological Awareness on the Reading Comprehension of Students at the Tertiary Education Level in Ebonyi State**. *British Journal of Education*, 12(4). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-4-2024/influence-of-morphological-awareness-on-the-reading-comprehension-of-students-at-the-tertiary-education-level-in-ebonyi-state/
This paper examined the influence of morphological awareness on the reading comprehension of students at the tertiary education level in Ebonyi State. The study utilized the descriptive survey research design. Three objectives and three research questions were posed to guide the study. The target population comprised 22000

undergraduates from the south east part of Nigeria. A sample size of 220 respondents was selected using the simple random sampling technique. A structured questionnaire was the instrument for data collection. Data were analyzed using the statistical tools of mean and standard deviation. Findings showed that morphological awareness had a positive impact on student' reading comprehension. Result of the study also revealed that students' knowledge of inflectional morphemes improved their reading comprehension. Result also showed that awareness of the differences between inflectional and derivational morphemes enhanced students' reading comprehension. Based on these findings, one of the recommendations was that curriculum planners should make Morphology a compulsory course to be taught at all levels of education in the university to enhance morphological awareness among undergraduate students and improve their ability to spell words, read words and understand sentences.

OECD. (2024). *Social and Emotional Skills for Better Lives: Findings from the OECD Survey on Social and Emotional Skills 2023*. Consulté à l'adresse https://www.oecd-ilibrary.org/education/social-and-emotional-skills-for-better-lives_35ca7b7c-en?utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20April%20 2024&utm_content=Read%20the%20report%20to%20find%20out%20more&utm_term=ed u&utm_medium=email&utm_source=Adestra
Social and Emotional Skills for Better Lives presents results from the OECD's Survey on Social and Emotional Skills (SSES) 2023. SSES is the largest international effort to collect data on these skills among 10- and 15-year-old students. The report...

Oubibi, M. (2024). **An experimental study to promote preservice teachers' competencies in the classroom based on teaching-learning model and Moso Teach**. *Education and Information Technologies, 29*(6), 6631-6650. https://doi.org/10.1007/s10639-023-12070-3
The role of technology cannot longer be ignored or solely described as a medium for teachers and preservice teachers. Nowadays, demand for more technologies is increasing in various aspects of their daily activities. Numerous studies have been conducted to enhance the teaching learning of Chinese as a foreign language (TCFL) for international students. In this study, 163 participants experienced our new teaching model based on the mobile app Moso Teach. This model aimed to facilitate skills development during one academic semester, from September to January. Our findings highlight the importance of the teaching–learning environment, the use of technology, and the design of the teaching–learning model in the development of preservice teachers' skills regarding pedagogy, technology, didactic abilities, and social skills. When comparing the experimental group (EG) with the control group (CG), a significant level of development is observed. Hence, this study can help institutions and teachers in supporting preservice teachers, promoting self-awareness, and enhancing their reaction–learning skills to maximize educational benefits.

Papi, C. (2024). *Favoriser l'apprentissage et le bien-être*. Consulté à l'adresse https://www.puq.ca/catalogue/livres/favoriser-apprentissage-bien-etre-4495.html
La gestion de la pandémie de COVID-19 a exacerbé les failles du système scolaire et a entraîné des répercussions importantes sur l'apprentissage des élèves ainsi que sur la santé physique et mentale des enfants, des adolescents et des adultes qui les entourent. Réalisée entre l'été 2021 et l'été 2023, la recherche présentée dans cet ouvrage s'intéresse aux mesures instaurées par le gouvernement québécois concernant le bien-être de ces derniers, le tutorat et la glissade de l'été. Elle se fonde sur une revue de la

littérature à ce sujet, sur 153 entretiens menés auprès d'actrices et d'acteurs des milieux scolaires, d'instances régionales de concertation et de différentes organisations, ainsi que sur les réponses de 309 directions d'écoles à un questionnaire. Cet ouvrage vise à faire le point sur la situation actuelle pour permettre de s'y adapter et s'adresse aux professionnelles et aux professionnels de l'éducation et de la recherche dans le domaine ainsi qu'aux responsables politiques et aux familles. La première partie permet de faire le point sur l'évolution de la situation et met en évidence une augmentation des lacunes et des difficultés constatées chez certains élèves ainsi que leurs répercussions sur les personnes qui leur enseignent. Elle présente également différentes initiatives prises par les directions d'écoles pour soutenir les élèves et le personnel scolaire. La deuxième partie porte sur les dispositifs d'accompagnement scolaire et tout particulièrement le tutorat. Elle fait ressortir la diversité des dispositifs proposés pour faciliter l'apprentissage et leurs effets positifs. La troisième et dernière partie traite des oublis qui ont lieu durant les vacances estivales et des dispositifs déployés pour aider les enfants et les adolescents à maintenir leurs acquis. Elle met en lumière l'existence d'une grande variété d'activités susceptibles de soutenir le bien-être et l'apprentissage durant l'été.

Rahimi, A. R. (2024). **A bi-phenomenon analysis to escalate higher educators' competence in developing university students' information literacy (HECDUSIL): the role of language lectures' conceptual and action-oriented digital competencies and skills**. *Education and Information Technologies*, 29(6), 7195-7222. https://doi.org/10.1007/s10639-023-12081-0
The university curriculum has been urged to incorporate 21st-century digital competence and skills, particularly information literacy, in accordance with recommendations made by numerous organizations, including the Scientific and Cultural Organization (UNESCO) and the International Society for Technology in Education (ISTE). Instructors are then considered true facilitators in this sense. Therefore, recent studies investigated the factors that shape teachers' competence in developing learners' information literacy by exploring contextual factors such as the availability of information and communication technologies (ICTs) and internal factors such as their attitudes. This study aims to shift the focus from exploring contextual factors or teachers' attitudes to exploring instructors' individual ICT-related factors. Through a bi-phenomenon analysis, this study leveraged teachers' professional knowledge and ICT-related teaching skills in shaping their competence to develop learners' information literacy. To do so, 346 university English as a Foreign Language (EFL) lecturers in Iran voluntarily participated and answered the study instruments. The result of the partial least square modeling approach (PLS-SEM) revealed that lectures' skills in designing the procedure to develop university language learners' information literacy and integrating psychological factors, such as self-regulation and attitude, as well as the skills to implement the procedure and handle unforeseen challenges effectively cultivate information literacy. The professional knowledge areas of planning, exertion, and ethics were also recognized as preconditioning factors in this manner. In addition to introducing a new conceptual framework to the literature, the findings of this study also make recommendations on how lecturers can upgrade their action-oriented skills and professional knowledge to increase learners' information literacy. Executive managers should also update their recruitment criteria and evaluate lecturers' skills and knowledge during recruitment.

Rzanova, S., Yushchik, E., Markova, S., & Sergeeva, A. (2024). **Impact of virtual reality technologies in the context of the case method on engineering students' competencies.**

Education and Information Technologies, 29(6), 7341-7359. https://doi.org/10.1007/s10639-023-12123-7
The globalization of contemporary education is ensured by the incorporation of cutting-edge pedagogical techniques and active learning technologies, such as case-method technology, into the teaching and learning process as a whole. The primary objective of this research endeavour was to assess the efficacy of the case method when employed in the integration of virtual reality technologies into the educational process for students pursuing technical disciplines, with a particular focus on enhancing their academic and professional proficiencies. The sample included 286 National Research Mordovia State University n.a. N.P. Ogarev University third-year students who were enrolled full-time. The first group was trained using traditional teaching methods, while the second group attended virtual reality courses in the context of the case method. To assess the level of thinking and creativity, the Jerome Bruner questionnaire was used. Academic achievement was measured using a five-point scale. The study revealed that when comparing the groups using classical teaching methods and the case method with the help of virtual reality technology, students' learning achievements do not differ (p>0.05); the average scores are 3.88±0.75 and 4.16±0.62 respectively; however, there was a tendency for an increase in the total score in the group where virtual reality was used. A case-method technology study in the context of virtual reality among engineering students revealed a connection between academic achievement and object, visual, iconic, symbolic thinking and creativity: the higher the basic type of thinking, the higher the academic achievement. This research paves the way for introducing case-method technology into higher technical education. Educators can use existing refinements and create full-fledged courses for some topics on the use of virtual reality software.

Sénéchal, K. (2024). ***Accroitre le temps de parole des élèves : mise en place concertée de pratiques d'enseignement d'oral réflexif et de gestion de la classe pour soutenir le développement des compétences en littératie des élèves*** (p. 90) [Rapport de recherche programme actions concertées]. Consulté à l'adresse Fonds de recherche Société et culture website: https://frq.gouv.qc.ca/histoire-et-rapport/accroitre-le-temps-de-parole-des-eleves-mise-en-place-concertee-de-pratiques-denseignement-doral-reflexif-et-de-gestion-de-la-classe-pour-soutenir-le-developpement-des-competences-en-litt/
Il est depuis longtemps avéré que les interactions sociales jouent un rôle prépondérant dans l'apprentissage, d'où l'intérêt d'exploiter les contextes

Shum, A., Fryer, L. K., Vermunt, J. D., Ajisuksmo, C., Cano, F., Donche, V., … Yu, J. (2024). **Variable- and Person-centred meta-re-analyses of university students' learning strategies from a cross-cultural perspective**. *Higher Education*, *87*(5), 1227-1250. https://doi.org/10.1007/s10734-023-01062-4
Studies on learning strategies across cultures in higher education inform the internationalisation of teaching and learning. Previous comparisons relied on geographical generalisations (e.g., "Asian", "Western", "Latin-American") or only variable-centred methods, which can overgeneralise the contexts they represent. Eight learning strategy datasets (ILS; Inventory of Learning patterns of Students) from seven countries (n = 4883) were obtained and (re-)analysed using variable-centred and person-centred (Latent Profile Analysis; LPA) methods. Employing Hofstede's individualism-collectivism and power distance indices as predictors, lower individualism and higher power distance scores corresponded to students' overall combined reporting of meaning-directed, reproduction-directed and application-directed learning strategies.

Furthermore, sample LPAs found that less individualistic contexts presented profiles with similar shape (i.e., profiles differed by similar amounts across most learning strategies). More individualistic contexts presented profiles with different shapes (i.e., different profiles preferred different strategies). Multiple "Western" contexts presented profiles that describe the "Asian" and "Latin-American" learner stereotypes. These results question the existence of such stereotypes and point to the usefulness of cultural indicators for making cross-cultural learning strategy comparisons. Theoretical and practical implications are discussed.

Siddiq, F., Olofsson, A. D., Lindberg, J. O., & Tomczyk, L. (2023). **Special issue: What will be the new normal? Digital competence and 21st-century skills: critical and emergent issues in education**. *Education and Information Technologies*. https://doi.org/10.1007/s10639-023-12067-y

Towne, A., Krstic, S., Bermingham, D., Buter, J., Linder, M., & Boering, S. (2024). **Civil Society Contributions to Improving Learning Outcomes: An Education Out Loud Global Learning Partner Report**. *International Education Research*. Consulté à l'adresse https://research.acer.edu.au/int_research/17

van Lent, M. (2024). *Peer Creativity and Academic Achievement* (IZA Discussion Paper N° 16847). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16847.htm
This paper studies the relationship between the creative abilities of study peers and academic achievement. We conduct a novel large scale field experiment at university, where students are randomized into work groups based on their score on a creativity test prior to university entry. We first show that the creative abilities of peers matter for a student's academic achievement. A one standard deviation higher creativity peer group improves study performance by 8.4 to 10 percentage points. Notably, this effect is driven by the average group creativity, there is no special impact of creative superstars. Further analysis suggests that students exposed to creative peers become more creative, but do not adjust their overall study effort. This is in line with the idea that creative approaches and questions of peers help students to master the study material better. Overall, our study highlights the importance of peer effects of creative students in shaping academic outcomes.

Villalobos, E., Hilliger, I., Gonzalez, C., Celis, S., Pérez-Sanagustin, M., & Broisin, J. (2024). **The Mediating Role of Learning Analytics**. *Journal of Learning Analytics*, *11*(1), 6-20. https://doi.org/10.18608/jla.2024.8149
Researchers in learning analytics have created indicators with learners' trace data as a proxy for studying learner behaviour in a college course. Student Approaches to Learning (SAL) is one of the theories used to explain these behaviours, distinguishing between deep, surface, and organized study. In Latin America, researchers have demonstrated that organized approaches to learning could be more effective in higher education, leading to better performance and course approval. However, further analysis of student behavioural data is needed to understand this relationship and inform interventions targeting study habits and academic performance. In this study, we analyzed the relationship between student approaches to learning and their final grade in six college courses, using behavioural trace data as a mediator variable. Specifically, we conducted a quantitative study in two Latin American institutions where data of different

granularity was collected from their Learning Management Systems. We observed that most learning analytics indicators do not mediate the effect between approaches to learning and course performance. However, there was evidence for fine-grained indicators acting as total mediators. Implications are discussed at methodological and pedagogical levels, aiming to inform the advancement of learning analytics in the region and its use for supporting student learning.

Vonthron-Sénécheau, C., Bourachnikova, O., & Zingaretti, S. (2024). **Un dispositif pédagogique de développement autonome de compétences socio-émotionnelles des étudiants-alternants à l'Université de Strasbourg**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557178
Un dispositif pédagogique de développement autonome de compétences socio-émotionnelles des étudiants-alternants à l'Université de Strasbourg

Wu, X., Chen, X., Zhao, J., & Xie, Y. (2024). **Influences of design and knowledge type of interactive virtual museums on learning outcomes: An eye-tracking evidence-based study**. *Education and Information Technologies*, 29(6), 7223-7258. https://doi.org/10.1007/s10639-023-12061-4
This work aims to explore whether students' learning outcomes in the virtual museum (VM) 's Life and Science course are influenced by the type of knowledge and the different levels of interaction within the museum. The study was conducted using an eye-movement experimental method, based on cognitive load theory, knowledge visualisation and connectionist theory, to construct a virtual museum interaction hierarchy index to identify high and low levels of interaction in the experimental material. A randomised two-factor experiment was organised to obtain eye-movement related indicators and to analyse statistical data in conjunction with retention test scores and transfer test scores, taking into account the influence of the perceived difficulty of the learning material and the level of mental effort of the students on the experiment. This study will provide effective suggestions for museum learning design and resource development, ultimately offer insights in exploring the most suitable learning rules and learning material selection for VM learners.

Xu, W., Yang, L.-Y., Liu, X., & Jin, P.-N. (2024). **Examining the effects of different forms of teacher feedback intervention for learners' cognitive and emotional interaction in online collaborative discussion: A visualization method for process mining based on text automatic analysis**. *Education and Information Technologies*, 29(6), 6525-6551. https://doi.org/10.1007/s10639-023-12097-6
Teacher feedback is the key to online collaborative discussion. To investigate the effects of different forms of teacher feedback intervention on learners' cognitive and emotional interactions in online collaborative discussion, this study collected collaborative discussion text data of online collaborative learners. Based on the framework of Community of Inquiry theory, naive Bayes algorithm for automatic coding of collaborative discussion text data was adopted. A bivariate (with or without emotion/guidance) experiment was designed based on teacher feedback. The participants of this study were college students (N = 109, average age = 20) of normal major participating in Teaching System Design. They were randomly divided into four experimental groups. In each experimental group, 4–5 people work in a group for collaborative learning. This study adopts quasi experimental research method, and the

experiment period is 10 class hours. Reliability analysis, automatic text coding and ANOVA of cognitive-affective variables were used to conduct process mining for the collaborative discussion of four groups of learners by using heuristic mining algorithms. It found that different forms of teacher feedback have different effects on learners' cognitive emotion. Teachers' emotional feedback promotes learners' emotional interaction and cognitive interaction, which is easier to promote learners' cognitive interaction. Different forms of teacher feedback promote four types of cognitive emotion interaction process. This suggests that the multi-branch type of voice prompt feedback group has the best effect on learners' cognitive and emotional impact.

Yusuf, A., Noor, N. M., & Bello, S. (2024). **Using multimodal learning analytics to model students' learning behavior in animated programming classroom**. *Education and Information Technologies*, 29(6), 6947-6990. https://doi.org/10.1007/s10639-023-12079-8
Studies examining students' learning behavior predominantly employed rich video data as their main source of information due to the limited knowledge of computer vision and deep learning algorithms. However, one of the challenges faced during such observation is the strenuous task of coding large amounts of video data through repeated viewings. In this research, we confirm the possibilities of classifying students' learning behavior using data obtained from multimodal distribution. We employed computer algorithms to classify students' learning behavior in animated programming classrooms and used information from this classification to predict learning outcomes. Specifically, our study indicates the presence of three clusters of students in the domain of "stay active", "stay passive", and "to-passive". We also found a relationship between these profiles and learning outcomes. We discussed our findings in accordance with the engagement and instructional quality models and believed that our statistical approach will support the ongoing refinement of the models in the context of behavioral profiling and classroom interaction. We recommend that further studies should identify different epistemological frames in diverse classroom settings to provide sufficient explanations of students' learning processes.

Zhang, X., & Zhou, M. (2024). **Factors affecting university students' intention to use mobile apps for intercultural competence development: A mixed-method approach**. *Education and Information Technologies*, 29(6), 6991-7026. https://doi.org/10.1007/s10639-023-12106-8
Despite the rising awareness that mobile technologies can be used as viable options for additional support for intercultural learning, few studies have been conducted to explore the feasibility of using mobile apps to develop intercultural competence (IC) from the perspectives of learners' acceptance and user experiences. This study applied a mixed-method approach to investigate factors affecting university students' acceptance of using mobile apps to develop their IC. Quantitative survey data were collected from 671 Chinese university students using measures developed based on the extended technology acceptance model. The results of structural equation modeling indicated that students' perceived usefulness (PU) of mobile apps supporting IC development positively influenced their mobile application efficacy, subjective norms, and perceived enjoyment. Additionally, their perceived ease of use (PEU) concerning the apps was positively associated with their mobile application efficacy, perceived enjoyment, and previous experiences, while being negatively associated with mobile application anxiety. PU and PEU were also found to be positively related to students' attitudes towards and behavioral intention to use apps for intercultural learning. Qualitative interviews were

subsequently conducted with six students to investigate the underlying reasons for the predictors identified quantitatively following their actual use of three recommended apps over three consecutive weeks. The results of content analysis uncovered a range of categories that provided further insights into the statistical findings. Implications of the findings were discussed in the context of technology-enhancing intercultural education.

Aspects économiques de l'éducation

Acevedo, I., Fernández, R., Pagés, C., & Székely, M. (2023). *Education Inequalities in Latin America and the Caribbean* (IDB Publications (Working Papers) N° 13198). Consulté à l'adresse Inter-American Development Bank website: https://econpapers.repec.org/paper/idbbrikps/13198.htm
Education is a crucial asset for a countrys economic prospects and for its inhabitants. In addition to its direct impact on growth via the accumulation of human capital, it is a critical ingredient in producing an informed citizenry, enhancing their ability to obtain and exert human and political rights and their facility to adapt to changing environments (generated by, e.g., technological or climatic change) among other benefits. In this chapter, we study education inequality in LAC (both in quantity and quality), assess how it emerges and amplifies or dampens existing inequalities, and examine the interaction of education inequality with other forms of inequality, primarily income and labor market outcomes. Our analysis is based on primary data from multiple sources.

Aggarwal, K., Barua, R., & Vidal-Fernandez, M. (2024). *Still Waters Run Deep: Groundwater Contamination and Education Outcomes in India* (IZA Discussion Paper N° 16863). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16863.htm
We investigate the impact of groundwater contamination on educational outcomes in India. Our study leverages variations in the geographical coverage and timing of construction of safe government piped water schemes to identify the effects of exposure to contaminants. Using self-collected survey data from public schools in Assam, one of the most groundwater-contaminated regions in India, we find that prolonged exposure to unsafe groundwater is associated with increased school absenteeism, grade retention, and decreased test scores and Cumulative Grade Point Average (CGPA). To complement our findings and to study the effect of one such contaminant, arsenic, we use a large nationally representative household survey. Using variations in soil textures across districts as an instrument for arsenic concentration levels we find that exposure to arsenic beyond safe threshold levels is negatively associated with school attendance.

Agostinelli, F., Luflade, M., & Martellini, P. (2024). *On the Spatial Determinants of Educational Access* (NBER Working Paper N° 32246). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32246.htm
We define educational access as the component of a neighborhood's value that is determined by the set of schools available to its residents. This paper studies the extent to which educational access is determined by sorting based on heterogeneous preferences over school attributes, or local institutions that constrain residential location and school choice---such as school catchment areas and housing regulation. We develop a spatial equilibrium model of residential sorting and school choice, estimated using data from a large school district in the United States. The model replicates the

responses of house prices and school enrollment to quasi-experimental variation in school peer composition and school transportation provision. We find that low-income families prioritize proximity to schools while high-income families and families with high-skilled children place more value on school peer composition. We use the model to evaluate how the geography of neighborhood sorting influences the aggregate and distributional outcomes of a school-choice expansion (place-based) and a housing voucher (people-based) policy. We find that both policies result in net welfare losses, with only marginal improvements in school peer composition for the average low-income family. Although eligible families benefit from these policies, the negative impact falls on families who currently invest in their children's education by residing in expensive neighborhoods. Under both policies, higher-income families are less exposed to the inflow of low-income children into their schools, either because of their longer distance from target neighborhoods or because of the cost imposed by residential zoning regulation on voucher recipients.

Aksoy, C. G., Khanna, G., Marino, V., & Tumen, S. (2024). *Hometown Conflict and Refugees' Integration Efforts* (IZA Discussion Paper N° 16862). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16862.htm
How does violence in origin areas affect the educational outcomes of refugees in their destinations? Using administrative panel data, we find that heightened violence in the hometowns of Syrian students leads to improvements in their school outcomes in Türkiye. Turkish language and Math scores of refugee students improve, with larger impacts on Turkish scores. There is no impact on naturalized Syrian students. We observe positive spillovers on Turkish students. These findings suggest ongoing violence in refugee-origin areas reduces the prospect of returning home, and induces students to increase their integration effort by investing in education.

Altinok, N., & Diebolt, C. (2024). **Bref retour cliométrique sur 50 ans de performances scolaires en lecture et en mathématiques en France : 1970-2020**. *Revue d'économie politique*, *134*(1), 81-104. https://doi.org/10.3917/redp.341.0081
Cette contribution vise à retracer l'évolution de longue période des compétences scolaires des élèves français de 1970 à 2020. Partant des résultats fournis par les enquêtes internationales sur les acquis des élèves, nous présentons, à partir d'une base de données inédite, l'originalité de la trajectoire nationale vis-à-vis des autres pays de l'OCDE. Notre approche est historique et comparative. En effet, plus que la variation absolue, c'est aux écarts relatifs vis-à-vis de l'OCDE que nous mesurons la performance française. Au cours des 50 dernières années, nous montrons que, pour le cas de la France, les performances en lecture et en mathématiques augmentent avant d'entamer une stagnation voire une diminution (les scores moyens étant significativement faibles). De manière générale, nous observons une croissance quasi-généralisée de la performance scolaire sur les décennies 1970, 1980 et 1990, même si les taux de croissance diffèrent entre pays. Par ailleurs, nous nous interrogeons sur la trajectoire française en termes d'acquis scolaires qui, pas à pas, tend à diverger de celle des autres pays de l'OCDE. Ce faisant, nos résultats enrichissent les conclusions des travaux issus des enquêtes nationales tout en livrant de nouveaux éléments de preuve associés à des éclairages historiques et comparatifs renouvelés.

Berger, E. M., Fehr, E., Hermes, H., Schunk, D., & Winkel, K. (2024). *The Impact of Working Memory Training on Children's Cognitive and Noncognitive Skills* (CESifo Working Paper Series N° 11010). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11010.htm
Working memory capacity is a key component of executive functioning and is thought to play an important role for a wide range of cognitive and noncognitive skills such as fluid intelligence, math, reading, the inhibition of pre-potent impulses or more general self-regulation abilities. Because these abilities substantially affect individuals' life trajectories in terms of health, education, and earnings, the question of whether working memory (WM) training can improve them is of considerable importance. However, whether WM training leads to spillover effects on these other skills is contested. Here, we examine the causal impact of WM training embedded in regular school teaching by a randomized educational intervention involving a sample of 6–7 years old first graders. We find substantial immediate and lasting gains in working memory capacity. In addition, we document positive spillover effects on geometry, Raven's fluid IQ measure, and the ability to inhibit pre-potent impulses. Moreover, these spillover effects emerge over time and only become fully visible after 12–13 months. Finally, we document that three years after the intervention the children who received training have a roughly 16 percentage points higher probability of entering the academic track in secondary school.

Bernal, G. L., Abadía, L. K., Álvarez-Arango, L. E., & De Witte, K. (2024). **Financial aid uncertainty and low-income students' higher education preferences**. *Higher Education*, *87*(6), 1845-1863. https://doi.org/10.1007/s10734-023-01094-w
Low-income students' preferences for higher education might depend on the uncertainty of financial aid. Using a time discontinuity design, this paper exploits the unanticipated cancellation of a nationwide Colombian merit and need-based scholarship, called Ser Pilo Paga, to study its consequences on students' preferences for higher education. Preferences are measured using a discrete choice experiment administrated to 949 low-income high school students in 2018. The findings reveal that the scholarship's cancellation reduced higher education ambitions among low-income students due to the decreased interest in both financial aid and high-quality universities. The effects were particularly concentrated on income-eligible individuals who were more likely to obtain the scholarship, as their choices for financial aid and high-quality institutions declined by 15 to 50% of the baseline preference.

Berne, J. S., Jacob, B. A., Musaddiq, T., Shapiro, A., & Weiland, C. (2024). *The Effect of Early Childhood Programs on Third-Grade Test Scores: Evidence from Transitional Kindergarten in Michigan* (NBER Working Paper N° 32236). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32236.htm
Transitional Kindergarten (TK) is a relatively recent entrant into the U.S. early education landscape, combining features of public pre-K and regular kindergarten. We provide the first estimates of the impact of Michigan's TK program on 3rd grade test scores. Using an augmented regression discontinuity design, we find that TK improves 3rd grade math scores by 0.29 standard deviations relative to a counterfactual that includes other formal and informal learning options. This impact is notably large relative to the prior pre-K literature. Estimates for English Language Arts (ELA) are imprecise but suggestive of a positive effect as well.

Carlana, M., & La Ferrara, E. (2024). *Apart but Connected: Online Tutoring, Cognitive Outcomes, and Soft Skills* (NBER Working Paper N° 32272). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32272.htm
We study the Tutoring Online Program (TOP), where: (i) tutoring is entirely online; (ii) tutors are volunteer university students, matched with underprivileged middle school students. We leverage random assignment to estimate effects during and after the pandemic (2020 and 2022), investigating channels of impact. Three hours of individual tutoring per week increased math performance by 0.23 SD in 2020 and 0.20 SD in 2022. Higher-dosage yielded stronger effects, while group tutoring smaller effects. TOP enhanced students' aspirations, socio-emotional skills and psychological well-being, but only during school closures. We also estimate the impact of TOP on tutors, finding increases in empathy.

Cobb-Clark, D., Dahmann, S. C., Kamhöfer, D. A., Schildberg-Hörisch, H., & Kamhöfer, D. (2024). *Schooling and Self-Control* (CESifo Working Paper Series N° 11007). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11007.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.

Ek, S., Hammarstedt, M., & Skedinger, P. (2024). **Low-skilled jobs, language proficiency, and job opportunities for refugees: an experimental study**. *The Scandinavian Journal of Economics*, *126*(2), 355-386. https://doi.org/10.1111/sjoe.12549
In a field experiment, we study the causal effects of previous experience and language skills when newly arrived Syrian refugees in Sweden apply for low-skilled jobs. We find no evidence of sizable effects from previous experience or completed language classes on the probability of receiving a callback from employers. However, female applicants were more likely than males to receive a positive response. As a complement to the experiment, we interview a select number of employers, which provides additional insights into how they judge candidates for low-skilled jobs.

Espinoza, O., Sandoval, L., González, L. E., Corradi, B., McGinn, N., & Vera, T. (2024). **Did free tuition change the choices of students applying for university admission?** *Higher Education*, *87*(5), 1317-1337. https://doi.org/10.1007/s10734-023-01065-1
How does a policy of free tuition affect student applications to universities? This article assesses how free tuition influences applications in terms of the selectivity of the university, length of the degree program, cost of the program, and application to a program in the STEM field. The study based on a quasi-experimental design was carried out in Chile using OLS, regression adjustment and matching analysis, and governmental data. Participants in the study were 384,830 applicants from three cohorts of high school graduates who applied to 30 selective universities. Two groups of applicants were compared: those who applied in 2015, before the introduction of free tuition; and those who applied in 2016 and 2017, when free tuition was introduced. The comparison was made considering the group with the lowest family income. Except for cost, the results show that the offer of free tuition had a small impact on the choices of applicants. With free tuition, a few more students applied to higher cost programs. The response may be explained in part by the

fact that free education replaced the financing mechanism based on scholarships and loans, which covered a large part of the costs of the degree programs.

Lang, Y., & Yang, Y. (2024). **An Equilibrium Labor Market Model with Internal and External Referrals**. *International Economic Review*, 65(2), 655-692. https://doi.org/10.1111/iere.12671
About 40% of workers find their jobs through referrals. We distinguish between two types of referrals based on whether the referrer works at the hiring firm (internal referrals) or not (external referrals). Interestingly, jobs found through internal (external) referrals pay more (less) than those found through formal methods. An equilibrium labor market model is then built by introducing an incentive-compatible mechanism through which workers can share job opening information. A nondegenerate wage distribution arises in equilibrium with a wage premium (penalty) for internal (external) referrals. When calibrated, our model can capture these salient features of the U.S. labor market.

Mumford, K., Patterson, R. W., & Yim, A. (2024). *College Course Shutouts* (CESifo Working Paper Series N° 11005). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11005.htm
What happens when college students are not able to enroll in the courses they want? We use a natural experiment at Purdue University in which first-year students are conditionally randomly assigned to oversubscribed courses. Compared to students who are assigned a requested course, those who are shut out are 40% less likely to ever take the oversubscribed course and 30% less likely to ever take a course in the same subject. While a course shutout is equally likely to occur to female and male students who requested the course, shutouts are much more disruptive for female students. In the short run, shutouts decrease the credits female students earn as well as their GPA. In the long-run, shutouts increase the probability female students drop out of school in the first year, decrease the probability they choose majors in STEM fields (Science, Technology, Engineering, and Math), decrease cumulative GPA, and decrease the probability of graduating within four years. In contrast, shutouts have no effects on short-run credits earned, dropout, majoring in STEM, cumulative GPA, or four-year graduation for male students. Shutouts do have one large measurable long-run impact on male students— shutouts significantly increase the probability that men choose a major from the business school.

Ramirez Yee, K. M. (2024). **At all costs: educational expansion and persistent inequality in the Philippines**. *Higher Education*, 87(6), 1809-1827. https://doi.org/10.1007/s10734-023-01092-y
This paper studies educational inequality in the Philippines from 1950 to 2015, examining changes in the association between social origin and educational attainment against a backdrop of educational expansions and fluctuating economic conditions. Using data from the World Bank STEP Skills Survey, the study employs a sequential logit model to illustrate trends in secondary and college completion, followed by a multinomial logit model to look into differences in college destinations (type and status) between advantaged and disadvantaged students. The findings indicate that despite sustained expansions in the past six decades, disparities in secondary and tertiary completion deepened in relation to social background. The paper also finds that although expansions occurred mainly in public higher education institutions, it did little to alter the trends in college destinations, with advantaged students still more likely to complete in

"high-status" universities than disadvantaged ones. Finally, the paper sheds light on how economic recessions have varying consequences on educational attainment, routing disadvantaged students out of college in the short term, while resulting in significant declines in the likelihood of completing higher education for advantaged students enrolled in "high-status" public entities in the long term.

van Lent, M. (2024). ***Peer Creativity and Academic Achievement*** (IZA Discussion Paper N° 16847). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16847.htm

This paper studies the relationship between the creative abilities of study peers and academic achievement. We conduct a novel large scale field experiment at university, where students are randomized into work groups based on their score on a creativity test prior to university entry. We first show that the creative abilities of peers matter for a student's academic achievement. A one standard deviation higher creativity peer group improves study performance by 8.4 to 10 percentage points. Notably, this effect is driven by the average group creativity, there is no special impact of creative superstars. Further analysis suggests that students exposed to creative peers become more creative, but do not adjust their overall study effort. This is in line with the idea that creative approaches and questions of peers help students to master the study material better. Overall, our study highlights the importance of peer effects of creative students in shaping academic outcomes.

Vinod, A. (2024). ***Affirmative action and private education expenditure by disadvantaged groups: Evidence from India*** (Discussion Paper N° 2024-02). Consulté à l'adresse University of Nottingham, CREDIT website: https://econpapers.repec.org/paper/notnotcre/24_2f02.htm

Under the Right to Education Act (2009), the Indian government introduced a policy that required private schools to reserve 25% of primary school places for children from socially disadvantaged households. This paper examines the impact of the RTE Act's reservation policy on private school expenditure by socially disadvantaged households. Leveraging the age of school entry and using a difference-in-difference approach, this paper finds a significant decrease in private school fees for disadvantaged children post-policy. This reduction is more pronounced in districts with higher enrolment rates under the policy. The change is attributed to a rise in low-cost private schools post-policy, facilitating cheaper education for disadvantaged students. Moreover, there exists a strong correlation between the growth of low-cost schools and increased policy enrolments at the district level.

Zhao, Y., Markussen, S., & Røed, K. (2024). ***School Starting Age and the Social Gradient in Educational Outcomes*** (IZA Discussion Paper N° 16851). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16851.htm

Can lowering school starting age promote equality of opportunities and reduce the achievement gaps between pupils? We provide evidence on the heterogeneous (positional) effects on early school performance of two mandatory schooling reforms in Norway specifically aimed at reducing achievement gaps based on family background and immigrant status. Whereas the first reform reduced the school starting age from seven to six, the second changed the first-year curriculum from a play-oriented kindergarten pedagogy to a learning-oriented school pedagogy. We apply repeated

simple difference models to evaluate the two reforms based on high-quality administrative register data, using children's grade point average (GPA) rank at age 15 to 16 and high school completion at age 21 as the main outcomes. We find no evidence that any of the reforms had the intended effect of reducing socioeconomic achievement gaps or immigrant-native differentials. Both reforms left educational inequalities more or less unchanged.

Zubairi, A., & Rose, P. (2024). *A turning point? An updated scorecard on donor funding to Pre-primary Education*. Consulté à l'adresse Theirworld website: https://actforearlyyears.org/wp-content/uploads/sites/261/Donor-Scorecard-20240415_Designed.pdf
As evidence has shown, quality interventions in preprimary education are a highly effective investment for individuals and societies, with up to 90% of a child's brain development taking place between…

Aspects psychologiques de l'éducation

Akila, D., Garg, H., Pal, S., & Jeyalaksshmi, S. (2024). **Research on recognition of students attention in offline classroom-based on deep learning**. *Education and Information Technologies*, 29(6), 6865-6893. https://doi.org/10.1007/s10639-023-12089-6
Online education has been expected to be the future of learning; it will never replace the value of traditional classroom experiences fully. Technical problems have less impact on offline education, which gives students more freedom to plan their time and stick to it. In addition, teachers cannot observe their students' behavior and activities during offline education, and they can intervene when necessary. The offline education helps to know the way of behavior analysis of students. Depending upon the analysis student's characteristics and classroom performance can be evaluated by the teachers. The classroom analysis of the students helps in framing the lesson plan easier. The student's activity freedom is also focused on the offline education. The student's behavior and the study characteristics are clearly noticed by offline education classes. The complete educational sector performance is centered on the behavior analysis of the students. As long as students need offline education, it would be a critical component of their overall growth. As educational resources have grown, it has become more crucial to examine and evaluate offline classroom teaching behavior to indicate overall institution performance. A deep learning-student attention recognition framework (DL-SARF) for offline classroom assessment is developed in this article. There are three approaches to professional classroom behavior analysis: the student's intense focus on their side face, head down, and eyes. As the experiments demonstrate, the proposed deep learning-student attention recognition framework can accurately assess student behavior in the classroom and make the administration and implementation of the lesson plan easier.

Berger, E. M., Fehr, E., Hermes, H., Schunk, D., & Winkel, K. (2024). *The Impact of Working Memory Training on Children's Cognitive and Noncognitive Skills* (CESifo Working Paper Series N° 11010). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11010.htm
Working memory capacity is a key component of executive functioning and is thought to play an important role for a wide range of cognitive and noncognitive skills such as fluid intelligence, math, reading, the inhibition of pre-potent impulses or more general

self-regulation abilities. Because these abilities substantially affect individuals' life trajectories in terms of health, education, and earnings, the question of whether working memory (WM) training can improve them is of considerable importance. However, whether WM training leads to spillover effects on these other skills is contested. Here, we examine the causal impact of WM training embedded in regular school teaching by a randomized educational intervention involving a sample of 6–7 years old first graders. We find substantial immediate and lasting gains in working memory capacity. In addition, we document positive spillover effects on geometry, Raven's fluid IQ measure, and the ability to inhibit pre-potent impulses. Moreover, these spillover effects emerge over time and only become fully visible after 12–13 months. Finally, we document that three years after the intervention the children who received training have a roughly 16 percentage points higher probability of entering the academic track in secondary school.

Bergold, S., & Steinmayr, R. (2024). **The interplay between investment traits and cognitive abilities: Investigating reciprocal effects in elementary school age**. *Child Development*, 95(3), 780-799. https://doi.org/10.1111/cdev.14029
Based on investment theories and guided by Mussel's (2013) intellect model, the present study investigated reciprocal relations over 1 year (2021–2022) between investment traits (need for cognition, achievement motives, epistemic curiosity) and fluid and crystallized cognitive abilities in 565 German elementary school children (298 girls; Mage = 8.40, SD = 0.59; 59.5% with immigration background). Children's fluid and crystallized abilities increased over time, whereas fear of failure and curiosity decreased. Investment traits barely predicted change in cognitive abilities. However, mathematical ability predicted change in most investment traits (.14 ≤ |β| ≤ .20), even after accounting for control variables. Results largely contradict investment theories but support the role of crystallized abilities for the development of investment traits in elementary school age.

Çakiroğlu, Ü., Özkan, A., Çevĭk, İ., Kutlu, D., & Kahyar, S. (2024). **What motivate learners to continue a professional development program through Massive Open Online Courses (MOOCs)?: A lens of self-determination theory**. *Education and Information Technologies*, 29(6), 7027-7051. https://doi.org/10.1007/s10639-023-12087-8
The field of online professional development is in ongoing growth, and motivation has been identified as a critical factor in online courses. Somewhat different from the common courses delivered through MOOCs, this study investigates learning processes in compulsory courses. The study aims to understand the motivational factors influential on the behaviors of faculty members in a compulsory professional development program. The participants included 11 instructors who completed the program. Within the lens of self-determination theory, the motivation of instructors was determined through semi-structured interviews, which were analyzed through content analysis. Prominent factors affecting motivation were found as (a) the nature of professional development, (b) teaching materials, (c) evaluation, (d) learning environment, and (e) external factors (compulsory participation, environmental pressure). Attending a compulsory course is discussed in terms of self-determination theory. The implications of notable findings and directions for future studies are also discussed.

Chang, S.-C., & Wongwatkit, C. (2024). **Effects of a peer assessment-based scrum project learning system on computer programming's learning motivation, collaboration, communication, critical thinking, and cognitive load**. *Education and Information Technologies*, 29(6), 7105-7128. https://doi.org/10.1007/s10639-023-12084-x

As computational thinking becomes increasingly essential, the challenge of designing effective teaching approaches to foster students' abilities in this area persists, especially for higher order thinking skills. This study addresses this challenge by proposing and implementing a peer assessment-based Scrum project (PA-SP) learning approach in university computer programming learning. The approach involves dividing 98 third-year college students into an experimental group, which employs the PA-SP approach, and a control group, which uses the conventional Scrum project (C-SP) approach. The study investigates the impact of the PA-SP approach on students' programming projects, learning motivation, project collaboration, communication, critical thinking, and cognitive load. The results demonstrate that the PA-SP approach significantly enhances learning achievement and motivation while also improving collaboration, communication, and critical thinking. By providing practical insights into effective teaching strategies to promote students' computational thinking, this research has significant implications for improving programming education in universities.

Chen, X., & Leung, F. K. S. (2024). **Control–value appraisals and academic emotions: An intensive longitudinal examination of reciprocal effects**. *Child Development*, 95(3), 972-987. https://doi.org/10.1111/cdev.14047
This study examined the reciprocal relation between lesson-specific perceived cognitive appraisals and academic emotions on an intra-individual level. A daily diary study was conducted using a sample of 266 Chinese Han students (Grades 7–8; 56.8% boys; Mage = 13.70, SDage = 0.52) during 10 mathematics lessons in 2022. Standardized questionnaires were also administered to these students before the daily diary study. The results of the dynamic structural equation modeling revealed significant reciprocal relations between cognitive appraisals and academic emotions within early adolescents and highlighted the role of emotions in guiding cognitive appraisals. Additionally, the study identified similarities and differences in the inter-individual relation between appraisals and emotions across self-reported questionnaires and daily diary measures.

Cignetti, M., & Piacentini, M. (2024). *Beyond grades: Raising the visibility and impact of PISA data on students' well-being* (Documents de Travail de l'OCDE Sur l'éducation N° 313). https://doi.org/10.1787/806233fe-en
Students are much more than their grades. Beyond performing well in school, students must learn to manage their relationships with others, confront stress, find purpose in what they do, and deal with a series of factors oftentimes beyond their control – all of this, during a particularly sensitive period of their lives. How they do across all these dimensions of life shapes their well-being, which in turn affects their school performance and their life outcomes beyond school. In 2015, PISA broke new ground by including indicators of student well-being alongside traditional measures of academic performance. However, the data on student well-being often remain overshadowed by country and economy scores in mathematics, science, and reading - traditionally considered the primary outputs of PISA. This paper presents a proposal to increase the visibility and policy impact of PISA indicators on well-being, by organising them in thematic areas and presenting them through data visualisations that respond to the needs of different kinds of users. The proposed PISA dashboard on students' well-being has the potential to offer policy makers, educators, parents, and other stakeholders a comparative perspective on how well schools are fostering the essential foundations for students to lead fulfilling lives.

Cobb-Clark, D., Dahmann, S. C., Kamhöfer, D. A., Schildberg-Hörisch, H., & Kamhöfer, D. (2024). ***Schooling and Self-Control*** (CESifo Working Paper Series N° 11007). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11007.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.

Collet, O. A., Orri, M., Galéra, C., Pryor, L., Boivin, M., Tremblay, R., & Côté, S. (2024). **Does early child negative emotionality moderate the association between maternal stimulation and academic readiness and achievement?** *Child Development*, 95(3), 948-961. https://doi.org/10.1111/cdev.14045
We investigated whether child temperament (negative emotionality, 5 months) moderated the association between maternal stimulation (5 months–2½ years) and academic readiness and achievement (vocabulary, mathematics, and reading). We applied structural equation modeling to the data from the Quebec Longitudinal Study of Child Development (N = 1121–1448; mostly Whites; 47% girls). Compared to children with low negative emotionality, those with high negative emotionality had higher levels of academic readiness (6 years) and mathematics achievement (7 years) when exposed to high levels of maternal stimulation ($\beta = 3.17$, $p < .01$ and $\beta = 2.91$, $p < .01$, respectively). The results support the differential susceptibility model whereby highly emotionally negative children were more susceptible to the influences of low and high levels of maternal stimulation in academic readiness and mathematics achievement's developments.

Collet, S., Janvier, P., & Pichon, A. (2024). **Réflexion continue d'évolution d'un cours de Licence afin de susciter l'intérêt et l'engagement des étudiants**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557170
Réflexion continue d'évolution d'un cours de Licence afin de susciter l'intérêt et l'engagement des étudiants

Collias, E., & Crosse, M. (2024). **Cultiver l'art de l'attention lors d'une expérience de recherche-action transformatrice**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557111
Cultiver l'art de l'attention lors d'une expérience de recherche-action transformatrice

Crovello, H., Perodaud, M., Douai, A., & Mirbel, I. (2024). **Effet de la transformation numérique des enseignements sur l'engagement des étudiants en licence générale: le cas des portails Sciences et Vie et Sciences et Technologies à Université Côte d'Azur**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557124
Effet de la transformation numérique des enseignements sur l'engagement des étudiants en licence générale: le cas des portails Sciences et Vie et Sciences et Technologies à Université Côte d'Azur

Dede Yildirim, E., Frosch, C. A., Santos, A. J., Veríssimo, M., Bub, K., & Vaughn, B. E. (2024). **Antecedents to and outcomes associated with teacher–child relationship perceptions in early childhood: Further evidence for child-driven effects**. *Child Development*, 95(3), 679-698. https://doi.org/10.1111/cdev.14033
Preschool teachers' perceptions about relationships with students (teacher–child relationships [TCRs]) predict children's subsequent social competence (SC) and academic progress. Why this is so remains unclear. Do TCRs shape children's development, or do child attributes influence both TCRs and subsequent development? Relations between TCRs and other measures were examined for 185 preschoolers (107 girls, 89 longitudinal, and 75% European American). Teachers rated TCRs and child social/affective behaviors. Teacher–child interactions (TCIs) and children's affect expressiveness were observed. Child SC and receptive vocabulary were assessed. TCRs were significantly correlated with each type of outcome. TCIs, SC, expressed affect, and teacher-rated behaviors also predicted TCRs longitudinally. Results suggest that TCR ratings predict subsequent adaptation because they summarize children's behavioral profiles rather than on TCR quality per se.

Dubé, F., Giguère, M.-H., & Kanouté, F. (2024). *La collaboration et le partenariat pour le bien-être et la réussite éducative en contexte de diversité*. Consulté à l'adresse https://www.puq.ca/catalogue/livres/collaboration-partenariat-pour-bien-etre-reussite-3270.html
Qu'est-ce qui distingue la collaboration du partenariat ? Comment peut-on mettre en oeuvre l'une ou l'autre de manière durable ? Quels sont les rôles des différents partenaires de la communauté éducative pour travailler au bien-être et à la réussite éducative d'élèves en contexte de diversité ?

Dupuis, A., Therriault, D., Lane, J., Smith, J., Gosselin, P., Drapeau, M., … Berrigan, F. (2024). **Changes in Anxiety Symptoms and Their Correlates in Adolescents Participating in a School-Based Anxiety Prevention Program During the COVID-19 Pandemic**. *Canadian Journal of School Psychology*, 39(2), 111-131. https://doi.org/10.1177/08295735241240672
Anxiety disorders have been on the rise among adolescents over the past decade. The COVID-19 pandemic appears to have contributed to this increase, putting further pressure on often already overburdened health systems. Universal prevention programs may offer a potential solution, but few have been evaluated in the context of a pandemic. The objective of this article is to measure the impact of a universal prevention program—the HORS-PISTE program—on several anxiety-related variables in the context of a pandemic. The HORS-PISTE program consists of 10 workshops spread over the two first years of high school, secondary 1 and 2 (grade 7 and 8 equivalent). Workshops are held in a classroom setting and focus on the development of psychosocial skills. The study was conducted in Quebec with 1,202 secondary 1 and 2 students (48.7% girls, 51.3% boys) with an average age of 12.58 years (SD = 0.75). They completed an assessment protocol before and after participating in the HORS-PISTE program in the autumn of 2020. Their answers were subjected to descriptive analysis and multivariate analysis of variance. Results indicate a significant decrease in symptoms for several of the measured variables between the two measurement times, such as those associated with panic disorder, generalized anxiety disorder, and test anxiety. The results also show a decrease in some variables related to the interference of anxiety symptoms and the cognitive and behavioral vulnerabilities targeted by the program. The discussion highlights possible

explanations for the results, as well as how universal prevention programs may contribute to the prevention of anxiety during adolescence, especially in a pandemic context.

Duru-Bellat, M., & Sebastien, G. (2024). *L'intelligence, ça s'apprend ?* (p. 112). Consulté à l'adresse https://www.uga-editions.com/menu-principal/collections-et-revues/collections/actualite-des-savoirs--l-intelligence-ca-s-apprend--1320285.kjsp
Aujourd'hui, qui ne connaît pas ce que signifie le QI - quotient intellectuel ? Mais comment et pourquoi le mesurer ? La capacité intellectuelle se « fabrique »-t-elle à l'école, dans la famille, ou est-elle innée ? L'objectif de cet ouvrage est d'analyser de manière critique, et en s'appuyant sur la recherche, les pratiques de mesure de l'intelligence et leurs dérives idéologiques passées et présentes, ainsi que leurs usages sociaux en milieu scolaire, avec notamment, depuis les années 2000, la montée de la notion d'enfants « à haut potentiel » ou « intellectuellement précoces ». Il entend sensibiliser le grand public, en particulier les enseignants et les parents, aux présupposés de ces mesures qui non seulement véhiculent des conceptions erronées de l'intelligence mais justifient les inégalités en en diffusant une vision figée inscrite dans la nature.

Friedman, Z. L., & Nash-Luckenbach, D. (2024). **Has the time come for Heutagogy? Supporting neurodivergent learners in higher education**. *Higher Education*, *87*(6), 1905-1920. https://doi.org/10.1007/s10734-023-01097-7
An increasing number of neurodivergent learners attend higher education. This necessitates examination of best-fit learning models to successfully support the current generation of college students. While pedagogy and andragogy have historical relevance, in isolation, they may lack alignment with the individualization embedded in neurodiversity-affirming practice. This study conceptualized a novel learning framework for neurodivergent college students through the lens of neurodiversity-affirming practice. Via constant comparative qualitative analysis of American university faculty interviews and framework juxtaposition, three themes were identified: pedagogy vs. andragogy, self-determination, and interdependency. Thematic analysis revealed uncertainty regarding best-fit learning framework, with consensus reached regarding complexity of serving neurodivergent adults in post-secondary settings. An innovative framework titled "Building a Heutagogical Bridge" was envisioned, describing the role of heutagogy, student-centered, self-determined learning, in connecting signature pedagogical and andragogical approaches. This study revealed the potentiality of implementing and assessing approaches to skillfully incorporate heutagogical, pedagogical, and andragogical principles in higher education settings. The perspectives of faculty from the USA within this study can inform neurodiversity-affirming practice in American universities, while providing implications for future study and practice in international college settings, where contexts, needs, and culture may differ.

Garin, S. (2024). **Rôle de l'environnement capacitant et des ressources psychologiques des lycéenn\timese\timess et néobacheliers dans la capabilité à s'orienter.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557173
Rôle de l'environnement capacitant et des ressources psychologiques des lycéenn·e·s et néobacheliers dans la capabilité à s'orienter.

Hilal, M., Khabbache, H., & Ait Ali, D. (2024). **Dropping out of school: A psychosocial approach**. *Advances in Medicine, Psychology, and Public Health*, *1*(1), 26-36. https://doi.org/10.5281/zenodo.10598523
Introduction: School dropout is a pervasive issue with complex origins, often resulting from various forms of violence and challenges faced by students within the educational system. This article explores the multifaceted causes of school dropout and proposes a holistic approach to prevent it. Methods: This article, structured as a comprehensive review, draws information from existing literature and research studies on school dropout. It synthesizes findings from diverse sources, including academic journals, sociological studies, and educational psychology literature. The information presented here is based on a thorough analysis and synthesis of existing knowledge in school dropouts. Results: School dropout is not solely the student's decision but is often a consequence of prolonged exposure to subtle forms of violence and challenges within the educational environment. It can lead to various adverse outcomes, including deviant behavior and extremism. Discussion and Conclusion: A proactive approach within the school ecosystem is crucial. Combating school dropout effectively involves improving the quality of life in schools, eliminating violence, and providing specialized support through school psychologists and assistants. Additionally, teacher training, emotional support, and bridging connections with parents from challenging backgrounds are essential components of this comprehensive strategy. By addressing these issues, schools can create a nurturing environment that minimizes the toll of violence and retains students, ultimately contributing to a more successful educational system.

Hopcan, S., Türkmen, G., & Polat, E. (2024). **Exploring the artificial intelligence anxiety and machine learning attitudes of teacher candidates**. *Education and Information Technologies*, *29*(6), 7281-7301. https://doi.org/10.1007/s10639-023-12086-9
With the advancement of artificial intelligence (AI) and machine learning (ML) techniques, attitudes towards these two fields have begun to gain importance in different professions. One of the affected professions is undoubtedly the teaching profession. Increasing the levels of concern for artificial intelligence and attitudes towards machine learning has become important in order to adapt to potential technologies that will be used. The purpose of this study is to examine the anxiety related to AI and the attitudes towards ML among teacher candidates of different ages, genders, and fields. This study investigates the relationships between sub-dimensions of anxiety towards artificial intelligence and attitudes towards machine learning, as well as to identify differences in these sub-dimensions among gender, age, and department. The findings suggest that although teacher candidates from different disciplines, ages, and genders do not have any concerns regarding learning about artificial intelligence, they do express anxiety about the impact of artificial intelligence on employment rates and social life. The results of this study can be beneficial for developing instructional programs that focus on AI in the long run, considering factors such as age, personal experience, gender, and field-specific elements.

Ji, Y., Qiao, D., Zhang, D., & Xu, T. (2023). **Is stress motivation? Effects of perceived stress on online self-directed learning of college students in China**. *Education and Information Technologies*. https://doi.org/10.1007/s10639-023-12082-z
The COVID-19 pandemic has popularized online learning as a mode of teaching and learning in universities, thereby exacerbating college students' stress levels in multiple ways. To enhance the quality of college student training, it is crucial to investigate the

impact of perceived stress on their online self-directed learning. Using questionnaire data from 969 college students across China, this study performed an empirical analysis of the influence of perceived stress on their online self-directed learning, while also exploring the mediating role of phone dependence and the moderating role of self-management ability. The findings indicate that, firstly, perceived stress has a significant and positive effect on college students' online self-directed learning. Secondly, phone dependence masks the positive impact of perceived stress on students' self-directed learning, thereby weakening the effects of employment and learning stress on their online self-directed learning. Thirdly, self-management ability positively moderates the relationship between employment, social, interpersonal, and learning stress and college students' online self-directed learning. Fourthly, rural college students' online self-directed learning is more susceptible to employment, social, and interpersonal stress; vocational college students' self-directed learning is more influenced by employment, social, and learning stress; and students in the "Double First-Class" initiative universities are more likely to develop phone dependence. Therefore, this paper asserts that using stress reasonably, controlling stress appropriately, channeling stress properly, and enhancing self-management abilities can aid college students in learning autonomous online.

Kasik, L., Jámbori, S., Gál, Z., & Tóth, E. (2024). **Friendship Functions in Adolescence: Hungarian Version of the McGill Friendship Questionnaire**. *Canadian Journal of School Psychology*, *39*(2), 151-169. https://doi.org/10.1177/08295735241242591
The aim of the study was to explore same-sex and opposite-sex friendship functions among 12 to 13- and 16 to 17-year-old Hungarian adolescents (n = 304). To explore perceptions of friendship functions, the McGill Friendship Questionnaire (MFQ, 30 items, 6 factors: stimulating companionship, help, intimacy, reliable alliance, self-validation, emotional security) was used. The confirmatory factor analysis did not support the theoretical structure of MFQ. Based on the exploratory factor analysis, the 26-item Hungarian version of MFQ can be used to measure adolescents (the original 6 factors were retained). The internal reliability indices of the MFQ versions (same and opposite sex) were adequate (Cronbach's a: .69–.88). The results only partially confirmed the age and gender hypotheses. Based on the results, the older students are more likely to acknowledge the achievements and positives of a friend for both same-sex and opposite-sex friends, as well as intimacy for opposite-sex friends. Also among older students, we identified several significant gender differences: for girls, all features of friendship were more important, except self-validation in same-sex friendship. In the opposite-sex relationship, only stimulating companionship and reliable alliance are more important for girls. The results raise the possibility that friendship functions build on and reinforce each other with age.

Kilborn, K., Newton Montgomery, J., Li, J., Shooshtari, S., Roy, R., Cheri, B., … Gaulke, T. (2024). **Feasibility of Evidence-Based Social and Emotional Learning in Prairie Canadian Schools**. *Canadian Journal of School Psychology*, *39*(2), 132-150. https://doi.org/10.1177/08295735241234782
This study examined opportunities and barriers for implementing evidence-based Social and Emotional Learning (SEL) programs in Prairie Canadian Schools. Educators from Manitoba, Saskatchewan and Alberta completed an online survey on SEL feasibility and reported on five feasibility domains: (1) attitudes about SEL, (2) knowledge about SEL, (3) job stress, (4) resources for implementing SEL, and (5) SEL practices. Results indicated that positive attitudes toward SEL significantly predicted increased perceived feasibility for

evidence-based SEL implementation. Additionally, both knowledge and access to resources predicted increased SEL practice by Prairie Canadian educators. Analyses for open-ended responses paralleled quantitative results. Specifically, Canadian educators had positive views about SEL programing, but like previous research conducted in other countries, indicated that they require better access to SEL training, and resources (e.g., more time to plan and teach SEL, funding and program materials). A unique Canadian context-related finding from this study was that some Prairie Canadian educators indicated a paucity of French materials for SEL programs, which impeded implementation. In order to effectively implement evidence-based SEL in Prairie Canadian schools, policy makers must address the indicated barriers for Canadian educators, such as increased SEL training and resources, and easy access to appropriate French materials.

Kim, S., Jin, K., & Bian, L. (2024). **Gender brilliance stereotype emerges early and predicts children's motivation in South Korea**. *Child Development*, 95(3), 913-928. https://doi.org/10.1111/cdev.14043
Recent work suggests that the stereotype associating brilliance with men may underpin women's underrepresentation in prestigious careers, yet little is known about its development and consequences in non-Western contexts. The present research examined the onset of this stereotype and its relation to children's motivation in 5- to 7-year-old Korean children (N = 272, 50% girls, tested 2021 to 2022). At age 7, children attributed brilliance to men when evaluating Asians and Whites, and girls became less interested in participating in intellectually challenging tasks than boys. Notably, this gender difference in interest was mediated by children's endorsement of the stereotype. The generalizable early emergence of the gender brilliance stereotype and its detrimental implications press the need to tackle gender imbalance in early childhood.

Kindelberger, C., Chauchard, E., Robin, F., Bret, A., & Guignard, J.-H. (2024). **Différences inter-individuelles dans les besoins fondamentaux et le bien-être des étudiants selon certaines caractéristiques sociodémographiques**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557117
Différences inter-individuelles dans les besoins fondamentaux et le bien-être des étudiants selon certaines caractéristiques sociodémographiques

Labat, H., Ecalle, J., Dujardin, E., Thierry, X., & Magnan, A. (2024). ***Difficultés et dispositifs d'aide en lecture à la fin du CP dans la cohorte ELFE Quelques pistes de réflexion pour la pratique du psychologue de l'Education nationale***. Consulté à l'adresse https://hal.science/hal-04556589
Cette recherche analyse les habiletés en littéracie émergente et en lecture de la cohorte d'enfants scolarisés en CP de l'Etude Longitudinale Française depuis l'enfance (ELFE). L'objectif est double : (1) faire un état des lieux des profils d'apprentis lecteurs (N=14 470) ; (2) examiner les relations entre les dispositifs d'aide et les performances en littéracie (N=1 705). Deux dimensions reliées sont mises en évidence, le langage oral (LO : segmentation phonémique et compréhension orale) et le langage écrit (LE : lecture de mots et compréhension écrite). L'hétérogénéité des performances se manifeste par l'existence de quatre profils d'apprentis-lecteur : avec (LO- ; LE-) ou sans difficultés en LE et en LO (LO+ ; LE+), deux groupes aux profils inverses avec soit des difficultés en LE (LO+ ; LE-), soit des difficultés en LO (LO- ; LE+). Les enfants les plus faibles dans ces deux

dimensions bénéficient de dispositifs d'aide, notamment au sein de l'école. Néanmoins, tous les enfants en difficultés de LE n'en bénéficient pas. La discussion souligne l'intérêt de l'évaluation et de la prévention des difficultés en lecture par les psychologues de l'Education nationale.

