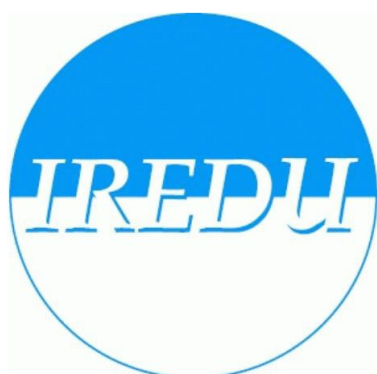


Veille de l'IREDU



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Acquisition de compétences

An, F., & Guo, J. (2024). **Does students' perceived peer support facilitate their deeper learning? The chain mediating role of computer self-efficacy and perceived classroom mastery goal structure.** *Education and Information Technologies*, 29(7), 9013-9036. <https://doi.org/10.1007/s10639-023-12193-7>

Peer relationships play important roles in middle-school students' individual development. Peer support is indispensable in computer-supported learning contexts. This study is designed to explore the connection between perceived peer support and deeper learning, while examining the mediating role of computer self-efficacy and perceived classroom mastery goal structure. 412 middle school students in northwest China were sampled by constructing the structural equation model (SEM) in this study. The results displayed that perceived peer support had no direct positive predictive effect on deeper learning. Computer self-efficacy completely mediated in perceived peer support and deeper learning. Perceived classroom mastery goal structure completely mediated in perceived peer support and deeper learning. Computer self-efficacy and perceived classroom mastery goal structure played a chain mediating effect in perceived peer support and deeper learning. These findings not only deepen our comprehend of the internal mechanism about peer relationships in promoting deeper learning, but also provide constructive suggestions on how to maintain positive peer relationships among students in computer-supported teaching situations, so as to improve students' digital literacy and skills from the dimension of satisfying their social emotional needs.

Anyidoho, P. A., Berenbon, R., & McHugh, B. (2024). **Examining the influence of item exposure and retrieval practice effects on test performance in a large-scale workforce development training programme.** *International Journal of Training and Development*, 28(2), 232-253. <https://doi.org/10.1111/ijtd.12321>

Many workforce development training programmes use learning gains as a measure of programme effectiveness. However, research on K-12 education suggests that posttest scores may be influenced by pretesting effects. Pretesting may improve posttest performance by giving learners preknowledge of posttest content. Alternatively, pretesting may enhance learning via the retrieval practice effect. Cross-classified analysis was used to detect pretesting effects in archival data from a large-scale agriculture workforce development programme. Data included scores from 14,302 learners, 352 trainers and 261 training centres. Results indicated that pretesting led to higher scores on posttests. Follow-up logistic regression analyses found no effect for time lag between pretest and posttest. In addition, pretested learners did not perform better on items that were included on both forms, suggesting that score differences were due to retrieval practice effects rather than preknowledge of posttest content. These results provide evidence that pretesting may enhance learning in large-scale workforce development training courses.

Başkan Takaoğlu, Z. (2024). **Understanding the concept of energy through definitions, drawings, and metaphors.** *The Journal of Educational Research*, 117(1), 27-38. <https://doi.org/10.1080/00220671.2024.2308150>

Energy is a concept frequently encountered both in daily life and in various disciplines. Despite such a wide range of scope, conceptualizing it might be challenging at times. This study aims to investigate high school students' views on the concept of energy

through a set of various paper-and-pencil tests. For this purpose, 654 high school students from the ninth, 10th, and 11th grades were asked to explain the concept of energy using definitions, drawings, and metaphors. According to the results, the students had similar misconceptions about their definitions, drawings, and metaphors. However, situations from everyday life were depicted, particularly in drawings and metaphors. Misconceptions decreased considerably in the upper classes, and answers were presented that were close to scientific knowledge, suggesting that, over time, students' abstract thinking skills improve, the knowledge gained at school contributes to explaining the situations in daily life scientifically, and scientific facts are conceptualized.

Bernigole, V., Fernandez, A., Hick, M., Kass-Canonge, V., Marin, N., Andreu, S., ... Yourc', R. (2024). **Test de positionnement de seconde 2023**. *Note d'Information*, (24.17), 1-4. <https://doi.org/10.48464/ni-24-17>

En septembre 2023, les élèves entrant en seconde ont effectué des tests de positionnement sur support numérique en français et en mathématiques, pour la sixième année. Au niveau national, que ce soit en seconde générale et technologique ou en seconde professionnelle, les performances des élèves en français à la rentrée 2023 prolongent la tendance à la baisse depuis 2021 mais restent supérieurs à ceux de la rentrée 2019. En mathématiques, les résultats des élèves confirment la tendance à la hausse depuis 2021 mais restent inférieurs à ceux de 2019, sauf pour les élèves scolarisés dans les lycées du secteur privé sous contrat. Quelle que soit la voie, les filles présentent de meilleurs résultats que les garçons en français, alors qu'en mathématiques, les résultats des garçons sont supérieurs à ceux des filles. Les résultats sont différents selon le secteur de scolarisation du lycée avec des résultats inférieurs pour les élèves entrant dans les lycées du secteur public. Des écarts importants sont observés selon le profil social du lycée. L'analyse de données complémentaires issues de tests spécifiques vient confirmer ces constats dans chaque discipline.

Born, P. (2024). **L'appropriation de la formation initiale de sapeur-pompier volontaire : une entrée par l'apprenant**. *Éducation & Formation*, (e-320), 59-72. Consulté à l'adresse <http://revueeducationformation.be/index.php?revue=40&page=3>

Bournaud, I., & Pamphile, P. (2023). **Intelligence émotionnelle et stratégies d'apprentissage des primo-entrants à l'Université**. *Formation et profession : revue scientifique internationale en éducation*, 31 (3), 1. <https://doi.org/10.18162/fp.2023.844>

Parmi les facteurs explicatifs de la réussite en première année universitaire, un intérêt grandissant s'est porté sur l'intelligence émotionnelle (IE), définie comme un ensemble d'habiletés et de dispositions en lien avec la perception, la compréhension et la gestion des émotions des autres et de soi-même. Le travail présenté étudie le lien entre l'IE, mesuré par l'EI-Trait, et les stratégies d'apprentissage des étudiantes et des étudiants primo-entrants à l'université. Connaître les caractéristiques de cette population permet de concevoir des dispositifs d'accompagnement à la réussite adaptés à leurs besoins

Canzian, D. D. (2024). **Usages et pratiques du numérique au prisme des compétences non académiques des étudiants en soins infirmiers** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04573104>

Le monde de la santé ne ressemblant en rien à celui d'hier, le travail du « prendre soin » se doit d'être efficient et les professionnels du soin sont tenus de développer des compétences non académiques (CNA). L'enjeu majeur se situe dans la négociation du

changement en termes d'ingénierie de formation, construite selon une approche par compétences inscrites dans le schéma universitaire et n'offrant que peu de places aux CNA. Or, la réussite des étudiants infirmiers ne dépend pas seulement des savoirs à transmettre, mais aussi de l'acquisition de ce type de compétences. En mars 2020, la crise sanitaire mondiale a obligé l'ensemble des établissements d'enseignement et de formation à basculer dans un monde méconnu par la plupart d'entre eux. Le recours au numérique, permettant la nécessaire «continuité pédagogique», a contraint bon nombre de formateurs à une refonte de leurs approches et pratiques. L'objet de cette recherche porte sur le choix de méthodes pédagogiques en lien avec les usages et les pratiques numériques, au service du développement des CNA des étudiants en soins infirmiers, dont notamment la comparaison entre les IFSI déjà connectés avant la pandémie et ceux «peu connectés». Nous portons notre attention sur les différentes variations de posture du formateur et l'adéquation ou non avec les attendus des étudiants dans une période de contrainte pandémique où l'hybridation a été privilégiée. Pour ce faire, nous nous appuyons sur une démarche comparative, tant qualitative que quantitative, réalisée dans six IFSI afin de comprendre les singularités d'approche du dispositif numérique et leurs effets sur le développement des CNA. À l'appui d'un questionnaire auto-administré auprès de 436 étudiants en L2, nous investiguons l'impact des usages du numérique pendant la période pandémique sur les interactions sociales, l'implication dans le travail en individuel puis en collectif et le sentiment d'utilité. Nous abordons complémentirement avec les douze formateurs interrogés, le changement de leurs intentions didactiques et de leur posture déployée dans la relation pédagogique. Nous tentons aussi de comprendre par des entretiens réalisés auprès de douze étudiants s'ils ont repéré une transformation dans leur manière d'apprendre et de travailler ensemble, ainsi que leur ressenti sur leur processus de professionnalisation. Enfin, la tenue d'un carnet de bord de type professionnel lié aux rencontres informelles avec collègues et étudiants a permis de poser des pistes de réflexion sur les usages numériques et le travail collaboratif. Les résultats saillants révèlent principalement que la différence se situe sur le degré de connectivité des instituts, mais aussi sur le parcours antérieur de formation des étudiants, leur permettant d'appréhender la formation en distanciel de manière plus structurée en l'absence de lien social et d'interactions pédagogiques. Le travail collaboratif a été expérimenté positivement lors de cette pandémie. De plus, il apparaît comme résultat intéressant l'influence du travail en distanciel sur les formateurs et la remise en question du sens de leur mission. Surtout, les habiletés inégales dans l'usage et les pratiques numériques se sont avérées un frein dans leur approche pédagogique. L'analyse des résultats permet une meilleure compréhension des besoins étudiants et des possibles pédagogiques. La formation hybride est en train de prendre place, pour marquer cette transition du présentiel au tout distanciel contraint par la pandémie, et semble plus en phase avec les temporalités d'apprentissage des étudiants. Dans une perspective de refonte du programme de formation infirmière prévue en 2025, notre étude permet d'envisager, une réflexion collective autour des enjeux de l'apprentissage et des usages du numérique en formation, notamment, in situ, une approche expérimentale «renversée» des travaux dirigés au service du développement des CNA, essentielles dans ce métier du «care».

Ceylan, M., & Aslan, D. (2024). **The effect of learning trajectories-based coding education program on preschoolers' mathematical measurement skills**. *Education and Information Technologies*, 29(7), 7737-7757. <https://doi.org/10.1007/s10639-023-12107-7>

This study was conducted to investigate the effects of learning trajectories-based coding (LTs) and LTs-based program on preschoolers' length, area, volume, and angle measurement skills. A quasi-experimental research design was utilized with a quantitative approach. The study's participants were 47 children between the ages of 55–71 months who attended a state kindergarten. The children were randomly assigned to three groups: experimental 1 (n = 15), experimental 2 (n = 17), and control (n = 15). The current preschool education curriculum was implemented in the control group, LTs-based coding activities were implemented in experimental 1, and LTs-based activities were implemented in experimental 2. Data regarding the children's measurement skills were collected using the Early Measurement Assessment Tool (EMAT) before the implementation of programs, immediately after, and four weeks after the final session. The EMAT scores were analyzed using Hierarchical Linear Modeling (HLM), and the results indicated that both programs had a significant and permanent effect on preschoolers' measurement skills when compared to the control group. However, there was no significant difference between the experimental groups. The results were consistent across length, area, volume, and angle and turn subtests. The study contributes to the existing literature on the effectiveness of the LTs approach in improving preschoolers' mathematics skills and highlights the potential benefits of incorporating the LTs approach and coding into preschool education.

Demangeon, A., Claudel-Valentin, S., & Tazouti, Y. (2024). **Early literacy, early numeracy and executive functions of French Kindergartners in Montessori and conventional environments.** *Early Years*, 0(0), 1-15. <https://doi.org/10.1080/09575146.2024.2343706>

The purpose of this study is to observe the relationship between the partial or total use of Montessori education (ME) and academic (literacy, numeracy) and developmental (executive functions) outcomes in 105 French Kindergartners (children in preschool's final year, [M = 5.53 years, SD = 0.29]). We conducted a quasi-experimental study comparing three groups. The first group (n = 48[18 girls], M = 5.53 years, SD = 0.29) used a conventional teaching method, the second group (n = 40[21 girls], M = 5.56 years, SD = 0.28) partially used the ME in addition to the conventional method, and the third group (n = 17 [7 girls], M = 5.42 years, SD = 0.29) fully implemented the ME. Equivalence between the experimental and control groups has been verified in terms of age, gender, overall cognitive ability, and socioeconomic background. We assessed children's competencies in early literacy, early numeracy, and executive functions. Results show better outcomes in the numeracy and inhibition control tests in the fully ME group, followed by the partial ME group. The group of children who had received conventional education obtained the lowest results. Finally, the differences in literacy scores were not significant.

Duguet, A., & Morlaix, S. (2023). **Nature de l'engagement étudiant au cours du parcours universitaire : quelles différences entre les nouveaux arrivants à l'université et les étudiants en fin de cursus ?** *Revue française de pédagogie*, (220), 121-139. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-3-page-121.htm>

Dans cet article, nous portons notre attention sur la nature et l'évolution de l'engagement cognitif étudiant au cours du parcours universitaire. À l'appui de données collectées auprès de 1 126 étudiants d'une université française, nous montrons qu'il existe une variabilité dans les différents concepts mesurant l'engagement cognitif des étudiants et que cette diversité est plus grande en début de carrière universitaire comparativement aux étudiants inscrits en master. De plus, les stratégies d'engagement

varient entre étudiants aux différents niveaux du cursus. Les variables individuelles exercent un effet plus important sur les étudiants de première année que sur ceux de master.

El Hamaoui, S., Impedovo, M.-A., & Campillo-Paquet, V. (2024, mars). **A self-assessment tool as a trigger to engage in a reflective process of competencies development to enhance the experience of distance/hybrid teaching.** Consulté à l'adresse <https://hal.science/hal-04566040>

Epanga Songue, C., & Frappier, S. (2024). **Formation à distance et construction de compétences : vers la restructuration d'un « guide étudiant EAD » à l'université du Mans.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569462>

Freund, R., Favara, M., Porter, C., & Behrman, J. (2024). **Social Protection and Foundational Cognitive Skills during Adolescence: Evidence from a Large Public Works Program.** *The World Bank Economic Review*, 38(2), 296-318. <https://doi.org/10.1093/wber/lhad035>

Many low- and middle-income countries have introduced public works programs (PWPs) to fight poverty. This paper provides the first evidence that children from families who benefit from PWPs show increased foundational cognitive skills. The results, based on unique tablet-based data collected as part of a long-standing longitudinal survey, show positive associations between participation in the Productive Safety Net Programme (PSNP) in Ethiopia during childhood with long-term memory and implicit learning, and suggestive evidence for working memory. These associations appear to be strongest for children whose households were still PSNP participants in the year of data collection. Evidence suggests that the association with implicit learning may be operating partially through children's time reallocation away from unpaid labor responsibilities, while the association with long-term memory may in part be due to the program's success in remediating nutritional deficits caused by early-life rainfall shocks.

Guedat-Bittighoffer, D., & Dewaele, J.-M. (2024). **Les émotions au coeur du processus d'enseignement-apprentissage des langues.** Consulté à l'adresse [https://www.editions-harmattan.fr/livre-](https://www.editions-harmattan.fr/livre-les-emotions-au-coeur-du-processus-d-enseignement-apprentissage-des-langues-d-elphine-guedat-bittighoffer-jean-marc-dewaele-9782336452074-79737.html)

[les-emotions-au-coeur-du-processus-d-enseignement-apprentissage-des-langues-d-elphine-guedat-bittighoffer-jean-marc-dewaele-9782336452074-79737.html](https://www.editions-harmattan.fr/livre-les-emotions-au-coeur-du-processus-d-enseignement-apprentissage-des-langues-d-elphine-guedat-bittighoffer-jean-marc-dewaele-9782336452074-79737.html)

Cet ouvrage vise à montrer l'importance de la prise en compte des émotions dans l'apprentissage des langues et en particulier en milieu scolaire. Cette prise de conscience doit donc permettre de donner aux émotions, longtemps dévalorisées et rejetées, leur juste place au sein des classes de langues. En clair, si l'apprenant n'est pas sécurisé sur le plan des affects et des émotions, il ne peut pas apprendre et cela est encore plus vrai quand il s'agit de l'apprentissage des langues qui touche à son identité profonde. L'ouvrage qui s'appuie sur les résultats de plusieurs projets interdisciplinaires de recherche s'organise en quatre chapitres qui visent à montrer l'impact des émotions positives et négatives sur la motivation des apprenants dans l'apprentissage des langues. Le dernier chapitre propose deux manières de prendre en compte ces émotions via une méthode d'apprentissage des langues innovante et les démarches interculturelles.

Hick, M., Paillet, V., Rogie, H., Andreu, S., Biarotte-Sorin, A., Bret, A., ... Vourc'H, R. (2024). **Évaluation exhaustive de début de quatrième 2023**. *Note d'Information*, (24.16), 1-4. <https://doi.org/10.48464/ni-24-16>

En septembre 2023, pour la première année, l'ensemble des élèves de quatrième a été évalué en français et en mathématiques sur support numérique. En français, le « lexique » est le domaine le mieux maîtrisé alors que la « grammaire », l'« orthographe » et la « compréhension de l'écrit » sont les domaines les moins maîtrisés par les élèves. En mathématiques, « nombres et calculs » est le domaine le mieux maîtrisé alors que le domaine « espace et géométrie » est le moins maîtrisé. Les filles présentent de meilleures performances que les garçons en français. En mathématiques, l'avantage est aux garçons. Huit élèves sur dix sont dans le même groupe de performance en français et en mathématiques ou à un groupe d'écart. Les performances restent très variables selon le profil social des collèves, les résultats étant inférieurs pour les publics accueillis dans les collèves défavorisés. Au test de fluence de lecture, à peine plus de la moitié des élèves de quatrième présente le niveau attendu avec de nettes différences selon le secteur de scolarisation.

Hoareau, L., & Tazouti, Y. (2024). **Effect of teachers' acceptance of an educational app on students' early literacy and early numeracy skills**. *Education and Information Technologies*, 29(7), 8393-8414. <https://doi.org/10.1007/s10639-023-12175-9>

Although the acceptance of educational apps and their contributions to learning have been widely researched, none of these studies have examined links between teachers' acceptance of apps and their students' skills. The present study investigated this issue with respect to a new, French-language educational app for helping preschool children improve their early literacy and early numeracy skills. To this end, we measured the app's acceptance by 33 French preschool (école maternelle) teachers, who used it in class for ten weeks, and the early literacy and early numeracy skills of their 353 students (aged between 3.92 and 4.91 years). Multilevel regression analyses revealed a significant link between the students' post-test early literacy and early numeracy scores and their teachers' perception of the app's usability. These results show that taking teachers' acceptance into account is an interesting opportunity to better understand the potential effectiveness of educational apps in school settings. Implications for teachers' training are also discussed.

Huang, T.-H. (2024). **Predictive factors for reading comprehension ability in indigenous high school students instructed through various teaching methods**. *Asia Pacific Education Review*, 25(2), 489-506. <https://doi.org/10.1007/s12564-023-09924-3>

It is essential that students develop the skill of reading comprehension during their schooling, although it has been defined in various ways. The Programme for International Student Assessment indicates that a substantial proportion of students fail to develop sufficient reading skills during their schooling. While it is easy to understand the concept of reading comprehension, the various factors and processes involved in it make it quite complex as a task, and many factors can affect the performance of reading comprehension. This study, using an e-book experiment, explores the factors that predict reading comprehension ability among indigenous Taiwanese high school students using different teaching methods (teacher read aloud and teacher questioning). The participants were indigenous students studying at a high school in Hualien County, Taiwan. Using five scales, the study investigated correlations among two teaching methods and prior knowledge, reading comprehension, reading strategies, reading

attitudes, and reading motivation. Correlation analysis and hierarchical regression were conducted to assess the impact of the two main teaching methods on reading comprehension scores and predictive factors. The results indicated that both methods showed a significant positive correlation with prior knowledge and with reading comprehension scores. In the teacher read-aloud method, reading motivation showed a significant positive correlation with reading comprehension scores, while for the use of teacher questioning, reading strategies provided a significant positive correlation with reading comprehension scores. This study sheds light on the predictive factors for reading learning among indigenous Taiwanese students under different teaching methods, which holds considerable significance.

Huang, W., Liao, X., Li, F., & Yao, P. (2024). **Does enrolling in finance-related majors improve financial habits? A case study of China's college students.** *Asia Pacific Education Review*, 25(2), 359-372. <https://doi.org/10.1007/s12564-023-09856-y>

There is a growing awareness of the importance of financial management skills. However, few studies have systematically examined this topic in China's current higher education (HE) system. In this study, we examine whether enrolling in a finance-related program, either as a degree program or as an elective, improves students' financial literacy and habits. We conducted a mixed-method study with a sample of 1334 students from seven universities in central China. Multivariate regression, matching methods, and the inverse-probability-weighting methods were used for quantitative analysis. The results indicate that college students are generally dissatisfied with their financial situation. Enrolling in finance-related majors has little effect on improving students' financial habits, despite a substantial improvement in their financial literacy. In the current HE system, there is a significant lack of personal finance management training. Therefore, curriculum design and field practices regarding students' personal finance management skills should be introduced to enhance their financial habits.

Huynh-Cam, T.-T., Agrawal, S., Bui, T.-T., Nalluri, V., & Chen, L.-S. (2024). **Enhancing the English writing skills of in-service students using marking mate automated feedback.** *Asia Pacific Education Review*, 25(2), 459-474. <https://doi.org/10.1007/s12564-023-09904-7>

The use of automated feedback (AF) has been increasing in English writing courses for emergency remote education (ERE) due to the escalating COVID-19 pandemic crisis in Vietnam. The ERE English writing courses for in-service bachelor programs demanded an effective, fast, free, and user-friendly AF tool that does not require a login ID, which can help students to develop English writing skills and increase their motivation and self-learning ability. The main objectives of Vietnamese in-service students were to improve their English writing skills and update teaching methodologies that integrate technology. Although many studies emphasized the impact of AF tools in normal teaching contexts, relatively less research was conducted the use of AF tools among in-service students. This study examined the contribution of the Marking Mate AF to the improvement of the English writing skills of in-service learners in ERE writing classes. The participants were 82 in-service students in a Vietnamese public university. The dataset included English writing pre and posttest results collected during the first semester of academic year 2020–2021. The mean scores (standard deviation) of these tests were used to benchmark the writing performance of students. A self-report survey was also conducted to investigate the attitude of students toward Marking Mate AF. The results demonstrated that the posttest score (8.739; SD = 0.8495) was higher than the pretest score (7.439; SD = 0.976). Students expressed favorable opinions toward the usefulness of Marking Mate. Based on the

findings, the study discussed the pedagogical implications regarding the incorporation of AF in face-to-face and online classes.

Işık Arslanoğlu, İ., Kert, S. B., & Tonbuloğlu, İ. (2024). **Think together, design together, code together: the effect of augmented reality activity designed by children on the computational thinking skills.** *Education and Information Technologies*, 29(7), 8493-8522. <https://doi.org/10.1007/s10639-023-12153-1>

This study aims to examine the effect of augmented reality-assisted programming education supported by participatory design on the basic and computational thinking skills of preschoolers. In the study, a pretest-posttest single-group semi-experimental design, which is one of the quantitative research methods, was used. The study group of the research consists of 61 students studying in kindergarten in the 2021-2022 academic year. 48% of the students are boys and 52% are girls. The implementation process took nine weeks. In the first part of the research, the CodeLimb application was developed by conducting a five-week participatory design study with two groups. In the second part of the study, the programming training prepared by the researcher was applied to all groups for four weeks. The « Basic Skills Scale », « TechCheck » scale, and « Student Interview Questions » developed by the researcher were used as data collection tools. It was found that augmented reality-supported programming education had a statistically significant effect on students' computational thinking and basic skills. It was observed that all of the students who participated or did not participate in the participatory design study were interested and excited about programming education with augmented reality applications.

Lim, I. (2024). **A physical neuroscience-themed escape room: Design, implementation, and students' perceptions.** *Education and Information Technologies*, 29(7), 8725-8740. <https://doi.org/10.1007/s10639-023-12173-x>

Teaching soft skills like team dynamics and critical thinking in content-heavy higher education curriculum can be challenging. Employing educational escape rooms is a novel game-based learning strategy in various disciplines, including health sciences. Escape rooms provide the opportunity for a group to work together as they solve puzzles within a limited time. The skills harnessed and developed within the game by participants are parallel to these soft skills. The present study sought to design a neuroscience-themed physical escape room for the purpose of soft skills development and obtain feedback from undergraduate biomedical or health science students following the completion of the room. Likert-type scale statements in the feedback survey regarding the enjoyability, teamwork development and critical thinking within the game scored positively. Unsurprisingly, the recurring positive theme in the qualitative responses collected revolved around how participants found the activity fun and how it encouraged them to think critically. The present findings suggest that this escape room can in a brief period encourage students to employ communication and teamwork skills and naturally comes with an element of fun, making the experience memorable and engaging.

Liu, Q., Zhong, Z., & Nesbit, J. C. (2024). **Argument mapping as a pre-writing activity: Does it promote writing skills of EFL learners?** *Education and Information Technologies*, 29(7), 7895-7925. <https://doi.org/10.1007/s10639-023-12098-5>

Argumentation is a complex intellectual skill essential for academic achievement in a range of scholarly disciplines. Argumentative writing demands effective coordination of language use, reasoning processes, and background knowledge about a given topic. It

is a cognitively challenging activity, especially for students learning English as a Foreign Language (EFL). The Dialectical Map (DMap) is an open-source argument visualization tool that scaffolds argument analysis, evaluation, and construction. A quasi-experiment was conducted with 190 undergraduate EFL students to investigate the pedagogical value of DMapping as a pre-writing activity. The research also explored the effect of DMapping on student motivation in learning argumentation. We found the DMap functioned as an effective pre-writing tool for argumentative writing and promoted transfer of argumentation skills. DMapping facilitated more balanced arguments, and students reported positive experiences and attitudes toward learning argumentation with the DMap. This paper concludes with implications and future research directions for using the DMap as a cognitive tool to foster meaningful learning.

Luo, Y., Han, X., & Zhang, C. (2024). **Prediction of learning outcomes with a machine learning algorithm based on online learning behavior data in blended courses.** *Asia Pacific Education Review*, 25(2), 267-285. <https://doi.org/10.1007/s12564-022-09749-6>

Learning outcomes can be predicted with machine learning algorithms that assess students' online behavior data. However, there have been few generalized predictive models for a large number of blended courses in different disciplines and in different cohorts. In this study, we examined learning outcomes in terms of learning data in all of the blended courses offered at a Chinese university and proposed a new classification method of blended courses, in which students were primarily clustered on the basis of their online learning behaviors in blended courses using the expectation-maximization algorithm. Then, the blended courses were classified on the basis of the cluster of students who were present in the course and had the highest proportion. The advantage of this method is that the criteria used for classification of the blended courses are clearly defined on the basis of students' online behavior data, so it can easily be used by machine learning systems to algorithmically classify blended courses based on log data collected from a learning management system. Drawing on the classification of the blended courses, we also proposed and validated a general model using the random forest algorithm to predict learning outcomes based on students' online behaviors in blended courses with different disciplines and different cohorts. The findings of this study indicated that after blended courses were classified on the basis of students' online behavior, prediction accuracy in each category increased. The overall accuracies for Course I (380 courses out of 661 after screening), L (14 courses out of 661 after screening), A (237 courses out of 661 after screening), V (8 courses out of 661 after screening), and H (22 courses out of 661 after screening) were 38.2%, 48.4%, 42.3%, 42.4%, and 74.7%, respectively. According to these results, it was found that a prerequisite for the accurate prediction of students' learning outcomes in a blended course was that most students should be highly engaged in a variety of online learning activities rather than being focused on only one type of activity, such as only watching online videos or submitting online assignments. The prediction model achieved accuracies of 80.6%, 85.3%, 63%, 54.8%, and 14.3% for grades A, B, C, D, and F in Course H, respectively. The results demonstrated the potential of the proposed model for accurately predicting learning outcomes in blended courses. Finally, we found that there was no single online learning behavior that had a dominant effect on the prediction of students' final grades.

Nassif-Gouin, C., April, É., & Sauvaget, L. (2024). **La maîtrise de la compétence en numératie, ça compte pour nos étudiant·es.** *Diversité, Réussite[s] dans l'Enseignement*

Supérieur (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569172>

Ostovar-Namaghi, S. A., Morady Moghaddam, M., & Rad, E. (2024). **The effect of interactive games on English language learners' reading comprehension and attitudes.** *Asia Pacific Education Review*, 25(2), 399-409. <https://doi.org/10.1007/s12564-023-09883-9>

This study investigates the effect of interactive games on improving reading comprehension skills and attitudes toward games among Iranian learners of English as a foreign language. In this quantitative study, the participants in the control group received reading comprehension instruction through traditional models of teaching reading while the participants in the experimental group developed their reading skills through participating in interactive games. A reading comprehension test was administered as a posttest. The mean performance of the two groups was compared by performing an independent-samples t-test and a paired-samples t-test. The analysis revealed that participants in the experimental group ($N = 30$, $M = 26.33$, $SD = 2.80$) significantly outperformed those in the control group ($N = 30$, $M = 16.80$, $SD = 3.71$) in the posttest. Moreover, an examination of the participants' perceptions showed they have a positive attitude toward games. The findings of this study suggest that interactive games are powerful tools for improving student engagement, motivation, and learning outcomes in the classroom. The study also provides some practical suggestions for further research.

Shadiev, R., Wang, X., Chen, X., Gayevskaya, E., & Borisov, N. (2024). **Research on the impact of the learning activity supported by 360-degree video and translation technologies on cross-cultural knowledge and attitudes development.** *Education and Information Technologies*, 29(7), 7759-7791. <https://doi.org/10.1007/s10639-023-12143-3>

Recent evidence suggests that not many studies on technology-supported cross-cultural learning considered creating authentic, immersive learning environments and addressing the language barrier in communication among representatives of different cultures which are very critical matters in the field. The present study attempted to address this gap. To this end, we designed the cross-cultural learning activity supported by 360-degree video technology and artificial intelligence-based translation tool. Eleven students from China and thirteen students from Russia participated in the activity. They used 360-degree video technology to create virtual reality (VR) cultural content which enabled authentic, immersive cross-cultural learning experiences. They also used AI-based translation technology to bridge the language barrier when communicating and exchanging culture-related information with each other in their native language. With such learning activity, we aimed to facilitate cross-cultural knowledge and attitudes of the participants. We used the convergent mixed methods design, i.e. both qualitative and quantitative data were collected, related and interpreted in response to the research questions. Personal meaning maps (PMMs) were used to measure knowledge of the students in three aspects (i.e. categories of cross-cultural knowledge, number of related and unrelated concepts, and emerged concepts) before and after the activity. We compared PMM outcomes obtained before the learning activity with those obtained after the activity using a statistical method in order to explore cross-cultural knowledge development. In addition, development in cross-cultural knowledge of the students after participating in the learning activity was explored based on the qualitative data. That is, content of 360-degree videos was analyzed and such qualitative findings were used to support the results of the statistical test. Next, cross-cultural attitudes development was

explored in four aspects (i.e. interest, curiosity, openness, and respect) using interviews. Finally, participants' perceptions of the technological support were also researched. The results showed that the cross-cultural learning activity supported by technologies were beneficial for knowledge and attitudes development. More specifically, the activity helped the students acquire cross-cultural knowledge in eight categories. The number of related concepts significantly increased whereas the number of unrelated concepts significantly decreased because of the activity. The students were able to identify, compare and contrast cultural differences, and they maintained an open and respectful attitude toward the culture of their partners after the study; they lacked such knowledge and abilities prior to the study. Finally, the participants positively perceived the technological support. Based on the results, it is suggested that educators and researchers employ 360-degree video and translation technologies in their design of learning activities when focusing on cross-cultural knowledge and attitudes development. Such approach was found to be beneficial to facilitate learning outcomes as authentic and immersive cross-cultural learning environments were created and the language barrier was addressed. The study makes the following contributions: (1) we designed the learning activity supported by 360-degree video and translation technologies to create authentic and immersive cross-cultural learning environments in which the language barrier was addressed, (2) we tested the feasibility of the learning activity supported by technology to facilitate cross-cultural knowledge and attitudes of the participants, and (3) we explored the accuracy rate of translation technology and perceptions of students regarding the learning activity supported by technology. The authenticity of the present study lies in the creation of the technology-supported cross-cultural learning environment in which the students had authentic and immersive learning experiences and were able to communicate with each other without any language barriers.

Sylwia, P., Barzykowski, K., Tracz-Krupa, K., Cassar, V., & Said, E. (2024). **Developing cross-cultural competence of students through short-term international mobility programme.** *International Journal of Training and Development*, 28(2), 169-188. <https://doi.org/10.1111/ijtd.12315>

In the era of higher education institutions' internationalisation, international student mobility is viewed as a crucial educational tool for enhancing the cross-cultural competence of learners. This paper aims to present research findings on the development of cross-cultural competence (skills, knowledge, and attitudes) among students participating in a short-term international mobility programme. The study involved 45 students from five European universities located in Kosovo, the Czech Republic, Poland, Belgium, and Malta. We utilised three scales in our methodology: the Cross-Cultural Adaptability Inventory, the Multicultural Personality Questionnaire, and the Intercultural Sensitivity Scale, along with data from a structured diary. Our findings indicate that students who took part in this programme expanded their knowledge through various trainings and workshops during each study visit abroad. Students not only gained new knowledge and specific skills (e.g., conflict management, negotiation skills), and behaviours (e.g., tolerance, openness, trust), but they also improved previously acquired competencies, such as professional and linguistic ones (English fluency). This study contributes to the scientific understanding of cross-cultural competence development and may also be valuable in designing intercultural training and mobility programmes for students.

Tarekegne, C., Wesselink, R., Biemans, H. J. A., & Mulder, M. (2024). **The effects of comprehensive competence-based training on competence development and performance improvement of smallholder farmers: An Ethiopian case study.** *International Journal of Training and Development*, 28(2), 119-151. <https://doi.org/10.1111/ijtd.12314>

Low yield/hectare gains, food insecurity and environmental unsustainability are challenges experienced by the agriculture sector in Ethiopia despite substantial government investment. Although there are many factors that contribute to the poor performance of the sector, smallholder farmer competence gaps are principal among them. This study aims to examine the effects of Comprehensive Competence-Based Training (CCBT) on the competence development and performance improvement of smallholder farmers using the authentic professional core task during maize planting as a problem context. We applied a 3-week randomized (control group pretest posttest) design and single-blind field experiment to test the impact of CCBT through provision of a training to two comparable farmer groups using conventional 'Low-CBT' and innovative 'High-CBT' implementation levels. The samples included 'High-CBT' (N = 220) and 'Low-CBT' (N = 220) groups of smallholder farmers in the West Gojjam Zone in Ethiopia. Data on competence development and performance improvement of farmers were collected from themselves, trainer Development Agents and Trained Assessors. The yield in quintal/hectare gains for each smallholder farmer was collected twice (before and after the intervention). Repeated (pretest, posttest) MANOVA and ANOVA measurements were used to analyze the data. The results revealed that the development of smallholder farmer competence in 'High-CBT' was higher than in 'Low-CBT' training. Comparisons of performance in both the authentic job situation and in terms of yield in quintal/hectare gains in the two groups revealed a better performance of both groups. However, the 'High-CBT' group performed better than the 'Low-CBT' group in both the authentic job situation and in terms of yield in quintal/hectare gains. We obtained 31 and 41 quintal/hectares of maize for the 'Low-CBT' and 'High-CBT' groups, respectively, which are better than the baseline average 22 quintal/hectare for both groups. These findings underscore the relevance of CCBT, especially when the design principles of CBE are integrated well in the training programme (which was called 'High-CBT level'), for improving performance, in this case gain in yield per hectare of smallholder farmers, which potentially results in the increase of household food security.

Vargas-Montoya, L., Gimenez, G., & Tkacheva, L. (2024). **Only gifted students benefit from ICT use at school in mathematics learning.** *Education and Information Technologies*, 29(7), 8301-8326. <https://doi.org/10.1007/s10639-023-12136-2>

Previous literature highlights the potential of ICT use to enhance mathematical learning. There are also several theoretical arguments supporting that gifted education benefits from ICT use. However, empirical studies have paid little attention to the relationship between ICT use and gifted students' mathematics performance. It is also unclear whether and why this relationship differs between gifted students and their peers. For the first time, we tested this relationship by using a large-scale multinational sample of 236,938 adolescents attending 10,213 schools in 44 countries in several contexts from the Programme for International Student Assessment Questionnaire (PISA) 2018. We estimated a hierarchical linear model (HLM) and found that only gifted students benefit from ICT use in mathematics learning. The higher their level of performance, the more beneficial ICT use is for gifted students. This relation is negative in the case of the rest of the students. Based on theoretical arguments, we also explain the likely reasons that lay behind this different relationship between gifted students and their peers. The findings

illustrate that policymakers should consider a differentiated approach to ICT use at school depending on the students' level of performance. Gifted students could benefit more from ICT use in learning and the rest of the students from teaching with more human interaction.

Yang, W., Yang, X., Lu, C., & Li, M. (2024). **Student- and school-level perceived ICT competence and academic performance in Chinese rural schools: a multilevel analysis.** *Asia Pacific Education Review*, 25(2), 425-438. <https://doi.org/10.1007/s12564-023-09890-w>

The relationship between Information and Communication Technology (ICT) and academic performance is a controversial issue that has attracted increasing attention from administrators, policymakers, and researchers. The relationship between perceived ICT competence and the academic performance of rural students deserves particular attention. Although a small but growing body of research has examined the relationship between perceived ICT competence and student academic performance, few studies have viewed perceived ICT competence as a multilevel construct. This study aimed to fill this gap by examining the relationship between multilevel perceived ICT competence (i.e., student- and school-level perceived ICT competence) and student academic performance using a sample of 5530 students from 156 schools in rural China. Two-level hierarchical linear modeling results indicated that student- and school-level perceived ICT competence could predict academic performance. Furthermore, school-level perceived ICT competence could moderate the relationship between student-level ICT competence and academic outcomes. Specifically, the role of student-level perceived ICT competence showed heterogeneity across schools. Academic performance was strongly correlated with student-level perceived ICT competence in schools with a low level of perceived ICT competence; in contrast, this outcome was not observed in schools with a high level of perceived ICT competence. The findings suggest that administrators and policymakers in China should pay special attention to rural schools where perceived ICT competence is low and consider providing services for students in these schools to promote educational equity.

Zakwandi, R., Istiyono, E., & Dwandaru, W. S. B. (2024). **A two-tier computerized adaptive test to measure student computational thinking skills.** *Education and Information Technologies*, 29(7), 8579-8608. <https://doi.org/10.1007/s10639-023-12093-w>

Computational Thinking (CT) skill was a part of the global framework of reference on Digital Literacy for Indicator 4.4.2, widely developed in mathematics and science learning. This study aimed to promote an assessment tool using a two-tier Computerized Adaptive Test (CAT). The study used the Design and Development Research (DDR) method with four stages of data collection: expert judgment, usability test, simulation study, and student feedback. The two-tier questions have been tested empirically and fit with the Generalized Partial Credit Model (GPCM) or 2 Parameter Logistic (2PL). This study proved that the CAT could be used to estimate students' CT with a minimum different Standard Error of Measurement (different SEM) or close to zero (~ 0.001). According to the expert judgment, CAT was proper for measurement with a feasibility of 90.23%. The usability test proved that CAT was feasible to use, with satisfaction of 79.51%. Furthermore, the simulation study or empirical measurement explained that students' CT at the high school level were greater than at the middle and lower school levels. Thus, CAT were empirically proven to estimate students' CT accurately. Finally, students' feedback

showed that the acceptance from students' feedback is 74.40% with a very satisfactory category.

Aspects économiques de l'éducation

Arenas, A., & Calsamiglia, C. (2023). **Gender Differences in High-Stakes Performance and College Admission Policies** (Working Paper N° 2023/13). Consulté à l'adresse Institut d'Economia de Barcelona (IEB) website: <https://econpapers.repec.org/paper/iebwpaper/doc2023-13.htm>

The Gale-Shapley algorithm is one of the most popular college allocation mechanism around the world. A crucial policy question in its setting is designing admission priorities for students, understanding how they disadvantage certain demographic groups, and whether these differences are related to differences in college performance potential (i.e., whether these differences are fair). Studying a policy change in Spain, we find a negative effect of increasing the weight of standardized high-stakes exams on female college admission scores, driven by students expected to be at the top. The effect on admission scores does not affect enrolment, but the percentage of female students in the most selective degrees declines, along with their career prospects. Using data on college performance of pre-reform cohorts, we find that female students most likely to lose from the reform tend to do better in college than male students expected to benefit from the reform. The results show that rewarding high-stakes performance in selection processes may come along with gender differences unrelated to the determinants of subsequent performance.

Baker, M., Halberstam, Y., Kroft, K., Mas, A., & Messacar, D. (2024). **The Impact of Unions on Wages in the Public Sector: Evidence from Higher Education** (NBER Working Paper N° 32277). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/32277.htm>

We study the effects of the unionization of faculty at Canadian universities from 1970-2022 using an event-study design. Using administrative data which covers the full universe of faculty salaries, we find strong evidence that unionization leads to both average salary gains and compression of the distribution of salaries. Our estimates indicate that salaries increase on average by 2 to over 5 percent over the first 6 years post unionization. These effects are driven largely by gains in the bottom half of the wage distribution with little evidence of any impact at the top end. Our evidence indicates that the wage effects are primarily concentrated in the first half of our sample period. We do not find any evidence of an impact on employment.

Beroud, F. (2024). **Le financement de la recherche et de l'enseignement supérieur par les collectivités territoriales entre 2020 et 2023**. Note Flash du SIES, (7), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-04/nf-sies-2024-07-32703.pdf>

En 2022, les collectivités territoriales déclarent avoir dépensé 1,4 milliard d'euros (Md€) au profit de l'enseignement supérieur et de la recherche (ESR), en recul de 0,2 Md€ par rapport à 2021. 711 M€ ont été dépensés en faveur de la recherche et du transfert de technologie (R&T), dont 38 % en aides en direction des entreprises innovantes et en transfert de technologie. Les collectivités territoriales ont également dépensé 652 M€ en faveur de l'enseignement supérieur et de la vie étudiante (ES&VE), 47 % de ce budget ayant financé des opérations immobilières.

Braccioli, F., Ghinetti, P., Moriconi, S., Naguib, C., & Pellizzari, M. (2024). **Education expansion, college choice and labour market success** (Working Paper N° 2024-iFlame-02). Consulté à l'adresse IESEG School of Management website: <https://econpapers.repec.org/paper/ieswpaper/e202409.htm>

We study the choice of acquiring STEM college education using variation induced by the proximity to universities offering different types of programs. We adopt the methodology by Heckman and Pinto (2018) allowing the identification of the distribution of response types and treatment effects with multiple unordered choices. We combine survey data for Italy with historical information about the founding dates of all universities and faculties. We find that most compliers are women at the margin of choosing STEM education versus not going to college. Expanding the supply of STEM education could reduce the gender gap in STEM by 20%.

Brade, R., Himmler, O., Jaeckle, R., & Weinschenk, P. (2024). **Helping Students to Succeed – The Long-Term Effects of Soft Commitments and Reminders** (CESifo Working Paper Series N° 11001). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11001.htm>

To study whether a soft commitment device can help students succeed, we conduct a randomized field experiment and follow a cohort of tertiary students over six years. Students can commit to following their recommended study program structure, and they receive reminders each semester. This easily implementable, low-cost intervention is highly effective: it increases the five-year graduation rate (+15 percentage points) and reduces time to graduation (-0.42 semesters), driven by reduced dropout and an increase in credits obtained per semester. The effects are stronger for suspected procrastinators. A treatment only reminding students to follow the program structure has limited effects.