Labrell, F., Hassler, C., Fabre, M., Geffroy, V., Bretaudeau, S., Dumas, A., … Mallet, P. (2024). **Outil numérique innovant à destination des jeunes S/sourds et des jeunes malentendants (ONISE) : un questionnaire en ligne sur leur épanouissement relationnel**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 233-258. https://doi.org/10.3917/nresi.098.0233
L'objectif de cette étude transversale est d'investiguer l'épanouissement relationnel de jeunes S/sourds et de jeunes malentendants français au sortir de l'adolescence. Compte tenu de l'inexistence d'un outil adapté et accessible pour recueillir l'avis de ces jeunes, le préalable à cet objectif a été la construction d'un auto-questionnaire en ligne, élaboré dans le cadre d'un appel à projet. Pour le recueil des données, nous avons eu recours au questionnaire en ligne, à des observations participantes en établissements pour les S/sourds, de même qu'à des focus groupes de jeunes sourds et de jeunes malentendants dans ces établissements. Les résultats obtenus sur 40 jeunes, âgés de 18 à 25 ans, montrent que leur épanouissement relationnel en termes de qualité de vie, de participation sociale et d'humeur dépressive n'est pas très éloigné de l'épanouissement relationnel d'autres jeunes S/sourds d'origine différente ou de jeunes français entendants. L'accessibilité de l'outil est globalement satisfaisante même si les observations et les analyses des échanges issus des focus groupes mettent en évidence des difficultés d'accès à certaines questions.

Lauricella, M. (2024). **Souffrances adolescentes: quand la santé mentale traverse les frontières de l'éducation**. *Dossier de veille de l'IFÉ*, (148), 1-28. Consulté à l'adresse https://ife.ens-lyon.fr/portail-de-ressources/souffrances-adolescentes-quand-la-sante-mentale-traverse-les-frontieres-de-leducation
Les multiples rapports institutionnels et scientifiques – français comme internationaux – sur la santé mentale sont unanimes : on constate un nombre croissant d'adolescent·es éprouvant des difficultés psychiques, allant des périodes de tristesse prolongées, aux idées suicidaires, en passant par des troubles anxio-dépressifs. Étape délicate de l'existence, bousculée par de nombreux changements, l'adolescence est un moment privilégié pour intervenir de façon préventive avant que les pathologies mentales ne s'aggravent et ne deviennent chroniques à l'âge adulte. Cette période de construction est fortement encadrée par les institutions d'enseignement secondaire et supérieur. Elles constituent ainsi des sphères de socialisation structurantes pour la santé mentale des adolescent·es. En outre, la recherche, notamment anglo-saxonne, a mis au jour les liens entre une bonne santé mentale et la réussite scolaire. Dans ce sillage, les institutions d'enseignement sont désormais identifiées comme des espaces privilégiés de repérage, voire de prévention, des souffrances psychologiques des élèves et des étudiant·es. Au regard de ces données, l'enjeu de ce Dossier de veille n° 148 est d'analyser les interactions entre les manifestations des souffrances psychiques des adolescent·es et leurs parcours scolaires et universitaires. Ainsi, la première partie propose une définition de la santé mentale, dresse les contours des difficultés psychologiques rencontrées par les adolescent·es selon leurs niveaux scolaires, et identifie les principaux facteurs de risque d'une dégradation de leur santé mentale. La deuxième section analyse les traductions des souffrances psychiques des jeunes dans les institutions d'enseignement,

et leurs conséquences sur leurs trajectoires scolaires, mais également personnelles. Enfin la troisième partie dresse un panorama – non exhaustif – des réponses apportées par les institutions d'enseignement secondaire et supérieur face aux difficultés psychologiques des élèves et des étudiant·es. Plus spécifiquement ancré dans un contexte français, ce travail de synthèse permet également d'avoir un regard ponctuel sur des données et des expériences internationales.

Leborgne, A., & Sauter, C. (2024). **Devenir l'auteur de sa vie à travers la prise de conscience de ses forces dans un module de PPP**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557116
Devenir l'auteur de sa vie à travers la prise de conscience de ses forces dans un module de PPP

Lévy-Garboua, L., Gazel, M., Berlin, N., Dul, J., & Lubart, T. (2024). ***Creative cognition as a bandit problem***. https://doi.org/10.1016/j.lindif.2024.102438
This paper draws a parallel between creative cognition and a multi-armed bandit problem involving learning from experience in an uncertain environment. Special emphasis is put on the optimal sequencing of divergent and convergent behavior by showing that divergence must be inhibited at one point to converge toward creative behavior so that excessive divergence is counterproductive. We test this hypothesis with a behavioral experiment, using measures of individual divergence and convergence components of creative potential in high school students. Results confirmed that a mix of divergence and convergence predicted high performance in a bandit task but not in a purely random task or in a simple repetitive task. These predictions are maintained after controlling for sex, personality, incentives, and other factors. As hypothesized, creative cognition was necessary for high performance under the appropriate conditions. However, it was not necessary to get high grades in a traditional school system.

Manzoni, C., de Clercq, M., & Coertjens, L. (2024). **Soutenir le bien-être et la réussite d'une diversité d'étudiants : analyse des effets de la flexibilité psychologique**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557175
Soutenir le bien-être et la réussite d'une diversité d'étudiants : analyse des effets de la flexibilité psychologique

Marceau, J., Pouliot, È., & Bergeron-Leclerc, C. (2024). **Maternité et haut potentiel : résultats d'une étude qualitative exploratoire**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 193-212. https://doi.org/10.3917/nresi.098.0193
À ce jour, il n'existe pas de définition du haut potentiel qui fasse unanimité au plan scientifique (Caron et al., 2021). Ce phénomène est malgré tout associé à de nombreuses répercussions psychologiques, sociales et scolaires chez les enfants concernés (Loureiro et al., 2010 ; Siaud-Facchin, 2010). Le vécu des parents qui vivent avec un enfant à haut potentiel demeure toutefois peu documenté. Cet article s'intéresse au vécu de 12 mères d'enfants à haut potentiel. Il met en évidence les conséquences de cette condition sur leur vie personnelle, familiale et financière. Les résultats de l'étude mettent de l'avant l'importance de soutenir les mères d'enfants identifiés comme étant à haut potentiel, puisque certaines d'entre-elles doivent composer avec des défis supplémentaires dans leur rôle parental (Deborah, 2006).

Marquez, J., Lambert, L., & Khanna, D. (2024). **Exploring factors associated with student wellbeing in the United Arab Emirates: PISA 2018**. *Journal of Research in International Education*, 23(1), 41-59. https://doi.org/10.1177/14752409241243011
Interest in how to promote student wellbeing in schools is growing. Research shows that some drivers of wellbeing are universal, but others are country-specific. No prior study has investigated this question in the United Arab Emirates (UAE), where geographic, socio-demographic and school type differences in student wellbeing are substantial. We address this gap by using multilevel regression to analyse data from the PISA 2018 study. Our focus is on life satisfaction, positive affect, negative affect, meaning and purpose in life, and mental health symptoms of internalizing difficulties. We find large school effects on student wellbeing, the second largest school effects out of 56 countries. School resources are of little importance, whereas factors related to time use, social connections, health and body image, positive school climate, and feelings around school and education are important correlates. These factors help explain a substantial part of the wellbeing inequalities observed across types of schools in the UAE.

Papi, C. (2024). *Favoriser l'apprentissage et le bien-être*. Consulté à l'adresse https://www.puq.ca/catalogue/livres/favoriser-apprentissage-bien-etre-4495.html
La gestion de la pandémie de COVID-19 a exacerbé les failles du système scolaire et a entraîné des répercussions importantes sur l'apprentissage des élèves ainsi que sur la santé physique et mentale des enfants, des adolescents et des adultes qui les entourent. Réalisée entre l'été 2021 et l'été 2023, la recherche présentée dans cet ouvrage s'intéresse aux mesures instaurées par le gouvernement québécois concernant le bien-être de ces derniers, le tutorat et la glissade de l'été. Elle se fonde sur une revue de la littérature à ce sujet, sur 153 entretiens menés auprès d'actrices et d'acteurs des milieux scolaires, d'instances régionales de concertation et de différentes organisations, ainsi que sur les réponses de 309 directions d'écoles à un questionnaire. Cet ouvrage vise à faire le point sur la situation actuelle pour permettre de s'y adapter et s'adresse aux professionnelles et aux professionnels de l'éducation et de la recherche dans le domaine ainsi qu'aux responsables politiques et aux familles. La première partie permet de faire le point sur l'évolution de la situation et met en évidence une augmentation des lacunes et des difficultés constatées chez certains élèves ainsi que leurs répercussions sur les personnes qui leur enseignent. Elle présente également différentes initiatives prises par les directions d'écoles pour soutenir les élèves et le personnel scolaire. La deuxième partie porte sur les dispositifs d'accompagnement scolaire et tout particulièrement le tutorat. Elle fait ressortir la diversité des dispositifs proposés pour faciliter l'apprentissage et leurs effets positifs. La troisième et dernière partie traite des oublis qui ont lieu durant les vacances estivales et des dispositifs déployés pour aider les enfants et les adolescents à maintenir leurs acquis. Elle met en lumière l'existence d'une grande variété d'activités susceptibles de soutenir le bien-être et l'apprentissage durant l'été.

Prabaharan, N., Dane, A. V., & Spadafora, N. (2024). **Balance of Power in Peer Victimization: The Role of Rivalry and Vulnerability**. *Canadian Journal of School Psychology*, 39(2), 170-188. https://doi.org/10.1177/08295735241237910
This study investigated characteristics associated with two kinds of peer victimization—bullying victimization and adversarial victimization—distinguished by different balances of power between the perpetrator and victim. Specifically, we examined whether bullying victimization (victim has less power than perpetrator) would be experienced to

a greater extent by vulnerable adolescents with psychosocial difficulties (fewer close friendships, emotional symptoms) and less peer esteem (physical attractiveness, perceived popularity, dating popularity, and prestige). In contrast, we investigated whether adversarial victimization, in which the victim has equal or greater power than perpetrator, would be experienced by adolescents perceived as rivals because they are held in high esteem by peers. A total of 599 adolescents aged 9 to 14 years (M = 11.93; SD = 1.40) completed a self-report measure of emotional symptoms and peer nomination measures of victimization, close friendship, physical attractiveness, dating popularity, perceived popularity, and prestige. Bullying victimization was negatively associated with close friendships, physical attractiveness, perceived popularity, and prestige, whereas adversarial victimization was positively associated with all four indicators of peer esteem. The results demonstrate the importance of measuring the power balance between the perpetrator and victim when studying peer victimization. Findings are discussed from an evolutionary perspective suggesting that victims of bullying are selected by perpetrators to achieve adaptive benefits while minimizing retaliatory, reputational, and social costs, whereas victims of adversarial aggression are targeted as rivals in competition for status and mates.

Reilly, E. L., Vitrano, J., Alimonti, S., Cerruto, A., Lamonica, J., Weilandics, L., & Rose-Tomo, C. (2024). **Neurodivergent Students' Perspectives of a Summer College Transition Program**. *Revue de La Neurodiversité*, *2*(1). Consulté à l'adresse https://hal.science/hal-04539706
This paper examines neurodivergent students' perspectives following participation in a summer college transition program. Program goals included promoting academia, self-advocacy, independent living, and the college social atmosphere for neurodivergent college-bound and college students. In year one of this transition program, six students completed the program, followed by eight students in year two. This paper will describe the college transition program, student feedback, and beneficial modifications applied to the second year of the program. Overall, survey responses indicated that students from both program years reported positive outcomes in the areas of engaging in extracurricular activities, establishing peer relationships, and self-advocacy. The implications of this program are discussed, as well as future directions to provide appropriate university support year-round for neurodivergent students.

Reysen, R., Balkin, R., & Winburn, A. (2024). **Predicting Academic Entitlement for College Students on Academic Probation Using Factors of Life Balance and Gaming Addiction**. *College Teaching*, *72*(2), 126-134. https://doi.org/10.1080/87567555.2022.2116554
The purpose of this study was to explore the relationship between academic entitlement, gaming, addiction, and life balance. College students (n = 230) on academic probation (cumulative GPA < 2.0) enrolled at a large, public southern university participated in the study. We were able to successfully predict entitlement using life balance subscales; specifically, global health and quality of relationship subscale scores predicted academic entitlement. We did not find a significant relationship between gaming addiction and life balance. Additionally, we found that the probation students in this sample lead fairly balanced lives in most domains, but struggle with stress and academic entitlement to some degree. Implications and recommendations are also discussed.

Thouin, É., Lavoie, L., Dupéré, V., & Archontakis, C. (2018). **Décrochage scolaire et contexte psychosocial et sociogéographique, processus dynamique de stress et**

parcours de vie : proposition d'une modélisation. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 51(3), 61-77. https://doi.org/10.3917/lsdle.513.0061

Le décrochage scolaire est souvent perçu comme le résultat d'une longue accumulation d'échecs et de désengagement scolaires. Bien que cette perspective corresponde à la réalité de plusieurs décrocheurs, elle masque l'importante hétérogénéité des trajectoires menant au décrochage. La recherche suggère par exemple que des élèves choisissent de quitter l'école en raison de difficultés apparaissant plus tard dans leur scolarité, comme l'émergence d'un problème de santé ou de l'intimidation sévère par les pairs. Les trajectoires du décrochage scolaire varient aussi vraisemblablement selon les caractéristiques des milieux au sein desquels les jeunes évoluent (urbains ou ruraux, défavorisés ou nantis). L'objectif de cet article est de présenter un nouveau cadre du décrochage scolaire ancré dans les approches du processus dynamique du stress et des parcours de vie à partir des résultats d'études nord-américaines récentes. Le processus dynamique du stress permet une analyse minutieuse des situations susceptibles de précipiter la décision de décrocher, alors que les parcours de vie situent ces événements dans une perspective plus large, englobant les trajectoires de vies complètes et les contextes macrosociaux comme le territoire géographique.

Virouleau, A., & Thomas, M. (2024). **Une tâche authentique pour favoriser le sentiment d'appartenance des primo-entrants dès leur arrivée dans le supérieur**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557180

Une tâche authentique pour favoriser le sentiment d'appartenance des primo-entrants dès leur arrivée dans le supérieur

Wagner, C. J. (2024). **Toward a Shared Conception of Children's Content Area Identities in Literacy, Math, and Science: A Systematic Integrative Review**. *Review of Educational Research*, 94(3), 343-375. https://doi.org/10.3102/00346543231184888

The concept of identity has been used to interrogate a wide range of topics about children's learning in the content areas, including learning in literacy, math, and science. Despite this, there is a paucity of attention to how the construct of identities is conceptualized across content areas. This systematic integrative review aims to develop an empirically grounded view of how identities are conceptualized in childhood across content areas and to consider the feasibility of a shared conception of content area identities. To do this, the review examines 66 articles on content area identities in early childhood and childhood (birth through Grade 5). Findings show diverse theories are used to examine content area identities in children and at the same time significant consensus in the underlying assumptions about what content area identities are and how they develop. These findings suggest that researchers move away from the current siloed approach to content area identity research and toward a more connected field of study.

Wang, Y. N., & Low, H. M. (2024). **Effects of Motivation on Chinese EFL Students to Read English Text on Social Media**. *Education and Information Technologies*, 29(6), 7465-7486. https://doi.org/10.1007/s10639-023-12040-9

The expanding use of social media has the potential to enhance the quality of English as a foreign language (EFL) instruction and learning. The purpose of this online survey-based study was to investigate the mediating effects of intrinsic and extrinsic motivation for reading English social media text among 348 Chinese undergraduate EFL learners. PLS-

SEM analyses revealed a significant relationship between the extrinsic motivation to read English text on social media and English language performance. In addition, the extrinsic motivation was also found to significantly mediated the relationship between English reading self-efficacy and English language performance. The findings indicate that in the context of reading English text on social media amongst Chinese undergraduate EFL learners, extrinsic motivation rather than intrinsic motivation mediates the relationship between English reading self-efficacy and English language performance, implying the potentials to use social media as an instructional medium to improve EFL teaching and learning outcomes in China.

White, N., Milicev, J., Bradford, D. R. R., Rodger, A., & Gardani, M. (2024). **The mental labyrinth of postgraduate research: a qualitative study of postgraduate mental health and wellbeing and the impact of the supervisory relationship**. *Higher Education*, *87*(5), 1211-1226. https://doi.org/10.1007/s10734-023-01061-5
Postgraduate research students (PGRs) experience disproportionately high levels of psychological distress. Many factors contribute to this poor mental wellbeing and relate to each other in complex and dynamic ways. However, the relationship between PGRs and their supervisor(s) is known to strongly affect the wellbeing of the former. This study explores the mental health and wellbeing of PGRs with a focus on the role of the student—supervisor relationship. Using combined qualitative data from a large survey of PGRs and focus groups and reflexive thematic analysis, we found that PGRs experience the overarching process of obtaining a research degree as a mental labyrinth. Three constituent themes were identified: (1) inequity in navigating the labyrinth, (2) the labyrinth as a place of uncertainty and isolation, and (3) supervisors as labyrinth guides, not mental care providers. The results suggest that significant inequities exist which contribute to poorer mental wellbeing in particular subgroups of PGRs, both in general and specifically in relation to the supervisory relationship. Experiences of loneliness and ambiguity around progress were also identified as being detrimental to mental health. Furthermore, although supervisors can be a vital source of support and have a positive influence on PGR mental health, students recognise supervisors cannot reasonably be expected to act as professional mental health care providers and institutions must do more to provide equitable access to mental health support services.

Xu, W., Yang, L.-Y., Liu, X., & Jin, P.-N. (2024). **Examining the effects of different forms of teacher feedback intervention for learners' cognitive and emotional interaction in online collaborative discussion: A visualization method for process mining based on text automatic analysis**. *Education and Information Technologies*, *29*(6), 6525-6551. https://doi.org/10.1007/s10639-023-12097-6
Teacher feedback is the key to online collaborative discussion. To investigate the effects of different forms of teacher feedback intervention on learners' cognitive and emotional interactions in online collaborative discussion, this study collected collaborative discussion text data of online collaborative learners. Based on the framework of Community of Inquiry theory, naive Bayes algorithm for automatic coding of collaborative discussion text data was adopted. A bivariate (with or without emotion/guidance) experiment was designed based on teacher feedback. The participants of this study were college students (N = 109, average age = 20) of normal major participating in Teaching System Design. They were randomly divided into four experimental groups. In each experimental group, 4–5 people work in a group for collaborative learning. This study adopts quasi experimental research method, and the

experiment period is 10 class hours. Reliability analysis, automatic text coding and ANOVA of cognitive-affective variables were used to conduct process mining for the collaborative discussion of four groups of learners by using heuristic mining algorithms. It found that different forms of teacher feedback have different effects on learners' cognitive emotion. Teachers' emotional feedback promotes learners' emotional interaction and cognitive interaction, which is easier to promote learners' cognitive interaction. Different forms of teacher feedback promote four types of cognitive emotion interaction process. This suggests that the multi-branch type of voice prompt feedback group has the best effect on learners' cognitive and emotional impact.

Aspects sociaux de l'éducation

Aksoy, C. G., Khanna, G., Marino, V., & Tumen, S. (2024). ***Hometown Conflict and Refugees' Integration Efforts*** (IZA Discussion Paper N° 16862). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16862.htm
How does violence in origin areas affect the educational outcomes of refugees in their destinations? Using administrative panel data, we find that heightened violence in the hometowns of Syrian students leads to improvements in their school outcomes in Türkiye. Turkish language and Math scores of refugee students improve, with larger impacts on Turkish scores. There is no impact on naturalized Syrian students. We observe positive spillovers on Turkish students. These findings suggest ongoing violence in refugee-origin areas reduces the prospect of returning home, and induces students to increase their integration effort by investing in education.

Alava, S., Chaouni, N., & Rasha, N. (2024). ***Extreme digital content: study of radical conversations by ultra-right groups in France***. Consulté à l'adresse https://hal.science/hal-04561644
Extremist forms of action online: indoctrination processes and discourse The forms of extremist action are diverse and can vary according to the ideology, motivation, internal organization, external support, objectives and resources of the entities, groups or individuals involved, sometimes in isolation [Reference]. In this chapter, we take a particular interest in the organization of ultra-right-wing groups on the web, and in particular on social media. Online violent discourse and forms of action represent a complex, multi-factor (Neumann, 2015; Bouchard, 2015) and constantly evolving phenomenon. We now know that massive use of social media has an amplifying effect on the proliferation of violent content (Conway, 2006; 2007; 2011), particularly for isolated individuals (Ravndal, 2013) and notably through the spread of extremist ideas (Conway, 2006, 2007). This can be explained by the widespread use of pseudonyms, anonymity and the growing availability of encrypted platforms (Telegram, Discord or Signal). The Internet offers radical ideologies a global reach (Conway, 2006) through sophisticated online marketing techniques and persuasion efforts enabling radical groups to attract new followers. Social media, online forums and instant messaging applications have become essential channels for their communication, especially as they offer attractive graphic formats to embellish violent messages (Colin, Lefebvre and Casoni 2022). This rapid evolution in usage forces researchers to constantly adapt to new technologies and new online communication modalities (Settoul, 2022; Turpin, 2022). This work was funded by the CounteR project - « Privacy-First Situational Awareness Platform for Violent Terrorism

and Crime Prediction, Counter Radicalization and Citizen Protection », framed within the European Union's Horizon 2020 program (Grant agreement: 101021607).

Allouch, A., & Espagno-Abadie, D. (2024). *Contester Parcoursup*. Consulté à l'adresse https://www.pressesdesciencespo.fr/fr/book/?GCOI=27246100199890
Alors que la mise en place de Parcoursup visait, par le recours technique à une plateforme, à dépolitiser la question de l'accès dans l'enseignement supérieur, cette réforme aboutit au contraire à une politisation accrue de la question, y compris chez des candidats et des familles traditionnellement éloignées des répertoires d'action plus conflictuels.C'est ce que donnent à voir les recours liés à l'accès à l'enseignement. Leur croissance est à la hauteur du fort sentiment d'injustice que suscitent les refus d'admission. Les suppliques administratives adressées par les familles (souvent de classe moyenne et supérieure) sont révélatrice de l'inquiétude qui les gagne, altérant leur rapport aux institutions scolaires. Mais les juges peuvent-ils se prononcer sur le mérite d'un élève?Annabelle Allouch est maîtresse de conférences en sociologie, à l'UPJV, CURAPP-ESS. Elle est notamment l'auteure de Mérite (« Le mot est faible », Anamosa, 2021) et Les nouvelles portes des grandes écoles (Puf, 2022).Delphine Espagno-Abadie est maîtresse de conférences en droit public à Sciences Po Toulouse.

Bam, A., Walters, C., & Jansen, J. (2024). **Care and academic work in a pandemic lockdown: a study of women academics in South Africa**. *Higher Education*, *87*(6), 1791-1807. https://doi.org/10.1007/s10734-023-01091-z
The lack of women in leadership across higher education has been problematised in the literature. Often, contemporary discourses promote "fixing the women" as a solution. Consequently, interventions aimed at helping women break through "the glass ceiling" abound. We argue that the gendered power relations at play in universities cause entrenched inequalities to remain in place, regardless of measures implemented for and by women. This article reports on a study of the impact of COVID-19 on 2029 women academics in South Africa. We examine how academic women's roles as nurturers at home are extended to their roles as carers at work, and how these impact their prospects for career progression. The article further shows how expectations placed on women academics as carers contribute to gendered dimensions of inequality that are detrimental to both their own well-being and careers. Finally, we call on higher education institutions to "fix themselves", rather than "the women", if they want to dismantle gender inequalities.

Bernard, C., Jacomino, M., Mohib, N., Urrego, V. A., & Tap, H. (2024). **IngéPLUS, donner de l'ambition aux jeunes de milieux modestes dans les filières techniques et agricoles**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557135
IngéPLUS, donner de l'ambition aux jeunes de milieux modestes dans les filières techniques et agricoles

Bettendorff, F., Valente, G., Pelletier, L., Galiano, A. R., & Fabre, M. (2024). **Diversité des vies étudiantes en première année de licence : vers des profils de vulnérabilités ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557123
Diversité des vies étudiantes en première année de licence : vers des profils de vulnérabilités ?

Boelmann, B. (2024). ***Women's Missing Mobility and the Gender Gap in Higher Education: Evidence from Germany's University Expansion*** [CRC TR 224 Discussion Paper Series]. Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://econpapers.repec.org/paper/bonboncrc/crctr224_5f2024_5f518.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 universities 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-indifferences (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.

Bournaud, I., Gallezot, M., Clavel, C., & Ramage, M.-J. (2024). **Étonnements de primo-entrantes à l'université : nature et diversité**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557126

Étonnements de primo-entrantes à l'université : nature et diversité

Bunnell, T., & Poole, A. (2024). **The social reality of working overseas in the 'Chinese Internationalised School': Exploring cliques as a precarity and insecurity coping strategy**. *Journal of Research in International Education*, 23(1), 89-105. https://doi.org/10.1177/14752409241242092

The number of international schools hit the 6,000-mark in 2012, and the 13,000-mark in 2022. In spite of continuous growth and diversity of provision, paradoxically some literature continues to paint a largely negative sociological imagination, associating the arena with micro-politics, high turnover, and increasing precarity. At the same time, the social reality of working in the arena remains under-reported and under-theorised. The largest number of international schools are now in China, where two-thirds are of the 'non-traditional' type. Our paper focuses on the experiences of two expatriate teachers in that relatively new field. In order to address the questions of 'how do teachers cope?', and 'what strategies do they adopt?', our paper delves into the under-reported social reality of 'cliques'. By adopting a 'positive sociology' lens of inquiry, we begin to address the role that cliques-formation might have in dealing with precarity and insecurity, especially that of 'friendship precarity' caused by constant transitions and short-term contracts. It can be seen that cliques offer a natural, quick, and practical solution to addressing precarity, helping over time to create resilience, and should not be viewed solely within a negative sociological imagination.

Café pédagogique. (2024, avril 25). **Contester Parcoursup. Sociologie d'une plainte.** Consulté 28 avril 2024, à l'adresse Le Café pédagogique website:

https://www.cafepedagogique.net/2024/04/25/contester-parcoursup-sociologie-dune-plainte/

« Parcoursup », du nom de sa plateforme est devenue la bête noire de générations de bachelières et bacheliers, comme de leurs familles. Il est le nom du système numérique algorithmique de sélection et d'orientation des élèves et étudiant·es qui a succédé à la plateforme APB. La réforme Parcoursup de 2018, en lien avec le bac Blanquer,…

Constans, A. (2024). **Performances et parcours des étudiants en licence : effets des variables socio-démographiques et scolaires**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557162
Performances et parcours des étudiants en licence : effets des variables socio-démographiques et scolaires

Couturier, L. (2024). ***Les élèves du secondaire issus de l'immigration et le programme de formation de l'école québécoise : une analyse de leur expérience***. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32617
Au Québec, peu de recherches se sont intéressées à l'expérience scolaire des élèves issus de l'immigration par rapport aux contenus d'apprentissage régis par le programme de formation de l'école québécoise (PFEQ). Ce mémoire vise à décrire cette expérience à partir de leur perception des savoirs transmis à l'école secondaire, plus précisément dans les disciplines suivantes : français (langue d'enseignement), histoire et éducation à la citoyenneté, histoire du Québec et du Canada et de monde contemporain. En guise de cadre d'analyse, nous avons mobilisé la théorie de l'expérience scolaire de Dubet (Dubet, 1994 ; Dubet et Martuccielli,1996) afin de mettre en exergue la place des savoirs dans l'expérience vécue par les élèves immigrants. Nous inscrivons cette recherche dans une posture épistémologique interprétative. La collecte des données a été réalisée dans une école secondaire à forte diversité ethnoculturelle dans la grande région de Montréal en deux temps. Nous avons d'abord effectué un entretien de groupe semi-dirigé avec quatre enseignants des disciplines de français et d'histoire, ensuite poursuivi avec sept entretiens individuels auprès d'élèves issus de l'immigration en cinquième secondaire. À la lumière des arbres thématiques générés par l'analyse des données recueillies, notre étude révèle que les élèves entretiennent une relation instrumentale avec les contenus d'apprentissage. Ils hiérarchisent les savoirs en fonction de leur utilité tributaire à leurs ambitions et aux conventions sociales et scolaires. Il ressort de cette recherche que les jeunes issus de l'immigration interrogés se positionnent de façon stratégique particulièrement dans le cours de français, langue d'enseignement. D'autre part, nos résultats dévoilent que les élèves issus de l'immigration accordent moins de valeur aux cours d'histoire et qu'ils mettent plutôt de l'avant leurs intérêts et leurs désintérêts vis-à-vis cette discipline. De leur côté, les enseignants interrogés perçoivent aussi la relation de stratégie et de performance chez les élèves de leur milieu scolaire. En conclusion, les connaissances générées par notre étude affichent que les contenus d'apprentissage du programme de formation sont perçus par les élèves issus de l'immigration comme un moyen de mobilité sociale et scolaire. Nous soulignons que ce constat peut être ancré dans le projet migratoire familial de l'élève, mais également lié à l'esprit du temps dans lequel s'inscrit l'école de nos jours. Comme le soulignent les enseignants interviewés, cette relation stratégique avec les savoirs n'est pas particulière aux élèves d'origine immigrée; bien au contraire, elle est aussi présente chez leurs pairs non immigrants.

Duru-Bellat, M. (2024, avril 23). **Les enseignants plus expérimentés dans les établissements les plus favorisés : l'autre fracture scolaire**. Consulté 28 avril 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/lautre-fracture-scolaire/00110234
L'expression « fracture scolaire » est couramment utilisée pour décrire le fossé qui oppose les établissements « chics » et ceux au public très majoritairement défavorisé.

Duru-Bellat, M., & Ben Hamouda, L. (2024, avril 30). **La deuxième fracture scolaire**. Consulté 2 mai 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/30/la-deuxieme-fracture-scolaire/
On évoque beaucoup le manque de mixité sociale au sein des écoles et établissements scolaires en France. Son impact sur la performance scolaire des élèves les plus éloignés

Duru-Bellat, M., & Goudeau, S. (2024, avril 28). **La réussite scolaire, un travail pour les parents…**. Consulté 2 mai 2024, à l'adresse The Conversation website: http://theconversation.com/la-reussite-scolaire-un-travail-pour-les-parents-225843
Un parcours scolaire n'est pas le simple reflet des compétences d'un enfant. La mobilisation des parents est décisive dans la réussite des élèves et l'aide apportée varie selon les milieux sociaux.

Duru-Bellat, M., & Sebastien, G. (2024). *L'intelligence, ça s'apprend ?* (p. 112). Consulté à l'adresse https://www.uga-editions.com/menu-principal/collections-et-revues/collections/actualite-des-savoirs-l-intelligence-ca-s-apprend--1320285.kjsp
Aujourd'hui, qui ne connaît pas ce que signifie le QI - quotient intellectuel ? Mais comment et pourquoi le mesurer ? La capacité intellectuelle se « fabrique »-t-elle à l'école, dans la famille, ou est-elle innée ? L'objectif de cet ouvrage est d'analyser de manière critique, et en s'appuyant sur la recherche, les pratiques de mesure de l'intelligence et leurs dérives idéologiques passées et présentes, ainsi que leurs usages sociaux en milieu scolaire, avec notamment, depuis les années 2000, la montée de la notion d'enfants « à haut potentiel » ou « intellectuellement précoces ». Il entend sensibiliser le grand public, en particulier les enseignants et les parents, aux présupposés de ces mesures qui non seulement véhiculent des conceptions erronées de l'intelligence mais justifient les inégalités en en diffusant une vision figée inscrite dans la nature.

Emile, J., Beaulieu, J., & Pueugue Simo, A. (2024). **Reproduction des ordres genrés dans les programmes de formations professionnelles des personnes réfugiées nigérianes au Cameroun**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 321-340. https://doi.org/10.3917/nresi.098.0321
En croisant le thème de l'humanitaire à celui de l'éducation, cet article propose une analyse centrée sur la reproduction des ordres genrés au sein des programmes de formation professionnelle proposés par les organisations humanitaires aux personnes réfugiées nigérianes du camp de Minawao au Cameroun. Ces ordres se matérialisent tant par des assignations des jeunes gens dans les filières dites traditionnellement féminines ou masculines que par des exclusions éducatives auxquelles ils sont confrontés. On peut donc légitimement se demander comment des organisations humanitaires, qui pourtant prônent l'égalité sociale et de genre, reproduisent des ordres genrés dans les programmes qu'elles mettent en œuvre ? À la lumière du gender mainstreaming, de la théorie de l'intersectionnalité et du concept d'autonomie, combinés à une démarche

statistique et ethnographique, cette recherche tente d'explorer les contradictions d'un secteur qui tend à reproduire des problématiques qu'il cherche pourtant à adresser.

Everaere, P., Marquet, P., Pupin, M., & Secq, Y. (2024). **Dispositifs pour favoriser la venue des adolescentes dans les filières informatiques.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557120
Dispositifs pour favoriser la venue des adolescentes dans les filières informatiques.

Girard, A., Gérard, I., Colin, O., Vanhoolandt, C., & Moyon, M. (2024). **Quand Freinet s'invite à la fac...Quelles sont les effets des relations entre pairs chez des étudiants en grande difficulté ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557167
Quand Freinet s'invite à la fac...Quelles sont les effets des relations entre pairs chez des étudiants en grande difficulté ?

Giraud, F. (2022). **Jouer pour apprendre ? Étude sociologique des modalités d'appropriations des jeux Montessori en familles**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(1), 39-67. https://doi.org/10.3917/lsdle.551.0039
Notre contribution montre que les jeux Montessori attirent inégalement les familles et se trouvent ensuite inégalement utilisés (et pédagogisés) dans l'espace des pratiques familiales éducatives. On observe une variation sociale dans les types de jeux achetés et les modalités de leurs appropriations (l'intensité et la diversité de ces pratiques). Notre analyse permet de faire apparaître trois ensembles d'appropriations parentales que nous décrivons successivement : des appropriations restreintes, des appropriations instrumentales scolaro-centrées et des appropriations en valeur. Les modalités à travers lesquelles les parents enquêtés s'approprient les jeux Montessori révèlent les clivages sociaux des intérêts portés à l'éducation des enfants. Lorsque les mêmes jeux sont achetés, ils font l'objet d'un travail de qualification différencié socialement : tandis que certains parents orientent l'activité vers le jeu et l'appréhension ludique, d'autres la tirent vers les apprentissages scolaires.

Gonzales, L. D., Pasque, P. A., Farris, K. D., & Hansen, J. M. (2024). **Epistemic Injustice and Legitimacy in U.S. Doctoral Education: A Systematic Review of Literature**. *Review of Educational Research*, *94*(3), 423-464. https://doi.org/10.3102/00346543231187628
Epistemic injustice is a condition where knowers and knowledge claims are unduly dismissed. Philosophers suggest that epistemic injustice manifests in three forms: testimonial, hermeneutical, and contributory. Although distinct, all forms of epistemic injustice stem from relations of power, privilege, and positionality — where some have the opportunity and authority to legitimize the knowledge contributions of others. The purpose of this study was to explore the presence of epistemic injustice in U.S. doctoral education through a systematic review of literature. We methodically searched hundreds of peer-reviewed journals for studies focused on teaching, advising, peer interaction, doctoral socialization, and other experiences concerning doctoral education across the humanities, social science, and science disciplines. We retained, reviewed, and analyzed 107 manuscripts. Our analysis revealed epistemic injustice in doctoral education as well as rules that foster the conditions for epistemic injustice. Implications for doctoral education and future research are offered.

Guilmette, A. (2024). *L'éducation musicale en contexte scolaire et la compétence sociale de l'enfant d'âge préscolaire en milieu défavorisé*. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32618
En maternelle, tous les domaines de développement de l'enfant sont sollicités (moteur, cognitif, langagier, affectif et social). Plus particulièrement, l'enfant développe sa compétence sociale par ses diverses interactions avec les autres. En milieu défavorisé, plusieurs enjeux peuvent entraver le développement de l'enfant et la mise en place de mesures préventives est nécessaire. Les recherches des dernières années suggèrent que l'éducation musicale pourrait soutenir le développement global de l'enfant. L'objectif de cette recherche qualitative était d'explorer comment l'éducation musicale en contexte scolaire peut contribuer au développement de la compétence sociale de l'enfant d'âge préscolaire en milieu défavorisé. Dans ce but, des entretiens virtuels semi-dirigés ont été réalisés auprès d'enseignantes de maternelle (n = 2), d'enseignants de musique (n = 2) et de parents (n = 5) d'enfants qui ont participé à un projet d'éducation musicale intensif pendant deux ans (maternelle 4 ans et maternelle 5 ans). Une analyse thématique de contenu semi-inductive a permis de constater que des changements ont été observés dans les relations de l'enfant avec les autres à la suite de sa participation au programme, notamment avec ses enseignants de musique, ses parents et ses pairs. Selon les témoignages des participants, les enfants du programme ont développé leur ouverture aux autres et leur sentiment d'autoefficacité. Aucun mécanisme d'autorégulation des émotions et des comportements chez les enfants n'a été observé par les parents ou par les enseignants. L'instauration d'un programme d'éducation musicale à la maternelle a permis d'offrir un contexte favorable au développement d'un sentiment d'appartenance à l'école et au programme musical chez les enfants, les enseignants et les parents. Les modalités d'un programme musical intensif restent toutefois à définir afin d'être plus adaptés aux besoins de l'enfant d'âge préscolaire et au contexte scolaire.

Herbaut, E. (2024). **Mécanismes décisionnels et inégalites scolaires. Un état des lieux de la littérature anglophone**. *L'Année sociologique*, *74*(1), 19-42. https://doi.org/10.3917/anso.241.0019
Cet article dresse un état des lieux de la littérature publiée en langue anglaise qui interroge les choix éducatifs des élèves et de leurs familles, dans la lignée des travaux de Raymond Boudon. L'accent est mis sur les développements récents en sociologie et en économie qui contribuent à l'évolution des modèles explicatifs. Différentes théories de l'action appliquées aux inégalités éducatives sont présentées et leur validité est discutée, au regard des résultats empiriques. Les travaux rassemblés montrent comment les mécanismes décisionnels peuvent contribuer aux inégalités de réussite scolaire comme aux inégalités d'orientation, tout au long de la scolarité. Ils permettent aussi d'interroger la manière dont le contexte institutionnel module l'ampleur des effets des mécanismes décisionnels dans le système éducatif. Ces travaux contribuent à renouveler et affiner notre compréhension des inégalités scolaires.

Horsch, B., & Ouvrard, P. (2024). **La figure de l'architecte-transfuge : accès aux études, socialisation et insertion professionnelles des étudiant.e.s en architecture issu.e.s des classes populaires - Le cas de l'École nationale supérieure d'architecture de Nantes (ENSA Nantes)**. *Colloque international "Diversité, Réussite[s] dans l'Enseignement Supérieur "*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557141

Cette étude s'inscrit dans le prolongement d'une thèse de doctorat portant sur l'orientation, socialisation et insertion professionnelles des étudiant.e.s et diplômé.e.s architectes à l'ENSA Nantes (Horsch, 2021). Si celle-ci portait sur les sortant.e.s de l'école de 2011 à 2014, cette nouvelle enquête, menée auprès des diplômé.e.s de 2015 à 2018, propose une analyse des parcours, de l'accès aux études jusqu'à l'insertion professionnelle, à l'aulne de leurs origines sociales. En effet, le mode de recrutement des écoles d'architecture favorise l'admission d'étudiant.e.s issu.e.s majoritairement des classes socioprofessionnelles moyennes et supérieures que l'ensemble des capitaux (culturel, économique et social) semble avantager par rapport à la minorité d'étudiant.e.s issus des classes défavorisées admis. En effet, le taux d'étudiant.e.s inscrit.e.s à l'ENSA Nantes en 2016, dont le père appartient aux professions et classes socioprofessionnelles supérieures est de trente points au-dessus de la moyenne nationale (Horsch, 2021, p. 148). Il ressort de l'analyse des trajectoires scolaires que ces transfuges arrivent à compenser leurs décalages socio-culturels en multipliant les expériences professionnelles pendant leurs études et grâce à la cooptation d'enseignant.e.s. Enfin, si les transfuges réussissent leur insertion professionnelle à court terme, ils et elles se trouvent néanmoins dans une posture de reproduction de l'exercice canonique de l'architecte sous forme de salariat, endossant peu de responsabilités.

Kilic, A., & Oller, A.-C. (2022). **La Montessori way of life, une « bonne » manière d'être mère des classes moyennes ?** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(1), 69-89. https://doi.org/10.3917/lsdle.551.0069
Depuis plusieurs années, la pédagogie Montessori connait une diffusion dans les familles notamment grâce à des publications médiatisées ainsi qu'à des produits éducatifs comme des jeux ou des livres estampillés Montessori qui garnissent les rayons des librairies et des magasins. La tendance s'inscrit plus largement dans un mouvement d'évolution de la parentalité. Cet article portera la focale sur les mères qui pratiquent la pédagogie Montessori dans leur cercle familial. Pour l'ensemble des mères que nous avons rencontrées, la référence revendiquée à Maria Montessori et la mise en œuvre de pratiques s'en inspirant, dans la sphère familiale, sont considérées comme un moyen d'être une « bonne » mère. Être une bonne mère suppose également d'être un bon parent d'élève. Plus largement, s'inspirer de la pédagogie Montessori a-t-elle d'autres effets sur la vie de ces mères qui la pratiquent ? Nous postulons en effet que ces pratiques d'inspiration Montessori transforment le quotidien de ces mères de famille au point de constituer un véritable mode de vie que nous appelons « Montessori way of life ». Notre propos s'appuie sur vingt entretiens semi-directifs approfondis réalisés auprès de femmes qui appartiennent toutes aux classes moyennes, dont les trois quarts aux franges supérieures, plus des trois quarts d'entre elles travaillent dans le champ de l'enfance et de la petite enfance.

Kim, S., Jin, K., & Bian, L. (2024). **Gender brilliance stereotype emerges early and predicts children's motivation in South Korea**. *Child Development*, *95*(3), 913-928. https://doi.org/10.1111/cdev.14043
Recent work suggests that the stereotype associating brilliance with men may underpin women's underrepresentation in prestigious careers, yet little is known about its development and consequences in non-Western contexts. The present research examined the onset of this stereotype and its relation to children's motivation in 5- to 7-year-old Korean children (N = 272, 50% girls, tested 2021 to 2022). At age 7, children attributed brilliance to men when evaluating Asians and Whites, and girls became less

interested in participating in intellectually challenging tasks than boys. Notably, this gender difference in interest was mediated by children's endorsement of the stereotype. The generalizable early emergence of the gender brilliance stereotype and its detrimental implications press the need to tackle gender imbalance in early childhood.

Kindelberger, C., Chauchard, E., Robin, F., Bret, A., & Guignard, J.-H. (2024). **Différences inter-individuelles dans les besoins fondamentaux et le bien-être des étudiants selon certaines caractéristiques sociodémographiques**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557117
Différences inter-individuelles dans les besoins fondamentaux et le bien-être des étudiants selon certaines caractéristiques sociodémographiques

Laiduc, G., Slattery, I., & Covarrubias, R. (2024). **Disrupting neoliberal diversity discourse with critical race college transition stories**. *Journal of Social Issues*, *80*(1), 308-340. https://doi.org/10.1111/josi.12600
The college transition can challenge students' sense-making of diversity, race, and oppression. Yet prevailing neoliberal discourses touting the market value of diversity can thwart this potential by promoting color-evasive messaging that avoids reckoning with racism. Guided by Critical Race Theory, we explored incoming students' sense-making of diversity (n = 421) after being exposed to either color-evasive transition stories or more critical stories that discussed intersecting experiences with oppression. Using discourse analysis, we observed that Black, Latinx, and Native students and their Asian and white counterparts reproduced common neoliberal logics emphasizing the educational benefits of diversity. However, critical stories reminded Black, Latinx, and Native students of the limits of diversity to change structures. For Asian and white students, critical stories elicited more aversive reactions and more endorsements of how diversity broadens equal access. Understanding students' diversity discourses can inform how universities engage conversations about difference to counteract neoliberal talk that undermines racial justice.

Leroy, G. (2022a). **Le succès contemporain de Montessori : quels enjeux sociaux pour l'enfance ? Introduction au dossier**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(1), 7-17. https://doi.org/10.3917/lsdle.551.0007

Leroy, G. (2022b). **L'enfant-montessorien : une nouvelle définition sociale de l'enfant ?** *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(1), 19-38. https://doi.org/10.3917/lsdle.551.0019
La figure d'un enfant « montessorien » a le vent en poupe dans de multiples instances de socialisation : écoles publiques, écoles privées, mais aussi dans certaines familles de milieux moyen et supérieur. Par une étude des discours adultes enseignants et familiaux qui valorisent cette nouvelle figure de l'enfant, nous en étudions les caractéristiques idéal-typiques. L'enfant montessorien est un enfant responsable et autonome ; il n'a pas besoin d'injonction adulte pour aller vers les activités d'apprentissage légitimes et les mener à bien. Plus qu'obéissant, il est (doit être) sincèrement intéressé par ces activités, ce qui s'explique notamment par un travail socialisateur familial préalable, qui s'avère continué dans les sphères scolaires. Sous ses formes actuelles, le montessorisme est une pédagogie de la socialisation à l'autonomie enfantine (l'adulte attend que l'enfant fasse de lui-même). Les enfants doivent précocement avoir fait leurs ces attendus

sociaux, ce qui pose la question d'attentes disciplinaires aujourd'hui plus fortes envers eux, et d'une moindre tolérance vis-à-vis des comportements alternatifs.

Livet, P. (2012). **Normes sociales, normes morales, et modes de reconnaissance**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *45*(1-2), 51-66. https://doi.org/10.3917/lsdle.451.0051
RésuméNous n'avons besoin de normes sociales que pour régler des conflits entre des manières opposées d'assurer des coordinations. Le choix d'une norme morale développe, sur le fond d'attentes pragmatiques partagées, une interprétation ou perspective parmi les possibles lectures divergentes des situations en cause, tout en visant une validité qui dépasse les intérêts d'un groupe. Quand il s'agit de normes sociales, nous nous satisfaisons d'un comportement conforme à la norme, à condition qu'il ne soit pas discernable d'un comportement de suivi ou de reconnaissance des normes (qui exige pour être repérable plus de cohérence dans le temps), et que cette reconnaissance puisse être elle-même reconnue comme collective. L'attitude morale implique de plus de reconnaître aussi des normes qui amènent à résister à des normes sociales. Cela conduit à reconnaître la pertinence d'autres normes que les nôtres, ce qui implique la possibilité d'une reconnaissance mutuelle.

Observatoire des inégalités. (s. d.-a). **23 % de la population dispose d'un diplôme bac + 3 ou plus**. Consulté 2 mai 2024, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/niveau-de-diplome-de-la-population
Un quart des Français ont au mieux le brevet des collèges. Les jeunes générations ont fait des études plus longues que le reste de la population, mais les diplômes du supérieur sont loin d'être généralisés.

Observatoire des inégalités. (s. d.-b). **« Dès la maternelle, les élèves de milieux défavorisés prennent moins la parole ». Entretien avec Sébastien Goudeau**. Consulté 2 mai 2024, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Goudeau-inegalites-parole-eleves-maternelle
En classe de maternelle, les enfants de milieux favorisés prennent plus la parole que les autres et ils sont jugés plus « intelligents » par les autres élèves. Dans un entretien, Sébastien Goudeau, enseignant-chercheur en psychologie sociale, revient sur deux expériences qui permettent de mieux comprendre comment se forgent, très tôt, les inégalités.

Ozawa, V., Durrani, N., & Thibault, H. (2024). **The political economy of education in Central Asia: exploring the fault lines of social cohesion**. *Globalisation, Societies and Education*, *0*(0), 1-14. https://doi.org/10.1080/14767724.2024.2330361
This scoping review examines the political economy analysis of education in four Central Asian states – Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. By analysing the intersections of politics, economy, society and education policy, the study aims to understand the impact of post-Soviet education reforms on social justice and cohesion. The findings reveal that despite commitments to building peaceful and inclusive societies, the education systems in these states tend to promote asymmetric nationalist discourses and adopt neoliberal practices, resulting in the marginalisation of vulnerable groups, such as ethnic minorities, women, rural populations, and devout believers. The implications of these findings can inform efforts to promote sustainable positive peace and social cohesion through education.

Peyroche, G., & Vanhoolandt, C. (2024). **Pluri-, inter- et transdisciplinarité : des solutions pour la réussite dans l'enseignement supérieur des jeunes issus de la diversité ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557163
Pluri-, inter- et transdisciplinarité : des solutions pour la réussite dans l'enseignement supérieur des jeunes issus de la diversité ?

Plenty, S., & la Roi, C. (2024). **Peer acceptance and rejection during secondary school: Do associations with subsequent educational outcomes vary by socioeconomic background?** *Child Development*, 95(3), 929-947. https://doi.org/10.1111/cdev.14044
Research shows that peer relationships are associated with students' school adjustment. However, the importance of advantageous and disadvantageous factors for students' educational outcomes may vary by socioeconomic positioning. Drawing on sociometric and register data from a nationally representative sample of Swedish youth (n = 4996, girls 50%; migration background 19%), this study asks if family socioeconomic status moderates associations between youth's peer relationships and their subsequent educational outcomes. Based on preregistered analyses, associations that peer acceptance and rejection at age 14–15 years share with school grades at 16 years and completion of upper secondary school at 20 years were tested. The findings showed that positive and adverse peer relationships are most consequential for the educational outcomes of socioeconomically disadvantaged youth.

Reysen, R., Balkin, R., & Winburn, A. (2024). **Predicting Academic Entitlement for College Students on Academic Probation Using Factors of Life Balance and Gaming Addiction**. *College Teaching*, 72(2), 126-134. https://doi.org/10.1080/87567555.2022.2116554
The purpose of this study was to explore the relationship between academic entitlement, gaming, addiction, and life balance. College students (n = 230) on academic probation (cumulative GPA < 2.0) enrolled at a large, public southern university participated in the study. We were able to successfully predict entitlement using life balance subscales; specifically, global health and quality of relationship subscale scores predicted academic entitlement. We did not find a significant relationship between gaming addiction and life balance. Additionally, we found that the probation students in this sample lead fairly balanced lives in most domains, but struggle with stress and academic entitlement to some degree. Implications and recommendations are also discussed.

Riban, C. (2024). ***L'école dans le quotidien de mères de familles populaires immigrées: Une approche ethnographique***. Consulté à l'adresse https://pur-editions.fr/product/9898/l-ecole-dans-le-quotidien-de-meres-de-familles-populaires-immigrees
Comment retracer une enquête à visée ethnographique, dans un quartier prioritaire de la politique de la ville, portant sur les rapports entre équipes enseignantes et mères de famille populaire ayant un parcours migratoire ? Pourquoi la relation avec les parents est-elle recherchée par les équipes pédagogiques en réseau d'éducation prioritaire ? Quelle est la nature des projets visant à faire venir les parents d'élève dans l'enceinte scolaire ? Que ressentent les mères face à l'école et que font-elles des diverses sollicitations qui leur parviennent ? Quel est leur quotidien et comment détermine-t-il leur lien avec l'institution scolaire ?

Shekhar, P., Handley, J., Ruiz, A. L., & Bosman, L. (2024). **Women STEM faculty's intentions to engage in entrepreneurship education programs**. *Higher Education, 87*(6), 1865-1884. https://doi.org/10.1007/s10734-023-01095-9
Recognizing the socioeconomic importance of STEM-based entrepreneurial initiatives, several entrepreneurship education programs (EEPs) have been initiated to foster and incentivize the translational of academic scientific and technological research into commercially offered products. However, STEM-focused entrepreneurship continues to be challenged by diversity, equity, and inclusion issues, with limited research examining women STEM faculty's perspectives in regard with EEPs. We argue that to develop EEPs that are inclusive to women, one of the foremost needs is to better understand their intentions behind engagement in EEPs. The purpose of this qualitative study is to investigate women STEM faculty's intentions to engage in entrepreneurship education programs. In-depth, semi-structured interviews were conducted with 32 self-identified women STEM faculty who have (n = 13), and have not participated (n = 19) in EEPs. The participants represented different STEM fields and were situated across multiple institutions in the USA. Five core themes emerged from analyzing the qualitative interviews using first and second cycle coding methods. These themes identify different intentions behind women STEM faculty's engagement in entrepreneurship programming—translation intent, innovation intent, intent to engage students, personal intent, and entrepreneurial intent. Overall, the findings suggest that the singular "venture-creation" focus in EEPs does not sufficiently capture the varied intentions that inform women STEM faculty's engagement in EEPs. Implications of the findings in regard with improving inclusivity in entrepreneurship program development and implementation, and entrepreneurship education research are discussed. We call for further research that examines how women STEM faculty navigate academic entrepreneurial pathways that include broader issues within the mainstream entrepreneurial ecosystems. We anticipate that continued research efforts paired with administrative implementations will assist in addressing systemic issues and contribute to the broadening participation of STEM women faculty in EEPs.

Singh, P. (2023). **Gender-Based Differences in Leadership Style: An Empirical Analysis**. *Journal of Accounting, Finance, Economics, and Social Sciences, 8*(2), 39-49. https://doi.org/10.62458/jafess.160224.8(2)39-49
This research investigates the differences in leadership styles among males and females of tertiary educational institutions in Cambodia and Malaysia. The study used a questionnaire as a measuring instrument and hypotheses testing to perform a one-sample t-test and a paired t-test. The sampling design used was convenience sampling. This research is relatively novel as it involved respondents from educational institutions in two Southeast Asian countries. This research found that females have a people-oriented leadership style and have a higher perception of their leadership abilities. In addition, it found that males have neither a task-oriented nor a people-oriented leadership style. The study suggests that women should be given the helm to manage these concerns in light of recent geopolitical uncertainties and workplace issues. Keywords: Leadership approaches; People-oriented and task-oriented leadership style; Cambodia; Malaysia; One-sample t-test; Paired t-test

Starck, J. G., Hurd, K., Perez, M. J., & Marshburn, C. K. (2024). **Interest convergence and the maintenance of racial advantage: The case of diversity in higher education**. *Journal of Social Issues, 80*(1), 272-307. https://doi.org/10.1111/josi.12606

One of the major tenets of Critical Race Theory, the interest convergence hypothesis postulates that policies promising improvements for Black Americans are enacted only to the extent they advance White Americans' interests. We elaborate and update Bell's argument by demonstrating that current diversity commitments in higher education are another example of interest convergence. First, we present empirical and theoretical evidence that ubiquitous approaches to diversity serve the psychological interests of White Americans more than those of Black Americans. Second, we advance a systemic framework for how social psychological processes intersect with normative ideologies in the law and in universities' operations to facilitate the prioritization of White over Black interests. In so doing, our goal is to illuminate the primacy of White identity and power as fundamental to shaping American society's collective embrace of diversity.

Tin, Williams, Perryment, & Montano. (2024). **Prevalence of Food Insecurity in a Community College District: Relationship Between Food Security and Grade Point Average**. *Community College Journal of Research and Practice*, *48*(5), 271-282. https://doi.org/10.1080/10668926.2022.2114035
The authors sought to identify the prevalence of food insecurity in a community college district during the COVID-19 pandemic. The team also investigated the association food insecurity had with academic performance. A sample of 238 individuals completed the survey, including a demographic questionnaire and the Adult Food Security Survey Module, a subset of the US Household Food Security Survey Module. The study found that 52% of the participating students reported food insecurity. Students of color were more likely to identify as food insecure. In addition, results indicate an association between being food secure and scoring a GPA of 3.5 or higher. These findings support past studies indicating that food insecurity was high in the community college population. The findings also support past results indicating a link between food security and academic performance.

Vinod, A. (2024). *Affirmative action and private education expenditure by disadvantaged groups: Evidence from India* (Discussion Paper N° 2024-02). Consulté à l'adresse University of Nottingham, CREDIT website: https://econpapers.repec.org/paper/notnotcre/24_2f02.htm
Under the Right to Education Act (2009), the Indian government introduced a policy that required private schools to reserve 25% of primary school places for children from socially disadvantaged households. This paper examines the impact of the RTE Actâ€™s reservation policy on private school expenditure by socially disadvantaged households. Leveraging the age of school entry and using a difference-in-difference approach, this paper finds a significant decrease in private school fees for disadvantaged children post-policy. This reduction is more pronounced in districts with higher enrolment rates under the policy. The change is attributed to a rise in low-cost private schools post-policy, facilitating cheaper education for disadvantaged students. Moreover, there exists a strong correlation between the growth of low-cost schools and increased policy enrolments at the district level.

Wang, D., & De Li, S. (2024). **Parental Incarceration and School-to-Work Trajectories: A Life Course Perspective**. *Population Research and Policy Review*, *43*(2), 12. https://doi.org/10.1007/s11113-024-09856-9
Although previous studies suggest that parental behavior is associated with children's adulthood outcomes, few studies have focused on the role of parental incarceration in

School-to-Work transitions. Based on a life course perspective, this study constructs the School-to-Work trajectories of Chinese young adults born between 1940 and 1979 to examine the effect of parental incarceration on these transitions and the mediating role of family support. We found that adolescents whose parents were incarcerated transitioned from School-to-Work earlier and had more vulnerable transition trajectories than those of children whose parents were not incarcerated. Moreover, the former was more likely to engage in agricultural labor, enter the labor market with low education, and experience long-term unemployment after leaving school. We also found that family support mediated the effect of parental incarceration on School-to-Work transitions. Parental incarceration led to low levels of family support, further increasing the likelihood of affected adolescents embarking on a vulnerable transition trajectory. These findings underscore the long-term effect of positive parental behaviors and family support on young adults' School-to-Work trajectories and provide crucial policy implications for developing a young adult-friendly family environment and young adult support programs to promote effortless transitions from School-to-Work.

Wladis, C., Hachey, A. C., & Conway, K. (2024). **Did Emergency Remote Teaching and the COVID-19 Pandemic Exacerbate Inequities? Considering Institution Type, Gender, and Race/Ethnicity**. *The Journal of Higher Education*, 95(3), 313-349. https://doi.org/10.1080/00221546.2023.2250696
This study explores the extent to which college context (two- vs. four-year), gender, and race/ethnicity correlated with worsening course outcomes during emergency remote teaching during the COVID-19 pandemic, by comparing outcomes within students between the fall 2019 pre-pandemic and spring 2020 pandemic terms. In particular, it explores the extent to which prior voluntary online course-taking is related to patterns among these groups. Results from this study suggest that students at two-year colleges, men, and Black and Hispanic students had worse outcomes during emergency remote teaching, if they had not previously voluntarily enrolled in online courses. However, these differential trends were not observed among students who had voluntarily enrolled in online courses prior to the pandemic.

Wysmułek, I., & Wysmułek, J. (2024). **Generational differences in attitudes to meritocracy: Sources of change in valuing education, innate abilities, and hard work in Poland**. *Acta Sociologica*, *67*(2), 131-148. https://doi.org/10.1177/00016993231173296
Although the generational experiences of young adults are believed to have an enduring impact on their attitudes throughout the life course, it remains unclear whether periods of stability versus different types of radical social change lead to substantive generational differences. In this paper, we examine attitudes toward meritocracy of four generations in Poland whose young adulthood was spent in (a) the "Little Stabilization" period of the 1960s and early 1970s; (b) the economic and political crisis of the late 1970s and 1980s; (c) the turbulence of the political and economic transformation of the 1990s; and (d) the relative stability of the first decade of the 21st century after Poland's accession to the European Union. Our data come from surveys dating back to 1988, before the regime change in Poland, and until 2020. The results show changing attitudes toward the value of education, innate abilities, talent, and hard work in Poland. There is a generational effect on perceived meritocracy. The generation of people born in 1956–1959, who entered adult life during the deep crisis of the socialist state, expresses the greatest distrust in meritocracy. Findings suggest that the experience of spending one's

youth and young adulthood in a relatively stable political and economic system, either socialist or capitalist, has a positive influence on meritocratic attitudes.

Zhao, Y., Markussen, S., & Røed, K. (2024). *School Starting Age and the Social Gradient in Educational Outcomes* (IZA Discussion Paper N° 16851). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16851.htm
Can lowering school starting age promote equality of opportunities and reduce the achievement gaps between pupils? We provide evidence on the heterogeneous (positional) effects on early school performance of two mandatory schooling reforms in Norway specifically aimed at reducing achievement gaps based on family background and immigrant status. Whereas the first reform reduced the school starting age from seven to six, the second changed the first-year curriculum from a play-oriented kindergarten pedagogy to a learning-oriented school pedagogy. We apply repeated simple difference models to evaluate the two reforms based on high-quality administrative register data, using children's grade point average (GPA) rank at age 15 to 16 and high school completion at age 21 as the main outcomes. We find no evidence that any of the reforms had the intended effect of reducing socioeconomic achievement gaps or immigrant-native differentials. Both reforms left educational inequalities more or less unchanged.

Climat de l'école

Durmush, G., Craven, R. G., Yeung, A. S., Mooney, J., Horwood, M., Vasconcellos, D., … Gillane, R. (2024). **Enabling Indigenous wellbeing in higher education: Indigenous Australian youth-devised strategies and solutions**. *Higher Education*, *87*(5), 1357-1374. https://doi.org/10.1007/s10734-023-01067-z
Indigenous youth comprise over half of the Indigenous Australian population; however, there is a scarcity of research that focuses on improving Indigenous Australians' wellbeing in higher education. The purpose of this study was to identify Indigenous-devised strategies to support wellbeing of salience to Indigenous Australian higher education students. Using Indigenous methodology, Indigenous youth (N = 7; aged between 18 and 25 years) studying at three higher education institutions in Australia participated in semi-structured interviews. Thematic analysis identified strategies and solutions for supporting and enhancing Indigenous youth wellbeing in higher education. Participants suggested that their wellbeing would benefit from increased opportunities for them to gain role models. They also suggested culturally supportive higher education environments were critical and could be achieved by employing more Indigenous academics and Indigenous mentors to implement personalised student support, introducing mandatory cultural competency training for all staff, and employing culturally safe counselling services. Indigenous youth also suggested strategies for enhancing institutional policy such as ensuring Indigenous culture and perspectives were taught across all faculties; developing reconciliation action plans, financial support, and scholarships to require proof of Aboriginality and evidence of hardship; and an institutional wellbeing strategy designed to support Indigenous students' wellbeing.

Giunchi, M., & Peña-Jimenez, M. (2024). **L'importance du climat d'apprentissage pour la satisfaction et l'ouverture à la diversité : résultats d'une étude quantitative auprès des étudiants de l'Université Paris Nanterre.** *Diversité, Réussite[s] dans l'Enseignement*

Supérieur (2024). Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557139

L'importance du climat d'apprentissage pour la satisfaction et l'ouverture à la diversité : résultats d'une étude quantitative auprès des étudiants de l'Université Paris Nanterre.

Kawabata, Y. (2024). **Forms of Peer Victimization and School Adjustment Among Japanese Adolescents: A Multilevel Analysis**. *Journal of Youth and Adolescence*, *53*(6), 1441-1453. https://doi.org/10.1007/s10964-024-01967-y

The psychosocial correlates and consequences of peer victimization are well documented. However, there is limited knowledge about whether different forms of peer victimization (relational and physical) are predictive of school-based social and motivational factors among adolescents from non-Western cultures. The present study examined the relationship between individual and school-level forms of peer victimization and school adjustment among Japanese adolescents, and the mediating role that these factors may play. The Japanese sample (N = 6109 from 185 schools, Mage = 15.78, SD = 0.29, 51% girls and 49% boys) was drawn from a large international dataset, the Organization for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA) 2018. Results showed that school-level relational victimization was associated with individual-level relational victimization, and school-level physical victimization was associated with individual-level physical victimization, after controlling for age, gender, and socioeconomic status. Individual-level relational victimization was also uniquely associated with indices of school adjustment (negative affect, positive affect, and fear of failure) over and above physical victimization. While controlling for relational victimization, individual-level physical victimization was associated with indices of school adjustment (positive affect and meaning in life). In further findings, school-level relational and physical victimization were indirectly, but not directly, related to some of students' school adjustment through individual-level relational and physical victimization. These parallel and differential associations suggest the importance of considering the role of relational and physical victimization in school adjustment among Japanese adolescents.

Li, A., Sentenac, M., Tun, H. M., Shu, Y., Ehlinger, V., Davison, C., & Godeau, E. (2024). **Harcèlement scolaire et soutien social perçu chez les élèves en situation de handicap physique en France et au Canada**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 131-150. https://doi.org/10.3917/nresi.098.0131

Cet article visait à étudier le harcèlement scolaire et le soutien social perçu des adolescents en situation de handicap physique (i.e. des limitations fonctionnelles de la vision, de l'audition, de la mobilité et de la communication) comparés aux autres élèves, en France et au Canada. Il utilisait des données représentatives d'élèves de 15 ans en France (n=2 338) et au Canada (n=6 967), issues de l'enquête transversale internationale Health Behaviour in School-aged Children (HBSC) réalisée en milieu scolaire en 2017/2018 et portant sur la santé, le bien-être et les comportements de santé des élèves de 11, 13 et 15 ans. Des tests du khi deux et des modèles de régression logistique ont été effectués. Les adolescents en situation de handicap physique percevaient un soutien moindre de la part de leurs pairs, de leur famille et des enseignants, et ils étaient davantage victimes de harcèlement que leurs pairs sans handicaps, dans les deux pays. Nos résultats suggèrent que des efforts supplémentaires sont nécessaires pour améliorer la qualité de l'environnement scolaire des élèves en situation de handicap physique afin de

promouvoir leur inclusion dans un cadre scolaire dit ordinaire et leur pleine participation scolaire et sociale.

Ramírez, V., & Rodriguez-Medina, L. (2024). **Well-being and the internationalisation of academic life: an exploration from the periphery**. *Higher Education*, *87*(5), 1551-1568. https://doi.org/10.1007/s10734-023-01078-w
While internationalising scholarly careers is an imperative in current academia, literature has focused on the impact of such a process at the institutional, national, and international levels. Yet, internationalisation is connected to the personal dimension of careers and, consequently, it might defy academics' understanding of their working life. The intertwined between well-being and internationalisation in academia is understudied. Using data from qualitative interviews with social science scholars in Mexico, we argue that, seen from the periphery, internationalisation affects personal well-being and job satisfaction both positively and negatively. The challenges of internationalisation for work-life balance depend on the ability of academics to capitalise on their international experiences and their costs. Results indicate that there is no homogeneous positive position with respect to this imperative of academic life today. Hence, if higher education institutions are committed to pursue strategies for internationalisation, they must recognise the personal costs and benefits of this process.

White, N., Milicev, J., Bradford, D. R. R., Rodger, A., & Gardani, M. (2024). **The mental labyrinth of postgraduate research: a qualitative study of postgraduate mental health and wellbeing and the impact of the supervisory relationship**. *Higher Education*, *87*(5), 1211-1226. https://doi.org/10.1007/s10734-023-01061-5
Postgraduate research students (PGRs) experience disproportionately high levels of psychological distress. Many factors contribute to this poor mental wellbeing and relate to each other in complex and dynamic ways. However, the relationship between PGRs and their supervisor(s) is known to strongly affect the wellbeing of the former. This study explores the mental health and wellbeing of PGRs with a focus on the role of the student—supervisor relationship. Using combined qualitative data from a large survey of PGRs and focus groups and reflexive thematic analysis, we found that PGRs experience the overarching process of obtaining a research degree as a mental labyrinth. Three constituent themes were identified: (1) inequity in navigating the labyrinth, (2) the labyrinth as a place of uncertainty and isolation, and (3) supervisors as labyrinth guides, not mental care providers. The results suggest that significant inequities exist which contribute to poorer mental wellbeing in particular subgroups of PGRs, both in general and specifically in relation to the supervisory relationship. Experiences of loneliness and ambiguity around progress were also identified as being detrimental to mental health. Furthermore, although supervisors can be a vital source of support and have a positive influence on PGR mental health, students recognise supervisors cannot reasonably be expected to act as professional mental health care providers and institutions must do more to provide equitable access to mental health support services.

Évaluation des dispositifs d'éducation-formation

Graveleau, S. (2024, avril 15). **Mentorat : « Les études internationales montrent des effets modérés sur les résultats scolaires, l'orientation, la confiance en soi ou l'insertion »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/04/15/le-

mentorat-a-des-effets-moderes-sur-les-resultats-scolaires-l-orientation-la-confiance-en-soi-ou-l-insertion_6227900_4401467.html

Quelque 160 000 jeunes ont bénéficié en 2023 du plan « 1 jeune, 1 mentor » qui leur permet d'être accompagnés par un aîné afin de lutter contre l'inégalité des chances, selon une étude publiée par l'Institut national de la jeunesse et de l'éducation populaire. Explications avec Jérôme Gautié, qui préside à l'évaluation du plan.

Karakuş, H., Starkey, P., & Akman, B. (2024). **Generalizability of the effectiveness of a preschool mathematics intervention for low-socioeconomic status Turkish children**. *Child Development*, 95(3), 663-678. https://doi.org/10.1111/cdev.14028

A socioeconomic status (SES)-related achievement gap in mathematics emerges in children from many countries before school entry, persists in primary school, and imposes challenges for education systems worldwide. In response, the United Nations' sustainable development goals include universal access to quality preschool education to support universal numeracy. A generalizability study of the effectiveness of an early mathematics intervention was conducted for low-SES Turkish preschool children (33 boys, 27 girls; Mage = 4.32). Classrooms were randomly assigned to treatment (Pre-K Mathematics) or control conditions. Children's early mathematical knowledge was assessed by the Child Math Assessment. A statistically significant positive impact was found (ES = 1.32). This indicates some generalizability of the intervention and supports the feasibility of using early intervention to achieve UN goals.

Kennel, S., Redon, L., & Knaebel, A. (2024). **Perception par les étudiants des dispositifs d'aide à la réussite**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557161

Les universités sont confrontées depuis plusieurs décennies au défi majeur de la réussite étudiante, qu'il s'agisse de soutenir l'accès aux diplômes d'enseignement supérieur ou d'accompagner des parcours d'études, personnels et professionnels satisfaisants. Différentes politiques ministérielles se sont succédées sur cette question, comme en France le Plan Réussite en licence (Perret, 2015) et plus récemment la loi Orientation et Réussite des Étudiants (ORE) de 2018 (Aimé, Bézagu, & Caillot, 2020). La crise sanitaire de 2020-21, avec une forte prise de conscience des difficultés et des besoins étudiants, a elle aussi marqué une avancée importante dans la mise en œuvre d'actions pour soutenir la persévérance et la qualité des apprentissages (Denami & Kennel, 2022). La réussite étudiante est aujourd'hui un objet largement étudié et la littérature scientifique internationale apporte des éléments de compréhension sur les facteurs explicatifs des parcours étudiants et des éléments de connaissance sur la mise en œuvre et parfois les effets des politiques nationales et locales (Frenay, De Clercq, & Roland, 2019 ; Michaut, 2023). Notre étude s'intéresse à la perception par les étudiants des dispositifs pour favoriser la réussite étudiante. Quelle connaissance ont-ils des dispositifs de soutien proposés au sein de leur établissement ? Comment s'en emparent-ils ? Avec quel ressenti de leur expérience d'apprentissage et d'accompagnement ? Notre hypothèse est que ces dispositifs d'aide à la réussite restent peu connus par leurs cibles et que les usages en sont limités, en particulier par les étudiants et les étudiantes qui en auraient le plus besoin. Nous avons mené une enquête auprès de l'ensemble de la population de 1ère année d'études supérieures d'une université du Grand Est de la France. 28 questions portaient sur leur perception de leur parcours d'orientation vers et dans l'enseignement supérieur, ainsi que sur l'expérience vécue de leur 1ère année d'études. 6156 réponses complètes ont été obtenues au 30 juin 2023, ce qui représente 45 % de la population interrogée.

Nous exploitons pour cette communication les questions sur la connaissance et l'expérience des dispositifs d'aide à la réussite, en les croisant avec d'autres variables comme le bilan d'orientation qu'ils dressent ou les difficultés qu'ils rencontrent. Nos résultats, en cours de traitement, nous éclairent sur les usages et non-usages des dispositifs.

Rousselot, F. (2024). **Le tutorat entre pairs : une réussite pour les tutorés ou pour les tuteurs ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557148

Salam, P., & Vanhoutvenne, N. (2024). **Exil et enseignement supérieur : retour sur un dispositif d'accompagnement pour l'accès à l'université**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557127
Exil et enseignement supérieur : retour sur un dispositif d'accompagnement pour l'accès à l'université

Formation continue

Jorro, A., & Wittorski, R. (2013). **De la professionnalisation à la reconnaissance professionnelle**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 46(4), 11-22. https://doi.org/10.3917/lsdle.464.0011
La question des liens entre professionnalisation et reconnaissance professionnelle conduit à discuter une conception d'ensemble sur ce que font les individus en situation de formation ou de travail, à partir de qualités attendues ou attribuées dans des dispositifs spécifiques, et la manière dont ils sont reconnus dans ces mêmes situations. L'intention de ce texte est de relier les éléments fondateurs de la professionnalisation aux processus de valorisation et de légitimation auxquels conduit la reconnaissance professionnelle. Nous chercherons à étudier une double question : comment penser les liens entre environnements-sujets-activités ? Comment penser les liens entre activités et compétences, et notamment comment concevoir la reconnaissance professionnelle des acteurs ? À partir de ce double questionnement, nous proposerons une conceptualisation du parcours du sujet agissant, de la professionnalisation à la reconnaissance professionnelle.

Rawas, S. (2024). **ChatGPT: Empowering lifelong learning in the digital age of higher education**. *Education and Information Technologies*, 29(6), 6895-6908. https://doi.org/10.1007/s10639-023-12114-8
Artificial intelligence (AI) technologies have the potential to completely transform how we teach and learn in higher education. ChatGPT, a language model developed by OpenAI, is one such tool that can deliver individualized recommendations to students, increase collaboration and communication, and improve student learning results. However, there are some obstacles to overcome, such as ethical concerns and implementation issues. This study reviews related work on the use of artificial intelligence in education, with a focus on ChatGPT and its possible applications in higher education. It also examines the benefits and drawbacks of adopting ChatGPT in higher education, as well as implementation advice. Finally, the report discusses future directions for ChatGPT research in higher education. According to the findings of this paper, ChatGPT

represents a significant opportunity for higher education institutions to improve the quality and accessibility of education; however, its implementation must be approached with caution and a clear understanding of the opportunities and challenges involved.

Vallerie, B., & Le Bossé, Y. (2006). **Le développement du pouvoir d'agir (empowerment) des personnes et des collectivités : de son expérimentation à son enseignement**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *39*(3), 87-100. https://doi.org/10.3917/lsdle.393.0087
Face à la dégradation des situations dans lesquelles ils sont appelés à s'impliquer, de nombreux intervenants socio-éducatifs sont aujourd'hui confrontés à une remise en cause de leur posture professionnelle. La référence à l'approche centrée sur le développement du pouvoir d'agir des personnes et des collectivités est susceptible de contribuer à la transformation de leurs pratiques. Deux groupes de professionnels d'une association savoyarde de protection de l'enfance ont participé à une formation-action reposant sur l'application du modèle d'analyse des pratiques centrées sur cette référence. Cet article rend compte de la démarche mise en œuvre et des enseignements tirés. S'agissant de l'appropriation de cette approche, que ce soit en formation initiale ou continue, la nécessité de l'analyse de pratique portant sur des situations de « terrain » nous semble incontournable ; chacun a ainsi l'opportunité de faire l'expérience du développement de son propre pouvoir d'agir.

Marché du travail

Ek, S., Hammarstedt, M., & Skedinger, P. (2024). **Low-skilled jobs, language proficiency, and job opportunities for refugees: an experimental study**. *The Scandinavian Journal of Economics*, *126*(2), 355-386. https://doi.org/10.1111/sjoe.12549
In a field experiment, we study the causal effects of previous experience and language skills when newly arrived Syrian refugees in Sweden apply for low-skilled jobs. We find no evidence of sizable effects from previous experience or completed language classes on the probability of receiving a callback from employers. However, female applicants were more likely than males to receive a positive response. As a complement to the experiment, we interview a select number of employers, which provides additional insights into how they judge candidates for low-skilled jobs.

Hullot-Guiot, S. (2024, avril 29). **La fonction publique territoriale suscite l'intérêt croissant des surdiplômés : « Ce que je voulais, c'est être au service du citoyen »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/04/29/la-fonction-publique-territoriale-suscite-l-interet-croissant-des-surdiplomes-ce-que-je-voulais-c-est-etre-au-service-du-citoyen_6230466_4401467.html
A l'Institut national des études territoriales, le nombre de candidats au concours d'entrée croît depuis quatre ans. Les étudiants y voient une possibilité de s'investir concrètement dans le service public de proximité.

Lang, Y., & Yang, Y. (2024). **An Equilibrium Labor Market Model with Internal and External Referrals**. *International Economic Review*, *65*(2), 655-692. https://doi.org/10.1111/iere.12671
About 40% of workers find their jobs through referrals. We distinguish between two types of referrals based on whether the referrer works at the hiring firm (internal referrals) or not

(external referrals). Interestingly, jobs found through internal (external) referrals pay more (less) than those found through formal methods. An equilibrium labor market model is then built by introducing an incentive-compatible mechanism through which workers can share job opening information. A nondegenerate wage distribution arises in equilibrium with a wage premium (penalty) for internal (external) referrals. When calibrated, our model can capture these salient features of the U.S. labor market.

Laroche, P. (2024, mai 1). **Les écarts de salaires stimulent-ils vraiment les individus au travail ?** Consulté 2 mai 2024, à l'adresse The Conversation website: http://theconversation.com/les-ecarts-de-salaires-stimulent-ils-vraiment-les-individus-au-travail-228725
Étirer l'échelle des salaires pousse-t-elle vraiment les salariés à tout donner pour grimper dans la hiérarchie de leur entreprise ?

Observatoire des inégalités. (s. d.). **Des discriminations à l'embauche envers les malentendants, rélévées par un testing**. Consulté 2 mai 2024, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/testing-discrimination-embauche-handicap
Une personne équipée d'un appareil auditif pour compenser sa surdité a moins de chances d'être invitée à un entretien d'embauche. Des données qui montrent que les personnes handicapées sont discriminées dans l'accès à l'emploi, que ce soit dans le secteur privé ou le public.

Métiers de l'éducation

Aguilar, J., Brudermann, C., Burrows, A., & Botella, M. (2024, avril 18). *La médiation et les démarches réflexives comme levier d'introspection en formation initiale d'enseignant.e.s de FLE : visions de soi et d'autrui dans une processus de construction professionnelle*. Présenté à [Retour] du Sujet et du Sens en Didactique des langues étrangères. Consulté à l'adresse https://shs.hal.science/halshs-04555713
Des études précédentes (Bucheton et al., 2004) suggèrent la difficulté, pour le sujet futur.e enseignant.e, engagé.e dans un processus de formation initiale, d'articuler les savoirs théoriques, le développement de compétences pratiques et le propre vécu, d'une manière complémentaire qui exclurait l'émergence du doute, du paradoxe, voire de la contradiction, lorsque le sujet est confronté.e à l'analyse de sa propre pratique (Hiver & Whitehead, 2018), en vue d'en prendre conscience et recul. La formation initiale doit ainsi servir à asseoir – ou, a minima, sensibiliser à – des savoirs, techniques et savants, qui permettent aux futur.e.s enseignant.e.s de porter un regard informé sur leur pratique pour agir de manière responsable, vis-à-vis des enjeux acquisitionnels, institutionnels et sociétaux liés aux situations de médiation des apprentissages, que les expériences ultérieures et l'éventuelle participation à des formations continues, pourront consolider (Brudermann et al., 2018). Or, la formation initiale doit aussi être un espace d'amorce de la construction d'une identité d'enseignant.e, où se croisent le passé de l'individu (Davin et al., 2018 ; Moodie, 2016), ses ambitions, et les idéalisations que celui.celle-ci peut projeter autour du métier d'enseignant, au niveau biographique, institutionnel, politique et social (Kubanyiova & Crookes, 2016; Salliot et al., 2022). Cette proposition a pour objectif d'analyser les apports d'un dispositif longitudinal de médiation et de réflexivité, proposé à des futur.e.s enseignant.e.s de FLE (Burrows & Aguilar, 2022). Grâce à la

présentation de l'étude de cas du participant LL, nous décortiquons les interactions et aller-retours complexes entre la vision de soi et d'autrui exprimée par LL au cours d'entretiens, semi-directifs et d'auto-confrontation, mais aussi les visions de soi (im)possibles et (non) souhaitables que LL a verbalisées en situation dialogique, mais en situation d'introspection guidée par des outils de médiation ad hoc (Botella et al., 2007), au cours des différentes expériences de stage que LL a complétées. L'analyse de l'étude de cas de LL suggère que le temps de la formation ne semble pas avoir fait évoluer de manière consciente les principes structurant l'agir professoral de LL. L'implémentation explicite d'espaces à vocation formative, au cours de la formation initiale, au sein desquels il serait possible de verbaliser ses représentations par rapport au métier d'enseignant de FLE, apparaît comme un contenu souhaité, voire pertinent.

Akin-Sabuncu, S., McDevitt, S. E., Lee, C. C., & Goodwin, A. L. (2024). **Reimagining teacher education for immigrant students in the context of global migration: Teacher educators' perspectives**. *Teaching and Teacher Education*, *143*, 104550. https://doi.org/10.1016/j.tate.2024.104550
Global migration presents a pressing need for teachers and teacher education to become responsive to the changing demographics of schools in many countries. Yet, teacher education has been slow in developing practices to prepare teachers to meet the needs of immigrant students. Using humanizing pedagogy as a lens, this study draws on interviews with 22 teacher educators from Türkiye, the United States, and Hong Kong to examine how they prepare teachers to teach immigrant students. Findings highlight: (1) personal and professional contexts; (2) professional practices; and (3) supports for/barriers to change. Implications for teacher educators and teachers are discussed.

Aldon, G., Vincent, C., Nizet, I., Monod-Ansaldi, R., & Prieur, M. (2022). **Proposal of a model for collaboration between research and education actors**. In Sciendo (Éd.), *2nd SFERE-Provence/AMPIRIC conference on Education, 30 and 31 March 2021, Marseille, France* (p. 125-131). https://doi.org/10.2478/9788366675841-017
This paper presents a theoretical model describing processes involved in a collaboration between education and research actors. The epistemological nature of collaborative research is presented to set up the model. The design-based research methodology aims at achieving theoretical and pragmatic production objectives. The suggested model aims to create a better understanding of the processes at work in collaborative research by describing the contribution of each actor as a representative of his/her institution, while addressing the complex aspects of collaboration that go beyond the sum of individual contributions The discussion focuses on the limitations of the model and on the articulation of the following concepts: boundary object, praxeologies, participation, negotiation, valuation, and brokering.

Amigues, R. (2009). **Le travail enseignant : prescriptions et dimensions collectives de l'activité**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *42*(2), 11-26. https://doi.org/10.3917/lsdle.422.0011
RésuméL'approche ergonomique de l'activité enseignante présentée dans cet article restitue les pratiques des professeurs dans un milieu professionnel et donc forcément partagées avec d'autres pour définir des marges de manœuvre qui leur permettent de répondre à la prescription. Cet article considérera l'artefact prescriptif comme un organisateur de l'activité collective des professeurs qui s'engagent dans la conception de milieux de travail (pour eux et pour les élèves) et d'outils leur permettant de réaliser

ce qu'ils ont à faire. Les résultats d'études empiriques montrent en quoi l'activité collective est organisatrice d'un milieu de travail qui peut être à la fois source et ressource pour le développement de l'activité de l'enseignant dans ses dimensions collectives comme individuelles.

Bair, M., Bair, D., Niu-Cooper, R., & Diarrassouba, N. (2024). **Border Crossings: the Role of Narrative Storytelling in the Professional Identity Development of Faculty of Color**. *College Teaching*, *72*(2), 82-89. https://doi.org/10.1080/87567555.2022.2093323
Career success is associated with having an integrated professional identity, especially for teacher educators who play a vital role in the professional development of novice teachers. Yet, the unique professional needs of teacher educators themselves, especially faculty of color, are often times ignored at predominantly White teaching institutions. In this case study, we analyzed stories related to the professional experiences of teacher education faculty members who participated in a faculty learning community centered on oral storytelling. Our findings indicate that for faculty of color, the process of developing professional identities involved crossing cultural borders, establishing credibility, and redefining themselves to reclaim a sense of professional agency. Faculty learning communities that focus on storytelling have the potential to be an effective approach for faculty development, not previously reported in the literature.

Bam, A., Walters, C., & Jansen, J. (2024). **Care and academic work in a pandemic lockdown: a study of women academics in South Africa**. *Higher Education*, *87*(6), 1791-1807. https://doi.org/10.1007/s10734-023-01091-z
The lack of women in leadership across higher education has been problematised in the literature. Often, contemporary discourses promote "fixing the women" as a solution. Consequently, interventions aimed at helping women break through "the glass ceiling" abound. We argue that the gendered power relations at play in universities cause entrenched inequalities to remain in place, regardless of measures implemented for and by women. This article reports on a study of the impact of COVID-19 on 2029 women academics in South Africa. We examine how academic women's roles as nurturers at home are extended to their roles as carers at work, and how these impact their prospects for career progression. The article further shows how expectations placed on women academics as carers contribute to gendered dimensions of inequality that are detrimental to both their own well-being and careers. Finally, we call on higher education institutions to "fix themselves", rather than "the women", if they want to dismantle gender inequalities.

Courtois, F. V., Gully, E., Keime, M.-L., Metz, L., & Oulahal, S. (2024). **Accompagnement des tuteurs pédagogiques : présentation d'un parcours d'autoformation**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557102
Accompagnement des tuteurs pédagogiques : présentation d'un parcours d'autoformation

De Cock, L. (2024, avril 29). **Quand le travail fait mal**. Consulté 2 mai 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/29/quand-le-travail-fait-mal/
Dans «Caporaliser, exploiter, maltraiter, comprendre le management des écoles pour mieux lui résister», de Jacqueline Triguel, enseignante et militante syndicale, «rend les

coups, alerte, tire l'alarme sur les effets du management toxique à l'œuvre dans les établissements, conséquence de l'entrée du Nouveau public management dans les services publics ». « Le livre cogne » écrit l'historienne Laurence De Cock. « Certains diront forcément qu'il exagère, caricature, écrase d'idéologie un fonctionnement plus complexe qu'il n'y paraît. Mais d'autres pourront enfin poser des mots sur ce qui les empêche de bien travailler malgré l'énergie qu'ils y mettent ».

Flamand, P., Tuytens, M., Vekeman, E., & Devos, G. (2024). **The alignment of induction and evaluation of beginning teachers in secondary education: A strategic human resource management perspective**. *Teaching and Teacher Education*, *143*, 104543. https://doi.org/10.1016/j.tate.2024.104543
A strategic human resource management (HRM) perspective posits that HRM practices can be aligned in various ways to better achieve organizational goals. This qualitative study explores how teacher induction and beginning teacher evaluation are designed strategically within secondary schools. The analyses are based on 57 semi-structured interviews with school leaders, beginning teachers, and mentors in 12 secondary schools in Flanders (Belgium). We identified highly strategic, moderately strategic, and non-strategic schools, that vary in the way they align induction and evaluation practices. Our findings provide tools to rhyme the conflicting goals of teacher induction and beginning teacher evaluation.

Françoise, C., & Perez-Roux, T. (2024). **Rapport à la réforme de la formation initiale des enseignants en INSPÉ : des formateurs sous tension(s) ?** *Phronesis*, *13*(3), 176-197. Consulté à l'adresse https://www.cairn.info/revue-phronesis-2024-3-page-176.htm
l'article s'intéresse aux tensions éprouvées par les formateurs et formatrices d'enseignant.e.s œuvrant au sein des Instituts nationaux supérieurs du professorat et de l'éducation, suite à la mise en œuvre de la réforme de la formation initiale (rentrée 2021). Ainsi, le positionnement des concours en fin de master a abouti à une nouvelle organisation des contenus de formation. Une enquête par questionnaire (n = 725) a été réalisée au printemps 2022. Après avoir défini la place et le rôle des formateur.trice.s dans la professionnalisation des futurs enseignant.e.s, les analyses ont permis la mise en exergue de tensions présentes dans le discours des enquêté.e.s. Cette dernière réforme, entre continuités et ruptures, a engendré des tensions aux sources multiples et a contraint nombre de formateur.trice.s à reconsidérer leur activité, jugeant quelques-unes des mesures prescrites comme paradoxales. Les dilemmes qui en résultent ont ainsi poussé ces formateur.trice.s à réviser leurs priorités, à réajuster leurs pratiques, à requestionner leur professionnalité et le sens de leur travail.

Gerchen, A. (2024). **Finding digital solutions in pandemic times: the case of appointment procedures for professors at German universities**. *Higher Education*, *87*(6), 1657-1675. https://doi.org/10.1007/s10734-023-01083-z
In higher education and beyond, the Covid-19 pandemic is considered to have accelerated digitalisation. While this acceleration is usually viewed in the context of the digital transformation that is characterised by its longevity, the permanence of pandemic-driven digitalisation requires investigation. Focusing on appointment procedures for professors as a central element of universities' governance, the qualitative study presented here employed expert interviews and group discussions to investigate how German universities responded to the challenges of the Covid-19 pandemic by furthering digitalisation. Drawing on the concept of synchronous and asynchronous

communication and Luhmann's understanding of decision programmes, this article proposes differentiating between two modes of digitalisation in order to systematise the empirical findings and thus analytically distinguish pandemic-driven digitalisation from the general digital transformation. It finds that not all of the newly implemented digital solutions will be used permanently and argues that this can be understood in terms of obstructed decision programmes.

Giunchi, M., & Arnoux-Nicolas, C. (2024). **Les enjeux et défis du rôle du Directeur d'études en L1 : réflexions autour du dispositif mis en place par le département de psychologie de l'Université Paris Nanterre.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557150
Les enjeux et défis du rôle du Directeur d'études en L1 : réflexions autour du dispositif mis en place par le département de psychologie de l'Université Paris Nanterre.

Gulseven, O., & Hanaysha, J. R. (2024). **Quantifying inequity in research assistant selection procedures at Turkish universities**. *Quality & Quantity*, *58*(3), 2047-2063. https://doi.org/10.1007/s11135-023-01725-5
This research investigates the hiring procedure for research assistants in Turkish universities to see if it complies with fair employment law. According to the law, applicants should be ranked according to the weighted average of their GPA (30%), graduate examination score (30%), academic examination score (30%), and foreign language skills score (10%). However, the subjective academic examination score is widely believed to shadow other factors. To test whether the applicants are ranked according to the fair employment rules, 2409 applicant data for 530 positions is collected from 53 Turkish universities. The findings suggest that the final score of the applicants is almost entirely based on the highly subjective academic examination score conducted by the hiring institution. It is also found that the academic examination scores are inversely related to the candidates' GPA, which is against common sense. This inverse relation suggests that favoritism is the primary reason for the inequity in the hiring practice at Turkish universities.

Haupt, J. P., & Lee, J. J. (2024). **Scientific collaboration formation: network mechanisms, bonding social capital, and particularized trust in US-China collaboration on COVID-19-related research**. *Higher Education*, *87*(6), 1921-1936. https://doi.org/10.1007/s10734-023-01098-6
Given the disruptions COVID-19 caused to normal research processes, including international collaboration, this study sought to understand scientists' experiences collaborating internationally during the pandemic on COVID-19-related research. Specifically, it explored US scientists' tie formation and reasons for international research collaboration with Chinese scientists. The study employed a sequential exploratory mixed methods design collecting interview and survey data from US scientists who co-published articles related to COVID-19 with Chinese scientists. The findings revealed the role of network mechanisms, such as transitivity, opportunity of contact, and homophily, in promoting relationship formation and maintenance. Moreover, they showed the greater role that bonding social capital played in helping scientists access valuable knowledge, skills, and resources to enhance their research potential. Lastly, they demonstrated how particularized trust based on prior interactions and experiences encouraged relationship formation and collaboration between US and Chinese scientists. Together, these results provide new insights in informing future policies and guidelines related to supporting international collaboration and, ultimately, shared pandemic challenges.

Holding, B. C., Acciai, C., Schneider, J. W., & Nielsen, M. W. (2024). **Quantifying the mover's advantage: transatlantic migration, employment prestige, and scientific performance**. *Higher Education*, *87*(6), 1749-1767. https://doi.org/10.1007/s10734-023-01089-7

Research on scientific careers finds a mover's advantage. International migration correlates with increased visibility and productivity. However, if scientists who move internationally, on average, enter into more prestigious employments than they came from, extant research may overestimate the direct performance gains associated with international moves. Building on insights from the sociology of science and studies of international researcher mobility, we examine how changes in employment prestige shape international movers' performance returns to mobility. We follow a cohort of 167,014 European scientists to identify individuals that move to the USA and pair these migrants to non-mobile scientists with identical home institutions, research fields, and genders, giving a final sample of 3978 researchers. Using a difference-in-differences design, we show a substantial increase in the publishing rates and scientific impact of transatlantic migrants, compared to non-mobile scientists. However, most of the movers' mobility-related boost in citation and journal impact is attributable to changes in employment prestige. In contrast, we find limited effects of employment prestige on changes in migrants' publication rates. Overall, our study suggests large variations in the outcomes of transatlantic migration and reaffirms the citation-related "visibility advantage" tied to prestigious institutional locations.

Hopcan, S., Türkmen, G., & Polat, E. (2024). **Exploring the artificial intelligence anxiety and machine learning attitudes of teacher candidates**. *Education and Information Technologies*, *29*(6), 7281-7301. https://doi.org/10.1007/s10639-023-12086-9

With the advancement of artificial intelligence (AI) and machine learning (ML) techniques, attitudes towards these two fields have begun to gain importance in different professions. One of the affected professions is undoubtedly the teaching profession. Increasing the levels of concern for artificial intelligence and attitudes towards machine learning has become important in order to adapt to potential technologies that will be used. The purpose of this study is to examine the anxiety related to AI and the attitudes towards ML among teacher candidates of different ages, genders, and fields. This study investigates the relationships between sub-dimensions of anxiety towards artificial intelligence and attitudes towards machine learning, as well as to identify differences in these sub-dimensions among gender, age, and department. The findings suggest that although teacher candidates from different disciplines, ages, and genders do not have any concerns regarding learning about artificial intelligence, they do express anxiety about the impact of artificial intelligence on employment rates and social life. The results of this study can be beneficial for developing instructional programs that focus on AI in the long run, considering factors such as age, personal experience, gender, and field-specific elements.

Huang, S., & Yin, H. (2024). **The relationships between paternalistic leadership, teachers' emotional labor, engagement, and turnover intention: A multilevel SEM analysis**. *Teaching and Teacher Education*, *143*, 104552. https://doi.org/10.1016/j.tate.2024.104552

This multilevel analysis investigated the mediating effects of emotional labor strategies between paternalistic leadership and teacher outcomes. With a sample of 1384 teachers, we found stronger and positive relationships between benevolence and deep

acting/expression of naturally felt emotions, and between authoritarianism and surface acting. The total indirect effects between benevolence and work engagement were found to be significant and positive, but those between benevolence and turnover intention were not significant. For the total indirect effects of authoritarianism, the reverse was true. These findings highlight the different effects of various emotional labor strategies and the distinctive roles of paternalistic leadership dimensions.

IGÉSR. (2024). ***Les psychologues de l'éducation nationale de la spécialité Éducation, développement et conseil en orientation scolaire et professionnelle*** (N° 22-23 253B; p. 59). Consulté à l'adresse IGÉSR website: https://www.education.gouv.fr/les-psychologues-de-l-education-nationale-de-la-specialite-education-developpement-et-conseil-en-414042
Sept ans après la création du corps des psychologues de l'éducation nationale (PsyEN) qui a réuni dans un même cadre statutaire deux professions très différentes, celle de psychologue scolaire du premier degré et celle de conseiller d'orientation psychologue, l'IGÉSR dresse un premier bilan de la spécialité Éducation, développement et conseil en orientation scolaire et professionnelle (EDO).

Kakaviatos, C. M. (2023). ***L'appropriation des prescriptions en arts plastiques dans le développement de l'activité des enseignants du premier degré.*** (Phdthesis, Université Lumière - Lyon II). Consulté à l'adresse https://theses.hal.science/tel-04553089
Ce travail s'interroge sur les phénomènes d'appropriation des prescriptions en arts plastiques (AP) dans le développement de l'activité des enseignants du premier degré. Cette question découle de la création du cycle 3 dans la nouvelle organisation des cycles d'apprentissage à l'école et au collège. Ce cycle d'enseignement a comme particularité d'être partagé entre le premier et le second degré, ainsi les professeurs ont dû s'approprier des prescriptions destinées à la fois à des enseignants polyvalents et spécialistes. Cette recherche s'inscrit dans un cadre théorique double : celui de l'analyse de l'activité d'une part et celui de la didactique des arts plastiques d'autre part. Dans une approche anthropologique du didactique, il s'agit de comprendre et d'observer les manifestations de ce rapport aux prescriptions dans l'activité professionnelle. Nos deux terrains d'étude, distincts géographiquement, sont situés en éducation prioritaire (REP). Notre approche qualitative s'est construite sur l'observation de l'activité de plusieurs professeurs des écoles (PE), de professeurs d'arts plastiques (PAP), des acteurs du réseau REP (coordinatrice de réseau, directrice d'école, Inspecteur de l'éducation nationale) ainsi que d'un groupe de travail art et culture. Ce dernier a suivi une action de formation continue en AP sur une période de trois ans. Nous proposons une analyse par théorisation ancrée de nos données afin de définir à partir des observations de terrain des catégories conceptualisantes pouvant caractériser les phénomènes d'appropriation et par comparaison nous cherchons à savoir dans quelles mesures l'accompagnement formatif peut transformer l'activité des professionnels. Nos résultats font apparaître des phénomènes d'appropriation liés à la formation initiale des PE en arts plastiques mais aussi un déplacement dans leur activité quand ils suivent une formation continue. Si le sentiment de légitimité à « faire apprendre » dans la discipline des AP existe, celui évolue quand les PE sont accompagnés dans leur compréhension des notions spécifiques liées à la discipline. Nous proposons dans une approche vygotskienne la dénomination de « concept primaire partagé » que nous définissons comme des concepts notionnels spécifiques (ici aux AP) qui permettent aux différents acteurs (spécialiste et polyvalent) de comprendre et de s'approprier les prescriptions ensemble. Cette appropriation

commune participe à l'existence possible de communautés de travail et de co construction dans le développement de l'activité des acteurs. Enfin toujours en accord avec les principes de la didactique de la discipline, les différentes catégories conceptualisantes revêtent une dimension particulière car elles sont directement en relation avec le faire et la pratique plastique. Ainsi, nos analyses font apparaître dans ce phénomène d'appropriation l'importance d'acteurs qui agissent au niveau méso du réseau REP et exerçant une fonction de brokering, de passeur, mais aussi de trader, c'est-à-dire de traducteur des prescriptions vers les acteurs du niveau micro.

Kerr, B. G., & Averill, R. M. (2024). **Culturally sustaining assessment for indigenous learners in aotearoa New Zealand: Drawing from policy, research, and educator voices**. *Teaching and Teacher Education*, *143*, 104567. https://doi.org/10.1016/j.tate.2024.104567
Understanding what constitutes culturally sustaining assessment is critical in an equitable schooling system. Assessment design and practice, culturally sustaining for Indigenous Māori learners, were explored using policy, literature, and semi-structured interviews with experienced educators. Analysis, supported by cultural advice, drew from Māori perspectives and culturally sustaining pedagogy. Characteristics found essential for culturally sustaining assessment design and practice include attending to wellbeing; embracing learner aspirations; teacher self-awareness and positioning; conducive learning spaces; and purposeful dialogic practices. Implications of study findings include that policy, cultural understanding, and professional learning are needed for assessment that maximises the potential and wellbeing of Indigenous learners.

Levin, O. (2024). **Simulation as a pedagogical model for deep learning in teacher education**. *Teaching and Teacher Education*, *143*, 104571. https://doi.org/10.1016/j.tate.2024.104571
Deep learning is a growing field, and although the connection between simulation-based learning (SBL) and deep learning is evident, there is insufficient knowledge to explain how deep learning occurs in SBL. The current case-study examined SBL as a model for deep learning. Participants were 68 teachers who participated in an SBL workshop. Triangulation was achieved using reflections, interviews, and focus groups. Through open content analysis, findings indicated that deep learning using SBL occurs via three dimensions: the cognitive, the interpersonal, and the intrapersonal. These results enhance our understanding of deep learning and the factors that promote and inhibit such learning.

Li, T., & Yang, X. (2024). **Conflict or facilitation? Faculty members' teaching time and their research performance**. *Higher Education*, *87*(5), 1433-1451. https://doi.org/10.1007/s10734-023-01071-3
Teaching and research are essential functions of modern research universities, yet many studies have found that teaching often takes time away from research, which may have a negative impact on research performance. This article extends the concept of teaching by including research-oriented teaching in addition to traditional curriculum-based teaching. Using a sample of 917 science and engineering faculty members from 21 Chinese research universities, this study analyses the impact of the two modes of teaching on faculty members' research performance. The results show that faculty members in research universities devote more time to research-oriented teaching than to curriculum-based teaching. Time spent on curriculum-based teaching has a significant negative relationship with research output, while time on research-oriented teaching

promotes faculty members' research productivity and research excellence. The study also found heterogeneity in the effect of teaching time on research performance across different groups. The negative impact of curriculum-based teaching on research was only observed in the group of assistant professors. The positive effect of research-oriented teaching on research is significant among associate professors and male faculty members. Based on the findings, we put forward policy implications for faculty teaching management and research evaluation systems to facilitate the integration of teaching and research.

Lynch, C. G., Young, S. T., & Danner, M. J. E. (2024). **Teaching Preparation and Professional Development Coursework in Doctoral Programs: The Example of Criminology and Criminal Justice**. *College Teaching, 72*(2), 90-97. https://doi.org/10.1080/87567555.2022.2097163
Teaching preparation is critical to success in graduate school, as many doctoral students across disciplines are expected to teach or assist in teaching undergraduate classes as part of a graduate assistantship or in the capacity of adjunct faculty. Many go on to enter their chosen fields in the academy with the expectation that they are fully prepared to develop and teach their own courses at the undergraduate and even graduate level. This paper explores the frequency and type of teaching preparation and professional development coursework in 40 criminology and criminal justice doctoral programs. Findings reveal that nearly half of these programs offered none of these courses whatsoever. Required coursework formalizes the knowledge and skills that are key to success in teaching during graduate school and beyond.

Marchive, A. (2012). **Introduction. Les pratiques de l'enquête ethnographique**. *Les Sciences de l'éducation - Pour l'Ère nouvelle, 45*(4), 7-14. https://doi.org/10.3917/lsdle.454.0007

Mitchell, R., Ayinselya, R. A., Barrett, A. M., Cortez, A., David, O., Imaniriho, D., … Singh, M. (2024). *Teacher professional development in Africa: A critical synthesis of African research evidence*. https://doi.org/10.5281/zenodo.10688489
This study is an original synthesis of African research evidence on teacher professional development (TPD) provision in the sub-Saharan region. It provides a critical appraisal of the evidence base and identifies patterns in the actors and agendas involved in TPD initiatives; the modes and modalities of provision; and teachers' experiences and outcomes. The study takes the form of a critical interpretive synthesis (CIS) and is informed by theoretical work on decolonising education (Ndlovu-Gatsheni 2013) and promoting Gender Equality and Social Inclusion (GESI). It draws primarily on publications by African-based researchers, where our research team is largely based. The findings point to the prevalence of one-size-fits-all provision can which often undermine, rather than strengthen, the situated professional knowledge and agency of teachers. Additionally, despite the emphasis given to inclusive education and gender-responsive pedagogy as a substantive focus of TPD initiatives, we find that dominant modalities of TPD provision continue to exclude historically marginalised groups, and largely reproduce existing social inequalities along the lines of gender, rurality, dis/ability and other dimensions. Alongside these negative findings, the study also finds fertile ground for more inclusive, generative and empowering TPD in the region.

Pattison-Meek, J. (2024). **The unsung heroes of practicum mentorship: Moving toward a triad model inclusive of student voice to support student teachers' professional learning**. *Teaching and Teacher Education*, *143*, 104553. https://doi.org/10.1016/j.tate.2024.104553 Classroom students are rarely, if ever, acknowledged in scholarly literature as having a support role in the teaching practicum. This qualitative study examined strategies adopted by seven student teachers in Quebec (Canada) to invite their high school students to inform their professional learning during a 12-week practicum. Drawing on positioning theory, findings support a shift toward a contemporary practicum mentorship model that encourages a reciprocal relationship between student teachers and their classroom students. This study invites initial teacher education programs to consider more collaborative, non-hierarchical mentor relationships that are inclusive of various voices and experiences.

Peggy, N. (2024). **La direction d'école : quels héritages ?** *Édubref*, (19), 1-4. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/EB-Veille/Edubref-avril-2024.pdf Pourquoi, dans les écoles primaires françaises, un·e professeur·e des écoles assume-t-il·elle également les fonctions de direction, contrairement à l'organisation en vigueur dans l'enseignement secondaire, où les fonctions de direction sont attribuées à un personnel spécialement recruté et formé à cet effet ? L'Edubref n°19, intitulé « La direction d'école : quels héritages ? », examine cette question en explorant l'évolution de la fonction de direction depuis le XIXe siècle. Il met en lumière comment le rôle des directeurs et directrices d'école s'est transformé tout en restant fidèle à un principe fondateur : celui d'être « un pair parmi ses pairs ». La loi Goblet de 1886 a marqué un tournant en établissant le statut de directeur·rice d'école, leur confiant non seulement la gestion de l'école mais aussi la tutelle des enseignant·es moins expérimenté·es. Cet acte a posé les bases de la fonction de direction telle que nous la connaissons aujourd'hui. Au fil du temps, les rôles des directeurs et directrices d'école ont connu une transformation progressive, orientée vers un pilotage pédagogique plus affirmé. Depuis l'introduction du conseil des maîtres en 1908 jusqu'à la loi Rilhac de 2021, en passant par la loi d'orientation de 1989, cette évolution a intégré la conception et la réalisation de projets éducatifs, tout en favorisant les collaborations et les partenariats avec les différents membres de la communauté éducative. La loi Rilhac a finalement consacré cette évolution en attribuant aux directeurs et directrices une autorité fonctionnelle claire. L'Edubref n°19 invite ainsi à explorer les méandres historiques de la direction d'école en France et à comprendre les défis actuels de cette fonction à la croisée des chemins, entre tradition et mutations

Perez-Roux, T., Françoise, C., & Torterat, F. (2024). **La formation des enseignant·e·s en prise avec les réformes : un rapport au travail (dés)ajusté pour les formateur·trice·s ?** *Education et socialisation - Les cahiers du CERFEE*, (71). https://doi.org/10.4000/edso.26620 En France, la dernière réforme de la formation initiale des enseignants (2019), mise en œuvre à la rentrée 2021, ravive les tensions entre logiques de professionnalisation, d'universitarisation et de certification. L'article tente de comprendre les reconfigurations des conditions de travail et de formation générées par la réforme puis de saisir dans quelle mesure la dérégulation des exigences institutionnelles a pu créer, chez les formateur·trice·s, une fragilisation ou un renforcement des professionnalités. Une enquête par questionnaire a été réalisée au printemps 2022 auprès de formateur·trice·s en INSPE1 sur l'ensemble du territoire (N =725). Les résultats des analyses uni et bivariées révèlent un rapport au travail (dés)ajusté et une tension renforcée entre théorie et

pratique, entre croyances ou valeurs des formateurs et logiques institutionnelles. Ils éclairent, selon le statut des formateur·trice·s, les stratégies d'appropriation pour (re)donner sens à l'action.

Pozo-Rico, T., Scott, R., Bąk, M., Castejón, J.-L., & Gilar-Corbí, R. (2024). **Riding the wave towards flourishing in STEM education: Enhancing teaching efficacy through a K-12 training program**. *Teaching and Teacher Education*, *143*, 104564. https://doi.org/10.1016/j.tate.2024.104564
The research aimed to analyze the effectiveness of a training program for K-12 teachers in improving their perceptions of flourishing, job satisfaction, work as meaning, and efficacy, as well as their students' academic performance. The study involved 147 K-12 teachers and 3544 students. A « quasi-experimental » pretest-posttest with a control group design was adopted. The results showed significant improvements in students' academic performance and in all teacher variables in the experimental group. Targeting interventions towards K-12 educators has immense potential to profoundly influence students' academic growth by increasing their interest and competence in STEM disciplines.

Ria, L., & Maas, M.-C. (2023). **Dévoiler la complexité du travail des enseignant-es pour les accompagner dans leur développement professionnel**. In C. M. & C. Wassenberg (Eds.) & C. Wassenberg (Éd.), *S'ouvrir à la complexité de l'école. De l'intelligibilité à l'agir.* (p. 35-50). Consulté à l'adresse https://hal.science/hal-04563431
Notre contribution traite de la complexité du travail enseignant selon le point de vue de « l'analyse de l'activité » (Barbier et Durand, 2003), qui s'inscrit dans la filiation de l'analyse du travail de l'ergonomie de tradition française. C'est un programme de recherche finalisé par des enjeux de formation, pour que les acteur-rices du système éducatif s'approprient des éléments d'intelligibilité de leur propre travail afin de conduire, individuellement dans les salles de classe ou collectivement dans des espaces de formation, des enquêtes sur leurs modalités d'intervention au service des apprentissages des élèves. La mobilisation d'outils de la recherche en éducation pour réinterroger les pratiques professionnelles reste à construire et à renforcer dans un système éducatif encore peu habitué à étudier systématiquement les effets des interventions des enseignant-es sur les apprentissages des élèves. Ce chapitre se focalise principalement sur le niveau des interactions entre professeur-res et élèves en deux étapes. La première étape consiste à définir quatre niveaux de la complexité du travail enseignant ; la seconde étape, à mettre en lumière, grâce à nos méthodologies d'investigation des activités professionnelles, des clés d'analyse de cette complexité qui échappe régulièrement à la conscience des professionnel-les.

Richter, E., & Richter, D. (2024). **Measuring the quality of teacher professional development: A large-scale validation study of an 18-item instrument for daily use**. *Studies in Educational Evaluation*, *81*, 101357. https://doi.org/10.1016/j.stueduc.2024.101357
This study introduces the Teacher Professional Development (TPD) Monitor, an 18-item instrument designed to assess the quality of formal learning opportunities (e.g. courses, workshops), for in-service teachers across all grade levels of general education. By evaluating these opportunities across four critical dimensions—clarity and structure, cognitive activation, collaboration, practical relevance—the TPD Monitor provides a comprehensive framework for assessing the effectiveness of professional development

programs. Developed and validated with data from 2314 in-service teachers actively teaching in primary, secondary, special education, and vocational schools, each participating in one of 173 distinct TPD courses, this instrument is supported by multi-level confirmatory factor analysis that confirmed its structure, offering robust evidence of its validity and reliability. Furthermore, measurement invariance was achieved, allowing for meaningful comparisons between subgroups. The TPD Monitor is a valuable and practical tool enabling TPD providers to design effective courses and allowing to monitor and improve the quality of TPD programs.

Salam, P. L. (2024). **Piloter un centre de langues au sein d'une université : une contextualisation permanente et intégrée dans un écosystème innovant.** *F/francophonies en contextes universitaires et diversité de l'ailleurs*. Présenté à Angers (France), France. Consulté à l'adresse https://hal.science/hal-04553693
Conçue en 2015, la Maison des Langues (ML) est un service commun de Le Mans Université dont la spécificité est d'être au service de la diversité des besoins en diffusion des langues et des cultures au sein des territoires couverts par LMU. Pour cela, elle s'est fixé quatre objectifs structuraux, à savoir : diffuser le multilinguisme et l'ouverture interculturelle, encourager la complémentarité et la collaboration entre les différents acteurs de la diffusion des langues, accompagner les acteurs, et enfin expérimenter une diversité de dispositifs multimodaux. Le dispositif évolue dans ce que nous appellerons un « écosystème d'innovation collaborative » (Bouchez, 2020) à double impact : d'un côté, les actions de la ML sont influencées par les lois et les décisions « top down » du national et du régional, notamment en matière de financement et d'appels à projets. D'un autre côté, certaines (ré)actions de la ML représentent un des leviers du changement de la politique d'internationalisation de l'université surtout en rapport avec l'accueil des étudiants en exil. Après avoir clarifié certaines des composantes de l'écosystème dans lequel s'imbrique la ML, nous montrerons comment certaines décisions (Bienvenu En France, loi Asile et Migration) impactent les actions stratégiques et pédagogiques d'une université. Nous tenterons aussi de montrer comment l'engagement des acteurs pendant certaines crises peut aussi développer de nouvelles (trans)formations pédagogiques. Nous terminerons par des pistes créatives afin d'amener les francophones à (re)discuter ensemble au sein de l'université et du territoire.

Singh, P. (2023). **Gender-Based Differences in Leadership Style: An Empirical Analysis**. *Journal of Accounting, Finance, Economics, and Social Sciences*, 8(2), 39-49. https://doi.org/10.62458/jafess.160224.8(2)39-49
This research investigates the differences in leadership styles among males and females of tertiary educational institutions in Cambodia and Malaysia. The study used a questionnaire as a measuring instrument and hypotheses testing to perform a one-sample t-test and a paired t-test. The sampling design used was convenience sampling. This research is relatively novel as it involved respondents from educational institutions in two Southeast Asian countries. This research found that females have a people-oriented leadership style and have a higher perception of their leadership abilities. In addition, it found that males have neither a task-oriented nor a people-oriented leadership style. The study suggests that women should be given the helm to manage these concerns in light of recent geopolitical uncertainties and workplace issues. Keywords: Leadership approaches; People-oriented and task-oriented leadership style; Cambodia; Malaysia; One-sample t-test; Paired t-test

Swatek, A., & Krawczyk, S. (2024). **Speaking truth to power: a conversation on Complaint! and Experiences of Power Abuse in Academia**. *Higher Education*, *87*(5), 1585-1592. https://doi.org/10.1007/s10734-023-01059-z

Tang, C., Yi, T., Naumann, S. E., & Dong, J. (2024). **The influence of subjective norms and science identity on academic career intentions**. *Higher Education*, *87*(6), 1937-1956. https://doi.org/10.1007/s10734-023-01099-5

Given the shortage of STEM workers, it is important to examine the factors associated with students' academic career intentions. However, the mechanism through which subjective norms influence academic career intentions has not been determined. Our study empirically tests a model identifying science identity as an intervening variable in this relationship. In a longitudinal survey study of master's and doctoral students from 17 research institutes in China, we found that science identity mediated the relationship between subjective norms and academic career intentions. In addition, creative self-efficacy, valuable to academic careers, moderated the relationship between science identity and academic career intentions.

Trividic, C., & Prost, M. (2024). **Hybridation d'un diplôme de Master : conséquences sur l'activité des acteurs.rices**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557129

Hybridation d'un diplôme de Master : conséquences sur l'activité des acteurs.rices

UNESCO. (2024). ***Tableau de bord pour l'ODD 4, rapport d'étape sur les points de référence nationaux : focus sur les enseignants*** (p. 99). Consulté à l'adresse UNESCO website: https://doi.org/10.54676/LOWP8691

Van Nieuwenhoven, C., Malo, A., & Maulini, O. (2024). ***La place du terrain dans la formation initiale des enseignants*** (1er édition). De Boeck Sup.

Le rôle des stages et des échanges entre pairs dans la formation des enseignants.La formation des enseignants s'organise partout dans une forme ou une autre d'alternance entre des expériences pratiques vécues sur le terrain et des savoirs théoriques présentés hors contexte, dans l'espace clos d'une institution.Au cœur de cette alternance, les stages constituent une facette incontournable et un moment privilégié d'appréhension du métier. Ainsi, sur le terrain se jouent des enjeux majeurs d'apprentissage et de développement, d'évaluation et de reconnaissance identitaire.Quel est le rôle réel du terrain ? Quel est son rapport, en contrôle ou en partenariat, avec l'institut de formation ? Quels sont les dispositifs mis en place pour favoriser la collaboration entre terrain et institut de formation ? Comment les maîtres de stage trouvent-ils leur place au sein du dispositif ? À quelles conditions le terrain est-il formateur ?Chaque chapitre, rédigé par un ou plusieurs experts francophones, offre un cadre d'analyse des pratiques et des leviers potentiels d'innovations pédagogiques.

van Tienoven, T. P., Glorieux, A., Minnen, J., & Spruyt, B. (2024). **Caught between academic calling and academic pressure? Working time characteristics, time pressure and time sovereignty predict PhD students' research engagement**. *Higher Education*, *87*(6), 1885-1904. https://doi.org/10.1007/s10734-023-01096-8

PhD students come to work in academic environments that are characterized by long working hours and work done on non-standard hours due to increasing job demands and metric evaluation systems. Yet their long working hours and work at non-standard hours are often seen as a logical consequence of their intellectual quest and academic calling and may even serve as a proxy for their research engagement. Against that

background, quantitative data from 514 PhD students were used to unravel the complex relationships between different aspects of time use and PhD students' work engagement. While the results support the academia as a calling thesis to some extent, they also show that the relationships between long and non-standard working hours and research engagement are partly negated by the fact that the same working time characteristics lead to perceived time pressure and lack of time sovereignty, which in turn negatively affects their engagement. Moreover, the mechanism behind this negation varies across scientific disciplines. These subjective working time characteristics are the same alarm signals that are flagged as risk factors in academic staff for occupational stress, burnout, and work-life imbalance and thus cannot be ignored.

Witcher, S. D., & Sasso, P. A. (2024). **A Comparison of Generational Differences in Faculty Perceptions of Online versus Face-to-Face Professional Development – A Community College Case Study**. *College Teaching*, *72*(2), 140-151. https://doi.org/10.1080/87567555.2022.2124394
To increase student success, higher education needs highly-trained faculty who are prepared to meet the needs of today's community college students. High-impact faculty professional development is vital to meet that need. With barriers to faculty attendance at traditional, synchronous trainings, leaders are considering alternative options. Using best practices of professional development and Knowles' theory of andragogy, this quantitative study sought to compare faculty perceptions of learning between synchronous, face-to-face training and online, asynchronous professional development. Regardless of faculty generation, faculty reported a higher perception of learning and impact on their teaching in the online, asynchronous environment as compared to participating in professional development in the face-to-face, synchronous environment.

Yim, S. Y., & Ahn, T. youn. (2024). **Learning silence and passivity: Novice teacher's participation in teaching community**. *Teaching and Teacher Education*, *143*, 104551. https://doi.org/10.1016/j.tate.2024.104551
This study investigates novice teachers' perceptions of the teaching community in Korea, and how its context shapes their participation in schools. Interviews were conducted with four primary school teachers who were in their first three years in the profession. The analysis revealed that schools neglected to create an environment conducive to the professional development of novice teachers by maintaining a power structure that favours senior teachers over educational values. Furthermore, the age-based inequality challenged the novice teachers' autonomy, and forced them to remain passive and silent. Facilitating their voice is key to promoting constructive change in the community.

Numérique et éducation

Abdullina, K., & Zolotovitskaya, A. (2024). **Social integration and activities of children with hearing loss with digital literacy strategies**. *Education and Information Technologies*, *29*(6), 7671-7692. https://doi.org/10.1007/s10639-023-12099-4
The effectiveness of education and upbringing of children with hearing loss who are placed in special and mixed groups remains an important issue. The study aims to establish mixed groups consisting of both healthy children and children with hearing loss, and subsequently evaluate and compare their cognitive and mental development across different phases of the experiment, taking into account their level of digital literacy skills. Digital literacy skills are essential for the full development of children in the digital

age. Children were tested for digital literacy level, cognitive skills, emotional stability, and relationships with peers using the Battelle Developmental Inventory, as well as Temple, Dorkey, and Amen test. The findings were compared among groups and categories of children. The digital literacy level of children with implants and hearing loss by the end of the study year was slightly lower than in the control group. The use of digital technologies made it possible to improve the speech functions of children with implants and hearing loss by 1.5-2.0 times. Children without hearing loss, who were placed in groups for children with speech disorders, were divided into those who were rejected and those who were accepted. Perhaps, this might result in more severe anxiety among such children. Children from the mixed groups were more tolerant of their peers. The resulting data suggested greater effectiveness of the mixed groups compared to the traditional system of special education programs and upbringing.