Carrasco, R., & González-González, D. (2024). **The impact of obesity on human capital accumulation: Exploring the driving factors** (Working Paper N° 2024-03). Consulté à l'adresse FEDEA website: <https://econpapers.repec.org/paper/fdafdaddt/2024-03.htm>

This study examines the impact of childhood obesity on the academic performance and human capital accumulation of high school students using data from Spain. To address potential endogeneity issues, we exploit the exogenous variation in obesity within peer groups. Specifically, we use the prevalence of obesity by gender in students' classes as an instrumental variable for individual obesity. The results indicate that obesity has a negative impact on academic achievement, particularly on general scores for girls, cognitive abilities as measured by CRT scores, financial abilities, and English grades for both boys and girls. In addition, we found a negative impact of obesity on girls' mathematics scores, while boys experienced a positive impact. We identify several key drivers of these effects, including teacher bias, psychological well-being, time preferences, and expectations related to labor market discrimination. Our analysis sheds light on the multiple influences of childhood obesity on academic outcomes and highlights the need for targeted interventions.

Delaney, J. M., & Devereux, P. J. (2024). **Gender Differences in Graduate Degree Choices** (IZA Discussion Paper N° 16918). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16918.htm>

While gender differences in the decision of what to study at undergraduate level are much studied, there is relatively little attention paid to subsequent study decisions of graduates. Given the increased importance of graduate education in recent decades, these decisions can have major labour market implications. In this paper, we use administrative data from Ireland to study these choices. We find systematic and substantial differences by gender in choice of graduate field, even when taking account of the exact undergraduate programme attended and a large set of controls measuring academic interests and aptitudes. Female graduates are less likely to do further study in STEM fields and more likely to enter teaching and health programmes. When we explore the effect of these choices on early career gender gaps in earnings, we find that they tend to exacerbate earnings gaps. Even after accounting for the exact undergraduate programme and detailed school subject choices and grades, there is an 8% gender gap in earnings at age 33 for persons who pursued a graduate degree; the choice of graduate programme can explain about 15% of that gap.

Fays, V., Mahy, B., & Ryckx, F. (2024). **Do migrants displace native-born workers on the labour market? The impact of workers' origin** (LIDAM Discussion Papers IRES N° 2024004). Consulté à l'adresse Université catholique de Louvain, Institut de Recherches Economiques et Sociales (IRES) website: <https://econpapers.repec.org/paper/ctlouvir/2024004.htm>

This article is the first to examine how 1st-generation migrants affect the employment of workers born in the host country according to their origin, distinguishing between natives and 2nd-generation migrants. To do so, we take advantage of access to a unique linked employer-employee dataset for the Belgian economy enabling us to test these relationships at a quite precise level of the labour market, i.e. the firm level. Fixed effect estimates, including a large number of covariates, suggest complementarity between the employment of 1st-generation migrants and workers born in Belgium (both natives and 2nd-generation migrants, respectively). Several sensitivity tests, considering different levels of aggregation, workers' levels of education, migrants' region of origin, workers' occupations, and sectors corroborate this conclusion.

Finseraas, H., Nyhus, O. H., Salvanes, K. V., & Sandsør, A. M. J. (2024). **Sustained Effects of Small-Group Instruction in Mathematics** (CESifo Working Paper Series N° 11021). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11021.htm>

Recent research suggests that using additional teachers to provide small-group instruction or tutoring substantially improves student learning. However, treatment effects on test scores can fade over time, and less is known about the lasting effects of such interventions. We leverage data from a Norwegian large-scale field experiment to examine the effects of small-group instruction in mathematics for students aged 7-9. This intervention shares many features with other high-impact tutoring programs, with some notable exceptions: instruction time was kept fixed, it had a lower dosage, and it targeted students of all ability levels. The latter allows us to assess fadeout across the ability distribution. Previous research on this intervention finds positive short-run effects. This paper shows that about 60% of the effect persists 3.5 years later. The effect size and degree of fadeout are surprisingly similar across the ability distribution. The study demonstrates that small-group instruction in mathematics successfully targets student performance and that effects can be sustained over time.

Freund, R., Favara, M., Porter, C., & Behrman, J. (2024). **Social Protection and Foundational Cognitive Skills during Adolescence: Evidence from a Large Public Works Program.** *The World Bank Economic Review*, 38(2), 296-318. <https://doi.org/10.1093/wber/lhad035>

Many low- and middle-income countries have introduced public works programs (PWPs) to fight poverty. This paper provides the first evidence that children from families who benefit from PWPs show increased foundational cognitive skills. The results, based on unique tablet-based data collected as part of a long-standing longitudinal survey, show positive associations between participation in the Productive Safety Net Programme (PSNP) in Ethiopia during childhood with long-term memory and implicit learning, and suggestive evidence for working memory. These associations appear to be strongest for children whose households were still PSNP participants in the year of data collection. Evidence suggests that the association with implicit learning may be operating partially through children's time reallocation away from unpaid labor responsibilities, while the association with long-term memory may in part be due to the program's success in remediating nutritional deficits caused by early-life rainfall shocks.

Ha, T. (2024). **Does an economic crisis deflate education bubble and inequality? Lessons from South Korea 1997–2020.** *Asian-Pacific Economic Literature*, 38(1), 75-92. <https://doi.org/10.1111/apel.12403>

Rapid education expansion has been a main driver of the remarkable economic growth in South Korea for last decades. However, in recent times, its excessive education credentialism is considered a hurdle against further developments. This study examined whether education bubble and inequality decreased during the Asian Financial Crisis 1997–98, the Global Financial Crisis 2008–09, and the COVID-19 pandemic 2020. It tracked quarterly distributional changes in private education expenditure of Korean households with Changes-in-Changes. The findings indicate that Korean households postponed private education expenditure cut in the first quarter of the crises to prevent their children from falling behind in severe education competition. Then, they temporarily downsized it in the second quarter. During the pandemic, vulnerable students experienced higher fluctuations in private education expenditure than they did in previous crises closely related to disproportionate effects of the pandemic on household income and consumption expenditure. Therefore, this study suggests more expansionary measures for disadvantaged students to recover from a learning loss and improving the public education system as a fundamental measure to mitigate severe private education dependency.

Hajar, A., & Karakus, M. (2024). **Throwing light on fee-charging tutoring during the global pandemic in Kazakhstan: implications for the future of higher education.** *Asia Pacific Education Review*, 25(2), 313-325. <https://doi.org/10.1007/s12564-023-09831-7>

This mixed-methods study explored the nature, effectiveness, and policy implications of the fee-charging private supplementary tutoring (PT)—including online—that first-year Kazakhstani university students attended over the last 12 months. The data were collected from 952 participants using a close-ended questionnaire followed by semi-structured online interviews with 22 participants. The study found that the PT market expanded during the COVID-19 pandemic, during which 750 out of the 952 participants (81%) received PT. Lack of parental follow-up, limited preparation by schoolteachers on how to deliver online classes during the pandemic, and insufficient support by regular schools for students taking university entrance examinations prompted the participants

to seek PT, mainly to obtain state tuition grants for highly selective universities. Despite the health risks of face-to-face PT during the COVID-19 pandemic, several participants did take part in it. The participants exercised their agency by reflecting not only on the drawbacks of online PT but also its advantages, including saving time, energy, and money and being able to revisit the taught material several times, thus, enhancing comprehension. The pedagogical implications of fair access to higher education and regulating PT by introducing codes of practice are presented.

Han, E. S., & Garcia, E. (2024). **The Effect of Changes in Legal Institutions Weakening Teachers' Unions on Districts' Spending on Teacher Compensation.** *American Journal of Education*, 130(2), 239-273. <https://doi.org/10.1086/728231>

Purpose: The unanticipated changes in state legislation in Idaho, Indiana, Michigan, Tennessee, and Wisconsin in 2011–12 significantly restricted or entirely prohibited the collective bargaining rights of teachers. Considering these institutional changes as a natural experiment, we examine the causal impact of weakening teacher unionization on districts' spending on teacher compensation. Research Methods/Approach: We merge two nationally representative data sets from the United States: the Local Education Agency (School Districts) Finance Survey (F-33) and the Stanford Education Data Archive (SEDA) in 2009–16. We identify the effect of the institutional changes regarding teachers' unions by employing a difference-in-difference estimation and synthetic control method, exploiting district-level national data on spending on teacher compensation. Findings: We find that the antiunion institutional changes substantially reduced districts' spending on both teacher salaries and benefits. The negative impact is larger for the districts located at the bottom of the distribution of spending than for districts at the top. Implications: Our study suggests that the antiunion legal changes will raise income inequality among teachers, and the increased inequality in compensation among teachers may translate into greater performance gaps between students, if teachers receiving lower compensation are more likely to quit teaching or to move to districts that pay more. Therefore, the negative effects of the antiunion legal changes be even greater in the long run if the current trends persist.

Kenedi, G. (2024). **Beyond the enrolment gap: Financial barriers and high-achieving, low-income students' persistence in higher education** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdp/dp1987.htm>

High-achieving, low-income students enrol in and graduate from higher education at lower rates than their high-income peers. While much work has focused on understanding their enrolment decision (extensive margin), less is known about what influences their persistence (intensive margin). This paper investigates whether credit constraints play a dominant role for the latter. Using exhaustive administrative data for France and a regression discontinuity design, I estimate the impact of automatically granting generous additional aid to enrolled high-achieving, low-income students. Eligibility is communicated too late to affect initial enrolment, allowing me to recover the pure effect on the intensive margin. I find this aid had precisely estimated null effects on persistence, graduation, and enrolment in graduate school, and did not induce switches to higher quality degrees. This suggests non-financial factors explain much of these students' observed attrition over time.

Mountjoy, J. (2024). **Marginal Returns to Public Universities** (NBER Working Paper N° 32296). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/32296.htm>

This paper studies the causal impacts of public universities on the outcomes of their marginally admitted students. I use administrative admission records spanning all 35 public universities in Texas, which collectively enroll 10 percent of American public university students, to systematically identify and employ decentralized cutoffs in SAT/ACT scores that generate discontinuities in admission and enrollment. The typical marginally admitted student completes an additional year of education in the four-year sector, is 12 percentage points more likely to earn a bachelor's degree, and eventually earns 5-10 percent more than their marginally rejected but otherwise identical counterpart. Marginally admitted students pay no additional tuition costs thanks to offsetting grant aid; cost-benefit calculations show internal rates of return of 19-23 percent for the marginal students themselves, 10-12 percent for society (which must pay for the additional education), and 3-4 percent for the government budget. Finally, I develop a method to disentangle separate effects for students on the extensive margin of the four-year sector versus those who would fall back to another four-year school if rejected. Substantially larger extensive margin effects drive the results.

Paffenholz, M. (2024). **Adolescents' Mental Health and Human Capital: The Role of Socioeconomic Rank** [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/crcr224_5f2024_5f526.htm

I provide evidence on the causal effects of a student's relative socioeconomic status during high school on their mental health and human capital development. Leveraging data from representative US high schools, I utilize between-cohort differences in the distributions of socioeconomic status within schools in a linear fixed effects model to identify a causal rank effect. I find that a higher rank during high school improves a student's depression scores, cognitive ability, self-esteem and popularity. The rank effects are persistent with long-lasting consequences for adult depression and college attainment. Additional analyses emphasize the role of inequality in exacerbating these rank effects.

Quadlin, N., Conwell, J. A., & Rouhani, S. (2024). **The Economic Context of Higher Education Expansion: Race, Gender, and Household Finances Across Cohorts and Generations**. *Journal of Family and Economic Issues*, 45(2), 430-443. <https://doi.org/10.1007/s10834-023-09918-8>

This article assesses how the economic context of higher education expansion since the mid-20th century has shaped families' financial lives—in terms of income and wealth/debt—as well as how these trends have differed for Black and White women and men. We use data from the NLSY-79 (comprising trailing-edge Baby Boomers) and NLSY-97 (comprising early Millennials) to show how academically similar students in these two cohorts fared in terms of educational attainment, household income, household wealth, and total student debt accrued by age 35. While we discuss findings across race-gender groups, our results call attention to the education-related economic disadvantages faced by Black women that have accelerated across cohorts. Over time, Black women's educational attainment has increased substantially, and high-achieving Black women, in particular, have become uniquely likely to progress beyond the BA. But while high-achieving Black women have made many advances in higher education, they also have

become more likely than similarly high-achieving White men, White women, and Black men to have zero or negative wealth at the household level, and to accrue student debt for themselves and for their children. Our findings demonstrate that the costs of expanded access to credit for higher education have not been borne equally across race, gender, and achievement, and that these patterns have multigenerational financial consequences for college attendees and their families.

Aspects psychologiques de l'éducation

Allix, P., Lubin, A., Lanoë, C., Mortier, A., & Rossi, S. (2024). **Impact of the Metacognitive Educational Program Cogni'Scol on the Academic Success of Middle School Students.** *Mind, Brain, and Education*, 18(2), 173-186. <https://doi.org/10.1111/mbe.12398>

What can be done to promote the academic success of learners? More than a question, it is a major challenge of our time. In this perspective, metacognition seems to be a way to empower learners to take ownership of their academic success. Considering the recommendations established in the literature, we co-constructed with teachers a metacognitive educational program, called Cogni'Scol, based on brain functioning in learning. Its benefits were determined through a longitudinal study focusing on the academic success of French students. We followed sixth grade students over a two-year period who either benefited or not from a weekly session of the Cogni'Scol program. Results showed a significant effect on students' knowledge and representations of brain functioning but not on the students' academic performances mediated by improvements in their metacognition. We conclude with pragmatic reflections for researchers and educational professionals interested in the implementation of educational programs based on brain functioning in learning.

Bakar-Corez, A., & Kocaman-Karoglu, A. (2024). **E-dishonesty among postgraduate students and its relation to self-esteem.** *Education and Information Technologies*, 29(7), 8275-8300. <https://doi.org/10.1007/s10639-023-12105-9>

Academic dishonesty is basically defined as unethical or undeserved behavior by students within an educational setting. Although numerous studies have been published that were conducted with undergraduate students, much less is known about the e-dishonesty of postgraduate students. In this study, besides determining the status of e-dishonesty levels of postgraduate students, the relationship between e-dishonesty and self-esteem was also investigated. The study was conducted with 223 postgraduate students registered to master's or doctoral degree programs and working as research assistants in education faculties of universities located in Turkey. The study's results revealed a low level of e-dishonesty among the participants, and a significant and negative, low-level relationship between e-dishonesty and self-esteem. The master's students were found to be more likely to engage in e-dishonesty than those studying for a PhD, as were postgraduate students with 1–3 years of computer use experience compared to other groups. The e-dishonesty levels of the postgraduate students were not found to change according to their gender, daily computer or Internet use habits, or their Internet use experience.

Bournaud, I., & Pamphile, P. (2023). **Intelligence émotionnelle et stratégies d'apprentissage des primo-entrants à l'Université.** *Formation et profession: revue scientifique internationale en éducation*, 31(3), 1. <https://doi.org/10.18162/fp.2023.844>

Parmi les facteurs explicatifs de la réussite en première année universitaire, un intérêt grandissant s'est porté sur l'intelligence émotionnelle (IE), définie comme un ensemble d'habiletés et de dispositions en lien avec la perception, la compréhension et la gestion des émotions des autres et de soi-même. Le travail présenté étudie le lien entre l'IE, mesuré par l'EI-Trait, et les stratégies d'apprentissage des étudiantes et des étudiants primo-entrants à l'université. Connaître les caractéristiques de cette population permet de concevoir des dispositifs d'accompagnement à la réussite adaptés à leurs besoins

Brinkley, A. J. (2024). **Physical activity, sports participation and school exclusion: An analysis of the millennium cohort study.** *British Journal of Educational Psychology*, 94(2), 571-585. <https://doi.org/10.1111/bjep.12664>

Background Physical activity and modes of sport are widely adopted to promote health, wellbeing, behavioural outcomes and educational attainment in young people excluded from education. However, little is known about the physical activity or sports involvement of excluded young people or the role of participation on predictors and outcomes associated with exclusion. **Aims** The study aimed to understand (i) how active excluded young people are, (ii) whether predictors of school exclusion are influenced by participation in physical activity or sport and (iii) if physical activity or sports participation moderates the relationship between school exclusion and health, behavioural and educational outcomes. **Methods** Millennium Cohort Study Wave 6 data were analysed using linear multiple regression models. Participants were 11,066 young people. Dependent variables were physical activity or sports participation. Independent variables included school exclusion, body composition and physical health, cognitive and educational outcomes, crime, anti-social and harmful behaviours, mental health and individual demographic predictors. **Results** Multiple regression analysis of Millennium Cohort Study Wave 6 data indicates young people excluded from education participate in more ($+20.71 \pm 9.72$, $p = .03$) minutes of physical activity but less (-22.38 ± 32.52 , $p = .49$) minutes of sport than non-excluded participants. Physical activity or sport did not influence predictors or outcomes associated with exclusion. **Conclusion** Findings indicate young people excluded from education participate in 8% more MVPA, but 13% less sport than peers not excluded from education. These findings highlight concerns related to the provision of school sports and physical education opportunities for young people excluded from education. Moreover, these findings question the role of physical activity or sport as a silver bullet within UK educational policy.

Cojean, S., & Grand, M. (2024). **Note-taking by university students on paper or a computer: Strategies during initial note-taking and revision.** *British Journal of Educational Psychology*, 94(2), 557-570. <https://doi.org/10.1111/bjep.12663>

Background Taking notes during learning has benefits both during class (through writing things down to encode information) and after class (by using written notes as external storage for revision). Comparisons of note-taking methods (i.e., using paper or a computer) have mainly shown that paper leads to better learning. However, previous studies have mostly been conducted in laboratory contexts. **Aims** The current study investigates university students' perceptions of the efficacy of their own preferred note-taking method, along with the strategies they employ. **Sample Data** were collected from 108 university students. **Methods** Students answered a questionnaire about their note-taking strategies during initial note-taking (in class) and revision (after class). **Results** The results show that students who take notes on paper do not consider their method to be more effective, but they report engaging in more reformulation and less multitasking.

Students who take notes on a computer are more likely to reformat their notes, and thus to reformulate at a later stage. For all students, review sheets are mostly done on paper. Conclusions These results suggest that although students are not necessarily aware of the benefits of reformulation associated with handwriting on paper during initial note-taking, when revising, they tend to choose handwriting and benefit from reformulation when aiming for deeper processing. Therefore, revision activities remain mainly paper-based.

Cui, T., Liu, Q., & Shen, N. (2024). **A reciprocal association between interpersonal relationship quality and student's positive affect: A three-wave random intercept cross-lagged study in a Chinese primary mathematics learning context.** *British Journal of Educational Psychology*, 94(2), 601-621. <https://doi.org/10.1111/bjep.12669>

Aim This study adopted a three-wave random intercept cross-lagged panel model to explore the longitudinal reciprocal relationships between (a) the teacher–student relationship (TSR) quality and (b) the parent–child relationship (PCR) quality and positive affect among Chinese primary school students. Samples Two primary school student samples, including 3505 and 2505 students, were tracked with their perceived relationship quality with math teachers and parents and their positive affect levels in mathematics learning over three academic years. Results The results demonstrated that more closeness with parents could significantly predict students' subsequent higher level of positive affect in mathematics learning. However, more closeness with their math teachers did not show significant prediction. Meanwhile, more conflict with math teachers and parents could significantly predict their subsequent lower degree of perceived positive affect in mathematics learning. That is, a reciprocal association lines in the PCR quality and positive affect, whereas only a unidirectional association exists between the TSR and positive affect. The predictions of the experienced positive affect on their perceived interpersonal relationships with math teachers and parents were stronger than those in the reverse association. Conclusions This study identifies that while the effects of closeness with math teachers and parents on positive affect in students' math learning differ, conflict with math teachers and parents indeed harms students' experienced positive affect in math learning. More attention should also be paid to fostering positive affect in math learning.

Dempsey, C., Devine, R., Fink, E., & Hughes, C. (2024). **Developmental links between well-being, self-concept and prosocial behaviour in early primary school.** *British Journal of Educational Psychology*, 94(2), 425-440. <https://doi.org/10.1111/bjep.12654>

Background Well-being is a key aspect of children's education, yet measurement issues have limited studies in early primary school. Aims The current 12-month longitudinal study assesses the temporal stability of child- and parent-reported school well-being and examines developmental links with academic self-concept and parent-rated prosocial behaviour. Sample(s) We tracked a sample of 206 children across the transition from the first (T1) to the second (T2) year of primary school (T1 child Mage = 5.3, SD = .46, 54.3% girls) and gathered ratings of well-being, prosocial behaviour and academic self-concept at both timepoints. Methods We used cross-lagged analyses to investigate developmental links between these three constructs. Results Parent and child reports of children's well-being showed similar temporal stability and converged over time, such that informants' reports showed a modest but significant correlation at T2. Girls reported greater well-being than boys at both timepoints and received higher parental ratings of well-being than boys at T2. For both girls and boys, associations between the constructs were asymmetric: early well-being predicted later self-concept and prosocial behaviour,

but the reciprocal associations were not significant. Conclusions These findings support the validity of young children's self-reported well-being, highlight the early onset of gender differences in school well-being and demonstrate that early well-being heralds later prosocial behaviour and positive academic self-concepts.

Douma, I., de Boer, A., & Minnaert, A. (2024). **Seeing myself through the eyes of my peers: Explaining the self-concept of students with and without special educational needs through acceptance and friendship.** *British Journal of Educational Psychology*, 94(2), 586-600. <https://doi.org/10.1111/bjep.12668>

Introduction Paving the way towards inclusive education, it is essential to aim for positive social outcomes for all students, including cultivating a positive self-concept and fostering acceptance and friendships with peers. Although self-concept, acceptance and friendships are interrelated, research focussing on the relationship between these constructs remains limited. Method This study examined the self-concept, acceptance and friendships of two groups of typically developing students in secondary education (n = 401) and two groups of students in special secondary education with either an intellectual disability (ID) (n = 58) or social, emotional and behavioural difficulties (SEBD) (n = 68). Results Lower self-concept scores were found for students with ID on some dimensions, whereas typically developing students reported lower acceptance and friendship scores. Multilevel analyses indicated that acceptance is a predictor for several different dimensions of self-concept in the different groups of students, but friendship is less likely to predict self-concept scores. Discussion The results of the study emphasize the importance of promoting peer acceptance amongst all students in inclusive school settings in order to realize the intended positive social outcomes of inclusive education.

Duff, C. (2024). **The Implementation of Mindfulness in Early Childhood: Diversity in the Uses and Functions of Mindfulness and What This may Mean for Children's Well-being.** *Mind, Brain, and Education*, 18(2), 187-199. <https://doi.org/10.1111/mbe.12399>

The growth of mindfulness is a global trend; however, the implementation of mindfulness practices in early childhood is a nascent phenomenon. There is a scarcity of research conducted for the purpose of understanding the implementation of mindfulness in early childhood. This study is, therefore, concerned with the functionality of mindfulness in early childhood within clinical and educational contexts. Using a qualitative design, 24 children aged four to five participated in focus groups, and eight primary school teachers and six clinicians participated in semi-structured interviews. Data were analyzed using inductive thematic analysis. Five diverse uses and functions of mindfulness were identified: social and emotional skills development, behavioral and emotional regulation, the recognition and awareness of emotional health and well-being, the promotion of resilience, and contributing to long-term outcomes for children. These findings contribute toward the interdisciplinary knowledge and research base for child well-being practices and the diversity in the use and functionality of mindfulness.

Duguet, A., & Morlaix, S. (2023). **Nature de l'engagement étudiant au cours du parcours universitaire : quelles différences entre les nouveaux arrivants à l'université et les étudiants en fin de cursus ?** *Revue française de pédagogie*, (220), 121-139. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-3-page-121.htm>

Dans cet article, nous portons notre attention sur la nature et l'évolution de l'engagement cognitif étudiant au cours du parcours universitaire. À l'appui de données collectées auprès de 1 126 étudiants d'une université française, nous montrons qu'il

existe une variabilité dans les différents concepts mesurant l'engagement cognitif des étudiants et que cette diversité est plus grande en début de carrière universitaire comparativement aux étudiants inscrits en master. De plus, les stratégies d'engagement varient entre étudiants aux différents niveaux du cursus. Les variables individuelles exercent un effet plus important sur les étudiants de première année que sur ceux de master.

E., S., & Benjamin, A. E. W. (2024). **Studying the student's perceptions of engagement and problem-solving skills for academic achievement in chemistry at the higher secondary level.** *Education and Information Technologies*, 29(7), 8347-8368. <https://doi.org/10.1007/s10639-023-12165-x>

Student engagement has emerged as a crucial factor in higher education, playing a vital role in shaping the overall quality of learning outcomes. It refers to the active involvement and participation of students in specific activities that research has consistently linked to improved academic achievements. The pervasiveness of the term 'student engagement' has significantly shaped the higher education landscape, reinforcing its importance in fostering effective learning environments. In the realm of higher education, educators are continuously exploring diverse pedagogical approaches to enhance student engagement through active learning. This study focuses on the problem-solving learning model and its implementation to foster a deeper understanding of student engagement, including their positive behaviour, participation in activities, and cognitive capabilities. In this study, a quasi-experimental design was employed, incorporating pre-test, post-test, and non-equivalent control group elements. This specific design was chosen due to the constraints of randomly assigning students to groups. Instead, intact classes were randomly selected and assigned to either the control or experimental groups. The sample study was 476 higher secondary-level chemistry students collected from different higher secondary schools. A multi-stage sampling technique was used to select schools from the target population. Initially, schools were selected using a purposive sampling technique, focusing on those with fully equipped chemistry laboratories and qualified chemistry teachers. Additionally, consideration was given to including both female and male students in co-educational chemistry classes, as gender was considered a relevant variable for the study. This study adopts a quasi-experimental design, utilizing an achievement and retention test in chemistry as its primary instrument. The validity of this instrument was ensured through face validation by three expert evaluators. To eliminate the errors of non-equivalence arising from the non-randomization of the research subjects, the analysis of covariance (ANOVA) was used in analysing the data and to remove the error of initial differences in ability levels among the research subjects. The findings of the study demonstrated that students in the experimental group experienced a notable increase in problem-solving success compared to their counterparts in the control group, a difference that became evident right from the first intervention. This study establishes a positive correlation between student engagement and their learning outcomes, indicating that higher engagement leads to better academic performance. Additionally, it observes that the correlation between boys' and girls' problem-solving skills and their learning outcomes is comparatively weaker, suggesting potential variations in how problem-solving abilities impact academic achievement among genders. It also reveals that there is a positive influence on student engagement and problem-solving skills in students' academic achievement. Despite the challenges encountered, the results demonstrated the vital role of the problem-solving learning model, when coupled with student engagement, in

fostering students' critical thinking skills concerning reaction rate material. These instructional practices were observed to foster higher levels of student engagement, ultimately resulting in enhanced academic achievement among students.

Earl, S. R., Bishop, D., Miller, K., Davison, E., & Pickerell, L. (2024). **First-year students' achievement emotions at university: A cluster analytic approach to understand variability in attendance and attainment.** *British Journal of Educational Psychology*, 94(2), 367-386. <https://doi.org/10.1111/bjep.12650>

Background Students' initial experiences at university often shape their attendance and attainment. For some students, university is a positive experience, whereas others seemingly struggle and have more negative emotions. Unearthing distinctions in first-year students' emotionality may be valuable in understanding their academic engagement and performance. **Aims** The study's aim was to identify distinct profiles of students based on their achievement emotions and explore whether these profiles differed in university attendance and attainment. At least three emotional profiles were hypothesized (positive; moderate; negative) with a positive profile expected to display the highest attendance and attainment. **Sample** Participants were 294 first-year undergraduate students from a university in the United Kingdom (Mage = 19.33 years; 127 men; 162 women). **Methods** Students completed self-report measures of eight achievement emotions for general learning. Attendance and attainment data were collected from official records. Hierarchical cluster analysis was performed to profile students on their achievement emotions. Analysis of covariance explored profile differences in attendance and attainment. **Results** Four emotional profiles emerged: positive; moderate; negative; mixed-valence (both positive and negative activating emotions). The positive and mixed-valence groups displayed equally high attendance compared to the moderate and negative groups. The positive group obtained higher academic attainment than the mixed-valence and negative emotion groups, but not the moderate group. **Conclusions** The findings highlight the diverse emotional experiences of first-year university students and the existence of co-occurring positive and negative activation emotions. This evidence may be of practical worth to educators in understanding variability in students' emotions, attendance and attainment.

Elliott, M. A., McGroarty, A., & Robertson, D. J. (2024). **Using a volitional help sheet to increase university students' attendance at synchronous online lectures: A randomized controlled trial.** *British Journal of Educational Psychology*, 94(2), 328-345. <https://doi.org/10.1111/bjep.12647>

Background A volitional help sheet (VHS) is an intervention for promoting implementation intentions. This study was the first to test the effectiveness of a VHS for increasing university students' lecture attendance. **Aims** To develop a VHS to increase university students' lecture attendance and test its effectiveness at increasing the proportion of lectures attended, and promoting the maintenance of lecture attendance, over an 11-week teaching semester. **Sample and Method** One hundred and seventy-eight undergraduate students enrolled in a psychology degree programme were allocated at random to a VHS or active control condition. Prior to intervention, measures of goal intention to attend lectures and trait conscientiousness were collected using self-report, online questionnaires. Over the following 11-week teaching semester, attendance at synchronous (live) online lectures was measured. **Results** The VHS condition attended a greater proportion of lectures and maintained their lecture attendance for longer than did the active control condition. These effects were not sensitive to underlying goal

intentions, although the sample means on the measures of goal intention were approaching ceiling. Trait conscientiousness increased the effects of the VHS on the proportion of lectures attended. Conclusions VHSs constitute useful interventions for increasing and maintaining university students' lecture attendance.

Gosavi, R. S., & Toomarian, E. Y. (2024). **Impacts of Involving Young Learners in Mind, Brain, and Education Research.** *Mind, Brain, and Education*, 18(2), 159-169. <https://doi.org/10.1111/mbe.12412>

As the field of Mind, Brain, and Education (MBE) continues to grow, MBE researchers have begun expanding the scope of their investigations and approaches. One such development is the establishment of collaborative partnership with young learners, both to inform research practices and to develop student-researchers. We explore how middle school students (ages 12 to 14 years) engage in MBE research through an assistantship program, initiated through a unique research-practice partnership that embeds MBE researchers and an electrophysiology laboratory into a school. In this program, student-researchers learn about experimental methods, assist with university research protocols, and drive independent projects. Here, we detail this program and report on its impact from both the teacher and student-researcher perspectives. Overall, we find that daily involvement in scientific research aids the holistic development of student-researchers by fostering academic and nonacademic skills that may transcend formal learning environments.

Guedat-Bittighoffer, D., & Dewaele, J.-M. (2024). **Les émotions au coeur du processus d'enseignement-apprentissage des langues.** Consulté à l'adresse <https://www.editions-harmattan.fr/livre-les-emotions-au-coeur-du-processus-d-enseignement-apprentissage-des-langues-d-elphine-guedat-bittighoffer-jean-marc-dewaele-9782336452074-79737.html>

Cet ouvrage vise à montrer l'importance de la prise en compte des émotions dans l'apprentissage des langues et en particulier en milieu scolaire. Cette prise de conscience doit donc permettre de donner aux émotions, longtemps dévalorisées et rejetées, leur juste place au sein des classes de langues. En clair, si l'apprenant n'est pas sécurisé sur le plan des affects et des émotions, il ne peut pas apprendre et cela est encore plus vrai quand il s'agit de l'apprentissage des langues qui touche à son identité profonde. L'ouvrage qui s'appuie sur les résultats de plusieurs projets interdisciplinaires de recherche s'organise en quatre chapitres qui visent à montrer l'impact des émotions positives et négatives sur la motivation des apprenants dans l'apprentissage des langues. Le dernier chapitre propose deux manières de prendre en compte ces émotions via une méthode d'apprentissage des langues innovante et les démarches interculturelles.

Hamilton, S. (2024). **"They Told me I Should Feel Sad": Narrative and Personal Story Telling as a Sensemaking and Ownership Tool for Young People Who Have Experienced Bereavement.** *Mind, Brain, and Education*, 18(2), 170-172. <https://doi.org/10.1111/mbe.12402>

This research focused on listening to the voices of children who have experienced the death of someone important to them. Through a personalized narrative methodology working with practitioners, and with regard for cultural and religious beliefs, children were given safe space to tell their own truths to sense-make rather than prescribing how they should be feeling or what they should be experiencing as part of their grief journey. Findings suggest this impacted positively on the children's wellbeing. The

recommendations are to use this approach to open up dialogue instigated by the child, which is currently missing from contemporary policy and practice, as well as adding to the limited literature. Furthermore, the engagement with the topic of death is advocated for all children rather than simply retrospectively with those who have experienced it. As this was a small-scale study, more research is needed.

Katz-Vago, I., & Benita, M. (2024). **Mastery-approach and performance-approach goals predict distinct outcomes during personal academic goal pursuit.** *British Journal of Educational Psychology*, 94(2), 309-327. <https://doi.org/10.1111/bjep.12645>

Background Mastery and performance goals are typically measured as trait-like abstract goals. However, in their daily academic pursuits, students pursue more concrete goals. The pursuit of these goals is replete with obstacles that can lead to an action crisis. Aims We examined how mastery and performance goals affect progress, effort and well-being during academic goal pursuit. We also asked whether these goals moderated relations between an action crisis and goal pursuit. Sample 154 Israeli students (average age = 23.59 years, SD = 2.17; 62% female) preparing for an exam. Methods In this daily diary study, participants first reported the date of their most stressful exam, two related goals, and their trait-like achievement goals (mastery, performance). They then completed daily questionnaires assessing their progress, effort, well-being and action crisis on the 10 days leading up to the exam. Results Multilevel modelling showed mastery goals positively predicted daily goal effort and progress and negatively predicted daily action crises, while performance goals positively predicted daily negative affect and action crises. An action crisis was negatively correlated with next-day goal progress and positive affect among students with high-performance goals. In students with low-performance goals, an action crisis positively predicted next-day positive affect. Finally, for students high on mastery goals, an action crisis was unrelated to negative affect on the same day. Conclusions Different trait-like achievement goals can be mapped onto a common personal goal and affect its pursuit differently. Mastery goals predict optimal goal pursuit, and performance goals are associated with non-optimal goal pursuit.

Kim, J. (2024). **What deters some immigrants from learning the language of their new home: Factor analysis of immigrants' deterrents to educational participation in South Korea.** *Asia Pacific Education Review*, 25(2), 343-357. <https://doi.org/10.1007/s12564-023-09854-0>

This study aimed to understand the factors that deter immigrants from participating in Korean language programs in South Korea by finding the underlying structure of the deterrents. A new instrument with 39 items that measures adult immigrants' deterrents to participation in Korean language programs was developed. In total, 267 responses were collected, and 170 complete useable responses were analyzed. A series of statistical analyses revealed that the lack of time was the most compelling reason for nonparticipation. In addition, three latent dimensions of deterrents to participation were discovered: negative attitudes, social isolation, and competing demands. The factors were compared with the findings from previous research and implications for theory and practice were suggested.

King, R. B., Wang, F., Leung, S. O., & Elliot, A. (2024). **Socio-economic status, mastery-approach goals and learning-related outcomes: Mediation and moderation.** *British Journal of Educational Psychology*, 94(2), 499-517. <https://doi.org/10.1111/bjep.12660>

Background Socio-economic status is one of the most important factors shaping students' motivation and achievement but has seldom been explored in relation to achievement goals. Aims This study aimed to investigate whether mastery-approach goals explain the link between SES and key learning-related outcomes (mediation) and whether SES modifies the relationship between mastery-approach goals and these outcomes (moderation). Sample Data came from 595,444 students nested in 21,322 schools across 77 countries. Methods Data were analysed using multilevel-moderated mediation analyses. Results We found significant mediation and moderation. In terms of mediation, mastery-approach goals mediated the association between family SES and learning-related outcomes. However, a different pattern emerged for school SES, as students in higher SES schools had lower mastery-approach goals. In terms of moderation, we found that family SES strengthened the association between mastery-approach goals and learning-related outcomes. However, the association between mastery-approach goals and learning-related outcomes was weaker in higher SES schools. Conclusion Theoretical and practical implications for the achievement goal approach to achievement motivation are discussed.

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://veille-et-analyses.ens-lyon.fr/DA/detailsDossier.php?parent=accueil&dossier=148&lang=fr>

Li, X., Lam, C. B., & Chung, K. K. H. (2024). **Linking school- and classroom-level characteristics to child adjustment: A representative study of children from Hong Kong, China.** *British Journal of Educational Psychology*, 94(2), 661-679. <https://doi.org/10.1111/bjep.12672>

Background The school is one of the most salient developmental contexts for children. However, little is known about the associations linking the school environment to child adjustment in a non-Western context, not to mention the potential processes that may mediate these associations. Aims This study examined the associations of school- and classroom-level characteristics with child adjustment and tested whether these associations were mediated by teacher-child relationship qualities. Sample Cross-sectional data were collected on a representative sample of 1777 children (mean age = 55.14 months; 50% of them were girls) from 100 kindergartens in Hong Kong, China. Methods Using self-reported questionnaires, teachers rated their school-level environments, their classroom chaos, their closeness and conflict with children and children's socioemotional competence and academic ability. Meanwhile, parents rated children's behavioural problems. Results Multilevel structural equation modelling revealed that the school-level environment and classroom chaos were uniquely associated with children's socioemotional, behavioural and academic adjustment. Moreover, the associations of the school-level environment and classroom chaos with child socioemotional and academic adjustment were mediated by teacher-child closeness and conflict, whereas the associations of the school-level environment and classroom chaos with child behavioural problems were mediated by teacher-child conflict only. Conclusions Findings indicated how school- and classroom-level characteristics may be uniquely associated with child adjustment and how teacher-child relationships may be implicated in the underlying mechanism, highlighting the potential utility of targeting school- and classroom-level environments and teacher-child relationships in promoting child development.

Mao, Y., Luo, X., Wang, S., Mao, Z., Xie, M., & Bonaiuto, M. (2024). **Flow experience fosters university students' well-being through psychological resilience: A longitudinal design with cross-lagged analysis.** *British Journal of Educational Psychology*, 94(2), 518-538. <https://doi.org/10.1111/bjep.12661>

Background Existing research has linked individuals' flow experience – a positive affective and cognitive state of deep immersion and engagement in daily activities – and their well-being, particularly among university students. A growing number of longitudinal studies have further contributed to this understanding. However, limited attention has been given to exploring the dynamic interplay between these two variables and their underlying mechanisms (i.e., the mediator) of psychological resilience, specifically among university students in the context of the COVID-19 pandemic. **Aims** To address this research gap, the present study draws on self-determination, flow and broaden-and-build theories. It examines the temporal dynamics and relationships between flow experience and well-being, and the mediating role of psychological resilience among Chinese university students. **Sample** The study adopts a three-wave longitudinal design with a sample of 474 university students in Southwest China. **Methods** Participants' flow experience, well-being and psychological resilience were measured across three time waves. **Results** The findings of this study reveal that flow experience predicts well-being across the three waves and that psychological resilience mediates this prediction. This empirical evidence emphasizes the significance of both flow experience and psychological resilience in contributing to the well-being of university students over time amid COVID-19. **Conclusions** These findings enrich our understanding of the factors contributing to well-being in educational settings and provide highly relevant and timely insights for developing strategies to foster well-being among university students, especially in the transition into the post-pandemic era; findings also offer valuable insights not only for researchers but also for educators and policymakers.

Massonnié, J., Tokuhamma-Espinosa, T., & Fern-Pollak, L. (2024). **Involving Young Learners in Mind, Brain and Education Research.** *Mind, Brain, and Education*, 18(2), 153-158. <https://doi.org/10.1111/mbe.12413>

For two decades, the field of Mind, Brain and Education (MBE) has shed light on learning mechanisms. However, the direct involvement of young learners in the design and creation of research projects, while steadily emerging, is still rare. More researchers are beginning to see the benefits of co-construction of not only research questions but also experimental design and analysis based on young learners' ideas. Recognizing that learning is inseparable from social relationships and well-being, the papers in this special issue respond to two main questions: (1) Why co-production? (2) How is co-production achieved? We hope that this special issue will invite discussions about the different domains within MBE research in which learners' input and collaboration can be valuable. We invite readers to take into consideration the diversity of methods which are represented in this special issue to engage young learners and collect their perspectives.

Megreya, A. M., Al-Emadi, A. A., Al-Ahmadi, A. M., Moustafa, A. A., & Szűcs, D. (2024). **A large-scale study on the prevalence of math anxiety in Qatar.** *British Journal of Educational Psychology*, 94(2), 539-556. <https://doi.org/10.1111/bjep.12662>

Background Math anxiety (MA) is a worldwide appearing academic anxiety that can affect student mental health and deter students from math and science-related career choices. **Method** Using the Arabic version of the Modified-Abbreviated Math Anxiety

Scale (m-AMAS), the prevalence of MA was investigated in a very large sample of students (N = 10093) from grades 7 to 12 in Qatar. Results The results showed a better fit to the original two-factor model of the m-AMAS (learning MA and Evaluation MA) than to a single-factor solution. This two-factor model was also confirmed in each grade. Notably, the distribution of MA scores was right-skewed, especially for learning MA. Using the inter-quartiles ranges, norms for MA were provided: A score of ≤ 16 indicates low MA whereas a score of ≥ 30 identifies high MA. Previous studies conducted in Western countries defined high math-anxious students as those who score above the 90th percentile corresponding to a score of 30 on the m-AMAS. Using this cut-off criterion, the current study found that one-fifth of students in Qatar were highly math-anxious, with a higher proportion of females than males. We also calculated the percentage of participants selecting each response category for each questionnaire item. Results showed that attending a long math class was the context that elicited the highest levels of learning MA. In contrast, having an unexpected math test was the situation that triggered the highest levels of evaluation MA. Conclusion The prevalence of MA might vary across different cultures.

Niemivirta, M., Tapola, A., Tuominen, H., & Viljaranta, J. (2024). **Developmental trajectories of school-beginners' ability self-concept, intrinsic value and performance in mathematics.** *British Journal of Educational Psychology*, 94(2), 441-459. <https://doi.org/10.1111/bjep.12655>

Background Although research clearly demonstrates the importance of motivation in mathematics learning, relatively little is known about the developmental dynamics between different facets of mathematics motivation and performance, especially in the early years of schooling. Aims In a longitudinal setting, we examined (1) how children's ability self-concept and intrinsic value in mathematics change over time during their first 3 years in school, (2) how those changes relate to each other and (3) how they connect with mathematics performance. Sample The participants were 285 Finnish school-beginners (52.7% girls). Methods Latent growth curve modelling was used to examine the developmental trajectories of children's ability self-concept and intrinsic value, and how those trajectories predicted later mathematics achievement (both mathematics test performance and teacher-rated grades), while controlling for previous mathematics performance and gender. Results The results showed significant decreases in children's ability self-concept and intrinsic value, but also significant individual differences in the trajectories. The strong dependency between the levels and changes in self-concept and intrinsic value led us to specify a factor-of-curves latent growth curve model, thus merging the trajectories of ability self-concept and intrinsic value into one common model. Subsequent results showed prior mathematics performance to predict change in children's mathematics motivation, and both the level and change in mathematics motivation to predict third-grade performance and teacher-rated grade. Conclusions Our findings provide evidence for a developmental link between children's ability self-concept, intrinsic value and achievement. Achievement seems to enhance mathematics motivation, and positive motivation appears to support the further development of mathematics skills.

Obsuth, I., Madia, J. E., Murray, A. L., Thompson, I., & Daniels, H. (2024). **The impact of school exclusion in childhood on health and well-being outcomes in adulthood: Estimating causal effects using inverse probability of treatment weighting.** *British Journal of Educational Psychology*, 94(2), 460-473. <https://doi.org/10.1111/bjep.12656>

Background Previous evidence has suggested a strong association between school exclusion and health outcomes. However, as health risks are themselves related to the risk of experiencing a school exclusion, it has been challenging to determine the extent to which school exclusion impacts later health outcomes, as opposed to reflecting a marker for pre-existing risks. Aim The aim of the current study was to address this challenge in estimating the medium-to-long-term impact of school exclusion on health and well-being outcomes. Methods To this end, we used an inverse propensity weighting approach in the Next Steps data set (N = 6534, from wave 1, 2014, to wave 8, 2015). Results We found that after weighting for propensity of treatment scores estimated based on a wide range of factors, including previous health indicators, there was a significant effect of school exclusion on a wide range of health and well-being outcomes. Discussion These results provide some of the most robust evidence to date that school exclusion harms long-term health outcomes. Conclusion The findings suggest that policies should aim to reduce exclusion and ensure access to preventative health support for those who experience a school exclusion.