Acosta, Y., Alsina, Á., & Pincheira, N. (2024). **Computational thinking and repetition patterns in early childhood education: Longitudinal analysis of representation and justification**. *Education and Information Technologies*, *29*(6), 7633-7658. https://doi.org/10.1007/s10639-023-12051-6
This paper provides a longitudinal analysis of the understanding of repetition patterns by 24 Spanish children ages 3, 4 and 5, through representation and the type of justification. A mixed quantitative and qualitative study is conducted to establish bridges between algebraic thinking and computational thinking by teaching repetition patterns in technological contexts. The data are obtained using: a) participant observations; b) audio-visual and photographic records; and c) written representations, in drawing format, from the students. The analysis involves, on the one hand, a statistical analysis of the representations of patterns, and on the other, an interpretive analysis to describe the type of justification that children use in technological contexts: "elaboration", "validation", "inference" and "prediction or decision-making". The results show that: a) with respect to the representation of patterns, errors decreased by 27.3% in 3-to-5-year-olds, with understanding and correct representation of repetition patterns gaining prominence in more than 50% of the sample from the age of 4; b) on the type of justification used, it is evident that in 3-and-4-year-olds, "elaboration" predominates, and at 5, progress is made towards "validation". We conclude that it is necessary to design learning sequences connected with theory and upheld through practice, and that foster the active role of the teacher as a promoter of teaching situations that help spur the beginning of computational and algebraic thinking.

Aigle, M., Auzière, A., & El Rais, H. (2024). **Analyser et donner à voir les effets de la distance sur l'accès à l'enseignement supérieur : défis scientifiques, pratiques et éthiques d'une application conçue pour les universités**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557105
Analyser et donner à voir les effets de la distance sur l'accès à l'enseignement supérieur : défis scientifiques, pratiques et éthiques d'une application conçue pour les universités

Akila, D., Garg, H., Pal, S., & Jeyalaksshmi, S. (2024). **Research on recognition of students attention in offline classroom-based on deep learning**. *Education and Information Technologies*, *29*(6), 6865-6893. https://doi.org/10.1007/s10639-023-12089-6
Online education has been expected to be the future of learning; it will never replace the value of traditional classroom experiences fully. Technical problems have less impact

on offline education, which gives students more freedom to plan their time and stick to it. In addition, teachers cannot observe their students' behavior and activities during offline education, and they can intervene when necessary. The offline education helps to know the way of behavior analysis of students. Depending upon the analysis student's characteristics and classroom performance can be evaluated by the teachers. The classroom analysis of the students helps in framing the lesson plan easier. The student's activity freedom is also focused on the offline education. The student's behavior and the study characteristics are clearly noticed by offline education classes. The complete educational sector performance is centered on the behavior analysis of the students. As long as students need offline education, it would be a critical component of their overall growth. As educational resources have grown, it has become more crucial to examine and evaluate offline classroom teaching behavior to indicate overall institution performance. A deep learning-student attention recognition framework (DL-SARF) for offline classroom assessment is developed in this article. There are three approaches to professional classroom behavior analysis: the student's intense focus on their side face, head down, and eyes. As the experiments demonstrate, the proposed deep learning-student attention recognition framework can accurately assess student behavior in the classroom and make the administration and implementation of the lesson plan easier.

Al-Adwan, A. S., & Al-Debei, M. M. (2024). **The determinants of Gen Z's metaverse adoption decisions in higher education: Integrating UTAUT2 with personal innovativeness in IT**. *Education and Information Technologies*, 29(6), 7413-7445. https://doi.org/10.1007/s10639-023-12080-1
The interest in metaverse technology has risen notably in higher education learning contexts. Due to the global spread of the Covid-19 pandemic, higher education institutions are now increasingly emphasising online interactive learning. Higher education institutions are currently investigating the potential of metaverse technology to enhance student learning by immersing them in a 3D interactive environment. Nevertheless, there is a dearth of research on how Gen Z in developing Arab nations, such as Jordan, decide whether or not to use metaverse technology in higher education (Eduverse). Therefore, it is crucial to understand the dynamics of Eduverse adoption to encourage and inspire Gen Z students to make use of this cutting-edge technology. Through structural equation modeling applied to a sample of 537 Jordanian students of Gen Z, this research assessed a model that adapts and integrates the UTUAT2 theory with Personnel Innovativeness in IT (PIIT). From a UTAUT2 perspective, the results suggest that, apart from social influence, all other included determinants have significant and positive impacts on Gen Z adoption intentions for the metaverse in higher education learning environments. In addition, the results demonstrate that PIIT is a strong predictor of adoption intention both directly and indirectly via performance and effort expectations. The developed model in this study explains 57.5% of the variance in Eduverse adoption intentions. This study adds to the current body of knowledge by enhancing our comprehension of the dynamics and behaviours of Eduverse acceptance among Jordanian Gen Z students. In addition to its theoretical value, this research offers profound implications for the executives and policymakers of higher education istitutions.

Albreiki, B., Habuza, T., Palakkal, N., & Zaki, N. (2024). **Clustering-based knowledge graphs and entity-relation representation improves the detection of at risk students**. *Education and Information Technologies*, 29(6), 6791-6820. https://doi.org/10.1007/s10639-023-11938-8

The nature of education has been transformed by technological advances and online learning platforms, providing educational institutions with more options than ever to thrive in a complex and competitive environment. However, they still face challenges such as academic underachievement, graduation delays, and student dropouts. Fortunately, by harnessing student data from institution databases and online platforms, it becomes possible to predict the academic performance of individual students at an early stage. In this study, we utilized knowledge graphs (KG), clustering, and machine learning (ML) techniques on data related to students in the College of Information Technology at UAEU. To construct knowledge graphs and visualize students' performance at various checkpoints, we employed Neo4j-a high-performance NoSQL graph database. The findings demonstrate that incorporating clustered knowledge graphs with machine learning reduces predictive errors, enhances classification accuracy, and effectively identifies students at risk of course failure. Additionally, the utilization of visualization methods facilitates communication and decision-making within educational institutions. The combination of KGs and ML empowers course instructors to rank students and provide personalized learning interventions based on individual performance and capabilities, allowing them to develop tailored remedial actions for at-risk students according to their unique profiles.

Allouche, E. (2024). ***Artificial intelligence and Education***. https://doi.org/10.58079/vq06
This document, produced by the Digital Directorate for Education (Ministry of National Education and Youth), offers an inventory (January 2024) of the contributions of research and the guidelines of international institutions on the artificial intelligence (AI) and education: diversity of definitions and approaches, issues for public policies, ethical issues, fields of application, avenues for training and teaching, perspectives with the turning point of generative AI and great language models.

Alrayes, M. (2024). **Correlation factors of translanguaging practices on English as a Foreign Language Contexts: the perception of Teachers**. *Education and Information Technologies*, 29(6), 7659-7669. https://doi.org/10.1007/s10639-023-12137-1
Teaching English in second language contexts seems to have succeeded in implementing only target-language policy allowed during class time. However, the problem persists in teaching English in foreign language contexts where English is not the official and/or first language in those countries. Such situations kept the question unanswered; whether the first language of the target learners should be used during class times in the form of translanguaging or not. While few studies have investigated this issue thoroughly; however very a few of them examined in depth analysis from different perspectives such as: how different factors paly various roles on this issue, how those factors correlate to each other, and how they relate to translanguaging in particular. This study investigates the correlations between translanguaging practices in English as a foreign language context during class time from teachers' perspectives. Correlation, Structural Equation Modeling (SEM) and regression analyses showed that there was significant correlation between translanguaging practices and other examined independent variables including gender, same background between teachers and learners' and first language; whereas no significant correlation was found regarding the teaching experience. The study recommends evaluating learners' levels even if the focus of the study was on teachers' perceptions for future research.

Asante, K., & Novak, P. (2024). **When the push and pull factors in digital educational resources backfire: the role of digital leader in digital educational resources usage**. *Education and Information Technologies*, 29(6), 6553-6578. https://doi.org/10.1007/s10639-023-12095-8
The study investigated the impact of digital leadership on teachers' usage of digital educational resources (DERs). The study collected data from teachers and headteachers in four pre-tertiary schools in Ghana. Also, trust was included as the interacting variable to examine its mediating role in digital leadership and digital educational resource usage to better disentangle the relationship between digital leadership and digital educational resource. The study used symmetrical (Partial Least Square-Structural Equation Modelling (PLS-SEM) and asymmetrical approaches (fuzzy-set Qualitative Comparative Analysis (fsQCA) for the analysis of the relationships. The results underpin digital leadership's importance in digital educational resource implementation outcomes in developing countries' pre-tertiary schools. The fuzzy-set qualitative comparative analysis findings confirm that exclusively using symmetrical approaches for digital educational resource studies may not be sufficient to understand the expected relationships within a proposed model. Under the partial least squares path modelling (PLS-SEM) analysis, trust did not mediate the relationship between digital leadership and teachers' usage of digital educational resources. Sharply from the PLS-SEM findings, the fsQCA revealed that the presence of digital leadership and trust are necessary conditions to predict teachers' usage of digital educational resources. These results and their implications for theory and practice are discussed.

Baron, G.-L. (2019). **Les technologies dans l'enseignement scolaire : regard rétrospectif et perspectives**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *52*(1), 103-122. https://doi.org/10.3917/lsdle.521.0103
Depuis plus de 60 ans, des générations successives de technologies de l'information et de la communication ont été introduites en milieu scolaire. Chacune a suscité chez les décideurs des espoirs, régulièrement déçus, mais a aussi amené des changements. La recherche en sciences de l'éducation a dès leur apparition étudié les potentialités et les effets de ces technologies.Cet article présente une synthèse de ce qui a été raisonnablement établi par la recherche dans ce domaine. D'abord, des éléments de contexte sont présentés. Puis sept « thèses » sont énoncées et brièvement justifiées : 1) la question des usages éducatifs des TIC est systémique ; 2) il existe une tension persistante entre mutualisation et individualisation dans le domaine de la technologie éducative ; 3) il existe des formes de scolarisation de l'utilisation d'instruments informatisés ; 4) innovateurs, militants et chercheurs sont des acteurs centraux du développement des usages éducatifs des technologies ; 5) les effets sur les apprentissages et les systèmes scolaires sont difficiles à identifier précisément ; 6) former des enseignants est indispensable mais interminable ; 7) les ressources en ligne jouent désormais un rôle central dans le champ.Enfin, quelques perspectives sont proposées.

Barrot, J. S. (2024). **Trends in automated writing evaluation systems research for teaching, learning, and assessment: A bibliometric analysis**. *Education and Information Technologies*, *29*(6), 7155-7179. https://doi.org/10.1007/s10639-023-12083-y
This bibliometric analysis attempts to map out the scientific literature on automated writing evaluation (AWE) systems for teaching, learning, and assessment. A total of 170 documents published between 2002 and 2021 in Social Sciences Citation Index journals were reviewed from four dimensions, namely size (productivity and citations), time

(publication growth), space (geographical distribution and publication venues), and composition (topic development). Overall findings show an increasing or expanding trend in all four dimensions, which is likely to continue for the next several years. The field has also shown movement toward methodological and theoretical maturity, especially during the past five years. This study has also provided strong evidence of the positive impact of AWE tools on the different dependent variables, such as writing accuracy, writing quality, and plagiarism. In terms of topic development, data shows that the field has significantly expanded and has maintained a sustained interest in popular research topics. However, a great majority of them remain underexplored. Practical, theoretical, and methodological implications and directions for future studies are discussed.

Bowers, D. S., & Sabin, M. (2024). **Demonstrating the use of a professional skills framework to support the assessment of dispositions in IT education**. *Education and Information Technologies*, 29(6), 7595-7632. https://doi.org/10.1007/s10639-023-11933-z
The skills and competencies of IT professionals are often described using employer-led skills frameworks. They express competencies as technical knowledge and skills combined with a range of personal qualities. Employers have indicated the importance of developing such qualities for new graduates. In response, recent ACM/IEEE curricular recommendations have shifted their emphases from bodies of knowledge to the development of competencies. The IT2017 ACM/IEEE Curriculum Guidelines for Baccalaureate Degree Programs proposed a model of IT competency comprising three interrelated components: content knowledge, skills, and dispositions, where dispositions represent personal qualities desirable in the workplace. The ACM/IEEE Computing Curricula 2020 (CC2020) report enriched the IT2017 disposition concept by identifying eleven dispositions that all computing programs should include for the career preparation of their graduates. However, developing and assessing dispositions in a degree program remain challenges, often involving internships, work placements and similar student opportunities. A recent mapping of the eleven CC2020 dispositions to the responsibility characteristics of the Skills Framework for the Information Age (SFIA), a widely used professional skills framework, suggested a promising approach to addressing this challenge. Inspired by this mapping, this paper aims to help educators assess students' achievement of CC2020 dispositions by mapping real-world experiences they have recorded in individual portfolios against the SFIA responsibility characteristics. First, the selection of SFIA to operationalize the CC2020 dispositions is validated by demonstrating that alternative frameworks pose significant challenges for any assessment approach that needs to be independent of particular technical skills. A tool is described that maps demonstration of SFIA responsibility characteristics to CC2020 dispositions, applying a simple, consistent assessment algorithm. Finally, the assessment process and outcomes are illustrated using a fictional student portfolio, constructed to reflect one author's experience of work placement students' achievements.

Çakiroğlu, Ü., Özkan, A., Çevǐk, İ., Kutlu, D., & Kahyar, S. (2024). **What motivate learners to continue a professional development program through Massive Open Online Courses (MOOCs)?: A lens of self-determination theory**. *Education and Information Technologies*, 29(6), 7027-7051. https://doi.org/10.1007/s10639-023-12087-8
The field of online professional development is in ongoing growth, and motivation has been identified as a critical factor in online courses. Somewhat different from the common courses delivered through MOOCs, this study investigates learning processes in compulsory courses. The study aims to understand the motivational factors influential on

the behaviors of faculty members in a compulsory professional development program. The participants included 11 instructors who completed the program. Within the lens of self-determination theory, the motivation of instructors was determined through semi-structured interviews, which were analyzed through content analysis. Prominent factors affecting motivation were found as (a) the nature of professional development, (b) teaching materials, (c) evaluation, (d) learning environment, and (e) external factors (compulsory participation, environmental pressure). Attending a compulsory course is discussed in terms of self-determination theory. The implications of notable findings and directions for future studies are also discussed.

Canpolat, M., & Karadaş, C. (2024). **A mixed method research on increasing digital parenting awareness of parents**. *Education and Information Technologies*, 29(6), 6683-6704. https://doi.org/10.1007/s10639-023-12094-9
As children spend more time in the digital world, numerous researchers have studied access to and use of the internet. They pointed out the positive and negative consequences of that. However, despite the importance of children's conscious use of the internet and parental guidance, the awareness and needs of parents in this area have not been discovered. In order to provide a correct and healthy counselling service, it is useful for the person providing it to be aware of the need for the service to be offered and then to examine his or her self-efficacy in this area. To address the gap in the relevant literature, in this embedded mixed-methods study, we first interviewed parents (n = 40) to explore their digital parenting and identify their needs. We then developed a digital parenting training program to address these needs and sought to raise parents' awareness. We tested the effect of the program we developed using the experimental design pretest-posttest-follow-up-tested control group. We used the risk protection subdimension of the Digital Parenting Awareness Scale as a data collection tool. At the end of the training, we found that parents in the experimental group (n = 14) showed a significant increase in protection from risks in digital parenting. In a follow-up measurement three months after the end of the training program, we found that the scores of parents in the experimental group had not changed significantly in terms of protection against digital risks, i.e., this change persisted. As part of the findings, we made professionals who provide family education and counseling aware of the digital parent training program and suggested that they use the program we developed in the family trainings they organize.

Carlana, M., & La Ferrara, E. (2024). *Apart but Connected: Online Tutoring, Cognitive Outcomes, and Soft Skills* (NBER Working Paper N° 32272). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32272.htm
We study the Tutoring Online Program (TOP), where: (i) tutoring is entirely online; (ii) tutors are volunteer university students, matched with underprivileged middle school students. We leverage random assignment to estimate effects during and after the pandemic (2020 and 2022), investigating channels of impact. Three hours of individual tutoring per week increased math performance by 0.23 SD in 2020 and 0.20 SD in 2022. Higher-dosage yielded stronger effects, while group tutoring smaller effects. TOP enhanced students' aspirations, socio-emotional skills and psychological well-being, but only during school closures. We also estimate the impact of TOP on tutors, finding increases in empathy.

Chang, S.-C., & Wongwatkit, C. (2024). **Effects of a peer assessment-based scrum project learning system on computer programming's learning motivation, collaboration, communication, critical thinking, and cognitive load**. *Education and Information Technologies*, 29(6), 7105-7128. https://doi.org/10.1007/s10639-023-12084-x

As computational thinking becomes increasingly essential, the challenge of designing effective teaching approaches to foster students' abilities in this area persists, especially for higher order thinking skills. This study addresses this challenge by proposing and implementing a peer assessment-based Scrum project (PA-SP) learning approach in university computer programming learning. The approach involves dividing 98 third-year college students into an experimental group, which employs the PA-SP approach, and a control group, which uses the conventional Scrum project (C-SP) approach. The study investigates the impact of the PA-SP approach on students' programming projects, learning motivation, project collaboration, communication, critical thinking, and cognitive load. The results demonstrate that the PA-SP approach significantly enhances learning achievement and motivation while also improving collaboration, communication, and critical thinking. By providing practical insights into effective teaching strategies to promote students' computational thinking, this research has significant implications for improving programming education in universities.

Chau, H. T. H., Bui, H. P., & Dinh, Q. T. H. (2024). **Impacts of online collaborative learning on students' intercultural communication apprehension and intercultural communicative competence**. *Education and Information Technologies*, 29(6), 7447-7464. https://doi.org/10.1007/s10639-023-12100-0

This study explores the impacts of an online collaborative learning program on students' intercultural communication apprehension (ICA) and intercultural communicative competence (ICC). The participants were 150 voluntary students (73 Vietnamese and 77 Taiwanese students). The students were assigned into two groups. The Control Group consisted of one class of 36 Taiwanese (taught by a Taiwanese teacher) and one class of 38 Vietnamese students (taught by a Vietnamese teacher) based in their home countries. The Experimental Group (37 Vietnamese and 39 Taiwanese students) consisted of two classes of 38 students. Each experimental class had both Vietnamese and Taiwanese students, co-taught by a Vietnamese teacher and a Taiwanese teacher and were assigned into bicultural pairs for unguided online collaborative learning. A pretest and posttest of ICA and ICC were used to measure the effects of the 10-week intervention on the students' ICA and ICC. Results showed that online collaborative learning significantly reduced the students' ICA and improved their ICC. The Vietnamese students were more receptive to online collaborative learning to enhance their ICC while the Taiwanese students' ICC developed more significantly than Vietnamese students in face-to-face learning. Teachers may apply online collaborative learning to teaching students from different cultures to enhance their ICC and reduce ICA.

Chen, Y.-T., Li, M., & Cukurova, M. (2024). **Unleashing imagination: an effective pedagogical approach to integrate into spherical video-based virtual reality to improve students' creative writing**. *Education and Information Technologies*, 29(6), 6499-6523. https://doi.org/10.1007/s10639-023-12115-7

Creative writing is a valuable skill that enables learners to become proficient writers. One reason students often struggle with creative writing is their lack of contextual experiences. Spherical video-based virtual reality (SVVR) has been argued to support students' writing through immersive virtual experiences. However, what specific pedagogical practices

can be developed and integrated with emerging technologies like SVVR to improve their effectiveness to support elementary school students' creative writing needs further work. This study proposes an innovative approach that integrated the generative learning strategy (GLS) of imagining with SVVR to enhance elementary school students' creative writing performance. To test the effectiveness of the proposed approach, a quasi-experiment was conducted in an elementary school writing class. The experimental group (N = 56) used the generative learning-based SVVR approach (GSVVR), while the control group (N = 55) used the generative learning-based conventional approach (GC). The results showed that the GSVVR group outperformed the GC group in terms of creative writing (F = 10.953, p < 0.01) with a medium effect size. Furthermore, we found a significant impact on students' behavioural and emotional engagement as well as their learning persistence, particularly if they had engagement values below 4.3 before the intervention. These findings indicates that while the approach may have limited benefits for students who are already highly engaged (engagement values exceeding 4.3) with SVVR. It can also notably enhance the performance of relatively less engaged (engagement values below 4.3) students. There was a positive correlation between learning persistence and creative writing in the GSVVR group, with learning persistence being one of the significant predictors of student creative writing performance. The study is concluded with a discussion on the pedagogical and theoretical implications of the findings to support elementary school students' creative writing.

Cheng, S.-C., Hwang, G.-J., & Chen, C.-H. (2024). **Fostering students' scientific literacy by reflective questioning: An identification, summarization, self-reflective questioning, and application (ISSA)-based flipped learning approach**. *Education and Information Technologies, 29*(6), 7081-7104. https://doi.org/10.1007/s10639-023-12121-9
Developing students' scientific literacy is the most important educational goal and challenge of the 21st century. Many studies have confirmed that flipped learning has significantly impacted learning science. Researchers indicate that the lack of an appropriate learning guidance strategy in the pre-class stage for flipped learning will influence students' understanding of learning content and affect in-class learning activities. In order to tackle this problem, the present study proposed a flipped learning approach based on identification, summarization, self-reflective questioning, and application (ISSA), further exploring the influences on students' scientific literacy, communication tendency, problem-solving tendency, learning motivation, and cognitive load. In addition, the study used a true experimental design to assess the effectiveness of the proposed learning method, and 58 university students were recruited to participate in a natural science course. The experimental group (N = 29) adopted the proposed learning approach, while the control group adopted the conventional flipped learning approach. The results showed that the experimental group had higher scientific literacy, communication tendency, problem-solving tendency, and extrinsic motivation than the control group. The interviews showed that the ISSA flipped learning method could improve students' understanding of the learning content. In particular, the process of peer interaction promoted their self-reflection and scientific literacy skills.

Constantin, A.-M. (2024). **Les conditions de la réussite et les conditions de fraude : le cas des évaluations en ligne / à distance à l'université**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557149

Les conditions de la réussite et les conditions de fraude : le cas des évaluations en ligne / à distance à l'université

Crovello, H., Perodaud, M., Douai, A., & Mirbel, I. (2024). **Effet de la transformation numérique des enseignements sur l'engagement des étudiants en licence générale: le cas des portails Sciences et Vie et Sciences et Technologies à Université Côte d'Azur**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557124
Effet de la transformation numérique des enseignements sur l'engagement des étudiants en licence générale: le cas des portails Sciences et Vie et Sciences et Technologies à Université Côte d'Azur

Cygnet, A. B., & Sivakumar, P. (2024). **Efficacy of augmented reality-based flashcards on learning Basic Tamil words among primary learners during neo - normal period**. *Education and Information Technologies*, 29(6), 6705-6722. https://doi.org/10.1007/s10639-023-12073-0
Augmented reality (AR) has become a popular platform in education, providing an interactive and engaging way to learn through manipulatable communication. AR technology can increase motivation and retention of vocabulary. This study explores the efficacy of an AR-based flashcard application to teach basic Tamil words to primary school students in Madurai District, Tamil Nadu. The target sample included students in classes three, four, and five, who had minimal residual knowledge due to disrupted classroom learning from the pandemic period. The current study aimed to compare the level of learning achieved through traditional flashcards and AR-based flashcards. A total of 67 students (35 boys, 32 girls) were randomly divided into an experimental group (N = 31; 46.27%) and a control group (N = 36; 53.73%). Pre-tests followed by intervention and post-test design were adopted to establish the benefits of AR statistically and explained following the theoretical supplement of Piaget (1964). The results indicated that learning through AR-based flashcards enhanced primary students' learning of basic Tamil and increased their interest in learning. This study might help learners move from the cognitive to the affective domain, leading to desirable changes in learning behaviour. AR technology provides diverse learning opportunities, and the flexibility of schema formation in this age group and enhanced through inductive logic. Further research may complement and induce the desire among educators to implement this technology in enhancing the power of flashcards and complementary diagrams.

Danic, I., Lefort, T., & Mell, L. (2024). **At the root of digital inequality, secondary school teachers' relationship to digital technologies: withdrawal, appropriation or sharing?** *Recherches en éducation*, (55). https://doi.org/10.4000/ree.12402
Dong, X., Liang, H., Ding, X., & Zhang, Y. (2024). **Enhancing children's cognitive skills: An experimental study on virtual reality-based gamified educational practices**. *Education and Information Technologies*, 29(6), 7569-7594. https://doi.org/10.1007/s10639-023-12075-y
Serious game-based learning is a high-fashioned topic in educational technology which helps children learn and train their skills. Most existing literature focuses on the improvement of children's specific abilities or skills, such as reading comprehension, attention, memory, etc. However, for cognitively impaired children, it is necessary to train their comprehensive cognitive ability. In this paper, serious game-based learning is defined as the integration of cognitive theory, instructional content and gaming

elements to create educational games that leverage the motivational and immersive nature of gaming to enhance learning outcomes. We classify the gamification elements involved in cognitive training and then combine them with Piaget's theory of cognitive development in order to develop a cognitive training framework consists of four sessions which is expected to enhance the cognitive function of children with cognitive deficits. In total 50 cognitively impaired children are recruited to participate in the test. Evaluation results reveal that our cognitive training framework is helpful in improving the cognitive ability of children with cognitive deficits. However, the issue of how long this cognitive improvement will last still remains to be explored in future research.

Doucey, B., Zocli, M., Oubelaid, S., & Wolffer, L. (2024). **Micro-certifications dans le supérieur : proposition d'un cadre commun par le consortium Digital FCU**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557155
Micro-certifications dans le supérieur : proposition d'un cadre commun par le consortium Digital FCU

Evren, A. ***Téléphones portables dans les écoles et collèges***. , Pub. L. No. 547 rectifié (2023-2024) (2024).
Proposition de loi visant à rendre obligatoire le dépôt des téléphones portables à l'entrée des écoles et collèges et à renforcer la prévention concernant l'abus d'écrans chez les jeunes

Gerchen, A. (2024). **Finding digital solutions in pandemic times: the case of appointment procedures for professors at German universities**. *Higher Education*, *87*(6), 1657‑1675. https://doi.org/10.1007/s10734-023-01083-z
In higher education and beyond, the Covid-19 pandemic is considered to have accelerated digitalisation. While this acceleration is usually viewed in the context of the digital transformation that is characterised by its longevity, the permanence of pandemic-driven digitalisation requires investigation. Focusing on appointment procedures for professors as a central element of universities' governance, the qualitative study presented here employed expert interviews and group discussions to investigate how German universities responded to the challenges of the Covid-19 pandemic by furthering digitalisation. Drawing on the concept of synchronous and asynchronous communication and Luhmann's understanding of decision programmes, this article proposes differentiating between two modes of digitalisation in order to systematise the empirical findings and thus analytically distinguish pandemic-driven digitalisation from the general digital transformation. It finds that not all of the newly implemented digital solutions will be used permanently and argues that this can be understood in terms of obstructed decision programmes.

Gumina, S., Patten, K., & Gerdes, J. (2024). **The evolution of IoT education within an IT curriculum**. *Education and Information Technologies*, *29*(6), 6723‑6752. https://doi.org/10.1007/s10639-023-12088-7
This paper is an experiential report describing the faculty and student experiences and knowledge gained from developing an Internet of Things (IoT) course within an Information Technology (IT) Department at a large southeastern United States public university. The paper contributes insights gained developing the introductory IoT course, and it recommends the inclusion of IoT technology within an IT curriculum due to its

disruptive and transformative nature. Many industries are deploying IoT applications making it imperative that IT graduates have the knowledge and skills needed to work with this emerging technology. The faculty leveraged the use of the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) Instructional Design Model to develop a pilot course in the summer of 2022 and then, based on the pilot feedback and analysis using ADDIE, refined the course design for spring 2023. The continuing course development draws on IT undergraduate curricula guidelines in Information Technology Curricula 2017 (IT2017), research into how industry uses IoT applications, and the use of hands-on educational technologies to identify and apply IoT knowledge and skills needed for IT graduates. The pervasive nature of IoT requires IoT faculty to have knowledge of each of the IT Pillars (programming, networking, human-computer interaction, databases, and web systems) as well as the IT Supplemental IoT Domain guidelines developed in IT2017.

Hopcan, S., Türkmen, G., & Polat, E. (2024). **Exploring the artificial intelligence anxiety and machine learning attitudes of teacher candidates**. *Education and Information Technologies, 29*(6), 7281-7301. https://doi.org/10.1007/s10639-023-12086-9
With the advancement of artificial intelligence (AI) and machine learning (ML) techniques, attitudes towards these two fields have begun to gain importance in different professions. One of the affected professions is undoubtedly the teaching profession. Increasing the levels of concern for artificial intelligence and attitudes towards machine learning has become important in order to adapt to potential technologies that will be used. The purpose of this study is to examine the anxiety related to AI and the attitudes towards ML among teacher candidates of different ages, genders, and fields. This study investigates the relationships between sub-dimensions of anxiety towards artificial intelligence and attitudes towards machine learning, as well as to identify differences in these sub-dimensions among gender, age, and department. The findings suggest that although teacher candidates from different disciplines, ages, and genders do not have any concerns regarding learning about artificial intelligence, they do express anxiety about the impact of artificial intelligence on employment rates and social life. The results of this study can be beneficial for developing instructional programs that focus on AI in the long run, considering factors such as age, personal experience, gender, and field-specific elements.

Ji, Y., Qiao, D., Zhang, D., & Xu, T. (2023). **Is stress motivation? Effects of perceived stress on online self-directed learning of college students in China**. *Education and Information Technologies*. https://doi.org/10.1007/s10639-023-12082-z
The COVID-19 pandemic has popularized online learning as a mode of teaching and learning in universities, thereby exacerbating college students' stress levels in multiple ways. To enhance the quality of college student training, it is crucial to investigate the impact of perceived stress on their online self-directed learning. Using questionnaire data from 969 college students across China, this study performed an empirical analysis of the influence of perceived stress on their online self-directed learning, while also exploring the mediating role of phone dependence and the moderating role of self-management ability. The findings indicate that, firstly, perceived stress has a significant and positive effect on college students' online self-directed learning. Secondly, phone dependence masks the positive impact of perceived stress on students' self-directed learning, thereby weakening the effects of employment and learning stress on their online self-directed learning. Thirdly, self-management ability positively moderates the relationship between employment, social, interpersonal, and learning stress and college students' online self-

directed learning. Fourthly, rural college students' online self-directed learning is more susceptible to employment, social, and interpersonal stress; vocational college students' self-directed learning is more influenced by employment, social, and learning stress; and students in the "Double First-Class" initiative universities are more likely to develop phone dependence. Therefore, this paper asserts that using stress reasonably, controlling stress appropriately, channeling stress properly, and enhancing self-management abilities can aid college students in learning autonomous online.

Jiang, G., Zhu, J., Li, Y., An, P., & Wang, Y. (2024). **NaMemo2: Facilitating Teacher-Student Interaction with Theory-Based Design and Student Autonomy Consideration**. *Education and Information Technologies*, *29*(6), 7259-7279. https://doi.org/10.1007/s10639-023-12059-y

Teacher-student interaction (TSI) is essential for learning efficiency and harmonious teacher-student interpersonal relationships. However, studies on TSI support tools often focus on teacher needs while neglecting student needs and autonomy. To enhance both lecturer competence in delivering interpersonal interaction and student autonomy in TSI, we developed NaMemo2, a novel augmented-reality system that allows students to express their willingness to TSI and displays student information to teachers during lectures. The design and evaluation process follows a new framework, STUDIER, which can facilitate the development of theory-based ethnics-aware TSI support tools in general. The quantitative results of our four-week field study with four classes in a university suggested that NaMemo2 can improve (1) TSI in the classroom from both teacher and student perspectives, (2) student attitudes and willingness to TSI, and (3) student attitudes to the deployment of NaMemo2. The qualitative feedback from students and teachers indicated that improving TSI may be responsible for improved attention in students and a better classroom atmosphere during lectures.

Kar, S. P., Das, A. K., Chatterjee, R., & Mandal, J. K. (2024). **Assessment of learning parameters for students' adaptability in online education using machine learning and explainable AI**. *Education and Information Technologies*, *29*(6), 7553-7568. https://doi.org/10.1007/s10639-023-12111-x

Technology Enabled Learning (TEL) has a major impact on the learning adaptability of the learners. During the COVID-19 pandemic, there has been a drastic change in the learning methodology. The adaptability of learners from the various domains, levels and age has been a significant component of research in context to education. In this paper, the authors have proposed a machine learning and explainable AI based solution to identify critical learning parameters for students' adaptability level in online education. In this research the authors have employed various explainable AI (XAI) algorithms namely Local Interpretable Model-agnostic Explanations (LIME), SHapley Additive exPlanations (SHAP), FEature iMportance based eXplanable AI algorithm (FAMeX) for identifying the critical learning parameters to decide the adaptability level of a student. To test the efficacy of the solution, a dataset of students of several education levels of Bangladesh, collected from both online and offline surveys has been used. The results revealed are quite interesting, and counter intuitive.

Kimmel, Bol, Ryan, & Esqueda. (2024). **The Experiences of Community College Faculty Using Open Educational Resources versus Publisher Textbooks**. *Community College Journal of Research and Practice*, *48*(5), 255-270. https://doi.org/10.1080/10668926.2022.2107118

A promising solution for reducing costs for students, especially textbook costs, is Open Educational Resources (OER). We explored community college faculty members' perceptions of using OER compared with publisher textbooks. In this comparative context, we investigated how OER impacted faculty, their instructional decisions, and their students as well as other aspects of OER faculty considered beneficial. The data is from a larger mixed-methods research study conducted in one large community college with multiple campuses in the Virginia Community College System (VCCS). Interviews were conducted with four faculty members who taught both an OER and non-OER section of the same course in the same semester. Three interconnected themes emerged from faculty responses. The first theme was the customizable content and format of OER facilitated access to and for diversity. The second theme was the ease of access with OER supported student engagement with the content and with each other. The third theme was faculty engagement with OER promoted transformative and reflective pedagogies. Findings provide important insight into the contribution of OER materials to equity, diversity, and inclusion beyond the barrier of financial costs. Practitioners should be encouraged by OER's potential benefits to students and instructors.

Labrell, F., Hassler, C., Fabre, M., Geffroy, V., Bretaudeau, S., Dumas, A., … Mallet, P. (2024). **Outil numérique innovant à destination des jeunes S/sourds et des jeunes malentendants (ONISE) : un questionnaire en ligne sur leur épanouissement relationnel**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 233-258. https://doi.org/10.3917/nresi.098.0233
L'objectif de cette étude transversale est d'investiguer l'épanouissement relationnel de jeunes S/sourds et de jeunes malentendants français au sortir de l'adolescence. Compte tenu de l'inexistence d'un outil adapté et accessible pour recueillir l'avis de ces jeunes, le préalable à cet objectif a été la construction d'un auto-questionnaire en ligne, élaboré dans le cadre d'un appel à projet. Pour le recueil des données, nous avons eu recours au questionnaire en ligne, à des observations participantes en établissements pour les S/sourds, de même qu'à des focus groupes de jeunes sourds et de jeunes malentendants dans ces établissements. Les résultats obtenus sur 40 jeunes, âgés de 18 à 25 ans, montrent que leur épanouissement relationnel en termes de qualité de vie, de participation sociale et d'humeur dépressive n'est pas très éloigné de l'épanouissement relationnel d'autres jeunes S/sourds d'origine différente ou de jeunes français entendants. L'accessibilité de l'outil est globalement satisfaisante même si les observations et les analyses des échanges issus des focus groupes mettent en évidence des difficultés d'accès à certaines questions.

Li, M., & Wang, T. (2024). **Optimizing learning return on investment: Identifying learning strategies based on user behavior characteristic in language learning applications**. *Education and Information Technologies*, 29(6), 6651-6681. https://doi.org/10.1007/s10639-023-12078-9
Began with Computer-Assisted Language Learning (CALL) in the 1960s and extended to the widespread use of various Mobile-Assisted Language Learning (MALL) tools in education, language learning has embraced technology early on, achieved noticeable results, and found extensive practical use. However, due to the challenges in accessing user data from various language learning platforms, the measurement and assessment of language-related variables continue to rely on self-reporting and peer evaluations. This reliance hampers researchers to observe language learning from alternative perspectives, especially when it comes to analyzing raw behavioral data. To explore

potential correlations between different learning modes, this study analyzed 2 million samples from Chinese students using an English language learning application. The study quantified the effectiveness of English vocabulary learning using the economic concept of return on investment (ROI) as an evaluation metric and identified four distinct learning strategies. It observed significant differences in learning ROI among learners who adopted different strategies. Based on this analysis, we recommend the following suggestions for improving language learning ROI: when memorizing new vocabulary, investing excessive amounts of time may be counterproductive; a more effective approach is to « eat less but more often, » which means arranging review sessions at a reasonable pace and shortening the interval between each review.

Louge Duprat, M. (2024). **Usage d'outils numériques dans une démarche coopérative en unité d'enseignement : quels effets inclusifs ressentis par des élèves avec TSA**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 259-276. https://doi.org/10.3917/nresi.098.0259
Dans le cadre d'une recherche doctorale sur l'usage d'un dispositif numérique dans une démarche coopérative en unité d'enseignement qui consiste à s'intéresser au rôle qu'il peut jouer dans le développement de compétences scolaires et sociales chez des élèves présentant des Troubles du spectre de l'autisme (TSA), un premier volet concernant l'analyse de la dynamique topogénétique a été présenté afin de mettre en lumière le ressenti des élèves par rapport à leur positionnement dans la situation d'enseignement-apprentissage (Duprat, 2022). Il s'agit dans cet article de développer un second volet destiné à montrer le ressenti de ces élèves au regard du degré d'opérationnalité inclusive de ce dispositif numérique.

Magnat, E., & Guichon, N. (2023). **International Students' Smartphone Usage During the First COVID-19 Lockdown**. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 35(1), 392-416. https://doi.org/10.36366/frontiers.v35i1.620
Smartphones accompany international students as they adapt to different contexts during their stay abroad. In this empirical study, we examined how a group of international students (n=10) in France used their smartphones during the 8-week lockdown that imposed on everyone a stayat-home order and allowed minimal physical contact (April and May 2020). We collected data about students' use thanks to a self-tracking app and interviews. Drawing on literature from the fields of language education, communication and psychology, we considered advantages and limitations of smartphone use by international students pertaining to three aspects of their lives: (1) emotional management, (2) language and culture learning, and (3) sociocultural adaptation. Since international students were in the host country, but without the social life on campus that usually makes immersion abroad so special , this study led us to reflections about immersion and inclusion in education abroad.

Marie-Eve, G., & Jolicoeur, E. (2024). **Mesures de soutien favorisant la transition interordres et le développement de la compétence numérique au collégial : état des lieux d'un établissement du Québec**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557154
Mesures de soutien favorisant la transition interordres et le développement de la compétence numérique au collégial : état des lieux d'un établissement du Québec

Monge, C. (2024). **PUNCHY volet langues – Partageons l'Université Numérique et les Cursus HYbrides**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557166
PUNCHY volet langues – Partageons l'Université Numérique et les Cursus HYbrides

Neufeind, E. (2024). **En chemin vers l'Accessibilité Numérique de la plateforme pédagogique à l'Université de Haute-Alsace**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557125
En chemin vers l'Accessibilité Numérique de la plateforme pédagogique à l'Université de Haute-Alsace

Olutoyin, B. O. (2024). **Distracted Minds: Investigating the Influence of Smart Phone Addiction on Study Habits Among Secondary School Students**. *British Journal of Education*, *12*(4). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-4-2024/distracted-minds-investigating-the-influence-of-smart-phone-addiction-on-study-habits-among-secondary-school-students/
The study investigates the impact of smart phone addiction on the study habits of Secondary School Students focusing on whether significant differences exist between students with and without smart phone addiction with the Widespread use of smart phone among today's youth, concerns have emerged regarding their potential influence on academic performance and study habits. By investigating the connection between smartphone addiction and Study habits among secondary school students, the study seeks to close this knowledge gap. One hundred (100) sample of secondary school students were selected comprising both students with and without smart phone addiction. Validated measures were used to assess smart phone addiction levels and study habits. Additionally, data on time spent on phone and performance was collected. Statistical analyses including t-test was conducted to compare the study habits of students with or without smart phone addiction. The findings contributed to understanding the significance of smart phone addiction in shaping academic behaviors and informed interventions aimed at promoting study habits among secondary school students in this digital age.

Ortiz-López, A., Olmos-Migueláñez, S., & Sánchez-Prieto, J. C. (2024). **Toward a new educational reality: A mapping review of the role of e-assessment in the new digital context**. *Education and Information Technologies*, *29*(6), 7053-7080. https://doi.org/10.1007/s10639-023-12117-5
Today, education is facing a new reality in which technology and new teaching methods are being quickly introduced into educational systems and institutions. Educational institutions are now dealing with the challenge of providing continuity to e-learning, turning it into a more flexible and up-to-date field, and considering assessment as a quality element in this transition. Therefore, with the aim of determining the current state of the research focused on assessment in digital environments (e-assessment), a mapping of the literature has been carried out. After examining 1,771 results extracted from Web of Science and Scopus and after the application of seven inclusion criteria, a total of 159 publications from the period of the past five years were read. The answer four research questions on the evolution of publications, the authors, the tools used, the contexts, the objects of study, and the future avenues of research, among others. The results show the increasing importance of e-assessment in this new context, moving

toward a new reality in which technology plays a decisive and fundamental role in the teaching and learning processes. Thus, educational systems are heading towards a new context in which both teachers and students should rethink their roles and functions leading education to a more flexible, current, and digitally mediated context.

Öztürk, M., Türker, P. M., & Kerse, G. (2024). **Exploring the relationship between pre-service teachers' TPACK and blended teaching readiness levels: a path analysis**. *Education and Information Technologies*, 29(6), 7321-7340. https://doi.org/10.1007/s10639-023-12134-4
This study explored pre-service teachers' technological pedagogical content knowledge levels and their blended teaching readiness. In this context, the study employed the cross-sectional survey design, and the variables were analyzed descriptively and correlationally. The study was carried out with the participation of 477 pre-service teachers. Data were collected using the Blended Teaching Readiness Instrument and the Technological Pedagogical Content Knowledge-Deep (TPACK deep) Scale. The analyses put forth that pre-service teachers technological pedagogical content knowledge levels were high in the dimensions of design, exertion, and proficiency, whereas their levels were moderate in the dimension of ethics. In addition, pre-service teachers' blended teaching readiness levels were found to be high in the dimensions of dispositions, online integration, data practices, personalizing instruction, and online interaction. Furthermore, a significant and positive high-level correlation was revealed between pre-service teachers' technological pedagogical content knowledge levels and their blended teaching readiness. Also, pre-service teachers' technological pedagogical content knowledge levels could explain 66% of the variance in their blended teaching readiness.

Paris, A., Labetoulle, A., Bezjak, S., Butler, D., Cardoso-Leite, P., Chesné, J.-F., … Mori, S. (2024). *AI4T - Comparative European Evaluation Report*. Consulté à l'adresse Laboratoire Formation et Apprentissages Professionnels ; Cnesco website: https://hal.science/hal-04557981
This report presents and compares the impact of the AI4T– Artificial Intelligence for and by Teachers – professional learning pathways in France, Ireland, Italy, Luxembourg and Slovenia. The first sections introduce the AI4T professional learning pathway and outline the experimental design in each country, i.e. participant selection and randomisation procedures, theoretical framework used for assessment, and evaluation instruments. This is followed by a description of the country samples. Finally, issues pertaining to the experiment's internal and external validity are addressed. A comparative perspective is adopted to present the findings across the different countries. The primary focus is given to teachers as they are the main target of the AI4T project. After detailing their reactions to the professional learning pathways in the five countries, the report discusses the three main outcomes of the experiment, namely teachers' knowledge of AI, their perceptions of AI, and their use of AI. Both the initial state and the impact of the intervention are presented for each outcome. In addition, we provide a discussion of the differential impact of the intervention on teachers based on their engagement with the MOOC, their self-efficacy for integrating technology in the classroom, and their course subjects. Results from school leaders and students are then presented in separate sections. A final section highlights common takeaways from all five countries which are likely to inform future AI-based educational policies. The section focuses on specific needs in terms of professional learning, tool development and ethical safeguards.

Paris, A., Labetoulle, A., Chesné, J.-F., Bezjak, S., Butler, D., Cardoso-Leite, P., … Mori, S. (2023). ***AI4T National Evaluation Report - France***. Consulté à l'adresse Laboratoire Formation et Apprentissages Professionnels ; Cnesco website: https://hal.science/hal-04556695

This report presents a quantitative and qualitative assessment of the impact of the AI4T – artificial intelligence for and by teachers – professional learning pathway in France. The first sections introduce the AI4T professional learning pathway, and outline the project's experimental design, i.e. participant selection and randomisation procedures, theoretical frameworks used for assessment, and evaluation instruments. This is followed by a description of the sample. Finally, issues pertaining to the experiment's internal and external validity are addressed. Presentation of the findings is organised in three sections, (i) teachers, (ii) school leaders, and (iii) students. A greater focus is given to the teacher sample as teachers are considered the main target of the AI4T project. After detailing their reactions to the professional learning pathway, the report discusses the three main outcomes of the experiment, namely teachers' knowledge of AI, their perceptions of AI, and their use of AI. Both the initial state and the impact of the intervention are presented for each outcome. In addition, we provide a discussion of the differential impact of the intervention across teachers. Indeed, differences were found to relate to teachers' engagement with the MOOC, teachers' self efficacy for integrating technology in the classroom, and teachers' course subjects. A final section highlights takeaways which are likely to inform future AI-based educational policies. The section focuses on the specific needs in terms of professional learning, tool development and ethical safeguards.

pédagogique, C. (2024, avril 30). **Mélanie Fenaert : en quoi l'IA peut-elle assister les profs ?** Consulté 2 mai 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/30/melanie-fenaert-en-quoi-lia-peut-elle-assister-les-profs/

Résumer des notions, organiser un cours et concevoir des quiz sont des possibles de l'intelligence artificielle déjà exploités par les enseignants. Mélanie Fenaert, professeure de

Piquard-Kipffer, A., Martinelli, K., Dussere, L., Sancier, A., Zytnicki, J., Barbot-Bouzit, C., & Ouni, S. (2024). **AVI-Corse : méthodologie et enjeux d'un projet participatif. Des avatars numériques au service du langage et de la communication**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 341-353. https://doi.org/10.3917/nresi.098.0341

Cet article décrit l'élaboration d'une recherche participative en Haute-Corse et en Corse-du-Sud, dans le cadre d'un contrat entre l'Agence régionale de santé de Corse (ARS) et l'Institut national supérieur pour le handicap et les enseignements adaptés (INSHEA, devenu INSEI, l'Institut national supérieur pour l'éducation inclusive). Dans un contexte de difficultés d'accès au soin, en particulier dans le domaine de l'orthophonie, liées notamment à la configuration géographique de l'île, le projet AVI-Corse fait suite à une initiative de l'ARS s'inscrivant dans la proximité, pour mieux cerner les besoins des territoires. L'article décrit les premières étapes d'une étude participative donnant la parole aux familles. L'objectif visé est l'évaluation d'avatars parlants plus ou moins réalistes utilisant une technologie de synchronisation labiale automatique auprès d'enfants et de jeunes gens avec et sans difficultés de langage et de communication, dans la perspective d'utilisation d'une technologie similaire à la maison, en lien avec les soins orthophoniques en libéral.

Rahman, M. R., Koka, R. S., Shah, S. K., Solorio, T., & Subhlok, J. (2024). **Enhancing lecture video navigation with AI generated summaries**. *Education and Information Technologies*, 29(6), 7361-7384. https://doi.org/10.1007/s10639-023-11866-7
Video is an increasingly important resource in higher education. A key limitation of lecture video is that it is fundamentally a sequential information stream. Quickly accessing the content aligned with specific learning objectives in a video recording of a classroom lecture is challenging. Recent research has enabled automatic reorganization of a lecture video into segments discussing different subtopics. This paper explores AI generation of visual and textual summaries of lecture video segments to improve navigation. A visual summary consists of a subset of images in the video segment that are considered the most unique and important by image analysis. A textual summary consists of a set of keywords selected from the screen text in the video segment by analyzing several factors including frequency, font size, time on screen, and existence in domain and language dictionaries. Evaluation was performed against keywords and summary images selected by human experts with the following results for the most relevant formulations. AI driven keyword selection yielded an F-1 score of 0.63 versus 0.26 for keywords sampled randomly from valid keyword candidates. AI driven visual summary yielded an F-1 score of 0.70 versus 0.59 for K-medoid clustering that is often employed for similar tasks. Surveys showed that 79% (72%) of the users agreed that a visual (textual) summary made a lecture video more useful. This framework is implemented in Videopoints, a real-world lecture video portal available to educational institutions.

Ramadhan, A., Warnars, H. L. H. S., & Razak, F. H. A. (2024). **Combining intelligent tutoring systems and gamification: a systematic literature review**. *Education and Information Technologies*, 29(6), 6753-6789. https://doi.org/10.1007/s10639-023-12092-x
One of the Information and Communication Technology (ICT) developments used in the learning process is the Intelligent Tutoring System (ITS), and gamification can overcome boredom, lack of interest or motivation, and monotony when using the ITS. In this study, the application of ITS equipped with Gamification is called ITS + G. Currently, several studies have built the ITS + G. However, there has not been a Systematic Literature Review (SLR) that synthesizes the characteristics of the ITS and Gamification combination. Several previous SLRs have been carried out and discussed the ITS only and several other SLRs discussed gamification only. Therefore, this SLR focused on the characteristics of ITS and gamification as a unit. This study succeeded in synthesizing that ITS + G has the potential to be applied to both STEM and non-STEM subjects. Three main game elements are mostly used in ITS + G: levels, points, and progress bars, which are supported for several reasons. Several techniques that have been used to measure the success of ITS + G are synthesized. Several positive impacts of ITS + G are revealed. Some negative impacts that need to be considered and studied in future research are also noticed. The results of this study could be the basis for ITS + G research in the future and increase the repertoire of knowledge related to ITS and Gamification.

Rawas, S. (2024). **ChatGPT: Empowering lifelong learning in the digital age of higher education**. *Education and Information Technologies*, 29(6), 6895-6908. https://doi.org/10.1007/s10639-023-12114-8
Artificial intelligence (AI) technologies have the potential to completely transform how we teach and learn in higher education. ChatGPT, a language model developed by OpenAI, is one such tool that can deliver individualized recommendations to students, increase collaboration and communication, and improve student learning results.

However, there are some obstacles to overcome, such as ethical concerns and implementation issues. This study reviews related work on the use of artificial intelligence in education, with a focus on ChatGPT and its possible applications in higher education. It also examines the benefits and drawbacks of adopting ChatGPT in higher education, as well as implementation advice. Finally, the report discusses future directions for ChatGPT research in higher education. According to the findings of this paper, ChatGPT represents a significant opportunity for higher education institutions to improve the quality and accessibility of education; however, its implementation must be approached with caution and a clear understanding of the opportunities and challenges involved.

Rzanova, S., Yushchik, E., Markova, S., & Sergeeva, A. (2024). **Impact of virtual reality technologies in the context of the case method on engineering students' competencies**. *Education and Information Technologies*, 29(6), 7341-7359. https://doi.org/10.1007/s10639-023-12123-7
The globalization of contemporary education is ensured by the incorporation of cutting-edge pedagogical techniques and active learning technologies, such as case-method technology, into the teaching and learning process as a whole. The primary objective of this research endeavour was to assess the efficacy of the case method when employed in the integration of virtual reality technologies into the educational process for students pursuing technical disciplines, with a particular focus on enhancing their academic and professional proficiencies. The sample included 286 National Research Mordovia State University n.a. N.P. Ogarev University third-year students who were enrolled full-time. The first group was trained using traditional teaching methods, while the second group attended virtual reality courses in the context of the case method. To assess the level of thinking and creativity, the Jerome Bruner questionnaire was used. Academic achievement was measured using a five-point scale. The study revealed that when comparing the groups using classical teaching methods and the case method with the help of virtual reality technology, students' learning achievements do not differ ($p>0.05$); the average scores are 3.88 ± 0.75 and 4.16 ± 0.62 respectively; however, there was a tendency for an increase in the total score in the group where virtual reality was used. A case-method technology study in the context of virtual reality among engineering students revealed a connection between academic achievement and object, visual, iconic, symbolic thinking and creativity: the higher the basic type of thinking, the higher the academic achievement. This research paves the way for introducing case-method technology into higher technical education. Educators can use existing refinements and create full-fledged courses for some topics on the use of virtual reality software.

Shah, A., Devmane, A., Ranka, M., & Churi, P. (2024). **Improvised progressive model based on automatic calibration of difficulty level: A practical solution of competitive-based examination**. *Education and Information Technologies*, 29(6), 6909-6946. https://doi.org/10.1007/s10639-023-12045-4
Online learning has grown due to the advancement of technology and flexibility. Online examinations measure students' knowledge and skills. Traditional question papers include inconsistent difficulty levels, arbitrary question allocations, and poor grading. The suggested model calibrates question paper difficulty based on student performance to improve understanding assessment. The suggested student assessment system paradigm involves determining difficulty, creating the exam, and assessing the student. Based on the previously established relationship between question difficulty and right responses, questions are computed and then divided into difficulty categories. This model improves

testing by adapting to the student's ability in real-time. This method ensures that all students are graded uniformly and fairly using pre-determined questions and criteria. The methodology can also cut exam creation and administration time, freeing up teachers and administrators to focus on other assessment tasks. It considers more evidence, learner-centered assessment can help employers evaluate candidates more accurately and meaningfully. It might boost academic productivity by letting assessors quickly write high-quality papers and save up time for deeper investigation and experimentation. This may accelerate scientific progress. Automatic paper generation raises ethical questions about research validity and reliability.

Siddiq, F., Olofsson, A. D., Lindberg, J. O., & Tomczyk, L. (2023). **Special issue: What will be the new normal? Digital competence and 21st-century skills: critical and emergent issues in education**. *Education and Information Technologies*. https://doi.org/10.1007/s10639-023-12067-y

Stockless, A., Villeneuve, S., Bédard, L., Bisaillon, J., Tremblay, C., & Leduc, D. (2022). **La Boussole numérique éducative : développement d'un outil d'autoévaluation des usages pédagogiques du numérique du personnel enseignant**. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et communication*, (12), 144-157. https://doi.org/10.52358/mm.vi12.297
Digital competency development among teachers is an essential issue for ensuring that the potential of digital technology is adequately operationalized in a learning context. To do this, the evaluation of the pedagogical use of digital technologies must adequately account for the state of the situation and then to implement strategies that respond to the needs of different communities. In this vein, this article analyzes the development of a self-assessment tool for pedagogical uses of digital technologies. The tool was developed in collaboration with the community, is based on cognitive processes and levels of conceptual interaction frameworks and uses the Designed-Based Research approach for its methodology.

Su, J.-M. (2024). **WebHOLE: Developing a web-based hands-on learning environment to assist beginners in learning web application security**. *Education and Information Technologies*, 29(6), 6579-6610. https://doi.org/10.1007/s10639-023-12090-z
With the rapid growth of web applications, web application security (WAS) has become an important cybersecurity issue. For effective WAS protection, it is necessary to cultivate and train personnel, especially beginners, to develop correct concepts and practical hands-on abilities through cybersecurity education. At present, many methods offer vulnerable web environments to support practical hands-on training, including large-scale "Capture the Flag" mode (e.g., Cyber Range), pre-configured virtual machine images (e.g., Mutillidae), pre-built stand-alone applications (e.g., WebGoat), and web-based system (e.g., Damn Vulnerable Web Application). However, beginners need not only hands-on training tools and systems but also assistance to support effective learning. Moreover, pre-built training content and exercises are usually not easy to modify and thus lack the flexibility to meet specific teaching needs. Therefore, this study proposed and developed the Web-based Hands-On Learning Environment (WebHOLE) to efficiently assist beginners in learning WAS. To improve the flexibility of the training content, a web-based authoring tool was developed in WebHOLE to create customized hands-on learning exercises. Accordingly, learners can learn and practice the WAS training content online with learning assistance provided by the hands-on learning

system. The hands-on abilities of the learners can be efficiently assessed by the hands-on testing system using online exams with progressive hints and automatic grading. Furthermore, to improve the effectiveness of teaching and testing, a portfolio analysis scheme using a data mining technique was developed to identify learning barriers and problematic test items. WebHOLE was applied to an actual beginner-level WAS course for undergraduate students. The experimental results showed the benefits of WebHOLE on WAS learning, with a significant improvement in learning outcomes. Students expressed high satisfaction with WebHOLE's learning assistance, rating it with average satisfaction scores above 4.0 out of 5.0. The portfolio analysis scheme also showed the effectiveness of WebHOLE in identifying learning problems and refining test items.

Tendero, M., Lenne, A., & Guilloux, J. (2024). **ChatGPT et troubles dys dans l'enseignement supérieur : présentation d'un retour d'expériences**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557108
ChatGPT et troubles dys dans l'enseignement supérieur : présentation d'un retour d'expériences

Thiel de Gafenco, M., Weinert, T., Janson, A., Klusmeyer, J., & Leimeister, J. M. (2024). **Shared digital artifacts – Co-creators as beneficiaries in microlearning development**. *Education and Information Technologies*, *29*(6), 7129-7154. https://doi.org/10.1007/s10639-023-12074-z
Continuing vocational training benefits from the employees' ability to share individual experience and expertise with their co-workers, as these assets constitute competitive advantages for companies. IT-supported systems can facilitate processes of knowledge elicitation (e. g. as part of collaborative co-creation) to ensure retainment of preferred qualitative characteristics of the resulting knowledge artifacts and provide ample opportunities to manage and configure a growing number of such artifacts in a company's repository. It remains unclear however, how such collaborative and digital co-creation processes can benefit the individual co-creators' expertise development. To address this gap in research and practice, an IT-supported co-creation system for microlearnings is designed and evaluated with master craftsman trainees of an inter-company vocational training center. With the deployment of the co-creation system, knowledge elaboration was examined via a qualitative evaluation of concept maps. By applying categories of the maps' semantic properties and comparing features of expert knowledge derived from expertise research and concept mapping literature, we evaluate the process' function to support expert knowledge elaboration as a desirable learning outcome for co-creators of shared digital artifacts. Analysis of the concept maps shows an absence of theoretical reasoning and an emphasis on contextual factors with minute details of work processes, indicating more practical than expert knowledge formation when co-creating shared digital artifacts. To improve the IT system's effective support for expert knowledge elicitation, adjustments to the structured procedure are discussed and future research directions and limitations of this study are addressed.

Vergara, D., Antón-Sancho, Á., & Fernández-Arias, P. (2024). **Engineering professors' habits: didactic use of Information and Communication Technologies (ICT)**. *Education and Information Technologies*, *29*(6), 7487-7517. https://doi.org/10.1007/s10639-023-12110-y

In this paper, a quantitative, descriptive, and correlational research is carried out on the perceptions of the digital competence of Latin American engineering professors, their assessment of the didactic use of Information and Communication Technologies (ICT) in different didactic areas (interaction, communication, distribution, and administration and evaluation), and on the growth or decrease in the frequency of their use after the COVID-19 pandemic. In particular, the Latin American engineering professors' perceptions of digital competence is studied. Also, the existence of gender gaps (both in general and differentiating between private and public universities, and between professors with a more or less teaching experience) has been explored in the assessment of the perceptions of digital competence and the didactic use of ICT by engineering professors, as well as in the influence that the pandemic has had on the habits of ICT use. The results reveal that the use of ICT by engineering professors has achieved increases of over 40% in some educational activities due to the pandemic, and it has had a homogenizing effect on the frequency of use of ICT tools in the different activities. Female engineering professors have increased their use of ICT more than males, and engineering professors in private universities more than those in public universities. Consequently, it is suggested to the universities to reinforce the continuous training of engineering professors, considering the pedagogical specificities of engineering education and the necessary integration of ICT in the teaching activity of female engineering professors.