Paffenholz, M. (2024). **Adolescents' Mental Health and Human Capital: The Role of Socioeconomic Rank** [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_5f526.htm

I provide evidence on the causal effects of a student's relative socioeconomic status during high school on their mental health and human capital development. Leveraging data from representative US high schools, I utilize between-cohort differences in the distributions of socioeconomic status within schools in a linear fixed effects model to identify a causal rank effect. I find that a higher rank during high school improves a student's depression scores, cognitive ability, self-esteem and popularity. The rank effects are persistent with long-lasting consequences for adult depression and college attainment. Additional analyses emphasize the role of inequality in exacerbating these rank effects.

Pan, Z., & Cutumisu, M. (2024). **Using machine learning to predict UK and Japanese secondary students' life satisfaction in PISA 2018**. *British Journal of Educational Psychology*, 94(2), 474-498. <https://doi.org/10.1111/bjep.12657>

Background Life satisfaction is a key component of students' subjective well-being due to its impact on academic achievement and lifelong health. Although previous studies have investigated life satisfaction through different lenses, few of them employed machine learning (ML) approaches. Objective Using ML algorithms, the current study predicts secondary students' life satisfaction from individual-level variables. Method Two supervised ML models, random forest (RF) and k-nearest neighbours (KNN), were developed based on the UK data and the Japan data in PISA 2018. Results Findings show that (1) both models yielded better performance on the UK data than on the Japanese data; (2) the RF model outperformed the KNN model in predicting students' life satisfaction; (3) meaning in life, student competition, teacher support, exposure to bullying and ICT resources at home and at school played important roles in predicting students' life satisfaction. Conclusions Theoretically, this study highlights the multi-dimensional nature of life satisfaction and identifies several key predictors. Methodologically, this study is the first to use ML to explore the predictors of life satisfaction. Practically, it serves as a reference for improving secondary students' life satisfaction.

Paul, N. (2023, janvier 19). **Examens : comment inciter les élèves à relire ce qu'ils écrivent.** Consulté 12 mai 2024, à l'adresse The Conversation website: <http://theconversation.com/examens-comment-inciter-les-eleves-a-relire-ce-quils-ecrivent-198092>

Lors d'un examen, les élèves sont souvent réticents à se relire, alors que cette étape est décisive pour leur réussite. Quelques clés pour les encourager à faire cet effort.

Prati, G., & Stefani, S. (2024). **Under what conditions do gender differences exist in power and achievement values? The moderating role of gender ideology.** *Asian Journal of Social Psychology*, 27(2), 176-186. <https://doi.org/10.1111/ajsp.12588>

Previous studies revealed differences between men and women in value priorities. It has been asserted that men do inherently attribute more importance than women to power and achievement values. Our study brings a sociocultural lens into account employing gender ideology as a moderator of the gender differences in these values. Specifically, we hypothesized that internalization and endorsement of gender role ideology shape gender differences in power and achievement values. We focused on two components of gender ideology as moderators of the gender differences in values: primacy of the breadwinner role, and acceptance of male privilege. We used data from the World Values Survey wave six (89,565 participants from 60 countries). Results indicated that gender ideology moderated the relationship between gender and the endorsement of achievement and power values. Specifically, the relationship between gender and achievement was significantly moderated by acceptance of male privilege, but not of primacy of the breadwinner role. In addition, the association between gender and power was significantly moderated by primacy of the breadwinner role, but not by acceptance of male privilege. In other words, when participants endorse egalitarian gender ideologies, gender differences in power and achievement disappear or even reverse. We contrast previous perspectives assuming inherent gender differences in human values and argue that such differences are related to beliefs in gendered separate spheres.

Richard, E. (2024). **Expériences d'études collégiales des populations étudiantes adultes : enjeux d'accès, conditions de persévérance, réalités et responsabilités hétérogènes et inégalitaires.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569461>

Riddle, S., Howell, A., McGregor, G., & Mills, M. (2024). **Student engagement in schools serving marginalised communities.** *International Journal of Inclusive Education*, 28(6), 723-738. <https://doi.org/10.1080/13603116.2021.1956605>

This paper shares findings from a project that examined how schools serving marginalised communities facilitated students' substantive engagement. Through interviews with students, parents, teachers and school leaders, we determined that substantive engagement was supported by formal and informal strategies that enabled access to rich learning opportunities, the provision of welcoming school and classroom climates, and the enactment of pedagogies of care and school-wide programmes focused on substantive engagement. There were four key areas of substantive engagement: engaging curriculum and pedagogy, engaging school climate, engaging with learners, and engaging with communities. Strategies to support engagement included the removal of barriers to learning, such as assistance with breakfast or public transport,

nurturing a positive school climate, providing support for ethnic groups and the delivery of alternative or flexible programmes. Drawing on the findings from five case studies, we propose four principles for substantive student engagement in complex contexts, which will be useful for school leaders and teachers who work in schools that serve marginalised communities.

Schäfer, J., Reuter, T., Karbach, J., & Leuchter, M. (2024). **Domain-specific knowledge and domain-general abilities in children's science problem-solving.** *British Journal of Educational Psychology*, 94(2), 346-366. <https://doi.org/10.1111/bjep.12649>

Background Problem-solving in early and middle childhood is of high relevance for cognitive developmental research and educational support. Previous research on science problem-solving has focussed on the process and strategies of children handling challenging tasks, but less on providing insights into the cognitive network that enables science problem-solving. Aims In this study, we aimed to investigate whether performance in science problem-solving is mainly determined by domain-specific rule knowledge, by domain-general cognitive abilities or both. Methods In our study, 215 6- to 8-year-old children completed a set of three domain-specific rule knowledge tasks and three corresponding problem-solving tasks that were content-coherent, as well as a vocabulary task, and a reasoning task. Results Correlational and regression analyses revealed a negligible impact of domain-specific rule knowledge on corresponding problem-solving tasks. In contrast, the associations between problem-solving performance in different domains and the associations between problem-solving performance and domain-general abilities (vocabulary and reasoning) were comparably strong. Conclusions The findings suggest that science problem-solving in primary school children primarily relies on domain-general cognitive abilities. Implications of these findings are discussed with regard to cognitive theories and early science education.

Schoenherr, J. (2024). **Personalizing real-world problems: Posing own problems increases self-efficacy expectations, intrinsic value, attainment value, and utility value.** *British Journal of Educational Psychology*, 94(2), 407-424. <https://doi.org/10.1111/bjep.12653>

Background Real-world problems are important in math instruction, but they do not necessarily trigger students' task motivation. Personalizing real-world problems by (1) matching problems to students' shared living environment (context personalization) and (2) asking students to pose their own problems (active personalization) might be two interventions to increase students' task motivation. Aim In the current study, we investigated the effects of context personalization and active personalization on students' self-efficacy expectations, intrinsic value, attainment value, utility value, and cost. Sample The participants were 28 fifth- and sixth-grade students who voluntarily took part in a six-month afterschool program in which they posed problems with the aim of creating a math walk in their hometown. Method Using a within-subjects design, at the end of the afterschool program, the students rated their self-efficacy expectations and task values for four self-developed problems associated with their hometown, four peer-developed problems associated with their hometown, and four instructor-provided problems associated with unfamiliar locations. Results Students reported higher self-efficacy expectations, intrinsic value, attainment value, and utility value for active-personalized than non-personalized problems. To a lesser extent, context personalization promoted intrinsic value and attainment value. No effect was found for cost. Conclusions Active personalization (i.e. asking students to pose their own real-world problems) is suited

to enhance students' task motivation, specifically their self-efficacy expectations, intrinsic value, attainment value, and utility value. Context personalization still boosts students' intrinsic value and attainment value. Implementation in classroom instruction is discussed.

Sureephong, P., Chernbumroong, S., Ariya, P., Intawong, K., & Puritat, K. (2024). **The effect of a location-based game for university transition: Comparing learning outcomes and intrinsic motivation of students in different disciplines.** *Education and Information Technologies*, 29(7), 8465-8492. <https://doi.org/10.1007/s10639-023-12155-z>

This study examines the effectiveness of a new approach for a university transition program that uses a location-based game to familiarize first-year students with the university environment during the COVID-19 pandemic. The study involved 775 university students from 15 faculties, 9 from Human and Social Sciences and 6 from Technology and Science, who participated in the experiment by playing the game for one month. This study uses a mixed-method approach with an explanatory sequential design to collect both quantitative (Pre-Post tests, IMI questionnaire, and data usage) and qualitative data (open-ended questionnaire) to evaluate the knowledge of university transition and intrinsic motivation between students in the field of Technology and Science and Humanities and Social Sciences. Overall, the findings revealed that all participants who completed the program significantly improved their knowledge of university transition. The study also found that students in the field of Technology and Science learned significantly better than those in Humanities and Social Sciences, but there were no significant differences between the two groups in terms of intrinsic motivation. The study concluded that participation in a location-based game for university transition engaged students in a more contextual and realistic way of learning to become familiar with the university. However, the study noted that the game may not be suitable for all students and should be considered as an additional tool for orientation. Future research work is also discussed.

van Heijst, I., Volman, M., & Cornelissen, F. (2024). **Coping strategies used by second-career student teachers.** *British Journal of Educational Psychology*, 94(2), 387-406. <https://doi.org/10.1111/bjep.12652>

Background When second-career teachers (SCTs) learn to teach, they need to cope with the tension-evoking moments they encounter. Little is known about the coping strategies SCTs use to manage tensions. **Aim** The purpose of this study was to investigate the coping strategies SCTs use during the first 1.5 years of teacher training. The SCTs' own perceptions about the usefulness, evolution and specificity of these coping strategies were also studied. **Sample** Twenty-four SCTs in the alternative teacher training programme (ATTP) at the University of Amsterdam participated in this study. These SCTs aspired to become teachers of mathematics, physics, economics, computer science or chemistry. **Method** For each participant, written logbook fragments and interviews were analysed in Atlas.ti. **Results** The SCTs used in decreasing order: intrapersonal approaching (e.g., resolving problems autonomously), interpersonal approaching (e.g., consulting others) and intrapersonal avoiding strategies (e.g., ignoring an undesired situation). Interpersonal avoiding strategies were not mentioned at all. While the SCTs reported approaching strategies (inter- and intrapersonal) as being useful for their development, we also found disadvantages to intrapersonal approaching strategies and advantageous uses of avoiding strategies. The SCTs noted several inter- and intrapersonal approaching coping strategies that they considered typical for SCTs. **Conclusion** Intrapersonal approaching coping strategies can be a risk because of the

invisibility of these strategies. Interpersonal strategies should be stimulated because SCTs benefit from the social network in school. Avoiding strategies may serve a purpose for managing the complexity of the teaching profession.

Wang, F., King, R. B., & Zeng, L. M. (2024). **Cooperative school climates are positively linked with socio-emotional skills: A Cross-National Study.** *British Journal of Educational Psychology*, 94(2), 622-641. <https://doi.org/10.1111/bjep.12670>

Background Socio-emotional skills are critical to life outcomes such as achievement, well-being and job success. However, existing research has mostly focused on the consequences of socio-emotional skills, with less attention devoted to the role of school climate in the deployment of these skills. Aims This study investigated the role of school climate in socio-emotional skills. More specifically, we investigated whether cooperative or competitive school climates are associated with students' socio-emotional skills. Sample Our study utilized data from the OECD Survey on Social and Emotional Skills, collected from 10 cities across nine countries. Participants were 60,985 students, including 31,187 10-year-olds (49.70% females) and 29,798 15-year-olds (51.6% females). Methods We conducted multilevel structural equation modelling to test whether cooperative and competitive climates were associated with socio-emotional skills. These skills include five broad domain skills and 15 more specific skills: task performance (self-control, responsibility and persistence), emotion regulation (stress resistance, emotional control and optimism), collaboration (empathy, trust and cooperation), open-mindedness (tolerance, curiosity and creativity) and engaging with others (sociability, assertiveness and energy). Results Our findings indicated a positive relationship between a cooperative climate and socio-emotional skills. In contrast, the relationship between a competitive climate and socio-emotional skills was primarily negative. Conclusion This study highlights the contrasting roles of cooperative and competitive climates in students' socio-emotional skills.

Xiao, M. (2024). **Chinese international graduate students at Canadian universities: language barriers, cultural identities and perceived problems of engagement.** *International Journal of Inclusive Education*, 28(5), 491-508. <https://doi.org/10.1080/13603116.2021.1941318>

This study investigates the socio-cultural experiences of Chinese international graduate students in a Canadian university. Specifically, this research explores the multiple challenges of their engagement in and out of the classroom as it relates to their language and culture. Qualitative data was collected by interviewing students and staff at the university. The findings show that Chinese international graduate students' experiences as passive learners and reduced engagement were disadvantaged in Canadian university classrooms. This is because active engagement is preferred in the Western-dominant ideology of student engagement in Canadian graduate schools. Implications from this study suggest that faculty and staff should deconstruct the Western dominant ways of the understanding of student engagement by empowering inclusivity and diversity of multiple languages and cultural identities. The study also provides some practical suggestions for the Chinese international graduate student population to better engage in Canadian graduate institutions and for educators and practitioners to better support Chinese international students in Canadian post-secondary schools.

Yang, X., Song, L., Zhao, Y., & Cheng, D. (2024). **Mapping gender networks of music self-concept and music emotions: A network analysis study of music majors in China.** *British Journal of Educational Psychology*, 94(2), 642-660. <https://doi.org/10.1111/bjep.12671>

Background Students' music self-concept and music emotions are becoming prominent topics within the area of music education. Aims, Samples and Methods The majority of previous research on self-concept and music emotions has examined the two constructs independently and focused on gender differences in externalizing behaviours in music learning, but has neglected the internal interactions between individual music self-concept and music emotions. Network analysis is a promising method for visually examining music self-concept and music emotions as part of a network of interactions to identify core features and interrelationships among nodes in the network. In this study, 515 students majoring in music from a Chinese university were recruited. Results The results showed that high music self-concept and boredom were the common features at the core of the network for both men and women college students. The boredom exhibited by women differed from that of men in that men's boredom was directed at the entire music course, while boredom in women manifested as daydreaming and boredom with learning materials. Conclusions This study is the first to explore gender differences in the music self-concept and music emotions from a holistic perspective. The findings could help music teachers gain insight into the complex system of music self-concept and music emotions. Music teachers could capture the respective features of men and women to design individualized teaching strategies.

Zhong, Z., Feng, S., & Jin, S. (2024). **Investigating the influencing factors of teaching anxiety in Virtual Reality environments.** *Education and Information Technologies*, 29(7), 8369-8391. <https://doi.org/10.1007/s10639-023-12152-2>

This study examines the impact of various factors on teachers' anxiety toward teaching in Virtual Reality (VR) environments. Specifically, the research proposes a hypothetical model and investigates the influence of technical proficiency, self-efficacy, and school support on VR teaching anxiety. A total of 329 teachers with prior experience in VR teaching were surveyed in pilot schools to collect data for testing the proposed hypothetical model. The results indicated that school support, self-efficacy, and technical proficiency all had significant negative effects on teachers' VR teaching anxiety. Additionally, school support and self-efficacy had significant positive effects on teachers' technical proficiency. Based on these findings, we provided recommendations to enhance teachers' confidence in using VR-based environments, alleviate VR teaching anxiety, and ultimately enhance the quality of course teaching.

Aspects sociaux de l'éducation

Abonyi, U. K., Boateng, F. K., Adjei-Boateng, E., & Ansaah, E. (2024). **Promoting gender equity in school leadership appointments: A comparison of male and female headteachers' instructional leadership practices in Ghana.** *Educational Management Administration & Leadership*, 52(3), 610-628. <https://doi.org/10.1177/17411432221090746>

Ghana's efforts to end all forms of discrimination against women and ensure gender equity in school leadership appointments require a change in peoples' mindsets, habits and cultural beliefs. It is envisaged that evidence on the performance of the few women who have been appointed into leadership positions against their male counterparts would be quite instrumental in the change process. This study, therefore, assessed

whether statistically significant differences exist in the extent to which male and female headteachers in two selected educational districts in Ghana enact instructional leadership practices in their schools. Utilizing a descriptive survey design and employing the teacher version of the principal instructional management rating scale, 263 teachers participated in the study. Findings from the study showed that there were no significant differences between male and female headteachers in none of the ten instructional leadership functions explored in the study. This meant that male headteachers in the selected educational districts did not significantly demonstrate any superior instructional leadership practices compared to their female counterparts. The study recommends that educational policymakers in Ghana initiate pragmatic policies to increase women's representation and participation in school leadership roles.

Arenas, A., & Calsamiglia, C. (2023). **Gender Differences in High-Stakes Performance and College Admission Policies** (Working Paper N° 2023/13). Consulté à l'adresse Institut d'Economia de Barcelona (IEB) website: <https://econpapers.repec.org/paper/iebwpaper/doc2023-13.htm>

The Gale-Shapley algorithm is one of the most popular college allocation mechanism around the world. A crucial policy question in its setting is designing admission priorities for students, understanding how they disadvantage certain demographic groups, and whether these differences are related to differences in college performance potential (i.e., whether these differences are fair). Studying a policy change in Spain, we find a negative effect of increasing the weight of standardized high-stakes exams on female college admission scores, driven by students expected to be at the top. The effect on admission scores does not affect enrolment, but the percentage of female students in the most selective degrees declines, along with their career prospects. Using data on college performance of pre-reform cohorts, we find that female students most likely to lose from the reform tend to do better in college than male students expected to benefit from the reform. The results show that rewarding high-stakes performance in selection processes may come along with gender differences unrelated to the determinants of subsequent performance.

Assan, T. T. (2024). **Chosen and collective friendship: Negotiating contradictory social ideals and demands at an Israeli elementary school classroom.** *The Sociological Review*, 72(3), 633-650. <https://doi.org/10.1177/00380261231152730>

Friendship has been predominantly conceptualised as a highly positive and voluntary relationship. This article contributes to recent sociological challenges to these notions by ethnographically examining how conflicting friendship ideals are negotiated in everyday life. It is based on a year-long study of friendship socialisation and friendship between girls in an Israeli elementary school classroom, from the perspectives of both the girls and their teachers. I argue that the teachers promoted two contradictory friendship ideals: one of 'chosen' friendship between specific students, which recognised the children's agency and preferences; and the other, of 'collective' friendship between all the class group members, directed at engendering social cohesion and preventing loneliness. The article delineates how the girls and teachers negotiated relationships between the students under the framework of both friendship ideals – and in doing so, exposed the tensions and entanglements between the two. Moreover, the girls and teachers' friendship discourses and practices shed light on the hefty social demands placed on children's friendship ties in school, and how friendship can incorporate both collective and individual meanings.

Baldrige, B. J., DiGiacomo, D. K., Kirshner, B., Mejias, S., & Vasudevan, D. S. (2024). **Out-of-School Time Programs in the United States in an Era of Racial Reckoning: Insights on Equity From Practitioners, Scholars, Policy Influencers, and Young People**. *Educational Researcher*, 53(4), 201-212. <https://doi.org/10.3102/0013189X241228824>

The out-of-school time (OST) field in the United States has a complex history. The push to offer programming reflects a legacy rooted in moral panics about racially minoritized youth. However, this field is populated by community spaces that act as multipurpose sites of culturally sustaining educational practices supporting positive youth development. We report findings from interviews with OST leaders, youth workers, policy influencers, and youth about how to create, sustain, and protect more liberatory and humanizing practices, demonstrating that racism and deficit-based thinking continue to inform programmatic practices and youth experiences. Furthermore, this study reveals that programs with expansive ideas of youth voice, healing justice, and whole-child approaches to youth development create better opportunities for connection and belonging.

Bernstein, B. (2023). **Démocratie et Participation. Observations sur le thème de l'éducation et la démocratie**. *Revue française de pédagogie*, 220(3), 105-117. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-3-page-105.htm>

Ce texte du sociologue britannique Basil Bernstein est issu de la conférence donnée dans le cadre d'un séminaire qui s'est tenu en 1986, à Santiago du Chili. Ce séminaire entendait contribuer à préparer la « transition démocratique », permettant au pays de clore la période de dictature militaire mise en place depuis le coup d'État du 11 septembre 1973, et qui durera jusqu'au référendum de 1988. Basil Bernstein avait été invité à ce séminaire, comme plusieurs autres intellectuels (parmi lesquels Jacques Rancière, Charles Taylor ou Roger Frydman), pour aider les chercheurs chiliens réunis à penser les possibles démocratiques. Bernstein s'est très souvent dit préoccupé par la question du changement et du possible, que le travail sociologique doit pouvoir permettre de penser. L'exercice qui est ici demandé à Bernstein, face à d'autres chercheurs qui eux n'hésitent pas à aller sur le terrain des théories normatives, lui donnera l'occasion d'approfondir la question de deux manières différentes : en esquissant, même très succinctement, mais pour la première fois, le modèle dit des « droits pédagogiques » permettant de clarifier l'apport possible de l'éducation à la démocratie, et d'une certaine manière, l'apport de la sociologie à cette question ; et en poursuivant la réflexion durkheimienne sur l'autonomie relative de l'institution scolaire en relation au monde socio-économique, la socialisation et l'individuation.

Brown, Z. (2024). **Recasting Race-Conscious Admissions: Sylvia Wynter and Higher Education Policy After "Man"**. *Educational Policy*, 38(3), 727-740. <https://doi.org/10.1177/08959048231218207>

Datnow, A. (2024). **2022 Wallace Foundation Distinguished Lecture Education Reform, Past and Present: Asking Equity Questions and Looking for Hope**. *Educational Researcher*, 53(4), 193-200. <https://doi.org/10.3102/0013189X241228255>

Drawing on a set of studies conducted over 3 decades, this article provides a reflection on what has been learned by centering equity questions in research on educational reform. These studies reveal the need to explore educators' belief systems, emotions, and agency in relation to reform. They also underscore the co-constructed nature of reform

and the importance of attending to context and scale. Although prior research reveals the complex challenges educators, policymakers, and communities face in promoting educational change with social justice aims, it also provides lessons for a hopeful path forward. Pursuing an equity agenda in this pivotal moment requires deep thinking about how we conduct research on educational reform, prepare the next generation of scholars, and work across disciplinary and national boundaries.

Delaney, J. M., & Devereux, P. J. (2024). **Gender Differences in Graduate Degree Choices** (IZA Discussion Paper N° 16918). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16918.htm>

While gender differences in the decision of what to study at undergraduate level are much studied, there is relatively little attention paid to subsequent study decisions of graduates. Given the increased importance of graduate education in recent decades, these decisions can have major labour market implications. In this paper, we use administrative data from Ireland to study these choices. We find systematic and substantial differences by gender in choice of graduate field, even when taking account of the exact undergraduate programme attended and a large set of controls measuring academic interests and aptitudes. Female graduates are less likely to do further study in STEM fields and more likely to enter teaching and health programmes. When we explore the effect of these choices on early career gender gaps in earnings, we find that they tend to exacerbate earnings gaps. Even after accounting for the exact undergraduate programme and detailed school subject choices and grades, there is an 8% gender gap in earnings at age 33 for persons who pursued a graduate degree; the choice of graduate programme can explain about 15% of that gap.

Doutreloux, E., Feitosa, L., & Hostensky, E. (2024). **Intervenir sur les obstacles d'accès à l'enseignement supérieur pour favoriser la justice sociale**. *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569333>

Fielder, B., Ezzy, D., & Dwyer, A. (2024). **Educators' hands are tied: The impact of heteronormative and cisnormative discourses on students in faith-based schools in Australia**. *Journal of Sociology*, 60(2), 458-474. <https://doi.org/10.1177/14407833241232682>

Australian religious conservatives continue to argue that religiously affiliated schools should be able to discriminate based on the sexuality and/or gender identity of students. We argue that this discussion fails to adequately consider the serious harms that discrimination against LGBTQ+ educators has on LGBTQ+ and questioning students. The article uses data from an Australian qualitative study examining the experience of LGBTQ+ educators in religiously affiliated organisations. We describe how heteronormative/cisnormative discourses and discriminatory practices toward LGBTQ+ educators have a direct negative impact on LGBTQ+ students. Even in relatively inclusive schools, the heteronormative and cisnormative climate of the schools is damaging, not only for educators but also for LGBTQ+ students. These serious harms need to be given greater consideration in evaluating the arguments for discriminatory practices in religiously affiliated schools funded by the government to provide education to the general Australian population.

Frاندji, D. (2023). **Justice, éducation, démocratie : dans le chantier théorique et empirique des « droits pédagogiques »**. *Revue française de pédagogie*, 220(3), 9-26. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-3-page-9.htm>

Freund, R., Favara, M., Porter, C., & Behrman, J. (2024). **Social Protection and Foundational Cognitive Skills during Adolescence: Evidence from a Large Public Works Program**. *The World Bank Economic Review*, 38(2), 296-318. <https://doi.org/10.1093/wber/lhad035>

Many low- and middle-income countries have introduced public works programs (PWP) to fight poverty. This paper provides the first evidence that children from families who benefit from PWP show increased foundational cognitive skills. The results, based on unique tablet-based data collected as part of a long-standing longitudinal survey, show positive associations between participation in the Productive Safety Net Programme (PSNP) in Ethiopia during childhood with long-term memory and implicit learning, and suggestive evidence for working memory. These associations appear to be strongest for children whose households were still PSNP participants in the year of data collection. Evidence suggests that the association with implicit learning may be operating partially through children's time reallocation away from unpaid labor responsibilities, while the association with long-term memory may in part be due to the program's success in remediating nutritional deficits caused by early-life rainfall shocks.

Gannon, S., Jacobs, R., & Tracey, D. (2024). **Reducing vocational education inequality for students from refugee backgrounds**. *International Journal of Inclusive Education*, 28(6), 907-923. <https://doi.org/10.1080/13603116.2021.1978003>

Vocational decisions made at school have significant long term impacts on young people's life chances, their opportunities for securing decent jobs and economic growth for themselves, their families and communities. In the short term, their aspirations dictate the decisions they make about educational pathways in post-compulsory years of schooling and vocational and higher education. For young people from already marginalised backgrounds, the quality of support they have in making these decisions is crucially important. This paper examines a rapidly expanding vocational education program specifically designed for students with refugee backgrounds that was codeveloped between a state education authority and a community service provider in Sydney, Australia. Through an ecological understanding of individuals as nested within interrelated networks, this paper explores the perspectives of stakeholders ranging from the educators, careers teachers, employers, civic partners, and, crucially, the young people themselves in order to determine whether and through what means key program elements meet the needs of students from a refugee background and where gaps in the program ecology need to be addressed.

Hart, C. M. D., & Lindsay, C. A. (2024). **Teacher-Student Race Match and Identification for Discretionary Educational Services**. *American Educational Research Journal*, 61(3), 474-507. <https://doi.org/10.3102/00028312241229413>

A host of recent literature suggests benefits to Black children of being matched to same-race teachers. We extend this literature to explore whether being matched to a Black teacher is related to Black students' likelihood of being identified for two types of discretionary educational services in the following academic year: gifted education and special education. While we do not find that access to Black teachers affects students' likelihood of gifted identification, Black students matched to Black teachers are less likely

to be identified for special education. The results are strongest for Black boys, particularly those who are also economically disadvantaged and are strongest for disabilities with more discretion in identification.

Henry, K. L. (2024). **Historicizing Black Educational “Choice”**: Toward Black Educational Self-Determination. *Educational Policy*, 38(3), 741-767. <https://doi.org/10.1177/08959048241231953>

The linking of school choice and charter schools to the legacy of Black alternative education and civil rights initiatives is a central discursive galvanizing and organizing tool for charter proponents, as it aims to provide legitimacy to the charter movement, while simultaneously coopting Black critiques of the institution of education to advance neoliberal restructurings of the state. In this paper, I posit there exists a conceptual and political distinction between school choice and efforts of Black educational self-determination, an approach to challenge white dominance and supremacy. The paper engages in a historical analysis exploring the history of school choice and Black educational self-determination.

Keles, S., Munthe, E., & Ruud, E. (2024). **A systematic review of interventions promoting social inclusion of immigrant and ethnic minority preschool children.** *International Journal of Inclusive Education*, 28(6), 924-939. <https://doi.org/10.1080/13603116.2021.1979670>

The aim of this review was to systematically examine interventions in preschools that promote social inclusion of children with immigrant and ethnic minority backgrounds. This systematic review was performed in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement. By a comprehensive literature search of relevant peer-reviewed articles in three databases, seven studies were selected as eligible in line with the a priori defined inclusion criteria. Data across included studies were synthesised using thematic analysis. Four prominent themes emerged from the studies: (a) a strength-based approach, not a deficit-based one; (b) involvement of family and the larger community; (c) importance of cultural brokerage; and (d) importance of intergroup contact to reduce prejudice, discrimination and improve social relations. The review highlights the paucity of interventions that promote the social inclusion of immigrant and ethnic background children in preschools. It also suggests that parent and community-based interventions can positively increase social inclusion amongst immigrant and native children. Additional well-designed interventions are needed to better understand and identify effective interventions targeting social inclusion of preschool-age children with immigrant and ethnic minority backgrounds.

Kenedi, G. (2024). **Beyond the enrolment gap: Financial barriers and high-achieving, low-income students' persistence in higher education** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdp/dp1987.htm>

High-achieving, low-income students enrol in and graduate from higher education at lower rates than their high-income peers. While much work has focused on understanding their enrolment decision (extensive margin), less is known about what influences their persistence (intensive margin). This paper investigates whether credit constraints play a dominant role for the latter. Using exhaustive administrative data for France and a regression discontinuity design, I estimate the impact of automatically granting generous additional aid to enrolled high-achieving, low-income students. Eligibility is communicated too late to affect initial enrolment, allowing me to recover the

pure effect on the intensive margin. I find this aid had precisely estimated null effects on persistence, graduation, and enrolment in graduate school, and did not induce switches to higher quality degrees. This suggests non-financial factors explain much of these students' observed attrition over time.

Kim, J. (2024). **What deters some immigrants from learning the language of their new home: Factor analysis of immigrants' deterrents to educational participation in South Korea.** *Asia Pacific Education Review*, 25(2), 343-357. <https://doi.org/10.1007/s12564-023-09854-0>

This study aimed to understand the factors that deter immigrants from participating in Korean language programs in South Korea by finding the underlying structure of the deterrents. A new instrument with 39 items that measures adult immigrants' deterrents to participation in Korean language programs was developed. In total, 267 responses were collected, and 170 complete useable responses were analyzed. A series of statistical analyses revealed that the lack of time was the most compelling reason for nonparticipation. In addition, three latent dimensions of deterrents to participation were discovered: negative attitudes, social isolation, and competing demands. The factors were compared with the findings from previous research and implications for theory and practice were suggested.

King, R. B., Wang, F., Leung, S. O., & Elliot, A. (2024). **Socio-economic status, mastery-approach goals and learning-related outcomes: Mediation and moderation.** *British Journal of Educational Psychology*, 94(2), 499-517. <https://doi.org/10.1111/bjep.12660>

Background Socio-economic status is one of the most important factors shaping students' motivation and achievement but has seldom been explored in relation to achievement goals. Aims This study aimed to investigate whether mastery-approach goals explain the link between SES and key learning-related outcomes (mediation) and whether SES modifies the relationship between mastery-approach goals and these outcomes (moderation). Sample Data came from 595,444 students nested in 21,322 schools across 77 countries. Methods Data were analysed using multilevel-moderated mediation analyses. Results We found significant mediation and moderation. In terms of mediation, mastery-approach goals mediated the association between family SES and learning-related outcomes. However, a different pattern emerged for school SES, as students in higher SES schools had lower mastery-approach goals. In terms of moderation, we found that family SES strengthened the association between mastery-approach goals and learning-related outcomes. However, the association between mastery-approach goals and learning-related outcomes was weaker in higher SES schools. Conclusion Theoretical and practical implications for the achievement goal approach to achievement motivation are discussed.

Lafontaine, D., & Jaegers, D. (2024, mars 19). **Inciter les filles à faire des maths : le rôle essentiel des profs.** Consulté 12 mai 2024, à l'adresse The Conversation website: <http://theconversation.com/inciter-les-filles-a-faire-des-maths-le-role-essentiel-des-profs-222337>

En maths, à performances égales, les filles ont moins confiance en elles que les garçons, ce qui influence leurs choix d'orientation. Mais certains ajustements de pédagogie peuvent changer la donne.

Laub, M. M. (2024). **Austerity-driven policification: Neoliberalisation, schools and the police in Britain.** *The Sociological Review*, 72(3), 651-672. <https://doi.org/10.1177/00380261231202649>

This article argues that as a consequence of austerity, police in England and Wales have taken over important roles in welfare and social policy institutions. This renders those institutions more coercive, punitive and exclusionary, and normalises a police worldview in those institutions. This process of what I call austerity-driven policification can be observed specifically well in the increasing numbers of police officers integrated into schools most affected by austerity. Such 'transinstitutional policing' in Britain is triggered by contradictory post-global financial crisis austerity measures, but reliant upon a long, racialised history of authoritarian neoliberalisation. Cuts to public spending in the 2010s reduced state institutions' capacities to provide for vulnerable people, who were further criminalised and whose rights to support and solidarity were further delegitimised by a radicalisation of the framing of welfare recipients as undeserving, social housing estates as drug-infested gang territories, and schools in deprived areas, and Black pupils in particular, as dangerous. Police, while subjected to austerity measures also, functioned as an institution of last resort, supplementing and replacing incapacitated state institutions, while also being presented as an appropriate institution to address problems increasingly understood to be of a criminal rather than educational nature. This article suggests that austerity-driven policification is an intensification of longer-term trends toward a larger role for police in the neoliberal era. It shows the racial and authoritarian nature of neoliberalisation, and its messy realisation.

López-Rodríguez, F., & Gutiérrez, R. (2024). **Social exchange or reinforcement of women's educational advantage? The influence of educational assortative mating on occupational assortative mating for couples in Spain.** *International Sociology*, 39(3), 241-260. <https://doi.org/10.1177/02685809231217985>

The reversal of the gender gap in education has transformed traditional patterns of assortative mating, increasing the number of hypogamous couples. This change has been particularly intense in the case of Spain, a country of great interest due to the ambivalence of strong support for egalitarian attitudes and high proportion of traditional couples. Using quarterly microdata from the Spanish Labour Force Survey, applying generalised ordered-logit models, this research reveals that educational hypogamy increases the probability of occupational hypogamy. This association is consistent with the use of different occupational classifications and levels of disaggregation. But there are some factors that limit the transmission of women's educational advantages to their occupational levels, mainly gender differences in access to the labour market and an uneven distribution of professional achievements by sex. The findings obtained underline the relevance of using different measures as well as different theoretical approaches to explain seemingly contradictory couple equilibria.

McGee, E. O., Monroe-White, T., Laosebikan, O., & Vilfranc, C. L. (2024). **Interrogating the Relationship between Racial Activism and Academic Career Interest among STEM Doctoral Students.** *American Journal of Education*, 130(2), 177-206. <https://doi.org/10.1086/728267>

Purpose: Science, technology, engineering, and mathematics (STEM) fields are not known for producing a high number of racial activists. On the contrary, scientific discourse often traffics in race-neutral language and ideologies, all the while producing racist science and technologies. This research explored the relationship between racial

activism and academic career intentions of underrepresented and racially minoritized (URM) STEM doctoral students. Research Methods/Approach: We surveyed 301 Black/African American, Hispanic/Latinx, and Indigenous STEM doctoral students and 96 White and Asian STEM doctoral students. We deploy QuantCrit as a methodological stance to guide our analysis of the racial activism of students and its effect on their interest and intent in pursuing a STEM career. Findings: We found that among URM STEM doctoral students, racial activism positively predicts the likelihood of pursuing careers in academia. After controlling for the other variables in our regression models, racial activism was the strongest predictor based on standardized beta coefficients. Implications: Recent events have reactivated racial activism in academia, highlighting the experiences of URM STEM students and faculty. Yet Latinx faculty have increased minimally, Indigenous faculty numbers are stagnant, and Black faculty numbers in science and engineering are decreasing. Our research suggests that URM STEM doctoral students seek out careers in academia to leverage their commitment to racial activism by producing racially and culturally affirming science and technology for the benefit of society.

Miller, E., Ziaian, T., Baak, M., & de Anstiss, H. (2024). **Recognition of refugee students' cultural wealth and social capital in resettlement.** *International Journal of Inclusive Education*, 28(5), 611-628. <https://doi.org/10.1080/13603116.2021.1946723>

Internationally, recent population movements due to conflict, climate change and global inequality have resulted in increased cultural and linguistic diversity in many societies. As a result, education systems are increasingly grappling with how to adapt practice to provide educational access and opportunities with increasingly diverse student cohorts. Here we present the analysis of qualitative data from interviews in a mixed-methods study that explored these processes of inclusion for refugee background youth in Australian high schools. Using a social capital and cultural wealth framework, we discuss the ways in which refugee background students access education and work towards aspirations in Australian high schools, and how the education system contributes to this process. Analysis suggests that young people and families develop cultural wealth partially in response to their refugee and resettlement experiences. Social connections are a core element of young people's resettlement process in terms of feeling valued and in terms of accessing supports and opportunities. School systems can enable positive education outcomes by working with students and families to further develop social capital networks that connect to, recognise, and promote the value of community cultural wealth.

Naglieri, A., Hilgsmann, P., & Parmentier, P. (2024). **Intégration des valeurs d'équité, diversité et inclusion au profit de la transition des élèves vers l'enseignement supérieur : approche "glocale" de la collaboration avec les établissements d'enseignement secondaire.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569169>

Paffenholz, M. (2024). **Adolescents' Mental Health and Human Capital: The Role of Socioeconomic Rank** [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/crcr224_5f2024_5f526.htm

I provide evidence on the causal effects of a student's relative socioeconomic status during high school on their mental health and human capital development. Leveraging

data from representative US high schools, I utilize between-cohort differences in the distributions of socioeconomic status within schools in a linear fixed effects model to identify a causal rank effect. I find that a higher rank during high school improves a student's depression scores, cognitive ability, self-esteem and popularity. The rank effects are persistent with long-lasting consequences for adult depression and college attainment. Additional analyses emphasize the role of inequality in exacerbating these rank effects.

Picard, E., & Graveleau, S. (2024, mai 13). « **Les étudiants les plus favorisés socialement se retrouvent dans les établissements les mieux financés et dotés pédagogiquement** ». *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/05/13/les-etudiants-les-plus-favorises-socialement-se-retrouvent-dans-les-etablissements-les-mieux-finances-et-dotes-pedagogiquement_6232909_4401467.html

Alors que le système universitaire français reposait historiquement sur une égalité forte entre les établissements, la mise en concurrence de ces derniers, à partir de la fin des années 1980, a changé la donne, explique Emmanuelle Picard, historienne des universités et professeure à l'Ecole normale supérieure de Lyon, dans un entretien au « Monde ».

Pierrel, A. (2024). *Ingénieurs mais apprentis*. <https://doi.org/10.48611/isbn.978-2-406-16451-7>

En s'ouvrant aux diplômés d'ingénieurs, l'apprentissage a traversé l'espace social. Comment les écoles s'approprient-elles ce mode de formation historiquement dominé ? Les apprentis ingénieurs sont-ils des ingénieurs comme les autres à l'heure où les études en alternance sont de plus en plus prisées ?

Piquemal, L. (2024). **Évolution de la mixité sociale des collèges**. *Note d'Information*, (24.19), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evolution-de-la-mixite-sociale-des-colleges-414321>

Les collèges ont des compositions sociales très différentes, ce qui est régulièrement décrit comme un facteur renforçant les inégalités scolaires.

Prati, G., & Stefani, S. (2024). **Under what conditions do gender differences exist in power and achievement values? The moderating role of gender ideology**. *Asian Journal of Social Psychology*, 27(2), 176-186. <https://doi.org/10.1111/ajsp.12588>

Previous studies revealed differences between men and women in value priorities. It has been asserted that men do inherently attribute more importance than women to power and achievement values. Our study brings a sociocultural lens into account employing gender ideology as a moderator of the gender differences in these values. Specifically, we hypothesized that internalization and endorsement of gender role ideology shape gender differences in power and achievement values. We focused on two components of gender ideology as moderators of the gender differences in values: primacy of the breadwinner role, and acceptance of male privilege. We used data from the World Values Survey wave six (89,565 participants from 60 countries). Results indicated that gender ideology moderated the relationship between gender and the endorsement of achievement and power values. Specifically, the relationship between gender and achievement was significantly moderated by acceptance of male privilege, but not of primacy of the breadwinner role. In addition, the association between gender and power was significantly moderated by primacy of the breadwinner role, but not by

acceptance of male privilege. In other words, when participants endorse egalitarian gender ideologies, gender differences in power and achievement disappear or even reverse. We contrast previous perspectives assuming inherent gender differences in human values and argue that such differences are related to beliefs in gendered separate spheres.

Prunet, A., Hervé-Pécot, F., & Jensen, C. (2024). **Intégration et réussite des étudiants réfugiés à l'université : fonction et enjeux des DU Passerelle**. *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569170>

Intégration et réussite des étudiants réfugiés à l'université : fonction et enjeux des DU Passerelle

Quadlin, N., Conwell, J. A., & Rouhani, S. (2024). **The Economic Context of Higher Education Expansion: Race, Gender, and Household Finances Across Cohorts and Generations**. *Journal of Family and Economic Issues*, 45(2), 430-443. <https://doi.org/10.1007/s10834-023-09918-8>

This article assesses how the economic context of higher education expansion since the mid-20th century has shaped families' financial lives—in terms of income and wealth/debt—as well as how these trends have differed for Black and White women and men. We use data from the NLSY-79 (comprising trailing-edge Baby Boomers) and NLSY-97 (comprising early Millennials) to show how academically similar students in these two cohorts fared in terms of educational attainment, household income, household wealth, and total student debt accrued by age 35. While we discuss findings across race-gender groups, our results call attention to the education-related economic disadvantages faced by Black women that have accelerated across cohorts. Over time, Black women's educational attainment has increased substantially, and high-achieving Black women, in particular, have become uniquely likely to progress beyond the BA. But while high-achieving Black women have made many advances in higher education, they also have become more likely than similarly high-achieving White men, White women, and Black men to have zero or negative wealth at the household level, and to accrue student debt for themselves and for their children. Our findings demonstrate that the costs of expanded access to credit for higher education have not been borne equally across race, gender, and achievement, and that these patterns have multigenerational financial consequences for college attendees and their families.

Rajčan, A., & Burns, E. A. (2024). **Publishing during a sociology PhD in Australia: Differences by elite and non-elite universities and gender**. *Journal of Sociology*, 60(2), 475-494. <https://doi.org/10.1177/14407833241239346>

We examined the latest decade of Australian sociology PhD completions for differences in the number and quality of research outputs students published during doctoral enrolment. There was no evidence of a statistically significant difference between Go8 PhD students and their non-Go8 PhD counterparts in terms of either the quantity of research publications achieved, or the quality of these publications as measured by high-impact journals. There was also insufficient evidence statistically to conclude that Go8 men and Go8 women differed from one another, or that non-Go8 men and non-Go8 women differed from one another in overall quantity of outputs and publishing in high-impact journals. However, publishing success of men and women, when combined, regardless of whether they were at elite Go8 or non-Go8 institutions, showed gender had

a marginally significant effect on publication productivity, men outperforming women, in both publication counts and in publishing in high-impact journals.