Vivier Le Got, C. (2024). ***Éducation et intelligence artificielle***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-education_et_intelligence_artificielle_claude_vivier_le_got_representee_par_claude_vivier_le_got_federation_europeenne_des_ecoles-9782336434636-79579.html
Comment mettre en rapport le développement de l'IA, ses usages et le secteur de l'éducation ? Les enjeux sont clairs : il s'agit d''examiner l'impact de l'IA sur le triangle pédagogique « professeur, apprenant et savoir» d'une part et de réfléchir d'autre part à une nécessaire réglementation liée à l'usage de l'IA dans l'éducation. Pour mener à bien ce projet, la Fédération Européenne des Écoles (FEDE) a organisé une journée d 'études animée par sept experts internationaux.Rassemblant leurs interventions, cette publication propose une analyse critique du discours médiatique sur l'IA sans omettre d'explorer des pistes novatrices pour une éducation à l'IA et une IA au service de l'éducation.L'objectif est ici de présenter comment enseigner et apprendre avec l'IA, mais aussi la littératie de l'IA, enseigner et apprendre sur l'IA.Ouvrage préfécé par Villano Qiriazi, Chef de l'Education du Conseil de l'Europe

Wang, D. (2024). **A "live" and E-education in a frontier area in China under the perspective of the philosophy of technology**. *Education and Information Technologies*, 29(6), 6611-6630. https://doi.org/10.1007/s10639-023-12118-4
This study is devoted to the study of the digital divide between the developed and frontier regions of China, as a model for solving the problems of the global digital divide. The research is based on a representative sample of 1,520 high school students and 220 teachers. The study included several successive stages; each of them was devoted to finding an answer to one of the formulated research questions or confirming/rejecting the corresponding hypotheses. The first stage was a survey. The researchers then tested for correlations between scores within the same geographic region. The study revealed statistically significant differences in the assessments and the level of proficiency in digital education tools in groups from developed and frontier regions, and using correlation analysis revealed the absence of significant differences in the assessments between

genders in all regions and groups and established a strong correlation between the assessment of methods for e-education and the degree of proficiency and familiarity with this tool. The key reason for the digital divide was found to be insufficient access to technology rather than psychological opposition, unpreparedness for e-education, or other reasons.

Wang, Y. N., & Low, H. M. (2024). **Effects of Motivation on Chinese EFL Students to Read English Text on Social Media**. *Education and Information Technologies, 29*(6), 7465-7486. https://doi.org/10.1007/s10639-023-12040-9
The expanding use of social media has the potential to enhance the quality of English as a foreign language (EFL) instruction and learning. The purpose of this online survey-based study was to investigate the mediating effects of intrinsic and extrinsic motivation for reading English social media text among 348 Chinese undergraduate EFL learners. PLS-SEM analyses revealed a significant relationship between the extrinsic motivation to read English text on social media and English language performance. In addition, the extrinsic motivation was also found to significantly mediated the relationship between English reading self-efficacy and English language performance. The findings indicate that in the context of reading English text on social media amongst Chinese undergraduate EFL learners, extrinsic motivation rather than intrinsic motivation mediates the relationship between English reading self-efficacy and English language performance, implying the potentials to use social media as an instructional medium to improve EFL teaching and learning outcomes in China.

Wiangkham, A., & Vongvit, R. (2024). **Exploring the Drivers for the Adoption of Metaverse Technology in Engineering Education using PLS-SEM and ANFIS**. *Education and Information Technologies, 29*(6), 7385-7412. https://doi.org/10.1007/s10639-023-12127-3
The rapid development of metaverse technology provides countless opportunities for social interaction, collaboration, communication, and knowledge-sharing that will significantly impact human life. To ensure widespread adoption and acceptance, however, issues concerning approval, accessibility, privacy, and user behavior must be resolved. Therefore, this study investigated the drivers of metaverse technology adoption for engineering education by utilizing an extended Unified Theory of Acceptance and Use of Technology (UTAUT) model that incorporates variables such as hedonic motivation, habit, trust in technology, and cyber security. The study collected data from 370 respondents and then carried out an analysis of the data using partial least squares structural equation modeling (PLS-SEM) and an adaptive neuro-fuzzy inference system (ANFIS). The findings indicated that cyber security, performance expectancy, social influence, and hedonic motivation have a significant impact on behavior intention to use metaverse technology for learning, with cyber security having the strongest effect. These results provide important insights for organizations seeking to enhance their cyber security practices and promote positive user behavior. Additionally, the study highlighted ways to improve the adoption and acceptance of metaverse technology in engineering education.

Wu, X., Chen, X., Zhao, J., & Xie, Y. (2024). **Influences of design and knowledge type of interactive virtual museums on learning outcomes: An eye-tracking evidence-based study**. *Education and Information Technologies, 29*(6), 7223-7258. https://doi.org/10.1007/s10639-023-12061-4

This work aims to explore whether students' learning outcomes in the virtual museum (VM) 's Life and Science course are influenced by the type of knowledge and the different levels of interaction within the museum. The study was conducted using an eye-movement experimental method, based on cognitive load theory, knowledge visualisation and connectionist theory, to construct a virtual museum interaction hierarchy index to identify high and low levels of interaction in the experimental material. A randomised two-factor experiment was organised to obtain eye-movement related indicators and to analyse statistical data in conjunction with retention test scores and transfer test scores, taking into account the influence of the perceived difficulty of the learning material and the level of mental effort of the students on the experiment. This study will provide effective suggestions for museum learning design and resource development, ultimately offer insights in exploring the most suitable learning rules and learning material selection for VM learners.

Xu, W., Yang, L.-Y., Liu, X., & Jin, P.-N. (2024). **Examining the effects of different forms of teacher feedback intervention for learners' cognitive and emotional interaction in online collaborative discussion: A visualization method for process mining based on text automatic analysis**. *Education and Information Technologies*, 29(6), 6525-6551. https://doi.org/10.1007/s10639-023-12097-6
Teacher feedback is the key to online collaborative discussion. To investigate the effects of different forms of teacher feedback intervention on learners' cognitive and emotional interactions in online collaborative discussion, this study collected collaborative discussion text data of online collaborative learners. Based on the framework of Community of Inquiry theory, naive Bayes algorithm for automatic coding of collaborative discussion text data was adopted. A bivariate (with or without emotion/guidance) experiment was designed based on teacher feedback. The participants of this study were college students (N = 109, average age = 20) of normal major participating in Teaching System Design. They were randomly divided into four experimental groups. In each experimental group, 4–5 people work in a group for collaborative learning. This study adopts quasi experimental research method, and the experiment period is 10 class hours. Reliability analysis, automatic text coding and ANOVA of cognitive-affective variables were used to conduct process mining for the collaborative discussion of four groups of learners by using heuristic mining algorithms. It found that different forms of teacher feedback have different effects on learners' cognitive emotion. Teachers' emotional feedback promotes learners' emotional interaction and cognitive interaction, which is easier to promote learners' cognitive interaction. Different forms of teacher feedback promote four types of cognitive emotion interaction process. This suggests that the multi-branch type of voice prompt feedback group has the best effect on learners' cognitive and emotional impact.

Yeari, M., Hadad, A., & Korat, O. (2024). **The effect of amount, type and reoccurrence of interactions in electronic books on word learning and story comprehension by kindergartners**. *Education and Information Technologies*, 29(6), 6841-6863. https://doi.org/10.1007/s10639-023-12077-w
Numerous studies have examined the positive and negative effects of various types of interactions that occur while children view electronic book (e-book) stories. However, the effects of the different types of interactions have not been compared, and more importantly, the optimal amount and reoccurrence of these interactions on children has not been explored. The present study was designed to fill this gap by examining the effect

of amount, type and reoccurrence of e-book interactions on kindergarteners' new word learning and story comprehension. To do so, 72 children aged 5–6 year-old viewed three picture e-book stories in one session read by digital narrators, and then repeated this procedure in a second session. Each story included a word clarification or a story elaboration type of interaction, which occurred at low (every two screens), medium (every screen), or high frequency (more than once on most screens) during viewing. Following each story, participants were asked to define target words and answer comprehension questions. Results showed that increasing the amount of interactions, whether word clarifications or elaborations, enhanced word learning and story comprehension following the second exposure to the e-book stories. These findings suggest that interruptions during e-book viewing to explain difficult words or expand the plot by inferential information, do not interfere with the narrative course and do not impair learning processes, at least not in the amounts of interactions examined in this study. These conclusions bear practical implications for the design of e-books, and more generally, for the interactive approach adults may adopt when reading a story to children.

Yusuf, A., Noor, N. M., & Bello, S. (2024). **Using multimodal learning analytics to model students' learning behavior in animated programming classroom**. *Education and Information Technologies, 29*(6), 6947-6990. https://doi.org/10.1007/s10639-023-12079-8
Studies examining students' learning behavior predominantly employed rich video data as their main source of information due to the limited knowledge of computer vision and deep learning algorithms. However, one of the challenges faced during such observation is the strenuous task of coding large amounts of video data through repeated viewings. In this research, we confirm the possibilities of classifying students' learning behavior using data obtained from multimodal distribution. We employed computer algorithms to classify students' learning behavior in animated programming classrooms and used information from this classification to predict learning outcomes. Specifically, our study indicates the presence of three clusters of students in the domain of "stay active", "stay passive", and "to-passive". We also found a relationship between these profiles and learning outcomes. We discussed our findings in accordance with the engagement and instructional quality models and believed that our statistical approach will support the ongoing refinement of the models in the context of behavioral profiling and classroom interaction. We recommend that further studies should identify different epistemological frames in diverse classroom settings to provide sufficient explanations of students' learning processes.

Zhang, X., & Zhou, M. (2024). **Factors affecting university students' intention to use mobile apps for intercultural competence development: A mixed-method approach**. *Education and Information Technologies, 29*(6), 6991-7026. https://doi.org/10.1007/s10639-023-12106-8
Despite the rising awareness that mobile technologies can be used as viable options for additional support for intercultural learning, few studies have been conducted to explore the feasibility of using mobile apps to develop intercultural competence (IC) from the perspectives of learners' acceptance and user experiences. This study applied a mixed-method approach to investigate factors affecting university students' acceptance of using mobile apps to develop their IC. Quantitative survey data were collected from 671 Chinese university students using measures developed based on the extended technology acceptance model. The results of structural equation modeling indicated

that students' perceived usefulness (PU) of mobile apps supporting IC development positively influenced their mobile application efficacy, subjective norms, and perceived enjoyment. Additionally, their perceived ease of use (PEU) concerning the apps was positively associated with their mobile application efficacy, perceived enjoyment, and previous experiences, while being negatively associated with mobile application anxiety. PU and PEU were also found to be positively related to students' attitudes towards and behavioral intention to use apps for intercultural learning. Qualitative interviews were subsequently conducted with six students to investigate the underlying reasons for the predictors identified quantitatively following their actual use of three recommended apps over three consecutive weeks. The results of content analysis uncovered a range of categories that provided further insights into the statistical findings. Implications of the findings were discussed in the context of technology-enhancing intercultural education.

Orientation scolaire et professionnelle

Allouch, A., & Espagno-Abadie, D. (2024). *Contester Parcoursup*. Consulté à l'adresse https://www.pressesdesciencespo.fr/fr/book/?GCOI=27246100199890
Alors que la mise en place de Parcoursup visait, par le recours technique à une plateforme, à dépolitiser la question de l'accès dans l'enseignement supérieur, cette réforme aboutit au contraire à une politisation accrue de la question, y compris chez des candidats et des familles traditionnellement éloignées des répertoires d'action plus conflictuels.C'est ce que donnent à voir les recours liés à l'accès à l'enseignement. Leur croissance est à la hauteur du fort sentiment d'injustice que suscitent les refus d'admission. Les suppliques administratives adressées par les familles (souvent de classe moyenne et supérieure) sont révélatrice de l'inquiétude qui les gagne, altérant leur rapport aux institutions scolaires. Mais les juges peuvent-ils se prononcer sur le mérite d'un élève?Annabelle Allouch est maîtresse de conférences en sociologie, à l'UPJV, CURAPP-ESS. Elle est notamment l'auteure de Mérite (« Le mot est faible », Anamosa, 2021) et Les nouvelles portes des grandes écoles (Puf, 2022).Delphine Espagno-Abadie est maîtresse de conférences en droit public à Sciences Po Toulouse.

Bernard, C., Jacomino, M., Mohib, N., Urrego, V. A., & Tap, H. (2024). **IngéPLUS, donner de l'ambition aux jeunes de milieux modestes dans les filières techniques et agricoles**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557135
IngéPLUS, donner de l'ambition aux jeunes de milieux modestes dans les filières techniques et agricoles

Cadiou, S., Fonteneau, C., Mangou, M., Morineau, C., Vrignaud, T., & Léger, P. (2024). **Panorama et subjectivations des parcours universitaires : le cas d'une université de province.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557160
Panorama et subjectivations des parcours universitaires : le cas d'une université de province.

Constans, A. (2024). **Performances et parcours des étudiants en licence : effets des variables socio-démographiques et scolaires**. *Diversité, Réussite[s] dans l'Enseignement*

Supérieur (2024). Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557162

Performances et parcours des étudiants en licence : effets des variables socio-démographiques et scolaires

de Radiguès, M., Chalmagne, B., Catoire, P., & Nils, F. (2024). **ADA-Intérêts : étapes de validation d'un questionnaire d'intérêts professionnels en vue du choix des études supérieures**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557104

ADA-Intérêts : étapes de validation d'un questionnaire d'intérêts professionnels en vue du choix des études supérieures

Espinoza, O., Sandoval, L., González, L. E., Corradi, B., McGinn, N., & Vera, T. (2024). **Did free tuition change the choices of students applying for university admission?** *Higher Education*, *87*(5), 1317-1337. https://doi.org/10.1007/s10734-023-01065-1

How does a policy of free tuition affect student applications to universities? This article assesses how free tuition influences applications in terms of the selectivity of the university, length of the degree program, cost of the program, and application to a program in the STEM field. The study based on a quasi-experimental design was carried out in Chile using OLS, regression adjustment and matching analysis, and governmental data. Participants in the study were 384,830 applicants from three cohorts of high school graduates who applied to 30 selective universities. Two groups of applicants were compared: those who applied in 2015, before the introduction of free tuition; and those who applied in 2016 and 2017, when free tuition was introduced. The comparison was made considering the group with the lowest family income. Except for cost, the results show that the offer of free tuition had a small impact on the choices of applicants. With free tuition, a few more students applied to higher cost programs. The response may be explained in part by the fact that free education replaced the financing mechanism based on scholarships and loans, which covered a large part of the costs of the degree programs.

Everaere, P., Marquet, P., Pupin, M., & Secq, Y. (2024). **Dispositifs pour favoriser la venue des adolescentes dans les filières informatiques.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557120

Dispositifs pour favoriser la venue des adolescentes dans les filières informatiques.

Garin, S. (2024). **Rôle de l'environnement capacitant et des ressources psychologiques des lycéenn\timese\timess et néobacheliers dans la capabilité à s'orienter.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557173

Rôle de l'environnement capacitant et des ressources psychologiques des lycéenn·e·s et néobacheliers dans la capabilité à s'orienter.

Macaire, S., Roiné, C., Picard-Limpens, C., Lapeyronie, M., & Beaumatin, L. (2024). **Les sortants de L1 non réinscrits dans l'établissement : quel(s) profil(s) pour quelle(s) action(s) ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557153

Les sortants de L1 non réinscrits dans l'établissement : quel(s) profil(s) pour quelle(s) action(s) ?

Salam, P., & Vanhoutvenne, N. (2024). **Exil et enseignement supérieur : retour sur un dispositif d'accompagnement pour l'accès à l'université**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557127
Exil et enseignement supérieur : retour sur un dispositif d'accompagnement pour l'accès à l'université

Shekhar, P., Handley, J., Ruiz, A. L., & Bosman, L. (2024). **Women STEM faculty's intentions to engage in entrepreneurship education programs**. *Higher Education*, *87*(6), 1865-1884. https://doi.org/10.1007/s10734-023-01095-9
Recognizing the socioeconomic importance of STEM-based entrepreneurial initiatives, several entrepreneurship education programs (EEPs) have been initiated to foster and incentivize the translational of academic scientific and technological research into commercially offered products. However, STEM-focused entrepreneurship continues to be challenged by diversity, equity, and inclusion issues, with limited research examining women STEM faculty's perspectives in regard with EEPs. We argue that to develop EEPs that are inclusive to women, one of the foremost needs is to better understand their intentions behind engagement in EEPs. The purpose of this qualitative study is to investigate women STEM faculty's intentions to engage in entrepreneurship education programs. In-depth, semi-structured interviews were conducted with 32 self-identified women STEM faculty who have (n = 13), and have not participated (n = 19) in EEPs. The participants represented different STEM fields and were situated across multiple institutions in the USA. Five core themes emerged from analyzing the qualitative interviews using first and second cycle coding methods. These themes identify different intentions behind women STEM faculty's engagement in entrepreneurship programming—translation intent, innovation intent, intent to engage students, personal intent, and entrepreneurial intent. Overall, the findings suggest that the singular "venture-creation" focus in EEPs does not sufficiently capture the varied intentions that inform women STEM faculty's engagement in EEPs. Implications of the findings in regard with improving inclusivity in entrepreneurship program development and implementation, and entrepreneurship education research are discussed. We call for further research that examines how women STEM faculty navigate academic entrepreneurial pathways that include broader issues within the mainstream entrepreneurial ecosystems. We anticipate that continued research efforts paired with administrative implementations will assist in addressing systemic issues and contribute to the broadening participation of STEM women faculty in EEPs.

Sun, X. (2024). **Characterising multiple trajectories towards the reflexive PhD project within a neoliberalist landscape**. *Higher Education*, *87*(5), 1453-1470. https://doi.org/10.1007/s10734-023-01073-1
Under the relentless neoliberalism, there is a growing claim that doctoral students have transformed into highly performative, enterprising, and self-reliant subjects in the current higher education landscape. Whilst this seems almost a truism to encapsulate the unprecedentedly competitive educational context in which the PhD is pursued, it is equally important to recognise the diversified profiles of doctoral individuals. Against this backdrop, the study draws upon Archer's critical realist theory to conceptualise the heterogeneity and complexity of eighteen doctoral students' experiences with/in the neoliberal university and academy. Using Archer's reflexive modality as an inclusive

framework, analysis has detected the positive linkage between participants' preferable deployment of particular mode(s) of reflexivity and the prototypical way they steer their PhD trajectories taking a multiplicity of forms. As such, the study makes original contribution to existing literature in three aspects. First, in illuminating the differential concerns participants hold about the PhD pursuit, it suggests that the prevailing neoliberal forces do not invariably produce damaging impacts, nor are they inescapable for all candidates. Second, analysis highlights that whilst participants with a great clarity of value commitments and career goals at the beginning of their PhD can consistently translate their reflexivity into agentic action, this is not a commonplace experience. Third, the finding on participants' practice of hybrid and shifting reflexive modes throws into relief the limits of Archer's thesis, which tends to champion a fixed conception of reflexivity and downplay structural influences on the mode of reflexivity one employs. In view of these insights, the study culminates in pointing towards more promising lines of inquiry alongside presenting a set of practical implications.

Zhuchkova, S., & Terentev, E. (2024). **Non-linear path to a doctorate: a comparison of direct- and indirect-pathway doctoral students at Russian universities**. *Higher Education*, *87*(6), 1729-1747. https://doi.org/10.1007/s10734-023-01087-9
Worldwide, research reports increasing proportions of nontraditional doctoral students including those who return to a doctorate after a short or prolonged gap (indirect-pathway students (IPS)). However, studies lack knowledge about background, motivation, educational experience, and outcomes of IPS and differences between them and direct-pathway students (DPS) in regard to these characteristics. Our research aims to fill this gap using data from a survey of doctoral students at Russian universities (N = 5007). We compare three groups of students: DPS, interrupters (IPS with a less than 5-year gap), and returners (IPS with a longer gap). The analysis shows that returners stand out from the other two groups of students: they more frequently study part-time, have a full-time job, are married and have children, and enter doctoral programs with their own specific topic of dissertation. During their studying, returners less frequently interact with their supervisors and face a bigger amount of problems related to lack of academic skills, problems with knowledge of a foreign language, and family duties and the need to combine studying with work. At the same time, such students are more satisfied with their programs, develop more skills during their doctoral journeys, less often have difficulties with their supervisors or want to withdraw, and demonstrate a higher level of publication activity. We conclude that the master-apprentice model of doctoral education, elements of which are still highly widespread in Russia, could be more suitable for these students. Our findings raise questions about the necessity of doctoral programs' diversification.

Politique de l'éducation et système éducatif

Adjadeh, R. (2024). *Assessing the gaps: Africans look for greater progress on education*. Consulté à l'adresse AFRO Barometr website: https://www.afrobarometer.org/wp-content/uploads/2024/02/AD768-PAP9-Assessing-gaps-Africans-want-progress-on-education-Afrobarometer-9feb24.pdf
Sub-Saharan Africa has the world's highest rates of out-of-school children, including more than one in five 6- to 11-year-olds and almost three in five 15- to 17-year-olds (UNESCO Institute...

Allen, S. E., & Kizilcec, R. F. (2024). **A systemic model of academic (mis)conduct to curb cheating in higher education**. *Higher Education*, *87*(5), 1529-1549. https://doi.org/10.1007/s10734-023-01077-x
Scientific and technological advancements over the last three decades have failed to reduce the widespread prevalence of academic dishonesty in higher education, in large part because institutional barriers prevent faculty from adopting existing tools to curb cheating. We conducted a systematic literature review of research on cheating and found that the majority of studies propose new tools without advancing theory or even utilizing existing theory. Although some studies note the systemic nature of academic misconduct, the academic integrity literature requires a robust theoretical framework to model its systemic nature and derive practical strategies. Building on theory from several domains, we propose a systemic model of academic (mis)conduct which predicts group-level effects on students and offers practical guidance for faculty overcoming institutional barriers to curb cheating. We leverage game theory for useful models of systemic, group-level phenomena in this context, and we leverage education reform literature for insights on how to support instructors' adoption of new tools. Our model, the spectrum of academic conduct, identifies trust as a single dimension governing both cheating behaviors and productive learning behaviors. Integrating insights from pedagogy, conflict management, and organizational psychology, we discuss multiple practical strategies to lower students' opportunity, motivation, and rationalization to cheat.

Ancet, P. (2024). **Être pair, être proche**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 13-27. https://doi.org/10.3917/nresi.098.0013
La définition de la notion de pair n'est pas arrêtée dans la littérature scientifique, et sa définition courante (avoir le même statut et la même fonction) est insuffisamment précise. Un enfant est-il toujours le pair des autres écoliers de sa classe ? Est-il toujours le pair de ses frères et sœurs ? Cela mérite d'être questionné lorsque l'on parle d'un enfant en situation de handicap. Inversement, si l'on évoque le handicap comme critère, est-on nécessairement le pair de quelqu'un qui possède le même type d'atteinte physique ou psychique que soi ? De qui donc nous reconnaissons-nous être les pairs ? Ceux à qui nous ressemblons ou ceux qui nous complètent, ceux nous renvoient une expérience en miroir malgré leur différence ? Nous plaidons ici pour la possibilité d'une conception ouverte de la notion de pair, multiple et contextuelle, que l'on peut rattacher à la reconnaissance subjective d'une expérience commune.

Apple, M. W. (2024). **Critical Policy Analysis: Gains and Challenges**. *Educational Evaluation and Policy Analysis*, *46*(2), 385-390. https://doi.org/10.3102/01623737241240434
The special issue documents the conceptual, empirical, and political progress that critical policy analysis in education has made. The contributions build on and employ the tools that have already been established, while they represent new critical approaches and combinations, each of which provides paths to be developed even further. I discuss the gains, limits, and paths to take to strengthen these analyses.

Bailey, L., & Gibson, M. T. (2024). **International Schools and De-globalisation: Exploring the tensions during the Covid-19 crisis**. *Journal of Research in International Education*, *23*(1), 3-18. https://doi.org/10.1177/14752409241241533

This paper explores the thesis of de-globalisation in relation to international education. Through interrogating accounts of international school leadership during the Covid-19 crisis, the tension between international expectations and localised realities is charted, with four central tenets of internationalism undermined by the pandemic experience. It is argued that the Covid-19 crisis, ostensibly a single global event, resulted in the fractalisation of international education; the conceptualisation of unified internationalism was undermined by the inherently localised material effects of the pandemic. In place of an internationalism that is unified, transcendent, inclusive and connected, international school leaders' accounts of leading through the pandemic focused on their sense that their schools were fractured, rooted, privileged and isolated. It is suggested that this international crisis demonstrates the precarious nature of the respatialising of the global that is intrinsic to international schooling.

Barroca-Paccard, M., & Turcotte, S. (2024). **Les services écosystémiques dans les programmes, les manuels et les ressources en ligne de SVT : une simple rationalisation positiviste du rapport de l'Homme à la Nature ?** *Phronesis*, *13*(3), 33-49. Consulté à l'adresse https://www.cairn.info/revue-phronesis-2024-3-page-33.htm
les nouveaux programmes de Sciences de la Vie et de la Terre (SVT) en Première générale incluent une section sur les services écosystémiques. L'objectif principal est de passer d'une approche anthropocentrée à une approche écocentrée, intégrant la notion de services écosystémiques (SE). Notre article propose une analyse épistémologique du concept de SE, examinant la définition, la diversité des exemples et services, le rôle de l'Homme dans l'environnement, la monétarisation et les liens avec l'éthique environnementale. L'analyse a été réalisée en utilisant un corpus constitué des programmes de SVT, des manuels scolaires et de ressources en ligne, mettant en évidence une diversité d'exemples et de documents abordant les SE. La discussion aborde la prise en charge de l'incertitude et de la complexité pour dépasser une rationalisation positiviste du rapport de l'Homme à la Nature.

Bedasso, B., & Sandefur, J. (2024). *The Evolution of World Bank Lending for Education: 1998-2022* (p. 36). Consulté à l'adresse Center for Global Development website: https://www.cgdev.org/sites/default/files/evolution-world-bank-lending-education-1998-2022.pdf
Since 2011, the World Bank's education strategy has emphasized the need to shift focus from schooling to learning, and towards primary education with special attention to foundational skills. But this shift is not always easy to see in the actual lending data. Coding new details on 25 years of World Bank education loans and grants, we find a decline in the share of financing for primary school and no increase in the share of projects targeting "quality" or "learning" as opposed to "access". In contrast, there has been an increase in allocation for early-childhood education. This pattern appears to reflect both supply and demand side factors. On the demand side, as primary enrollment increases, countries shift their borrowing toward early childhood education. On the supply side, the World Bank is significantly better at delivering early-childhood education programs compared to projects focused on raising test scores, as judged by independent evaluation scores.

Bedoin, D., & Janner-Raimondi, M. (2024). **Relations entre pairs en jardins d'enfants et en écoles maternelles : ajustements du cadre des échanges**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 67-82. https://doi.org/10.3917/nresi.098.0067

Cet article s'appuie sur deux recherches : l'une, portant sur les modèles et pratiques pédagogiques dans cinq jardins d'enfants ; l'autre, sur les parcours inclusifs de deux jeunes enfants en écoles maternelles. À partir d'un ancrage théorique en sociologie interactionniste, l'objectif est de rendre compte des interactions entre jeunes enfants, en particulier en présence d'un pair en situation de handicap, et du rôle des professionnelles. C'est sur la base d'observations réalisées par un binôme de chercheurs dans cinq jardins d'enfants (N=17) et dans deux écoles maternelles (N=18), que nous avons cherché à repérer les dynamiques d'interactions à l'œuvre entre pairs et entre les jeunes enfants et les professionnelles, et, par là-même, le processus de socialisation qui s'y trouve encouragé au travers des variations du cadre en termes d'ajustements aux besoins repérés in situ lors des échanges.

Bélisle, A.-C., Poirier, N., & Leroux-Boudreault, A. (2024). **Que pensent les élèves ayant un trouble du spectre de l'autisme de la pratique du yoga en milieu scolaire ?** *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 213-231. https://doi.org/10.3917/nresi.098.0213
La présente étude vise à témoigner de la perception des élèves présentant un Trouble du spectre de l'autisme (TSA) qui participent à un programme de yoga dans leur milieu scolaire. Les participants (n=16) ont été questionnés sur les aspects qu'ils apprécient ou non de la pratique du yoga, sur les effets subjectivement perçus ainsi que sur leur autonomie face à la pratique. Les résultats font état d'une appréciation majoritairement positive du yoga. De plus, 87,5 % de l'échantillon affirme se sentir mieux après avoir pris part à une séance de yoga à l'école. Cependant, très peu de participants ne le pratiquent à la maison et les effets positifs perçus sont principalement circonscrits au milieu dans lequel le yoga est pratiqué.

Ben Henda, M. (2020). **La coopération Nord-Sud pour l'enseignement et la recherche.** *L'éducation En Débats : Analyse Comparée*, 10(02), 218-232. Consulté à l'adresse https://hal.science/hal-04553214
Depuis 2015, un vaste projet de coopération francophone, sous couvert de l'Agence universitaire de la Francophonie (AUF), mobilise des acteurs/trices scientifiques de la recherche et de l'enseignement de pays européens et du sud-est asiatique. Des universités européennes francophones sont entrées conjointement avec des universités vietnamiennes, cambodgiennes et laotiennes dans une dynamique de collaboration active dans la perspective d'un transfert de technologies, mais aussi d'une mutualisation d'expériences dans la gouvernance universitaire par le numérique. Études, expertises, formations, publications et projets constituent des mécanismes d'amélioration de la qualité, de la pertinence et de l'efficience tant de la recherche que de l'enseignement pour les différents partenaires. Aujourd'hui, des équipes ad-hoc, des comités d'experts, des consortiums et des délégations internationales participent de la redéfinition d'une culture scientifique de la recherche et de l'innovation pédagogique par le numérique, faisant de la disparité des contextes et de l'asymétrie entre les acteurs du Nord et du Sud un vecteur d'innovation et d'enrichissement d'expériences,

Benhima, L., Mirbel, I., & Crovello, H. (2024). **Une démarche de cartographie de la flexibilisation en Licence générale : Application à Université Côte d'Azur**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557179

Une démarche de cartographie de la flexibilisation en Licence générale : Application à Université Côte d'Azur

Bentum-Micah, G., Cai, L., & Kyei-Nuamah, D. (2024). **Upgrading polytechnics to technical universities in Ghana and its future outcomes: a document review approach**. *Higher Education*, *87*(5), 1509-1528. https://doi.org/10.1007/s10734-023-01076-y
This study reviews and equates the historical upgrade of Ghana's polytechnics to technical universities compared to the United Kingdom and South Africa, including its processes as a borrowed educational policy. Furthermore, it critically reviews the policy's incubation process, the borrowing process, the implementation process and the actual outcome of the policy in action. The study reveals the loopholes as an elusive decision to convert the ex-polytechnics and its managers' harshly misplaced priorities of mimicking academic universities. Although the conversions proved essential to its core mandate, we argue that the focus was to be given to curriculum, teacher development and infrastructure funding. Improvements in the standing and prestige of Ghana's technical universities are seen as a conversion consequence. However, maintaining a vocational and technical focus and guaranteeing the necessary resources and facilities for the newly transformed institutions may present difficulties. Finally, the study reveals reflective characteristics of historical happenings in the UK and South Africa compared to Ghana.

Bo, R., Onesta Mosso, C., Pascal, D., Sacchetto, A., & Joselin, L. (2024). **Soutenir la scolarisation inclusive à l'école maternelle en Italie : l'attention portée aux relations avec les pairs**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 47-66. https://doi.org/10.3917/nresi.098.0047
Cet article est issu de la recherche Epil, Enfants à besoins particuliers, processus inclusif et liens aux pairs, qui visait à mieux comprendre les leviers et les freins aux relations entre les enfants en situation de handicap et les enfants typiques. Volet italien de la recherche, cette contribution analyse les interactions entre pairs de quatre enfants de 3 à 5 ans en situation de handicap, scolarisés en maternelle dans la province de Turin. L'analyse s'appuie sur trois corpus de données : (i) des vidéos tournées en contexte, à l'école et à domicile, (ii) des entretiens d'autoconfrontation avec les parents et avec les enseignants, (iii) et un focus group avec les enseignants. Les résultats confirment les difficultés des enfants en situation de handicap à nouer et maintenir des liens avec leurs pairs, mais montrent des relations facilitées entre enfants qui se ressemblent. Les adultes y apparaissent en tant que passeurs de mots, pour évoquer la situation de handicap avec les enfants, ou s'appuyer sur la famille pour donner à la classe les mots d'un élève non verbal. Cette analyse des relations entre pairs s'inscrit dans une tranche d'âge peu explorée.

Boelmann, B. (2024). *Women's Missing Mobility and the Gender Gap in Higher Education: Evidence from Germany's University Expansion* [CRC TR 224 Discussion Paper Series]. Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://econpapers.repec.org/paper/bonboncrc/crctr224_5f2024_5f518.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 universities 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-indifferences (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.

Breetzke, J., Özbagci, D., & Bohndick, C. (2024). **"Why are we learning this?!" — Investigating students' subjective study values across different disciplines**. *Higher Education*, *87*(5), 1489-1507. https://doi.org/10.1007/s10734-023-01075-z
Differences between academic disciplines have been a well-studied theme in higher education research. But even though students' subjective study values are a key factor for successful studying, research examining their disciplinary differences in the higher education context is lacking. To address this, this study draws on expectancy-value theory, investigates students' subjective study values across nine different disciplines, and analyses its discipline-specific relation to study success. For this, we used a large-scale data sample of N = 6.321 university students from the German National Educational Panel Study. Subjective study values were assessed in terms of intrinsic values, utility values, attainment values, and costs, while study success was captured by students' grade and dropout intention. Data were analysed through multi-group structural equation modelling. Our findings suggest that (1) students' subjective study values differ markedly across academic disciplines and (2) study disciplines moderate the relation between study values and study success. On a research level, our findings contribute to a more differentiated view on subjective study values in the higher education context. On a practical level, our findings can help to uncover motivational problems of students from different disciplines, which might ultimately help to reduce dropouts and improve grades.

Caroff, C., Guérin, J., El Hoyek, N., Benoit, H., Gallot, M., Collet, C., & Chaker, R. (2024). **Dispositifs de formations hybrides en licence Sciences et Techniques des Activités Physiques et Sportives (STAPS)**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557119
Dispositifs de formations hybrides en licence Sciences et Techniques des Activités Physiques et Sportives (STAPS)

Castillo, W. (2024). **The Next Chapter of Critical Educational Policy Research: Research Informing Policy Design**. *Educational Evaluation and Policy Analysis*, 46(2), 391-396. https://doi.org/10.3102/01623737241239916
Drawing on the special issue's collection of articles, the following commentary examines the racial biases in K-12 and higher education policies and products revealing their seemingly neutral and objective facades to be inherently racialized and, at times, explicitly racist. The article also highlights the damaging effects of race-evasive language in K-12 and higher education, advocating for the prioritization of the most vulnerable students in policy and product design. Rooted in prior research and the author's experiences as a Latina, a first-generation college student, and a former K -12 educator, the article argues for the abolition of harmful practices like corporal punishment and school resource officers. The author suggests that effective policy design for racial justice

may require both mainstream and alternative approaches and highlights successful programs like Freedom Schools and ethnic studies programs. Lastly, the article emphasizes the need for educational policies to reflect a deep understanding of systemic racial inequities and for the research community to directly influence policy design towards equity and inclusion.

Chauvigné, C., Schmehl-Postaï, A., & Fabre, M. (2024). **Penser l'éducation à un monde incertain : perspectives pour l'École**. *Phronesis*, *13*(3), 11-16. Consulté à l'adresse https://www.cairn.info/revue-phronesis-2024-3-page-11.htm

Chou, M.-H., & Demiryol, T. (2024). **Knowledge power or diplomacy? University alliances and the Belt and Road Initiative**. *Higher Education*, *87*(6), 1693-1708. https://doi.org/10.1007/s10734-023-01085-x
The growing importance of China as a major actor in international order has generated tremendous interest among social scientists, but scholarly debates remain in their disciplinary confines. Our study connects existing international relations research on China and the Belt and Road Initiative with two concepts in higher education studies—knowledge power and knowledge diplomacy—to reveal the multi-faceted approach that China applies towards its "outward-oriented" internationalization activities in the knowledge domain. By studying two instances of university alliance-building through the Belt and Road Initiative, an empirically less examined area in both international relations and higher education studies, we demonstrate how China embraces a knowledge diplomacy approach in the case of the University Alliance of the Silk Road and knowledge power in the case of the Asian Universities Alliance. We argue that the co-existence of the two approaches points to the aim of China's multi-faceted approach to its external relations in the knowledge domain. By combining alternative organizational structures and logics embodied in different university alliances, this approach presents a non-hegemonic attempt to normalize China's network centrality in an interdependent world. We conclude that China's Belt and Road Initiative university alliance-building efforts should open up a rich analytical space that encourages further exploration through a world-centered tianxia heuristic.

Cobb-Clark, D., Dahmann, S. C., Kamhöfer, D. A., Schildberg-Hörisch, H., & Kamhöfer, D. (2024). *Schooling and Self-Control* (CESifo Working Paper Series N° 11007). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11007.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.

Couturier, L. (2024). *Les élèves du secondaire issus de l'immigration et le programme de formation de l'école québécoise : une analyse de leur expérience*. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32617
Au Québec, peu de recherches se sont intéressées à l'expérience scolaire des élèves issus de l'immigration par rapport aux contenus d'apprentissage régis par le programme de formation de l'école québécoise (PFEQ). Ce mémoire vise à décrire cette expérience à partir de leur perception des savoirs transmis à l'école secondaire, plus précisément

dans les disciplines suivantes : français (langue d'enseignement), histoire et éducation à la citoyenneté, histoire du Québec et du Canada et de monde contemporain. En guise de cadre d'analyse, nous avons mobilisé la théorie de l'expérience scolaire de Dubet (Dubet, 1994 ; Dubet et Martuccielli,1996) afin de mettre en exergue la place des savoirs dans l'expérience vécue par les élèves immigrants. Nous inscrivons cette recherche dans une posture épistémologique interprétative. La collecte des données a été réalisée dans une école secondaire à forte diversité ethnoculturelle dans la grande région de Montréal en deux temps. Nous avons d'abord effectué un entretien de groupe semi-dirigé avec quatre enseignants des disciplines de français et d'histoire, ensuite poursuivi avec sept entretiens individuels auprès d'élèves issus de l'immigration en cinquième secondaire. À la lumière des arbres thématiques générés par l'analyse des données recueillies, notre étude révèle que les élèves entretiennent une relation instrumentale avec les contenus d'apprentissage. Ils hiérarchisent les savoirs en fonction de leur utilité tributaire à leurs ambitions et aux conventions sociales et scolaires. Il ressort de cette recherche que les jeunes issus de l'immigration interrogés se positionnent de façon stratégique particulièrement dans le cours de français, langue d'enseignement. D'autre part, nos résultats dévoilent que les élèves issus de l'immigration accordent moins de valeur aux cours d'histoire et qu'ils mettent plutôt de l'avant leurs intérêts et leurs désintérêts vis-à-vis cette discipline. De leur côté, les enseignants interrogés perçoivent aussi la relation de stratégie et de performance chez les élèves de leur milieu scolaire. En conclusion, les connaissances générées par notre étude affichent que les contenus d'apprentissage du programme de formation sont perçus par les élèves issus de l'immigration comme un moyen de mobilité sociale et scolaire. Nous soulignons que ce constat peut être ancré dans le projet migratoire familial de l'élève, mais également lié à l'esprit du temps dans lequel s'inscrit l'école de nos jours. Comme le soulignent les enseignants interviewés, cette relation stratégique avec les savoirs n'est pas particulière aux élèves d'origine immigrée; bien au contraire, elle est aussi présente chez leurs pairs non immigrants.

Daramola, E. J. (2024). **Racially Just Policy Change: Examining the Consequences of Black Education Imaginaries for K–12 Policy**. *Educational Evaluation and Policy Analysis*, 46(2), 329-357. https://doi.org/10.3102/01623737231217983
This comparative case study examines two out-of-system education programs created by Black community organizers during the 2020–2021 school year. Applying a unique framework based on the Black radical imagination, I examine how the communities experienced these programs and the potential of the programs to shape advocacy and local policy reforms. This critical policy analysis expands our understating of how racially minoritized communities build political power in education systems and offers educators, policymakers, and researchers guidance for advancing racially just policy change at the local level.

Daw, B. (2024). **Glocalising Education: Reflections from an International School in Delhi, India**. *Journal of Research in International Education*, 23(1), 75-88. https://doi.org/10.1177/14752409241243000
This article documents, describes and discusses the dynamics of an international school located in south Delhi, India. It discusses the means and ways via which the international school designs and delivers its curricular and pedagogic content that tend to shape and reinforce an element of 'internationalism' among its pupils. The international school form of education primarily embeds teaching and learning processes within the domain of the school as well as outside of it. While the school places enormous emphasis on the

concept of 'global' or at times even 'international' to promote and brand itself, it is deeply rooted to the local and national conditions and cultures as well. This aspect of inter-mixing the global with the local and national is strongly emphasized by the school, whose stakeholders believe that the true spirit of internationalism lies in becoming 'glocal' and not simply global. The school as well as parents want their students and children to possess a holistic understanding of the world, and not an exclusive one. Thereby, it can be argued that there is a transition from the much-hyped era of globalisation to one of 'glocalisation'. Thus, this system of schooling is critically analysed through this article, which centrally argues that the school functions in a manner that enables students' global compatibility of body and mind, and aims to lend them a competitive edge in the global education and job market.

Dayan, C., Joselin, L., Gabriel, É., Carmo-Huerta, V., Paul, O., & Zaouche-Gaudron, C. (2024). **Relations avec les pairs chez de jeunes enfants en situation de handicap scolarisés en classe de maternelle**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 29-46. https://doi.org/10.3917/nresi.098.0029
Les recherches qui s'intéressent aux relations avec les pairs des enfants en situation de handicap soulignent de façon unanime que ces enfants ont moins d'amis, qu'ils sont plus isolés et qu'ils ont davantage besoin de l'adulte que les enfants typiques. Face à ces constats, la recherche Epil vise à mieux comprendre les processus qui interviennent dans la construction des relations avec les pairs ainsi que ce qui entrave et favorise ces relations, notamment à l'école maternelle. Deux observations de 21 enfants âgés de 3 ou 4 ans, réalisées de 12 à 18 mois d'intervalle dans différents contextes écologiques, 16 entretiens de parents et 19 de professionnels des écoles, ont permis de rendre compte d'éléments centraux. Les résultats montrent l'importance i) du processus de séparation-individuation d'avec les figures parentales, ii) de la place de l'adulte, iii) et du type de groupe et d'activité (petit groupe du lieu de soin vs grand groupe de la classe). Des points saillants des résultats de cette étude sont abordés en discussion, liés i) aux relations mère/enfant, ii) au rôle évolutif de l'adulte iii) et aux relations privilégiées entre enfants.

Dembélé, M. (2024). ***Suppléance dans l'éducation. Un nouvel espace de gouvernance endogène ?*** Consulté à l'adresse https://www.afd.fr/fr/ressources/suppleance-dans-leducation-un-nouvel-espace-de-gouvernance-endogene
Le projet de recherche « Suppléance : nouvel espace de gouvernance endogène ? » se propose de produire des connaissances sur les services suppléants de l'État assurés par des acteurs, individuellement et collectivement, au nom de l'intérêt général. Le secteur de l'éducation, quatrième pilier du projet, s'intéresse aux « écoles sans papiers » en milieu urbain et rural. Offre spécifique d'éducation de proximité entrée dans les offres éducatives de nombreux pays dans les années 1990, les écoles suppléantes sont des structures éducatives transitoires qui assurent la continuité pédagogique dans les espaces sans offres éducatives publiques ou privées reconnues. Ces écoles ne sont pas enregistrées et ne bénéficient pas d'une reconnaissance étatique. Pourtant, beaucoup d'élèves transitent par ces écoles avant de s'inscrire dans des établissements publics ou privés habilités. Ces écoles suppléent l'État dans sa mission de service public d'éducation et participent de l'extension de l'accès à l'école dans les quartiers périphériques et villages reculés. Elles naissent et se développent en marge de la réglementation scolaire et leurs promoteurs sont variés : des individus ou groupes d'individus, des associations, des opérateurs privés. Les offres sont de valeurs inégales, avec des infrastructures de fortune, et un personnel éducatif peu qualifié. Elles se distinguent des offres

confessionnelles, notamment musulmanes, par leur caractère laïc mais également par les connexions qu'elles établissent avec les offres éducatives reconnues. Elles sont des organisations transitoires, destinées à se transformer soit en écoles publiques, soit privées selon le contexte d'implantation. Ces écoles suppléantes sont pourvoyeuses d'emplois temporaires pour les enseignants retraités, et les jeunes diplômés qui y acquièrent une expérience professionnelle. Les populations adhèrent aux projets éducatifs de ces écoles et se mobilisent pour leur protection, leur maintien et leur réussite. Les écoles suppléantes utilisent les programmes officiels, même si l'on observe des formes de bricolage et des raccourcis pédagogiques. Leurs promoteurs utilisent différentes stratégies pour s'assurer de la continuité pédagogique dans le parcours de leurs élèves et permettre leur inscription à des niveaux scolaires correspondants. Après quelques années d'exercice, les écoles suppléantes se transforment généralement en écoles privées, en milieu périurbain, alors qu'elles deviennent d'abord écoles communautaires, puis écoles publiques en milieu rural. Le traditionnel monopole des autorités étatiques sur la carte scolaire et leur encadrement sur l'intervention des acteurs privés s'affaiblit ainsi, laissant voir une redéfinition des relations entre l'État et les communautés locales en matière d'éducation. Encadrées, ces écoles pourraient constituer des néoadjuvants pour renforcer et compléter l'action publique en matière d'éducation, dans des zones où les offres ne couvrent pas les demandes sociales.

DEPP. (2024). *L'éducation prioritaire* (p. 50). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/l-education-prioritaire-414237
Cette Synthèse de la DEPP, actualisée régulièrement, fournit des informations concernant le profil social et scolaire des élèves scolarisés en éducation prioritaire et renseigne sur le profil des enseignants qui y exercent.

Dhaliwal, T. K., Graham, J., Chiang, Y.-C., & Johnson, A. S. (2024). **Spare the Rod, Spoil the Child? A Critical Discourse Analysis of State Corporal Punishment Policies and Practices**. *Educational Evaluation and Policy Analysis*, 46(2), 249-275. https://doi.org/10.3102/01623737231213040
Corporal punishment (CP), or inflicting pain through spanking, hitting, and paddling, is still legally sanctioned and exercised in U.S. schools. We use critical discourse analysis and draw on state policy documents and data from the Office of Civil Rights to investigate which discourses pervade policy texts and how CP is practiced. These sources reveal discourses relating to morality, delinquency, and authority that draw on ideas associated with power, punishment, and control. Across all these discourses, we find color-evasive and deficit language to justify CP practices that are disproportionally applied to minoritized students. We conclude with policy implications for CP and school discipline more broadly.

Duflos, M., Congard, A., & Hamel, A. (2024). **Réforme des études de santé : diversité des profils avec la mise en place du PASS et des L.AS à Nantes Université.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557171
Réforme des études de santé : diversité des profils avec la mise en place du PASS et des L.AS à Nantes Université.

Emile, J., Beaulieu, J., & Pueugue Simo, A. (2024). **Reproduction des ordres genrés dans les programmes de formations professionnelles des personnes réfugiées nigérianes au**

Cameroun. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 321-340. https://doi.org/10.3917/nresi.098.0321

En croisant le thème de l'humanitaire à celui de l'éducation, cet article propose une analyse centrée sur la reproduction des ordres genrés au sein des programmes de formation professionnelle proposés par les organisations humanitaires aux personnes réfugiées nigérianes du camp de Minawao au Cameroun. Ces ordres se matérialisent tant par des assignations des jeunes gens dans les filières dites traditionnellement féminines ou masculines que par des exclusions éducatives auxquelles ils sont confrontés. On peut donc légitimement se demander comment des organisations humanitaires, qui pourtant prônent l'égalité sociale et de genre, reproduisent des ordres genrés dans les programmes qu'elles mettent en œuvre ? À la lumière du gender mainstreaming, de la théorie de l'intersectionnalité et du concept d'autonomie, combinés à une démarche statistique et ethnographique, cette recherche tente d'explorer les contradictions d'un secteur qui tend à reproduire des problématiques qu'il cherche pourtant à adresser.

ESSA & Southern Hemisphere. (2024). *A Situational Analysis on the State of the Education Research Field in Africa* (p. 68). Consulté à l'adresse Southern Hemisphere ; Education Sub Saharan Africa website: https://essa-africa.org/sites/default/files/inline-files/ESSA_Southern%20Hemisphere_A%20Situational%20Analysis%20on%20the%20State%20of%20the%20Education%20Research%20Field%20in%20Africa_2024_0.pdf

A Situational Analysis on the State of the Education Research Field in Africa

Fabre, M. (2024). **Vous avez dit Wicked philosophy ? Intérêts et limites d'un courant de recherche pour une éducation au politique dans un monde problématique**. *Phronesis*, *13*(3), 128-142. Consulté à l'adresse https://www.cairn.info/revue-phronesis-2024-3-page-128.htm

on retrace ici l'histoire épistémologique d'une tradition de recherche anglo-saxonne issue de la planification politique et du management, des années 1970 à nos jours. Ce courant de pensée élabore des notions telles que « problèmes mal structurés », « flous », « pernicieux » et même « super-pernicieux » qui visent à rendre compte de la difficulté des problèmes politiques et mettent en question l'image cartésienne du problème comme entièrement définissable et soluble. Il s'agira d'évaluer la teneur épistémologique des notions convoquées, de rendre compte des débats qu'elles suscitent sur leur définition, leur opérationnalité et leurs usages possibles pour les sciences politiques. Mais la question sera surtout de savoir si cette tradition de recherche, qui donne lieu à une philosophie de l'éducation et à des propositions pédagogiques, est à même de féconder une éducation au politique, dans le cadre des questions socialement vives introduites désormais dans les curricula scolaires, et par rapport aux problèmes qui nous inquiètent le plus aujourd'hui comme le changement climatique ou la pandémie.

Faye, M. (2024, avril 17). **Les instituts d'études politiques, toujours aussi attractifs : « Sciences Po, pour moi, c'est au-delà de la fac où tout le monde va, c'est un peu l'excellence »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/04/17/les-instituts-d-etudes-politiques-toujours-aussi-attractifs-sciences-po-pour-moi-c-est-au-dela-de-la-fac-ou-tout-le-monde-va-c-est-un-peu-l-excellence_6228259_4401467.html

Depuis 2021, tous les instituts d'études politiques, ainsi que Sciences Po Paris, sont disponibles sur Parcoursup. Malgré une forte sélectivité, cette formation connaît un grand succès sur la plate-forme.

Fernandez, F., Fu, Y. C., Hu, X., & Moradel Vásquez, J. J. (2024). **Examining the Influence of Texas' Strategic Plan for Increasing University Research: Loose Coupling and Research Production at Regional Public Universities**. *The Journal of Higher Education*, 95(3), 373-398. https://doi.org/10.1080/00221546.2023.2192161
States have adopted a variety of policies to encourage universities to expand research production, with the hope of supporting economic growth and competitiveness. This paper considers whether a state-level initiative succeeded in influencing university-based research outputs among regional public universities. We test whether the Texas Research Incentive Program increased research production at a set of state universities as measured by total research spending, federally-funded research spending, the number of scholarly publications, and the share of publications published in high impact factor journals. Using a novel dataset and difference-in-differences analytic strategy, we found that TRIP adoption was associated with a 19%-25% increase in research expenditures at emerging research universities in Texas relative to a matched set of comparable universities. However, TRIP did not influence federally-funded research expenditures or journal publication outputs. We also show that federally-funded research expenditures influence publication outputs — both in amount and quality — and that number of full-time faculty influences both federal research expenditures and publication outputs. We discuss contributions to the literature on regional public universities, loose coupling, and research production, as well as implications for policy.

Friedman, Z. L., & Nash-Luckenbach, D. (2024). **Has the time come for Heutagogy? Supporting neurodivergent learners in higher education**. *Higher Education*, *87*(6), 1905-1920. https://doi.org/10.1007/s10734-023-01097-7
An increasing number of neurodivergent learners attend higher education. This necessitates examination of best-fit learning models to successfully support the current generation of college students. While pedagogy and andragogy have historical relevance, in isolation, they may lack alignment with the individualization embedded in neurodiversity-affirming practice. This study conceptualized a novel learning framework for neurodivergent college students through the lens of neurodiversity-affirming practice. Via constant comparative qualitative analysis of American university faculty interviews and framework juxtaposition, three themes were identified: pedagogy vs. andragogy, self-determination, and interdependency. Thematic analysis revealed uncertainty regarding best-fit learning framework, with consensus reached regarding complexity of serving neurodivergent adults in post-secondary settings. An innovative framework titled "Building a Heutagogical Bridge" was envisioned, describing the role of heutagogy, student-centered, self-determined learning, in connecting signature pedagogical and andragogical approaches. This study revealed the potentiality of implementing and assessing approaches to skillfully incorporate heutagogical, pedagogical, and andragogical principles in higher education settings. The perspectives of faculty from the USA within this study can inform neurodiversity-affirming practice in American universities, while providing implications for future study and practice in international college settings, where contexts, needs, and culture may differ.

Gauthier, M., Reymondeaux, A., Davy, B., Orengia, E., & Mingot, G. (2024). **De la prescription à l'inclusion : une démarche d'accompagnement co-construite avec les étudiant.e.s**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557113
De la prescription à l'inclusion : une démarche d'accompagnement co-construite avec les étudiant.e.s

Gibey, L. (2024). **Le travail avec les groupes de pairs et les formateurs-pairs. Entretien avec Lydie Gibey**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 185-192. https://doi.org/10.3917/nresi.098.0185
À la suite de son article, dans lequel il interroge les conceptions de la pairité et plaide pour la possibilité d'une conception ouverte de la notion de pair, multiple et contextuelle, rattachée à la reconnaissance subjective d'une expérience commune, Pierre Ancet rapporte ici son entretien avec Lydie Gibey, directrice du CREAI Île-de-France. Sont abordés et font l'objet d'une élucidation progressive les enjeux sous-jacents aux notions de pair et d'auto-représentant, de groupe de pairs, de pairémulation. Ainsi l'opposition entre l'ouverture aux autres et l'entre-soi renvoie-t-elle aux limites de l'acceptation générale d'autrui dans d'autres groupes sociaux tout autant qu'au risque particulier pour une personne concernée par le handicap d'être réduit à sa spécificité objectivable au détriment de ses autres rôles. L'échange fait apparaître que l'antidote de la situation d'assignation de l'extérieur à pairité passe par la construction d'identités multiples.

Global Education Monitoring Report Team. (2024). ***Education finance watch 2023: special edition for the African Union Year of Education 2024*** (p. 1-12). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000388733

Global School Leaders. (s. d.). ***Evidence Review 2024: A Review of Research on Gender in School Leadership***. Consulté à l'adresse https://www.globalschoolleaders.org/evidence-review
Explore GSL's evidence reviews aimed at deepening the understanding of school leadership in the Global South.

Gumina, S., Patten, K., & Gerdes, J. (2024). **The evolution of IoT education within an IT curriculum**. *Education and Information Technologies*, 29(6), 6723-6752. https://doi.org/10.1007/s10639-023-12088-7
This paper is an experiential report describing the faculty and student experiences and knowledge gained from developing an Internet of Things (IoT) course within an Information Technology (IT) Department at a large southeastern United States public university. The paper contributes insights gained developing the introductory IoT course, and it recommends the inclusion of IoT technology within an IT curriculum due to its disruptive and transformative nature. Many industries are deploying IoT applications making it imperative that IT graduates have the knowledge and skills needed to work with this emerging technology. The faculty leveraged the use of the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) Instructional Design Model to develop a pilot course in the summer of 2022 and then, based on the pilot feedback and analysis using ADDIE, refined the course design for spring 2023. The continuing course development draws on IT undergraduate curricula guidelines in Information Technology Curricula 2017 (IT2017), research into how industry uses IoT applications, and the use of hands-on

educational technologies to identify and apply IoT knowledge and skills needed for IT graduates. The pervasive nature of IoT requires IoT faculty to have knowledge of each of the IT Pillars (programming, networking, human-computer interaction, databases, and web systems) as well as the IT Supplemental IoT Domain guidelines developed in IT2017.

Heng, K. (2024). **Challenges and developments in university research in Cambodia: a case study of two universities**. *Higher Education*, *87*(6), 1593-1613. https://doi.org/10.1007/s10734-023-01080-2
In recent years, university research in Cambodia has seen new developments and potential transformations although many challenges remain. Drawing on data from in-depth interviews with 22 Cambodian academics, this study shows that the development of university research in Cambodia is constrained by various challenges and barriers to research, preventing Cambodia from promoting higher education internationalization and transforming itself into a knowledge-based society. The study highlights key challenges that limit possibilities for further positive developments of higher education research and suggests the need for policy reforms to make a difference to the university research landscape in Cambodia. The study also points to the broader issues of North-South knowledge divide and calls for national and institutional initiatives to support Cambodian academics and empower them to enhance their research engagement. Finally, the study discusses implications for future research.

Hilliger, I., Miranda, C., Celis, S., & Pérez-Sanagustín, M. (2024). **Curriculum analytics adoption in higher education: A multiple case study engaging stakeholders in different phases of design**. *British Journal of Educational Technology*, *55*(3), 785-801. https://doi.org/10.1111/bjet.13374
Several studies have indicated that stakeholder engagement could ensure the successful adoption of learning analytics (LA). Considering that researchers and tech developers may not be aware of how LA tools can derive meaningful and actionable information for everyday use, these studies suggest that participatory approaches based on human-centred design can provide stakeholders with the opportunity to influence decision-making during tool development. So far, there is a growing consensus about the importance of identifying stakeholders' needs and expectations in early stages, so researchers and developers can design systems that resonate with their users. However, human-centred LA is a growing sub-field, so further empirical work is needed to understand how stakeholders can contribute effectively to the design process and the adoption strategy of analytical tools. To illustrate mechanisms to engage various stakeholders throughout different phases of a design process, this paper presents a multiple case study conducted in different Latin American universities. A series of studies inform the development of an analytical tool to support continuous curriculum improvement, aiming to improve student learning and programme quality. Yet, these studies differ in scope and design stage, so they use different mechanisms to engage students, course instructors and institutional administrators. By cross analysing the findings of these three cases, three conclusions emerged for each design phase of a CA tool, presenting mechanisms to ensure stakeholder adoption after tool development. Further implications of this multiple case study are discussed from a theoretical and methodological perspective. Practitioner notes What is already known about this topic? Human-centred learning analytics (LA) has accommodated different configurations of stakeholder engagement, including co-design and participatory design. Participatory design provides developers with a wide variety of techniques to engage a particular

group in a mutual learning process. Most studies mainly focus on engaging stakeholders to identify needs in the early stages of the design process. More empirical works are needed to unveil the effectiveness of human centredness during LA design and after tool development. What this paper adds? Provides a multiple case study to illustrate mechanisms to engage various stakeholders in different design phases of a curriculum analytics (CA) tool. Summarises different assertions based on case study findings regarding needs for analytical tool, its early evaluation and its potential use after development. Provides empirical evidence on how to promote stakeholder engagement at a specific design stage and for a specific purpose. The implications for practitioners LA researchers and developers can use assertions based on evidence as a starting point to drive the design process of CA solutions. Researchers and practitioners will have a set of protocols to implement participatory techniques in different design phases of a CA tool.