Rochex, J.-Y. (2023). **Au-delà du débat utilitarisme vs reconnaissance : développement de la normativité et individuation par les épreuves.** *Revue française de pédagogie*, 220(3), 27-46. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-3-page-27.htm>

Le paradigme de la reconnaissance et le souci de la « diversité » des élèves sont souvent présentés comme pouvant s'opposer ou faire contrepoids à l'utilitarisme croissant de l'école de la performance. Après un examen critique de cette affirmation et de ce paradigme, cet article argumente pour extirper la question et la problématique de la reconnaissance, d'une part de celles de l'identité, de la revendication ou de l'affirmation identitaire pour faire place à la question de l'agir créateur et du développement de la normativité, et, d'autre part, de celles de la libération ou de l'(auto)réalisation de soi, au profit du concept d'individuation par les épreuves. Les concepts de normativité et d'individuation, empruntés à G. Canguilhem et à G. Simondon, permettent ainsi de revisiter, à la lumière de travaux et débats contemporains, portant notamment sur les rapports entre reconnaissance et redistribution, entre exigence de justice sociale et souci d'hospitalité pour la diversité des histoires, des milieux et formes de vie des élèves, le modèle des droits pédagogiques esquissé par B. Bernstein, auquel est consacré ce dossier.

Scholes, L. (2024). **Year 3 boys' and girls' enjoyment for reading across economic demographics in Australia. Implications for boys and students from lower SES communities.** *International Journal of Inclusive Education*, 28(5), 509-524. <https://doi.org/10.1080/13603116.2021.1941319>

International studies have established that reading for enjoyment is linked to higher reading outcomes however there are local variations of the relationship and nuances associated with gender and economic contours. The aim of this study was to examine 318 Australian Year 3 (7 to 8-year-olds) boys' and girls' self-reported enjoyment for reading, reading frequency, and achievement on national reading tests. Findings showed that students who indicated higher levels of enjoyment for fiction and non-fiction, and who read more frequently, indicated higher reading achievement. Students attending schools in higher demographic communities tended to attain higher reading scores. An unexpected and significant finding was that fiction was the most favoured reading genre for boys and that more girls had higher levels of enjoyment for non-fiction than boys. These findings challenge the long-standing myth that boy's prefer non-fiction. The study demonstrates the importance of promoting reading enjoyment – particularly fiction – early in students' schooling trajectory, with special consideration for boys and students from economically marginalised communities.

Souidi, Y. (2024). **Vers la sécession scolaire ? mécaniques de la ségrégation au collège.** Consulté à l'adresse <https://www.fayard.fr/livre/vers-la-secession-scolaire-9782213726663/>

L'école, dernier bastion du brassage social ? Un mirage rassurant. Mais l'absence de mixité sociale dans les classes n'est-elle pas le simple reflet des inégalités géographiques ? Non plus, et cet essai le souligne avec force : le système scolaire est traversé par ses propres fractures sociales. De là à parler d'une sécession scolaire ? Les travaux de Youssef Souidi permettent de saisir l'ampleur prise par la ségrégation sociale

sur les bancs des collèges français. Par l'analyse des données issues de milliers d'établissements, l'économiste estime sous un jour nouveau la contribution des différents acteurs – parents d'élèves, mais aussi responsables politiques – à ce phénomène. À travers un tour de France des communes, il distingue ainsi des configurations aux contrastes marquants : une scission s'est parfois déjà opérée entre collèges privés à la composition sociale favorisée et collèges publics qui assument quasiment seuls la prise en charge de la difficulté sociale. S'appuyant sur des travaux en sciences sociales et des expériences de politiques publiques, en France comme à l'étranger, cet ouvrage propose aussi des pistes pour remédier à ce problème majeur. Car il ne suffit pas d'invoquer la devise républicaine pour bâtir une école à la hauteur des enjeux, encore faut-il lui donner corps. Youssef Soudi est chercheur postdoctorant au CNRS et à l'université Paris Dauphine-PSL. Il est l'auteur d'une thèse sur les mécanismes de la ségrégation sociale en milieu scolaire, sous la direction de Julien Grenet et Élise Huillery, soutenue à la Paris School of Economics et à l'EHESS. Ses travaux s'appuient sur de nombreuses sources de données, en vue d'améliorer la connaissance de faits sociaux et d'évaluer les effets des politiques publiques

Stavrou, S., Poulet, C., & Loffeier, I. (2023). **Quand les droits pédagogiques se muent en devoirs professionnels. Hiatus dans la formation continue pour la réforme des pratiques professionnelles en santé.** *Revue française de pédagogie*, 220(3), 83-97. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-3-page-83.htm>

Cet article utilise le modèle des droits pédagogiques de Basil Bernstein pour décrire les enjeux démocratiques de formations destinées aux professionnels intervenant dans les établissements pour personnes âgées dépendantes. L'article met en avant l'intérêt du triptyque théorique bernsteinien (participation-inclusion-amélioration) en tant qu'entité, et non comme une série d'indicateurs indépendants, et montre sa pertinence en tant qu'outil d'analyse des données empiriques. L'enquête a été menée auprès de deux organismes de formation proposant, en France et en Suisse, des sessions autour de l'amélioration de la qualité des soins. L'analyse montre que, en tant que dispositifs pédagogiques, ces programmes transforment les droits pédagogiques des professionnels en devoirs, au seul bénéfice de l'exercice des droits démocratiques des résidents. L'observation de ce hiatus entre les bénéficiaires (les résidents) et les apprenants (les professionnels formés) permet de questionner la réalisation effective des droits pédagogiques de ceux qui participent à la formation.

Stéphanus, C. (2024). **Accès à la formation : pourquoi souhaiter se former ne suffit pas.** *Céreq Bref*, (451), 1-4. Consulté à l'adresse <https://www.cereq.fr/acces-formation-professionnelle-souhait>

La loi de 2018 pour la liberté de choisir son avenir professionnel s'inscrit dans un ensemble de réformes qui responsabilisent davantage le salarié dans la construction de son parcours de formation. Or, il s'avère que le simple souhait de se former ne suffit pas à accéder à la formation. L'environnement créé par l'entreprise a également son importance, qu'il s'agisse du budget consacré à la formation, de la volonté d'informer le salarié sur les dispositifs existants ou de l'accompagner dans sa démarche. Faute de quoi, les inégalités d'accès à la formation sont amenées à perdurer.

Viano, S., Baker, D. J., Ford, K. S., & Johnston-Guerrero, M. P. (2024). **A Latent Class Analysis of Racial Terminology in Education Research: Patterns of Racial Classifications in AERA**

Journals. *Educational Researcher*, 53(4), 213-222.
<https://doi.org/10.3102/0013189X241227901>

Education research commonly uses racial terminology but with little understanding of racial classification patterns across the field. In this study, we surface the use of racial terminology using a census of original research published in American Educational Research Association journals between 2009 and 2019. We do so as an ethical quantification exercise, seeking to further social justice goals by encouraging scholarship on racial terminology in education research. Using latent class analysis, we identify six classes of research ranging from about a third of articles that use almost no racial terminology to an eighth of articles that use terminology extensively. More recently published articles are more likely to be part of classes with extensive or narrow racial terminology usage and less likely to be in classes that are absent racial terminology. Qualitative research is more likely to use extensive racial terminology, and quantitative research is more likely to be absent of or narrowly use racial terminology. We conclude with recommendations for how future research can build off of these findings to address questions on how to authentically and purposefully use racial terminology in ways that reflect the complex ways people identify themselves to better situate education research to address racial inequality.

Climat de l'école

Barton, K. C. (2024). **Knowledge without disciplines: a critique of social realism's disciplinary fixation.** *Journal of Curriculum Studies*, 56(3), 235-245.
<https://doi.org/10.1080/00220272.2024.2328058>

Although the social realist position is grounded in the fundamentally important observation that schools must engage students with knowledge that deepens and extends their understanding, rather than simply reproduce what they learn in everyday life, this approach commits a fatal flaw by equating such 'powerful knowledge' with the work of academic disciplines—a position also taken by many scholars working outside the social realist tradition. The social realist and related disciplinary approaches mischaracterize the cohesiveness and boundedness of disciplines; they evade the culturally, historically, and institutionally situated nature of disciplines and dismiss the extensive knowledge produced outside them; and they ignore the societal purposes of knowledge within general education, which necessarily differ from those of academic disciplines. In a world beset by social, political, and environmental crises, schools must engage students with systematic knowledge, but that knowledge must be selected and organized on some basis other than a simplified portrait of imagined academic disciplines.

Bozec, G., Blassel, R., Rodrigues, C., Schufft, L., Hamel, C., Karimi, H., ... Dhume, F. (2024). **Dénoncer les discriminations vécues à l'université: entre silence, révélation et signalement** (p. 40). Consulté à l'adresse Défenseur des droits website: <https://www.defenseurdesdroits.fr/eclairages-denoncer-les-discriminations-vecues-luniversite-entre-silence-revelation-et-signalement>

La collection Éclairages se propose de mettre à disposition des spécialistes, des décideurs, des professionnels comme du public le plus large, les synthèses des travaux menés par des équipes de recherche pluridisciplinaires et indépendantes pour le compte de l'institution. Elle a vocation à éclairer le débat public et documenter les enjeux de l'intervention du Défenseur des droits.

Cockerham, D., Tyler-Wood, T., & Lin, L. (2024). **An Inquiry-based Approach to Understanding Well-being and Smartphone Usage: Constructing Research with Adolescent Students.** *Mind, Brain, and Education*, 18(2), 200-209. <https://doi.org/10.1111/mbe.12405>

Inquiry can be an effective educational strategy for building critical thinking and student agency, but it is also a catalyst for scientific research. This study built upon a foundation of inquiry as 25 adolescents participated in a nine-week guided inquiry curriculum focused on smartphones and digital responsibility. As participants developed personally meaningful inquiries and designed investigations into smartphone usage, they became co-researchers who conducted their own research studies at a large museum. The study examines to what extent participants show changes in their (1) sense of well-being; (2) awareness of personal smartphone usage. Pre- and post-intervention data compared participants' personal awareness of smartphone usage and investigated participants' well-being. Results showed significant increases in positive affect and smartphone awareness, with significant decreases in negative affect. This study provides important insights for teachers and researchers by highlighting the positive educational impacts of two-way dialogue between research and education.

Duff, C. (2024). **The Implementation of Mindfulness in Early Childhood: Diversity in the Uses and Functions of Mindfulness and What This may Mean for Children's Well-being.** *Mind, Brain, and Education*, 18(2), 187-199. <https://doi.org/10.1111/mbe.12399>

The growth of mindfulness is a global trend; however, the implementation of mindfulness practices in early childhood is a nascent phenomenon. There is a scarcity of research conducted for the purpose of understanding the implementation of mindfulness in early childhood. This study is, therefore, concerned with the functionality of mindfulness in early childhood within clinical and educational contexts. Using a qualitative design, 24 children aged four to five participated in focus groups, and eight primary school teachers and six clinicians participated in semi-structured interviews. Data were analyzed using inductive thematic analysis. Five diverse uses and functions of mindfulness were identified: social and emotional skills development, behavioral and emotional regulation, the recognition and awareness of emotional health and well-being, the promotion of resilience, and contributing to long-term outcomes for children. These findings contribute toward the interdisciplinary knowledge and research base for child well-being practices and the diversity in the use and functionality of mindfulness.

Gottlieb, A., Mirakhur, Z., & Schindeler, B. (2024). **School Discipline, Police Contact, and GPA: A Mediation Analysis.** *Educational Researcher*, 53(4), 223-232. <https://doi.org/10.3102/0013189X241231988>

Exclusionary school discipline is one of the primary ways that schools address student behavior. Existing scholarship has focused on examining the implications of exclusionary school discipline for two sets of outcomes: academic achievement and future juvenile and criminal legal involvement. However, these two areas of scholarship are largely treated as separate. In this paper, we bridge these two research areas by drawing on scholarship examining the negative educational consequences of police contact for youth. Specifically, we formally test the proposition that the association between school suspension in childhood and adolescent academic achievement is mediated by police contact experienced in early adolescence. Using data from the Future of Families and Child Wellbeing Study, we find support for this hypothesis: Early adolescent police

contact explains approximately 30% of the association between school suspension in childhood and adolescent GPA. By relying on exclusionary school discipline, our results suggest that schools are setting the stage for youth to become involved in the criminal legal system, which, in turn, hinders future academic achievement.

Joxe, L. (2024). **Dépendance, vulnérabilité, et harcèlement à l'université. Quand l'encadrement doctoral est dysfonctionnel.** Consulté à l'adresse <https://hal.science/hal-04564996>

While both institutional and individual factors can explain the abandonment of a PhD, a number of studies highlight the existence of conflictual relationships between doctoral students and supervisors, and even physical and psychological harassment on the part of the supervisor. Using a monograph based in France, this article examines a dysfunctional doctoral supervision situation through the prism of care. Such an approach first reveals the multiple factors of dependence of a PhD student, then the power of the supervisor who can help to make this dependence disappear through care work or, on the contrary, reinforce or even abuse it through a lack of attention, known as "discare", and, finally, the ambivalent importance of academic and friendly relays, known as "substitute care". This monograph points to the social reproduction to which the French doctoral institution contributes, by selecting the most advantaged doctoral students from among those suffering from discare, and leaving out the most vulnerable.

Virella, P. M. (2024). **Cultivating Critical Hope While Leading during Crisis: A Qualitative Cross-Comparative Analysis.** *American Journal of Education*, 130(2), 275-300. <https://doi.org/10.1086/728269>

Purpose: In this article, I examine the importance of cultivating critical hope while leading a school through a crisis. I analyze how the concept of critical hope functions when principals use it as a lever to lead toward crisis recovery. The analysis is informed by literature from the fields of education and positive psychology. Research Methods/Approach: For this qualitative study, I used a cross-comparative approach to uncover how principals operationalize critical hope to engender hope throughout their school buildings and maintain a sense of hopefulness to continue leading. To do so, I interviewed 50 principals from across the United States who have led through at least one crisis. Findings: I found that principals are constantly cultivating and engendering critical hope for their schools and for themselves. The findings also suggest that critical hope is essential to a principal leading through a crisis. Implications: This research contributes to our understanding of the relationship between critical hope, crisis, and educational leadership. It also extends research on leadership competencies and dispositions toward effective school leadership postcrisis.

Wang, F., King, R. B., & Zeng, L. M. (2024). **Cooperative school climates are positively linked with socio-emotional skills: A Cross-National Study.** *British Journal of Educational Psychology*, 94(2), 622-641. <https://doi.org/10.1111/bjep.12670>

Background Socio-emotional skills are critical to life outcomes such as achievement, well-being and job success. However, existing research has mostly focused on the consequences of socio-emotional skills, with less attention devoted to the role of school climate in the deployment of these skills. Aims This study investigated the role of school climate in socio-emotional skills. More specifically, we investigated whether cooperative or competitive school climates are associated with students' socio-emotional skills. Sample Our study utilized data from the OECD Survey on Social and Emotional Skills,

collected from 10 cities across nine countries. Participants were 60,985 students, including 31,187 10-year-olds (49.70% females) and 29,798 15-year-olds (51.6% females). Methods We conducted multilevel structural equation modelling to test whether cooperative and competitive climates were associated with socio-emotional skills. These skills include five broad domain skills and 15 more specific skills: task performance (self-control, responsibility and persistence), emotion regulation (stress resistance, emotional control and optimism), collaboration (empathy, trust and cooperation), open-mindedness (tolerance, curiosity and creativity) and engaging with others (sociability, assertiveness and energy). Results Our findings indicated a positive relationship between a cooperative climate and socio-emotional skills. In contrast, the relationship between a competitive climate and socio-emotional skills was primarily negative. Conclusion This study highlights the contrasting roles of cooperative and competitive climates in students' socio-emotional skills.

Évaluation des dispositifs d'éducation-formation

Allix, P., Lubin, A., Lanoë, C., Mortier, A., & Rossi, S. (2024). **Impact of the Metacognitive Educational Program Cogni'Scol on the Academic Success of Middle School Students.** *Mind, Brain, and Education*, 18(2), 173-186. <https://doi.org/10.1111/mbe.12398>

What can be done to promote the academic success of learners? More than a question, it is a major challenge of our time. In this perspective, metacognition seems to be a way to empower learners to take ownership of their academic success. Considering the recommendations established in the literature, we co-constructed with teachers a metacognitive educational program, called Cogni'Scol, based on brain functioning in learning. Its benefits were determined through a longitudinal study focusing on the academic success of French students. We followed sixth grade students over a two-year period who either benefited or not from a weekly session of the Cogni'Scol program. Results showed a significant effect on students' knowledge and representations of brain functioning but not on the students' academic performances mediated by improvements in their metacognition. We conclude with pragmatic reflections for researchers and educational professionals interested in the implementation of educational programs based on brain functioning in learning.

Camci, F., Eroglu, D., & Tanisli, D. (2024). **Evaluating a Hypothetical Learning Trajectory for nets of rectangular prisms: A teaching experiment.** *The Journal of Educational Research*, 117(1), 12-26. <https://doi.org/10.1080/00220671.2024.2303505>

The ability to recognize and construct nets is a fundamental aspect of spatial reasoning skills; however, there is a lack of understanding regarding effective instructional sequences for fostering this ability. The aim of this study is to test a Hypothetical Learning Trajectory for enhancing sixth-grade students' understanding of rectangular prism nets. Conducted over four weeks, this teaching experiment involved 12 sixth-grade students from a public school in Turkey, selected based on varying mathematics achievement levels. Data were collected through clinical interviews, video recordings, and student worksheets. Ongoing and retrospective analyses were employed to describe students' understanding during the implementation of HLT. The findings detail the results of the teaching experiment and the HLT verified following the experiment. This study contributes to the existing research on students' understanding of rectangular prism nets and provides valuable insights for mathematics educators aiming to design effective instructional sequences that promote spatial reasoning skills.

Collette, E., & Frenay, M. (2024). **Le projet “Universal by Design” à l’UCLouvain.** *Diversité, Réussite[s] dans l’Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l’adresse <https://hal.science/hal-04569130>

Courtade, F. (2024). **En quoi la réflexivité et le collectif sont les piliers – inclusifs - des réussites étudiantes. Étude d’un dispositif de méthodologie universitaire en première année à l’UJM.** *Diversité, Réussite[s] dans l’Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l’adresse <https://hal.science/hal-04569459>

En quoi la réflexivité et le collectif sont les piliers – inclusifs - des réussites étudiantes. Etude d’un dispositif de méthodologie universitaire en première année à l’UJM.

Marty, S. (2024). **Le ‘Projet Up’ : un dispositif d’aide à la réussite universitaire ‘Loi O.R.É’ combinant approche individualisée et conduite de projet collaborative.** *Diversité, Réussite[s] dans l’Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l’adresse <https://hal.science/hal-04569132>

Petipré, M., & Ghatti, A. (2024). **Le DU PaRéO : un dispositif de transition inter-cycles.** *Diversité, Réussite[s] dans l’Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l’adresse <https://hal.science/hal-04569127>

Tahri, Y., & Ntamashimikiro, S. (2024). **Dispositif d’aide à la réussite du cours de physique en première année en pharmacie et sciences biomédicales.** *Diversité, Réussite[s] dans l’Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l’adresse <https://hal.science/hal-04569112>

Virey, J.-M., Guerin-Jequier, S., Kolinsky, C., Majada, M., & Mouret, L. (2024). **Le projet HILISIT : Hybrldation en Licence Scientifique - modules hybrides et 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-04569129>

Formation continue

Namyouïsse, J.-M. (2024). **La problématique de la formation continue en Centrafricaine : Entre frustrations et stratégies d’accès à l’enseignement supérieur.** *Diversité, Réussite[s] dans l’Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l’adresse <https://hal.science/hal-04569334>

Richard, E. (2024). **Expériences d’études collégiales des populations étudiantes adultes : enjeux d’accès, conditions de persévérance, réalités et responsabilités hétérogènes et inégalitaires.** *Diversité, Réussite[s] dans l’Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l’adresse <https://hal.science/hal-04569461>

Smith, I. A., & Griffiths, A. (2024). **Microaggression or micromessage? How choice of term influences working adults’ emotional reactions to a training module about subtle slights.** *International Journal of Training and Development*, 28(2), 152-168. <https://doi.org/10.1111/ijtd.12316>

The need for workplace training about diversity, equity and inclusion is widely acknowledged. To date, however, there is conflicting evidence as to its effectiveness. Various aspects of design and content may be influential. This study explored the relationship between the terminology used in diversity training and trainee reactions. It employed two versions of a short e-learning module about subtle slights (a range of ambiguous and negative interactions) to explore whether using the term 'microaggression' or 'micromessage' affected trainee emotional reactions to the module. The sample comprised 630 working adults in the United Kingdom representing different ethnic, gender and age groups. Results suggested that there were differences in trainee emotional reactions to the term used. The term 'micromessage' resulted in more positive reactions; significantly more trainees expressed interest, and significantly fewer reported sadness and anger than when the term 'microaggression' was used. There were also some small differences in reactions between the various demographic groups. This study adds to the literature exploring the terminology used to refer to subtle slights and how terminology might influence trainee reactions in diversity training. It also provides researchers and training providers with a methodology to assess aspects of diversity training before deployment.

Stosich, E. L., Thessin, R. A., & Meyers, C. V. (2024). **Learning Together to Lead Together: Designing Professional Learning to Strengthen Principal and District Leadership for School Improvement.** *American Journal of Education*, 130(2), 301-331.
<https://doi.org/10.1086/728266>

Purpose: This study examines a university-based professional learning program, the University School Systems Program (USSP), designed to strengthen district- and school-level leadership for improvement. The program has a record of success in improving student outcomes in participating schools, yet little is known about how the program design may contribute to these outcomes. This study examines USSP's theory of change against leaders' experiences in the program to advance theoretical and practical knowledge of how professional learning can be designed to strengthen district and school leadership for improving underperforming schools. **Research Methods/Approach:** We conducted a comparative case study of five midsize districts participating in USSP. Data collection and analysis focused on program documents and interviews with 25 superintendents, district shepherds (DSes; a role akin to principal supervisor), and principals. **Findings:** We find that leadership learning and practice changes related to USSP varied by role. Superintendents' learning and change focused on implementing the DS role to increase support to underperforming schools. DSes and principals described USSP as essential for learning how to carry out their roles more comprehensively and described shifting their practice in ways that aligned with research on leadership for school improvement, including a focus on improvement planning, instructional feedback, and data-driven decisions. **Implications:** Findings suggest that professional learning that includes sustained, collaborative learning among leaders across roles, role-specific learning for district and school leaders, and job-embedded and context-specific supports can help leaders translate professional learning into changes in their individual practice and the broader district conditions in which they work.

Bozonnet, C. (2024, mai 14). « **Ils donnent l'impression qu'ils sont plus attentifs à l'équilibre vie pro-vie perso** » : comment les cabinets de conseil s'efforcent d'attirer et de garder les jeunes diplômés. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/05/14/ils-donnent-l-impression-qu-ils-sont-plus-attentifs-a-l-equilibre-vie-pro-vie-perso-comment-les-cabinets-de-conseil-s-efforcent-d-attirer-et-de-garder-les-jeunes-diplomes_6233123_4401467.html

Confrontés à une compétition accrue pour capter les jeunes talents, les cabinets d'audit et de conseil doivent s'adapter aux attentes actuelles des jeunes générations, notamment en matière de management et d'organisation du travail.

Fays, V., Mahy, B., & Ryckx, F. (2024). **Do migrants displace native-born workers on the labour market? The impact of workers' origin** (LIDAM Discussion Papers IRES N° 2024004). Consulté à l'adresse Université catholique de Louvain, Institut de Recherches Economiques et Sociales (IRES) website: <https://econpapers.repec.org/paper/ctlouvir/2024004.htm>

This article is the first to examine how 1st-generation migrants affect the employment of workers born in the host country according to their origin, distinguishing between natives and 2nd-generation migrants. To do so, we take advantage of access to a unique linked employer-employee dataset for the Belgian economy enabling us to test these relationships at a quite precise level of the labour market, i.e. the firm level. Fixed effect estimates, including a large number of covariates, suggest complementarity between the employment of 1st-generation migrants and workers born in Belgium (both natives and 2nd-generation migrants, respectively). Several sensitivity tests, considering different levels of aggregation, workers' levels of education, migrants' region of origin, workers' occupations, and sectors corroborate this conclusion.

Kuchumova, G., Kuzhabekova, A., Almukhambetova, A., & Nurpeissova, A. (2024). **Women's Science, Technology, Engineering, and Mathematics Persistence After University Graduation: Insights From Kazakhstan**. *Journal of Career Development*, 51(3), 408-428. <https://doi.org/10.1177/08948453241251466>

Women's persistence in science, technology, engineering, and mathematics (STEM) has been widely researched in educational settings, whereas less is known about their STEM persistence after graduation. Drawing on social cognitive career theory and in-depth semi-structured interviews with twenty women graduates majoring in STEM fields, this article explores women's persistence in STEM fields in Kazakhstan within four years after university graduation. The findings of the study are mapped around four themes—STEM self-efficacy beliefs, STEM career outcome expectations, organizational factors, and socio-structural factors—that are found important in shaping STEM women's post-graduation career choices. The study also reveals factors accounting for disparities in women's STEM persistence across different STEM fields. Implications highlight the need for more work at organizational and socio-structural levels to develop favorable conditions motivating and enabling women to persist in STEM careers within a patriarchal context.

Zemmour, M. (2024, mai 2). **Le chômage est l'affaire de tous : un salarié sur deux y passe au cours de sa carrière**. Consulté 12 mai 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/un-salarie-lexperience-chomage-cours-de-carriere/00111042>

Le fait de vivre au moins un épisode de chômage est devenu une expérience majoritaire. Et la tendance devrait s'accroître pour les plus jeunes générations d'actifs, pointe l'économiste Michaël Zemmour.

Métiers de l'éducation

Abonyi, U. K., Boateng, F. K., Adjei-Boateng, E., & Ansaah, E. (2024). **Promoting gender equity in school leadership appointments: A comparison of male and female headteachers' instructional leadership practices in Ghana.** *Educational Management Administration & Leadership*, 52(3), 610-628. <https://doi.org/10.1177/17411432221090746>

Ghana's efforts to end all forms of discrimination against women and ensure gender equity in school leadership appointments require a change in peoples' mindsets, habits and cultural beliefs. It is envisaged that evidence on the performance of the few women who have been appointed into leadership positions against their male counterparts would be quite instrumental in the change process. This study, therefore, assessed whether statistically significant differences exist in the extent to which male and female headteachers in two selected educational districts in Ghana enact instructional leadership practices in their schools. Utilizing a descriptive survey design and employing the teacher version of the principal instructional management rating scale, 263 teachers participated in the study. Findings from the study showed that there were no significant differences between male and female headteachers in none of the ten instructional leadership functions explored in the study. This meant that male headteachers in the selected educational districts did not significantly demonstrate any superior instructional leadership practices compared to their female counterparts. The study recommends that educational policymakers in Ghana initiate pragmatic policies to increase women's representation and participation in school leadership roles.

Ainsworth, S., Costa, M. da, Davies, C., & Hammersley-Fletcher, L. (2024). **New perspectives on middle leadership in schools in England – Persistent tensions and emerging possibilities.** *Educational Management Administration & Leadership*, 52(3), 541-555. <https://doi.org/10.1177/17411432221086847>

To afford school middle leaders meaningful opportunities to initiate change, we must provide them with the space and flexibility to engage with agentic and creative responses to policy and practice. Whilst we argue that the tensions identified in Bennett's seminal reviews persist, there may, nonetheless, be opportunities for school middle leaders to creatively influence educational agendas. Through engaging in a critical interpretative synthesis of school middle leadership literature, we consider how the subjectivities of such leaders are discursively constructed. We argue that a culture of performativity has diminished opportunities for middle leaders in English schools to develop a strong sense of agency, educational ideology and authentic professional responsibility. However, a current governmental focus on subject knowledge may have opened spaces for a collegial agency, despite the prevailing neo-conservative policy discourse. We thus identify, the potential for movement beyond a discursive position to one where school middle leaders take greater responsibility for developing practice to align more closely with their educational values. Utilising a dialogic theoretical perspective we examine how middle leadership in English schools is currently practiced and mediated in relation to the changing political landscape, and suggest that seemingly contradictory positions provide a fruitful site for new research.

Brown, C. T. (2024). **Status Quo or Innovation? Transforming Teacher Education in Hostile Times.** *Educational Policy*, 38(3), 604-623. <https://doi.org/10.1177/08959048231220059>

Teacher education is at a critical crossroads as colleges and schools of education contend with decreased student enrollment, legislative strategizing to limit what is taught, and general pushback regarding what teachers should learn about teaching and their students. As such, the field of teacher education must examine how to collectively rebuff the current movement by policy makers and elected officials who have formalized their desire to maintain the status quo in education. They continue to lobby against social justice in education, critical race theory, multicultural perspectives in teaching, and culturally responsive and relevant pedagogical approaches to classroom instruction, among others. This paper examines the current moment in educational history and highlights opportunities that may transform teacher education policy to become more justice centered.

Choi, Y., Lee, S., & Oh, H. (2024). **From the best practices of successful school leaders: Developing and validating the principal competencies inventory in South Korea.** *Educational Management Administration & Leadership*, 52(3), 686-710. <https://doi.org/10.1177/17411432221082914>

This study aims to develop and validate the Principal Competency Inventory (PCI), an instrument used to assess a principal's leadership competencies that promote student learning in South Korea. An extensive review of prior work was conducted to understand the theoretical foundation related to school leadership and the competency construct of the PCI derived from the Behavioural Event Interview of principals. Then, the psychometric procedures used in developing and validating the PCI were followed. The significance of this study and its practical implications for the use of this new instrument was discussed. From a theoretical and practical standpoint, this study contributes to the school leadership field by describing development and validation procedures, identifying where evidence of the reliable assessment instrument is lacking, and utilising the advantage of the competency-based framework. Also, the analysis of this study provides international perspectives about school leadership practices, thus supplementing the prior Western-focused literature in this field. In addition, this study offers useful information for policymakers and principal leadership development program designers who want to assess and evaluate principal leadership competency.

Dufour, F., & Portelance, L. (2024). **La suppléance, une activité professionnelle émancipatrice ?** *Éducation & Formation*, (e-320), 15-26. Consulté à l'adresse <http://revueeducationformation.be/index.php?revue=40&page=3>

Ghamrawi, N., Shal, T., & Ghamrawi, N. A. R. (2024). **Exploring the impact of AI on teacher leadership: regressing or expanding?** *Education and Information Technologies*, 29(7), 8415-8433. <https://doi.org/10.1007/s10639-023-12174-w>

This study aimed to investigate the impact of Artificial Intelligence (AI) on teacher leadership, specifically examining whether AI is expanding or regressing teacher leadership, as perceived by teachers who were using AI in their teaching practices. Using a qualitative research design, the study employed semi-structured interviews to collect data from 13 teachers from five countries. The data were then analyzed using thematic analysis. The findings of the study indicated that the use of AI has the potential to both expand and regress teacher leadership. AI can expand teacher leadership by providing

tools for personalization, curriculum development, automating administrative tasks, and supporting professional development. However, AI was also viewed to be regressing teacher leadership, by narrowing the role because technology was taking over some of its aspects. Five sets of competencies were suggested by teachers for teacher leaders to sustain their roles in an AI era. The study concludes that the impact of AI on teacher leadership depends on how it is implemented and integrated into the education system. It highlights the importance of continued research and training in this area to inform future education policies and practices.

Han, E. S., & Garcia, E. (2024). **The Effect of Changes in Legal Institutions Weakening Teachers' Unions on Districts' Spending on Teacher Compensation.** *American Journal of Education*, 130(2), 239-273. <https://doi.org/10.1086/728231>

Purpose: The unanticipated changes in state legislation in Idaho, Indiana, Michigan, Tennessee, and Wisconsin in 2011–12 significantly restricted or entirely prohibited the collective bargaining rights of teachers. Considering these institutional changes as a natural experiment, we examine the causal impact of weakening teacher unionization on districts' spending on teacher compensation. Research Methods/Approach: We merge two nationally representative data sets from the United States: the Local Education Agency (School Districts) Finance Survey (F-33) and the Stanford Education Data Archive (SEDA) in 2009–16. We identify the effect of the institutional changes regarding teachers' unions by employing a difference-in-difference estimation and synthetic control method, exploiting district-level national data on spending on teacher compensation. Findings: We find that the antiunion institutional changes substantially reduced districts' spending on both teacher salaries and benefits. The negative impact is larger for the districts located at the bottom of the distribution of spending than for districts at the top. Implications: Our study suggests that the antiunion legal changes will raise income inequality among teachers, and the increased inequality in compensation among teachers may translate into greater performance gaps between students, if teachers receiving lower compensation are more likely to quit teaching or to move to districts that pay more. Therefore, the negative effects of the antiunion legal changes be even greater in the long run if the current trends persist.

Klahn Acuña, B., & Male, T. (2024). **Toxic leadership and academics' work engagement in higher education: A cross-sectional study from Chile.** *Educational Management Administration & Leadership*, 52(3), 757-773. <https://doi.org/10.1177/17411432221084474>

The concept of toxic leadership has been widely investigated in diverse settings with most contributors agreeing its impact on followers can have negative effects to the victim's well-being, job satisfaction, group productivity and organisational commitment. However, the concept has not yet been sufficiently researched in tertiary educational settings, and in this case, specifically in Chilean higher education. This paper explores whether toxic leadership was present in country's universities and, if so, to assess its impact over academics' work engagement. A cross-sectional quantitative study was conducted, using a sample of 592 academics from two different Chilean universities, who voluntarily responded to two validated scales: One to measure toxic leadership perceptions (Schmidt's toxic leadership scale) and other one to measure work engagement (UWESR work engagement scale). The results corroborated the presence of toxic leadership in the consulted institutions, but a significant relationship between this style of leadership and work engagement was not established. This finding suggests that,

even though the participants recognise the presence of toxic leadership, work engagement was not necessarily affected by their leader's behaviour.

Koutsoklenis, A., & Papadimitriou, V. (2024). **Special education provision in Greek mainstream classrooms: teachers' characteristics and recruitment procedures in parallel support.** *International Journal of Inclusive Education*, 28(5), 561-576. <https://doi.org/10.1080/13603116.2021.1942565>

Parallel support is a Greek type of special education provision aiming at providing additional support to students identified with special educational needs and/or disability in mainstream classrooms. Drawing from quantitative data for the school-year 2018–2019 this paper presents findings on certain characteristics of primary and pre-primary teachers who work in parallel support including gender, educational qualifications, teaching experience and further certifications in braille and/or sign language. In so doing, the paper analyses several shortcomings regarding the staffing of parallel support, especially in relation to teachers' qualifications and teaching experience. Additionally, it reports data on the recruitment procedures of teachers revealing significant delays in the hiring of teachers who work in parallel support. Finally, the paper discusses how the current educational policy creates structural barriers that hinder the educational inclusion of students with special educational needs and/or disability.

Liu, S., & Hallinger, P. (2024). **The effects of instructional leadership, teacher responsibility and procedural justice climate on professional learning communities: A cross-level moderated mediation examination.** *Educational Management Administration & Leadership*, 52(3), 556-575. <https://doi.org/10.1177/17411432221089185>

Prior research has established principal leadership as a key factor in enhancing professional learning communities. However, researchers are only beginning to make progress in identifying the means and 'paths' through which school leaders contribute to professional learning communities. This study tested a multilevel, moderated mediation model of the processes linking instructional leadership and professional learning communities in China where professional learning communities have long been embedded in the culture of schools. In this study, 'teacher responsibility' was proposed as a mediator and procedural justice climate as a moderator of the relationship between principal leadership and teacher professional learning communities. The results based on the analysis of responses from 3374 teachers revealed significant direct and indirect effects of instructional leadership on the professional learning communities via teacher responsibility. Procedural justice climate significantly moderated the effects of instructional leadership on both teacher responsibility and professional learning communities. The positive effects of instructional leadership were strengthened when the procedural justice climate was higher.

Magno, C., Becker, A., & Imboden, M. (2024). **Educational practice in Switzerland: Searching for diversity-engaged leadership.** *Educational Management Administration & Leadership*, 52(3), 740-756. <https://doi.org/10.1177/17411432221086225>

Despite the uptick in awareness of racial and other sociocultural diversity owing to recent social movements particularly in the United States but also in many countries in Europe, deep understanding of identity and bias is lacking and remedies for policy and practice inequities in the education sector remain. Steadily increasing racial and linguistic heterogeneity demands better understanding on the part of school leaders—and the larger school staff—to redress inequity and improve schooling for all students. This study

utilized in-depth interviews to gather secondary school leaders' perspectives on, and level of engagement with, diversity in Fribourg, Switzerland. Findings revealed that school leaders are, overall, inadequately prepared to tackle difficult, identity-charged conversations or to confront their own positionality and subjectivity vis-à-vis newcomer students. Recommendations are made for aspiring and current school leaders to become active by practicing diversity-engaged leadership.

Mah Tjun Lyn, J., Cheong, L. S., & Binti Rosli, N. A. (2024). **Defining the roles and responsibilities of Malaysian primary school educators in supporting the Pre-Transition Stage of inclusive transitions: a Fuzzy Delphi method.** *International Journal of Inclusive Education*, 28(5), 577-593. <https://doi.org/10.1080/13603116.2021.1942567>

Inclusive education has brought about a paradigm shift to the traditional roles of an educator and now require educators to accept multifaceted responsibilities to support diverse individualised needs. Even now, Malaysian mainstream and special needs educators continually report that they need better understandings and knowledge to be proficient in supporting inclusive transitions. This study holds that outlining the distinct roles and responsibilities of the educators throughout the inclusive transition process is critical towards increasing their level of knowledge, competencies, and readiness towards inclusion. This study focuses on utilising the Fuzzy Delphi method to reach a consensus on the roles and responsibilities of mainstream and special needs educators that the experts believe are essential towards supporting the first stage of inclusive transition– the Pre-Transition Stage. The results identify a clearer picture of both educators' responsibilities within the planning and preparation role, classroom environment role, instructions role, and professional duties role that are key for educators in the first stage of transition. It offers a versatile judgement, clearer picture, and better structured insight that can help facilitate enhanced knowledge, competencies, better readiness, and clearer role alignments.

McGee, E. O., Monroe-White, T., Laosebikan, O., & Vilfranc, C. L. (2024). **Interrogating the Relationship between Racial Activism and Academic Career Interest among STEM Doctoral Students.** *American Journal of Education*, 130(2), 177-206. <https://doi.org/10.1086/728267>

Purpose: Science, technology, engineering, and mathematics (STEM) fields are not known for producing a high number of racial activists. On the contrary, scientific discourse often traffics in race-neutral language and ideologies, all the while producing racist science and technologies. This research explored the relationship between racial activism and academic career intentions of underrepresented and racially minoritized (URM) STEM doctoral students. Research Methods/Approach: We surveyed 301 Black/African American, Hispanic/Latinx, and Indigenous STEM doctoral students and 96 White and Asian STEM doctoral students. We deploy QuantCrit as a methodological stance to guide our analysis of the racial activism of students and its effect on their interest and intent in pursuing a STEM career. Findings: We found that among URM STEM doctoral students, racial activism positively predicts the likelihood of pursuing careers in academia. After controlling for the other variables in our regression models, racial activism was the strongest predictor based on standardized beta coefficients. Implications: Recent events have reactivated racial activism in academia, highlighting the experiences of URM STEM students and faculty. Yet Latinx faculty have increased minimally, Indigenous faculty numbers are stagnant, and Black faculty numbers in science and engineering are decreasing. Our research suggests that URM STEM doctoral

students seek out careers in academia to leverage their commitment to racial activism by producing racially and culturally affirming science and technology for the benefit of society.

Montecinos, C., Cortez, M., Zoro, B., & Zett, I. (2024). **Senior leaders' theories of action for managing subject departments as a school improvement strategy.** *Educational Management Administration & Leadership*, 52(3), 520-540. <https://doi.org/10.1177/17411432221089200>

The current study examines senior school leaders' theories of action driving their decision-making around how they manage departments and distribute leadership to department heads. Based on a thematic analysis of transcripts of interviews with the principal, head of the curriculum unit, and two department heads from nine high schools, four approaches for managing departments were identified: (a) quasi self-managing units; (b) hierarchical managerial control; (c) participatory management; and (d) transitioning from hierarchical control to incipient participatory management. All approaches, to varying degrees, involved hierarchical managerial control and, to a greater or lesser extent, department heads participated in decision-making. At the centre of the distinct patterns for the distribution of leadership associated with each management model was a concern for aligning teachers' improvement priorities. These approaches are examined through a distributed leadership lens in terms of their potential affordances and constraints for strengthening the contributions of departments to school improvement processes. The main conclusion is that variations in how senior leaders manage departments for the distribution of leadership need to be understood in the context of a school's history and culture.

Murphy, G., & Brennan, T. (2024). **Enacting distributed leadership in the Republic of Ireland: Assessing primary school principals' developmental needs using constructive developmental theory.** *Educational Management Administration & Leadership*, 52(3), 666-685. <https://doi.org/10.1177/17411432221086850>

In the Republic of Ireland, school leadership policy adopts a distributed leadership model nationally. Given that this is a relatively recent policy development, research conducted on distributed leadership to date has highlighted that there are particular challenges for school leaders in enacting this model in practice and, more significantly, that principals have signalled their need for further leadership development in its enactment. In this study, we contribute to the growing national research on this leadership model. We chart the development of this policy and, drawing on primary school principals' perspectives, also explore opportunities and challenges in this context at school and system levels, illustrated richly through two participant vignettes and more generally in the discussion. We argue that constructive-developmental theory, a theory that acknowledges developmental diversity and richly theorises professional growth and development, offers school and system leaders a nuanced, differentiated, and transformative approach through which leadership development activities are led at school and system levels can support principals to enact distributed leadership in practice. We conclude by describing developmental supports for leaders and considerations for system leaders and policymakers, which are also likely to be of interest beyond the Irish context given the rise of distributed leadership internationally.

Nikula, E., Pihlaja, P., & Tapio, P. (2024). **Visions of an inclusive school – Preferred futures by special education teacher students.** *International Journal of Inclusive Education*, 28(5), 673-687. <https://doi.org/10.1080/13603116.2021.1956603>

This study explores the desired future images of an inclusive school. In its policy documents, Finland has been committed to goals of inclusive education for decades; however, there are still challenges in its implementation. By utilising futures workshops, our research explores the factors envisioned by special education teacher students regarding the desired future of an inclusive school. The factors form three dimensions: structural, social, and emotional. Additionally, certain factors were assessed to fit into more than one dimension, which results in four overlapping aspects of services, commitment, a meaningful school path, and the school's comprehensive role in the community. Our results emphasise the systemic nature of inclusion in education, which further reinforces the understanding of inclusion as a process.

Page, A., Anderson, J., & Charteris, J. (2024). **Innovative learning environments and spaces of belonging for special education teachers.** *International Journal of Inclusive Education*, 28(6), 891-906. <https://doi.org/10.1080/13603116.2021.1968518>

According to the OECD definition of innovative learning environments (ILEs), inclusion is considered a pillar of its design. The depiction of an inclusive ILE from the OECD outlines the importance of including students in ILEs. We wish to argue, however, that the successful implementation of inclusion also needs to address the location of special education teachers within these spaces. Our research provides a 'spaces of belonging' framework that offers support for the successful inclusion of special education teachers within an ILE. Results from our ILE project and interviews with special education teachers in Australia and New Zealand will illustrate the three concepts of 'spaces of belonging', using studies from a range of schools. We hope that the findings will inform future planning and design processes that will promote effective inclusive teaching practices in Australia and New Zealand.

Pellerin, G., Portelance, L., Boisvert, G., & Vivegnis, I. (2024). **Émancipation chez les responsables de la formation des enseignants associés.** *Éducation & Formation*, (e-320), 119-132. Consulté à l'adresse <http://revueeducationformation.be/index.php?revue=40&page=3>

Redding, C., & Nguyen, T. D. (2024). **Teacher Working Conditions and Dissatisfaction Before and During the COVID-19 Pandemic.** *Educational Researcher*, 53(4), 233-244. <https://doi.org/10.3102/0013189X241232657>

With a goal of contextualizing teacher job dissatisfaction during the first full school year of the COVID-19 pandemic, we contrast teachers' experiences with the decade and a half leading up to the pandemic. We draw on nationally representative data from the Schools and Staffing Survey and National Teacher and Principal Survey from the 2003–04 to 2020–21 school years. Through descriptive and regression analysis, we show that (1) increases in teacher dissatisfaction beginning in the 2015–16 school year persisted into the 2020–21 school year, (2) levels of dissatisfaction during the pandemic were not equal across subpopulations of teachers, and (3) positive working conditions consistently predicted lower job dissatisfaction, including in the 2020–21 school year.

Rodríguez Fuentes, A., Caurcel Cara, M. J., Gallego Ortega, J. L., & Navarro Rincón, A. (2024). **Comparative study about inclusive education among working and trainee**

teachers. *International Journal of Inclusive Education*, 28(6), 768-788.
<https://doi.org/10.1080/13603116.2021.1958262>

Inclusive education is a challenge that requires appropriate attitudes in trainee and working teachers. If the influential factors for these attitudes are known, it is possible to enhance them to achieve a training programme focused on quality professional activity. In this sense, the current study revealed and corroborated the attitudinal characterisation around educative inclusion of two groups that are traditionally not researched jointly: working teachers and students about to graduate as Preschool Education or Primary Education teachers. The quantitative method was employed for this purpose, delivering a multiple transversal study: firstly, descriptive, and secondly, relational. The data were compiled through two standardised and validated scales for the research context, determined by the location of the three campuses of the University of Granada. Through the statistical analysis, the results generally demonstrated that the attitudes were significantly different in both groups, although an acceptable attitude was inferred (and indubitably improvable) in both; it was more favourable among female participants, as well as among those who were specialising or were already specialists in Preschool Education. Therefore, it is imperative to develop optimal attitudes among the implicated agents in inclusive education.

Roser, E., Costantini, N., Marsolier, C., & Romulus, A.-M. (2024a). **Les psychologues de l'éducation nationale de la spécialité Éducation, développement et conseil en orientation scolaire et professionnelle.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3940> (p. 59) [Report]. 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). Le rapport fait le constat d'une profession devenue peu lisible et dont la réalité professionnelle est en tension entre deux pôles de mission, l'orientation et le soutien psychologique, dans un contexte de fragilisation de la santé mentale des élèves ainsi que de réformes pédagogiques et structurelles, avec le rôle nouveau dévolu aux régions en matière d'information sur les métiers et les formations, l'État conservant la compétence d'orientation et d'affectation. Le rapport rend compte de l'exercice professionnel des PsyEN EDO au regard des besoins des usagers et formule des préconisations portant sur les missions et la gouvernance de cette fonction, à l'aune de la compétence de psychologue que les PsyEN sont les seuls à détenir à l'Éducation nationale.

Roser, E., Costantini, N., Marsolier, C., & Romulus, A.-M. (2024b). **Prévention du décrochage scolaire et accompagnement du parcours des élèves à Wallis-et-Futuna.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3939> (Report N° 22-23 253B; p. 59). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3940>

La jeunesse constitue un enjeu majeur pour l'avenir des îles de Wallis-et-Futuna, territoire qui a connu ces dernières années une baisse de natalité et une fuite massive des jeunes diplômés. Ce rapport propose une démarche d'accompagnement des parcours des

élèves, tout particulièrement sous l'angle de la persévérance scolaire et de l'orientation. L'histoire et la géographie de Wallis-et-Futuna ont composé une identité singulière. On y observe également le caractère universel du désir de réussite, d'ouverture des possibles et d'émancipation porté par les élèves et les familles, ainsi que la place centrale tenue par l'éducation dans la société. Si la qualification et l'égalité des chances correspondent à des sujets consensuels sur le territoire, le rapport souligne les marges de progrès en termes d'organisation, de clarification des objectifs, des concepts et de démarches partagées. Des recommandations concrètes ont émergé à l'occasion de la mission d'inspection générale, en grande partie élaborées avec les acteurs concernés. Celles traitant des tableaux de bord et de la mise à disposition des applications nécessitent l'appui des directions d'administration centrale.

Shaked, H. (2024). **Instructional leadership during the COVID-19 pandemic: The case of Israel.** *Educational Management Administration & Leadership*, 52(3), 576-592. <https://doi.org/10.1177/17411432221102521>

The instructional leadership approach requires school principals to give top priority to the continuous improvement of teaching quality and academic outcomes. This study explored how principals of elementary schools in Israel fulfilled their instructional leadership role during COVID-19. Data collection comprised semi-structured interviews with a diverse sample of 36 principals. Data analysis identified three different theories of action. In this study, a theory of action is the conscious or unconscious set of assumptions that explain how principals act professionally in a given situation. According to the first theory of action, moratorium, principals temporarily abandoned instructional leadership. According to the second theory of action, adaptation, principals changed instructional leadership to suit the specific conditions of COVID-19. According to the third theory of action, determination, principals uncompromisingly continued to demonstrate instructional leadership. These findings expand the available knowledge on how school leaders respond and what forms of school leadership practice emerged during COVID-19.

Shan, X., Yulian, Z., Ng Mooi, A., & Jiwen, L. (2024). **Shadowing as a method of principal development: A qualitative cross-case study in China.** *Educational Management Administration & Leadership*, 52(3), 629-665. <https://doi.org/10.1177/17411432221074885>

The purpose of this paper is to explore how shadowing has been applied as a method for principal development in China, in terms of its aims, the procedure and the transfer of learning. Four shadowing programmes countrywide were selected. The information on the experience of the participants, providers and mentors from high-performing site schools was obtained using semi-structured interviews. A total of 16 programme participants, 4 providers and 4 mentors from high-performing site schools were involved. This study presents a comprehensive picture of the use of shadowing as a method for principal development in China by exploring individuals who were directly involved in the shadowing programmes, and by bridging leadership learning to leadership practice stressing on transfer of learning upon completion of the programmes. The research found that learning by shadowing transferred into some positive changes in participants, at both cognitive and practical levels, when they shadow in high-performing schools. However, orientations for learning and relationships during learning were weakly established in most of the programmes, which could hardly support participants to internalise and contextualise their learning into practice for strategic or systematic changes.

Stosich, E. L., Thessin, R. A., & Meyers, C. V. (2024). **Learning Together to Lead Together: Designing Professional Learning to Strengthen Principal and District Leadership for School Improvement.** *American Journal of Education*, 130(2), 301-331.
<https://doi.org/10.1086/728266>

Purpose: This study examines a university-based professional learning program, the University School Systems Program (USSP), designed to strengthen district- and school-level leadership for improvement. The program has a record of success in improving student outcomes in participating schools, yet little is known about how the program design may contribute to these outcomes. This study examines USSP's theory of change against leaders' experiences in the program to advance theoretical and practical knowledge of how professional learning can be designed to strengthen district and school leadership for improving underperforming schools. Research Methods/Approach: We conducted a comparative case study of five midsize districts participating in USSP. Data collection and analysis focused on program documents and interviews with 25 superintendents, district shepherds (DSes; a role akin to principal supervisor), and principals. Findings: We find that leadership learning and practice changes related to USSP varied by role. Superintendents' learning and change focused on implementing the DS role to increase support to underperforming schools. DSes and principals described USSP as essential for learning how to carry out their roles more comprehensively and described shifting their practice in ways that aligned with research on leadership for school improvement, including a focus on improvement planning, instructional feedback, and data-driven decisions. Implications: Findings suggest that professional learning that includes sustained, collaborative learning among leaders across roles, role-specific learning for district and school leaders, and job-embedded and context-specific supports can help leaders translate professional learning into changes in their individual practice and the broader district conditions in which they work.

Xie, Z., Deng, M., & Zhu, Z. (2024). **From regular education teachers to special educators: the role transformation of resource room teachers in Chinese inclusive education schools.** *International Journal of Inclusive Education*, 28(6), 857-874.
<https://doi.org/10.1080/13603116.2021.1968516>

This study aims to explore the perspectives of resource room teachers (RRTs) on their role transformation from regular education teachers to special educators and its influencing factors. Semistructured interviews were conducted with 10 RRTs from inclusive education schools in Beijing, China. This study found that the RRTs have experienced three stages of role transformation moving from confusion by the new job to conflict among multiple expectations and then to being professionalised as special educators with self-determination. They struggled with multiple roles, felt marginalised and deprofessionalised, and were dominated by a categorical perspective serving students with special educational needs. Moreover, clearly authorised full-time positions, professionalisation, administrative support, and attitudes towards inclusive education were found to be key determinants in RRTs' successful role transformation. The present study concludes that RRTs should be empowered with clear expectations of their roles and responsibilities to lead inclusive education practices in schools and guarantee a stable professional status via sustainable training.

Zeinabadi, H., & Abbasian, H. (2024). **Principal's leadership and teacher-to-teacher knowledge-sharing in Iranian schools: Developing and validating a multi-dimensional**

scale. *Educational Management Administration & Leadership*, 52(3), 711-739.
<https://doi.org/10.1177/17411432221095947>

While teacher-to-teacher knowledge-sharing is promising for professional learning and improving teaching quality, it lacks integration and timeliness in schools because teachers are usually weak at knowledge-sharing. Despite this weakness, principals as knowledge-sharing leaders can make a difference. There is still limited research about this promising leadership role. One possible reason might be the deficiency of a focussed assessing scale. This study was conducted to develop and validate a scale in Tehran, Iran. To this end, four consecutive sub-studies, including inductive item-pool generation, deductive item-pool generation, content validation, and construct validation, were conducted, and the Knowledge-Sharing Leadership Scale was introduced consequently. The KSLS comprised five dimensions: role-modelling, trust-building, setting expectations, creating a knowledge-sharing-driven environment, and encouraging teachers. It is expected that the KSLS could serve as a practical means for promoting relevant research and practice. Directions for future research and implications are discussed.

Numérique et éducation

Alvi, I. (2024). **Investigating students' adoption of virtual reality for L2-learning in India.** *Education and Information Technologies*, 29(7), 8035-8056.
<https://doi.org/10.1007/s10639-023-12140-6>

Virtual Reality (VR) technology has become a powerful tool for Second Language (L2) learning, but few studies have explored the factors influencing learners' experiences and intentions, particularly in developing countries like India. The purpose of the study is to reveal both the reception of VR technology for L2 learning in India and the factors that affect this reception process. The present study combines factors based on the Diffusion of Innovations (DOI) theory, Flow theory, Theory of Planned behavior (TPB), and Technology acceptance theory (TAM) to scrutinize the learners' experiences regarding the potential benefits virtual technology offers for language learning. The study used a quantitative research design along with descriptive and inferential statistics to validate the proposed model. Data collected from 200 learners via an online questionnaire was analysed using SPSS v26 to answer the research questions formulated regarding which factors influenced learners' behavioral intention to use VR technology. Based on the findings, it was concluded that service compatibility, observability, trialability, and spatial presence influenced learners' perceptions of relative ease and advantage of language learning and their flow experiences positively and significantly, while perceived service complexity influenced learners' perceptions negatively. Moreover, the behavioral intention to embrace VR technology was positively and significantly influenced by the learners' perceived relative advantage and flow experience. The implications of the results were discussed.

An, F., & Guo, J. (2024). **Does students' perceived peer support facilitate their deeper learning? The chain mediating role of computer self-efficacy and perceived classroom mastery goal structure.** *Education and Information Technologies*, 29(7), 9013-9036.
<https://doi.org/10.1007/s10639-023-12193-7>

Peer relationships play important roles in middle-school students' individual development. Peer support is indispensable in computer-supported learning contexts.

This study is designed to explore the connection between perceived peer support and deeper learning, while examining the mediating role of computer self-efficacy and perceived classroom mastery goal structure. 412 middle school students in northwest China were sampled by constructing the structural equation model (SEM) in this study. The results displayed that perceived peer support had no direct positive predictive effect on deeper learning. Computer self-efficacy completely mediated in perceived peer support and deeper learning. Perceived classroom mastery goal structure completely mediated in perceived peer support and deeper learning. Computer self-efficacy and perceived classroom mastery goal structure played a chain mediating effect in perceived peer support and deeper learning. These findings not only deepen our comprehend of the internal mechanism about peer relationships in promoting deeper learning, but also provide constructive suggestions on how to maintain positive peer relationships among students in computer-supported teaching situations, so as to improve students' digital literacy and skills from the dimension of satisfying their social emotional needs.

Aytekin, A., & Topçu, M. S. (2024). **The effect of integrating computational thinking (CT) components into science teaching on 6th grade students' learning of the circulatory system concepts and CT skills.** *Education and Information Technologies*, 29(7), 8079-8110. <https://doi.org/10.1007/s10639-023-12103-x>

Circulatory system is a challenging subject for middle school students to learn and understand conceptual relationships. To address these challenges, this study developed plugged (computational thinking activities using computer) and unplugged (computational thinking activities without using computer) teaching modules that integrated computational thinking components into the circulatory system topic. The aim of the study was to investigate the impact of these teaching modules on the conceptual learning and computational thinking skills of 6th grade students. A quasi-experimental design was employed with experimental group 1 using plugged instructional modules, experimental group 2 using unplugged instructional modules and the control group following an inquiry-based constructivist approach aligned with the Turkish science curriculum. These interventions were implemented over a period of 16 lesson hours (4 weeks) for all three groups. The researchers used the Circulatory System Conceptual Learning and Computational Thinking Skills Scale (CSCL-CTSS) as a data collection tool. The results of the study indicated that both experimental group 1 (n = 30) and experimental group 2 (n = 30) showed significantly higher success in circulatory system conceptual learning and computational thinking skills compared to the control group (n = 30). Therefore, this experimental study provides a concrete example of integrating computational thinking into science teaching and presents innovative educational approaches that can enhance the learning of challenging science concepts. Furthermore, it compares the effectiveness of these innovative educational approaches (plugged and unplugged implementations) in developing conceptual learning and computational thinking skills.

Bakar-Corez, A., & Kocaman-Karoglu, A. (2024). **E-dishonesty among postgraduate students and its relation to self-esteem.** *Education and Information Technologies*, 29(7), 8275-8300. <https://doi.org/10.1007/s10639-023-12105-9>

Academic dishonesty is basically defined as unethical or undeserved behavior by students within an educational setting. Although numerous studies have been published that were conducted with undergraduate students, much less is known about the e-

dishonesty of postgraduate students. In this study, besides determining the status of e-dishonesty levels of postgraduate students, the relationship between e-dishonesty and self-esteem was also investigated. The study was conducted with 223 postgraduate students registered to master's or doctoral degree programs and working as research assistants in education faculties of universities located in Turkey. The study's results revealed a low level of e-dishonesty among the participants, and a significant and negative, low-level relationship between e-dishonesty and self-esteem. The master's students were found to be more likely to engage in e-dishonesty than those studying for a PhD, as were postgraduate students with 1–3 years of computer use experience compared to other groups. The e-dishonesty levels of the postgraduate students were not found to change according to their gender, daily computer or Internet use habits, or their Internet use experience.

Boel, C., Rotsaert, T., Valcke, M., Vanhulsel, A., & Schellens, T. (2024). **Applying educational design research to develop a low-cost, mobile immersive virtual reality serious game teaching safety in secondary vocational education.** *Education and Information Technologies*, 29(7), 8609-8646. <https://doi.org/10.1007/s10639-023-12126-4>

Students in secondary vocational education often have to learn and practice their skills in potentially dangerous situations, operating complex machinery or working in hazardous conditions. As a consequence, they need to be trained on how to work safely, to respect safety regulations, to wear protective gear and related equipment, to consider ergonomics, and to follow emergency procedures. However, this is difficult in current teaching on hazard perception due to a lack of authentic and real-life learning conditions, and due to learning materials often not being adapted to secondary vocational students. To address these challenges, we adopted an Educational Design Approach in which we designed, developed, and tested a low-cost, mobile immersive virtual reality serious game, teaching hazard perception to secondary vocational students. We engaged 8 teachers and 50 students from 5 secondary vocational schools to co-design and test the prototype serious game. Final test results demonstrate both students and teachers valued the learning experience positively, in terms of spatial presence, involvement, design, interest/enjoyment and value/usefulness. During several iterations, we were also able to identify critical design elements, which were valued positively in terms of both enjoyment and perceived usefulness. The design elements are discussed in a detailed way to support both researchers and practitioners in their future design of immersive virtual reality learning experiences. Finally, directions for future research are presented.

Bousquet-Bérard, C., & Pascal, A. (2024). **Enfants et écrans. A la recherche du temps perdu** (p. 142). Consulté à l'adresse Présidence de la République website: <https://www.elysee.fr/admin/upload/default/0001/16/fbec6abe9d9cc1bffa3043d87b9f7951e62779b09.pdf>

Boztaş, G. D., Berigel, M., & Altınay, F. (2024). **A bibliometric analysis of Educational Data Mining studies in global perspective.** *Education and Information Technologies*, 29(7), 8961-8985. <https://doi.org/10.1007/s10639-023-12170-0>

Educational Data Mining (EDM) is an interdisciplinary field that encapsulates different fields such as computer science, education, and statistics. It is crucial to make data mining in education to shape future trends in education for policymakers, researchers, and educators in terms of developments. To have an all-inclusive understanding of EDM

studies, a comprehensive examination of both the intellectual and social structure of the field with a global perspective and its evolution over time is required to provide adequate comprehension of the past, present, and as well future research direction for this research field. In this respect, this research study aims to explore the performance analysis of the EDM, the intellectual structure of the EDM, the social structure of the area, and the temporal modeling of the EDM through bibliometric analysis. In this bibliometric analysis, the existing body of knowledge that covered 2010–2021 was presented on educational data mining to provide future directions in the field of education. The results of the study showed the number of publications increased by 1325% (8 to 114) over the years. It has been determined that the most influential journals in the field are “Computers & Education”, “International Journal of Advanced Computer Science and Applications” and “Educational Technology & Society” and the most influential authors are “C. Romero”, “S. Ventura” and “R.S. Barker”, and the USA, Spain, and China seem to be the most influential countries in the field of EDM. The themes of “CLASSIFICATION” and “SYSTEMS” in the first sub-period (2010–2013) of EDM, and “LEARNING ANALYTICS”, “PREDICTION OF ACADEMIC PERFORMANCE” and “SOCIAL MEDIA” in the second sub-term (2014–2017) and the third and last sub-period (2018–2021), “PREDICTION OF ACADEMIC PERFORMANCE”, “MACHINE LEARNING”, “PROCESS MINING”, “PARTICIPATION”, “KNN”, “J48” and “BAYESIAN NETWORK” themes were identified as engine themes. In addition, as a result of the thematic evolution map, it was discovered that the themes “DEEP-LEARNING (DL)” and “EMOTION” are emerging themes for future studies for shaping the future of education based on sustainable goals.

Büyükkarci, A., & Taşlıdere, E. (2024). **The effect of 5e learning model enriched with coding on primary school mathematics lesson.** *Education and Information Technologies*, 29(7), 7969-7995. <https://doi.org/10.1007/s10639-023-12129-1>

This study investigates the effect of 5E learning model enriched with coding (5EC), gender and their interaction on 4th grade students' mathematics achievements and permanence of their learning. It also examines the effect of the 5EC on participants' attitudes towards mathematics. The study group consists of 119 students. Mathematics achievement test and mathematics attitude scale were used as measuring tools. Experimental group was treated with the 5EC and the control group was instructed with traditional instruction. MANCOVA results showed that the 5EC had a statistically significant effect on the collective dependent variables of the mathematics achievement post-test and mathematics retention test scores. ANCOVA results indicated that although the effect of the 5EC on mathematics achievement post-test scores is significant, it was found as insignificant on mathematics retention test scores. t-test analysis showed that a significant difference was found between students' post-attitude scores on behalf of the experimental group.

Canzian, D. D. (2024). **Usages et pratiques du numérique au prisme des compétences non académiques des étudiants en soins infirmiers** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04573104>

Le monde de la santé ne ressemblant en rien à celui d'hier, le travail du « prendre soin » se doit d'être efficient et les professionnels du soin sont tenus de développer des compétences non académiques (CNA). L'enjeu majeur se situe dans la négociation du changement en termes d'ingénierie de formation, construite selon une approche par compétences inscrites dans le schéma universitaire et n'offrant que peu de places aux CNA. Or, la réussite des étudiants infirmiers ne dépend pas seulement des savoirs à

transmettre, mais aussi de l'acquisition de ce type de compétences. En mars 2020, la crise sanitaire mondiale a obligé l'ensemble des établissements d'enseignement et de formation à basculer dans un monde méconnu par la plupart d'entre eux. Le recours au numérique, permettant la nécessaire « continuité pédagogique », a contraint bon nombre de formateurs à une refonte de leurs approches et pratiques. L'objet de cette recherche porte sur le choix de méthodes pédagogiques en lien avec les usages et les pratiques numériques, au service du développement des CNA des étudiants en soins infirmiers, dont notamment la comparaison entre les IFSI déjà connectés avant la pandémie et ceux « peu connectés ». Nous portons notre attention sur les différentes variations de posture du formateur et l'adéquation ou non avec les attendus des étudiants dans une période de contrainte pandémique où l'hybridation a été privilégiée. Pour ce faire, nous nous appuyons sur une démarche comparative, tant qualitative que quantitative, réalisée dans six IFSI afin de comprendre les singularités d'approche du dispositif numérique et leurs effets sur le développement des CNA. À l'appui d'un questionnaire auto-administré auprès de 436 étudiants en L2, nous investiguons l'impact des usages du numérique pendant la période pandémique sur les interactions sociales, l'implication dans le travail en individuel puis en collectif et le sentiment d'utilité. Nous abordons complémentirement avec les douze formateurs interrogés, le changement de leurs intentions didactiques et de leur posture déployée dans la relation pédagogique. Nous tentons aussi de comprendre par des entretiens réalisés auprès de douze étudiants s'ils ont repéré une transformation dans leur manière d'apprendre et de travailler ensemble, ainsi que leur ressenti sur leur processus de professionnalisation. Enfin, la tenue d'un carnet de bord de type professionnel lié aux rencontres informelles avec collègues et étudiants a permis de poser des pistes de réflexion sur les usages numériques et le travail collaboratif. Les résultats saillants révèlent principalement que la différence se situe sur le degré de connectivité des instituts, mais aussi sur le parcours antérieur de formation des étudiants, leur permettant d'appréhender la formation en distanciel de manière plus structurée en l'absence de lien social et d'interactions pédagogiques. Le travail collaboratif a été expérimenté positivement lors de cette pandémie. De plus, il apparaît comme résultat intéressant l'influence du travail en distanciel sur les formateurs et la remise en question du sens de leur mission. Surtout, les habiletés inégales dans l'usage et les pratiques numériques se sont avérées un frein dans leur approche pédagogique. L'analyse des résultats permet une meilleure compréhension des besoins étudiants et des possibles pédagogiques. La formation hybride est en train de prendre place, pour marquer cette transition du présentiel au tout distanciel contraint par la pandémie, et semble plus en phase avec les temporalités d'apprentissage des étudiants. Dans une perspective de refonte du programme de formation infirmière prévue en 2025, notre étude permet d'envisager, une réflexion collective autour des enjeux de l'apprentissage et des usages du numérique en formation, notamment, in situ, une approche expérimentale « renversée » des travaux dirigés au service du développement des CNA, essentielles dans ce métier du « care ».

Céci, J.-F. (2023). **Une régulation critique du Numérique et de l'IA en éducation**. *Colloque International hybride : l'Intelligence Artificielle au croisement des disciplines*. Présenté à Tebessa, Algeria. Consulté à l'adresse <https://hal.science/hal-04565361>

Digital technology is considered a total social fact in the sense of Mauss (1923) because it challenges human activity, particularly in the last two years with the sudden appearance of generative AI in the field of education (known as IAED). In this article, we propose to study this anthropological revolution in five parts: - A historical and

philosophical introduction - Digital technology at and for school - AI for education, for what, for what uses and for what purposes? - Characterization of youth and school in the digital age - Digital educational innovation can give meaning to eco-citizenship (eco-pedagogy) We will finally discuss the tension between sobriety and emancipation and the fear of the artificiality of AI, to conclude through the prism of the philosophy of technology.

Ceylan, M., & Aslan, D. (2024). **The effect of learning trajectories-based coding education program on preschoolers' mathematical measurement skills.** *Education and Information Technologies*, 29(7), 7737-7757. <https://doi.org/10.1007/s10639-023-12107-7>

This study was conducted to investigate the effects of learning trajectories-based coding (LTs) and LTs-based program on preschoolers' length, area, volume, and angle measurement skills. A quasi-experimental research design was utilized with a quantitative approach. The study's participants were 47 children between the ages of 55–71 months who attended a state kindergarten. The children were randomly assigned to three groups: experimental 1 (n = 15), experimental 2 (n = 17), and control (n = 15). The current preschool education curriculum was implemented in the control group, LTs-based coding activities were implemented in experimental 1, and LTs-based activities were implemented in experimental 2. Data regarding the children's measurement skills were collected using the Early Measurement Assessment Tool (EMAT) before the implementation of programs, immediately after, and four weeks after the final session. The EMAT scores were analyzed using Hierarchical Linear Modeling (HLM), and the results indicated that both programs had a significant and permanent effect on preschoolers' measurement skills when compared to the control group. However, there was no significant difference between the experimental groups. The results were consistent across length, area, volume, and angle and turn subtests. The study contributes to the existing literature on the effectiveness of the LTs approach in improving preschoolers' mathematics skills and highlights the potential benefits of incorporating the LTs approach and coding into preschool education.

Chen, H. (2024). **Digital information and communication technologies in political education in universities: conflict of pragmatic and civilizational goals.** *Education and Information Technologies*, 29(7), 8673-8691. <https://doi.org/10.1007/s10639-023-12161-1>

The article aims to determine the correspondence of the value orientations of students and teachers to the pragmatic and civilizational goals of political education in the process of introducing digital information and communication technologies for sustainable development. The study involved 92 students of the School of Marxism, Tongji University, who are receiving political education at the master's level in the speciality "Political Science" using digital mobile and cloud information and communication educational technologies, and 83 teachers of political disciplines of this university. The authors used the Portrait Values Questionnaire (PVQ) and the Eysenck Personality Questionnaire (EPQ). The accumulation, sorting and visualization of information in the course of the study were carried out in the Microsoft Excel program. The statistical significance and significance of the results of the study were assessed based on the Student's t-test, which was calculated using the online calculator Social Science Statistics. Statistically significant ($p < 0.05$) differences between the motivational educational values of students and teachers have revealed: the teachers expressed conformity largely than the students (4.6 ± 0.2 and 3.4 ± 0.1 points, respectively) and the importance of traditions (4.9 ± 0.1 and 3.5 ± 0.3 points), and the students - independence

(4.5 ± 0.2 vs. 3.3 ± 0.1 points). According to the neuroticism scale, the indicators of the teachers (15.6 ± 2.4) are at the upper limit of the norm and statistically significantly ($p < 0.05$) exceed the hands of the students (10.2 ± 1.0). The difference in the hierarchy of values of students receiving political education using digital information and communication technologies and teachers of political disciplines was revealed, reflecting the presence of a conflict between the pragmatic and civilizational goals of political education in the process of introducing digital information and communication technologies, primarily about the opposition of traditions and universalism, conformism and the desire for power and achievement.

Chen, H.-J. (2024). **Gather in the metaverse: Learning outcomes, virtual presence, and perceptions of high- and low-achieving pre-service teachers of English as a Foreign Language.** *Education and Information Technologies*, 29(7), 8549-8577. <https://doi.org/10.1007/s10639-023-12135-3>

Despite the widespread integration of technological tools in pre-service English-as-a-Foreign-Language (EFL) education, there has been a dearth of research investigating the effects of the latest virtual platforms on pre-service teachers' competence in lesson planning, perceived presence, and perceptions, particularly in relation to high- and low-achieving pre-service teachers. This study, accordingly, investigated the potential benefits of utilizing innovative online learning platforms, specifically Gather, in teacher preparation education. Through a mixed-methods, quasi-experimental, within-subjects design, 46 English-major junior students enrolled in a pre-service EFL course at a private university in central Taiwan were assigned two lesson planning tasks, the first involving in-class discussion and the second utilizing Gather for interaction. Based on their performance in the first task, the students were divided into two groups: high achievers and low achievers, each comprising 23 students. Analysis of their performances, responses to the Multiple Presence Scale, and reflective journals indicated that both groups demonstrated improvement in lesson planning and reported positive experiences in the virtual learning environment, particularly in terms of physical presence, social presence, and self-presence. Moreover, the students expressed a preference for online learning facilitated by Gather. Notably, while both groups acknowledged the perceived presences in Gather, high achievers exhibited significantly higher levels in all three aspects of presence, suggesting a stronger sense of immersion in the virtual learning setting, akin to face-to-face classroom meetings. These results suggest that platforms like Gather can enhance lesson planning outcomes, foster engagement, and serve as a valuable alternative to traditional videoconferencing tools in teacher preparation education.

Chor, W. T., Goh, K. M., Lim, L. L., Lum, K. Y., & Chiew, T. H. (2024). **Towards a machine learning-based constructive alignment approach for improving outcomes composure of engineering curriculum.** *Education and Information Technologies*, 29(7), 8925-8959. <https://doi.org/10.1007/s10639-023-12180-y>

The programme outcomes are broad statements of knowledge, skills, and competencies that the students should be able to demonstrate upon graduation from a programme, while the Educational Taxonomy classifies learning objectives into different domains. The precise mapping of a course outcomes to the programme outcome and the educational taxonomy (Cognitive, Psychomotor and Affective) level is crucial to ensure Constructive Alignment at the fundamental level of a course and to ensure meaningful outcome measurements. Unfortunately, this effort is often subject to bias and human

error while the use of information technologies as a mediator in this area remains unexplored. This research paper proposes an automatic learning-based advisory system for engineering curriculum to ensure constructive alignment with programme outcomes and educational taxonomy. We demonstrated the use of natural language processing and machine learning techniques to mitigate human error and bias that is often present in such classification tasks. Textual/semantic embeddings, including Term Frequency–Inverse Document Frequency (TF-IDF), Universal Sentence Encoder (USE), and Word2Vec (W2V), machine learning models (Random Forest, Support Vector Machine, Logistic Regression, and Light Gradient Boosting Machine), and their corresponding techniques for optimizing the training process are extensively investigated. In terms of accuracy, we obtained an encouraging result of 78.83%, and 78.71% for TF-IDF with Random Forest, and USE with Support Vector Machine classifier, respectively. We transformed our work into a web-based solution named the Course Outcomes Diagnostic Tool, embedded in the faculty education web platform, Edu Centre that is ubiquitously adopted by the members in the Faculty of Engineering and Technology, Tunku Abdul Rahman University of Management and Technology. The proposed solution has demonstrated great potential in reducing subjectivity, ambiguity, and human error, thereby improving the constructive alignment at the root level of course design to ensures teaching–learning activities are aligned with regulatory body expectations.

Cockerham, D., Tyler-Wood, T., & Lin, L. (2024). **An Inquiry-based Approach to Understanding Well-being and Smartphone Usage: Constructing Research with Adolescent Students.** *Mind, Brain, and Education*, 18(2), 200-209. <https://doi.org/10.1111/mbe.12405>

Inquiry can be an effective educational strategy for building critical thinking and student agency, but it is also a catalyst for scientific research. This study built upon a foundation of inquiry as 25 adolescents participated in a nine-week guided inquiry curriculum focused on smartphones and digital responsibility. As participants developed personally meaningful inquiries and designed investigations into smartphone usage, they became co-researchers who conducted their own research studies at a large museum. The study examines to what extent participants show changes in their (1) sense of well-being; (2) awareness of personal smartphone usage. Pre- and post-intervention data compared participants' personal awareness of smartphone usage and investigated participants' well-being. Results showed significant increases in positive affect and smartphone awareness, with significant decreases in negative affect. This study provides important insights for teachers and researchers by highlighting the positive educational impacts of two-way dialogue between research and education.

Cordier, A. (2024, mai 9). **«Interdire les écrans» ou «éduquer au numérique» : l'insoutenable alternative.** Consulté 12 mai 2024, à l'adresse The Conversation website: <http://theconversation.com/interdire-les-ecrans-ou-eduquer-au-numerique-linsoutenable-alternative-229397>

Remis fin avril 2024 au président de la République, le rapport intitulé « Enfants et écrans : À la recherche du temps perdu » suscite de nombreuses réactions. Quelques observations.

Cradit, N. W., Aguinaga, J., & Hayward, C. (2024). **Surveying the (Virtual) Landscape: A scoping review of XR in postsecondary learning environments.** *Education and Information Technologies*, 29(7), 8057-8077. <https://doi.org/10.1007/s10639-023-12141-5>

As extended reality (XR) technologies become more prevalent in postsecondary learning environments around the world, this study offers a scoping review of published research on the topic. By leveraging a theoretical framework to examine data across the various domains comprising extended reality (i.e., augmented, mixed, and virtual reality), this study offers a uniquely comprehensive understanding of the implications and outcomes of multiple types of technology. Data were gathered from 88 publications with 46 meeting inclusion criteria. Literature sources included EBSCOHost, ERIC, ProQuest, PsycInfo, Web of Science, and WorldCat, and were analyzed using a PRISMA structure. The objective of this study was to chart the evidence and gaps in empirical understanding of XR in postsecondary learning, including effectiveness, implementation, technologies, affordances, limitations, accessibility, and the methodologies and locations of XR research. Notable findings included mixed evidence of XR's effectiveness as a postsecondary learning technology, clear limitations regarding required institutional infrastructure and support, and predominance of both headset technology and non-generalizable methodologies in existing research. The study also generated three key implications for future XR research: investigations of accessibility for diverse learners, studies designed to produce generalizable findings on learning effectiveness, and explorations of learning-driven XR implementation.

Denouël, J. (2023). **La question des transformations pédagogiques numériques dans l'enseignement supérieur. Enjeux et perspectives des voies de recherche.** *Terminal. Technologie de l'information, culture & société*, (137). <https://doi.org/10.4000/terminal.9429>

Cet article propose de porter attention à la question des transformations pédagogiques numériques (TPN) dans le contexte de l'enseignement supérieur (ES). Il s'agira ainsi d'étudier la manière dont cette question a été appréhendée dans la littérature anglophone et francophone en Sciences Humaines et Sociales et, ce faisant, de mettre en évidence les voies de questionnement et perspectives de recherche qui ont été privilégiées jusqu'ici. In fine, cette cartographie sera utile pour rendre compte de l'intérêt d'une approche sociologique qui, dans le sillage des travaux sur les reconfigurations universitaires et les techniques de gouvernement dans l'ES, permet d'interroger le rôle des TPN dans le renouvellement des formes de contrôle de l'État et le maintien d'une autonomie contrôlée des universités.

Ebadi, S., & Azizimajd, H. (2024). **Exploring the impact of role-playing in clubhouse on the oral fluency and willingness to communicate of EFL learners.** *Education and Information Technologies*, 29(7), 7927-7968. <https://doi.org/10.1007/s10639-023-12053-4>

This study reports the results of a mixed-methods investigation on the impact of task-based speaking practices using the Clubhouse application outside the classroom on EFL learners' oral fluency and willingness to communicate (WTC). Sixty upper-intermediate EFL learners were divided into experimental and control groups practicing speaking skills with and without the Clubhouse application. Data was collected through participants' speaking pre- and post-tests scores (speech rate, number of pauses, and linking ideas together without hesitation), WTC scale, and focus group semi-structured interviews. A one-way ANCOVA was used to investigate whether EFL learners' participation in out-of-class speaking activities using Clubhouse makes any significant difference in their oral fluency compared to conventional classes. The pre-test fluency scores were considered as the covariate. Similarly, two One-way ANCOVAs were run to investigate measures of WTC. The thematic analysis explored participants' attitudes and perceptions toward

using Clubhouse for task-based speaking practices. Quantitative results revealed that the experimental group significantly outperformed the control group regarding oral fluency; this group was more willing to communicate at the end of the experiment. The thematic analysis of the qualitative data indicated that Clubhouse activities improved the participants' oral fluency and WTC measures.

Egara, F. O., & Mosimege, M. (2024). **Effect of flipped classroom learning approach on mathematics achievement and interest among secondary school students.** *Education and Information Technologies*, 29(7), 8131-8150. <https://doi.org/10.1007/s10639-023-12145-1>

This study aimed at determining the effect of flipped classroom approach on mathematics achievement and interest of students. Given this, a quasi-experimental design was used, specifically non-equivalent pretest-posttest control group design. The study's population comprised six hundred and seventy-three seniors in class one (SS 1) from Igbo-Etiti Local Government Area in Enugu State. The study's participants were a sample of 86 learners selected from two schools purposively. Each school had two SS 1 classes, divided into experimental and control groups via balloting. Data were gathered through the instrumentality of the Mathematics Achievement Test (MAT) and Mathematics Interest Inventory (MII), which have reliability scores of 0.88 and 0.79, respectively. Prior to and following a six-week course of treatment, each group completed a pretest and posttest. SPSS, a statistical tool for social sciences, was applied to analyse the acquired data. The mean and standard deviation were utilised to report the study's questions, and analysis of covariance (ANCOVA) was utilised to evaluate the hypotheses at a 0.05 significance level. Results established that learners taught mathematics utilising flipped classroom approach had higher mathematics achievement and interest scores than their peers taught using the conventional approach. Results also revealed that the achievement and interest scores of male and female learners who received mathematics instruction using flipped classroom approach were the same. Considering the findings, recommendations were given, among others, that mathematics teachers should use the flipped classroom approach to assist learners in boosting their achievement and interest in mathematics, especially in geometry.

Ghali, Z., & Amari, A. (2024). **Assessing the effectiveness of e-learning under the moderating role of self-efficacy.** *Education and Information Technologies*, 29(7), 8327-8346. <https://doi.org/10.1007/s10639-023-12147-z>

Over the last decade, online learning has seen considerable growth, with this being supported by the rapid development of the Internet and other technologies. It is therefore vitally important for academics and practitioners to evaluate the effectiveness of e-learning, so they can enhance the learners' acquisition of knowledge and the performance of educational organizations. This study was conducted within this context with the aim of assessing the effectiveness of e-learning and investigating its main predictors, as well as the moderating role of learners' self-efficacy. A conceptual model was developed and used to test the relationships that e-learning effectiveness has with the online interactions between learners and course content, learners and other learners, and learners and the instructor. In addition, self-efficacy with Internet and computer technologies and online communication was also examined as a potential moderator. To test our research hypotheses, we conducted a quantitative empirical study through a web-based survey, with structural equation modeling being used to analyze the data. Online interactions between learners and course content and between learners and the

instructor were both found to be significant predictors of e-learning's effectiveness. In addition, self-efficacy was found to play a significant moderating role but only in the dimension of online communication. This paper makes a novel contribution to the existing literature by investigating e-learning's effectiveness as a bi-dimensional concept covering net benefit and e-learner satisfaction. In addition, this study adds to our understanding of online learning by investigating the moderating role that students' self-efficacy can play in terms of both the communicational and technological dimensions. For institutions of higher education, the findings of this study provide some constructive insights and useful recommendations for improving the effectiveness of e-learning systems.

Ghamrawi, N., Shal, T., & Ghamrawi, N. A. R. (2024). **Exploring the impact of AI on teacher leadership: regressing or expanding?** *Education and Information Technologies*, 29(7), 8415-8433. <https://doi.org/10.1007/s10639-023-12174-w>

This study aimed to investigate the impact of Artificial Intelligence (AI) on teacher leadership, specifically examining whether AI is expanding or regressing teacher leadership, as perceived by teachers who were using AI in their teaching practices. Using a qualitative research design, the study employed semi-structured interviews to collect data from 13 teachers from five countries. The data were then analyzed using thematic analysis. The findings of the study indicated that the use of AI has the potential to both expand and regress teacher leadership. AI can expand teacher leadership by providing tools for personalization, curriculum development, automating administrative tasks, and supporting professional development. However, AI was also viewed to be regressing teacher leadership, by narrowing the role because technology was taking over some of its aspects. Five sets of competencies were suggested by teachers for teacher leaders to sustain their roles in an AI era. The study concludes that the impact of AI on teacher leadership depends on how it is implemented and integrated into the education system. It highlights the importance of continued research and training in this area to inform future education policies and practices.

Graveleau, S. (2024, mai 3). **Comment l'intelligence artificielle commence à séduire les enseignants du supérieur.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/05/03/comment-l-intelligence-artificielle-commence-a-seduire-les-enseignants-du-superieur_6231261_4401467.html

Après la panique provoquée dans les établissements en 2022 par l'arrivée de ChatGPT, en raison des risques de triche, les professeurs du supérieur intègrent, doucement, les intelligences artificielles à leur mallette pédagogique.

Guo, K., & Wang, D. (2024). **To resist it or to embrace it? Examining ChatGPT's potential to support teacher feedback in EFL writing.** *Education and Information Technologies*, 29(7), 8435-8463. <https://doi.org/10.1007/s10639-023-12146-0>

ChatGPT, the newest pre-trained large language model, has recently attracted unprecedented worldwide attention. Its exceptional performance in understanding human language and completing a variety of tasks in a conversational way has led to heated discussions about its implications for and use in education. This exploratory study represents one of the first attempts to examine the possible role of ChatGPT in facilitating the teaching and learning of writing English as a Foreign Language (EFL). We examined ChatGPT's potential to support EFL teachers' feedback on students' writing. To reach this goal, we first investigated ChatGPT's performance in generating feedback on EFL

students' argumentative writing. Fifty English argumentative essays composed by Chinese undergraduate students were collected and used as feedback targets. ChatGPT and five Chinese EFL teachers offered feedback on the content, organisation, and language aspects of the essays. We compared ChatGPT- and teacher-generated feedback in terms of their amount and type. The results showed that ChatGPT produced a significantly larger amount of feedback than teachers and that compared with teacher feedback, which mainly focused on content-related and language-related issues, ChatGPT distributed its attention relatively equally among the three feedback foci (i.e., content, organisation, and language). Our results also indicated that ChatGPT and teachers displayed tendencies towards using different feedback types when evaluating different aspects of students' writing. Additionally, we examined EFL teachers' perceptions of using ChatGPT-generated feedback to support their own feedback. The five teachers reported both positive and negative perceptions of the features of ChatGPT feedback and the relation between ChatGPT and teacher feedback. To foster EFL students' writing skills, we suggest that teachers collaborate with ChatGPT in generating feedback on student writing.

Higounet, J., & Zakhartchouk, J.-M. (Éd.). (2024). **Intelligence artificielle et pédagogie (Dossier)**. *Les Cahiers pédagogiques*, (593). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-593-intelligence-artificielle-et-pedagogie/>

Où en est-on de l'école inclusive ? De l'inscription du principe dans la loi à son effectivité sur tout le territoire, il y a un long chemin, semé de réticences, de doutes et de contraintes, mais aussi de réussites et de raisons d'y croire. Notre dossier propose un bel exercice d'équilibrisme pour continuer d'avancer.

Hoareau, L., & Tazouti, Y. (2024). **Effect of teachers' acceptance of an educational app on students' early literacy and early numeracy skills**. *Education and Information Technologies*, 29(7), 8393-8414. <https://doi.org/10.1007/s10639-023-12175-9>

Although the acceptance of educational apps and their contributions to learning have been widely researched, none of these studies have examined links between teachers' acceptance of apps and their students' skills. The present study investigated this issue with respect to a new, French-language educational app for helping preschool children improve their early literacy and early numeracy skills. To this end, we measured the app's acceptance by 33 French preschool (école maternelle) teachers, who used it in class for ten weeks, and the early literacy and early numeracy skills of their 353 students (aged between 3.92 and 4.91 years). Multilevel regression analyses revealed a significant link between the students' post-test early literacy and early numeracy scores and their teachers' perception of the app's usability. These results show that taking teachers' acceptance into account is an interesting opportunity to better understand the potential effectiveness of educational apps in school settings. Implications for teachers' training are also discussed.