Husson, L., Bournaud, I., Janand, A., & Philion, R. (2024). **Préparer les élèves-ingénieurs à la diversité et l'inclusion grâce à leur participation à un programme de tutorat auprès de jeunes en situation de handicap**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557165 Préparer les élèves-ingénieurs à la diversité et l'inclusion grâce à leur participation à un programme de tutorat auprès de jeunes en situation de handicap

Iribarnegaray, L. (2024, avril 30). **Psychiatrie et étudiants en médecine, les feux du désamour**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/04/30/psychiatrie-et-etudiants-en-medecine-les-feux-du-desamour_6230713_4401467.html Alors même que la santé mentale est devenue, depuis la crise sanitaire, un enjeu majeur de santé publique, la psychiatrie est depuis des années l'une des spécialités les moins demandées par les étudiants en médecine. La faute, notamment, à des idées reçues tenaces sur la profession.

Jaquette, O., & Salazar, K. G. (2024). **A Sociological Analysis of Structural Racism in "Student List" Lead Generation Products**. *Educational Evaluation and Policy Analysis*, 46(2), 276-308. https://doi.org/10.3102/01623737231210894 Colleges identify prospective students by purchasing "student lists." Student list products are selection devices that use search filters to select students. Drawing from the sociology of race, we conceptualize some filters as "racialized inputs," defined as inputs that are correlated with race because disadvantaged racial groups have historically been excluded from the input. Using a national sample of high school students, we explore the relationship between racialized search filters and the racial composition of included versus excluded students. Using data about actual lists purchased by public universities, we investigate how college administrators utilize racialized search filters. We discuss implications for federal and state policy. We motivate policy research about structural racism embedded in selection devices that allocate students to opportunities.

Jerrim, J., & Jones, A. (2024). **The strengths and limitations of using quantitative data to inform school inspections**. *School Effectiveness and School Improvement*, 0(0), 1-19. https://doi.org/10.1080/09243453.2024.2337640 School inspections are a common feature of many education systems. These may be informed by quantitative background data about schools. It is recognised that there are

pros and cons of using such quantitative information as part of the inspection process, though these have rarely been succinctly set out. This paper seeks to fill this gap by presenting arguments both for and against the use of quantitative data in informing school inspections. We argue that while quantitative data provide objective information about important outcomes, their usefulness is limited somewhat by a range of factors including missing data, small sample sizes, the creation of perverse incentives, and the fact that most readily available measures capture aspects other than school quality. We conclude by discussing how the Office for Standards in Education, Children's Services and Skills (Ofsted) – the school inspectorate in England – currently makes the trade-off between these pros and cons.

Joselin, L., Ancet, P., & Rachedi, Z. (2024). **Les relations avec les pairs : un soutien aux dynamiques inclusives ?Présentation du dossier**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 7-12. https://doi.org/10.3917/nresi.098.0007

Joselin, L., & Rachedi, Z. (2024). **« Maintenant,il a plein de copains ». Les relations d'amitié des personnages avec TSA dans les albums**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 101-121. https://doi.org/10.3917/nresi.098.0101
Les relations d'amitié constituent un ressort fréquent des trames narratives dans les albums de jeunesse qui mettent en scène un personnage en situation de handicap. Toutefois, certains troubles des personnages peuvent rendre plus difficiles ces interactions sociales. Aussi, après un état de l'art qui permet de rendre compte de la manière dont l'amitié est perçue et vécue par les enfants avec un TSA, l'objectif de cet article est-il d'analyser les relations aux pairs des personnages avec un trouble du spectre de l'autisme. Le corpus comprend quatorze albums de jeunesse, publiés en France entre 2011 et 2022, qui abordent la question de l'amitié entre un personnage avec des troubles du spectre de l'autisme et ses pairs. Les résultats présentent les caractéristiques des personnages avec TSA (dont la variété des manifestations du trouble) et celles de leurs camarades ou amis, avant d'examiner la qualité de la relation d'amitié, selon les variables inspirées de la Friendship Quality Scale (la camaraderie, l'entraide, le réconfort, l'intimité et l'absence de conflit). Hormis quelques exceptions, les trames narratives privilégient le registre didactique et offrent une vision relativement apaisée du trouble du spectre de l'autisme.

Jovin, A., & Salmona, S. (2024). **Dialogue sur l'expérience de l'adolescence. Entretien croisé. Propos recueillis dans le cadre du projet : Processus inclusif de l'enfance à l'âge adulte : obstacles et facilitateurs des relations avec les pairs**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 123-130. https://doi.org/10.3917/nresi.098.0123
Dans le cadre du projet Processus inclusif de l'enfance à l'âge adulte : obstacles et facilitateurs des relations avec les pairs, Alicia Jovin et Sarah Salmona ont réalisé un entretien croisé afin de partager leurs expériences d'adolescentes concernées par la situation de handicap. Alicia Jovin est porteuse d'une amyotrophie spinale de type 2 ; Sarah Salmona est porteuse d'une myopathie à central core. Toutes deux sont trentenaires.

Kelstrup, J. D., & Jørgensen, J. V. (2024). **Explaining differences in research utilization in evidence-based government ministries**. *Policy Sciences*. https://doi.org/10.1007/s11077-024-09529-6

Studies of evidence-based policy have found that research often fails to influence policy-making and identify a number of barriers to research utilization. Less is known about what public administrations do to overcome such barriers. The article draws on a content analysis of 1,159 documents and 13 qualitative interviews to compare how and why evidence standards affect research utilization in two Danish ministries with available evidence, policy analytical capacity, and broad political agreement on key policy goals. The article finds support for the proposition that more exclusive evidence standards in ministries will lead to higher levels of research utilization by showing that average levels of research utilization are higher in the Ministry of Employment than in the Ministry of Children and Education in the period 2016?2021. In active employment policy the adoption an evidence hierarchy and the accumulating evidence in a knowledge bank has interacted with stakeholder support and a continued coordination with the Ministry of Finance to provide economic incentives for policy-makers to adopt evidence-based policies thus stimulating research utilization. Evidence for public education policy, by contrast, has been more contested and the Ministry of Children of Education retains inclusive evidence standards in an attempt to integrate evidencebased and practical knowledge from stakeholders, which has led to lower average levels of utilization in the period.

Knoetze, R. (2024). **Cultivating criticality in a neoliberal system: a case study of an English literature curriculum at a mega distance university**. *Higher Education*, *87*(6), 1677-1692. https://doi.org/10.1007/s10734-023-01084-y
Neoliberal practices such as managerialism and academic casualisation impact higher education systems globally. While these practices can constrain any curriculum aimed at enabling transformative learning, this paper shows that they place particular limitations on arts and humanities curricula intent on cultivating criticality and a sense of social responsibility. I draw on data from an English literature curriculum study at a mega distance education institution in South Africa and use Legitimation Code Theory to take a close-up look at how two neoliberal practices: managerialism and academic casualisation cause misalignments between the underpinning values of the curriculum and the kinds of pedagogic and formative assessment practices that are employed. I conclude that decisions regarding administration, enrolments and staffing based on neoliberal values can frustrate students' epistemological and ontological access to humanities disciplines and limit the potential of humanities curricula to offer a higher education in service of the social good.

Kotorov, I., Krasylnykova, Y., Pérez-Sanagustin, M., Mansilla, F., & Broisin, J. (2024). **Supporting Decision-Making for Promoting Teaching and Learning Innovation**. *Journal of Learning Analytics*, *11*(1), 21-36. https://doi.org/10.18608/jla.2024.8131
The quality of the data and the amount of correct information available is key to informed decision-making. Higher education institutions (HEIs) often employ various decision support systems (DSSs) to make better choices. However, there is a lack of systems to assist with decision-making to promote innovation in teaching and learning. In this study, we evaluate an analytic tool called PROF-XXI that supports strategic decision-making of teaching and learning centres (TLCs) by identifying their competencies in teaching and learning innovation. Through a multiple case study conducted with three Latin American universities and supported by quantitative and qualitative data, we observed how this tool is used and how it facilitates strategic decision-making. Our findings indicate that the tool is accessible, user-friendly, and effective in 1) initiating

identification and systematic reflection of institutional competency levels in teaching and learning innovation, 2) enhancing understanding of strengths and weaknesses as well as identifying opportunities for innovation, 3) supporting TLCs with short- and long-term decision-making, and 4) continuously evaluating their strategies, programs, and initiatives. This research can benefit policymakers in higher education who are involved in measuring institutional competencies to improve teaching quality or in making strategic decisions related to teaching and learning innovation.

Lamm, Mesa, Kohli, Duranczyk, Watkins, & Ström. (2024). **Construct Validation of an Instrument That Assesses Quality of Instruction in Community College Algebra**. *Community College Journal of Research and Practice*, *48*(5), 283-296. https://doi.org/10.1080/10668926.2022.2132430
The Evaluating the Quality of Instruction in Post-secondary Mathematics (EQIPM) is a 14-item instrument that uses videos of teaching to investigate the quality of instruction in college algebra courses taught at community colleges. We hypothesize that quality of instruction can be characterized along three distinct factors, the interactions between: (a) students and the content, (b) instructors and the content, and (c) students and the instructors. We used confirmatory factor analysis to empirically evaluate this hypothesis. Using coding of over 900 segments of video of instruction from 40 intermediate and college algebra teachers from eight community colleges, we performed a factor analysis to identify the structure of the instrument. Our findings suggest that the EQIPM instrument captures the three hypothesized underlying factors of quality of instruction with adequate fit statistics and factor loadings. The availability of this instrument opens the door for further research on aspects of quality that influence student performance and for promising programs of professional development for community college faculty teaching mathematics.

Lauterbach, S., Crawfurd, L., Kirezi, J. C., Nsabimana, A., & Peeraer, J. (2024). *Improving School Leadership in Rwanda* (Working Paper N° 691; p. 56). Consulté à l'adresse https://www.cgdev.org/publication/improving-school-leadership-rwanda
This study investigates the short-term impacts of a school leadership professional development program implemented in 525 randomly selected schools across Rwanda from 2018 to 2019. The program aimed to enhance the skills of school headteachers in leadership, management, and teacher support. Although no significant average treatment effects are observed one to two years after the intervention, an increase in test scores is identified in public primary schools compared to government-aided schools by at least 0.11 standard deviations. This disparity may be attributed to the potentially weaker school management and resources in public primary schools at the outset, as well as the time constraints and ownership structure faced by headteachers in government aided schools. Despite the modest effect, the program shows potential for cost-effective improvement in student learning, especially considering that typically only one headteacher per school is trained. Further research should focus on optimizing the design of school leadership professional development programs and exploring the underlying mechanisms necessary to enhance their overall effectiveness.

Le Clere, F. (2024). **Le DU Universitas : penser un environnement capacitant pour des étudiants " mésorienter " en Licence 1**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557146

Le DU Universitas : penser un environnement capacitant pour des étudiants « mésorienter » en Licence 1

Lewis, A., & Lall, M. (2024). **From decolonisation to authoritarianism: the co-option of the decolonial agenda in higher education by right-wing nationalist elites in Russia and India**. *Higher Education*, *87*(5), 1471-1488. https://doi.org/10.1007/s10734-023-01074-0
This article discusses how the critique of the monopoly of Western liberal thought through the decolonisation movement that was intended to increase the number of voices heard has been co-opted by nationalist politics in India and Russia. The debates in higher education in these countries reflect current key questions on the nature of the Indian and Russian nations—both under respective nationalist governments—where both are advocating a cutting off from Western modernity. Using Mignolo's concept of "de-linking" that was intended to raise up non-Western ways of thinking, the article shows that India and Russia have adapted and simplified decolonial discourse to reject "Western-influenced" critiques of development, inequality, and authoritarianism. Under political pressure from these authoritarian regimes, universities have helped to embed repressive majoritarian politics through anti-Western rhetoric disguised as de-linking, enabling democratic backsliding by discrediting opposition. This is done to protect a new identity based upon state conceptions of traditional values, paradoxically erasing minority voices that do not fit neatly into the unified national narrative. When universities are branded as Western agents for being critical of local traditions and schools of thought, the space for critical thinking and democratic debate is ultimately removed, leaving those who oppose Putin and Modi with no safe way to engage with political discourse, and this actually undermines the intentions of decolonial philosophy.

Li, I. W., & Jackson, D. (2024). **Influence of entry pathway and equity group status on retention and the student experience in higher education**. *Higher Education*, *87*(5), 1411-1431. https://doi.org/10.1007/s10734-023-01070-4
Expansionary policies to widen participation in higher education have led to a growth in alternative entry pathways into university. This study considers the experiences and retention outcomes of those entering Australian universities through different pathways, and how these vary across diverse student groups. Data were drawn from linked student administrative records for 81,874 students from sixteen Australian universities who commenced a Bachelor degree in 2015, with academic enrolment status tracked over five years, as well as data from a national survey of student experience conducted in 2019. Students from alternative pathways were associated with lower retention outcomes in the first year of study and poorer course completion outcomes, except those entering via pathway provider and enabling programs who reported more favourable retention compared to secondary school entrants. Students from equity group backgrounds were also associated with poorer retention outcomes, particularly Indigenous students, mature-age students, and those with disability. Associations between entry pathways, equity group status, and student experience were mixed. For example, equity group students generally had positive assessments of student experience, apart from those with disability, yet were associated with increased probabilities of intention to dropout from study. Social and personal reasons were found to be main drivers of dropout intention across different student groups. Findings highlight the need to address the varying factors that affect students entering through different pathways and from diverse backgrounds, rather than a one-size-fits-all approach. The study's recommendations inform

stakeholders seeking to improve the experience and outcomes of diverse student groups entering higher education.

McCambly, H., & Mulroy, Q. (2024). **Constructing an Educational "Quality" Crisis: (E)quality Politics and Racialization Beyond Target Beneficiaries**. *Educational Evaluation and Policy Analysis*, *46*(2), 192-221. https://doi.org/10.3102/01623737231189478
In this critical, political discourse analysis, we trace how two concepts, equity and quality, became discursively linked and contested in the administration of postsecondary education policy over time (1968–1994)—a developmental process we refer to as (e)quality politics. By engaging in a historical analysis, we investigate (a) the racialized political origins and discursive processes by which arguments over educational "quality" are advanced as part of an antiequity policy paradigm and (b) how this paradigm reinscribes racial inequity into administrative and organizational action over time. We illustrate how, once an (e)quality politics paradigm is established, racialized policy designs can persist, even in the absence of explicit references to racialized social constructions of target populations in later periods of policy development.

Mikki, S. (2024). **Technology, multidisciplinarianism, and the university**. *Higher Education*, *87*(6), 1615-1636. https://doi.org/10.1007/s10734-023-01081-1
This paper investigates the intricate relationship between universities as socio-academic institutions, society at large, and technology. Through a general analysis, we aim to comprehend how a multidisciplinary university mediates and catalyzes the interaction between technology and society. Our examination encompasses both theoretical foundations and practical considerations, examining the ways interdisciplinary approaches facilitate this relationship within the context of technocapitalism. Additionally, we present potential guidelines to enhance the interconnectedness of technology, universities, and society. Based on our findings, we suggest that universities can play a crucial role in bridging the societal-technological divide, but only if they undergo restructuring that fosters the strong version of cross-disciplinary knowledge and robust multidisciplinary thinking in professional training and research.

Milon, A., Bonafé, C., & Paivandi, S. (2024). **Pratiques inclusives et réussites : le point de vue des étudiants handicapés**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557164
Pratiques inclusives et réussites : le point de vue des étudiants handicapés

Mireku, D. O., & Bervell, B. (2024). **A decade of quality assurance in higher education (QAiHE) within sub-Saharan Africa: a literature review based on a systematic search approach**. *Higher Education*, *87*(5), 1271-1316. https://doi.org/10.1007/s10734-023-01064-2
In this study, we examined articles related to academic quality assurance research in the sub-Saharan African (SSA) higher education context to identify internal and external mechanisms put in place to improve the quality of education. To achieve the objective, the study reviewed published studies to bring to light the standard quality benchmark indicators describing how quality assurance has been promoted in SSA starting from 2012 to 2022. Based on this premise, 143 articles were included in the review in accordance with the set criteria for inclusion. The study found that most of the SSA higher educational institutions give extra attention to the building of human resource capacity and neglected other important practices such as internationalization and the "building of

industrial collaborations," though these were major ingredients for promoting quality assurance. It also came to fore that, amidst the efforts to achieve quality standards in teaching and learning, insufficient funding, lack of efficient academic staff, poor implementation of educational policies, and unstructured program for training and re-training of staff were the major hinderances to the promotion of quality assurance in higher institutions in the sub-Saharan African region. Based on the findings, recommendations were made for policy, practice, and future research in higher education delivery in the sub-region.

Montesano, G. (2024). ***Les facilitateurs et les obstacles à la situation d'inclusion scolaire d'élèves francophones issu·es de l'immigration récente en classe ordinaire du primaire*** (Mémoire de maîtrise, Université de Montréal). Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32620
Ayant comme première langue apprise ou d'usage le français, les élèves francophones issu·es de l'immigration récente (EFIIR) sont souvent directement inclus·es en classe ordinaire dans le niveau scolaire de leur groupe d'âge (MELS, 2014d). Elles et ils ne reçoivent généralement pas de soutien particulier puisque l'école considère leur maîtrise de la langue d'enseignement suffisante. Pourtant, ces EFIIR sont confronté·es à des obstacles potentiels de taille (Gosselin-Gagné, 2018a). Pour favoriser leur plein épanouissement, l'inclusion scolaire est alors un concept à mobiliser (Potvin, 2013). S'appuyant sur le socioconstructivisme, elle amène le personnel à reconnaître l'hétérogénéité des profils des élèves et à mettre en œuvre des pratiques équitables et adaptées à leurs besoins. Ce projet de recherche a 3 objectifs spécifiques : 1) documenter les facilitateurs et obstacles à la situation d'inclusion d'EFIIR dans leur groupe classe ordinaire du primaire; 2) dégager des pratiques inclusives et socioconstructivistes qui soutiennent leur situation d'inclusion; et 3) analyser leur situation d'inclusion en fonction de la synthèse retenue et des principes de l'inclusion scolaire. Le type de recherche adoptée est l'étude de cas multiples. La triangulation des données a été assurée par leur collecte auprès de trois types de personnes participantes, soit les EFIIR, leur parent et le personnel scolaire impliqué dans leur situation d'inclusion, et ce, avec des entretiens semi-dirigés. Les résultats se structurent autour de trois études de cas de situations d'inclusion d'EFIIR. Plusieurs facilitateurs, comme le soutien des parents et celui de la personne enseignante titulaire, ont été nommés par les personnes participantes et dégagés à la suite de l'analyse des données collectées. Les EFIIR ont également rencontré divers obstacles en lien avec leurs apprentissages en mathématiques, la diversité culturelle et linguistique du français, et la création de liens d'amitié. Ces facilitateurs et obstacles étaient davantage nommés par les personnes participantes comme étant intrinsèques aux EFIIR, ce qui a suggéré un manque d'adaptation réciproque de la part de l'école. De plus, une variété de pratiques inclusives et socioconstructivistes qui soutiennent la situation d'inclusion scolaire de ces EFIIR a été soulevée tels un protocole d'accueil réfléchi, l'enseignement explicite de l'empathie et l'accompagnement des élèves dans leur socialisation.

Mottet, G. (2024). **De la séparation à l'école inclusive : les dessous de l'inclusion pour des élèves relevant de l'asile**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 295-319. https://doi.org/10.3917/nresi.098.0295
À partir d'une recherche empirique partant d'entretiens compréhensifs et d'observations ethnographiques effectués auprès d'acteurs professionnels investis dans la scolarisation et le suivi d'enfants vivant en contexte d'asile (issus de familles réfugiées

ou requérantes d'asile) et scolarisés à l'école primaire, nous analysons comment les acteurs appréhendent et problématisent l'intégration socio-scolaire de cette catégorie d'élèves au regard du paradigme de l'école inclusive. Les propos mettent en évidence deux domaines d'orientation et de scolarisation où le modèle inclusif côtoie un modèle d'action de type séparatiste : l'orientation vers le spécialisé d'une part, et d'autre part, les modalités d'accueil au sein de l'enseignement régulier. L'enjeu est ici de mettre en lumière certaines contradictions qui traversent l'action pédagogique au temps de l'inclusion scolaire, où la normativité persiste, altérant le projet scolaire et sociétal promu institutionnellement et où les professionnels sont amenés à négocier leurs pratiques au regard de ce paradigme.

Mumford, K., Patterson, R. W., & Yim, A. (2024). *College Course Shutouts* (CESifo Working Paper Series N° 11005). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11005.htm
What happens when college students are not able to enroll in the courses they want? We use a natural experiment at Purdue University in which first-year students are conditionally randomly assigned to oversubscribed courses. Compared to students who are assigned a requested course, those who are shut out are 40% less likely to ever take the oversubscribed course and 30% less likely to ever take a course in the same subject. While a course shutout is equally likely to occur to female and male students who requested the course, shutouts are much more disruptive for female students. In the short run, shutouts decrease the credits female students earn as well as their GPA. In the long-run, shutouts increase the probability female students drop out of school in the first year, decrease the probability they choose majors in STEM fields (Science, Technology, Engineering, and Math), decrease cumulative GPA, and decrease the probability of graduating within four years. In contrast, shutouts have no effects on short-run credits earned, dropout, majoring in STEM, cumulative GPA, or four-year graduation for male students. Shutouts do have one large measurable long-run impact on male students— shutouts significantly increase the probability that men choose a major from the business school.

Nichols, T. P., & Dixon-Román, E. (2024). **Platform Governance and Education Policy: Power and Politics in Emerging Edtech Ecologies**. *Educational Evaluation and Policy Analysis*, 46(2), 309-328. https://doi.org/10.3102/01623737231202469
This article develops a framework for understanding and analyzing the intermediary work of platform technologies, and their owners, as an emerging form of platform governance in educational systems. Our investigation is guided by two questions: (a) How do platform technologies shape policy by brokering relations among commercial, technical, and educational actors? And (b) how might these relations contribute to, or compromise, educational equity as they are folded into existing governance regimes? We address these questions by bringing together two critical orientations—critical policy analysis and critical platform studies—to map the power and politics of platformization in and across education systems.

OECD. (2024). *Together for Children and Young People in Ireland: Towards a New Governance Framework*. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/governance/together-for-children-and-young-people-in-ireland_12f4dfb2-en

Ogden, A. C., Ho, H.-Z., Lam, Y. W., Bell, A. D., Bhatt, R., Hodges, L., … Rubin, D. (2024). **The Impact of Education Abroad Participation on College Student Success Among First-Generation Students**. *The Journal of Higher Education*, *95*(3), 285‑312. https://doi.org/10.1080/00221546.2023.2182569
This study utilized the large-scale, multi-institutional CASSIE dataset to examine the impact of education abroad participation on academic outcomes for first-generation college students. Using robust multivariate matching methodology that effectively minimized self-selection bias, results showed the magnitude of benefit offered by studying abroad was greater for first-generation students than for continuing-generation students. Even after matching on a variety of background and prior achievement variables, first-generation students who studied abroad had higher 4- and 6-year graduation rates, had higher cumulative GPA scores, and took less time to graduate—relative to first-generation students who did not study abroad. These findings suggest that education abroad programming can be leveraged as a high-impact educational practice to promote college completion rates among first-generation students.

Okubo, T. (2024). *Towards more diverse and flexible international large-scale assessments* (Documents de Travail de l'OCDE Sur l'éducation N° 310). 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.

Ozawa, V., Durrani, N., & Thibault, H. (2024). **The political economy of education in Central Asia: exploring the fault lines of social cohesion**. *Globalisation, Societies and Education*, *0*(0), 1‑14. https://doi.org/10.1080/14767724.2024.2330361
This scoping review examines the political economy analysis of education in four Central Asian states – Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. By analysing the intersections of politics, economy, society and education policy, the study aims to understand the impact of post-Soviet education reforms on social justice and cohesion. The findings reveal that despite commitments to building peaceful and inclusive societies, the education systems in these states tend to promote asymmetric nationalist discourses and adopt neoliberal practices, resulting in the marginalisation of vulnerable groups, such as ethnic minorities, women, rural populations, and devout believers. The implications of these findings can inform efforts to promote sustainable positive peace and social cohesion through education.

Papi, C. (2024). *Favoriser l'apprentissage et le bien-être*. Consulté à l'adresse https://www.puq.ca/catalogue/livres/favoriser-apprentissage-bien-etre-4495.html
La gestion de la pandémie de COVID-19 a exacerbé les failles du système scolaire et a entraîné des répercussions importantes sur l'apprentissage des élèves ainsi que sur la santé physique et mentale des enfants, des adolescents et des adultes qui les entourent. Réalisée entre l'été 2021 et l'été 2023, la recherche présentée dans cet ouvrage s'intéresse aux mesures instaurées par le gouvernement québécois concernant le bien-être de ces derniers, le tutorat et la glissade de l'été. Elle se fonde sur une revue de la littérature à ce sujet, sur 153 entretiens menés auprès d'actrices et d'acteurs des milieux

scolaires, d'instances régionales de concertation et de différentes organisations, ainsi que sur les réponses de 309 directions d'écoles à un questionnaire. Cet ouvrage vise à faire le point sur la situation actuelle pour permettre de s'y adapter et s'adresse aux professionnelles et aux professionnels de l'éducation et de la recherche dans le domaine ainsi qu'aux responsables politiques et aux familles. La première partie permet de faire le point sur l'évolution de la situation et met en évidence une augmentation des lacunes et des difficultés constatées chez certains élèves ainsi que leurs répercussions sur les personnes qui leur enseignent. Elle présente également différentes initiatives prises par les directions d'écoles pour soutenir les élèves et le personnel scolaire. La deuxième partie porte sur les dispositifs d'accompagnement scolaire et tout particulièrement le tutorat. Elle fait ressortir la diversité des dispositifs proposés pour faciliter l'apprentissage et leurs effets positifs. La troisième et dernière partie traite des oublis qui ont lieu durant les vacances estivales et des dispositifs déployés pour aider les enfants et les adolescents à maintenir leurs acquis. Elle met en lumière l'existence d'une grande variété d'activités susceptibles de soutenir le bien-être et l'apprentissage durant l'été.

Paulin-Moulard, F., Pircar, M., Costantini, N., Kesler, S., Susini-Collomb, A.-L., & Rigaud, R. (2023). ***Certifications, attestations, habilitations dans le système scolaire : rôle, place et enjeux*** (p. 53). Consulté à l'adresse IGÉSR website: https://www.education.gouv.fr/certifications-attestations-habilitations-dans-le-systeme-scolaire-role-place-et-enjeux-414045

Poon, O., Lee, D. H., Galvez, E., Song Engler, J., Sérráno, B., Raza, A., … Chun, N. K. (2024). **A Möbius Model of Racialized Organizations: Durability of Racial Inequalities in Admissions**. *The Journal of Higher Education*, *95*(3), 399‑424. https://doi.org/10.1080/00221546.2023.2203630
This study focuses on how admissions at selective colleges and universities represent key racialized organizations. We analyzed data from 50 individual interviews of admissions professionals, through a theory of racialized organizations to recognize admissions as practices that consistently reproduces systemic inequities. We reveal how organizational structures centering an array of institutional priorities can maintain the systemic reproduction of intersectional racial inequalities, by privileging priorities like budgetary constraints, geographic diversity, and other interests, minimizing racial diversity as a priority. Our study bears key implications for future research and practice, by demonstrating that much like a Möbius strip, admissions organizations are difficult to fundamentally change for diversity and equity goals. Even with seemingly dramatic alterations to practices (e.g. test-optional policies) in isolation, Möbius strips generally maintain their structure. Institutional priorities, especially fiscal priorities, maintain the durability in racially unequal admissions outcomes through logics of racial capitalism. Unless institutional priorities fundamentally change, admissions processes will likely continue to reproduce inequalities. Research and systemic change efforts in college admissions should go beyond focusing on isolated elements (e.g. test requirements) and approaches to admissions (e.g. percent plans) to confront admissions and enrollment management systems, by interrogating underlying institutional logics and routines.

Prasad, S., & Bara, A. H. (2024). **Community Participation in Elementary Education and COVID-19 Pandemic: A Case Study of Public Schools in Bihar**. *Journal of Asian and African Studies*, *59*(3), 828‑841. https://doi.org/10.1177/00219096221129437

The COVID-19 pandemic has affected elementary education adversely and exacerbated the pre-existing challenges. In such a situation, community support has become crucial and it can be ensured through School Education Committee (SEC). An empirical qualitative study was conducted to understand the notion of community in such a situation. Thematic analysis, triangulation, and purposive sampling were used. The study revealed that the community is willing to support but the education system has failed substantially to materialize it. We advocate for immediate interventions to reduce friction in the process of community participation in elementary education.

Queirós, A., Carvalho, T., Manatos, M., & Diogo, S. (2024). **Internationalization of Portuguese Academia: the impact on academic engagement and collaboration with society**. *Higher Education*, *87*(6), 1769-1789. https://doi.org/10.1007/s10734-023-01090-0
Higher Education Institutions are expected to stimulate the innovation system and to contribute to the development of societies in a global perspective. Within this context, there is an increasing focus on internationalization. HEIs are developing institutional mechanisms to support internationalization while academics are expected to carry specific practices that allow them to improve the internationalization of knowledge production. At the same time, they are encouraged to engage with non-academic partners to co-produce and transfer knowledge, contributing, in this way, to economic and social development. Although there is some research on the impact of internationalization on academic entrepreneurship, studies on the effects in other dimensions of academic engagement with society are almost absent. This paper aims to fill this gap by analyzing the relationship between academics' internationalization practices and perceptions and the development of different types of academic engagement. Our analysis draws on quantitative analysis with data provided by an international survey (APIKS) and explores the Portuguese context. Findings show that the different practices and perspectives on internationalization impact differently on the way scientists engage. While there are positive effects of internationalization of research on engagement, the time academics stay abroad and the high focus on publishing in internationally high-rated journals may negatively affect academics' orientation towards the local community. This paper contributes to the debate on the role of the internationalization in the context of a knowledge-based society, considering different dimensions and a broad spectrum of knowledge-based engagement activities.

Rattray, J. (2024). **On the affective threshold of power and privilege**. *Higher Education*, *87*(6), 1829-1843. https://doi.org/10.1007/s10734-023-01093-x
Higher education is facing increasing calls to engage in a process of intellectual decolonisation. This process necessitates that we take time to consider both the content of our curriculum and the pedagogic practices used to facilitate its understanding. Drawing on discussions of both intellectual decolonisation and its underpinning principles of epistemic justice, I consider the implications of these ideas for the threshold concept framework. These implications are likely to relate to both the identification of potential future threshold concepts and the experience of engaging with them. As threshold scholars, we may need to reconsider our ideas about who the experts are within a discipline or practice in our efforts to identify candidate threshold concepts and consider alternative sources of evidence in support of this. In addition, we need to reflect on how the learning experiences that arise as a result of encounters with thresholds that have emerged as a result of the privileging of knowledge and ways of knowing from the 'global north' might serve as a source of epistemic trouble to learners from the 'global

south'. Such learning experiences are likely to be highly emotive and represent a significant source of troublesome learning.

RewirEd Summit 2023: highlights report (p. 33). (s. d.). Consulté à l'adresse https://rewiredsummit.org/wp-content/uploads/2024/04/rewired-highlights-report-2023-digital.pdf

Riquois, E. (2024). **Développer une approche écologique de l'enseignement/apprentissage des langues**. *[Retour] du sujet et du sens en didactique des langues étrangères*. Présenté à Liège (Belgique), Belgium. Consulté à l'adresse https://hal.science/hal-04558349
Les évolutions récentes du français langue étrangère ont créé un paysage pédagogique hybride où les approches actionnelle et communicative se mêlent dans les pratiques au quotidien, invitant à s'interroger sur les raisons et les implications de ce mélange. Dans les faits, cela se manifeste parfois par un enseignement centré sur un programme, ou sur un examen à passer. L'approche actionnelle est-elle pour autant un idéal qu'il faut absolument appliquer ? Permettrait-elle une meilleure prise en compte de l'individu en tant que sujet ? Pour répondre à ces questions, notre perspective est à la fois théorique et formative. Il s'agit de comprendre ce qui fait la particularité des pratiques actuelles et comment proposer aux enseignants des outils permettant de donner du sens à ce qui se déroule en classe. Nous proposons de questionner la notion d'acteur social (Puren, 2002) dans sa dimension relationnelle au sein de la classe. L'apprenant est déjà un acteur social lorsqu'il apprend. Il est présent avec ses émotions, ses relations avec le groupe, avec l'enseignant, avec son environnement (Arnold, 2006). Former les enseignants à une approche centrée sur le sens parait indissociable d'une prise en compte de ce qu'il se passe dans la classe (Pujade-Renaud, 2005). C'est là que l'apprenant s'essaye à une communication plus ou moins authentique, qu'il fait ses premiers pas en tant que locuteur francophone. Par la prise en compte des participants dans la classe et de leurs relations avec leur environnement, par le développement d'une approche écologique dans son enseignement, l'enseignant peut créer un espace d'apprentissage qui facilite la prise de parole (Rubio, 2004), qui développe la coopération et ménage une place pour chacun dans son individualité. Il ne s'agit plus seulement d'apprendre le français mais de le faire dans un environnement qui tienne compte de chacun et lui donne une place entière. Arnold, J. (2006) : «Comment les facteurs affectifs influencent-ils l'apprentissage d'une langue étrangère ? » Études de linguistique appliquée, vol. 4, n° 144, pp. 407-425. Rubio, F. (2004) : «Self-esteem and foreign language learning: An introduction» Self-esteem and foreign language learning, pp. 2-13. Smuk, Maciej. «Autour de quelques clichés sur le savoir-être dans l'apprentissage des langues» Synergies Pologne, n° 9, pp. 77-88. Pujade-Renaud, C. (2005) : Le corps de l'élève dans la classe. L'Harmattan. PUREN, C. (2002) : « Perspectives actionnelles et perspectives culturelles en didactique des langues-cultures : vers une perspective co-actionnelle co-culturelle », Les langues modernes, n°3/2002, 55-71.

Robin, P., & Séraphin, G. (2024). **Les relations entre pairs : soutien ou contrainte dans le parcours des enfants placés ?** *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 151-164. https://doi.org/10.3917/nresi.098.0151
Cet article s'intéresse à la socialisation horizontale dans les parcours des enfants placés en protection de l'enfance. À partir d'une revue de la littérature existante et de la mobilisation de nos enquêtes empiriques, nous chercherons à comprendre comment les

pairs peuvent être définis et appréhendés dans ces parcours. Dans quelle mesure constituent-ils des supports ou parfois des contraintes au cours du parcours de vie ? Avec quels effets de transmission ?

Roelens, C. (2024). **Politiques publiques d'enseignement, nature et incertitudes écologiques contemporaines à l'école de John Stuart Mill**. *Phronesis*, *13*(3), 65-86. Consulté à l'adresse https://www.cairn.info/revue-phronesis-2024-3-page-65.htm
cet article se propose de porter un regard sur la place que les questions environnementales tiennent dans les plus récentes politiques publiques d'éducation scolaire françaises et en particulier dans les programmes d'enseignement pour la période d'instruction obligatoire. Nous présentons pour cela les principales lignes-forces et les implications potentielles du travail philosophique de Mill sur la nature pour penser l'humain et la société. Nous proposons une lecture des plus récentes versions des programmes de l'Éducation nationale française à la lumière des travaux de Mill. Nous discutons de l'opportunité de revisiter la question du sens des savoirs scolaires en démocratie par une école qui, pour des raisons historiques et philosophiques profondes, semble douter d'elle-même. Nous considérons que les programmes actuels semblent échapper au projet d'une telle discussion, même s'il semble possible et souhaitable d'ouvrir des pistes de réflexion et de débats dans ce domaine.

San Pedro, P. (2024). *Education in Emergencies: An urgent right* (p. 40). Consulté à l'adresse EDUCO website: https://reliefweb.int/attachments/1985a726-72e5-45a9-ae69-997128c9a10b/Education-in-Emergencies_Educo-Report_.pdf
Analysis in English on World about Education, Food and Nutrition and more; published on 12 Apr 2024

Shih, T., Chubb, A., & Cooney-O'Donoghue, D. (2024). **Scientific collaboration amid geopolitical tensions: a comparison of Sweden and Australia**. *Higher Education*, *87*(5), 1339-1356. https://doi.org/10.1007/s10734-023-01066-0
Significant collaborations with research partners in China are seen in many Western countries. With increasing US-China geopolitical tensions, governments, research institutions, and individuals in established scientific systems are increasingly required to address a proliferating array of risks and challenges associated with collaboration with China. Academic researchers are only beginning to describe how countries are responding to the ongoing need for global scientific collaboration amidst intensifying geopolitical competition. Several studies have examined the securitization of scientific connections with China in the USA, while others have documented developments in nations such as Australia, the UK, and Sweden. However, there is limited comparative research on approaches to international science amid geopolitical tensions. This paper bridges the gap, illuminating the key dimensions of variation in country-level responses by comparing the cases of Sweden and Australia. The questions we ask are as follows: Who responds to the challenges? By what means? And to what ends are responses directed? Swedish government have been largely passive, but Swedish funding agencies have developed "responsible internationalisation" guidelines that aim to induce proactive reflection by institutions and individual researchers. Australia's approach, by contrast, has centred on legislation, the exercise of ministerial powers, along with sector-wide enactment of expanded due diligence protocols. The comparison highlights key differences in the actors, methods and goals of responses to the intensifying geopolitics of scientific collaboration.

Spencer, G., de Novais, J., Chen-Bendle, E. C., & Ndika, E. (2024). **A Dream Deferred: Post-Traditional College Trajectories and the Evolving Logic of College Plans**. *The Journal of Higher Education*, 95(3), 350-372. https://doi.org/10.1080/00221546.2023.2216611

Despite high college expectations and enrollments among young people, their trajectories through higher education have become increasingly complex. Even after initially starting as "traditional" students, many college graduates are only able to complete a bachelor's degree after a series of stops and starts across multiple institutions. While there is a growing body of research regarding nontraditional students, we know very little about how these individuals make sense of their trajectories. This qualitative study draws on interviews with 40 college graduates who attained a bachelor's degree following an extended and interrupted path. We consider how these individuals, who we define as post-traditional graduates, come to understand the value of college, distinguishing between the moral value, referred to as the expressive logic, and more practical and economic explanations, referred to as the instrumental logic. Our study found that an instrumental logic characterized the beginning of their college journeys, but what sustained our participants over time was an expressive logic: an evolved understanding of college as a process conferring personal development and moral worth.

Sun, X., & Wu, H. (2024). **Surfacing the conceptualizations of international PhD student agency: the necessity for an integrative research agenda**. *Higher Education*, *87*(5), 1569-1584. https://doi.org/10.1007/s10734-023-01079-9

Within the burgeoning doctoral mobility scholarship, inhabiting an entwined international and doctoral student status has been argued to render the PhD enterprise peculiarly challenging for candidates. Nonetheless, recognizing that this academic population has a relatively higher level of maturity and sophistication, research has increasingly turned attention to their agency exercised in navigating the international PhD experience. Notwithstanding the surge of research adopting this agential lens, a clear and integrated knowledge of what precisely constitutes agency has yet to surface. To address this concern, we systematically reviewed 28 papers wherein references to the agency of international doctoral students have been explicitly present. The results reveal that agency has more often appeared as an epiphenomenal phenomenon than being prioritized as a focal research object across the literature. For this reason, the characterization of agency as a static human property has been found to take dominance and evidence to the varying individual and structural influences over students' agentic actions are largely bereft of theoretical underpinnings. Furthermore, while enacting agency has been substantively cited to induce individuals' development and change, there are few testimonies to the difference it makes on social and cultural structures that have commonly transpired as constraints. Informed by the findings, we outline a research agenda serving to promote the central empirical investigation and the fluid conceptualization of student agency in the international academic mobility context.

Taguma, M., & Frid, A. (2024). *Curriculum Frameworks and Visualisations Beyond National Frameworks: Alignment with the OECD Learning Compass 2030* (Documents de Travail de l'OCDE Sur l'éducation N° 314; p. 64). https://doi.org/10.1787/2a4bdce6-en

This evolving paper follows a first paper released in 2021 on "National or regional curriculum frameworks and visualisations". It presented a compilation of visualisations of

curriculum frameworks, main competences and strategic schemes provided by countries and jurisdictions as part of the OECD Education 2030 curriculum analysis work. This paper presents a compilation of visualisations from conceptual frameworks that align with the OECD Learning Framework – OECD Learning Compass 2030, developed by inter-governmental, international organisations, non-governmental associations, or at the school or local level. The OECD Learning Compass 2030 positions itself as an overarching framework, with a taxonomy that serves as a common language for a multitude of audiences and contexts. The paper is an evolving document: new frameworks will be added and updated on a regular basis, in particular with frameworks of those schools, NPOs and other social partners who become part of the OECD Education 2030 multi-stakeholders' group.

Tepe, K., Verchier, Y., & Kokou, Y. (2024). ***The challenges of massification in higher education in developing countries***. Consulté à l'adresse https://hal.science/hal-04465666
Like many developing countries, Togo faces the challenge of massification in higher education resulting from a large increase in the number of students enrolled in its public universities. Encouraged by the public authorities, with the support of the United Nations and Unesco, the number of students to be trained continues to grow to provide the country with qualified professionals and meet its socioeconomic needs. The number of students in large groups (over 3,000 in some courses) raises issues of training quality and equity (availability of resources, reproducibility of content, study conditions, access to digital solutions, etc.). Access to this type of training requires special training conditions and infrastructures that are not always available in developing countries. This article presents a qualitative study carried out with undergraduate students and teachers at the University of Lomé concerning teaching and learning conditions in large groups and a critical analysis of the solutions implemented by the university. This work can be transposed to other African countries with similar needs and will open the way to a solution analogous to intelligent classrooms for face-to-face courses.

The World Bank. (2024). ***Count me in! World Bank Education Global Practice Improving Education Outcomesfor Girls and Young Women***. Consulté à l'adresse The World Bank website:
https://documents1.worldbank.org/curated/en/099325104102423499/pdf/IDU16b5243a915da214013183cd1dc858379e2bc.pdf

Toubhans, M.-P., Rachedi, Z., & Puustinen, M. (2024). **La première année dans l'enseignement supérieur de douze jeunes en situation de handicap : accessibilité des formations et mesures de compensation individuelles**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557143
La première année dans l'enseignement supérieur de douze jeunes en situation de handicap : accessibilité des formations et mesures de compensation individuelles

Towne, A., Krstic, S., Bermingham, D., Buter, J., Linder, M., & Boering, S. (2024). **Civil Society Contributions to Improving Learning Outcomes: An Education Out Loud Global Learning Partner Report**. *International Education Research*. Consulté à l'adresse https://research.acer.edu.au/int_research/17

Trividic, C., & Prost, M. (2024). **Hybridation d'un diplôme de Master : conséquences sur l'activité des acteurs.rices**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557129
Hybridation d'un diplôme de Master : conséquences sur l'activité des acteurs.rices

Tsamitrou, S., Ramos Pereira, S., Briet, G., Le Sourn-Bissaoui, S., & Plumet, M.-H. (2024). **Les relations d'enfants avec TSA avec leurs pairs à l'école maternelle : analyse de la littérature et observations systématiques en dispositifs inclusifs**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 83-100. https://doi.org/10.3917/nresi.098.0083
Cet article présente des recherches observant les relations sociales entre enfants avec un Trouble du spectre de l'autisme (TSA) et leurs pairs en milieu préscolaire inclusif. Les travaux menés à l'international comme par nos équipes en France montrent que, dans la classe, les enfants avec un TSA interagissent beaucoup plus souvent avec les adultes qu'avec leurs pairs. La qualité des échanges entre pairs varie selon le type d'activité et les conditions plus ou moins structurées proposées par les adultes. Notre suivi longitudinal d'Unités d'enseignement (UE) en maternelle indique que la communication spontanée entre pairs évolue peu entre 3 et 6 ans. La mise en place d'un programme de tutorat entre pairs au moyen de tablettes numériques a permis d'étayer ces échanges de façon encourageante. Ainsi, accompagner la socialisation entre pairs est un enjeu essentiel des objectifs éducatifs inclusifs et repose sur la formation et le soutien des équipes éducatives comme des enfants.

Turner, E. O., Baker, D. J., & Jabbar, H. (2024). **Improving Researchers' Capacity to Address Injustice: An Introduction to the Special Issue**. *Educational Evaluation and Policy Analysis*, 46(2), 175-191. https://doi.org/10.3102/01623737241239982
Many education policy researchers have turned to critical policy analysis as a means to better understand and examine injustices in education and beyond. However, such work is still uncommon in educational journals. In this introduction, we describe the purposes of this special issue and offer readers a framework for understanding critical approaches to education policy research, its general tenets, and how it differs from other kinds of policy research. We then outline the contributions of the articles in this special issue. We highlight analytic moves that researchers of all kinds can make based on the critical education policy research tenets we discuss. The introduction concludes with suggestions for where we hope the field will go next.

Tuunainen, J., & Kantasalmi, K. (2024). **Processing societal expectations: entrepreneurship initiative decision-making at a research university**. *Higher Education*, *87*(5), 1251-1270. https://doi.org/10.1007/s10734-023-01063-3
Deploying systems-theoretical conceptuality, this paper improves understanding of the organisational consequences of the intensified societal engagement of a research university. Aligning its work with Luhmannian organisational analysis, it addresses the dynamic interplay between two modes of administrative decision-making communication, namely, the traditional professional administration and the New-Public-Management-oriented (NPM) managerial techniques. Our research observes how the politico-economic conditions of the society translate into the university's decisions concerning an initiative to engage in start-up entrepreneurship. The article contributes to higher education literature by showing that the university's professional administration is a discrete organisational function internally differentiated into specialised administrative branches, each of which operates according to a sense-making regime associated with

its primary societal system reference, such as education, science and the economy. The article also demonstrates the structurally conditioned differences in branch-specific temporalisations of the entrepreneurial initiative during decision-making. Inspired by the Luhmannian view on temporality, we demonstrate how administrative decisions synchronise the varied structural time horizons within the university's professional administration. Focus on temporality in decision-making thus allows us to see how the NPM-inspired managerial techniques are operationalised in administrative communication at universities. Consequently, the paper argues that university administration is a complex dynamic entity, which varyingly aligns itself to national policy scripts, and only selectively enacts features of a global trend known as NPM.

Uleanya, C., & Naicker, S. R. (2024). **Future-fit and Innovative School Leadership in the African Context: Lesson for Sustainability in Underdeveloped and Developing Countries**. *Leadership and Policy in Schools*, *0*(0), 1-12. https://doi.org/10.1080/15700763.2024.2335618
This study explored a future-fit scoping review from the perspective of leadership in schools within the context of Africa. A qualitative method was adopted for the study following a search of four databases, using specific key terms. Sequel to the search, articles were retrieved, coded and thematically analyzed. The findings of the study showed that while past colonial practices influence the current practices in the education system and societies of countries in Africa, the Fourth Industrial Revolution, together with its challenges, influences the envisaged future. Thus, curricula revision for alignment, and investment in human capital development and technology is needed.

UNESCO. (2021). *Bridging SDG 4 and education monitoring in the Arab region: regional overview; Arab countries regional report* (p. 73). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000389160

UNESCO. (2024). *Tableau de bord pour l'ODD 4, rapport d'étape sur les points de référence nationaux : focus sur les enseignants* (p. 99). Consulté à l'adresse UNESCO website: https://doi.org/10.54676/LOWP8691

UNICEF. (2024). *Early Childhood Education Systems in 15 Pacific Island Countries and Territories* (p. 102) [Status report]. Consulté à l'adresse UNICEF Innocenti website: https://www.unicef.org/innocenti/media/7661/file/UNICEF-Innocenti-Early-Childhood-Education-Pacific-2024.pdf

Venegas Marin, S., Schwarz, L., & Sabarwal, S. (2024). **Impacts of Extreme Weather Events on Education Outcomes: A Review of Evidence**. *The World Bank Research Observer*, lkae001. https://doi.org/10.1093/wbro/lkae001
Extreme weather events are increasingly disrupting schooling. Yet, these are underrepresented in the climate change literature. Of 15 review articles on the economic impacts of climate change published since 2010, only three mention the impacts of climate change on education. We review available literature on the effects of weather extremes on education. We outline key pathways through which these events impact education outcomes, as well as the magnitude of those impacts. Evidence implies a significant and adverse relationship between heat and learning. Studies suggest surpassing a high temperature threshold makes learning difficult and results in learning losses. Across studies, each additional day subject to extreme heat reduces learning.

Tropical cyclones, floods, and wildfires precipitate school closures, which halt learning. Evidence suggests that one day of school closures leads to one day of learning lost. Weather extremes also negatively impact education outcomes through health, nutrition, poverty, and fragility, among other distal pathways. We discuss the implications of this evidence for policy, including the need to adapt education systems to climate change. Mitigation and adaptation are both urgently needed as extreme weather events become more frequent and severe in the context of climate change.

Vian, T. (2024). **Préparer les élèves à un monde incertain : une éducation aurovillienne**. *Phronesis*, *13*(3), 163-175. Consulté à l'adresse https://www.cairn.info/revue-phronesis-2024-3-page-163.htm
la présente investigation entend analyser une expérience éducative d'inspiration orientale : Auroville, en Inde, près de Pondichéry. Cette éducation propose non une progression scolaire homogène et téléologiquement orientée, mais une exploration ouverte de plusieurs univers, pour en penser et en expérimenter les bouleversements, de nature à introduire les élèves dans un monde incertain. Il s'agirait dès lors de penser un modèle alternatif, écologique, spirituel, qui prendrait corps dans un archipel scolaire, où chaque école aurait la forme de petits aurovillages, sur le modèle de la société utopique d'Auroville, avec la création d'une cuisine solaire, d'une médecine par le son, d'un jardin de culture, placé sous le signe de l'écologie politique. Cette expérience de pensée s'accompagne également de considérations critiques pour montrer les limites intrinsèques d'un tel modèle, lequel pourrait néanmoins inspirer quelques audaces pour reconsidérer les systèmes éducatifs contemporains.

Vue, R., Ly, K. T., Porter, T., & Aguilar, A. A. (2024). **Feeling the Threat of Race in Education: Exploring the Cultural Politics of Emotions in CRT-Ban Political Discourses**. *Educational Evaluation and Policy Analysis*, *46*(2), 222-248. https://doi.org/10.3102/01623737231221155
Recent attacks on critical race theory (CRT) aim to limit discussion and understanding of race (and its intersection with class, gender, and power). Racial dialogues can be uncomfortable for those who benefit from power, suggesting that resistance to CRT or any discussion of race and power in education is rooted in emotions. This study examines the role of racialized emotions in public policy discourse that surrounds CRT bans in education that have been proposed, and in many cases, passed across the United States. Focusing on four early-adopting states of the bans, the findings reveal how emotionalities of whiteness are tacitly endorsed, invited, and animated within racialized politics, as well as how these emotionalities might be disrupted.

Wladis, C., Hachey, A. C., & Conway, K. (2024). **Did Emergency Remote Teaching and the COVID-19 Pandemic Exacerbate Inequities? Considering Institution Type, Gender, and Race/Ethnicity**. *The Journal of Higher Education*, *95*(3), 313-349. https://doi.org/10.1080/00221546.2023.2250696
This study explores the extent to which college context (two- vs. four-year), gender, and race/ethnicity correlated with worsening course outcomes during emergency remote teaching during the COVID-19 pandemic, by comparing outcomes within students between the fall 2019 pre-pandemic and spring 2020 pandemic terms. In particular, it explores the extent to which prior voluntary online course-taking is related to patterns among these groups. Results from this study suggest that students at two-year colleges, men, and Black and Hispanic students had worse outcomes during emergency remote

teaching, if they had not previously voluntarily enrolled in online courses. However, these differential trends were not observed among students who had voluntarily enrolled in online courses prior to the pandemic.

Xu, W. (2024). **Progressing to China-related careers: unveiling the hidden curriculum in Chinese international higher education**. *Higher Education*, *87*(6), 1709-1725. https://doi.org/10.1007/s10734-023-01086-w
Chinese higher education policy texts appear to suggest that training 'para-diplomats' is a goal of China's international student recruitment. However, few studies have considered the ways such policies are recontextualised and implemented at the institutional (meso-) level and become integral to students' career pathways after graduation. To address this paucity, I purposefully selected two Chinese higher education institutions (HEIs) and undertook an ethnographic study to explore their policy work of translation. Basil Bernstein's notions of classification and framing are employed here to nuance the mechanisms by which hidden messages were deliberately sent out by case-study institutions in everyday practices and processes. The findings reveal that routine aspects of university life, including visual cues, events and activities, and interactions between teachers and students, differed in their strengths of classification and framing, which either expanded or limited the range of career pathways that international students could envisage or progress to. This study offers a valuable contribution to the literature on higher education policy 'implementation studies', especially in the Chinese context, adding to our understandings about the powerful influence of the hidden curriculum on international students' career choice. The implications of China's experiences are discussed in terms of the role played by HEIs in the nexus of shaping graduates' career choice and enhancing the national soft power.

Xu, X., Tran, L. T., & Xie, X. (2024). **Between decolonization and recolonization: investigating Chinese doctoral students in Malaysia as a case of global South-South student mobility**. *Higher Education*, *87*(5), 1193-1209. https://doi.org/10.1007/s10734-023-01060-6
International student mobility has traditionally witnessed a global South-North pattern. In recent years, a shift has occurred as the appeal of alternative geographies waxes, with Malaysia being an exemplar of inbound student mobility destination. To facilitate a deep probe of the under-researched global South-South student mobility, this study utilized a qualitative method to delve into 10 Chinese doctoral students' emic perceptions of their sojourn in Malaysia. Guided by a theoretical framework incorporating decolonization and recolonization, this study unpacks how these sociohistorical forces penetrate into and shape the students' preparation and navigation of a doctoral sojourn. Findings of the study reveal that while taking advantage of the Southern niche to yield commensurate benefits, thereby delegitimizing the Western supremacy, the students' make-do mentality and self-subjugating resistance inadvertently reinforce the Western dominance. Besides, these macro effects generate interlocking and conflicting affective consequences, instilling simultaneously positivity and inclusivity, inferiority, and anxiety. Altogether, decolonization and recolonization are concretely registered at the emotional level and bear a broader social significance. This article concludes with an alert and a call to address covert yet compelling inequalities in international student mobility.

Young, M. D., Diem, S., & Sampson, C. (2024). **The Vital Necessity of Critical Education Policy Research**. *Educational Evaluation and Policy Analysis*, 46(2), 397-405. https://doi.org/10.3102/01623737241239985
Critical education policy research has a deep-rooted history, evolving over four decades to challenge traditional positivist approaches. Reimagining epistemology, theory, and methods, scholars pioneered critical policy analysis (CPA), examining power dynamics and contextual influences on educational experiences. In the ensuing paragraphs, we explore how the articles in this volume exemplify critical approaches to policy analysis, examining topics such as racial inequalities in college recruitment, platform technologies' impact on policy, and racialized discourses in corporal punishment policies. Embracing critical theories and methodologies, scholars reveal how language, hierarchy, and privilege construct realities, perpetuate inequities, and reinforce power structures, and they advocate for equitable policy solutions, challenging the status quo to envision a more just educational future.

Zabala-Eisshofer, C., Somerville, K., & Wiley, K. (2024). **Recommending Reform: A Critical Race and Critical Policy Analysis of Research Recommendations About School Resource Officers**. *Educational Evaluation and Policy Analysis*, 46(2), 358-384. https://doi.org/10.3102/01623737231212168
School resources officers (SROs) have increasingly become a staple in United States K–12 schools, and research on their roles and efficacy is prevalent. However, policy recommendations, when left unexamined, may perpetuate majoritarian narratives that harm marginalized students. This project investigates the majoritarian and counternarratives surrounding policy recommendations for SRO programs. Analyzing policy recommendations in 100 peer-reviewed articles, we find that most articles recommend reform or retention of SROs regardless of study findings—recommendations rooted in majoritarian narratives about the necessity and benevolence of SROs. Counternarratives, which view harm done to students as a potential reason to remove SROs entirely or reduce their use in schools, are much less common in the literature.

Pratiques enseignantes

Ahakwa, I. (2024). **Enhancing teachers' commitment: Autonomy and learning in Ghana's basic schools**. *Teaching and Teacher Education*, *143*, 104556. https://doi.org/10.1016/j.tate.2024.104556
This study examines how teachers' autonomy and learning affect their commitment, considering the moderating role of work environment. Questionnaires were administered to full-time teachers in basic schools within Ghana's Ashanti Region, which yielded 1163 accurate responses. The study employs the structural equation modeling technique to generate accurate and reliable findings. The findings reveal that teachers' autonomy and learning positively and significantly contribute to their commitment. Also, work environment positively and substantially moderates the relationship between teachers' autonomy and commitment and between teachers' learning and commitment. Finally, theoretical and practical implications are discussed.

Albrent, J., & Nocon, H. (2024). **Deficit Beliefs and Cultural Responsiveness in a Bilingual International School**. *Journal of Research in International Education*, 23(1), 60-74. https://doi.org/10.1177/14752409241244681

International schools exist in almost every country of the world, and international school educators come from a variety of countries, often teaching students from cultural and linguistic backgrounds different from their own. This article reports on a study that examined English-speaking educator beliefs about their Arabic-speaking students in a bilingual, international elementary school in the Middle East Near Africa region. Using mixed methods, the study also explored English language educators' culturally responsive teaching self-efficacy. Educators expressed high levels of self-efficacy in using culturally responsive teaching practices, but were unsure how to bridge the differences between home and school cultures. Additionally, educators expressed deficit beliefs about their students. These beliefs framed students as victims of their own culture, held back from academic success by home cultural practices, beliefs, and norms. Results suggest educators at the school may not be prepared to facilitate students' negotiation of identities, bridging home and school languages and cultures, due to deficit beliefs about students' home culture that lower educator expectations and students' opportunities to learn. The article concludes with discussion of the effects of these educator beliefs on students and ways in which international school leaders and policy makers may productively address them.

Alrayes, M. (2024). **Correlation factors of translanguaging practices on English as a Foreign Language Contexts: the perception of Teachers**. *Education and Information Technologies*, *29*(6), 7659-7669. https://doi.org/10.1007/s10639-023-12137-1
Teaching English in second language contexts seems to have succeeded in implementing only target-language policy allowed during class time. However, the problem persists in teaching English in foreign language contexts where English is not the official and/or first language in those countries. Such situations kept the question unanswered; whether the first language of the target learners should be used during class times in the form of translanguaging or not. While few studies have investigated this issue thoroughly; however very a few of them examined in depth analysis from different perspectives such as: how different factors paly various roles on this issue, how those factors correlate to each other, and how they relate to translanguaging in particular. This study investigates the correlations between translanguaging practices in English as a foreign language context during class time from teachers' perspectives. Correlation, Structural Equation Modeling (SEM) and regression analyses showed that there was significant correlation between translanguaging practices and other examined independent variables including gender, same background between teachers and learners' and first language; whereas no significant correlation was found regarding the teaching experience. The study recommends evaluating learners' levels even if the focus of the study was on teachers' perceptions for future research.

Ariza, M., Lajzerowicz, C., Onaisi, R., Hofferer, A., Macabrey, J., & Rabiaza, A. (2022). **Élaboration d'un outil d'évaluation des compétences en fin de troisième cycle de médecine générale**. *Exercer*, *33*(185), 327. https://doi.org/10.56746/EXERCER.2022.185.327
Introduction. L'Université a la responsabilité de la formation et de la certification des soignants. Il n'existait pas de méthode d'évaluation consensuelle des compétences de l'étudiant en troisième cycle de médecine générale, ni pour la phase d'approfondissement ni pour la future phase de consolidation. L'objectif de ce travail était de construire un outil d'évaluation des compétences pour ces deux phases. Méthode. Une méthode « Recommandations pour la pratique clinique » a été utilisée durant

l'année 2020-2021. Un groupe de travail a proposé une grille critériée d'évaluation des compétences attendues en fin de cursus, à partir des descripteurs et indicateurs de développement des compétences selon le référentiel CNGE. Six groupes de relecture (un par compétence) composés d'acteurs de l'évaluation de l'étudiant en troisième cycle issus de plusieurs facultés de France se sont réunis pour proposer des révisions. Une dernière version a été validée par un groupe jury expert. Résultats. 44 médecins ont collaboré aux différents groupes de travail. Une grille critériée d'évaluation des six compétences de médecine générale a été proposée, réunissant 99 descripteurs de performance correspondant à trois niveaux de développement (novice, intermédiaire, compétent). L'outil intégrait un précédent travail sur la phase socle afin de présenter l'ensemble de la trajectoire de développement de chaque compétence. Les indicateurs étaient organisés par niveau (novice, intermédiaire, compétent), par phase (attendu en phase socle, en phase d'approfondissement, ou en phase de consolidation) et par leur lien évolutif. La correspondance avec le référentiel de compétences a été conservée pour chaque modalité. Conclusion. Ce travail propose aux acteurs de l'évaluation dans le DES de MG un outil d'évaluation fonctionnel utilisable à travers divers outils et méthodes. Sa méthode est un argument de diffusion dans les DMG. Il sera indispensable d'étudier la faisabilité et la validité de l'outil produit.