Huang, L., Zheng, J., Lajoie, S. P., Chen, Y., Hmelo-Silver, C. E., & Wang, M. (2024). **Examining university teachers' self-regulation in using a learning analytics dashboard for online collaboration**. *Education and Information Technologies*, 29(7), 8523-8547. <https://doi.org/10.1007/s10639-023-12131-7>

Learning analytics dashboards (LADs) are often used to display real-time data indicating student learning trajectories and outcomes. Successful use of LADs requires teachers to orient their dashboard reviews with clear goals, apply appropriate strategies to interpret

visualized information on LADs and monitor and evaluate their interpretations to meet goals. This process is known as self-regulated learning (SRL). Critical as it is, little research investigates teachers' SRL in LAD usage. The present study addressed the gap by examining teachers' SRL and sought to understand how teachers' SRL relates to their use of LADs. To this end, a case study was designed in which ten participants were invited to use a LAD for asynchronous online problem-based learning. Think-aloud techniques and process mining methods were applied. The findings show that teachers were cognitive regulation in the early stage of LAD usage and became more metacognitive regulated later. The comparison of SRL between the good and the weak regulators indicates that the good self-regulators enacted more monitoring and evaluation events. Thus their regulator pattern was more non-linear. The qualitative analysis of think-aloud protocols reveals that teachers with good SRL are more likely to use the LAD to diagnose issues in student learning and collaboration. The study highlights the importance of SRL for teachers' success in using LAD for data-driven instructions. The study also reinforces the importance of fostering teachers' SRL, which accounts for teachers' professional success in the digital era.

Işık Arslanoğlu, İ., Kert, S. B., & Tonbuloğlu, İ. (2024). **Think together, design together, code together: the effect of augmented reality activity designed by children on the computational thinking skills.** *Education and Information Technologies*, 29(7), 8493-8522. <https://doi.org/10.1007/s10639-023-12153-1>

This study aims to examine the effect of augmented reality-assisted programming education supported by participatory design on the basic and computational thinking skills of preschoolers. In the study, a pretest-posttest single-group semi-experimental design, which is one of the quantitative research methods, was used. The study group of the research consists of 61 students studying in kindergarten in the 2021-2022 academic year. 48% of the students are boys and 52% are girls. The implementation process took nine weeks. In the first part of the research, the CodeLimb application was developed by conducting a five-week participatory design study with two groups. In the second part of the study, the programming training prepared by the researcher was applied to all groups for four weeks. The « Basic Skills Scale », « TechCheck » scale, and « Student Interview Questions » developed by the researcher were used as data collection tools. It was found that augmented reality-supported programming education had a statistically significant effect on students' computational thinking and basic skills. It was observed that all of the students who participated or did not participate in the participatory design study were interested and excited about programming education with augmented reality applications.

Jiang, L., & Yu, N. (2024). **Developing and validating a Teachers' Digital Competence Model and Self-Assessment Instrument for secondary school teachers in China.** *Education and Information Technologies*, 29(7), 8817-8842. <https://doi.org/10.1007/s10639-023-12182-w>

This research aims to address the challenges of digital transformation in education by understanding the digital competence of teachers through a mixed-methods approach. The grounded theory is employed to develop the Teachers' Digital Competence Model (TDCM), which is structured around three facets: development, pedagogy, and ethics. Within these facets, six key dimensions were identified: digital ethics and safety, digital engagement, digital resources, digital teaching and learning management, digital assessment, and empowering students. The TDCM was operationalized by creating the

Teachers' Digital Competence Self-assessment Instrument (TDCSI), utilizing a self-perceived scale to measure teachers' digital competence. The selection of TDCSI questionnaire items was carried out using item analysis and exploratory factor analysis, followed by confirmatory factor analysis to construct a structural equation model and assess the reliability and validity of the instrument. The TDCSI comprises 24 items with a Cronbach's α of 0.937 and factor loadings ranging from 0.535 to 0.834, demonstrating a reasonable structure. This study provides valuable insights into digital competence, offering a practical instrument for measuring teachers' digital proficiency. The findings are poised to inform future research on digital competence, as well as support endeavors to enhance teacher training and professional development programs in the context of educational digital transformation.

Kim, J. (2024). **Leading teachers' perspective on teacher-AI collaboration in education.** *Education and Information Technologies*, 29(7), 8693-8724. <https://doi.org/10.1007/s10639-023-12109-5>

Moving beyond the direct support all alone by a human teacher or an Artificial Intelligence (AI) system, optimizing the complementary strengths of the two has aroused great expectations and educational innovation potential. Yet, the conceptual guidance of how best to structure and implement teacher-AI collaboration (TAC) while ensuring teachers' instructional roles to support students learning remains limited. This study, therefore, aims what (1) curriculum, (2) teacher-AI interaction, (3) learning environment would be required as well as how TAC would evolve by reflecting teachers' views. Through in-depth interviews with 20 Chinese leading teachers in AI in Education (AIED), the study found that teachers aimed to improve students' subject-matter knowledge and build their capacity as the desired goals for TAC and these can be carried out by data-driven problem-based learning and case-based reasoning in tandem with growth-focused and reflective assessment. While teachers highlighted that developing teachers' data literacy and collegiality with AI are essential, they expected AI to be equipped with Technological Pedagogical and Content Knowledge (TPACK) knowledge and conflict resolution skills. In addition, teachers expressed that Internet of Things (IoT)-based classrooms, systematic AIED curriculum, school-based continuing professional development, research-practice-policy partnerships as well as creating a continuous learning and AI-ready culture are significant. Furthermore, teachers envision TAC would develop into three stages: (1) teachers as passive AI recipients, (2) teachers as active AI users (3) teachers-AI as constructive partners. These findings build a more holistic and in-depth understanding of the AIED and offer implications for the educational AI design and teachers' education.

Koutromanos, G., Mikropoulos, A. T., Mavridis, D., & Christogiannis, C. (2024). **The mobile augmented reality acceptance model for teachers and future teachers.** *Education and Information Technologies*, 29(7), 7855-7893. <https://doi.org/10.1007/s10639-023-12116-6>

This study examines the factors that affect pre-service and in-service teachers' intention to use Mobile Augmented Reality (MAR) in their teaching through the proposed Mobile Augmented Reality Acceptance Model (MARAM). The MARAM builds on the existing Technology Acceptance Model (TAM) to incorporate four other components namely perceived relative advantage, perceived enjoyment, facilitating conditions, and mobile self-efficacy. In addition, this study investigates the validity of the MARAM. Data were collected from 137 pre-service and 169 in-service teachers who completed a questionnaire after having developed their own MAR applications during an

undergraduate university course and a training seminar, respectively. Structural Equation Model (SEM) analysis was conducted separately for each group, as well as for both samples together. We also conducted a multi-group analysis to examine differences across the two samples. The results for both samples together (N = 306), showed that intention was affected by attitude, perceived usefulness and facilitating conditions. In turn, attitude was affected by perceived enjoyment and perceived usefulness. Perceived usefulness was affected by perceived enjoyment and perceived relative advantage. Perceived ease of use was affected by mobile self-efficacy and facilitating conditions. However, perceived ease of use did not affect perceived usefulness or attitude. A multi-group analysis conducted on the sample of pre-service and in-service teachers produced similar results, with minor differentiations. These results have implications for the use of MAR in research and schools, as well as technology acceptance models in education.

Kundrát, J., Rečka, K., Litschmannová, M., Vrtková, A., Baumgartner, F., Benešová, T., ... Ullmannová, D. (2024). **Metaphors of distance, size and temperature in sociometry of small social groups: A generalizability theory approach.** *Education and Information Technologies*, 29(7), 8251-8273. <https://doi.org/10.1007/s10639-023-11870-x>

We have developed a new interactive instrument that uses psychological distance (represented by visual distance) together with the metaphors of size and temperature to assess liking and influence among primary school students. To test its concurrent validity, we compare its results with an established sociometric instrument. Furthermore, we examine the characteristics of the obtained ratings, the main sources of variability of the observed ratings, and the reliability of person-level results. Our results indicate that the ratings derived from the interactive visual metaphors of distance, size, and temperature show adequate reliability and strongly correlate with a traditional sociometric inventory that uses rating scales. The novelty of our approach lies in the use of generalizability theory, which allows for the decomposition of obtained ratings into class, rater, rated person, dyadic, and idiosyncratic effects. This allows for a more nuanced analysis of the relationships between members of social groups, such as school classes.

Laurens-Arredondo, L. A. (2024). **Information and communication technologies in higher education: Comparison of stimulated motivation.** *Education and Information Technologies*, 29(7), 8867-8892. <https://doi.org/10.1007/s10639-023-12160-2>

The use of technologies in the classroom has become one of the main allies for university teachers in pedagogical innovation, especially during, and after the pandemic. Therefore, the main objective of this article is to investigate how different types of innovative technologies are most effective in increasing motivation among university students. For this purpose, the level of motivation for learning stimulated by different technologies used as pedagogical support is compared. A motivation focused instructional model was implemented in conjunction with technologies such as machine learning, augmented reality, additive manufacturing, smart mobile devices, Moodle platforms, interactive smart TVs, as well as traditional lectures. The motivation was quantified through an extensively validated questionnaire designed for this purpose. A non-experimental quantitative research approach was applied to collect, process, and analyze the research data. A three-stage experimental design was used. The questionnaire was administered to 540 engineering students. The data extracted showed significant differences between the different technologies studied, highlighting interactive television, machine learning, and augmented reality over other technologies,

which serves as input for academic management to direct efforts, funds and teacher training in new tools to support the teaching process.

Liu, Q., Zhong, Z., & Nesbit, J. C. (2024). **Argument mapping as a pre-writing activity: Does it promote writing skills of EFL learners?** *Education and Information Technologies*, 29(7), 7895-7925. <https://doi.org/10.1007/s10639-023-12098-5>

Argumentation is a complex intellectual skill essential for academic achievement in a range of scholarly disciplines. Argumentative writing demands effective coordination of language use, reasoning processes, and background knowledge about a given topic. It is a cognitively challenging activity, especially for students learning English as a Foreign Language (EFL). The Dialectical Map (DMap) is an open-source argument visualization tool that scaffolds argument analysis, evaluation, and construction. A quasi-experiment was conducted with 190 undergraduate EFL students to investigate the pedagogical value of DMapping as a pre-writing activity. The research also explored the effect of DMapping on student motivation in learning argumentation. We found the DMap functioned as an effective pre-writing tool for argumentative writing and promoted transfer of argumentation skills. DMapping facilitated more balanced arguments, and students reported positive experiences and attitudes toward learning argumentation with the DMap. This paper concludes with implications and future research directions for using the DMap as a cognitive tool to foster meaningful learning.

Luo, Y., Han, X., & Zhang, C. (2024). **Prediction of learning outcomes with a machine learning algorithm based on online learning behavior data in blended courses.** *Asia Pacific Education Review*, 25(2), 267-285. <https://doi.org/10.1007/s12564-022-09749-6>

Learning outcomes can be predicted with machine learning algorithms that assess students' online behavior data. However, there have been few generalized predictive models for a large number of blended courses in different disciplines and in different cohorts. In this study, we examined learning outcomes in terms of learning data in all of the blended courses offered at a Chinese university and proposed a new classification method of blended courses, in which students were primarily clustered on the basis of their online learning behaviors in blended courses using the expectation-maximization algorithm. Then, the blended courses were classified on the basis of the cluster of students who were present in the course and had the highest proportion. The advantage of this method is that the criteria used for classification of the blended courses are clearly defined on the basis of students' online behavior data, so it can easily be used by machine learning systems to algorithmically classify blended courses based on log data collected from a learning management system. Drawing on the classification of the blended courses, we also proposed and validated a general model using the random forest algorithm to predict learning outcomes based on students' online behaviors in blended courses with different disciplines and different cohorts. The findings of this study indicated that after blended courses were classified on the basis of students' online behavior, prediction accuracy in each category increased. The overall accuracies for Course I (380 courses out of 661 after screening), L (14 courses out of 661 after screening), A (237 courses out of 661 after screening), V (8 courses out of 661 after screening), and H (22 courses out of 661 after screening) were 38.2%, 48.4%, 42.3%, 42.4%, and 74.7%, respectively. According to these results, it was found that a prerequisite for the accurate prediction of students' learning outcomes in a blended course was that most students should be highly engaged in a variety of online learning activities rather than being focused on only one type of activity, such as only watching online videos or submitting

online assignments. The prediction model achieved accuracies of 80.6%, 85.3%, 63%, 54.8%, and 14.3% for grades A, B, C, D, and F in Course H, respectively. The results demonstrated the potential of the proposed model for accurately predicting learning outcomes in blended courses. Finally, we found that there was no single online learning behavior that had a dominant effect on the prediction of students' final grades.

Malik, S., & Jothimani, K. (2024). **Enhancing Student Success Prediction with FeatureX: A Fusion Voting Classifier Algorithm with Hybrid Feature Selection.** *Education and Information Technologies*, 29(7), 8741-8791. <https://doi.org/10.1007/s10639-023-12139-z>

Monitoring students' academic progress is vital for ensuring timely completion of their studies and supporting at-risk students. Educational Data Mining (EDM) utilizes machine learning and feature selection to gain insights into student performance. However, many feature selection algorithms lack performance forecasting systems, limiting their ability to predict future academic success accurately. To address this, we propose FeatureX, a hybrid approach aiming to select high-performing features that impact student quality and reduce dropout rates. FeatureX integrates filter-based and wrapper-based methods to identify relevant features for predicting student performance. This approach enhances educational experiences by optimizing resource allocation and support services. Additionally, the Confidence-Weighted Fusion Voting Classifier (CWFVC) Algorithm supplements feature selection with performance forecasting capabilities, improving accuracy by combining diverse machine learning classifiers. The research evaluates FeatureX using Decision Trees, Random Forests, Support Vector Machines, and Neural Networks. Performance metrics, including accuracy, precision, recall, and F1-score, measure FeatureX's effectiveness. Results show that FeatureX achieves the highest accuracy with a subset of ten features, effectively identifying influential predictors. The CWFVC Algorithm further enhances performance forecasting accuracy, enabling timely identification of at-risk students and reducing dropout rates to foster inclusive education. Our research addresses the demand for data-driven approaches in education, offering an innovative method for predicting student performance and enhancing educational outcomes for diverse students. FeatureX and the CWFVC Algorithm provide valuable tools for educators and administrators to optimize resources, tailor support services, and create a more inclusive learning environment. Leveraging EDM and performance forecasting, educational institutions can proactively support students and promote academic success, contributing to an equitable and effective educational system.

Martens, M., De Wolf, R., & De Marez, L. (2024). **Datafication and algorithmization of education: How do parents and students evaluate the appropriateness of learning analytics?** *Education and Information Technologies*, 29(7), 8151-8177. <https://doi.org/10.1007/s10639-023-12124-6>

Algorithmic systems such as Learning Analytics (LA) are driving the datafication and algorithmization of education. In this research, we focus on the appropriateness of LA systems from the perspective of parents and students in secondary education. Anchored in the contextual integrity framework (Nissenbaum, *Washington Law Review*, 79, 41, 2004), we conducted two survey studies (Nstudents=277, Nparents=1013) in Flanders to investigate how they evaluate the appropriateness of the data flows in LA systems, and how both populations differ in their evaluations. The results show that the most-used student-centered LA are perceived less appropriate than the less-used teacher-centered LA by both students and parents. The usage of personal characteristics in LA is perceived as least appropriate, in contrast to coarser class characteristics. Sharing

insights of LA with institutions that are part of the traditional educational context, such as the school, is seen as the most appropriate, and more appropriate than sharing it with learning platforms or third parties (e.g., Big Tech). Overall, we found that parents evaluated the different elements of the dataflows embedded in LA as less appropriate than students. In the discussion, we argue that educational institutions should include the evaluation of both parents and students to further manage expectations and construct shared norms and practices when implementing LA in education.

Martinez, P., Gajo, L., & Ollivier, C. (2024). **Intégrer l'Intelligence Artificielle à l'Université**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-integrer-l-intelligence-artificielle-a-l-universite-pierre-martinez-laurent-gajo-christian-ollivier-9782336440613-79774.html>

Memarian, B., & Doleck, T. (2024). **Data science pedagogical tools and practices: A systematic literature review**. *Education and Information Technologies*, 29(7), 8179-8201. <https://doi.org/10.1007/s10639-023-12102-y>

The development of data science curricula has gained attention in academia and industry. Yet, less is known about the pedagogical practices and tools employed in data science education. Through a systematic literature review, we summarize prior pedagogical practices and tools used in data science initiatives at the higher education level. Following the Technological Pedagogical Content Knowledge (TPACK) framework, we aim to characterize the technological and pedagogical knowledge quality of reviewed studies, as we find the content presented to be diverse and incomparable. TPACK is a universally established method for teaching considering information and communication technology. Yet it is seldom used for the analysis of data science pedagogy. To make this framework more structured, we list the tools employed in each reviewed study to summarize technological knowledge quality. We further examine whether each study follows the needs of the Cognitive Apprenticeship theory to summarize the pedagogical knowledge quality in each reviewed study. Of the 23 reviewed studies, 14 met the needs of Cognitive Apprenticeship theory and include hands-on experiences, promote students' active learning, seeking guidance from the instructor as a coach, introduce students to the real-world industry demands of data and data scientists, and provide meaningful learning resources and feedback across various stages of their data science initiatives. While each study presents at least one tool to teach data science, we found the assessment of the technological knowledge of data science initiatives to be difficult. This is because the studies fall short of explaining how students come to learn the operation of tools and become proficient in using them throughout a course or program. Our review aims to highlight implications for practices and tools used in data science pedagogy for future research.

Onu, P., Pradhan, A., & Mbohwa, C. (2024). **Potential to use metaverse for future teaching and learning**. *Education and Information Technologies*, 29(7), 8893-8924. <https://doi.org/10.1007/s10639-023-12167-9>

Metaverse, a virtual shared space integrating augmented reality and virtual reality technologies, is often hailed as the "Internet of the future" for its potential to revolutionize online communication, collaboration, learning, and work. However, despite its promising strategic and business applications, there is a dearth of empirical evidence for evaluating its educational value. This qualitative study examined the impact of Metaverse on teaching and learning by examining its advantages and challenges. The outcomes

highlight Metaverse's remarkable potential for personalized and adaptive learning thanks to its immersive and interactive capabilities. An analysis of the existing literature suggests that Metaverse can create engaging learning experiences in which students can explore tailored virtual environments and interact within them. Semi-structured in-depth interviews were conducted to confirm the perception of metaverse-based education among students, educators, and program administrators, who view it as an innovative and effective educational delivery method. Several barriers require attention to ensure the successful integration of Metaverse in education, such as network connectivity, reliability, standardization and certification, organizational readiness, and the specialized skills necessary to leverage Metaverse's potential. This study offers a comprehensive understanding of Metaverse's potential, limitations, and critical factors contributing to its education success. By providing immersive and interactive learning experiences tailored to individual student needs, Metaverse holds the power to revolutionize teaching and learning. However, addressing challenges related to interoperability and the need for more evidence on its efficacy requires further research and development efforts. The significance of this study hinges on the continued exploration of Metaverse to enhance educational experiences, offering a novel and innovative approach to teaching and learning.

Ostovar-Namaghi, S. A., Morady Moghaddam, M., & Rad, E. (2024). **The effect of interactive games on English language learners' reading comprehension and attitudes.** *Asia Pacific Education Review*, 25(2), 399-409. <https://doi.org/10.1007/s12564-023-09883-9>

This study investigates the effect of interactive games on improving reading comprehension skills and attitudes toward games among Iranian learners of English as a foreign language. In this quantitative study, the participants in the control group received reading comprehension instruction through traditional models of teaching reading while the participants in the experimental group developed their reading skills through participating in interactive games. A reading comprehension test was administered as a posttest. The mean performance of the two groups was compared by performing an independent-samples t-test and a paired-samples t-test. The analysis revealed that participants in the experimental group ($N = 30$, $M = 26.33$, $SD = 2.80$) significantly outperformed those in the control group ($N = 30$, $M = 16.80$, $SD = 3.71$) in the posttest. Moreover, an examination of the participants' perceptions showed they have a positive attitude toward games. The findings of this study suggest that interactive games are powerful tools for improving student engagement, motivation, and learning outcomes in the classroom. The study also provides some practical suggestions for further research.

Ozyurt, O., & Ozyurt, H. (2024). **30-year trends in research on enriching education and training with virtual reality: An innovative study based on machine learning approach.** *Education and Information Technologies*, 29(7), 8221-8249. <https://doi.org/10.1007/s10639-023-12130-8>

The aim of this study is to identify the main research interests and trends in the literature related to the integration of virtual reality into educational and training environments and to provide a potential guideline for future applications of virtual reality. For this purpose, a topic modeling analysis was conducted with a total of 16413 journal articles published in the thirty-year period between 1993–2022 indexed in the Scopus database. The findings of the topic modeling analysis based on machine learning revealed the existence of twelve topics in the field. The most voluminous -the most studied- topics are

« EduVR: Advancing education through VR », « Training for safety and emergency », and « Surgical training: Enhancing skill and performance ». On the other hand, topics that have shown positive acceleration in recent years and are trending compared to other topics are: « Therapeutic solutions: Addressing pain, anxiety and disorders », « Training for safety and emergency », « Motor rehabilitation solutions: Enhancing stroke recovery and functional training », and « Virtual surgical anatomy: advancing techniques and simulations ». The results of the study reveal current trends in the field of virtual reality and emphasize potential future research areas. This may be useful in guiding researchers in the field.

Qi, B., Zhang, M., Zhu, X., Jiang, Y., & Xiang, X. (2024). **Effects of Haptic interaction on learning performance and satisfaction with 3D collections.** *Education and Information Technologies*, 29(7), 7793-7811. <https://doi.org/10.1007/s10639-023-11921-3>

Museum learning is beneficial for social inclusion, deepening partnerships between schools and museums, and increasing levels of pupil attainment. While there have been numerous empirical studies on the use of haptics in formal educational settings, few have explored the effect of haptic interaction on learning outcomes in museum learning. This study looks at an interactive 3D artifact simulation using a haptic interface and a non-haptic interface, with one group using 3D hand motions and receiving visual/haptic stimuli, and another group using a mouse and only receiving visual stimuli. Forty individuals majored in arts or social science courses were asked to perform four main interactive tasks about 3D collection. Using a triangulation of assessment scores, investing time, and satisfaction with interactions with the 3D artifact simulation, we explored the efficacy of haptic interaction in improving museum learning. The results showed that in general, the haptic interaction was more helpful in promoting learning performance in relation to 3D collections. However, significant differences only occurred in relation to the volume and material interactive tasks, and not in relation to the contour and color interactive tasks. The Findings reveal that the visual/haptic stimuli provided by haptic interaction in museum learning has a stronger modality effect on human information processing, and the effect of haptic interaction depends on the coupling of interactive tasks and sensorimotor experiences. Further, psychological immersion is more likely to occur when using haptic interaction, and haptically augmented 3D artifacts attract learners' attention, enhancing learner engagement and motivation. Explanations for these results are synthesized from the perceptual symbol, embodied cognition, and immersion theories.

Senadhira, K. I., Rupasingha, R. A. H. M., & Kumara, B. T. G. S. (2024). **A deep learning based approach for classifying tweets related to online learning during the Covid-19 pandemic.** *Education and Information Technologies*, 29(7), 7707-7736. <https://doi.org/10.1007/s10639-023-12122-8>

The majority of educational institutions around the world have switched to online learning due to the COVID-19 pandemic. Since continuing education has become important during the pandemic as well, academics and students have recognized the value of online learning to avoid their challenges. The objective of this study is to categorize peoples' opinions and determine how the community used online learning during the pandemic. A total of 13,155 tweets were collected using the Twitter API. Of these, 4486 were positive about the online learning process, 4490 were negative, and 4179 were advertising for online learning. After pre-processing the tweets, Term Frequency-Inverse Document Frequency (TF-IDF) vectorizer is used to extract the feature vectors. The data

was divided into three categories using the Long Short Term Memory (LSTM) and Support Vector Machine (SVM) algorithms. Sentiment analysis is used to determine how society feels about the online learning process by analyzing positive, negative, and advertisement sentiments. According to the results, LSTM beat SVM and achieved an accuracy of 88.58%. It also achieved higher precision, recall, f-measure values, and lowest error rates for 65% of the training dataset. Based on the findings, the significance of online learning as well as the absence of technologies, the internet, and other subpar educational practices were determined. It was determined that more workable solutions were needed in order to improve online education globally.

Shadiev, R., Wang, X., Chen, X., Gayevskaya, E., & Borisov, N. (2024). **Research on the impact of the learning activity supported by 360-degree video and translation technologies on cross-cultural knowledge and attitudes development.** *Education and Information Technologies*, 29(7), 7759-7791. <https://doi.org/10.1007/s10639-023-12143-3>

Recent evidence suggests that not many studies on technology-supported cross-cultural learning considered creating authentic, immersive learning environments and addressing the language barrier in communication among representatives of different cultures which are very critical matters in the field. The present study attempted to address this gap. To this end, we designed the cross-cultural learning activity supported by 360-degree video technology and artificial intelligence-based translation tool. Eleven students from China and thirteen students from Russia participated in the activity. They used 360-degree video technology to create virtual reality (VR) cultural content which enabled authentic, immersive cross-cultural learning experiences. They also used AI-based translation technology to bridge the language barrier when communicating and exchanging culture-related information with each other in their native language. With such learning activity, we aimed to facilitate cross-cultural knowledge and attitudes of the participants. We used the convergent mixed methods design, i.e. both qualitative and quantitative data were collected, related and interpreted in response to the research questions. Personal meaning maps (PMMs) were used to measure knowledge of the students in three aspects (i.e. categories of cross-cultural knowledge, number of related and unrelated concepts, and emerged concepts) before and after the activity. We compared PMM outcomes obtained before the learning activity with those obtained after the activity using a statistical method in order to explore cross-cultural knowledge development. In addition, development in cross-cultural knowledge of the students after participating in the learning activity was explored based on the qualitative data. That is, content of 360-degree videos was analyzed and such qualitative findings were used to support the results of the statistical test. Next, cross-cultural attitudes development was explored in four aspects (i.e. interest, curiosity, openness, and respect) using interviews. Finally, participants' perceptions of the technological support were also researched. The results showed that the cross-cultural learning activity supported by technologies were beneficial for knowledge and attitudes development. More specifically, the activity helped the students acquire cross-cultural knowledge in eight categories. The number of related concepts significantly increased whereas the number of unrelated concepts significantly decreased because of the activity. The students were able to identify, compare and contrast cultural differences, and they maintained an open and respectful attitude toward the culture of their partners after the study; they lacked such knowledge and abilities prior to the study. Finally, the participants positively perceived the technological support. Based on the results, it is suggested that educators and researchers employ 360-degree video and translation technologies in their design of

learning activities when focusing on cross-cultural knowledge and attitudes development. Such approach was found to be beneficial to facilitate learning outcomes as authentic and immersive cross-cultural learning environments were created and the language barrier was addressed. The study makes the following contributions: (1) we designed the learning activity supported by 360-degree video and translation technologies to create authentic and immersive cross-cultural learning environments in which the language barrier was addressed, (2) we tested the feasibility of the learning activity supported by technology to facilitate cross-cultural knowledge and attitudes of the participants, and (3) we explored the accuracy rate of translation technology and perceptions of students regarding the learning activity supported by technology. The authenticity of the present study lies in the creation of the technology-supported cross-cultural learning environment in which the students had authentic and immersive learning experiences and were able to communicate with each other without any language barriers.

Shehata, B., Tili, A., Huang, R., Adarkwah, M. A., Liu, M., & Chang, T. (2024). **How are we doing with student-centered learning facilitated by educational technologies? A systematic review of literature reviews.** *Education and Information Technologies*, 29(7), 7813-7854. <https://doi.org/10.1007/s10639-023-12112-w>

Despite the importance of Student-Centered Learning (SCL), limited information exists in the literature on how SCL can be facilitated by various educational technologies. This study, therefore, explores the literature to investigate the role of educational technology in supporting SCL. Particularly, it builds on the American Psychological Association (APA) learner-centered principles framework, and a classification inspired by John Dewey on technologies that support student learning. Specifically, this study conducts a systematic literature review of literature reviews focusing on student-centered learning to reveal research trends, gaps and future directions related to the factors and principles of SCL and the classifications of technologies in SCL environments. The obtained results found that cognitive and metacognitive were the most covered SCL factors, followed by factors related to motivational, affective and individual differences. Additionally, technologies for management were the most utilized in SCL environments and supported both cognitive and metacognitive, as well as motivational and affective factors and principles of SCL. The findings further revealed several challenges when adopting SCL, such as pedagogical, environmental, technological, curriculum, or social related.

Simarmata, M. T. A., Lee, G.-G., Ajicahyadi, H., & Wang, K.-J. (2024). **Determinant factors of distance self-learning performance on computer programming language education - a concept map approach.** *Education and Information Technologies*, 29(7), 8111-8130. <https://doi.org/10.1007/s10639-023-12142-4>

Teaching computer programming language remotely presents particular difficulties due to its requirement for abstract and logical thinking. There is a dearth of research specifically examining the potential factors that determine student performance when distance self-learning is conducted for programming language education. This study aims to determine the influencing factors to conduct successful programming education on distance self-learning to help novice students effectively. The study is underlined by a concept map-based approach. A quasi-experimental approach was used to collect data from seventy-eight students. By utilizing factor analysis, this study proposes nine determinant factors of distance self-learning performance, namely educational architecture, knowledgeability, expectation insight, engagement tools, good

organization, technological accessibility, assignment familiarity, advantageous tool, and assistance feature. This work suggested determinant factors that can predict student learning performance to motivate meaningful distance self-learning and construct their knowledge in programming education.

Singh, H., Kaur, B., Sharma, A., & Singh, A. (2024). **Framework for suggesting corrective actions to help students intended at risk of low performance based on experimental study of college students using explainable machine learning model.** *Education and Information Technologies*, 29(7), 7997-8034. <https://doi.org/10.1007/s10639-023-12072-1>

Today, the main aim of educational institutes is to provide a high level of education to students, as career selection is one of the most important and quite difficult decisions for learners, so it is essential to examine students' capabilities and interests. Higher education institutions frequently face higher dropout rates, low academic achievement, and graduation delays. One potential answer to these issues is to better leverage student data stored in institutional databases and online learning platforms to forecast students' academic achievements early by using artificial intelligence and advanced computer algorithms. Several research projects have been launched with the goal of building systems that can predict student performance. However, a system that can forecast student performance and identify the various factors that directly impact it is required. The purpose of this research work is to create a model that correctly identifies students who are in danger of low performance, as well as to identify the factors that contribute to this phenomenon and suggesting the remedial actions so as to reduce dropout rate and low performance among students. The emphasis of this study is to explore various factors that may affect mental health which lead to low performance or loss of interest in studies. The developed model can accurately identify at-risk students with over 96.5% accuracy using Machine learning techniques. This study focuses extensively on various factors apart from academics, such as personal and family factors and their association with student performance. To increase the accuracy of performance predictions, the model combines explainable Machine learning techniques to outline the factors associated with poor performance and discusses a novel framework that will help to increase the accuracy of prediction of the established prediction system. This assists low-performing students in improving their academic metrics by executing corrective actions that address the issues. The proposed novel framework, with the help of a mapping table, will recommend corrective actions along with visualization using the heatmap technique which may help the students to perform better in exams, increase the institution's effectiveness, and improves any country's economic growth and stability.

Sureephong, P., Chernbumroong, S., Ariya, P., Intawong, K., & Puritat, K. (2024). **The effect of a location-based game for university transition: Comparing learning outcomes and intrinsic motivation of students in different disciplines.** *Education and Information Technologies*, 29(7), 8465-8492. <https://doi.org/10.1007/s10639-023-12155-z>

This study examines the effectiveness of a new approach for a university transition program that uses a location-based game to familiarize first-year students with the university environment during the COVID-19 pandemic. The study involved 775 university students from 15 faculties, 9 from Human and Social Sciences and 6 from Technology and Science, who participated in the experiment by playing the game for one month. This study uses a mixed-method approach with an explanatory sequential design to collect both quantitative (Pre-Post tests, IMI questionnaire, and data usage) and qualitative data (open-ended questionnaire) to evaluate the knowledge of university

transition and intrinsic motivation between students in the field of Technology and Science and Humanities and Social Sciences. Overall, the findings revealed that all participants who completed the program significantly improved their knowledge of university transition. The study also found that students in the field of Technology and Science learned significantly better than those in Humanities and Social Sciences, but there were no significant differences between the two groups in terms of intrinsic motivation. The study concluded that participation in a location-based game for university transition engaged students in a more contextual and realistic way of learning to become familiar with the university. However, the study noted that the game may not be suitable for all students and should be considered as an additional tool for orientation. Future research work is also discussed.

Vargas-Montoya, L., Gimenez, G., & Tkacheva, L. (2024). **Only gifted students benefit from ICT use at school in mathematics learning.** *Education and Information Technologies*, 29(7), 8301-8326. <https://doi.org/10.1007/s10639-023-12136-2>

Previous literature highlights the potential of ICT use to enhance mathematical learning. There are also several theoretical arguments supporting that gifted education benefits from ICT use. However, empirical studies have paid little attention to the relationship between ICT use and gifted students' mathematics performance. It is also unclear whether and why this relationship differs between gifted students and their peers. For the first time, we tested this relationship by using a large-scale multinational sample of 236,938 adolescents attending 10,213 schools in 44 countries in several contexts from the Programme for International Student Assessment Questionnaire (PISA) 2018. We estimated a hierarchical linear model (HLM) and found that only gifted students benefit from ICT use in mathematics learning. The higher their level of performance, the more beneficial ICT use is for gifted students. This relation is negative in the case of the rest of the students. Based on theoretical arguments, we also explain the likely reasons that lay behind this different relationship between gifted students and their peers. The findings illustrate that policymakers should consider a differentiated approach to ICT use at school depending on the students' level of performance. Gifted students could benefit more from ICT use in learning and the rest of the students from teaching with more human interaction.

Wang, H.-C., Chiang, Y.-H., & Chen, I.-F. (2024). **A Method for Generating Course Test Questions Based on Natural Language Processing and Deep Learning.** *Education and Information Technologies*, 29(7), 8843-8865. <https://doi.org/10.1007/s10639-023-12159-9>

Assessment is viewed as an important means to understand learners' performance in the learning process. A good assessment method is based on high-quality examination questions. However, generating high-quality examination questions manually by teachers is a time-consuming task, and it is not easy for students to obtain question banks. To solve this issue, this study proposes an automatic high-quality question generation system based on natural language processing and Topic Model. A two-stage test-question generation method (sentence selection and neural question generation) is proposed in this study. We apply multisource teaching materials to select declarative sentences, and then a neural question generation model called topic-embedding question generation (TE-QG) is employed to generate high-quality examination questions. This model is based on attention and the pointer-generator mechanism. The experimental results show that the sentence selection method can select sentences that

meet the key points of the course, and the performance of the TE-QG model outperforms those of existing NQG models.

Wang, X., Young, G. W., Iqbal, M. Z., & Guckin, C. M. (2024). **The potential of extended reality in Rural Education's future – perspectives from rural educators.** *Education and Information Technologies*, 29(7), 8987-9011. <https://doi.org/10.1007/s10639-023-12169-7>
Technology-enhanced education can potentially enhance teaching and learning outcomes for rural educators since they face limited educational resources and low job satisfaction. Recently, there has been a surge in extended reality (XR) as an immersive learning technology to improve teaching and learning in rural areas, but without focusing on rural educators' perspectives. This study aims to bridge this gap by investigating rural educators' interactions with XR educational applications and exhibiting their insights on using XR education to improve education quality in rural areas. After educators' hands-on experiences in a pre-designed XR education workshop, qualitative data was collected from their discussions in focus groups. As a result, educators believed that XR could transform traditional educational practices and create opportunities for new patterns of rural education (e.g., public engagement with rurality and rural vocational education). Limitations include a lack of school infrastructure to apply XR and an absence of well-structured curriculum design to use XR in the classroom setting. We suggest that future studies explore the integration of effective XR practices into primary and elementary education in those areas with limited educational resources.

Yang, W., Yang, X., Lu, C., & Li, M. (2024). **Student- and school-level perceived ICT competence and academic performance in Chinese rural schools: a multilevel analysis.** *Asia Pacific Education Review*, 25(2), 425-438. <https://doi.org/10.1007/s12564-023-09890-w>

The relationship between Information and Communication Technology (ICT) and academic performance is a controversial issue that has attracted increasing attention from administrators, policymakers, and researchers. The relationship between perceived ICT competence and the academic performance of rural students deserves particular attention. Although a small but growing body of research has examined the relationship between perceived ICT competence and student academic performance, few studies have viewed perceived ICT competence as a multilevel construct. This study aimed to fill this gap by examining the relationship between multilevel perceived ICT competence (i.e., student- and school-level perceived ICT competence) and student academic performance using a sample of 5530 students from 156 schools in rural China. Two-level hierarchical linear modeling results indicated that student- and school-level perceived ICT competence could predict academic performance. Furthermore, school-level perceived ICT competence could moderate the relationship between student-level ICT competence and academic outcomes. Specifically, the role of student-level perceived ICT competence showed heterogeneity across schools. Academic performance was strongly correlated with student-level perceived ICT competence in schools with a low level of perceived ICT competence; in contrast, this outcome was not observed in schools with a high level of perceived ICT competence. The findings suggest that administrators and policymakers in China should pay special attention to rural schools where perceived ICT competence is low and consider providing services for students in these schools to promote educational equity.

Zakwandi, R., Istiyono, E., & Dwandaru, W. S. B. (2024). **A two-tier computerized adaptive test to measure student computational thinking skills.** *Education and Information Technologies*, 29(7), 8579-8608. <https://doi.org/10.1007/s10639-023-12093-w>

Computational Thinking (CT) skill was a part of the global framework of reference on Digital Literacy for Indicator 4.4.2, widely developed in mathematics and science learning. This study aimed to promote an assessment tool using a two-tier Computerized Adaptive Test (CAT). The study used the Design and Development Research (DDR) method with four stages of data collection: expert judgment, usability test, simulation study, and student feedback. The two-tier questions have been tested empirically and fit with the Generalized Partial Credit Model (GPCM) or 2 Parameter Logistic (2PL). This study proved that the CAT could be used to estimate students' CT with a minimum different Standard Error of Measurement (different SEM) or close to zero (~ 0.001). According to the expert judgment, CAT was proper for measurement with a feasibility of 90.23%. The usability test proved that CAT was feasible to use, with satisfaction of 79.51%. Furthermore, the simulation study or empirical measurement explained that students' CT at the high school level were greater than at the middle and lower school levels. Thus, CAT were empirically proven to estimate students' CT accurately. Finally, students' feedback showed that the acceptance from students' feedback is 74.40% with a very satisfactory category.

Zhao, L., Li, S., & Su, Y.-S. (2024). **Exploring college students' reading effectiveness for different types of micro-reading activities.** *Education and Information Technologies*, 29(7), 8793-8816. <https://doi.org/10.1007/s10639-023-12138-0>

Microlearning, as an informal learning approach, has gained increasing popularity in both the training industry and professional studies disciplines over the last several years. However, despite the rising interest in microlearning, how to design microlearning activities and what microcontent is reasonable for microlearning activities have rarely been addressed. In this study, we designed a 6-week micro-reading activity. During the process, 30 students majoring in Education Technology participated in the activity. They were randomly divided into an electronic book reading (e-reading) group and a paper book reading (p-reading) group, and were required to read the same book within 6 weeks. Formative and summative evaluations were performed to assess the effectiveness of the micro-reading activity. Descriptive statistics and bar and line chart were applied to reflect the results of formative evaluation; One-way ANOVA analysis was used to process the data of summative evaluations. Students' average reading time, reading pace, and weekly reading notes were recorded and analyzed as the formative evaluation. The results indicated that all students achieved the reading objective, and they kept relatively high engagement in the micro-reading activity. According to the results of the summative evaluation, both groups of students' average scores were relatively high. However, compared to the p-reading group, the average score of the e-reading group was higher, and some significant differences were also found in the average scores of the two groups. Therefore, the 6-week micro-reading activity was beneficial for students' reading effectiveness, and the e-reading type was more effective for promoting students' reading effectiveness. In the future, it would be worthwhile for designers to consider how to design the duration of activities in a reasonable way and to compare how new electronic reading platforms compare with traditional print sources.

Zhong, Z., Feng, S., & Jin, S. (2024). **Investigating the influencing factors of teaching anxiety in Virtual Reality environments.** *Education and Information Technologies*, 29(7), 8369-8391. <https://doi.org/10.1007/s10639-023-12152-2>

This study examines the impact of various factors on teachers' anxiety toward teaching in Virtual Reality (VR) environments. Specifically, the research proposes a hypothetical model and investigates the influence of technical proficiency, self-efficacy, and school support on VR teaching anxiety. A total of 329 teachers with prior experience in VR teaching were surveyed in pilot schools to collect data for testing the proposed hypothetical model. The results indicated that school support, self-efficacy, and technical proficiency all had significant negative effects on teachers' VR teaching anxiety. Additionally, school support and self-efficacy had significant positive effects on teachers' technical proficiency. Based on these findings, we provided recommendations to enhance teachers' confidence in using VR-based environments, alleviate VR teaching anxiety, and ultimately enhance the quality of course teaching.

Zhou, T., Wu, X., Wang, Y., Wang, Y., & Zhang, S. (2024). **Application of artificial intelligence in physical education: a systematic review.** *Education and Information Technologies*, 29(7), 8203-8220. <https://doi.org/10.1007/s10639-023-12128-2>

The application of artificial intelligence in physical education (AIPE) has provided new ways to improve learning and teaching activities in physical classes. However, literature reviews that provide a systematic review and analysis of AIPE are limited. To address this gap, this study provided an overview of AIPE-related empirical research. Specifically, it examined the general state of AIPE, algorithms used for AIPE, and the impact and challenges of AIPE. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses, 130 empirical studies related to AIPE were included in the final synthesis. The findings of this study demonstrated that numerous studies have explored the use of AI technologies to enhance physical education classes and training processes. These technologies have been widely employed in athletic performance analysis, health monitoring, and personalized training. AIPE offered great potential for providing personalized instruction, real-time feedback and assessment, and diverse learning environments. However, the use of AI technology poses challenges, including technical reliability and accuracy, privacy and security issues, as well as technical training and teacher support. These findings provide insights for future research on AIPE.

Orientation scolaire et professionnelle

de Clercq, M. (2024). **Le projet Ada : processus de construction d'un outil national de soutien à l'orientation post secondaire.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569128>

Le projet Ada : processus de construction d'un outil national de soutien à l'orientation post secondaire

Delaney, J. M., & Devereux, P. J. (2024). **Gender Differences in Graduate Degree Choices** (IZA Discussion Paper N° 16918). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16918.htm>

While gender differences in the decision of what to study at undergraduate level are much studied, there is relatively little attention paid to subsequent study decisions of

graduates. Given the increased importance of graduate education in recent decades, these decisions can have major labour market implications. In this paper, we use administrative data from Ireland to study these choices. We find systematic and substantial differences by gender in choice of graduate field, even when taking account of the exact undergraduate programme attended and a large set of controls measuring academic interests and aptitudes. Female graduates are less likely to do further study in STEM fields and more likely to enter teaching and health programmes. When we explore the effect of these choices on early career gender gaps in earnings, we find that they tend to exacerbate earnings gaps. Even after accounting for the exact undergraduate programme and detailed school subject choices and grades, there is an 8% gender gap in earnings at age 33 for persons who pursued a graduate degree; the choice of graduate programme can explain about 15% of that gap.

Doutreloux, E., Feitosa, L., & Hostensky, E. (2024). **Intervenir sur les obstacles d'accès à l'enseignement supérieur pour favoriser la justice sociale.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569333>

Jacob, C. (2024). **La régulation de la réorientation à l'université : pratiques d'accompagnement et représentations des acteurs institutionnels.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569335>

La régulation de la réorientation à l'université : pratiques d'accompagnement et représentations des acteurs institutionnels

Mettouchi, M., & Bourdon, P. (2024). **Étude des dispositifs d'accueil et d'accompagnement des étudiant.e.s en situation de handicap en France et en Angleterre et de leurs effets sur les parcours étudiants.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569168>

Étude des dispositifs d'accueil et d'accompagnement des étudiant.e.s en situation de handicap en France et en Angleterre et de leurs effets sur les parcours étudiants

Naglieri, A., Hiligsmann, P., & Parmentier, P. (2024). **Intégration des valeurs d'équité, diversité et inclusion au profit de la transition des élèves vers l'enseignement supérieur : approche "glocale" de la collaboration avec les établissements d'enseignement secondaire.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569169>

Stéphanus, C. (2024). **Accès à la formation : pourquoi souhaiter se former ne suffit pas.** *Céreq Bref, (451), 1-4*. Consulté à l'adresse <https://www.cereq.fr/acces-formation-professionnelle-souhait>

La loi de 2018 pour la liberté de choisir son avenir professionnel s'inscrit dans un ensemble de réformes qui responsabilisent davantage le salarié dans la construction de son parcours de formation. Or, il s'avère que le simple souhait de se former ne suffit pas à accéder à la formation. L'environnement créé par l'entreprise a également son importance, qu'il s'agisse du budget consacré à la formation, de la volonté d'informer le salarié sur les dispositifs existants ou de l'accompagner dans sa démarche. Faute de quoi, les inégalités d'accès à la formation sont amenées à perdurer.

Zhang, Y., & Zhu, Y. (2024). **Tsinghua or Beida? factors affecting high school students' selection of prestigious universities in China.** *Asia Pacific Education Review*, 25(2), 475-487. <https://doi.org/10.1007/s12564-023-09919-0>

Amid concerns about creating internationally recognized world-class universities in China, this study aims to explore the factors that influence the selection of two prestigious universities in China, namely Tsinghua and Beida, by high school students. In light of concerns surrounding the establishment of globally renowned universities in China, this study applies Simon's Bounded Rationality Theory (Q J Econ 69(1):99–118, <https://doi.org/10.2307/1884852>, 1957, Models of bounded rationality, MIT Press, Cambridge, 1982) to examine the decision-making tendencies of students when faced with limited information. The study analyzes survey data collected from 10 senior high schools in Henan province. Our findings reveal that students lack clarity regarding Chinese universities and majors. Students' misconceptions about Tsinghua and Beida are linked to insufficient information and socially entrenched images of these two universities. Students' social environment may subtly influence their choice between Tsinghua and Beida, with different socioeconomic backgrounds resulting in varying expectations. Additionally, we identified enrollment strategies that impact high school students' choices. The study provides policy implications for Chinese elite universities and suggests that universities can enhance enrollment strategies by effectively promoting their institutions.

Politique de l'éducation et système éducatif

Aksoy, E., & Bozdoğan, D. (2024). **IB-PYP curriculum and teachers' roles within IB-PYP.** *Journal of Curriculum Studies*, 56(3), 355-370. <https://doi.org/10.1080/00220272.2024.2322516>

This article focuses on the IB-PYP curriculum and teachers' roles within IB-PYP. The Turkish national curriculum was used to contextualize the paper, and these two curricula have been presented comparatively. The comparison encompasses their respective scoping aims, models of curricular control, distinctive teacher roles, and assessment practices. Moreover, the study incorporates insights and viewpoints from PYP teachers who also had worked for long years in public schools following the national curricula, revealing their roles in the PYP system. Drawing from interviews with PYP teachers, this case study elucidates the contrasting approaches to establishing product-process control models within these educational frameworks, as seen through the lens of teacher roles. The analysis serves to enhance comprehension of the rationale behind the PYP programme and is anticipated to offer novel perspectives on the national curriculum. The findings from the study underscore notable disparities between the two curricula in terms of their scoping objectives, patterns of curriculum control, assessment methodologies, and teacher roles. Through the accounts and viewpoints of the interviewed teachers, it was deduced that the IB-PYP curriculum within the Didaktik perspective can serve as an inspiration for future Turkish national curricula.

Amiel, M., Yemini, M., & Rechavi, A. (2024). **Behind the scenes: an analysis of policy networks in the contemporary Israeli education landscape.** *Journal of Education Policy*, 39(3), 490-513. <https://doi.org/10.1080/02680939.2024.2315147>

We investigate the sub-networks involved in education policy in Israel in recent years, using Mixed Methods Social Networks Analysis – drawn from combined analysis of

qualitative and quantitative data. Our objective was to comprehensively explore the Israeli education policy network to deliver an understanding of its structure, actors, and relationships. Our research offers a descriptive, analytical, and interpretive account of the contemporary Israeli education policy sector, including the actors involved, central policy sub-networks and organizations, and their relationships. We analyze dependence relations within the sub-networks using Resource Dependency Theory and Policy Networks Typology. Our findings contribute to understanding the dynamics of Israeli education policy networks and their perceived influence on policy-making and enactment processes. To the international field of educational policy-related research, we introduce a novel category of policy network actors, previously unaddressed as a distinct type. We have termed this category 'Ethos networks' to characterize this group of actors and elaborate on its significance within the field. Additionally, we underline the importance of considering external societal and political factors in education policy-making.

Balas, S., & de Lescure, E. (2024). **Enjeux et usages des référentiels. Introduction à la journée d'étude du 26 avril 2024.** *Enjeux et usages des référentiels*. Présenté à Paris. Consulté à l'adresse <https://hal.science/hal-04571047>

Baldrige, B. J., DiGiacomo, D. K., Kirshner, B., Mejias, S., & Vasudevan, D. S. (2024). **Out-of-School Time Programs in the United States in an Era of Racial Reckoning: Insights on Equity From Practitioners, Scholars, Policy Influencers, and Young People.** *Educational Researcher*, 53(4), 201-212. <https://doi.org/10.3102/0013189X241228824>

The out-of-school time (OST) field in the United States has a complex history. The push to offer programming reflects a legacy rooted in moral panics about racially minoritized youth. However, this field is populated by community spaces that act as multipurpose sites of culturally sustaining educational practices supporting positive youth development. We report findings from interviews with OST leaders, youth workers, policy influencers, and youth about how to create, sustain, and protect more liberatory and humanizing practices, demonstrating that racism and deficit-based thinking continue to inform programmatic practices and youth experiences. Furthermore, this study reveals that programs with expansive ideas of youth voice, healing justice, and whole-child approaches to youth development create better opportunities for connection and belonging.

Barrère, A. (2023). **Contrepoint. Comprendre l'école contemporaine au travers des « droits pédagogiques » : mises au point, longue focale et hors champ.** *Revue française de pédagogie*, 220(3), 99-103. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-3-page-99.htm>

Dans ce contrepoint, nous mettrons en relation la proposition dont le dossier retrace la genèse et déploie les perspectives avec des constats de recherche contemporains sur l'école. Nous appropriant le projet de Bernstein lui-même de faire des droits pédagogiques un outil descriptif et heuristique de l'évolution de l'éducation, nous nous demanderons ce que les droits pédagogiques permettent de voir de l'école, notamment à partir du contexte français. Suivant le fil de notre métaphore, nous distinguerons en tout premier lieu des mises au point nettes, en remarquant qu'inclusion et participation sont déjà des mots de l'école contemporaine, mais que le difficilement traduisible « enhancement », droit à l'amélioration, à l'ouverture, au progrès personnel dans l'école, vient les réinterroger en bousculant les perspectives qu'ils tracerait

séparément l'un de l'autre. En second lieu, la vieille question des liens entre école et démocratie est réactualisée par Bernstein au travers de ces réflexions, permettant d'aborder à de nouveaux frais la question de production et reproduction par l'école des inégalités. Dans un dernier temps, et avec la permission donnée par ce qui est explicitement annoncé comme un chantier, nous cernerons deux ensembles de questions partiellement hors champ pour prolonger la réflexion.

Beroud, F. (2024). **Le financement de la recherche et de l'enseignement supérieur par les collectivités territoriales entre 2020 et 2023**. *Note Flash du SIES*, (7), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-04/nf-sies-2024-07-32703.pdf>

En 2022, les collectivités territoriales déclarent avoir dépensé 1,4 milliard d'euros (Md€) au profit de l'enseignement supérieur et de la recherche (ESR), en recul de 0,2 Md€ par rapport à 2021. 711 M€ ont été dépensés en faveur de la recherche et du transfert de technologie (R&T), dont 38 % en aides en direction des entreprises innovantes et en transfert de technologie. Les collectivités territoriales ont également dépensé 652 M€ en faveur de l'enseignement supérieur et de la vie étudiante (ES&VE), 47 % de ce budget ayant financé des opérations immobilières.

Braccioli, F., Ghinetti, P., Moriconi, S., Naguib, C., & Pellizzari, M. (2024). **Education expansion, college choice and labour market success** (Working Paper N° 2024-iFlame-02). Consulté à l'adresse IESEG School of Management website: <https://econpapers.repec.org/paper/ieswpaper/e202409.htm>

We study the choice of acquiring STEM college education using variation induced by the proximity to universities offering different types of programs. We adopt the methodology by Heckman and Pinto (2018) allowing the identification of the distribution of response types and treatment effects with multiple unordered choices. We combine survey data for Italy with historical information about the founding dates of all universities and faculties. We find that most compliers are women at the margin of choosing STEM education versus not going to college. Expanding the supply of STEM education could reduce the gender gap in STEM by 20%.

Brown, C. T. (2024). **Status Quo or Innovation? Transforming Teacher Education in Hostile Times**. *Educational Policy*, 38(3), 604-623. <https://doi.org/10.1177/08959048231220059>

Teacher education is at a critical crossroads as colleges and schools of education contend with decreased student enrollment, legislative strategizing to limit what is taught, and general pushback regarding what teachers should learn about teaching and their students. As such, the field of teacher education must examine how to collectively rebuff the current movement by policy makers and elected officials who have formalized their desire to maintain the status quo in education. They continue to lobby against social justice in education, critical race theory, multicultural perspectives in teaching, and culturally responsive and relevant pedagogical approaches to classroom instruction, among others. This paper examines the current moment in educational history and highlights opportunities that may transform teacher education policy to become more justice centered.

Brown, Z. (2024). **Recasting Race-Conscious Admissions: Sylvia Wynter and Higher Education Policy After "Man"**. *Educational Policy*, 38(3), 727-740. <https://doi.org/10.1177/08959048231218207>

Bush, T. (2024). **Middle leadership and school improvement: Interpreting external and internal mandates.** *Educational Management Administration & Leadership*, 52(3), 517-519. <https://doi.org/10.1177/17411432241236577>

Café pédagogique. (2024, mai 6). « **En finir avec les idées fausses sur l'École** », un livre d'intérêt public. Consulté 12 mai 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/05/06/en-finir-avec-les-idees-fausse-sur-lecole-un-livre-dinteret-public/>

Si on peut voir dans le dernier livre de Louise Turret, « En finir avec les idées fausses sur l'École », une déclaration d'amour à l'école, la journaliste le présente plutôt comme « une déclaration d'intérêt public ». « Si on fait à l'école publique ce qu'on a fait à l'hôpital, on n'aura que nos yeux pour pleurer », nous confie-t-elle. En un plus de 200 pages, la productrice de l'émission de référence sur l'éducation de France Culture, Être et savoir, débunke près de quarante idées fausses sur l'École. Un livre qui, même s'il se veut à la portée de tous et toutes, s'appuie sur les constats de la recherche. Un petit guide de survie à utiliser sans modération lors des prochains dîners de famille...

Chambers, D., & Forlin, C. (2024). **An historical ethnography of the enactment of Rawls' Theory of Justice as applied to the education of learners with disability in Western Australia.** *International Journal of Inclusive Education*, 28(5), 543-560. <https://doi.org/10.1080/13603116.2021.1941322>

The education of students with disability has changed dramatically over the past 50 years. Universal declarations and conventions have underpinned many of these changes at both an international level and within Australia. In the early 1970s, the philosophy of John Rawls provided a theory of justice to preserve social justice and individual liberty within communities. This mirrored attempts to advance education to ensure social justice, rights and access to education for learners with disability. This micro-historical ethnography provides a review spanning the past half century in Australia of changes to the education of students with disability. Underpinned by an ethnographic epistemology through interviews with the presentism of eight educators involved in Western Australian education for learners with disability, and viewed through an interpretivist lens, major elements of change are identified. An analytical framework deduced from the work of Rawls is used to reflect upon the changes and discuss the degree that Rawls' justice as fairness has been enacted in education for learners with disability from 1970 to 2021 in Australia. Key words: Australia, learners with disability, special education, inclusion, Rawls, equity, social justice

Charteris, J., Anderson, J., & Page, A. (2024). **Psychological safety in innovative learning environments: planning for inclusive spaces.** *International Journal of Inclusive Education*, 28(5), 688-704. <https://doi.org/10.1080/13603116.2021.1974108>

Innovative Learning Environments (ILEs) are characterised by features that can create hypervisibility, and hyperstimulation, that raise psychological safety issues. However, there is a lack of research in the field of ILEs that addresses these complexities especially for students with additional learning needs. This case study draws on interview data with staff and students in a special education setting within an Australian ILE. Results map three aspects of design that have implications for the psychological safety. Findings are presented as a set of indicators that educators and designers can use to assist in their planning for inclusive spaces in ILE.

Choi, T.-H., & Wong, Y.-L. (2024). **Does public consultation affect policy formulation? Negotiation strategies between the administration and citizens.** *Journal of Education Policy*, 39(3), 455-479. <https://doi.org/10.1080/02680939.2023.2269373>

While public consultation is a signature process of democratic policy formulation, many governments manoeuvre to refract citizen's opinions or conduct it perfunctorily. Using the case of a medium of instruction policy in Hong Kong, this article unveils the strategies that the state and citizens employ to put their opinion through to the final policy text, during a public consultation process. Recent literature has identified the mechanisms through which individual actors or organisations contribute to broad policy agenda-setting or policy programme development. However, yet to be investigated is how they – sometimes with conflicting interests – collectively negotiate a policy with the state via public consultations. This paper investigates this very phenomenon, building on previous work conducted in the public policy field, analysing 51 government-generated documents through both thematic content analysis and critical discourse analysis. The paper uncovers four strategies adopted by administrations (non-commitment, case closure, disengagement for irrelevance, and placation) to evade citizens' equity-oriented demands and stakeholders' three counter strategies (mobilising other stakeholders into a coalition, reopening the case pointing out a new problem, and appealing by affirming relevance). The state's discrete refusals and stakeholders' conjoint reengagement tactics draw our attention to the complexity and subtlety involved in negotiation via public consultations.

Danniels, E., & Pyle, A. (2024). **Promoting inclusion in play for students with developmental disabilities: kindergarten teachers' perspectives.** *International Journal of Inclusive Education*, 28(5), 457-474. <https://doi.org/10.1080/13603116.2021.1941316>

Children identified with developmental disabilities or delays (DD) are increasingly being educated in inclusive mainstream classroom environments. At the kindergarten level, there have been pedagogical shifts towards the promotion of play-based learning, with few resources addressing how teachers can support inclusion in play. Forty-two Ontario kindergarten teachers completed an online survey with open-ended questions regarding the promotion of play and inclusion for children with DD. While participants shared differing conceptualizations of inclusion, the most common definition underscored the need to provide all children with appropriate academic support. In line with this definition, the majority of participants (74%) discussed the need for inclusive pedagogical strategies to promote greater academic inclusion in classroom learning activities. Several teachers (43%) also highlighted the need for strategies to promote a respectful classroom community. While teachers' views on the role of play complemented themes of academic and community inclusion, few teachers (24%) shared strategies to help support academic or community inclusion within children's play. These results provide insight into how kindergarten teachers conceptualise and promote inclusion primarily outside of the context of play and underscore a critical gap in research and practice.

Datnow, A. (2024). **2022 Wallace Foundation Distinguished Lecture Education Reform, Past and Present: Asking Equity Questions and Looking for Hope.** *Educational Researcher*, 53(4), 193-200. <https://doi.org/10.3102/0013189X241228255>

Drawing on a set of studies conducted over 3 decades, this article provides a reflection on what has been learned by centering equity questions in research on educational reform. These studies reveal the need to explore educators' belief systems, emotions, and

agency in relation to reform. They also underscore the co-constructed nature of reform and the importance of attending to context and scale. Although prior research reveals the complex challenges educators, policymakers, and communities face in promoting educational change with social justice aims, it also provides lessons for a hopeful path forward. Pursuing an equity agenda in this pivotal moment requires deep thinking about how we conduct research on educational reform, prepare the next generation of scholars, and work across disciplinary and national boundaries.

De Meulder, M., & Murray, J. J. (2024). **The illusion of choice in inclusive education.** *International Journal of Inclusive Education*, 28(6), 753-767. <https://doi.org/10.1080/13603116.2021.1956607>

The inclusive education debate is often framed as a choice between outmoded special schools and progressive inclusive general education schools. However, the rhetoric of 'choice' hides what is in reality a context of restricted resources, both in general education and in special congregated settings. We interview three deaf-parented families with a total of six deaf children enrolled in different educational settings in Belgium. We explore the educational choices parents made for their children and how these choices are influenced (1) by their own knowledge of and lived experience with the educational choices available and (2) actually existing resources. Our study shows a clear contrast between the capital parents bring to their children's educational experiences and the choices available. Parents want to send their children to congregated settings to give them an education in sign language but are hindered from doing so because of the schools' lack of adherence to educational standards. Instead they are pushed into a general education system that tasks their time and energy, as well as their child's bodies. The paucity of options for these parents calls for a rethinking of the parameters of the inclusive education debate, moving beyond placement to a holistic focus on deaf children's linguistic, educational, and social development.

Ebersold, S. (2023). **Société inclusive, droits pédagogiques et fonctions de l'accessibilité.** *Revue française de pédagogie*, 220(3), 47-60. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-3-page-47.htm>

Ce dossier s'attache à poursuivre la construction du modèle des « droits pédagogiques » esquissé par le sociologue britannique Basil Bernstein. L'heuristique du modèle tient au fait que celui-ci, tout en défendant une conception tridimensionnelle de la justice en matière d'éducation, intègre à cette dernière un axe central de réflexion sur les conditions de possibilité du développement culturel, individuel et collectif, des pouvoirs d'agir et de penser (le développement de la normativité, comme le dossier propose de reformuler le premier des trois droits). De fait, ce questionnement constitue une dimension intrinsèque de la justice ici posée, de manière complémentaire aux deux autres dimensions relatives aux enjeux d'inclusion et donc de « prendre place » (deuxième droit), comme aux possibilités de participation, et donc de « prendre part » (troisième droit), dans les dispositifs, structures et formations sociales. De ce point de vue, le dossier montre comment le modèle des droits pédagogiques permet d'engager le débat avec les plus connues des actuelles théories de la justice qui se réfèrent difficilement aux trois droits (en majorant ou en se concentrant sur l'un d'eux uniquement) dans la lignée des problématiques de la redistribution et de la reconnaissance. Et comment il forme surtout les bases d'un instrument de travail susceptible de renforcer l'analyse empirique des pratiques comme des doxas et des politiques éducatives et de leurs évolutions.

Emery, L., Spruyt, B., & Van Avermaet, P. (2024). **Teaching to the track: grouping in reception education for Newly Arrived Migrant students.** *International Journal of Inclusive Education*, 28(5), 594-610. <https://doi.org/10.1080/13603116.2021.1942568>

Educational tracking has been studied abundantly in previous research. However, the transitions of Newly Arrived Migrant Students (NAMS) to these (tracked) educational settings are understudied. To facilitate the transition of NAMS to regular secondary education, many countries organise reception classes. This is a separate form of education for NAMS between 12 and 18 years old that immerses them in the language of instruction (i.e. Dutch) and prepares them for participation into regular secondary education. Studying the organisation of reception education is essential to evaluate the inclusiveness of education for NAMS. We take two schools in Flanders (Belgium) as case studies to study in-depth how the grouping of students in reception education influences which track NAMS enter in regular education. Ethnographic fieldwork was conducted in the two schools (2017–2019) and quantitative data on four generations of NAMS (2014–2018) were collected in one of the schools. The five conceptual dimensions of tracking, as developed by Domina et al. (2019. "Beyond Tracking and Detracking: The Dimensions of Organizational Differentiation in Schools." *Sociology of Education* 92 (3): 293–322), were used to analyse the data. The results show that the grouping of NAMS has a distinct impact on their transition to the tracked education system.

Epanga Songue, C., & Frappier, S. (2024). **Formation à distance et construction de compétences : vers la restructuration d'un « guide étudiant EAD » à l'université du Mans.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569462>

Faldet, A.-C., & Nes, K. (2024). **Valuing vulnerable children's voices in educational research.** *International Journal of Inclusive Education*, 28(5), 657-672. <https://doi.org/10.1080/13603116.2021.1956602>

Changing views on childhood and children's rights entail an increasing demand for listening to children's voices, even in research. All children are, in principle, seen as vulnerable participants in research, but our concern is the particularly vulnerable children. By listening to them, researchers increase the chances of contributing to the improvement of the children's total situations based on their own experiences. In this article, after discussing why vulnerable children should take part in research and exemplifying how they should do it, we consider advice for enabling particularly vulnerable students' voices to be heard in research in ethically justifiable ways. Recommendations for considering vulnerable children's participation in research are proposed. While children may be regarded particularly vulnerable for a range of reasons, we draw attention to the student group in regular classes identified as having special educational needs by referring to examples from a recent research project in Norwegian schools.

Finseraas, H., Nyhus, O. H., Salvanes, K. V., & Sandsør, A. M. J. (2024). **Sustained Effects of Small-Group Instruction in Mathematics** (CESifo Working Paper Series N° 11021). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11021.htm>

Recent research suggests that using additional teachers to provide small-group instruction or tutoring substantially improves student learning. However, treatment effects on test scores can fade over time, and less is known about the lasting effects of such

interventions. We leverage data from a Norwegian large-scale field experiment to examine the effects of small-group instruction in mathematics for students aged 7-9. This intervention shares many features with other high-impact tutoring programs, with some notable exceptions: instruction time was kept fixed, it had a lower dosage, and it targeted students of all ability levels. The latter allows us to assess fadeout across the ability distribution. Previous research on this intervention finds positive short-run effects. This paper shows that about 60% of the effect persists 3.5 years later. The effect size and degree of fadeout are surprisingly similar across the ability distribution. The study demonstrates that small-group instruction in mathematics successfully targets student performance and that effects can be sustained over time.

Frاندji, D. (2023). **Justice, éducation, démocratie : dans le chantier théorique et empirique des « droits pédagogiques »**. *Revue française de pédagogie*, 220(3), 9-26. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-3-page-9.htm>

Gannon, S., Jacobs, R., & Tracey, D. (2024). **Reducing vocational education inequality for students from refugee backgrounds**. *International Journal of Inclusive Education*, 28(6), 907-923. <https://doi.org/10.1080/13603116.2021.1978003>

Vocational decisions made at school have significant long term impacts on young people's life chances, their opportunities for securing decent jobs and economic growth for themselves, their families and communities. In the short term, their aspirations dictate the decisions they make about educational pathways in post-compulsory years of schooling and vocational and higher education. For young people from already marginalised backgrounds, the quality of support they have in making these decisions is crucially important. This paper examines a rapidly expanding vocational education program specifically designed for students with refugee backgrounds that was codeveloped between a state education authority and a community service provider in Sydney, Australia. Through an ecological understanding of individuals as nested within interrelated networks, this paper explores the perspectives of stakeholders ranging from the educators, careers teachers, employers, civic partners, and, crucially, the young people themselves in order to determine whether and through what means key program elements meet the needs of students from a refugee background and where gaps in the program ecology need to be addressed.

Ha, T. (2024). **Does an economic crisis deflate education bubble and inequality? Lessons from South Korea 1997–2020**. *Asian-Pacific Economic Literature*, 38(1), 75-92. <https://doi.org/10.1111/apel.12403>

Rapid education expansion has been a main driver of the remarkable economic growth in South Korea for last decades. However, in recent times, its excessive education credentialism is considered a hurdle against further developments. This study examined whether education bubble and inequality decreased during the Asian Financial Crisis 1997–98, the Global Financial Crisis 2008–09, and the COVID-19 pandemic 2020. It tracked quarterly distributional changes in private education expenditure of Korean households with Changes-in-Changes. The findings indicate that Korean households postponed private education expenditure cut in the first quarter of the crises to prevent their children from falling behind in severe education competition. Then, they temporarily downsized it in the second quarter. During the pandemic, vulnerable students experienced higher fluctuations in private education expenditure than they did in

previous crises closely related to disproportionate effects of the pandemic on household income and consumption expenditure. Therefore, this study suggests more expansionary measures for disadvantaged students to recover from a learning loss and improving the public education system as a fundamental measure to mitigate severe private education dependency.

Harwood, G., Heesch, K. C., Sendall, M. C., & Brough, M. (2024). **The Basketball Boys: young men from refugee backgrounds and the symbolic value of swagger in an Australian state high school.** *International Journal of Inclusive Education*, 28(5), 475-490. <https://doi.org/10.1080/13603116.2021.1941317>

Schools are critical spaces for young men from refugee backgrounds. They play an integral role in literacy development, educational attainment, and providing a sense of belonging. Inclusive education practices for this group are largely absent in Australian schools. Research shows focusing on these young men from a non-deficit position assists with inclusivity. There is a lack of research exploring the agentic practices of young men from refugee backgrounds within schools. This paper explores the symbolic value of swagger for a group of young men from refugee backgrounds at a high school in Australia. A Bourdieusian theoretical framework guided critical awareness of power in schools. This research shows how a group of young men found a meaningful way to acquire social and cultural capital. Despite the school's constraints, this group developed a group identity reflected in their clothing and embodied dispositions referred to here as swagger. Our findings demonstrate the complex power relations at work, including the opportunity for the young men to resist and be included. In the spirit of Bourdieu's concern for reflexivity our findings point to the need for schools, teachers, and education policy makers to consider the workings of power in schools in more considered ways.

Henry, K. L. (2024a). **Disenchanting Educational Policy and Leadership: An Introduction.** *Educational Policy*, 38(3), 559-565. <https://doi.org/10.1177/08959048241233779>

This introduction provides an overview of the articles in the special issue. Drawing on Sylvia Wynter's notion of disenchantment, the articles in this special issue interrogate power and inequity in education. They question the given assumptions of education policy and aim to reorient us toward justice and educational transformation, pushing back against claims of "neutrality" or educational projects that reinscribe harm.

Henry, K. L. (2024b). **Historicizing Black Educational "Choice": Toward Black Educational Self-Determination.** *Educational Policy*, 38(3), 741-767. <https://doi.org/10.1177/08959048241231953>

The linking of school choice and charter schools to the legacy of Black alternative education and civil rights initiatives is a central discursive galvanizing and organizing tool for charter proponents, as it aims to provide legitimacy to the charter movement, while simultaneously coopting Black critiques of the institution of education to advance neoliberal restructurings of the state. In this paper, I posit there exists a conceptual and political distinction between school choice and efforts of Black educational self-determination, an approach to challenge white dominance and supremacy. The paper engages in a historical analysis exploring the history of school choice and Black educational self-determination.

Hong, M., Chen, T., & Jia, Y. (2024). **A case study on a novel cross-sectoral complementary merger in China: from the perspectives of leadership.** *Asia Pacific Education Review*, 25(2), 527-540. <https://doi.org/10.1007/s12564-024-09935-8>

Acting as a governmental tool to enhance competitiveness and integrate research and education by merging a local university and a provincial academy of sciences, this case study provides an example of a novel cross-sectoral complementary merger in higher education in China. Through a qualitative analysis of its three-stage process and the factors influencing its preliminary positive outcomes from the university leadership perspective, this study examines a unique higher education merger, emphasizing the effects of cultural issues and leadership. This study adds an interesting example to the growing literature on higher education mergers and offers suggestions for future research and practice.

Hossain, M. (2024). **The Mismatch Between World Bank Actions and the Decentralization of Educational Systems in LMICs.** *American Educational Research Journal*, 61(3), 541-576. <https://doi.org/10.3102/00028312241229027>

The World Bank's (WB) growing emphasis on decentralizing educational systems has sparked widespread discussion in the literature. This study examines whether WB reforms are indeed associated with decentralizing educational systems in low- and middle-income countries (LMICs), as commonly assumed. Using unique, untapped country-level panel data on 30 LMICs from 1990 to 2019, I do not find a significant association between the WB's actions and changes observed in educational systems. Employing the institutional logics perspective, I argue that the WB's diffusion of "homogeneous" educational reforms may clash with "heterogeneous" socioeconomic, political, and cultural contexts, thus hindering the direct translation of reforms into tangible outcomes on the ground.

Houston, D. M. (2024). **Polarization, Partisan Sorting, and the Politics of Education.** *American Educational Research Journal*, 61(3), 508-540. <https://doi.org/10.3102/00028312241228280>

Drawing on annual, nationally representative survey data from 2007–2022, I demonstrate that partisan gaps—the average differences in public opinion between Democrats and Republicans—have widened on many education issues. This pattern consistently exceeds what would be expected due to the changing demographic compositions of the parties alone. Widening partisan gaps are primarily attributable to sorting (alignment of one's party affiliation and one's issue positions) rather than polarization (increasing support for more extreme positions relative to more moderate positions). However, polarization is also increasing on some of the most divisive issues. Among those who are sorting, individuals are overwhelmingly switching their issue positions to align with their party affiliations rather than switching their party affiliations to align with their issue positions.

Hung, L., & Liu, M. (2024). **From a public school to an IB school: experiences and challenges for curriculum transformation in a junior high school in Taiwan.** *Asia Pacific Education Review*, 25(2), 411-424. <https://doi.org/10.1007/s12564-023-09884-8>

In recent years, the Asia–Pacific region has experienced unprecedented expansion in the adoption of the International Baccalaureate (IB) program. The IB Middle Years Program (MYP) features interdisciplinary curriculum design, concept-based curriculum development, and multiple assessments, which significantly differ from the traditional

structures of junior high school curriculum in Taiwan. This study investigates the experiential and challenging aspects of the transformation of a traditional public junior high school in Taiwan into an IB school. The study employs multiple data collection methods, including document analysis, participant observation, and interviews. The study findings are as follows. The agency of bottom-up school transformation stems from the awareness of teachers of the exigency of the school for survival, adherence to the educational philosophy of IB, and the politically correct demand for educational equity. Moreover, the challenges encountered during the transformation process include changing the mindset of teachers about educational philosophy, aligning the IBMYP with the national education system, restructuring the organization, and redistributing tasks with limited faculty. At last, by implementing the IBMYP, teachers can apply innovative pedagogies and actively adapt to the two distinct education systems regarding educational progression, curriculum organization, teaching approaches, and assessment methods. These changes foster continuous professional development and catalyze a transformative momentum for teachers. These findings pose implications for other public schools that are considering the implementation of IBMYP.

Innes, M. (2024). **When policy intermediaries produce knowledge: A Bourdieusian analysis of the Education Endowment Foundation's influence in a multi-academy trust.** *Journal of Education Policy*, 39(3), 366-383. <https://doi.org/10.1080/02680939.2023.2212245>

This article reports on data and analysis from a case study investigating policy enactments in a multi-academy trust (MAT) in England. The focus is the influence of a policy intermediary organisation (PIO), The Education Endowment Foundation (EEF), on policy making by school leaders. The case is located in the literacy policy of a MAT of 15 schools. Data gathering consisted of semi-structured interviews and observations of meetings as a new literacy policy was developed. I argue using Bourdieu's thinking tools that the EEF functions as a policy entrepreneur actively engaged in policy making in the MAT. Data evidence that the EEF influences the field agents of the MAT to underpin local policy with functionalist, standardized solutions to literacy problems. The EEF offers one example of how PIOs can be used to steer enactments to fit with government agenda, by triggering a misrecognition, which limits the capacity of education professionals to consider alternatives.

James-Gallaway, C. D., James-Gallaway, A. D., Rockey, M., & Dawson, R. A. (2024). **Evading Race: A Critical Race Analysis of Vocational/Career and Technical Education Policy.** *Educational Policy*, 38(3), 700-726. <https://doi.org/10.1177/08959048241231956>

Using critical race theory (CRT) as both our theory and analytical framework, we interrogated vocational, career, and technical education (VCTE) policy as a racial instrument. We applied key CRT themes to examine both primary sources; including historical and contemporary VCTE Acts (e.g., Perkins I-V) and Congressional reports; and secondary sources, including academic analyses of VCTE, its history, and related legislation. Findings demonstrate that VCTE policy upholds race-neutrality, which we argue is problematic because without being designated a special population, racially oppressed students stand to miss out on important funding opportunities that could dramatically alter and improve their lives.

Jani, N. (2024). **The Hurricane network: District takeover and neoliberal reconstruction in the emerging 'global city'**. *Journal of Education Policy*, 39(3), 410-431. <https://doi.org/10.1080/02680939.2023.2210526>

This article traces the state takeover and neoliberal reconstruction of a mid-size urban school district in the California Bay Area. Aligning with research on social networks in school reform, it identifies three organizational nodes of power operating within the takeover and post-takeover landscape: venture-philanthropic capital, the Teach for America organization, and a local intermediary organization that acted as a hub for the capital and labor flowing from these organizations. Their story demonstrates the concrete ways in which an increasingly globalized funding and policy network converged at the district level in order to implement a unified policy agenda. The network's role in school politics, real estate, and gentrification provides a template for the transnational work of school reformers and their role in creating the neoliberal 'global city.'

Jeffers, E. K. (2024). **Beyond the Parameters of "Choice": An Obliterated Vision for Traditional Public Schooling and the Contamination of the New Orleans Charter Restart Model**. *Educational Policy*, 38(3), 566-603. <https://doi.org/10.1177/08959048231218204>

Departing from mainstream accounts of the post-Katrina New Orleans state takeover and the more recent "unification" of schools under local governance, this case study utilizes the plantation (Hartman, 1997; Woods, 1998, McKittrick, 2011) as a theoretical device and the silenced archive (Trouillot, 2015) as a method of inquiry to better understand why and how a Black public high school was obliterated. Data analysis indicates that despite the takeover and the damning of John McDonogh Senior High, this school was a lynchpin of struggle for democratic public schooling. Additionally, findings suggest that the charter school movement deployed community engagement, an evolving technology, to obliterate a collective vision that fell beyond the parameters of "choice." In closing, the article points to an absence of empirical evidence on the all-charter structure, the ever-present use of the city as a laboratory for restructuring efforts elsewhere, and a pressing need for building and sustaining researchers who are accountable to African American communities in New Orleans.

Jenkins, D. A., & Warren, C. A. (2024). **Towards Anti-Carceral Leadership: Remaking Public Schools to Refuse Black Students' Surveillance, Containment, and Control**. *Educational Policy*, 38(3), 624-641. <https://doi.org/10.1177/08959048231220024>

The social movement for #PoliceFreeSchools (and the adjacent campaign on college and university campuses called #PoliceFreeCampuses) welcomes an opportunity to reimagine school discipline and safety in contradistinction to current carceral forms. Scholars have moved away from notions of "school to prison pipeline" by demonstrating the many ways schools are organized as carceral spaces (e.g., school-prison nexus). A conceptual framework of Anti-carceral leadership is put forward in this paper to underscore the need for a leadership paradigm that actively refuses the logics of the carceral state (e.g., social control). The paper underscores how the logics of antiblackness may sustain mechanisms of social control in education policy intended to undo racialized harm. The tensions of be(com)ing an anti-carceral leader and its significance for undoing technologies of punishment, confinement, and constraint that reinforce schooling as a site of Black pain and suffering are discussed.

Keles, S., Munthe, E., & Ruud, E. (2024). **A systematic review of interventions promoting social inclusion of immigrant and ethnic minority preschool children.** *International Journal of Inclusive Education*, 28(6), 924-939. <https://doi.org/10.1080/13603116.2021.1979670>

The aim of this review was to systematically examine interventions in preschools that promote social inclusion of children with immigrant and ethnic minority backgrounds. This systematic review was performed in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement. By a comprehensive literature search of relevant peer-reviewed articles in three databases, seven studies were selected as eligible in line with the a priori defined inclusion criteria. Data across included studies were synthesised using thematic analysis. Four prominent themes emerged from the studies: (a) a strength-based approach, not a deficit-based one; (b) involvement of family and the larger community; (c) importance of cultural brokerage; and (d) importance of intergroup contact to reduce prejudice, discrimination and improve social relations. The review highlights the paucity of interventions that promote the social inclusion of immigrant and ethnic background children in preschools. It also suggests that parent and community-based interventions can positively increase social inclusion amongst immigrant and native children. Additional well-designed interventions are needed to better understand and identify effective interventions targeting social inclusion of preschool-age children with immigrant and ethnic minority backgrounds.

Keynes, M. (2024). **From apology to truth? Settler colonial injustice and curricular reform in Australia since 2008.** *Journal of Curriculum Studies*, 56(3), 339-354. <https://doi.org/10.1080/00220272.2024.2323612>

This article explores how recent curricular reform in Australia has been responsive to a culture of redress. It argues that taken together, the 2008 National Apology to the Stolen Generations and the 2010 national curriculum reform marked a turning point, whereby settler colonial injustices have since been systematically included in the curriculum. This is explored through a case study analysis of the two iterations of the Victorian Curriculum: History post-Apology— 2012 and 2016—the latter of which remains in current use. Using discourse analysis methods, this article argues that the inclusion of colonial injustice in the post-Apology era signals a consensus that has emerged around the significance of representing injustice in history curriculum, and by extension, for shaping future citizens. Through close textual analysis of the curriculum documents, this article finds that representations of historical injustice have been organized by four frames: memorialization, equivalence, personalization, and human rights. It argues that these frames curtail opportunities for the development of an understanding of the structural character and effects of settler colonialism, and limit consideration of the longer history of Indigenous sovereignty and self-determination. These failures raise questions about how impending reforms might respond to the contemporary political context where treaty negotiations and formal truth-telling with First Nations' polities are unfolding.

Kim, H. (2024). **Bridging principal-agent and mechanism design theories: an integrated conceptual framework for policy evaluation.** *Asia Pacific Education Review*, 25(2), 329-342. <https://doi.org/10.1007/s12564-023-09844-2>

Despite the movement toward post-new public management in western countries, the new public (NPM) management model is still a popular managerialism adopted in many countries where the history of neoliberal governance is relatively short. While the principal-agent theory has been primarily used for analyzing education policy within the NPM context, previous studies have called for a better understanding of the principal-

agent relationship when multiple agents behave strategically and consider other agents' behaviors. With an emphasis on the principal's role in designing a mechanism to generate desired outcomes using gamification, this article explores concepts for further research on policy evaluation in higher education. By contextualizing a theory-based evaluation of South Korean college admissions reform, I present a conceptual framework that better represents the dynamic relationship between a single principal and multiple agents and draws implications from the government's policy modification in obtaining the intended outcomes. This conceptual framework opens up new directions for research on educational policy, which calls for an alternative account of the responsibility of a principal in avoiding policy failure.

Kim, J., Reid, D. B., & Galey, S. (2024). **"A very small cog in the wheel": principals' perceptions of change and continuity in the wake of ESSA reforms.** *Asia Pacific Education Review*, 25(2), 299-312. <https://doi.org/10.1007/s12564-022-09802-4>

In 2015, the Every Student Succeeds Act (ESSA) was signed into law, replacing No Child Left Behind as the statutory education policy of the federal government of the United States (US). Building on prior shifts in accountability policy at the state level, ESSA focused attention and resources on building school leadership capacities. Five years on, how has the implementation of ESSA changed principals' perceptions of accountability? We compare state policy documents and principal interviews to elucidate the impacts of ESSA on school accountability and leadership in two states—Pennsylvania and New Jersey. Despite major differences in state support for principal's capacity building found in ESSA plans, interview data suggest that most principals have little knowledge of ESSA policy and do not perceive the influence of ESSA on changes in their day-to-day work. We discuss the implications of this discrepancy between the ESSA policy and practice for researchers and school leaders.

Kim, M., & Hodge, S. R. (2024). **Curricular and pedagogical barriers to South Korean female students' physical activity in physical education class.** *International Journal of Inclusive Education*, 28(6), 875-890. <https://doi.org/10.1080/13603116.2021.1968517>

The purpose of this qualitative study rooted in the theory of planned behaviour (TpB) was to investigate South Korean physical education (PE) teachers' and female secondary school students' beliefs about girls' physical activity (PA) participation. Particular focus was given to the curricular and pedagogical factors influencing their engagement. Participants of this study were six PE teachers and 12 female students (two from each teacher's PE programme, one identified as having low PA and the other high PA) in two public middle schools and four public high schools in South Korea. Data were collected through demographic questionnaires, a series of semi-structured interviews with each PE teacher and one with each female secondary school student, and non-participant observations (e.g. fieldnotes) of three lessons of each PE teacher. The data were analyzed through thematic analysis using TpB to guide the coding (e.g. attitude toward the behaviour, subjective norms, and perceived behavioural control). Findings indicated that the teachers assumed mixed-gender and traditional curriculum were core barriers, whereas the female students had more diverse and conflicting perspectives, but overall, expressed desire for more choice within the curriculum. Teacher and student beliefs are compared, and pertinent pedagogical implications are provided in light of their differences.

Koliouli, F., Pinel-Jacquemin, S., & Zaouche Gaudron, C. (2024). **Barriers and facilitators in inclusive daycare facilities: mothers' perspectives.** *International Journal of Inclusive Education*, 28(5), 642-656. <https://doi.org/10.1080/13603116.2021.1950221>

The purpose of this article is the analysis of barriers and facilitators to enrolling children with disabilities in inclusive daycare facilities. Data were gathered from nine (N=9) mothers of children with diverse developmental disabilities who were admitted to inclusive daycare centres in Paris, France. Semi-structured interviews were conducted and analysed using the Inductive Thematic Analysis (Braun and Clarke [2006. "Using Thematic Analysis in Psychology." *Qualitative Research in Psychology* 3 (2): 77–101. doi: 10.1191/1478088706qp063oa]). The emerging themes related to barriers were: lack of inclusive practice training, perceived attitudes towards disability, daycare centre's directors' reluctance, and wider challenges on a community level. Facilitators included having a regular contact person, staff training, space adjustment of the daycare facility and adaptive equipment, inclusive daycare centre's project, getting and sharing information. Finally, further implications for practice and research are proposed.

Koon, D. S.-V., Pham, H., Jordan, C., Chong, S., Haro, B. N., Harris, J. N., ... Prim, J. (2024). **Racial Capitalism and Student Disposability in an Era of School Discipline Reform.** *American Journal of Education*, 130(2), 207-237. <https://doi.org/10.1086/728229>

Purpose: Although California school discipline policy changes over the past decade have resulted in significant drops in suspension rates, scholars have found that racial disproportionality in punitive discipline persists for Black, Indigenous, and at times Latinx students. This study utilizes racial capitalism as an analytical framework to examine the mechanisms and justifications for racially disproportionate discipline across three distinct California political economies. Research Methods/Approach: Drawing on a subset of qualitative comparative case study data of five schools taken from a larger 5-year study of 31 schools in 17 California districts with distinct racial and economic composition, we investigate the phenomena of Black, Indigenous, and Latinx student disposability—those who continue to experience exclusion in a time of progressive school discipline reform. Findings: We find that (1) student disposability through discipline was not only intertwined with dominant local narratives about racial groups but also tied to a larger system of racial capitalism reliant on the racialized differentiation of students within every geographical location, and (2) when progressive alternative approaches to discipline fail, these reforms uncover rooted antiblackness, anti-indigeneity, and a gang imaginary such that students who fail or refuse to assimilate to the underlying labor-sorting function of US schools are considered disposable. Implications: Our findings highlight the need to center and elevate disposable youth brilliance in decision making, the importance of building collective movements against racial capitalism's grip on schools, and the obligation to build education beyond racial capitalism.