Attali, M., & Saint-Martin, J. (2010). **L'évaluation en EPS : entre légitimité disciplinaire et défis culturels (1959-2009)**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 43(3), 55-81. https://doi.org/10.3917/lsdle.433.0055

RésuméEn 2003, le débat national sur l'école établissait que « l'évaluation, omniprésente dans les activités et les représentations de tous les acteurs du système éducatif, est difficile à définir de manière univoque ». Cette caractéristique se retrouve également en éducation physique et sportive (EPS). L'article se propose de le démontrer en analysant les transformations des systèmes docimologiques depuis 1959 et en identifiant les enjeux sous-jacents de toute forme d'évaluation. Ainsi, des impératifs liés à la constitution de l'EPS comme discipline scolaire ont d'abord réduit l'évaluation à la certification. Par la suite, les enjeux éducatifs apparaissent déterminants lorsqu'il s'agit de discuter du degré de responsabilité de l'enseignant et/ou de l'élève dans le protocole choisi. Enfin, les enjeux socioculturels permettent de mettre en évidence des inégalités à travers les formes d'évaluation retenues dont témoignent les résultats des filles par rapport à ceux des garçons. Ils déterminent également le rôle acquis par l'EPS dans la diffusion d'une modélisation particulière de pratiques sociales. L'analyse des revues professionnelles, des fonds ministériels et des archives des syndicats enseignants permet de mettre en exergue le rôle central des acteurs dans l'élaboration et l'appropriation de ces systèmes docimologiques, mais aussi de souligner la place des différents acteurs (enseignants, inspection, élèves) dans les apprentissages.

Barrial, K. (2023). *Quel(s) rapport(s) les enseignants d'école primaire entretiennent-ils avec la « pédagogie »?* (These de doctorat, CY Cergy Paris Université). Consulté à l'adresse https://theses.fr/2023CYUN1253

Après avoir retracé les étapes de mon intérêt pour la pédagogie, à travers mon propre parcours d'enseignante dans l'animation professionnelle, le sport, l'enseignement Montessorien et l'Éducation nationale en tant que Professeur des Écoles, j'en suis arrivée au constat suivant : aucun enseignant ne transmet de la même manière qu'un autre, malgré des formations communes reçues. Mon postulat de départ est que « chaque enseignant base sa mise en œuvre pédagogique sur des faits concrets, une certaine

analyse du public et de l'environnement, tout autant que sur sa perception personnelle de la profession, son rôle et ses limites, ses connaissances livresques, théoriques ou scientifiques ».J'ai choisi de développer une démarche méthodologique qui réponde aux besoins théoriques et universitaires d'une recherche, mais aussi à la réalité de terrain d'un enseignant d'école primaire. C'est donc à partir d'un corpus constitué d'entretiens de professeurs des écoles, qui exercent dans le premier degré (maternelle et élémentaire), en établissements privés et publics, que je cherche à savoir quel(s) rapport(s) ils entretiennent avec ce qu'ils appellent « pédagogie ».La démarche qualitative, qui vise à rendre compte du quotidien des seize enseignants constituants la population de cette recherche, est une forme de socio-anthropologie teinté de réflexion philosophique, apportées par les travaux d'Everett Hughes (1996) sur l'étude du travail et ceux de Philippe Meirieu (1995) avec le discours pédagogique.Les données, collectées par la technique de l'entretien semi-directif, sont complétées par un questionnaire personnel. Ce processus permet aux enseignants d'être dans une posture de praticien-réflexif, qui évoque, au regard de ce qu'il a filmé, sa pratique professionnelle quotidienne tout en construisant une réflexion objective.Cette thèse a pour ambition de comprendre comment les enseignants d'école primaire définissent la pédagogie, se l'approprient et la construisent pour l'utiliser en classe. Pour cela j'essaye de mettre à jour « les processus d'entrée en pédagogie », étroitement inscrits dans « le processus de professionnalisation des enseignants ».

Baudrit, A. (2007). **Apprentissage coopératif/Apprentissage collaboratif : d'un comparatisme conventionnel à un comparatisme critique**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *40*(1), 115-136. https://doi.org/10.3917/lsdle.401.0115
Assimilables à nos pédagogies de groupe, à l'activité collective en classe, l'apprentissage coopératif et l'apprentissage collaboratif présentent pourtant des aspects distinctifs à plusieurs niveaux : rôles tenus par les élèves; interactions et échanges entre eux; contrôle de l'enseignant sur les groupes; apprentissages escomptés; responsabilisation des élèves. Ce qu'un comparatisme relativement classique fait apparaître. Des investigations plus poussées permettent également d'identifier des origines scientifiques et socio-culturelles différentes. Plus encore, des complémentarités entre ces deux méthodes pédagogiques sont révélées par une collaboration scientifique israélo-américaine tout à fait inédite. Au-delà des apparences, un comparatisme critique paraît nécessaire pour révéler ce genre de données.

Bowers, D. S., & Sabin, M. (2024). **Demonstrating the use of a professional skills framework to support the assessment of dispositions in IT education**. *Education and Information Technologies*, *29*(6), 7595-7632. https://doi.org/10.1007/s10639-023-11933-z
The skills and competencies of IT professionals are often described using employer-led skills frameworks. They express competencies as technical knowledge and skills combined with a range of personal qualities. Employers have indicated the importance of developing such qualities for new graduates. In response, recent ACM/IEEE curricular recommendations have shifted their emphases from bodies of knowledge to the development of competencies. The IT2017 ACM/IEEE Curriculum Guidelines for Baccalaureate Degree Programs proposed a model of IT competency comprising three interrelated components: content knowledge, skills, and dispositions, where dispositions represent personal qualities desirable in the workplace. The ACM/IEEE Computing Curricula 2020 (CC2020) report enriched the IT2017 disposition concept by identifying eleven dispositions that all computing programs should include for the career

preparation of their graduates. However, developing and assessing dispositions in a degree program remain challenges, often involving internships, work placements and similar student opportunities. A recent mapping of the eleven CC2020 dispositions to the responsibility characteristics of the Skills Framework for the Information Age (SFIA), a widely used professional skills framework, suggested a promising approach to addressing this challenge. Inspired by this mapping, this paper aims to help educators assess students' achievement of CC2020 dispositions by mapping real-world experiences they have recorded in individual portfolios against the SFIA responsibility characteristics. First, the selection of SFIA to operationalize the CC2020 dispositions is validated by demonstrating that alternative frameworks pose significant challenges for any assessment approach that needs to be independent of particular technical skills. A tool is described that maps demonstration of SFIA responsibility characteristics to CC2020 dispositions, applying a simple, consistent assessment algorithm. Finally, the assessment process and outcomes are illustrated using a fictional student portfolio, constructed to reflect one author's experience of work placement students' achievements.

Castner, D. J., Pfrang, A., Kraus, A., Price, T. A., & Ylimaki, R. (2024). **Symposium Introduction: A Cross-National Dialogue about Education and Pedagogy**. *Educational Theory*, *74*(2), 177-182. https://doi.org/10.1111/edth.12634

Challah, R., Al Khatib, J., Gharbi, M., Bensahel-Mercier, S., & Pourcelot-Capocci, C. (2024). **Design et pratiques pédagogiques inclusives : d'une dynamique individuelle à une dynamique collective Cas de deux recherches-actions au sein d'une université française**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557115
Design et pratiques pédagogiques inclusives : d'une dynamique individuelle à une dynamique collective Cas de deux recherches-actions au sein d'une université française

Chen, Y.-T., Li, M., & Cukurova, M. (2024). **Unleashing imagination: an effective pedagogical approach to integrate into spherical video-based virtual reality to improve students' creative writing**. *Education and Information Technologies*, *29*(6), 6499-6523. https://doi.org/10.1007/s10639-023-12115-7
Creative writing is a valuable skill that enables learners to become proficient writers. One reason students often struggle with creative writing is their lack of contextual experiences. Spherical video-based virtual reality (SVVR) has been argued to support students' writing through immersive virtual experiences. However, what specific pedagogical practices can be developed and integrated with emerging technologies like SVVR to improve their effectiveness to support elementary school students' creative writing needs further work. This study proposes an innovative approach that integrated the generative learning strategy (GLS) of imagining with SVVR to enhance elementary school students' creative writing performance. To test the effectiveness of the proposed approach, a quasi-experiment was conducted in an elementary school writing class. The experimental group (N = 56) used the generative learning-based SVVR approach (GSVVR), while the control group (N = 55) used the generative learning-based conventional approach (GC). The results showed that the GSVVR group outperformed the GC group in terms of creative writing (F = 10.953, p < 0.01) with a medium effect size. Furthermore, we found a significant impact on students' behavioural and emotional engagement as well as their learning persistence, particularly if they had engagement values below 4.3 before the intervention. These findings indicates that while the approach may have limited benefits

for students who are already highly engaged (engagement values exceeding 4.3) with SVVR. It can also notably enhance the performance of relatively less engaged (engagement values below 4.3) students. There was a positive correlation between learning persistence and creative writing in the GSVVR group, with learning persistence being one of the significant predictors of student creative writing performance. The study is concluded with a discussion on the pedagogical and theoretical implications of the findings to support elementary school students' creative writing.

Cheng, S.-C., Hwang, G.-J., & Chen, C.-H. (2024). **Fostering students' scientific literacy by reflective questioning: An identification, summarization, self-reflective questioning, and application (ISSA)-based flipped learning approach**. *Education and Information Technologies*, *29*(6), 7081-7104. https://doi.org/10.1007/s10639-023-12121-9
Developing students' scientific literacy is the most important educational goal and challenge of the 21st century. Many studies have confirmed that flipped learning has significantly impacted learning science. Researchers indicate that the lack of an appropriate learning guidance strategy in the pre-class stage for flipped learning will influence students' understanding of learning content and affect in-class learning activities. In order to tackle this problem, the present study proposed a flipped learning approach based on identification, summarization, self-reflective questioning, and application (ISSA), further exploring the influences on students' scientific literacy, communication tendency, problem-solving tendency, learning motivation, and cognitive load. In addition, the study used a true experimental design to assess the effectiveness of the proposed learning method, and 58 university students were recruited to participate in a natural science course. The experimental group (N = 29) adopted the proposed learning approach, while the control group adopted the conventional flipped learning approach. The results showed that the experimental group had higher scientific literacy, communication tendency, problem-solving tendency, and extrinsic motivation than the control group. The interviews showed that the ISSA flipped learning method could improve students' understanding of the learning content. In particular, the process of peer interaction promoted their self-reflection and scientific literacy skills.

Clark, J. S., & Terrett, M. (2024). **A Qualitative Case Study of Teachers' Perceptions on a Two-model System; Adhering to Chinese and International Baccalaureate Mandated Standards**. *Journal of Research in International Education*, *23*(1), 19-40. https://doi.org/10.1177/14752409241242688
National curriculum standards for different countries mean some International Baccalaureate (IB) schools must often balance IB and national standards. Literature on how schools find this balance is limited. Using a qualitative case study design, we examined the perspectives of teachers of English in a Chinese IB school that recently employed a two-model system to address government mandates while still adhering to IB policies. A two-model system occurs when the two curricula are taught separately rather than in an integrated way. Our findings describe teachers' understanding of a two-model system, identify challenges for teachers in its implementation, and suggest improvements. Results are confined to a single context of an English department in China and cannot therefore be generalized. Our findings reveal an overall theme of separateness identifying structural and conceptual factors affecting the relationship between the two models. The article discusses new ideas for curriculum structures that might inform school decisions for similar IB schools and schools with integrated curricula.

Coderre, E. L. (2024). **Teaching Psychometrics: The Importance of Validity in Assessment Design**. *College Teaching*, *72*(2), 135-139. https://doi.org/10.1080/87567555.2022.2119929 Psychometrics is the field of designing tests and assessments to measure certain psychological concepts. It is chiefly concerned with two fundamental properties: reliability and validity. These properties are often influenced by confounding variables: other things that can influence performance but are not what you are trying to measure. Here, I describe how teaching an undergraduate course on psychometrics has reframed my views of assessments in teaching. The goal of any assessment is to accurately, or validly, measure students' knowledge and learning. This raises three questions that can influence assessment design, course structure, and teaching style: 1) Do deadlines really matter? 2) Should all assessments be offered multiple times? 3) How much do my assessments really measure student knowledge on this topic? In discussing each of these, I consider the ways in which evaluating how validity plays a role in our assessment design and teaching style can help us minimize confounding variables and ensure that students' grades reflect their learning.

Courtois, F. V., Defradat, I., Keime, M. L., Magnand, P., & Planche, M. (2024). **Diversité des dispositifs d'accompagnement pédagogique en licence : quelle efficacité sur la réussite académique et l'expérience étudiante ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557122 Diversité des dispositifs d'accompagnement pédagogique en licence : quelle efficacité sur la réussite académique et l'expérience étudiante ?

Couturier, C., & Génevaux, J.-M. (2024). **Identifier des stratégies d'apprentissage efficaces mesurées pour un enseignement de mécanique grâce à une analyse en composantes principales**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557133 Identifier des stratégies d'apprentissage efficaces mesurées pour un enseignement de mécanique grâce à une analyse en composantes principales

Dahlbeck, J. (2024). **The Pedagogy of "As If"**. *Educational Theory*, *74*(2), 145-164. https://doi.org/10.1111/edth.12626 In this paper Johan Dahlbeck sets out to propose a pedagogy of "as if," seeking to address the educational paradox of how students can be influenced to approximate a life guided by reason without assuming that they are already sufficiently rational to adhere to dictates of practical reason. He does so by outlining a fictionalist account, drawing primarily on Hans Vaihinger's systematic treatment of heuristic fictions and on Spinoza's ideas about how passive affects can be made to strengthen reason. Dahlbeck suggests that such an account can help us overcome the problem of assuming that reason needs to be enlisted as an instrument in the educational endeavor to live according to the guidance of reason. The reason this is so is that fictions can use passive affects that are prosocial and that thereby strengthen the sense of community necessary for laying a cooperative foundation for successful joint striving. Dahlbeck suggests further that exemplary teachers are crucial to this endeavor insofar as they can offer educational fictions as imaginative and temporary placeholders for the truth, allowing students to act "as if" they were already guided by reason.

Dede Yildirim, E., Frosch, C. A., Santos, A. J., Veríssimo, M., Bub, K., & Vaughn, B. E. (2024). **Antecedents to and outcomes associated with teacher–child relationship perceptions in early childhood: Further evidence for child-driven effects**. *Child Development*, 95(3), 679-698. https://doi.org/10.1111/cdev.14033
Preschool teachers' perceptions about relationships with students (teacher–child relationships [TCRs]) predict children's subsequent social competence (SC) and academic progress. Why this is so remains unclear. Do TCRs shape children's development, or do child attributes influence both TCRs and subsequent development? Relations between TCRs and other measures were examined for 185 preschoolers (107 girls, 89 longitudinal, and 75% European American). Teachers rated TCRs and child social/affective behaviors. Teacher–child interactions (TCIs) and children's affect expressiveness were observed. Child SC and receptive vocabulary were assessed. TCRs were significantly correlated with each type of outcome. TCIs, SC, expressed affect, and teacher-rated behaviors also predicted TCRs longitudinally. Results suggest that TCR ratings predict subsequent adaptation because they summarize children's behavioral profiles rather than on TCR quality per se.

Desmoulins, L., Zetlaoui, T., Debray, S., Challah, R., & Serghini, Z. (2024). **Conception polyphonique d'un jeu sérieux multivalent sur la régulation, la déontologie et l'éthique de l'influence, l'XP#CharlieDilemme**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557110
Conception polyphonique d'un jeu sérieux multivalent sur la régulation, la déontologie et l'éthique de l'influence, l'XP#CharlieDilemme

Devidal, L. (2024). **Les pratiques pédagogiques des enseignants en changement dans une approche par compétences**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557151
Les pratiques pédagogiques des enseignants en changement dans une approche par compétences

El Ayoubi, Y. (2024). *Analyse du processus d'intégration de ressources numériques à des pratiques pédagogiques visant l'appropriation du concept de fraction au primaire et apport d'un dispositif de développement professionnel jumelant cercle pédagogique et soutien à l'appropriation en classe* (Thèse de doctorat en sciences de l'éducation - Psychopédagogie, Université de Montréal). Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32802
Certaines caractéristiques des ressources numériques sont de nature à soutenir les apprentissages de tous les élèves en classe. L'étude de Cyr, Charland et Riopel (2016) permet notamment d'observer un effet significatif sur l'apprentissage du concept de fraction lorsque les élèves réalisent les parcours de l'application Slice Fractions. Toutefois, l'intégration de cette ressource à l'enseignement régulier en classe n'accroit pas cet effet. Notre recherche-action vise à soutenir l'intégration de ressources numériques à des pratiques pédagogiques efficaces par le biais d'un dispositif de développement professionnel jumelant un cercle pédagogique et un soutien en classe. Elle a été réalisée auprès de trois enseignantes de trois classes d'une école primaire afin de mieux comprendre comment intégrer efficacement les pratiques pédagogiques et les ressources numériques en classe pour mieux soutenir les apprentissages de tous les élèves. Nous avons observé les pratiques pédagogiques et le processus d'apprentissage des élèves en classe. Nous avons aussi étudié l'apport d'un dispositif de développement

professionnel pour soutenir le développement des pratiques dans une perspective d'intégration de ressources numériques. L'analyse qualitative est basée sur la documentation sur vidéo des pratiques pédagogiques des enseignantes, de la démarche de leurs élèves et des cercles pédagogiques. Nos résultats suggèrent que les pratiques pédagogiques mises en œuvre dans ce contexte permettent de mieux soutenir le développement du raisonnement, du métalangage et de l'autorégulation chez tous les élèves. L'ajout d'un dispositif numérique permet également aux enseignantes de segmenter les problèmes à résoudre et de recueillir les réponses de tous les élèves. Ce processus soutient et influe sur leur évaluation du niveau de compréhension des élèves. Les échanges en cercle pédagogique et le soutien en classe contribuent également au développement de la capacité des enseignantes à discerner des éléments importants dans le processus et guident leur planification des activités subséquentes.

Fouchardiere, C. de la, Anquetin, G., Poulain, P., Sicard, L., Lanteri, M., & Tenenbaum, A. (2024, mai 28). ***Projet PédaGo! Transformons les pratiques entre pairs***. Présenté à L'ENSEIGNEMENT SUPÉRIEUR ET LES COMMUNAUTÉS : DES DYNAMIQUES INTERCONNECTÉES. Consulté à l'adresse https://cnam.hal.science/hal-04555329
La pédagogie dans l'enseignement supérieur doit s'adapter à l'évolution des formations, des pratiques d'enseignement, des modalités d'évaluation et des espaces d'apprentissage. Dans ce contexte de profonds changements se pose la question de l'accompagnement des enseignants dans leur parcours de formation. Pour répondre à ce besoin, au niveau local, cinq enseignants-chercheurs de différentes disciplines ont lancé le projet PédaGo! au sein de leur université. Il vise à créer une communauté de pratiques permettant le partage entre pairs et l'apprentissage collectif. Les actions menées dans le projet PédaGo! sont de deux natures : d'une part, l'organisation de déjeuners pédagogiques permet aux participants d'échanger sur leurs pratiques, de partager leurs conceptions pédagogiques et de favoriser leur réflexivité. Un compte-rendu de chaque déjeuner et des ressources complémentaires sont proposés sur un espace documentaire partagé. D'autre part, la conception d'épisodes de podcast ont pour ambition de toucher un public plus large, de façon asynchrone. Les invités du podcast, experts dans leur domaine, sont questionnés sur leurs expériences portant sur la mise en place d'une pratique pédagogique ou sur une thématique d'intérêt pour les acteurs de l'enseignement. Un volet recherche est associé au projet. Mené par une chercheuse en Sciences de l'Éducation, il s'inscrit dans le cadre d'une recherche-action et a pour problématique : comment promouvoir et encourager l'engagement actif des acteurs pédagogiques d'une institution, dans le cadre d'une communauté de pratiques en favorisant une dynamique collective et collaborative ? Cette recherche présente deux objectifs qui concernent chacun un niveau distinct d'acteurs : les participants - bénéficiaires du projet - et les cinq membres concepteurs et animateurs du projet. Concernant les participants, la recherche vise à estimer leur engagement dans les actions proposées en lien avec leur intention de départ et leur évaluation des actions. Des indicateurs spécifiques à chacune des actions ont été définis (nombre de personnes inscrites au déjeuner, pratique actuelle en pédagogie, intention de changement, satisfaction, audience du podcast…). Concernant les concepteurs, il s'agit d'estimer les effets de leur engagement et de leur implication dans le projet sur leur propre développement professionnel, en termes de posture et de pratique. L'émergence de marqueurs de l'évolution de leur posture est évaluée en combinant deux méthodes de recherche qualitatives : des entretiens individuels et des focus groups en début, milieu et

fin du projet. Ce projet se déroule sur 2 ans. Lors du congrès de l'AIPU, quatre déjeuners pédagogiques auront été organisés et quatre épisodes de podcasts diffusés. Les données associées à ces actions auront été recueillies. L'analyse des résultats permettra d'illustrer l'évolution des pratiques individuelles et la dynamique collective créée par cette nouvelle communauté. La place de cette communauté dans l'institution sera également discutée. Une attention toute particulière sera portée à la transférabilité du projet pour pérenniser ou dupliquer cette initiative dans d'autres contextes pédagogiques.

Girin, D.-S. (2022). **Mobiliser la pédagogie Montessori en écoles musulmanes : entre recherche de distinction et gestion du stigmate**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(1), 115-132. https://doi.org/10.3917/lsdle.551.0115
Depuis une vingtaine d'années, on assiste au développement d'une offre d'enseignement privé musulman. Les écoles qui ont ouvert leurs portes font l'objet de nombreuses controverses, effaçant bien souvent la diversité interne de la catégorie. Dans cet article, nous proposons d'analyser de quelle manière certaines écoles musulmanes hors contrat de niveau élémentaire mobilisent la pédagogie Montessori, en particulier dans les cours de religion qu'elles dispensent à leurs élèves. Nous nous appuierons pour cela sur un travail d'enquête par entretiens et par observations auprès de onze établissements situés en France métropolitaine. Le recours à cette pédagogie répond à la fois à une volonté de distinction : ces écoles cherchent à affirmer leur spécificité vis-à-vis d'autres écoles musulmanes et des écoles coraniques. On peut également analyser ce recours aux méthodes montessoriennes comme une recherche de respectabilité pour échapper aux représentations disqualifiantes dont les écoles musulmanes font l'objet.

Goube, L., Lugand, A., Potrel, D., Raffaëlli, C., Bianco, P., Bressoux, L., … Vibert, M. (2024). ***Premiers résultats de l'enquête sur les pratiques d'enseignement du français, Praesco, en classe de CM2 en 2021***. 1. https://doi.org/10.48464/ni-24-11
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. Alors qu'ils sont 66 % à considérer comme important de faire travailler les élèves selon des parcours personnalisés, seuls 39 % des enseignants déclarent le faire fréquemment, du fait de la difficulté de mise en oeuvre de cette pratique. La production de texte et la compréhension écrite sont les domaines que les enseignants trouvent les plus difficiles à enseigner. Cette enquête permet également de constater qu'il existe plusieurs approches de l'enseignement du français (explicite, plus explicite, par la découverte), lesquelles ne sont pas exclusives les unes des autres.

Guillemot, F., & Galharret, J.-M. (2024). **Hybridation des cours de statistiques en licence de psychologie**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557132
Hybridation des cours de statistiques en licence de psychologie

Hanks, Williams, Bol, & Lynch. (2024). **An Instrument to Assess Faculty Who Support Students with Autism Spectrum Disorder at Community Colleges**. *Community College Journal of Research and Practice*, *48*(5), 313-316. https://doi.org/10.1080/10668926.2024.2330079
Students with Autism Spectrum Disorder (ASD) are one of the fastest growing groups at the community college, and supporting faculty members who teach students with ASD is a challenge for college leaders. Faculty members need a knowledge base about these students as well as the pedagogical practices that lead to their success. There have been no instruments, however, specifically designed to explore community college faculty members knowledge about students with ASD and the instructional methods to support them. This paper presents the development of an instrument assessing faculty members knowledge about students with ASD and the pedagogical practices to help them succeed. The instrument also addresses faculty members preferences for professional development to enhance ASD student success. Implications for community college leaders are presented, including the using instrument to develop systematic professional development plans – involving both full-time and adjunct faculty – to improve instruction for ASD students.

Harley, J. M., Mantou Lou, N., Ahn, B. "Tony", & Liu, Y. S. (2024). **Improving queer history knowledge and perspective-taking toward LGBTQ+ people: There's an app for that**. *Teaching and Teacher Education*, *143*, 104545. https://doi.org/10.1016/j.tate.2024.104545
Minority history education can support perspective-taking which is linked to decreasing stereotypes and prejudice. A pre-test post-test randomized control trial study with 114 pre-service teachers was conducted to examine the role of queer history instruction to improve learners' self-reported perspective-taking toward LGBTQ + minorities and knowledge of queer history. Participants in the Edmonton Queer History App (vs. control) condition learned significantly more and reported higher levels of perspective-taking towards both sexual orientation (SO) and gender identity (GI) minority members. Mediation analysis showed that learning outcome explained the effect of the app condition on the increase of perspective-taking towards SO (but not GI).

Husson, L., Bournaud, I., Janand, A., & Philion, R. (2024). **Préparer les élèves-ingénieurs à la diversité et l'inclusion grâce à leur participation à un programme de tutorat auprès de jeunes en situation de handicap**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557165
Préparer les élèves-ingénieurs à la diversité et l'inclusion grâce à leur participation à un programme de tutorat auprès de jeunes en situation de handicap

Impedovo, M. A. (2024). *Pratiques collaboratives en éducation*. Paris: l'Harmattan. https://www.editions-harmattan.fr/livre-pratiques_collaboratives_en_education_maria_antonietta_impedovo-9782140300127-79578.html
La Covid-19 a déclenché une accélération technologique réelle: ce fut une invitation au changement théorique et méthodologique dans la conception de l'apprentissage.Le modèle est passé d'une approche axée sur l'imitation de l'enseignement didactique en personne à une approche transformatrice, où les enseignants et les élèves deviennent des co-agents qui agissent, négocient et intègrent de manière créative des ressources pédagogiques et numériques dans des pratiques

d'apprentissage significatives.L'ouvrage, issu d'un mémoire d'habilitation à diriger des recherches (HDR), analyse ce basculement et cette transformation méthodologique

Jiang, G., Zhu, J., Li, Y., An, P., & Wang, Y. (2024). **NaMemo2: Facilitating Teacher-Student Interaction with Theory-Based Design and Student Autonomy Consideration**. *Education and Information Technologies*, *29*(6), 7259-7279. https://doi.org/10.1007/s10639-023-12059-y
Teacher-student interaction (TSI) is essential for learning efficiency and harmonious teacher-student interpersonal relationships. However, studies on TSI support tools often focus on teacher needs while neglecting student needs and autonomy. To enhance both lecturer competence in delivering interpersonal interaction and student autonomy in TSI, we developed NaMemo2, a novel augmented-reality system that allows students to express their willingness to TSI and displays student information to teachers during lectures. The design and evaluation process follows a new framework, STUDIER, which can facilitate the development of theory-based ethnics-aware TSI support tools in general. The quantitative results of our four-week field study with four classes in a university suggested that NaMemo2 can improve (1) TSI in the classroom from both teacher and student perspectives, (2) student attitudes and willingness to TSI, and (3) student attitudes to the deployment of NaMemo2. The qualitative feedback from students and teachers indicated that improving TSI may be responsible for improved attention in students and a better classroom atmosphere during lectures.

Kimmel, Bol, Ryan, & Esqueda. (2024). **The Experiences of Community College Faculty Using Open Educational Resources versus Publisher Textbooks**. *Community College Journal of Research and Practice*, *48*(5), 255-270. https://doi.org/10.1080/10668926.2022.2107118
A promising solution for reducing costs for students, especially textbook costs, is Open Educational Resources (OER). We explored community college faculty members' perceptions of using OER compared with publisher textbooks. In this comparative context, we investigated how OER impacted faculty, their instructional decisions, and their students as well as other aspects of OER faculty considered beneficial. The data is from a larger mixed-methods research study conducted in one large community college with multiple campuses in the Virginia Community College System (VCCS). Interviews were conducted with four faculty members who taught both an OER and non-OER section of the same course in the same semester. Three interconnected themes emerged from faculty responses. The first theme was the customizable content and format of OER facilitated access to and for diversity. The second theme was the ease of access with OER supported student engagement with the content and with each other. The third theme was faculty engagement with OER promoted transformative and reflective pedagogies. Findings provide important insight into the contribution of OER materials to equity, diversity, and inclusion beyond the barrier of financial costs. Practitioners should be encouraged by OER's potential benefits to students and instructors.

Kouassi, V., & Darnon, C. (2024). **Comment explique-t-on les difficultés rencontrées par différents groupes stigmatisés dans l'enseignement supérieur et quelles en sont les conséquences sur le soutien qui leur est apporté ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557109

Comment explique-t-on les difficultés rencontrées par différents groupes stigmatisés dans l'enseignement supérieur et quelles en sont les conséquences sur le soutien qui leur est apporté ?

Kraus, A., & Ylimaki, R. (2024). **A Historical Introduction to Continental Pedagogics from a North American Perspective**. *Educational Theory*, *74*(2), 201-223. https://doi.org/10.1111/edth.12628
This article aims to serve as an introductory discussion of the European Continental tradition of pedagogics, specifically from a North American perspective. It begins with an overview of the Continental tradition and its main figures. Here, we find a philosophical and, thus, language-sensitive attitude toward the human, the child; and a specific pedagogical terminology, i.e., descriptions and interpretations about the reality of education, such as educational practices, goals, norms, and organizational forms of educational institutions. John Dewey's educational theories exemplify the North American perspective on Continental pedagogics and its study of the fundamental nature of knowledge, reality, and existence. Dewey's writings diverge notably from this tradition, as he integrated into his work American pragmatism and an interest in the scientific method, an interest that plays a role in today's policy trends in the United States and elsewhere. Then again, Dewey took a critical stand toward instrumentalizing pedagogics for political aims. On this point, the German-born political philosopher Hannah Arendt agreed with him. As Arendt can be seen as an example of a Continental perspective on philosophy that includes a strong warning to separate politics and education, she relates to Dewey's argument against instrumentalization. Thus, this article also features some of her work. The overall intention is to contribute to a renewal of a language for pedagogics by delineating a historical-philosophical perspective on this specific field of professional practice.

Legavre, A. (2022). **L'image de « Montessori » : réceptions du montessorisme dans le champ de l'innovation pédagogique**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(1), 91-113. https://doi.org/10.3917/lsdle.551.0091
Cet article interroge l'image du montessorisme dans le champ de l'innovation pédagogique. Sur la base de discours collectés lors d'évènements portant sur ce thème et lors d'entretiens réalisés avec des éducateurs d'écoles privées dites « alternatives », il met en évidence la fonction d'étalon de l'approche Montessori, permettant aux acteurs de s'auto-situer dans l'espace des pédagogies alternatives. La mobilisation de références montessoriennes tient au fait que celles-ci offrent une caution « scientifique » aux pédagogies centrées sur l'enfant et à la critique corrélative de l'enseignement dit « traditionnel ». Néanmoins, les pratiques associées au montessorisme sont aussi mises à distance par certains acteurs, au travers de quatre types de critiques servant à s'en distinguer : l'élitisme ; l'individualisme ; l'immobilisme ; et l'instrumentalisme.

Legrix-Pagès, J. (2024). **Le dispositif LOOP : innovation ludopédagogique pour la réussite étudiante**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557145
Le dispositif LOOP : innovation ludopédagogique pour la réussite étudiante

Louge Duprat, M. (2024). **Usage d'outils numériques dans une démarche coopérative en unité d'enseignement : quels effets inclusifs ressentis par des élèves avec TSA**. *La*

nouvelle revue - Éducation et société inclusives, 98-99(1-2), 259-276. https://doi.org/10.3917/nresi.098.0259
Dans le cadre d'une recherche doctorale sur l'usage d'un dispositif numérique dans une démarche coopérative en unité d'enseignement qui consiste à s'intéresser au rôle qu'il peut jouer dans le développement de compétences scolaires et sociales chez des élèves présentant des Troubles du spectre de l'autisme (TSA), un premier volet concernant l'analyse de la dynamique topogénétique a été présenté afin de mettre en lumière le ressenti des élèves par rapport à leur positionnement dans la situation d'enseignement-apprentissage (Duprat, 2022). Il s'agit dans cet article de développer un second volet destiné à montrer le ressenti de ces élèves au regard du degré d'opérationnalité inclusive de ce dispositif numérique.

Maamri, O., Albareil, E., Anne-Gaëlle, J., & Spriet, T. (2024). **BoardZ, un tableau de bord pédagogique outil de transformation**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557107
BoardZ, un tableau de bord pédagogique outil de transformation

Macharinow, A.-S., Bernard, A., Frauziol, J., & Vaquer, C. (2024). **Un cycle formateur au service de la cohérence pédagogique par et pour tous**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557177
Un cycle formateur au service de la cohérence pédagogique par et pour tous

Mäkipää, T. (2024). **Upper secondary students' perceptions of feedback literacy in second language learning in Finland – A qualitative case study**. *Teaching and Teacher Education*, *143*, 104554. https://doi.org/10.1016/j.tate.2024.104554
The case study explores students' perceptions of feedback literacy in second language learning in Finnish upper secondary education. Eleven Finnish students studying Swedish as a second language were interviewed. Deductive content analysis showed that students appreciated teacher feedback and that they were able to maintain emotional equilibrium during feedback processes. However, peer and self-assessments were seldom used, and students were not made aware of feedback strategies. The perceptions of high-achieving students were more positive than those of lower-achieving students regarding certain aspects of feedback literacy. More attention to feedback literacy in second language learning is required.

Maufrais, O. (2022). *Former des enseignant e s stagiaires du premier degré en Éducation Physique et Sportive à l'approche intersectionnelle des rapports sociaux : développement professionnel et repères des enjeux de formation* (Phdthesis, Université Paris-Est). Consulté à l'adresse https://theses.hal.science/tel-04563282
Les rapports sociaux sexe/classe/« race » sont présentés dans leurs développements théoriques français comme « consubstantiels et coextensifs» (Kergoat, 2009) car ils ne peuvent être séquencés et se reproduisent et co-produisent mutuellement. Ces rapports sont mêlés de façon inextricable, interagissent les uns avec les autres et structurent la totalité du champ social (Pfefferkorn, 2007). À l'instar d'autres rapports sociaux, ils entrent dans l'école et dans la classe, influençant la confrontation de l'élève aux apprentissages, s'immisçant jusque dans la conception et les mises en œuvre des situations didactiques (Brière-Guenoun, 2014 ; Poggi et Brière-Guenoun, 2014, 2015). Des recherches antérieures en didactique de l'Education Physique et Sportive (EPS) et en

formation des enseignant·e·s ont plaidé pour une prise en considération des facteurs sociologiques tels que la classe sociale (Poggi et Brière, 2014), le sexe (Cogérino et al., 2005, 2006), le genre (Couchot-Schiex et al., 2009, 2017). Dans leur continuité, cette thèse poursuit les enjeux de formation selon l'ancrage conceptuel intersectionnel car « toute pratique didactique est ou devrait être pensée selon le contexte social qui la constitue et qu'elle contribue à façonner » (Blanchet, 2009, p.2). Dans une visée professionnalisante et transformative, une formation à l'approche intersectionnelle des rapports sociaux sexe/classe sociale/ « race » en EPS a été proposée à des enseignant·e·s stagiaires du premier degré (N = 65).À partir d'un état des lieux initial portant sur la considération par les enseignant·e·s débutant·e·s de l'implication des rapports sociaux à l'école et dans leur enseignement en EPS, nous rendons compte de l'observation de la construction des compétences dans le cadre de cette formation. Un processus de construction de compétences professionnelles s'est engagé pendant et à la suite d'un module de formation à l'approche intersectionnelle des rapports sociaux composé de cinq cours.Dans une première partie, nous nous attachons à expliciter la formation des enseignant·e·s et les cadres théoriques convoqués puis à interroger l'approche intersectionnelle des rapports sociaux en lien avec l'école et la discipline EPS. Dans ce module de formation collectif, l'analyse de leurs conceptions et de leurs pratiques s'inscrit dans le cadre de l'approche par compétences (Tardif, 2006) et de la clinique de l'activité (Cifali, 1996 ; Clot, 2001) ; permettant aux enseignant·e·s stagiaires de se former en action en prenant du recul sur leur propre pratique et celle des autres.Dans une deuxième partie, nous présentons le terrain d'enquête et le protocole méthodologique s'appuyant sur deux outils de recueil de données : des écrits de positionnement, visant à recueillir les opinions, représentations, compétences et connaissances initiales et finales en lien avec la thématique et l'enseignement de l'EPS, et des entretiens d'auto-confrontation simple, effectués à la suite d'observations filmées réalisées in situ lors de visites de classe de stagiaires volontaires (N = 10), visant à identifier et observer la construction des compétences professionnelles lors d'essais de prise en considération des rapports sociaux intersectionnels dans leur enseignement en EPS.Enfin, dans une troisième partie, nous présentons les résultats de la recherche et leur analyse à partir des écrits de positionnements, des travaux effectués en formation et des autoconfrontations, avant de les discuter.Le modèle Comp.A.S (Parmentier & Paquay, 2002) sert d'outil d'analyse de référence de la construction des compétences des enseignant·e·s stagiaires en situation d'enseignement/apprentissage. Grâce à ses indicateurs nous identifions ce qu'il s'est joué de l'approche intersectionnelle, d'une part, dans les discours sur les rapports sociaux dans le cadre du module de formation, d'autre part dans les enseignements d'EPS dans les classes des enseignant·e·s stagiaires.

Messaoui, A. (2022). **Transformation des pratiques pédagogiques dans les situations de mutation : étude de cas en IUT**. *Séminaire de recherche de l'OTP*. Présenté à Montpellier (Virtual Conference), France. Consulté à l'adresse https://hal.science/hal-04539386
Plusieurs éléments différents peuvent être à l'origine des transformations pédagogiques. Dans le cadre proposé par la didactique professionnelle (Pastré, 2011), les évolutions contextuelles sont un des moteurs du changement des pratiques. Dans cette communication, nous nous intéresserons à deux situations de mutation (Messaoui, 2019), au sens de situations inédites qui nécessitent de s'adapter à un contexte nouveau et qui revêtent un caractère irréversible. La première situation concerne les adaptations et ajustements mis en œuvre par des enseignants en IUT durant la pandémie de covid-19. L'enseignement à distance d'urgence (Hodges et al., 2020), puis les différentes modalités

hybrides imposées par l'institution ont constitué un bouleversement pour la majorité des enseignants. Une enquête réalisée par questionnaire (Messaoui et al., 2021), suivie par des entretiens un an plus tard, a permis de caractériser des transformations dans les pratiques tant lors de la préparation des cours et leur déroulement que dans l'évaluation (Redondo & Messaoui, 2022). La seconde situation de mutation concerne le déploiement de la réforme des IUT avec la création d'un nouveau diplôme, le Bachelor Universitaire de Technologie (BUT), structuré par une approche par compétences (APC) à partir des travaux de Poumay, Tardif et Georges (2017). Il s'agira alors de questionner comment la mise en place de la «démarche portfolio» a pu conduire des enseignants à réinterroger leurs pratiques. Hodges, C., Moore, S., Lockee, B., Trust, T. et Bond, M. (2020, 27 mars). The Difference Between Emergency Remote Teaching and Online Learning. Educaus review. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning Messaoui, A. (2019). Développement de l'expertise documentaire des professeurs dans des situations de mutation de leur enseignement : le cas de professeurs de mathématiques et d'anglais [thèse de doctorat, ENS de Lyon, Lyon]. https://tel.archives-ouvertes.fr/tel-02448482 Messaoui, A., Redondo, C., Molina, G. et Pironom, J. (2021). Impact du confinement sur les pratiques pédagogiques dans l'enseignement universitaire technologique en France : une étude exploratoire. Revue internationale des technologies en pédagogie universitaire, 18(3), 1 16. https://doi.org/10.18162/ritpu-2021-v18n3-01 Pastré, P. (2011). La didactique professionnelle : approche anthropologique du développement chez les adultes. Presses Universitaires de France. Poumay, M., Tardif, J. et Georges, F. (2017). Organiser la formation à partir des compétences: un pari gagnant pour l'apprentissage dans le supérieur. De Boeck supérieur. Redondo, C. et Messaoui, A. (2022). Ajustements didactiques et pédagogiques en contexte post-Covid 19 pour les enseignants d'institut universitaire de technologie. Contextes et didactiques. Revue semestrielle en sciences de l'éducation, (19). https://doi.org/10.4000/ced.3514

Messaoui, A., & Roebroeck, E. (2023). **Les usages des learning labs et leurs effets sur les pratiques pédagogiques : une étude en démarrage**. *Journée d'étude de l'OTP*. Présenté à Montpellier, France. Consulté à l'adresse https://hal.science/hal-04539361
Le Sercvie Commun de Soutien à l'Innovation Pédagogique de l'université de Montpellier (UM) a commandité une étude pour identifier les usages des learning labs au sein de l'UM. Cette présentation rend compte de l'approche méthodologique conçue et des premiers résultats issus de l'identification de salles et de l'analyse des dossiers des lauréats des appels à projets. Ils ont servi de base pour concevoir le questionnaire d'enquête en cours de diffusion.

Obeka, O. N. (2024). **Influence of Teachers Qualification on Students' Achievement in English language at the Upper Basic Education Level in Ebonyi State, Nigeria**. *British Journal of Education*, *12*(4). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-4-2024/influence-of-teachers-qualification-on-students-achievement-in-english-language-at-the-upper-basic-education-level-in-ebonyi-state-nigeria/
This paper examined the influence of teacher's qualification on students' achievement in English language at the upper basic education level in Ebonyi state, Nigeria. Students' achievement in English language was examined. Most secondary schools in Nigeria have recorded mass failure in English language in the West African School Certificate examination. The study utilized the co-relational design. One research question and one null hypothesis guided the study. The population of the study consisted 1600 teachers of

English language and 28000 students. Through the simple random sampling technique, a sample size of 540 respondents was selected for the study. Instrument for data collection was a structured questionnaire. Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions while regression was used to test the hypothesis. Result of the findings showed that there is a significant relationship between teachers' qualification and students achievement in English language. Based on this, one of the recommendations is that the government should employ only professionally trained English language teachers to teach English language at the upper basic level of education.

Ortiz-López, A., Olmos-Migubeláñez, S., & Sánchez-Prieto, J. C. (2024). **Toward a new educational reality: A mapping review of the role of e-assessment in the new digital context**. *Education and Information Technologies*, *29*(6), 7053-7080. https://doi.org/10.1007/s10639-023-12117-5
Today, education is facing a new reality in which technology and new teaching methods are being quickly introduced into educational systems and institutions. Educational institutions are now dealing with the challenge of providing continuity to e-learning, turning it into a more flexible and up-to-date field, and considering assessment as a quality element in this transition. Therefore, with the aim of determining the current state of the research focused on assessment in digital environments (e-assessment), a mapping of the literature has been carried out. After examining 1,771 results extracted from Web of Science and Scopus and after the application of seven inclusion criteria, a total of 159 publications from the period of the past five years were read. The answer four research questions on the evolution of publications, the authors, the tools used, the contexts, the objects of study, and the future avenues of research, among others. The results show the increasing importance of e-assessment in this new context, moving toward a new reality in which technology plays a decisive and fundamental role in the teaching and learning processes. Thus, educational systems are heading towards a new context in which both teachers and students should rethink their roles and functions leading education to a more flexible, current, and digitally mediated context.

Osorio Ruiz, N. M., Huet, C., & Adjalle, A. (2024). **Le podcast comme médiation pédagogique dans l'enseignement supérieur**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557147
Le podcast comme médiation pédagogique dans l'enseignement supérieur

Oubibi, M. (2024). **An experimental study to promote preservice teachers' competencies in the classroom based on teaching-learning model and Moso Teach**. *Education and Information Technologies*, *29*(6), 6631-6650. https://doi.org/10.1007/s10639-023-12070-3
The role of technology cannot longer be ignored or solely described as a medium for teachers and preservice teachers. Nowadays, demand for more technologies is increasing in various aspects of their daily activities. Numerous studies have been conducted to enhance the teaching learning of Chinese as a foreign language (TCFL) for international students. In this study, 163 participants experienced our new teaching model based on the mobile app Moso Teach. This model aimed to facilitate skills development during one academic semester, from September to January. Our findings highlight the importance of the teaching–learning environment, the use of technology, and the design of the teaching–learning model in the development of preservice

teachers' skills regarding pedagogy, technology, didactic abilities, and social skills. When comparing the experimental group (EG) with the control group (CG), a significant level of development is observed. Hence, this study can help institutions and teachers in supporting preservice teachers, promoting self-awareness, and enhancing their reaction–learning skills to maximize educational benefits.

Öztürk, M., Türker, P. M., & Kerse, G. (2024). **Exploring the relationship between pre-service teachers' TPACK and blended teaching readiness levels: a path analysis**. *Education and Information Technologies*, 29(6), 7321-7340. https://doi.org/10.1007/s10639-023-12134-4
This study explored pre-service teachers' technological pedagogical content knowledge levels and their blended teaching readiness. In this context, the study employed the cross-sectional survey design, and the variables were analyzed descriptively and correlationally. The study was carried out with the participation of 477 pre-service teachers. Data were collected using the Blended Teaching Readiness Instrument and the Technological Pedagogical Content Knowledge-Deep (TPACK deep) Scale. The analyses put forth that pre-service teachers technological pedagogical content knowledge levels were high in the dimensions of design, exertion, and proficiency, whereas their levels were moderate in the dimension of ethics. In addition, pre-service teachers' blended teaching readiness levels were found to be high in the dimensions of dispositions, online integration, data practices, personalizing instruction, and online interaction. Furthermore, a significant and positive high-level correlation was revealed between pre-service teachers' technological pedagogical content knowledge levels and their blended teaching readiness. Also, pre-service teachers' technological pedagogical content knowledge levels could explain 66% of the variance in their blended teaching readiness.

Papi, C. (2024). *Favoriser l'apprentissage et le bien-être*. Consulté à l'adresse https://www.puq.ca/catalogue/livres/favoriser-apprentissage-bien-etre-4495.html
La gestion de la pandémie de COVID-19 a exacerbé les failles du système scolaire et a entraîné des répercussions importantes sur l'apprentissage des élèves ainsi que sur la santé physique et mentale des enfants, des adolescents et des adultes qui les entourent. Réalisée entre l'été 2021 et l'été 2023, la recherche présentée dans cet ouvrage s'intéresse aux mesures instaurées par le gouvernement québécois concernant le bien-être de ces derniers, le tutorat et la glissade de l'été. Elle se fonde sur une revue de la littérature à ce sujet, sur 153 entretiens menés auprès d'actrices et d'acteurs des milieux scolaires, d'instances régionales de concertation et de différentes organisations, ainsi que sur les réponses de 309 directions d'écoles à un questionnaire. Cet ouvrage vise à faire le point sur la situation actuelle pour permettre de s'y adapter et s'adresse aux professionnelles et aux professionnels de l'éducation et de la recherche dans le domaine ainsi qu'aux responsables politiques et aux familles. La première partie permet de faire le point sur l'évolution de la situation et met en évidence une augmentation des lacunes et des difficultés constatées chez certains élèves ainsi que leurs répercussions sur les personnes qui leur enseignent. Elle présente également différentes initiatives prises par les directions d'écoles pour soutenir les élèves et le personnel scolaire. La deuxième partie porte sur les dispositifs d'accompagnement scolaire et tout particulièrement le tutorat. Elle fait ressortir la diversité des dispositifs proposés pour faciliter l'apprentissage et leurs effets positifs. La troisième et dernière partie traite des oublis qui ont lieu durant les vacances estivales et des dispositifs déployés pour aider les enfants et les adolescents

à maintenir leurs acquis. Elle met en lumière l'existence d'une grande variété d'activités susceptibles de soutenir le bien-être et l'apprentissage durant l'été.

Paquelin, D. (2024). **Exploration des diversités dans une perspective de co-design capacitant**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557128
Exploration des diversités dans une perspective de co-design capacitant

Paris, A., Labetoulle, A., Bezjak, S., Butler, D., Cardoso-Leite, P., Chesné, J.-F., … Mori, S. (2024). ***AI4T - Comparative European Evaluation Report***. Consulté à l'adresse Laboratoire Formation et Apprentissages Professionnels ; Cnesco website: https://hal.science/hal-04557981
This report presents and compares the impact of the AI4T– Artificial Intelligence for and by Teachers – professional learning pathways in France, Ireland, Italy, Luxembourg and Slovenia. The first sections introduce the AI4T professional learning pathway and outline the experimental design in each country, i.e. participant selection and randomisation procedures, theoretical framework used for assessment, and evaluation instruments. This is followed by a description of the country samples. Finally, issues pertaining to the experiment's internal and external validity are addressed. A comparative perspective is adopted to present the findings across the different countries. The primary focus is given to teachers as they are the main target of the AI4T project. After detailing their reactions to the professional learning pathways in the five countries, the report discusses the three main outcomes of the experiment, namely teachers' knowledge of AI, their perceptions of AI, and their use of AI. Both the initial state and the impact of the intervention are presented for each outcome. In addition, we provide a discussion of the differential impact of the intervention on teachers based on their engagement with the MOOC, their self-efficacy for integrating technology in the classroom, and their course subjects. Results from school leaders and students are then presented in separate sections. A final section highlights common takeaways from all five countries which are likely to inform future AI-based educational policies. The section focuses on specific needs in terms of professional learning, tool development and ethical safeguards.

Paris, A., Labetoulle, A., Chesné, J.-F., Bezjak, S., Butler, D., Cardoso-Leite, P., … Mori, S. (2023). ***AI4T National Evaluation Report - France***. Consulté à l'adresse Laboratoire Formation et Apprentissages Professionnels ; Cnesco website: https://hal.science/hal-04556695
This report presents a quantitative and qualitative assessment of the impact of the AI4T – artificial intelligence for and by teachers – professional learning pathway in France. The first sections introduce the AI4T professional learning pathway, and outline the project's experimental design, i.e. participant selection and randomisation procedures, theoretical frameworks used for assessment, and evaluation instruments. This is followed by a description of the sample. Finally, issues pertaining to the experiment's internal and external validity are addressed. Presentation of the findings is organised in three sections, (i) teachers, (ii) school leaders, and (iii) students. A greater focus is given to the teacher sample as teachers are considered the main target of the AI4T project. After detailing their reactions to the professional learning pathway, the report discusses the three main outcomes of the experiment, namely teachers' knowledge of AI, their perceptions of AI, and their use of AI. Both the initial state and the impact of the intervention are presented for each outcome. In addition, we provide a discussion of the differential impact of the

intervention across teachers. Indeed, differences were found to relate to teachers' engagement with the MOOC, teachers' self efficacy for integrating technology in the classroom, and teachers' course subjects. A final section highlights takeaways which are likely to inform future AI-based educational policies. The section focuses on the specific needs in terms of professional learning, tool development and ethical safeguards.

pédagogique, C. (2024, avril 30). **Mélanie Fenaert : en quoi l'IA peut-elle assister les profs ?** Consulté 2 mai 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/30/melanie-fenaert-en-quoi-lia-peut-elle-assister-les-profs/
Résumer des notions, organiser un cours et concevoir des quiz sont des possibles de l'intelligence artificielle déjà exploités par les enseignants. Mélanie Fenaert, professeure de

Penrose, R. B. (2024). **Increasing Student Self-Efficacy: A Case for Assigning Oral Communication Activities before Written Assignments**. *College Teaching*, *72*(2), 98-105. https://doi.org/10.1080/87567555.2022.2104195
Because strong oral communication skills have well-known academic, social, and professional benefits, they are increasingly targeted and reinforced throughout general education programs in higher education. In these efforts, public speaking assignments most often ask students to discuss information they have previously written about (e.g., theses defenses, position statements, research papers). This article presents a reverse approach—using short oral presentations to prepare students for subsequent written assignments. Previous studies have found that students will more closely read and evaluate source materials when they must articulate the information orally for an audience. Integrating oral presentations in the writing process gives students practice with language and vocabulary, but maybe more importantly, it also has the potential to increase students' self-efficacy—their confidence in their ability to understand and successfully complete additional research-related activities—which can, in turn, positively affect engagement and retention.

Petry-Genay, I., & Dupré, F. (2024). **Des alliances pédagogiques pour favoriser l'accès à l'étude des savoirs : une étude de cas en Ulis collège**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 277-294. https://doi.org/10.3917/nresi.098.0277
En France, les dispositifs Ulis occupent une place importante dans les modalités de scolarisation retenues afin de soutenir le projet d'école inclusive. Dans cet article nous cherchons à observer et à comprendre des pratiques professionnelles afin de mettre en évidence des conditions favorables ou des obstacles à l'accessibilité au sein de ces dispositifs collectifs. Pour cela nous nous appuyons sur les discours recueillis lors d'entretiens en analyse croisée d'une enseignante de mathématiques et d'une coordonnatrice Ulis en mobilisant la notion d'alliance pédagogique. Nos résultats mettent en évidence l'émergence de ce type d'alliance dans l'objectif de collaborer de manière plus fine et plus efficace à une mise en œuvre effective de l'accessibilité à l'étude des savoirs en milieu scolaire ordinaire.

Pfrang, A., & Castner, D. J. (2024). **Rediscovery of Forgotten Dimensions of Pedagogical Practice from a Continental Perspective**. *Educational Theory*, *74*(2), 183-200. https://doi.org/10.1111/edth.12631

This article critically assesses contemporary empirical educational research, directing attention toward overlooked facets of pedagogical practice. Here, Agnes Pfrang and Daniel Castner raise questions about predominant psychological approaches to empirical educational research, instead advocating for a holistic viewpoint that encompasses the subtleties of educational situations and experiences. They highlight the learning atmosphere and pedagogical relationships as crucial dimensions often neglected by researchers. By delving into the historical evolution of the relationship between educational research and empirical pedagogy, the article underscores the ramifications of an increasing emphasis on evidence-based approaches. It contends that conventional control measures, focused on performance metrics and rankings, inadequately encapsulate the essence of pedagogy. Pfrang and Castner call for a paradigm shift, urging a more comprehensive and context-sensitive framework in both educational research and practice. This article serves as a rallying cry for a nuanced understanding that embraces the multifaceted nature of educational interactions, advocating for a move away from traditional metrics and toward more inclusive perspectives.

Piquard-Kipffer, A., Martinelli, K., Dussere, L., Sancier, A., Zytnicki, J., Barbot-Bouzit, C., & Ouni, S. (2024). **AVI-Corse : méthodologie et enjeux d'un projet participatif. Des avatars numériques au service du langage et de la communication**. *La nouvelle revue - Éducation et société inclusives*, 98-99(1-2), 341-353. https://doi.org/10.3917/nresi.098.0341 Cet article décrit l'élaboration d'une recherche participative en Haute-Corse et en Corse-du-Sud, dans le cadre d'un contrat entre l'Agence régionale de santé de Corse (ARS) et l'Institut national supérieur pour le handicap et les enseignements adaptés (INSHEA, devenu INSEI, l'Institut national supérieur pour l'éducation inclusive). Dans un contexte de difficultés d'accès au soin, en particulier dans le domaine de l'orthophonie, liées notamment à la configuration géographique de l'île, le projet AVI-Corse fait suite à une initiative de l'ARS s'inscrivant dans la proximité, pour mieux cerner les besoins des territoires. L'article décrit les premières étapes d'une étude participative donnant la parole aux familles. L'objectif visé est l'évaluation d'avatars parlants plus ou moins réalistes utilisant une technologie de synchronisation labiale automatique auprès d'enfants et de jeunes gens avec et sans difficultés de langage et de communication, dans la perspective d'utilisation d'une technologie similaire à la maison, en lien avec les soins orthophoniques en libéral.

Prairat, E. (2024). *La Sanction en éducation*. Consulté à l'adresse https://www.puf.com/la-sanction-en-education-0 La sanction est une pratique commune en éducation, mais elle reste un impensé et un tabou de la réflexion éducative contemporaine. On préfère s'interroger sur sa légitimité que sur ses fonctions et les mécanismes qu'elle met en jeu. Elle a pourtant une histoire : une histoire des pratiques, aussi bien familiales que scolaires, et une histoire des idées. Qu'ont dit les philosophes sur cette épineuse question?? Qu'en pensent les psychanalystes et les pédagogues?? Que retenir de leur lecture?? Alors que l'on assiste à une «?judiciarisation?» des formes punitives au sein de l'institution scolaire, Eirick Prairat tente de donner corps à l'idée de sanction éducative. Il expose ses effets et analyse les conditions requises pour que cette dernière participe à la responsabilisation et à la socialisation de l'enfant.

Rahimi, A. R. (2024). **A bi-phenomenon analysis to escalate higher educators' competence in developing university students' information literacy (HECDUSIL): the role of language lectures' conceptual and action-oriented digital competencies and skills**. *Education and Information Technologies*, *29*(6), 7195-7222. https://doi.org/10.1007/s10639-023-12081-0

The university curriculum has been urged to incorporate 21st-century digital competence and skills, particularly information literacy, in accordance with recommendations made by numerous organizations, including the Scientific and Cultural Organization (UNESCO) and the International Society for Technology in Education (ISTE). Instructors are then considered true facilitators in this sense. Therefore, recent studies investigated the factors that shape teachers' competence in developing learners' information literacy by exploring contextual factors such as the availability of information and communication technologies (ICTs) and internal factors such as their attitudes. This study aims to shift the focus from exploring contextual factors or teachers' attitudes to exploring instructors' individual ICT-related factors. Through a bi-phenomenon analysis, this study leveraged teachers' professional knowledge and ICT-related teaching skills in shaping their competence to develop learners' information literacy. To do so, 346 university English as a Foreign Language (EFL) lecturers in Iran voluntarily participated and answered the study instruments. The result of the partial least square modeling approach (PLS-SEM) revealed that lectures' skills in designing the procedure to develop university language learners' information literacy and integrating psychological factors, such as self-regulation and attitude, as well as the skills to implement the procedure and handle unforeseen challenges effectively cultivate information literacy. The professional knowledge areas of planning, exertion, and ethics were also recognized as preconditioning factors in this manner. In addition to introducing a new conceptual framework to the literature, the findings of this study also make recommendations on how lecturers can upgrade their action-oriented skills and professional knowledge to increase learners' information literacy. Executive managers should also update their recruitment criteria and evaluate lecturers' skills and knowledge during recruitment.

Ramadhan, A., Warnars, H. L. H. S., & Razak, F. H. A. (2024). **Combining intelligent tutoring systems and gamification: a systematic literature review**. *Education and Information Technologies*, *29*(6), 6753-6789. https://doi.org/10.1007/s10639-023-12092-x

One of the Information and Communication Technology (ICT) developments used in the learning process is the Intelligent Tutoring System (ITS), and gamification can overcome boredom, lack of interest or motivation, and monotony when using the ITS. In this study, the application of ITS equipped with Gamification is called ITS + G. Currently, several studies have built the ITS + G. However, there has not been a Systematic Literature Review (SLR) that synthesizes the characteristics of the ITS and Gamification combination. Several previous SLRs have been carried out and discussed the ITS only and several other SLRs discussed gamification only. Therefore, this SLR focused on the characteristics of ITS and gamification as a unit. This study succeeded in synthesizing that ITS + G has the potential to be applied to both STEM and non-STEM subjects. Three main game elements are mostly used in ITS + G: levels, points, and progress bars, which are supported for several reasons. Several techniques that have been used to measure the success of ITS + G are synthesized. Several positive impacts of ITS + G are revealed. Some negative impacts that need to be considered and studied in future research are also noticed. The results of this study could be the basis for ITS + G research in the future and increase the repertoire of knowledge related to ITS and Gamification.

Rashad, W., Sarnou, H., & Schug, D. (2024). **EFL Teachers' Attitudes Towards a Glocalized Approach: An International, Mixed-Methods Study**. *Jurnal Arbitrer*, *11*(13), 13-28. https://doi.org/10.25077/ar.11.1.13-28.2024

Glocalization is the practice of combining global and local approaches. In English language teaching, it involves adapting materials to reflect the students' local environment while still equipping them with intercultural communication skills. Nevertheless, it is a phenomenon that teachers are unfamiliar with in many parts of the world. Guided by glocalization research, this study aims to study the teaching practices of university instructors of English as a foreign language (EFL) in Yemen, Algeria, and France, as well as their attitudes towards glocalization. A mixed-methods approach was adopted, including both a questionnaire addressed to 78 teachers and interviews with a select group of 21 EFL professors and instructors working in the three countries, to understand and analyze their use of a glocalized approach for teaching EFL. The results revealed that EFL teachers in all three countries recognized the importance of applying a glocalized approach in their classrooms and used a variety of strategies, technologies, and materials to implement it. Finally, the study found no significant differences in the attitudes of EFL teachers in Yemen, Algeria, and France towards adopting glocalized approaches. Still, some noticeable differences can be observed, particularly in how teachers in the different countries glocalized their classrooms. French participants, for example, focused on the types of documents studied in class and how they were selected, while the Algerian and Yemeni participants focused their comments on their general strategies. This study highlights the awareness of EFL teachers of the importance of including local values while teaching a foreign language to their students.

Rattray, J. (2024). **On the affective threshold of power and privilege**. *Higher Education*, *87*(6), 1829-1843. https://doi.org/10.1007/s10734-023-01093-x

Higher education is facing increasing calls to engage in a process of intellectual decolonisation. This process necessitates that we take time to consider both the content of our curriculum and the pedagogic practices used to facilitate its understanding. Drawing on discussions of both intellectual decolonisation and its underpinning principles of epistemic justice, I consider the implications of these ideas for the threshold concept framework. These implications are likely to relate to both the identification of potential future threshold concepts and the experience of engaging with them. As threshold scholars, we may need to reconsider our ideas about who the experts are within a discipline or practice in our efforts to identify candidate threshold concepts and consider alternative sources of evidence in support of this. In addition, we need to reflect on how the learning experiences that arise as a result of encounters with thresholds that have emerged as a result of the privileging of knowledge and ways of knowing from the 'global north' might serve as a source of epistemic trouble to learners from the 'global south'. Such learning experiences are likely to be highly emotive and represent a significant source of troublesome learning.

Rausch, M. A., & Buning, M. M. (2024). **Student Veterans' Perspectives of Higher Education Contexts: Beyond the Non-traditional Student**. *College Teaching*, *72*(2), 106-116. https://doi.org/10.1080/87567555.2022.2106469

An increase in student veterans on campuses creates issues similar to the growing population of other nontraditional students, yet unique experiences for this population. Although higher education environments are working to provide on-campus support for

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military populations, student veterans continue to report issues with communication, understanding, and support for their military service. This study investigated student veteran experiences of the higher education classroom on a southeastern university campus. Overall, the majority of participants reported positive interactions with professors but struggled with peers and schedules. Included are implications for working with student veterans in higher education.

Ravachol, D. O. (2024). **L'École au temps des « catastrophes » : repères épistémologiques et enjeux didactiques pour une éducation au développement durable**. *Phronesis*, *13*(3), 87-98. Consulté à l'adresse https://www.cairn.info/revue-phronesis-2024-3-page-87.htm
l'éducation au développement durable (EDD) est au cœur des orientations de l'École. L'accent est mis sur la lutte contre le réchauffement climatique, la protection de l'environnement et de la biodiversité, l'enraiement des pandémies. Il s'agit de donner aux élèves des clés de lecture nécessaires de ces grandes questions sociétales et des moyens d'agir. À quelles conditions est-il possible d'atteindre de tels objectifs ? Le texte aborde ce sujet sous l'angle des catastrophes et des catastrophismes. Leur caractérisation dans les sciences de la nature oblige à faire intervenir des modes de raisonnement intégrant la contingence pour penser l'histoire de la Terre et des vivants, et les incertitudes de leur avenir.

Richmond, A. S., Ropp, A., Bradford, J., Ignizio, G. S., Hammond, J., Mowder, D., & Bittmann, J. M. (2024). **An Ecologically Valid Study of the Testing Effect across Academic Disciplines: A Focus on Higher- vs. Lower-Level Learning**. *College Teaching*, *72*(2), 74-81. https://doi.org/10.1080/87567555.2022.2090488
Past research indicates that the testing effect is an effective tool to improve memory and retention and academic performance, however, very few studies have investigated the effects across academic disciplines with a focus on higher- vs. lower-level learning. Therefore, in the current study, we sought to examine whether the testing effect occurs across multiple academic disciplines in higher education (e.g., psychology, criminal justice, modern languages, and industrial design). Second, we aimed to determine if the testing effect differentially affects the level of learning between higher versus lower-level questions. Our results indicate students greatly benefit from test enhanced learning across multiple academic disciplines and that test enhanced learning significantly increases both higher- and lower-level thinking. Our study further demonstrated the utility and effectiveness of test enhanced learning in the college and university classroom.

Saucier, D. A., Jones, T. L., Lawless, T. J., Martens, A. L., O'Dea, C. J., Prokhorets, S., & Stratmoen, E. (2024). **Teaching a Seminar on How to Teach Seminars in Psychology**. *College Teaching*, *72*(2), 117-125. https://doi.org/10.1080/87567555.2022.2106470
Teaching is a skill that can and should be taught in graduate education. Fortunately, many departments offer some teacher training for their graduate students to prepare them to teach introductory and other survey courses. What is apparently still lacking is training for graduate students to teach upper-level seminar-style classes. Therefore, we designed and implemented a graduate-level seminar on teaching seminars in psychology wherein course-takers developed tangible resources (e.g., syllabi) to empower them to effectively (and autonomously) teach seminar-style courses. We believe our course provides an excellent model for departments interested in further enhancing the teacher training of their graduate students.

Schmehl-Postaï, A. (2024). **Lecture littéraire en classe pour préparer les élèves à un futur incertain**. *Phronesis*, *13*(3), 144-162. Consulté à l'adresse https://www.cairn.info/revue-phronesis-2024-3-page-144.htm

notre étude propose une analyse des traces du processus de compréhension (débats, écrits des élèves) lors de la lecture accompagnée en classe. Cette séquence menée auprès d'élèves de huit à neuf ans met au centre un album qui aborde des Questions Socialement Vives. L'enseignante travaille avec sa classe différentes visions du futur dans un monde incertain au moyen d'une enquête problématisante. Ce travail de compréhension-interprétation-appréciation vise à ce que les élèves s'approprient le texte avec ses spécificités (l'évolution du personnage, message appelant à l'esprit critique) en aboutissant à une lecture rhétorique qui articule dimensions épistémologiques et axiologiques.

Sénéchal, K. (2024). *Accroitre le temps de parole des élèves : mise en place concertée de pratiques d'enseignement d'oral réflexif et de gestion de la classe pour soutenir le développement des compétences en littératie des élèves* (p. 90) [Rapport de recherche programme actions concertées]. Consulté à l'adresse Fonds de recherche Société et culture website: https://frq.gouv.qc.ca/histoire-et-rapport/accroitre-le-temps-de-parole-des-eleves-mise-en-place-concertee-de-pratiques-denseignement-doral-reflexif-et-de-gestion-de-la-classe-pour-soutenir-le-developpement-des-competences-en-litt/
Il est depuis longtemps avéré que les interactions sociales jouent un rôle prépondérant dans l'apprentissage, d'où l'intérêt d'exploiter les contextes

Séveno, R., Tanguy, E., Pichon, A., & Pires da Rocha, S. (2024). **De la diversité des pratiques pédagogiques à la diversité des publics : fil rouge et finalité**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557112
De la diversité des pratiques pédagogiques à la diversité des publics : fil rouge et finalité

Solari Landa, M., Aillerie, C., & Garcia Lozano, M. (2024). **Accompagner les enseignants pour une meilleure intégration des étudiants de première année à l'université : le projet START**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557103
Accompagner les enseignants pour une meilleure intégration des étudiants de première année à l'université : le projet START. Cette contribution se propose de décrire et d'analyser la mise en œuvre d'un projet Erasmus+ centré sur la réussite étudiante en première année de Licence : le projet START (pour Supporting Teachers who Support Student Transition), prévu de 2022 à 2025. L'angle choisi est celui du rôle des enseignants : l'objectif étant de concevoir puis d'intégrer des dispositifs et des ressources d'accompagnement s'adressant aux enseignants de première année dans l'objectif de faciliter à la fois l'identification des difficultés de leurs étudiants ainsi que le type d'aide qu'il est possible de leur apporter et comment. Six pays sont engagés dans le projet START (France, Pays Bas, Irlande, Slovénie, Espagne, Belgique) qui vise précisément à traiter la question suivante : comment identifier et répondre, concrètement, aux besoins des enseignants, toutes disciplines et tous contextes confondus, quant à leur rôle dans la transition des étudiants de première année ?

Stockless, A., Villeneuve, S., Bédard, L., Bisaillon, J., Tremblay, C., & Leduc, D. (2022). **La Boussole numérique éducative : développement d'un outil d'autoévaluation des usages**

pédagogiques du numérique du personnel enseignant. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et communication*, (12), 144-157. https://doi.org/10.52358/mm.vi12.297

Digital competency development among teachers is an essential issue for ensurin g that the potential of digital technology is adequately operationalized in a learning context. To do this, the evaluation of the pedagogical use of digital technologies must adequately account for the state of the situation and then to implement strategies that respond to the needs of different communities. In this vein, this article analyzes the development of a self-assessment tool for pedagogical uses of digital technologies. The tool was developed in collaboration with the community, is based on cognitive processes and levels of conceptual interaction frameworks and uses the Designed-Based Research approach for its methodology.

Usoro, E. B., Ukoima, E. F., & Udukeke, F. O. (2024). **3D-Animated Cartoon Instructional Package and Effective Teaching of Selected Topics in Financial Accounting in Pubic Secondary Schools, South-South, Nigeria**. *British Journal of Education*, *12*(4). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-4-2024/3d-animated-cartoon-instructional-package-and-effective-teaching-of-selected-topics-in-financial-accounting-in-pubic-secondary-schools-south-south-nigeria/

This study was carried out to determine the difference in students' academic performance in financial accounting when taught using 3D-cartoon animation package and a conventional approach. The selected topics for the study include transaction analysis, accounting equation, cash book and ledger. The research design the researchers adopted for this study was quasi quasi-experimental method and the area of the study was South-South, Nigeria. The population of the study consisted of 242,052. The sample size was 192 and a purposive sampling technique was used for the study. The Financial Accounting Achievement Test (FAAT) was used to collect data for the study. The internal consistency index of .92 was obtained using test-retest. The data were analyzed using mean and standard deviation to answer research questions and ANCOVA to test the null hypotheses at .05 level of significance. Among other recommendations made was that the government should encourage schools to embrace the latest teaching strategies by way of providing the 3D instructional package for use in schools.

Vembye, M. H., Weiss, F., & Hamilton Bhat, B. (2024). **The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis**. *Review of Educational Research*, 94(3), 376-422. https://doi.org/10.3102/00346543231186588

Co-teaching and related collaborative models of instruction are widely used in primary and secondary schools in many school systems. This systematic review and meta-analysis investigated the effects of such models on students' academic achievement and how these effects are moderated by factors of theoretical and practical relevance. Although previous research and reviews have asserted that the evidence base is scarce, we found 128 treatment and control group studies from 1984 to 2020. We excluded 52 studies due to critical risk of bias via Cochrane's risk of bias assessment tools and conducted a meta-analysis of 76 studies. This yielded 280 short-term effect sizes, of which 82% were pretest-adjusted. We found a moderate, positive, and statistically significant mean effect of $\bar{g}$ = .11, 95% confidence interval [.035, .184] of collaborative instruction compared to single-taught controls, using the correlated-hierarchical effects (CHE-RVE) model. From

moderator analyses, we found that collaborative instruction yields effects of mostly the same size, whether the interventions involved trained teachers or assistants with no teaching qualifications. This implies a potential for the expansion of such interventions at lower costs than otherwise expected. Moreover, factors that are highlighted in the co-teaching literature as preconditions for the effectiveness of collaborative instruction did not explain variations in effect sizes. Finally, we found no clear evidence for publication bias or small study effects. Notably, a large number of the studies that we drew upon were nonrandomized studies; and therefore, more rigorous experimental research is needed, especially on relevant co-teaching interventions.

Vergara, D., Antón-Sancho, Á., & Fernández-Arias, P. (2024). **Engineering professors' habits: didactic use of Information and Communication Technologies (ICT)**. *Education and Information Technologies*, 29(6), 7487-7517. https://doi.org/10.1007/s10639-023-12110-y

In this paper, a quantitative, descriptive, and correlational research is carried out on the perceptions of the digital competence of Latin American engineering professors, their assessment of the didactic use of Information and Communication Technologies (ICT) in different didactic areas (interaction, communication, distribution, and administration and evaluation), and on the growth or decrease in the frequency of their use after the COVID-19 pandemic. In particular, the Latin American engineering professors' perceptions of digital competence is studied. Also, the existence of gender gaps (both in general and differentiating between private and public universities, and between professors with a more or less teaching experience) has been explored in the assessment of the perceptions of digital competence and the didactic use of ICT by engineering professors, as well as in the influence that the pandemic has had on the habits of ICT use. The results reveal that the use of ICT by engineering professors has achieved increases of over 40% in some educational activities due to the pandemic, and it has had a homogenizing effect on the frequency of use of ICT tools in the different activities. Female engineering professors have increased their use of ICT more than males, and engineering professors in private universities more than those in public universities. Consequently, it is suggested to the universities to reinforce the continuous training of engineering professors, considering the pedagogical specificities of engineering education and the necessary integration of ICT in the teaching activity of female engineering professors.

Vonthron-Sénécheau, C., Bourachnikova, O., & Zingaretti, S. (2024). **Un dispositif pédagogique de développement autonome de compétences socio-émotionnelles des étudiants-alternants à l'Université de Strasbourg**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557178

Un dispositif pédagogique de développement autonome de compétences socio-émotionnelles des étudiants-alternants à l'Université de Strasbourg

Relation formation-emploi

Bayrak, B. (2024). **La position spécifique des étudiant.e.s salarié.e.s à l'égard des dispositifs de professionnalisation à l'université**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557142

La position spécifique des étudiant.e.s salarié.e.s à l'égard des dispositifs de professionnalisation à l'université

Bettinson, E., Young, K., Haven-Tang, C., Cavanagh, J., Fisher, R., & Francis, M. (2024). **Employers' conceptions of quality and value in higher education**. *Higher Education*, *87*(5), 1393-1409. https://doi.org/10.1007/s10734-023-01069-x
In this qualitative study, we research what constitutes the relationships between conceptions of quality and value associated with higher education as experienced by prospective employers of business graduates. Quality and value in higher education are often linked though the relationship is unclear. Employers are an important and under-researched stakeholder group on the demand side of higher education. Data are generated by interviewing prospective employers of business graduates from a UK university. Interviews are analysed using a phenomenographic method to determine the qualitatively different ways in which actors make sense of the relationships between quality and value. Understanding prospective employers' conceptions of the relationships is important given the competitive pressures on universities and businesses. The research reinforces the experiential and idiosyncratic relationships between quality and value in higher education. Three conceptions of what constitutes quality and value in higher education are discussed: (a) quality is an antecedent of value; (b) quality is simple while value is complex; and (c) quality is internal to HE while value is created in the customer domain. The research outcomes provide important insights for researchers and practitioners through clearer understanding of how quality and value are related for this important stakeholder group.

Carriero, R., Coda Zabetta, M., Geuna, A., & Tomatis, F. (2024). **Investigating PhDs' early career occupational outcomes in Italy: individual motivations, role of supervisor and gender differences**. *Higher Education*, *87*(5), 1375-1392. https://doi.org/10.1007/s10734-023-01068-y
The paper examines how individual motivations, the role of the supervisor and gender influence the early career path of doctorate holders. We investigate PhD graduates' occupational outcomes beyond academia in the framework of current literature on the oversupply of PhD holders and labor market constraints. Our analysis relies on two unique datasets. The first, at the national level, includes microdata from the Italian National Institute of Statistics regarding about 41,000 graduates who account for over 70% of the population of 6 cohorts surveyed for the period 2004–2014. The other dataset is from a single university, and resulted from an original survey of 760 PhD holders who earned their doctorates from the University of Turin in 2007–2017. We find that PhD holders' motivation towards science is associated with their subsequent employment in academia or in other research and non-research jobs. Sponsoring support in early career and the supervisor's propensity for basic research also play a role in the future academic career path. Gender differences in type of occupation, however, continue to persist even taking motivations and the supervisor's role into account.

Réussite scolaire

Aigle, M., Auzière, A., & El Rais, H. (2024). **Analyser et donner à voir les effets de la distance sur l'accès à l'enseignement supérieur : défis scientifiques, pratiques et éthiques d'une application conçue pour les universités**. *Diversité, Réussite[s] dans l'Enseignement*

Supérieur (2024). Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557105

Analyser et donner à voir les effets de la distance sur l'accès à l'enseignement supérieur : défis scientifiques, pratiques et éthiques d'une application conçue pour les universités

Albreiki, B., Habuza, T., Palakkal, N., & Zaki, N. (2024). **Clustering-based knowledge graphs and entity-relation representation improves the detection of at risk students**. *Education and Information Technologies*, 29(6), 6791-6820. https://doi.org/10.1007/s10639-023-11938-8

The nature of education has been transformed by technological advances and online learning platforms, providing educational institutions with more options than ever to thrive in a complex and competitive environment. However, they still face challenges such as academic underachievement, graduation delays, and student dropouts. Fortunately, by harnessing student data from institution databases and online platforms, it becomes possible to predict the academic performance of individual students at an early stage. In this study, we utilized knowledge graphs (KG), clustering, and machine learning (ML) techniques on data related to students in the College of Information Technology at UAEU. To construct knowledge graphs and visualize students' performance at various checkpoints, we employed Neo4j-a high-performance NoSQL graph database. The findings demonstrate that incorporating clustered knowledge graphs with machine learning reduces predictive errors, enhances classification accuracy, and effectively identifies students at risk of course failure. Additionally, the utilization of visualization methods facilitates communication and decision-making within educational institutions. The combination of KGs and ML empowers course instructors to rank students and provide personalized learning interventions based on individual performance and capabilities, allowing them to develop tailored remedial actions for at-risk students according to their unique profiles.

Altinok, N., & Diebolt, C. (2024). **Bref retour cliométrique sur 50 ans de performances scolaires en lecture et en mathématiques en France : 1970-2020**. *Revue d'économie politique*, *134*(1), 81-104. https://doi.org/10.3917/redp.341.0081

Cette contribution vise à retracer l'évolution de longue période des compétences scolaires des élèves français de 1970 à 2020. Partant des résultats fournis par les enquêtes internationales sur les acquis des élèves, nous présentons, à partir d'une base de données inédite, l'originalité de la trajectoire nationale vis-à-vis des autres pays de l'OCDE. Notre approche est historique et comparative. En effet, plus que la variation absolue, c'est aux écarts relatifs vis-à-vis de l'OCDE que nous mesurons la performance française. Au cours des 50 dernières années, nous montrons que, pour le cas de la France, les performances en lecture et en mathématiques augmentent avant d'entamer une stagnation voire une diminution (les scores moyens étant significativement faibles). De manière générale, nous observons une croissance quasi-généralisée de la performance scolaire sur les décennies 1970, 1980 et 1990, même si les taux de croissance diffèrent entre pays. Par ailleurs, nous nous interrogeons sur la trajectoire française en termes d'acquis scolaires qui, pas à pas, tend à diverger de celle des autres pays de l'OCDE. Ce faisant, nos résultats enrichissent les conclusions des travaux issus des enquêtes nationales tout en livrant de nouveaux éléments de preuve associés à des éclairages historiques et comparatifs renouvelés.

Arsandaux, J., Tzourio, C., & Salamon, R. (2024). **Rôle des activités extra-universitaires et de l'activité physique dans la réussite des étudiantes et étudiants de première année d'université – Cohorte i-Share 2013-2018**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557174
Rôle des activités extra-universitaires et de l'activité physique dans la réussite des étudiantes et étudiants de première année d'université – Cohorte i-Share 2013-2018

Bächtold, M., Papet, J., Barbe Asensio, D., Mas, A., Borne, S., & Ngoua Ondo, A. (2024). **Predicting performance in exams and deep approach to learning in first year university students: a new look at academic success**. *Studies in Higher Education*, 1-16. https://doi.org/10.1080/03075079.2024.2338262
This study calls for a broadening of the perspective on academic success. While passing exams is an essential objective of higher education, it should not overshadow another important objective which is the development of students' skills, such as becoming curious, autonomous and reflective in the learning process. This study used Academic Performance in Exams (APE) and Deep Approach to Learning (DAL) as measures related to these two objectives. The aim was to identify and compare the factors that may influence APE and DAL. The study was conducted on first-year students (2011) at a French university. It was based on a random forest algorithm and took into account a wide range of factors belonging to different dimensions: demographics, social background, educational background, context of the educational programme, behavioural engagement, social environment, psychological and cognitive characteristics. The results show that the most important factors in predicting APE are the educational programme undertaken, student's educational background and parents' occupation. DAL was not found to be an important factor in APE. Regarding the prediction of DAL, the results point to the predominant weight of intrinsic motivation and the important weight of elaborated epistemic beliefs. In contrast, demographics and behavioural engagement were found to have negligible weight in predicting both APE and DAL. These findings raise questions about the type of success that is valued in the first year of university and call for reflection on assessment methods. They also allow the identification of levers that teachers can activate to support first year students.

Berne, J. S., Jacob, B. A., Musaddiq, T., Shapiro, A., & Weiland, C. (2024). *The Effect of Early Childhood Programs on Third-Grade Test Scores: Evidence from Transitional Kindergarten in Michigan* (NBER Working Paper N° 32236). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32236.htm
Transitional Kindergarten (TK) is a relatively recent entrant into the U.S. early education landscape, combining features of public pre-K and regular kindergarten. We provide the first estimates of the impact of Michigan's TK program on 3rd grade test scores. Using an augmented regression discontinuity design, we find that TK improves 3rd grade math scores by 0.29 standard deviations relative to a counterfactual that includes other formal and informal learning options. This impact is notably large relative to the prior pre-K literature. Estimates for English Language Arts (ELA) are imprecise but suggestive of a positive effect as well.

Chupin, V., Hollande, G., Tosse, D., Caublot, M., Reymondeaux, A., & Kennel, S. (2024). **Symposium : Les services d'accompagnement à la réussite étudiante : des dispositifs**

innovants pour l'épanouissement des étudiants. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557176
Symposium : Les services d'accompagnement à la réussite étudiante : des dispositifs innovants pour l'épanouissement des étudiants.

Clark & Hu. (2024). **What's Next After a D/F/W Grade? Community College Students' Online Course-Taking and Reenrollment Outcomes**. *Community College Journal of Research and Practice*, 48(5), 297-312. https://doi.org/10.1080/10668926.2022.2132431
Community college students' success in required gateway courses plays a key role in their academic progress toward credential completion. Focusing on students who earned a D, F, or W grade in their first attempt at a required gateway course, this study investigated if students' initial attempt course modality is related to their later choice to reenroll, reenrollment modality, and success in the subsequent attempt. We followed 2,673 first course attempts with a D/F/W grade in either an online or a face-to-face section of five gateway general education courses between Fall 2017 and Fall 2019 terms at a large, suburban, Midwestern community college. We conduct analyses using descriptive statistics and binary logistic regression analyses and find that student stop-out or dropout is prevalent after they earn a D/F/W grade. Additionally, students' first-attempt modality is not related to their probability of reenrollment or passing the second attempt with a C or better grade, but first-attempt being F2F is associated with an increased likelihood of reenrolling in a F2F section in their second attempt by 166.8%. Students' sociodemographic and enrollment characteristics are related to their reenrollment decisions and outcomes after earning a D/F/W in their first-attempt at the gateway course. We discuss practical implications to raise awareness on post-D/F/W reenrollment decisions, provide targeted support to reengage students, and increase online teaching effectiveness to improve equitable student outcomes.

Collet, O. A., Orri, M., Galéra, C., Pryor, L., Boivin, M., Tremblay, R., & Côté, S. (2024). **Does early child negative emotionality moderate the association between maternal stimulation and academic readiness and achievement?** *Child Development*, 95(3), 948-961. https://doi.org/10.1111/cdev.14045
We investigated whether child temperament (negative emotionality, 5 months) moderated the association between maternal stimulation (5 months–2½ years) and academic readiness and achievement (vocabulary, mathematics, and reading). We applied structural equation modeling to the data from the Quebec Longitudinal Study of Child Development (N = 1121–1448; mostly Whites; 47% girls). Compared to children with low negative emotionality, those with high negative emotionality had higher levels of academic readiness (6 years) and mathematics achievement (7 years) when exposed to high levels of maternal stimulation ($\beta = 3.17$, $p < .01$ and $\beta = 2.91$, $p < .01$, respectively). The results support the differential susceptibility model whereby highly emotionally negative children were more susceptible to the influences of low and high levels of maternal stimulation in academic readiness and mathematics achievement's developments.

Connac, S. (2018). **Impact de la coopération entre élèves sur leurs performances scolaires en 6e**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, 51(4), 11-42. https://doi.org/10.3917/lsdle.514.0011

Cet article présente les conclusions d'un suivi d'élèves inscrits en classes de 6e coopératives. Leurs enseignants se sont entendus pour qu'ils puissent travailler en groupe, pratiquer du tutorat entre pairs, participer à des conseils coopératifs de manière régulière. Il présente les effets constatés de ces dispositifs sur les progrès scolaires des élèves. Pour cela, nous avons suivi 15 classes de 6e, soit 312 élèves, répartis au sein de deux collèges publics : un en éducation prioritaire et un autre en milieu rural. Les données ont été collectées pendant deux années scolaires, par l'intermédiaire de tests d'apprentissages, d'entretiens semi-directifs et de questionnaires de recherche. Il en ressort des progrès repérés chez tous les profils d'élèves, ainsi que des bénéfices en matière de solidarité mutuelle, d'autonomie et de responsabilité. Il apparaît également que la qualité de la collaboration entre les enseignants aurait des effets sensibles sur les progrès des élèves.

Constantin, A.-M. (2024). **Les conditions de la réussite et les conditions de fraude : le cas des évaluations en ligne / à distance à l'université**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557149
Les conditions de la réussite et les conditions de fraude : le cas des évaluations en ligne / à distance à l'université

Courtois, F. V., Defradat, I., Keime, M. L., Magnand, P., & Planche, M. (2024). **Diversité des dispositifs d'accompagnement pédagogique en licence : quelle efficacité sur la réussite académique et l'expérience étudiante ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557122
Diversité des dispositifs d'accompagnement pédagogique en licence : quelle efficacité sur la réussite académique et l'expérience étudiante ?

Dubé, F., Giguère, M.-H., & Kanouté, F. (2024). *La collaboration et le partenariat pour le bien-être et la réussite éducative en contexte de diversité*. Consulté à l'adresse https://www.puq.ca/catalogue/livres/collaboration-partenariat-pour-bien-etre-reussite-3270.html
Qu'est-ce qui distingue la collaboration du partenariat ? Comment peut-on mettre en oeuvre l'une ou l'autre de manière durable ? Quels sont les rôles des différents partenaires de la communauté éducative pour travailler au bien-être et à la réussite éducative d'élèves en contexte de diversité ?

Duru-Bellat, M., & Ben Hamouda, L. (2024, avril 30). **La deuxième fracture scolaire**. Consulté 2 mai 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/04/30/la-deuxieme-fracture-scolaire/
On évoque beaucoup le manque de mixité sociale au sein des écoles et établissements scolaires en France. Son impact sur la performance scolaire des élèves les plus éloignés

Duru-Bellat, M., & Goudeau, S. (2024, avril 28). **La réussite scolaire, un travail pour les parents…**. Consulté 2 mai 2024, à l'adresse The Conversation website: http://theconversation.com/la-reussite-scolaire-un-travail-pour-les-parents-225843
Un parcours scolaire n'est pas le simple reflet des compétences d'un enfant. La mobilisation des parents est décisive dans la réussite des élèves et l'aide apportée varie selon les milieux sociaux.

Girard, A., Gérard, I., Colin, O., Vanhoolandt, C., & Moyon, M. (2024). **Quand Freinet s'invite à la fac...Quelles sont les effets des relations entre pairs chez des étudiants en grande difficulté ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557167
Quand Freinet s'invite à la fac...Quelles sont les effets des relations entre pairs chez des étudiants en grande difficulté ?

Grolleau, A.-C., Seveno, R., Gelly-Guichoux, S., & Tanguy, E. (2024). **Les ressources éducatives libres comme réponse à la diversité et levier de la réussite ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557152
Les ressources éducatives libres comme réponse à la diversité et levier de la réussite ?

Hilal, M., Khabbache, H., & Ait Ali, D. (2024). **Dropping out of school: A psychosocial approach**. *Advances in Medicine, Psychology, and Public Health*, *1*(1), 26-36. https://doi.org/10.5281/zenodo.10598523
Introduction: School dropout is a pervasive issue with complex origins, often resulting from various forms of violence and challenges faced by students within the educational system. This article explores the multifaceted causes of school dropout and proposes a holistic approach to prevent it. Methods: This article, structured as a comprehensive review, draws information from existing literature and research studies on school dropout. It synthesizes findings from diverse sources, including academic journals, sociological studies, and educational psychology literature. The information presented here is based on a thorough analysis and synthesis of existing knowledge in school dropouts. Results: School dropout is not solely the student's decision but is often a consequence of prolonged exposure to subtle forms of violence and challenges within the educational environment. It can lead to various adverse outcomes, including deviant behavior and extremism. Discussion and Conclusion: A proactive approach within the school ecosystem is crucial. Combating school dropout effectively involves improving the quality of life in schools, eliminating violence, and providing specialized support through school psychologists and assistants. Additionally, teacher training, emotional support, and bridging connections with parents from challenging backgrounds are essential components of this comprehensive strategy. By addressing these issues, schools can create a nurturing environment that minimizes the toll of violence and retains students, ultimately contributing to a more successful educational system.

Hoareau, M. (2024). **L'accompagnement à la réussite des étudiant.es en première année à l'université sous le prisme de la loi ORE : focale sur la direction des études et les dispositifs de remédiation**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557136
L'accompagnement à la réussite des étudiant.es en première année à l'université sous le prisme de la loi ORE : focale sur la direction des études et les dispositifs de remédiation

Horsch, B., & Ouvrard, P. (2024). **La figure de l'architecte-transfuge : accès aux études, socialisation et insertion professionnelles des étudiant.e.s en architecture issu.e.s des classes populaires - Le cas de l'École nationale supérieure d'architecture de Nantes (ENSA Nantes)**. *Colloque international ''Diversité, Réussite[s] dans l'Enseignement*

Supérieur ''. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557141

Cette étude s'inscrit dans le prolongement d'une thèse de doctorat portant sur l'orientation, socialisation et insertion professionnelles des étudiant.e.s et diplômé.e.s architectes à l'ENSA Nantes (Horsch, 2021). Si celle-ci portait sur les sortant.e.s de l'école de 2011 à 2014, cette nouvelle enquête, menée auprès des diplômé.e.s de 2015 à 2018, propose une analyse des parcours, de l'accès aux études jusqu'à l'insertion professionnelle, à l'aulne de leurs origines sociales. En effet, le mode de recrutement des écoles d'architecture favorise l'admission d'étudiant.e.s issu.e.s majoritairement des classes socioprofessionnelles moyennes et supérieures que l'ensemble des capitaux (culturel, économique et social) semble avantager par rapport à la minorité d'étudiant.e.s issus des classes défavorisées admis. En effet, le taux d'étudiant.e.s inscrit.e.s à l'ENSA Nantes en 2016, dont le père appartient aux professions et classes socioprofessionnelles supérieures est de trente points au-dessus de la moyenne nationale (Horsch, 2021, p. 148). Il ressort de l'analyse des trajectoires scolaires que ces transfuges arrivent à compenser leurs décalages socio-culturels en multipliant les expériences professionnelles pendant leurs études et grâce à la cooptation d'enseignant.e.s. Enfin, si les transfuges réussissent leur insertion professionnelle à court terme, ils et elles se trouvent néanmoins dans une posture de reproduction de l'exercice canonique de l'architecte sous forme de salariat, endossant peu de responsabilités.

Karamanos, Y. (2024). **La combinaison d'activités synchrones et asynchrones favorise le co-apprentissage, mais est-ce suffisant pour que tous les étudiants réussissent ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557140

La combinaison d'activités synchrones et asynchrones favorise le co-apprentissage, mais est-ce suffisant pour que tous les étudiants réussissent ?

Kennel, S., Redon, L., & Knaebel, A. (2024). **Perception par les étudiants des dispositifs d'aide à la réussite**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557161

Les universités sont confrontées depuis plusieurs décennies au défi majeur de la réussite étudiante, qu'il s'agisse de soutenir l'accès aux diplômes d'enseignement supérieur ou d'accompagner des parcours d'études, personnels et professionnels satisfaisants. Différentes politiques ministérielles se sont succédées sur cette question, comme en France le Plan Réussite en licence (Perret, 2015) et plus récemment la loi Orientation et Réussite des Étudiants (ORE) de 2018 (Aimé, Bézagu, & Caillot, 2020). La crise sanitaire de 2020-21, avec une forte prise de conscience des difficultés et des besoins étudiants, a elle aussi marqué une avancée importante dans la mise en œuvre d'actions pour soutenir la persévérance et la qualité des apprentissages (Denami & Kennel, 2022). La réussite étudiante est aujourd'hui un objet largement étudié et la littérature scientifique internationale apporte des éléments de compréhension sur les facteurs explicatifs des parcours étudiants et des éléments de connaissance sur la mise en œuvre et parfois les effets des politiques nationales et locales (Frenay, De Clercq, & Roland, 2019 ; Michaut, 2023). Notre étude s'intéresse à la perception par les étudiants des dispositifs pour favoriser la réussite étudiante. Quelle connaissance ont-ils des dispositifs de soutien proposés au sein de leur établissement ? Comment s'en emparent-ils ? Avec quel ressenti de leur expérience d'apprentissage et d'accompagnement ? Notre hypothèse est que ces dispositifs d'aide à la réussite restent peu connus par leurs cibles et que les usages en

sont limités, en particulier par les étudiants et les étudiantes qui en auraient le plus besoin. Nous avons mené une enquête auprès de l'ensemble de la population de 1ère année d'études supérieures d'une université du Grand Est de la France. 28 questions portaient sur leur perception de leur parcours d'orientation vers et dans l'enseignement supérieur, ainsi que sur l'expérience vécue de leur 1ère année d'études. 6156 réponses complètes ont été obtenues au 30 juin 2023, ce qui représente 45 % de la population interrogée. Nous exploitons pour cette communication les questions sur la connaissance et l'expérience des dispositifs d'aide à la réussite, en les croisant avec d'autres variables comme le bilan d'orientation qu'ils dressent ou les difficultés qu'ils rencontrent. Nos résultats, en cours de traitement, nous éclairent sur les usages et non-usages des dispositifs.

Kim, S., Jin, K., & Bian, L. (2024). **Gender brilliance stereotype emerges early and predicts children's motivation in South Korea**. *Child Development*, *95*(3), 913-928. https://doi.org/10.1111/cdev.14043
Recent work suggests that the stereotype associating brilliance with men may underpin women's underrepresentation in prestigious careers, yet little is known about its development and consequences in non-Western contexts. The present research examined the onset of this stereotype and its relation to children's motivation in 5- to 7-year-old Korean children (N = 272, 50% girls, tested 2021 to 2022). At age 7, children attributed brilliance to men when evaluating Asians and Whites, and girls became less interested in participating in intellectually challenging tasks than boys. Notably, this gender difference in interest was mediated by children's endorsement of the stereotype. The generalizable early emergence of the gender brilliance stereotype and its detrimental implications press the need to tackle gender imbalance in early childhood.

Le Clere, F. (2024). **Le DU Universitas : penser un environnement capacitant pour des étudiants " mésorienter " en Licence 1**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557146
Le DU Universitas : penser un environnement capacitant pour des étudiants « mésorienter » en Licence 1

Legrix-Pagès, J. (2024). **Le dispositif LOOP : innovation ludopédagogique pour la réussite étudiante**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557145
Le dispositif LOOP : innovation ludopédagogique pour la réussite étudiante

Loisel, S., & El Rais, H. (2024). **Mobiliser la donnée sociodémographique au service de la réussite étudiante : retour réflexif sur l'élaboration et l'usage d'un Tableau de bord de la diversité étudiante**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557157
Mobiliser la donnée sociodémographique au service de la réussite étudiante : retour réflexif sur l'élaboration et l'usage d'un Tableau de bord de la diversité étudiante

Madrid, C., & Cherel, L. (2024). **L'exemple d'un accompagnement à la réussite dans un parcours d'acquisition de compétences en marketing**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557138

L'exemple d'un accompagnement à la réussite dans un parcours d'acquisition de compétences en marketing

Manzoni, C., de Clercq, M., & Coertjens, L. (2024). **Soutenir le bien-être et la réussite d'une diversité d'étudiants : analyse des effets de la flexibilité psychologique**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557175
Soutenir le bien-être et la réussite d'une diversité d'étudiants : analyse des effets de la flexibilité psychologique

Milon, A., Bonafé, C., & Paivandi, S. (2024). **Pratiques inclusives et réussites : le point de vue des étudiants handicapés**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557164
Pratiques inclusives et réussites : le point de vue des étudiants handicapés

Mumford, K., Patterson, R. W., & Yim, A. (2024). *College Course Shutouts* (CESifo Working Paper Series N° 11005). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11005.htm
What happens when college students are not able to enroll in the courses they want? We use a natural experiment at Purdue University in which first-year students are conditionally randomly assigned to oversubscribed courses. Compared to students who are assigned a requested course, those who are shut out are 40% less likely to ever take the oversubscribed course and 30% less likely to ever take a course in the same subject. While a course shutout is equally likely to occur to female and male students who requested the course, shutouts are much more disruptive for female students. In the short run, shutouts decrease the credits female students earn as well as their GPA. In the long-run, shutouts increase the probability female students drop out of school in the first year, decrease the probability they choose majors in STEM fields (Science, Technology, Engineering, and Math), decrease cumulative GPA, and decrease the probability of graduating within four years. In contrast, shutouts have no effects on short-run credits earned, dropout, majoring in STEM, cumulative GPA, or four-year graduation for male students. Shutouts do have one large measurable long-run impact on male students— shutouts significantly increase the probability that men choose a major from the business school.

Obeka, O. N. (2024). **Influence of Teachers Qualification on Students' Achievement in English language at the Upper Basic Education Level in Ebonyi State, Nigeria**. *British Journal of Education*, *12*(4). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-4-2024/influence-of-teachers-qualification-on-students-achievement-in-english-language-at-the-upper-basic-education-level-in-ebonyi-state-nigeria/
This paper examined the influence of teacher's qualification on students' achievement in English language at the upper basic education level in Ebonyi state, Nigeria. Students' achievement in English language was examined. Most secondary schools in Nigeria have recorded mass failure in English language in the West African School Certificate examination. The study utilized the co-relational design. One research question and one null hypothesis guided the study. The population of the study consisted 1600 teachers of English language and 28000 students. Through the simple random sampling technique, a sample size of 540 respondents was selected for the study. Instrument for data collection was a structured questionnaire. Data collected were analyzed using descriptive statistics

of mean and standard deviation to answer the research questions while regression was used to test the hypothesis. Result of the findings showed that there is a significant relationship between teachers' qualification and students achievement in English language. Based on this, one of the recommendations is that the government should employ only professionally trained English language teachers to teach English language at the upper basic level of education.

Ochrana, F., Korečková, J., & Kovács, R. (2024). **How do HEIs' students accept nudging? Expert perspective analysis**. *Higher Education*, *87*(6), 1637-1656. https://doi.org/10.1007/s10734-023-01082-0
The study examines the influence of nudging on the successful studies of Higher education institutions (HEI's) students. Data from one of the typical countries of the Central European region (Czech Republic) is analyzed. The goal of the research was to find out how students accept individual forms of nudging. For this purpose, a questionnaire survey at Czech HEIs (N = 207) and structured interviews with experts (N = 19) were conducted. This study showed that information nudges and high-touch nudges enjoyed the highest level of acceptance. A strong correlation was also found between "most irritating" and group "manipulative" nudges. These forms of nudging fluctuated around the borderline value of acceptance. A strong or moderate correlation was also found between nudges with similar content and different forms. Structured interviews showed that experts supported the use of nudges. They considered it an important tool to influence the study's success. Experts explained the differences in the acceptance of nudges in connection with the different ages of students, the type of study, the students' life experiences, and partly with the type of field of study. They considered parents' education rather ambivalent.

Olutoyin, B. O. (2024). **Distracted Minds: Investigating the Influence of Smart Phone Addiction on Study Habits Among Secondary School Students**. *British Journal of Education*, *12*(4). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-4-2024/distracted-minds-investigating-the-influence-of-smart-phone-addiction-on-study-habits-among-secondary-school-students/
The study investigates the impact of smart phone addiction on the study habits of Secondary School Students focusing on whether significant differences exist between students with and without smart phone addiction with the Widespread use of smart phone among today's youth, concerns have emerged regarding their potential influence on academic performance and study habits. By investigating the connection between smartphone addiction and Study habits among secondary school students, the study seeks to close this knowledge gap. One hundred (100) sample of secondary school students were selected comprising both students with and without smart phone addiction. Validated measures were used to assess smart phone addiction levels and study habits. Additionally, data on time spent on phone and performance was collected. Statistical analyses including t-test was conducted to compare the study habits of students with or without smart phone addiction. The findings contributed to understanding the significance of smart phone addiction in shaping academic behaviors and informed interventions aimed at promoting study habits among secondary school students in this digital age.

Onyewuotu, G. N., Salaudeen, T. S., & Ezugwu, G. G. (2024). **Influence of Irrational Belief on Academic Performance among Students in Some Federal Colleges of Education in**

the North-West Zone, Nigeria. *British Journal of Education*, *12*(4). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-4-2024/influence-of-irrational-belief-on-academic-performance-among-students-in-some-federal-colleges-of-education-in-the-north-west-zone-nigeria/

The paper focused on the influence of irrational beliefs on academic performance of students in Federal Colleges of Education in the North-West Zone, Nigeria. The design employed for the study was descriptive survey. The sample made up of one thousand two hundred (1200) NCE III students. The sample was randomly selected using multistage random sampling technique. The instrument for data collection was a self-designed questionnaire which was validated by an expert each from Guidance and Counselling and Psychology Departments of Federal College of Education, Zaria. The instrument was pilot tested, using split half method the results of the two scores were subjected to PPMC analysis which yielded 0.73 as correlation coefficient. The data were analyzed using Frequency count and Mean Statistics to answer the research questions while the hypotheses were tested using ANOVA and t test statistics. The findings of the study revealed that there is overall prevalence of irrational beliefs among the respondents, that irrational beliefs influence their academic performance and that different types of irrational beliefs held by students. The study further revealed that there were significant differences in the prevalence of irrational beliefs among students based on age, gender and marital status. The paper recommended that interventions to reduce the prevalence of irrational beliefs among students' population should be developed by teachers, counsellors, mental health professionals and that there should be adequate counselling and orientation periodically by counsellors and other stakeholders to educate on the impacts of irrational beliefs on their academic performance among others.

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**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557134

Peyroche, G., & Vanhoolandt, C. (2024). **Pluri-, inter- et transdisciplinarité : des solutions pour la réussite dans l'enseignement supérieur des jeunes issus de la diversité ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557163

Pluri-, inter- et transdisciplinarité : des solutions pour la réussite dans l'enseignement supérieur des jeunes issus de la diversité ?

Plenty, S., & la Roi, C. (2024). **Peer acceptance and rejection during secondary school: Do associations with subsequent educational outcomes vary by socioeconomic background?** *Child Development*, *95*(3), 929-947. https://doi.org/10.1111/cdev.14044

Research shows that peer relationships are associated with students' school adjustment. However, the importance of advantageous and disadvantageous factors for students' educational outcomes may vary by socioeconomic positioning. Drawing on sociometric and register data from a nationally representative sample of Swedish youth (n = 4996, girls 50%; migration background 19%), this study asks if family socioeconomic status moderates associations between youth's peer relationships and their subsequent educational outcomes. Based on preregistered analyses, associations that peer acceptance and rejection at age 14–15 years share with school grades at 16 years and

completion of upper secondary school at 20 years were tested. The findings showed that positive and adverse peer relationships are most consequential for the educational outcomes of socioeconomically disadvantaged youth.

Reine, M., & Gautier, N. (2024). **Objectif réussites : un écosystème au service des réussites étudiantes à l'Université de Caen Normandie. Développement d'une application pour le suivi et l'accompagnement des étudiants de licence (NCU Réussites plurielles - ANR-18-NCUN-021)**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557158
Objectif réussites : un écosystème au service des réussites étudiantes à l'Université de Caen Normandie. Développement d'une application pour le suivi et l'accompagnement des étudiants de licence (NCU Réussites plurielles - ANR-18-NCUN-021)

Rommel, D., Vilain, A., Le Mauff, G., Schneider, E., Brangé, F., & Brillon, L. (2024). **Quand l'espace se met au service de la réussite étudiante**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557169
Quand l'espace se met au service de la réussite étudiante

Rousselot, F. (2024). **Le tutorat entre pairs : une réussite pour les tutorés ou pour les tuteurs ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557148

Salam, P., & Vanhoutvenne, N. (2024). **Exil et enseignement supérieur : retour sur un dispositif d'accompagnement pour l'accès à l'université**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557127
Exil et enseignement supérieur : retour sur un dispositif d'accompagnement pour l'accès à l'université

Schorle-Stefan, C., Haemmerle, O., Salam, P., Capel, S., Lanot, S., Lelaidier, A., … Zekhnini, C. (2024). **Des formations différenciées pour des réussites plurielles : le cas d'écri+ (ANR-17-NCUN-00015)**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557114
Des formations différenciées pour des réussites plurielles : le cas d'écri+ (ANR-17-NCUN-00015)

Solari Landa, M., Aillerie, C., & Garcia Lozano, M. (2024). **Accompagner les enseignants pour une meilleure intégration des étudiants de première année à l'université : le projet START**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557103
Accompagner les enseignants pour une meilleure intégration des étudiants de première année à l'université : le projet START. Cette contribution se propose de décrire et d'analyser la mise en œuvre d'un projet Erasmus+ centré sur la réussite étudiante en première année de Licence : le projet START (pour Supporting Teachers who Support Student Transition), prévu de 2022 à 2025. L'angle choisi est celui du rôle des enseignants : l'objectif étant de concevoir puis d'intégrer des dispositifs et des ressources d'accompagnement s'adressant aux enseignants de première année dans l'objectif de

faciliter à la fois l'identification des difficultés de leurs étudiants ainsi que le type d'aide qu'il est possible de leur apporter et comment. Six pays sont engagés dans le projet START (France, Pays Bas, Irlande, Slovénie, Espagne, Belgique) qui vise précisément à traiter la question suivante : comment identifier et répondre, concrètement, aux besoins des enseignants, toutes disciplines et tous contextes confondus, quant à leur rôle dans la transition des étudiants de première année ?

Thomas, M., & Beroule, P. (2024). **Diversifier et adapter les dispositifs d'accompagnement pour favoriser la réussite en licence**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557121 Diversifier et adapter les dispositifs d'accompagnement pour favoriser la réussite en licence

Thouin, É., Lavoie, L., Dupéré, V., & Archontakis, C. (2018). **Décrochage scolaire et contexte psychosocial et sociogéographique, processus dynamique de stress et parcours de vie : proposition d'une modélisation**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *51*(3), 61-77. https://doi.org/10.3917/lsdle.513.0061
Le décrochage scolaire est souvent perçu comme le résultat d'une longue accumulation d'échecs et de désengagement scolaires. Bien que cette perspective corresponde à la réalité de plusieurs décrocheurs, elle masque l'importante hétérogénéité des trajectoires menant au décrochage. La recherche suggère par exemple que des élèves choisissent de quitter l'école en raison de difficultés apparaissant plus tard dans leur scolarité, comme l'émergence d'un problème de santé ou de l'intimidation sévère par les pairs. Les trajectoires du décrochage scolaire varient aussi vraisemblablement selon les caractéristiques des milieux au sein desquels les jeunes évoluent (urbains ou ruraux, défavorisés ou nantis). L'objectif de cet article est de présenter un nouveau cadre du décrochage scolaire ancré dans les approches du processus dynamique du stress et des parcours de vie à partir des résultats d'études nord-américaines récentes. Le processus dynamique du stress permet une analyse minutieuse des situations susceptibles de précipiter la décision de décrocher, alors que les parcours de vie situent ces événements dans une perspective plus large, englobant les trajectoires de vies complètes et les contextes macrosociaux comme le territoire géographique.

Tin, Williams, Perryment, & Montano. (2024). **Prevalence of Food Insecurity in a Community College District: Relationship Between Food Security and Grade Point Average**. *Community College Journal of Research and Practice*, *48*(5), 271-282. https://doi.org/10.1080/10668926.2022.2114035
The authors sought to identify the prevalence of food insecurity in a community college district during the COVID-19 pandemic. The team also investigated the association food insecurity had with academic performance. A sample of 238 individuals completed the survey, including a demographic questionnaire and the Adult Food Security Survey Module, a subset of the US Household Food Security Survey Module. The study found that 52% of the participating students reported food insecurity. Students of color were more likely to identify as food insecure. In addition, results indicate an association between being food secure and scoring a GPA of 3.5 or higher. These findings support past studies indicating that food insecurity was high in the community college population. The findings also support past results indicating a link between food security and academic performance.

van Lent, M. (2024). *Peer Creativity and Academic Achievement* (IZA Discussion Paper N° 16847). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16847.htm
This paper studies the relationship between the creative abilities of study peers and academic achievement. We conduct a novel large scale field experiment at university, where students are randomized into work groups based on their score on a creativity test prior to university entry. We first show that the creative abilities of peers matter for a student's academic achievement. A one standard deviation higher creativity peer group improves study performance by 8.4 to 10 percentage points. Notably, this effect is driven by the average group creativity, there is no special impact of creative superstars. Further analysis suggests that students exposed to creative peers become more creative, but do not adjust their overall study effort. This is in line with the idea that creative approaches and questions of peers help students to master the study material better. Overall, our study highlights the importance of peer effects of creative students in shaping academic outcomes.

Vembye, M. H., Weiss, F., & Hamilton Bhat, B. (2024). **The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis**. *Review of Educational Research*, 94(3), 376-422. https://doi.org/10.3102/00346543231186588
Co-teaching and related collaborative models of instruction are widely used in primary and secondary schools in many school systems. This systematic review and meta-analysis investigated the effects of such models on students' academic achievement and how these effects are moderated by factors of theoretical and practical relevance. Although previous research and reviews have asserted that the evidence base is scarce, we found 128 treatment and control group studies from 1984 to 2020. We excluded 52 studies due to critical risk of bias via Cochrane's risk of bias assessment tools and conducted a meta-analysis of 76 studies. This yielded 280 short-term effect sizes, of which 82% were pretest-adjusted. We found a moderate, positive, and statistically significant mean effect of g^- = .11, 95% confidence interval [.035, .184] of collaborative instruction compared to single-taught controls, using the correlated-hierarchical effects (CHE-RVE) model. From moderator analyses, we found that collaborative instruction yields effects of mostly the same size, whether the interventions involved trained teachers or assistants with no teaching qualifications. This implies a potential for the expansion of such interventions at lower costs than otherwise expected. Moreover, factors that are highlighted in the co-teaching literature as preconditions for the effectiveness of collaborative instruction did not explain variations in effect sizes. Finally, we found no clear evidence for publication bias or small study effects. Notably, a large number of the studies that we drew upon were nonrandomized studies; and therefore, more rigorous experimental research is needed, especially on relevant co-teaching interventions.

Vessiere, S., Gérard, I., Karamanos, Y., & Bournaud, I. (2024). **Mind the gap ! Bousculer les représentations des acteurs de l'enseignement supérieur en faveur de la création collective de dispositifs d'accompagnement des primo entrants**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557156
Mind the gap ! Bousculer les représentations des acteurs de l'enseignement supérieur en faveur de la création collective de dispositifs d'accompagnement des primo entrants

Villalobos, E., Hilliger, I., Gonzalez, C., Celis, S., Pérez-Sanagustin, M., & Broisin, J. (2024). **The Mediating Role of Learning Analytics**. *Journal of Learning Analytics*, *11*(1), 6-20. https://doi.org/10.18608/jla.2024.8149

Researchers in learning analytics have created indicators with learners' trace data as a proxy for studying learner behaviour in a college course. Student Approaches to Learning (SAL) is one of the theories used to explain these behaviours, distinguishing between deep, surface, and organized study. In Latin America, researchers have demonstrated that organized approaches to learning could be more effective in higher education, leading to better performance and course approval. However, further analysis of student behavioural data is needed to understand this relationship and inform interventions targeting study habits and academic performance. In this study, we analyzed the relationship between student approaches to learning and their final grade in six college courses, using behavioural trace data as a mediator variable. Specifically, we conducted a quantitative study in two Latin American institutions where data of different granularity was collected from their Learning Management Systems. We observed that most learning analytics indicators do not mediate the effect between approaches to learning and course performance. However, there was evidence for fine-grained indicators acting as total mediators. Implications are discussed at methodological and pedagogical levels, aiming to inform the advancement of learning analytics in the region and its use for supporting student learning.

Virey, J.-M., Ealet, B., Georgelin, M., Hardre, R., & Queyroy, S. (2024). **Dispositifs d'aide à la réussite en Sciences à Aix Marseille Université : 2018-2024**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557118

Dispositifs d'aide à la réussite en Sciences à Aix Marseille Université : 2018-2024

Valeurs

Chauvigné, C. (2024). **Les éco-délégués ou comment éduquer le citoyen en milieu scolaire ?** *Phronesis*, *13*(3), 117-127. Consulté à l'adresse https://www.cairn.info/revue-phronesis-2024-3-page-117.htm

le contexte du dérèglement climatique et les réactions juvéniles qu'il suscite ne sont pas sans interroger les pouvoirs publics et en particulier l'éducation nationale. Récemment réactivée, au sein des programmes, la question du développement durable s'inscrit à tous les échelons du parcours des élèves par l'intermédiaire des éco-délégués, dernière initiative (2019) généralisée pour une éducation à la responsabilité vis-à-vis de la préservation de la planète. Notre propos vise à questionner les enjeux, les objectifs et les finalités d'une telle éducation du futur citoyen entre conditionnement, émancipation et responsabilisation.

Cordier, A. (2024, mars 17). **Pour une éducation aux médias et à l'information (de) tous les jours**. Consulté 28 avril 2024, à l'adresse The Conversation website: http://theconversation.com/pour-une-education-aux-medias-et-a-linformation-de-tous-les-jours-225299

En mars, la Semaine de la presse et des médias à l'école sensibilise les enfants et les adolescents au décryptage de l'actualité. Mais l'éducation aux médias est un défi à relever au jour le jour.

Delplancke, M., & Chalak, H. (2024). **Éduquer aux incertitudes climatiques : comment l'étude des conceptions des élèves peut-elle guider l'action éducative ?** *Phronesis*, *13*(3), 50-64. Consulté à l'adresse https://www.cairn.info/revue-phronesis-2024-3-page-50.htm le changement climatique se pose comme un problème super-pernicieux (Fabre, 2021) dont les incertitudes sont liées à la prévisibilité du changement climatique et aux conséquences des actions entreprises pour le limiter. Notre article propose de mettre en lumière les conceptions d'élèves de Terminale en lien avec ce problème et ses incertitudes, à partir d'un questionnaire distribué à une centaine d'élèves. L'analyse nous permet de discuter les conditions de possibilité d'une éducation transformative et critique. En réponse aux scénarios catastrophistes et aux sentiments d'impuissance et d'anxiété très prégnants dans ce recueil, il émerge l'importance d'une éducation qui redonne de la place aux incertitudes.

Desmoulins, L., Zetlaoui, T., Debray, S., Challah, R., & Serghini, Z. (2024). **Conception polyphonique d'un jeu sérieux multivalent sur la régulation, la déontologie et l'éthique de l'influence, l'XP#CharlieDilemme**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04557110 Conception polyphonique d'un jeu sérieux multivalent sur la régulation, la déontologie et l'éthique de l'influence, l'XP#CharlieDilemme

Prentice, C. M., Vergunst, F., Minor, K., & Berry, H. L. (2024). **Education outcomes in the era of global climate change**. *Nature Climate Change*, *14*(3), 214-224. https://doi.org/10.1038/s41558-024-01945-z Children and youth are vulnerable to the threat of climate change, yet potential non-health impacts, such as those on global education outcomes, are not well understood. In this cross-disciplinary review, we synthesize research linking climate change-related stressors with children's education outcomes. We find that climate change is probably already undermining education outcomes for many populations worldwide via multiple direct and indirect pathways. We suggest that a developmental life-course framework is well suited to understanding these effects, particularly how climate risks can accumulate across the life course. Further, we show that existing vulnerabilities moderate the relationship between climate stressors and adverse education outcomes. We conclude with a discussion of current methodological challenges and outline future research directions.

Ravachol, D. O. (2024). **L'École au temps des « catastrophes » : repères épistémologiques et enjeux didactiques pour une éducation au développement durable**. *Phronesis*, *13*(3), 87-98. Consulté à l'adresse https://www.cairn.info/revue-phronesis-2024-3-page-87.htm l'éducation au développement durable (EDD) est au cœur des orientations de l'École. L'accent est mis sur la lutte contre le réchauffement climatique, la protection de l'environnement et de la biodiversité, l'enraiement des pandémies. Il s'agit de donner aux élèves des clés de lecture nécessaires de ces grandes questions sociétales et des moyens d'agir. À quelles conditions est-il possible d'atteindre de tels objectifs ? Le texte aborde ce sujet sous l'angle des catastrophes et des catastrophismes. Leur caractérisation dans les sciences de la nature oblige à faire intervenir des modes de raisonnement intégrant la contingence pour penser l'histoire de la Terre et des vivants, et les incertitudes de leur avenir.

Shulla, K., Filho, W. L., Lardjane, S., Sommer, J., & Borgemeister, C. (2020). **Sustainable development education in the context of the 2030 Agenda for sustainable development**. *International Journal of Sustainable Development and World Ecology*, *27*(5), 458. https://doi.org/10.1080/13504509.2020.1721378

Urbanski, S., & Bell, L. (2024). ***Global Citizenship Education***. https://doi.org/10.1163/9789004701175
Global citizenship education is an essential topic in an increasingly interconnected world. Indeed the need for inclusive and globally conscious education, embedded in cosmopolitanism, is recognised as a way to prepare individuals to navigate diverse cultures, address global challenges, and actively participate in a globalised world. Being both scientific and political, these challenges require an interdisciplinary exploration of citizenship education, merging sociology, philosophy, as well as education and training sciences. To do this, Global Citizenship Education: Modern Individualism under the Test of Cosmopolitanism offers a framework that integrates Durkheim's holistic approach with critical republicanism. The book is also rooted in the analysis of data collected through GlobalSense, a research project that focuses on preparing teachers to navigate the complexities of GCE within an international context. By presenting both a theoretical reflection and an analysis of an international training program within universities, this book can be of interest to academics, teacher trainers and (future) teachers themselves.