Koutsoklenis, A., & Papadimitriou, V. (2024). **Special education provision in Greek mainstream classrooms: teachers' characteristics and recruitment procedures in parallel support.** *International Journal of Inclusive Education*, 28(5), 561-576. <https://doi.org/10.1080/13603116.2021.1942565>

Parallel support is a Greek type of special education provision aiming at providing additional support to students identified with special educational needs and/or disability in mainstream classrooms. Drawing from quantitative data for the school-year 2018–2019 this paper presents findings on certain characteristics of primary and pre-primary teachers who work in parallel support including gender, educational qualifications,

teaching experience and further certifications in braille and/or sign language. In so doing, the paper analyses several shortcomings regarding the staffing of parallel support, especially in relation to teachers' qualifications and teaching experience. Additionally, it reports data on the recruitment procedures of teachers revealing significant delays in the hiring of teachers who work in parallel support. Finally, the paper discusses how the current educational policy creates structural barriers that hinder the educational inclusion of students with special educational needs and/or disability.

Lapidot-Lefler, N., & Kais, N. (2024). **What makes inclusive service-learning inclusive?** *International Journal of Inclusive Education*, 28(6), 789-802.
<https://doi.org/10.1080/13603116.2021.1958263>

Although the literature on inclusive service learning generally reports positive outcomes for students with disabilities, it provides little insight into the process of inclusion that occurs when students with and without disabilities meet within a service-learning framework. This distinction between students with and without disabilities became less clear, especially as all students began to see that they have disabilities or that they lack something that the other has or vice versa, experience themselves without disabilities even if others have defined them that way. In this paper, we address this issue through a case study of a service-learning course that brought together students with and without disabilities. The course was based on a five-facet model for inclusive service learning that comprised theory, experiential learning, community projects, dialogue, and reflection. A qualitative analysis of the course illustrates that both students with and without disabilities experienced significant changes in perception of disability such that they no longer saw themselves as two separate groups. The paper looks at the processes that produced this change and suggests the idea of 'continuous mutual learning' (CML) as an important component in education for inclusion, arguing that CML can deepen the inclusiveness of inclusive service learning.

Laub, M. M. (2024). **Austerity-driven policification: Neoliberalisation, schools and the police in Britain.** *The Sociological Review*, 72(3), 651-672.
<https://doi.org/10.1177/00380261231202649>

This article argues that as a consequence of austerity, police in England and Wales have taken over important roles in welfare and social policy institutions. This renders those institutions more coercive, punitive and exclusionary, and normalises a police worldview in those institutions. This process of what I call austerity-driven policification can be observed specifically well in the increasing numbers of police officers integrated into schools most affected by austerity. Such 'transinstitutional policing' in Britain is triggered by contradictory post-global financial crisis austerity measures, but reliant upon a long, racialised history of authoritarian neoliberalisation. Cuts to public spending in the 2010s reduced state institutions' capacities to provide for vulnerable people, who were further criminalised and whose rights to support and solidarity were further delegitimised by a radicalisation of the framing of welfare recipients as undeserving, social housing estates as drug-infested gang territories, and schools in deprived areas, and Black pupils in particular, as dangerous. Police, while subjected to austerity measures also, functioned as an institution of last resort, supplementing and replacing incapacitated state institutions, while also being presented as an appropriate institution to address problems increasingly understood to be of a criminal rather than educational nature. This article suggests that austerity-driven policification is an intensification of longer-term trends

toward a larger role for police in the neoliberal era. It shows the racial and authoritarian nature of neoliberalisation, and its messy realisation.

Lavía, C., Otero, B., Olazaran, M., & Albizu, E. (2024). **From provider to partner? Main elements of the relationship between schools and small- and medium-sized firms in vocational education work placements in the Basque and Navarre regions (Spain).** *International Journal of Training and Development*, 28(2), 213-231. <https://doi.org/10.1111/ijtd.12320>

This paper seeks to contribute to the knowledge of the relationship established between firms and vocational education and training (VET) schools around work placements in companies (both standard and extended, so-called 'dual', models) in Spain. An ad hoc survey of 332 small and medium enterprises (SMEs) from two industrial regions was conducted and a categorical principal components analysis was applied to identify the main dimensions or components of those relationships. The main elements found are related to (i) staff selection and social responsibility; (ii) trust, reciprocity and knowledge sharing with schools; and (iii) the organizational culture of the companies. The results obtained illustrate an evolution from a 'provider-client' scheme towards a more strategic partnership between schools and firms, thus contributing new aspects to the literature available on the Spanish case.

Ljungdahl, A., & Qvortrup, A. (2024). **The doing of Danish Upper Secondary School in 1968. Student papers as cases of negotiation surrounding the curriculum.** *Journal of Curriculum Studies*, 56(3), 309-326. <https://doi.org/10.1080/00220272.2024.2323599>

The history of subjects is often told analysing notions of knowledge in historical reforms, policies, curricula, and textbooks. In this article, we analyse student papers from 1968, focusing on their responses to the topic 'Social distinctions and prejudices in Denmark'. The students present a number of concepts and categories of social differences and prejudices, depict a contemporary problem, refer to theoretical or categorical frameworks, provide a historical account, state bold claims and/or present conceptual definitions. Then, by giving different examples from their everyday life and by establishing some form of line or structure in their writings, they form an argument or narrative. They do this by using—we assume—information from their textbooks, from what have been discussed in teaching, in the public debate, and in the students' homes. The student papers not only passively reflect but are part of the ongoing constitution of the subjects and subject matter, during a period of tremendous educational change.

Magdelaine, A., Guével, A., & de La Higuera, C. (2024). **L'éducation ouverte et libre : un champ d'action interdisciplinaire au service des perspectives scientifiques, sociales et pédagogiques de l'enseignement supérieur francophone ?** *L'enseignement supérieur et les communautés: des dynamiques interconnectées*. Présenté à Sherbrooke, Canada. Consulté à l'adresse <https://hal.science/hal-04572383>

(Re)Impelled by Unesco since 2016, the notion of open education (OE) aims at « sustainable development goals » (SDGs) and thus « ensuring equitable, inclusive and quality education and lifelong learning opportunities for all ». It is now being deployed on an international scale via multiple initiatives within French-speaking higher education establishments, notably at the political, organizational, inter-individual relations and even academic professions' usage levels. However, research into its effects in French-speaking higher education is still in its infancy, and the feedback from experience is currently fragmented and empirical. It was against this backdrop that Nantes Université, in

cooperation with Chaire Unesco Open education resources and artificial intelligence (OER-AI), brought together some twenty international researchers and professionals to explore the possibilities from a scientific point of view. These two days of contributions gave rise to the creation of an interdisciplinary symposium comprising five papers that humbly initiated the conceptualization of OE according to three approaches: sociotechnical (Albero, 2010), mesological (Cristol, 2022) and political (Lascoumes & Le Galès, 2005). Each of them questions and explains in context how OE is already contributing to new forms of interaction between stakeholders and to the multidimensional transformation of the frenchspeaking higher education establishments that are strategically anchored in it.

Mah Tjun Lyn, J., Cheong, L. S., & Binti Rosli, N. A. (2024). **Defining the roles and responsibilities of Malaysian primary school educators in supporting the Pre-Transition Stage of inclusive transitions: a Fuzzy Delphi method.** *International Journal of Inclusive Education*, 28(5), 577-593. <https://doi.org/10.1080/13603116.2021.1942567>

Inclusive education has brought about a paradigm shift to the traditional roles of an educator and now require educators to accept multifaceted responsibilities to support diverse individualised needs. Even now, Malaysian mainstream and special needs educators continually report that they need better understandings and knowledge to be proficient in supporting inclusive transitions. This study holds that outlining the distinct roles and responsibilities of the educators throughout the inclusive transition process is critical towards increasing their level of knowledge, competencies, and readiness towards inclusion. This study focuses on utilising the Fuzzy Delphi method to reach a consensus on the roles and responsibilities of mainstream and special needs educators that the experts believe are essential towards supporting the first stage of inclusive transition– the Pre-Transition Stage. The results identify a clearer picture of both educators' responsibilities within the planning and preparation role, classroom environment role, instructions role, and professional duties role that are key for educators in the first stage of transition. It offers a versatile judgement, clearer picture, and better structured insight that can help facilitate enhanced knowledge, competencies, better readiness, and clearer role alignments.

McQuillan, M. T., Lebovitz, B. A., & Harbin, L. (2024). **The Disruptive Power of Policy Erasure: How State Legislators and School Boards Fail to Take up Trans-affirming Policies While Leaning into Anti-LGBTQ+ Policies.** *Educational Policy*, 38(3), 642-699. <https://doi.org/10.1177/08959048231218206>

Since 2017, hostile anti-LGBTQ+ educational bills rapidly expanded. Using traditional and critical policy analysis across three Midwestern states, we examine (1) whether state and local policymakers (n = 60) adopted trans-inclusive protections aligned with the 2017 federal Whitaker ruling, (2) the spread and scope of state and local educational policies concerning LGBTQ+ people, and (3) relationships between LGBTQ and critical race theory (CRT) curricular bills. We find policy erasure in states without pre-Whitaker gender-inclusive nondiscrimination laws and expanded efforts to ban LGBTQ+ students from educational opportunities, spaces, and curriculum. LGBTQ+ and CRT curricular bans overlapped. We discuss the implications of policymakers leaning into exclusion over gender reforms.

Means, A. J. (2024). **Beyond epistemic exodus in educational studies: a response to Jordi Collet-Sabé and Stephen J. Ball.** *Journal of Education Policy*, 39(3), 480-489. <https://doi.org/10.1080/02680939.2024.2328616>

This article is a response to recent work by Jordi Collet-Sabé and Stephen J. Ball who have argued that modern schools are intolerable and irredeemable and therefore must be abandoned. Basing their project in Foucault, they have advocated for an alternative project of commoning a new episteme in education based in self-formation. I argue that this represents a more general problem in educational studies, particularly in new materialism and post theories, which I refer to as epistemic exodus, or the idea that by simply thinking different thoughts we can escape an image of modernity framed as totalizing domination. My argument is that the problems with Collet-Sabé and Ball's approach mirror the limitations of Foucault's project, particularly his inability to articulate what Antonio Negri calls constituent power and what Harney and Moten refer to as the general antagonism. These concepts do not move from above, rather they move from below. They encompass not only epistemic shifts but also material and political ones.

Mettouchi, M., & Bourdon, P. (2024). **Étude des dispositifs d'accueil et d'accompagnement des étudiant.e.s en situation de handicap en France et en Angleterre et de leurs effets sur les parcours étudiants.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569168>

Étude des dispositifs d'accueil et d'accompagnement des étudiant.e.s en situation de handicap en France et en Angleterre et de leurs effets sur les parcours étudiants

Miller, E., Ziaian, T., Baak, M., & de Anstiss, H. (2024). **Recognition of refugee students' cultural wealth and social capital in resettlement.** *International Journal of Inclusive Education*, 28(5), 611-628. <https://doi.org/10.1080/13603116.2021.1946723>

Internationally, recent population movements due to conflict, climate change and global inequality have resulted in increased cultural and linguistic diversity in many societies. As a result, education systems are increasingly grappling with how to adapt practice to provide educational access and opportunities with increasingly diverse student cohorts. Here we present the analysis of qualitative data from interviews in a mixed-methods study that explored these processes of inclusion for refugee background youth in Australian high schools. Using a social capital and cultural wealth framework, we discuss the ways in which refugee background students access education and work towards aspirations in Australian high schools, and how the education system contributes to this process. Analysis suggests that young people and families develop cultural wealth partially in response to their refugee and resettlement experiences. Social connections are a core element of young people's resettlement process in terms of feeling valued and in terms of accessing supports and opportunities. School systems can enable positive education outcomes by working with students and families to further develop social capital networks that connect to, recognise, and promote the value of community cultural wealth.

Mitchelson, H., Simpson, K., & Adams, D. (2024). **Should we stay or should we go? Parent experiences of moving or considering moving their autistic child between mainstream schools.** *International Journal of Inclusive Education*, 28(6), 839-856. <https://doi.org/10.1080/13603116.2021.1968515>

The majority of autistic students experience numerous difficulties at school, which may contribute to frequent moves between mainstream schools. Despite this, no studies have examined the reasons why autistic students are making non-essential mainstream school moves. The aim of this study was to explore the experiences which led parents to consider moving their child between mainstream schools and the decision-making processes in choosing whether to stay or leave. Semi-structured interviews were conducted with 10 parents. Thematic analysis generated three major themes: (1) Parents' increasing concerns around their child's school placement, (2) Choosing to stay or leave, and (3) Living with the choice to leave. Parents identified that problems leading to consideration of leaving were largely systemic, highlighting the interaction between push (to leave) and pull (to stay) factors which differed in their intensity across time and personal circumstances. The role of school principals, as well as the parents' feelings of undermined agency and advocacy, also influenced the decision-making process. This study found that parents' decision-making around moving their child to another mainstream school is a complicated process; however, the results indicate that there are multiple opportunities for intervention from schools and education departments to prevent a move from occurring.

Moliner, O., Lozano, J., Aguado, T., & Amiama, J. (2024). **Building inclusive and democratic schools in Spain: strategies for mobilising knowledge on inclusive education through participatory action research.** *International Journal of Inclusive Education*, 28(6), 705-722. <https://doi.org/10.1080/13603116.2021.1956604>

This article presents the results of a research on transformation processes for creating more democratic and inclusive schools. Through a multiple case study of four Spanish schools, the authors analyse how the actors involved in participatory action research processes mobilise knowledge on inclusive education. The authors explore the strategies that favour said mobilisation when inclusive, democratic and community curricular practices are implemented. These practices are carried out in schools within the framework of Participatory Action Research (PAR) processes. The results show that collaborative and dialogical practices allow to question the pedagogical practices, and serve for linking contexts (school, territory and university) and mobilising the available knowledge (generate it, apply it, share it and disseminate it).

Nikula, E., Pihlaja, P., & Tapio, P. (2024). **Visions of an inclusive school – Preferred futures by special education teacher students.** *International Journal of Inclusive Education*, 28(5), 673-687. <https://doi.org/10.1080/13603116.2021.1956603>

This study explores the desired future images of an inclusive school. In its policy documents, Finland has been committed to goals of inclusive education for decades; however, there are still challenges in its implementation. By utilising futures workshops, our research explores the factors envisioned by special education teacher students regarding the desired future of an inclusive school. The factors form three dimensions: structural, social, and emotional. Additionally, certain factors were assessed to fit into more than one dimension, which results in four overlapping aspects of services, commitment, a meaningful school path, and the school's comprehensive role in the community. Our results emphasise the systemic nature of inclusion in education, which further reinforces the understanding of inclusion as a process.

Page, A., Anderson, J., & Charteris, J. (2024). **Innovative learning environments and spaces of belonging for special education teachers.** *International Journal of Inclusive Education*, 28(6), 891-906. <https://doi.org/10.1080/13603116.2021.1968518>

According to the OECD definition of innovative learning environments (ILEs), inclusion is considered a pillar of its design. The depiction of an inclusive ILE from the OECD outlines the importance of including students in ILEs. We wish to argue, however, that the successful implementation of inclusion also needs to address the location of special education teachers within these spaces. Our research provides a 'spaces of belonging' framework that offers support for the successful inclusion of special education teachers within an ILE. Results from our ILE project and interviews with special education teachers in Australia and New Zealand will illustrate the three concepts of 'spaces of belonging', using studies from a range of schools. We hope that the findings will inform future planning and design processes that will promote effective inclusive teaching practices in Australia and New Zealand.

Pierrel, A. (2024). **Ingénieurs mais apprentis.** <https://doi.org/10.48611/isbn.978-2-406-16451-7>

En s'ouvrant aux diplômés d'ingénieurs, l'apprentissage a traversé l'espace social. Comment les écoles s'approprient-elles ce mode de formation historiquement dominé ? Les apprentis ingénieurs sont-ils des ingénieurs comme les autres à l'heure où les études en alternance sont de plus en plus prisées ?

Raimbault, P. (2023). **Contrepoint. Les « droits pédagogiques » de Bernstein confrontés au droit de l'éducation.** *Revue française de pédagogie*, 220(3), 61-65. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-3-page-61.htm>

Regmi, K. D. (2024). **Deliberation and decisionism in educational policymaking: How Nepali educational policymakers negotiate with foreign aid agencies.** *Journal of Education Policy*, 39(3), 432-454. <https://doi.org/10.1080/02680939.2023.2221203>

In the countries that receive aid from donor agencies, the educational policymaking process is not straightforward because the power and interest of donors contradict with national contexts. This qualitative study aims to investigate how educational policy decisions in Nepal, a country that receives foreign aid for its educational projects, are made. Drawing on the Habermasian conceptualisation of deliberative democracy, I theorise that educational policy decisions are made either through deliberation or decisionism. An analysis of interviews conducted with educational policymakers of Nepal found that policymaking in Nepal follows decisionism in which the representatives of foreign aid agencies are more dominant than national bureaucrats. Even though Nepali bureaucrats and political leaders are involved in the decision-making process, rational interactions do not happen because they want to fulfil their personal interests by endorsing the decisions determined by the donors. This study concludes that because of decisionism, neocolonialism, and dysfunctional policy sphere, teachers, students, parents, and community people are excluded in the decision-making process. The findings are significant not only for understanding the lack of deliberation in the policymaking process but also for improving the educational praxis of aid-recipient countries like Nepal.

Riddle, S., Howell, A., McGregor, G., & Mills, M. (2024). **Student engagement in schools serving marginalised communities**. *International Journal of Inclusive Education*, 28(6), 723-738. <https://doi.org/10.1080/13603116.2021.1956605>

This paper shares findings from a project that examined how schools serving marginalised communities facilitated students' substantive engagement. Through interviews with students, parents, teachers and school leaders, we determined that substantive engagement was supported by formal and informal strategies that enabled access to rich learning opportunities, the provision of welcoming school and classroom climates, and the enactment of pedagogies of care and school-wide programmes focused on substantive engagement. There were four key areas of substantive engagement: engaging curriculum and pedagogy, engaging school climate, engaging with learners, and engaging with communities. Strategies to support engagement included the removal of barriers to learning, such as assistance with breakfast or public transport, nurturing a positive school climate, providing support for ethnic groups and the delivery of alternative or flexible programmes. Drawing on the findings from five case studies, we propose four principles for substantive student engagement in complex contexts, which will be useful for school leaders and teachers who work in schools that serve marginalised communities.

Rodríguez Fuentes, A., Caurcel Cara, M. J., Gallego Ortega, J. L., & Navarro Rincón, A. (2024). **Comparative study about inclusive education among working and trainee teachers**. *International Journal of Inclusive Education*, 28(6), 768-788. <https://doi.org/10.1080/13603116.2021.1958262>

Inclusive education is a challenge that requires appropriate attitudes in trainee and working teachers. If the influential factors for these attitudes are known, it is possible to enhance them to achieve a training programme focused on quality professional activity. In this sense, the current study revealed and corroborated the attitudinal characterisation around educative inclusion of two groups that are traditionally not researched jointly: working teachers and students about to graduate as Preschool Education or Primary Education teachers. The quantitative method was employed for this purpose, delivering a multiple transversal study: firstly, descriptive, and secondly, relational. The data were compiled through two standardised and validated scales for the research context, determined by the location of the three campuses of the University of Granada. Through the statistical analysis, the results generally demonstrated that the attitudes were significantly different in both groups, although an acceptable attitude was inferred (and indubitably improvable) in both; it was more favourable among female participants, as well as among those who were specialising or were already specialists in Preschool Education. Therefore, it is imperative to develop optimal attitudes among the implicated agents in inclusive education.

Rowe, E., Langman, S., & Lubienski, C. (2024). **Privatising public schools via product pipelines: Teach For Australia, policy networks and profit**. *Journal of Education Policy*, 39(3), 384-409. <https://doi.org/10.1080/02680939.2023.2266431>

Drawing upon a long-term study of venture philanthropy and public schools in Australia, this paper focuses on Teach For Australia (TFA) as a major component of a venture philanthropic network, one that builds critical infrastructures and connections between non-government organisations and the state, creating a product pipeline into public schools. Utilising interviews with staff from Teach For Australia and venture philanthropic organisations, comprehensive and rigorous financial data, reviews, reports and website

data, the analysis aims to identify the major philanthropic funders, individual actors and private foundations that leverage Teach For Australia, illustrating how this network develops for-profit pathways into public schools. In pushing a deficit framing of public schools, these networks incur privatisation effects, including flows of money, resources and key decision-making. They compromise the democratic principles upon which public schools are ideally based, in that the most disadvantaged public schools are opened up to 'entrepreneurial' and risk-taking corporate behaviour to test out teachers, products and services. By examining streams of revenue, partnerships and networks, we show how the purportedly non-profit Teach For Australia develops for-profit opportunities and business partnerships nested in corporate philanthropy, resulting in a privatisation effect on public schools.

Scholes, L. (2024). **Year 3 boys' and girls' enjoyment for reading across economic demographics in Australia. Implications for boys and students from lower SES communities.** *International Journal of Inclusive Education*, 28(5), 509-524. <https://doi.org/10.1080/13603116.2021.1941319>

International studies have established that reading for enjoyment is linked to higher reading outcomes however there are local variations of the relationship and nuances associated with gender and economic contours. The aim of this study was to examine 318 Australian Year 3 (7 to 8-year-olds) boys' and girls' self-reported enjoyment for reading, reading frequency, and achievement on national reading tests. Findings showed that students who indicated higher levels of enjoyment for fiction and non-fiction, and who read more frequently, indicated higher reading achievement. Students attending schools in higher demographic communities tended to attain higher reading scores. An unexpected and significant finding was that fiction was the most favoured reading genre for boys and that more girls had higher levels of enjoyment for non-fiction than boys. These findings challenge the long-standing myth that boy's prefer non-fiction. The study demonstrates the importance of promoting reading enjoyment – particularly fiction – early in students' schooling trajectory, with special consideration for boys and students from economically marginalised communities.

Shaked, H., & Benoliel, P. S. (2024). **Instructional Boundary Management during COVID-19.** *Educational Management Administration & Leadership*, 52(3), 593-609. <https://doi.org/10.1177/17411432221103678>

Instructional Boundary Management is an area of school leadership comprising activities that simultaneously involve instructional leadership and boundary management. This study explores principals' Instructional Boundary Management during COVID-19. Data collection consisted of semi-structured interviews with a diverse sample of 33 Israeli elementary school principals. Data analysis indicated that principals felt an increasing need to carry out most Instructional Boundary Management activities during COVID-19. The findings suggest that COVID-19 influenced principals' needs through the following three factors: the challenges that COVID-19 posed to teachers, the challenges that COVID-19 posed to students and parents, and the transition from face-to-face instruction to distance learning. These findings reveal the mechanisms through which COVID-19 affected Instructional Boundary Management activities, explaining how and why COVID-19 has led to a greater need for principals' Instructional Boundary Management.

Shaw, A. (2024). **Inclusion of disabled Higher Education students: why are we not there yet?** *International Journal of Inclusive Education*, 28(6), 820-838. <https://doi.org/10.1080/13603116.2021.1968514>

This review tracks the last 50 years of the journey towards the inclusion of disabled students in Higher Education (H.E.). It provides a critical overview of the impact of evolving U.K. policy aimed at widening participation for disabled H.E. students. The overview spotlights the historical, ideological and political influences on policy and practice and illuminates the underlying causes of the social injustices still experienced by disabled H.E. students. Despite a government commitment to inclusive practices, data reveals disabled H.E. students are among those most at risk of withdrawing from university and have lower degree outcomes than non-disabled students (OfS. 2021. Access and Participation Resources: Findings from the Data. <https://www.officeforstudents.org.uk/media/4dcf0f63-4ff0-4df2-ba52-3b2ef0a8a28d/access-and-participation-data-resources-sector-summary-2021.pdf>, 19). The article illustrates how the prevailing models of disability have influenced definitions of disability and inclusion. It highlights tensions between the Government's accountability agenda and inclusive practice ideals. The paper reviews U.K. studies of inclusion of disabled H.E. students. It unearths barriers, particularly concerning stigma, disclosure, and social inclusion, rooted in historical misrepresentations of disability remaining intact in contemporary society. Implications for H.E. institutions and policymakers are highlighted. Recommendations for researchers include research aligned with disabled people's lived experiences and further investigation of barriers relating to attitudes of non-disabled students.

Shor, R., Avshalom, S., Kappel, R. K., Lapidot, Y., & Keisar, V. S. (2024). **The challenges of inclusion experienced by students with mental illness in universities: a comparative study between Denmark and Israel.** *International Journal of Inclusive Education*, 28(5), 629-641. <https://doi.org/10.1080/13603116.2021.1946724>

Understanding the challenges of inclusion that students with severe mental illness experience are essential for developing inclusive environments in universities. Therefore, a study was conducted among students with mental illness participating in Supported Education programs in universities. A structured instrument was implemented with 79 students in Israel and 59 students in Denmark. Inclusion in a university was divided into social inclusion and academic inclusion. The findings indicate that the two subscales ranked the highest in both samples were 'Difficulties With Learning Skills and Management of Academic Tasks' and 'Social Inclusion Difficulties', 'Barriers to Academic Inclusion' and 'Accessibility Barriers' were ranked lower. These findings indicate that there are common functional difficulties in fulfilling the academic requirements which students experience in both countries as a result of their mental illness. However, it also indicates that their difficulties could stem from the social and environmental response in universities to students with mental illness. Therefore, to develop an inclusive academic environment, a bio-psycho-social perspective is necessary which can enable focusing on individual difficulties as well as broadening the focus of service delivery to adapt a broader social and environmental perspective which will enable persons with SMI to advance within inclusive academic environments.

Simón, C., Palomo, R., & Echeita, G. (2024). **The duty to promote an inclusive educational system: a phenomenological study on the assessment procedures of pupils with special**

educational needs in Madrid (Spain). *International Journal of Inclusive Education*, 28(6), 803-819. <https://doi.org/10.1080/13603116.2021.1968513>

The goal of this study was to analyse the role of the assessment of students with special educational needs from the perspective of professionals in Madrid (Spain), who work in multi-professional teams (psychologists, social workers, support teachers and others) and are responsible for its realisation, which, in principle, should be a support to move toward inclusive education. An interpretative phenomenological study was carried out, which gathered the opinions of 177 professionals of these multi-professional teams through 21 focus groups. The transcriptions were subjected to the thematic analysis method. The results show that the model and practices implemented in this region, regarding the usual assessment of these students, are generally seen as a barrier that needs to be addressed, since they facilitate the development of discriminating practices and decisions that reinforce and maintain an educational system of 'multiple ways', which is opposed to the right to inclusive education. These results are discussed, as well as the role that the assessment model should play in order to comply with this right. The study shows that the analysed evaluation is working as a barrier.

Smets, W. (2024). **The purposes of historical canons in multicultural history education.** *Journal of Curriculum Studies*, 56(3), 297-308. <https://doi.org/10.1080/00220272.2024.2328050>

National canons of history sparked intense debate among historians over the last years, history educators have regularly shown concerns regarding these canons. The main arguments are that history is instrumentalized for political purposes, and that canons are incompatible with multiculturalism. In this study, the cases of the Netherlands and Belgium (Flanders) are used to discuss these concerns. The aim of this article is to gain a more complex understanding of the use of canonical discourse in the setting of history education. The current study actualizes and reconsiders Banks' typologies of knowledge, and applies them to multicultural history education. Hence, the canon debates in the low countries are contextualized from an international perspective of debates on canon and history teaching. It is argued that both national canons specifically intend to confront popular knowledges and historical myths with academic historiographic discourses. More particularly both canons seek to include discourses on minority groups and multiculturalism, which may benefit the use of transformative knowledge in history education. The use of canonical discourses however must not be reduced to transmission. Beside qualification history education also strives towards socialization and subjectivation. It is discussed how a thoughtful use of canonical discourse may add to realizing these purposes of education.

Stephens, C. (2024). **Invisible Policy Brokers: The Political Roles of Interpreters in Educational Policy Negotiations With Language Minoritized Mothers.** *American Educational Research Journal*, 61(3), 439-473. <https://doi.org/10.3102/00028312241228837>

Educational interpreters are not neutral mediators of messages. In education, they are policy brokers whose translations can reflect their own social identities and often align with larger social power dynamics, including deficit perspectives of racialized multilingual people. In U.S. schools, language minoritized parents have the right to make decisions about their children's education; yet current theory does not account for their power to shape educational policies—or the political roles of interpreters who represent their negotiations. I propose a theory of interpreters as invisible policy brokers and identity

mediators. I employ an approach that centers the questions and agency of newly arrived, predominantly Spanish-speaking mothers in a Midwest school district with growing demographics of language minoritized students.

Sylwia, P., Barzykowski, K., Tracz-Krupa, K., Cassar, V., & Said, E. (2024). **Developing cross-cultural competence of students through short-term international mobility programme.** *International Journal of Training and Development*, 28(2), 169-188. <https://doi.org/10.1111/ijtd.12315>

In the era of higher education institutions' internationalisation, international student mobility is viewed as a crucial educational tool for enhancing the cross-cultural competence of learners. This paper aims to present research findings on the development of cross-cultural competence (skills, knowledge, and attitudes) among students participating in a short-term international mobility programme. The study involved 45 students from five European universities located in Kosovo, the Czech Republic, Poland, Belgium, and Malta. We utilised three scales in our methodology: the Cross-Cultural Adaptability Inventory, the Multicultural Personality Questionnaire, and the Intercultural Sensitivity Scale, along with data from a structured diary. Our findings indicate that students who took part in this programme expanded their knowledge through various trainings and workshops during each study visit abroad. Students not only gained new knowledge and specific skills (e.g., conflict management, negotiation skills), and behaviours (e.g., tolerance, openness, trust), but they also improved previously acquired competencies, such as professional and linguistic ones (English fluency). This study contributes to the scientific understanding of cross-cultural competence development and may also be valuable in designing intercultural training and mobility programmes for students.

Toader, A., & Rakocevic, R. (2024). **Les objectifs de l'Union européenne en matière d'éducation et de formation pour 2030 : où en est la France en 2024 ?** *Note d'information*, (24.18), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/les-objectifs-de-l-union-europeenne-en-matiere-d-education-et-de-formation-pour-2030-ou-en-est-la-414294>

En 2021, les États membres de l'Union européenne (UE) ont fixé un ensemble de nouveaux objectifs communs en matière d'éducation et de formation, dont six font l'objet d'un suivi statistique à ce jour.

Tourne, J., Devlieghere, J., Roose, R., & Bradt, L. (2024). **No more colouring outside the lines? Exploring young people's navigational agency in education.** *International Journal of Inclusive Education*, 28(6), 739-752. <https://doi.org/10.1080/13603116.2021.1956606>

This article highlights the inequality in the Flemish education system, which disproportionately affects youngsters with low socioeconomic status. This inequality is attributed to the human capital approach characterising current educational policies, putting emphasis on educational outcomes. This results in education that homogenises and limits acceptable student behaviour and in which deviations from the norm are met with exclusionary and punitive approaches, consequently pushing vulnerable youngsters with a differing cultural capital out of education. Drawing on the capability approach, this article argues the importance of navigational agency in education, investigating the space students have to enter and exit education, resolving conflicts between education and other social practices, and reforming education by voicing their opinions. By analysing 66 Flemish secondary school policies, it is concluded that young people's navigational agency is limited in the current educational landscape. Furthermore, most

school policies lack inner consistency, highlighting the fact that there is no coherent pedagogical vision within, which raises questions about how thought through these policies really are.

Tracey, D., Barker, K., Valuka, P., Baambu, W., Gene, K., Moko, E., ... Arifeae, P. (2024). **Furthering inclusive education in Papua New Guinea through teacher training: reflections on challenges and transformations.** *International Journal of Inclusive Education*, 28(5), 525-542. <https://doi.org/10.1080/13603116.2021.1941321>

Papua New Guinea confronts unique and complex challenges with national reform policies promoting the increase of children with a disability enrolling in mainstream schools. Despite these policies being introduced in the last two decades, the translation to practice has been slow. In order to equip teachers with the necessary skills, knowledge and dispositions to implement inclusive education in Papua New Guinea, there is a pressing need to identify and understand the challenges teacher-educators experience. Data collected as part of an Australian-funded Fellowship, from ten Papua New Guinea education leaders, elucidate the perceived challenges associated with teacher-training for inclusive education. Content analysis of the participants' reflections revealed insights into how and what pedagogical and curriculum transformations in teacher education training courses could improve inclusive education practices in Papua New Guinean schools. These findings enhance agency for the education leaders to promote positive change so that Papua New Guinea can further its implementation of inclusive education.

Tsang, K. K., Chang, L., Li, G., Ho, W. C., & To, A. H. K. (2024). **Social participation of social organizations in education governance in China.** *Asia Pacific Education Review*, 25(2), 287-298. <https://doi.org/10.1007/s12564-022-09771-8>

This study aims to understand how social organizations participate in education governance and how they interact with state actors in the context of education governance in China from a network governance perspective. Based on a multiple case study, we selected four social organizations (a think tank, an academic association, and a domestic, and overseas organization each focused on educational philanthropy) for this qualitative investigation. The study findings indicate that although the government of the People's Republic of China uses a network approach to steer the country's educational system, the government maintains its supremacy over social organizations, leading to hierarchical and submissive policy networks. However, social organizations may obtain the freedom to conduct their work and influence the educational system if they could gain the government's political trust and support. These study's findings suggest that the mode of Chinese education governance is a mixture of government, characterized by bureaucratic and top-down governing, and governance, characterized by the government steering society via collaborations with nonstate actors. Therefore, it can be conceptualized as a network government, reflecting China's political and ideological systems by emphasizing the institutional monitoring and supervision of social organizations through policy networks to strengthen the state's governing capabilities from the top down.

von Below, R., Spaeth, E., & Horlin, C. (2024). **Autism in Higher Education: dissonance between educators' perceived knowledge and reported teaching behaviour.** *International Journal of Inclusive Education*, 28(6), 940-957. <https://doi.org/10.1080/13603116.2021.1988159>

This study explores the autism knowledge and awareness of educators in Higher Education (HE) as well as their attitudes towards accommodating autistic students within their teaching. Semi-structured interviews were used to allow for in-depth investigation of this topic. Thematic analysis uncovered a striking dissonance between educators' positive attitudes towards accommodating autistic students and their actions in the classroom. A range of additional themes and subthemes interacted with the concept of dissonance. Even though participants self-described as having expert knowledge of autism, an attitude-behaviour gap was evident. Impact on inclusivity for autistic students is discussed, alongside recommended directions for future study and practice.

Walton, A. (2024). **Other People's Colleges: The Origins of American Higher Education Reform by Ethan Ris.** *American Journal of Education*, 130(2), 333-337. <https://doi.org/10.1086/728288>

WatreLOT, P. (2024, mai 3). **Au lycée, les stages auront du mal à passer la seconde.** Consulté 12 mai 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-watreLOT/lycee-stages-auront-mal-a-passer-seconde/00110964>

Si vous avez un ou une jeune élève de seconde dans votre entourage, vous êtes ou vous avez forcément été confronté à la question : trouvera-t-il un stage pour le mois de juin ?

Weddle, H., Hopkins, M., Lowenhaupt, R., & Kangas, S. E. N. (2024). **Shared Responsibility for Multilingual Learners Across Levels of the Education System.** *Educational Researcher*, 53(4), 252-261. <https://doi.org/10.3102/0013189X241227913>

Educational change efforts that prioritize equity for multilingual learners (MLs) require attention to several interconnected components of the education system. We build on prior literature and our collective research to clarify the concept of shared responsibility for ML students and to operationalize the concept at the school, district, and state levels. Drawing on institutional theory and a racialized organizations lens, we argue that shared responsibility is embedded in the mindsets, norms, and structures that shape education systems. We also attend to the complexities of fostering shared responsibility in practice, such as grappling with pervasive educator burnout and developing innovative strategies that span levels of the system. We conclude with directions for future research, including studies examining effective approaches for shifting the mindsets, norms, and routines comprising shared responsibility, and recommendations for researchers to play a more active role in shaping shared responsibility for ML students.

Wilkins, A. W., & Mifsud, D. (2024). **What is governance? Projects, objects and analytics in education.** *Journal of Education Policy*, 39(3), 349-365. <https://doi.org/10.1080/02680939.2024.2320874>

The term 'governance' is one of the most widely applied concepts in education policy and research. Yet its meaning has changed over space and time both analytically and normatively. This history is a complicated one marked by both shifts and continuations in the politics of language and the development of unique intellectual histories and conceptual and empirical turns in the field of education. In this paper we systematically delineate the different meanings ascribed to governance within education with a focus on its polyvalence as a political project, empirical object and research analytic. Specifically, we highlight the various complementarities and tensions flowing from this rich and evolving language. We conclude by calling for more education researchers to

reflect on this complicated history and attendant language as part of their framings and interpretations of governance.

Xiao, M. (2024). **Chinese international graduate students at Canadian universities: language barriers, cultural identities and perceived problems of engagement.** *International Journal of Inclusive Education*, 28(5), 491-508. <https://doi.org/10.1080/13603116.2021.1941318>

This study investigates the socio-cultural experiences of Chinese international graduate students in a Canadian university. Specifically, this research explores the multiple challenges of their engagement in and out of the classroom as it relates to their language and culture. Qualitative data was collected by interviewing students and staff at the university. The findings show that Chinese international graduate students' experiences as passive learners and reduced engagement were disadvantaged in Canadian university classrooms. This is because active engagement is preferred in the Western-dominant ideology of student engagement in Canadian graduate schools. Implications from this study suggest that faculty and staff should deconstruct the Western dominant ways of the understanding of student engagement by empowering inclusivity and diversity of multiple languages and cultural identities. The study also provides some practical suggestions for the Chinese international graduate student population to better engage in Canadian graduate institutions and for educators and practitioners to better support Chinese international students in Canadian post-secondary schools.

Xie, Z., Deng, M., & Zhu, Z. (2024). **From regular education teachers to special educators: the role transformation of resource room teachers in Chinese inclusive education schools.** *International Journal of Inclusive Education*, 28(6), 857-874. <https://doi.org/10.1080/13603116.2021.1968516>

This study aims to explore the perspectives of resource room teachers (RRTs) on their role transformation from regular education teachers to special educators and its influencing factors. Semistructured interviews were conducted with 10 RRTs from inclusive education schools in Beijing, China. This study found that the RRTs have experienced three stages of role transformation moving from confusion by the new job to conflict among multiple expectations and then to being professionalised as special educators with self-determination. They struggled with multiple roles, felt marginalised and deprofessionalised, and were dominated by a categorical perspective serving students with special educational needs. Moreover, clearly authorised full-time positions, professionalisation, administrative support, and attitudes towards inclusive education were found to be key determinants in RRTs' successful role transformation. The present study concludes that RRTs should be empowered with clear expectations of their roles and responsibilities to lead inclusive education practices in schools and guarantee a stable professional status via sustainable training.

Zhang, L., Liu, X., & Hu, Y. (2024). **Degrees of Return: Estimating Internal Rates of Return for College Majors Using Quantile Regression.** *American Educational Research Journal*, 61(3), 577-609. <https://doi.org/10.3102/00028312241231512>

Using data collected from more than 5.8 million high school and college graduates ages 18 to 65 years who participated in the American Community Survey between 2009 and 2021, the authors estimate the internal rates of return (IRRs) for individuals with college degrees in 10 broad majors compared with high school graduates. The analysis shows significant differences in the age-earnings trajectories and IRRs across college majors.

Furthermore, quantile regression analyses show that IRR is generally higher at the high end of the earnings distribution compared with the low end. Finally, the authors observed a slight decrease in IRR during the study period, which is consistent with the flattening and even decline in college wage premiums following the 2008 Great Recession.

Pratiques enseignantes

Bayrhuber, H., & Frederking, V. (2024). **Subject didactic knowledge (SDK). A heuristic model based on a theory of functional and personal facets of subject-matter education (SME) and its empirical implications.** *Journal of Curriculum Studies*, 56(3), 246-265. <https://doi.org/10.1080/00220272.2024.2318736>

Empirical research on teachers' professional knowledge is mostly conducted worldwide with reference to the construct 'pedagogical content knowledge' (PCK) introduced by Lee S. Shulman. In the 'Consensus Model' (CM) and the 'Refined Consensus Model' (RCM), PCK was further developed and differentiated. Nevertheless, neither PCK nor CM and RCM adequately capture the complexity of teachers' professional knowledge. Thus, educational-theoretical foundations and goals of subject-specific teaching and learning are not sufficiently taken into account. The same applies to personal, emotional and reflective goals of subject-matter education. Against this background, we propose a more comprehensive model, which we call "subject-specific didactic knowledge" (SDK) and which is based on the distinction between two complementary basic forms of subject-specific education (SME): a functional form of SME in the tradition of PCK and literacy (OECD / PISA) and a personal form of SME, which is characterized by the German educational tradition (sensu Wilhelm von Humboldt) and the US-American philosophy of education (sensu George Herbert Mead and John Dewey). We illustrate the practical implications of this approach for subject-matter education and its investigation, using examples from empirical research in curricular based models of teaching and learning in Germany and other countries.

Bellon, J.-P. (2024). **Renouer avec l'autorité à l'école: 10 mesures immédiates.** Consulté à l'adresse <https://www.esf-scienceshumaines.fr/accueil/456-renouer-avec-l-autorite-a-l-ecole.html>

Selon la dernière enquête Pisa 2022, 1 élève sur 2 en France se plaint du bruit et désordre dans la plupart ou tous les cours. Parallèlement, près d'un enseignant sur 2 reconnaît avoir vu son enseignement contesté et près d'un tiers avoir été moqué ou insulté. Des chiffres glaçants méconnus qui montrent la difficulté pour les élèves comme pour leurs professeurs d'apprendre dans de bonnes conditions. Spécialiste de la lutte contre le harcèlement scolaire, Jean-Pierre Bellon propose dans ce court essai incisif 10 mesures pour que le calme revienne dans les classes, dont : • Définir et faire respecter les règles de vie en classe • Renforcer la surveillance, en particulier dans les cours, et les transports scolaires • Interdire strictement le téléphone portable dans l'école • Définir les sanctions et réorganiser les procédures disciplinaires • Protéger les élèves et traiter toutes les situations de harcèlement • Protéger les enseignants en traitant toutes les situations de chahut et d'insultes... Un livre percutant et concret pour lever le tabou du chahut en classe.

Biberman-Shalev, L., & Bar-Tal, S. (2024). **The codes of school mathematics culture as mirrored in mathematics interns' reflective blogs.** *Asia Pacific Education Review*, 25(2), 373-384. <https://doi.org/10.1007/s12564-023-09864-y>

In spite of the massive body of work reconceptualizing school mathematics in keeping with progressive approaches, research has shown that many school mathematics teachers still opt for more traditional methods. The present study sheds light on the mechanisms that shape mathematics teachers' knowledge, beliefs, and instructional practices and thereby sheds light on those factors that support or impede the adoption of more reform-based teaching methods in mathematics. By adopting a sociological perspective, the study explores the school mathematics culture based on reflective blogs published by high-school mathematics interns during the year of their professional and cultural socialization. A qualitative analysis of the blogs yielded 10 cultural codes, suggesting that these could be hegemonically reproduced and preserved by the schools' more experienced mathematics teachers, who also emerged as primary socialization agents during the interns' induction into the teaching profession. The findings are salient for teacher educators and mentors who aim to promote changes in the pedagogical practices in teaching mathematics in school.

Bohannon, A. X., Coburn, C. E., & Spillane, J. P. (2024). **Research Hidden in Plain Sight: Theorizing Latent Use as a Form of Research Use.** *American Educational Research Journal*, 61(3), 610-641. <https://doi.org/10.3102/00028312241237455>

Calls for evidence-based practice are pervasive. In response, extensive scholarship has employed four categories of research use—instrumental, symbolic, conceptual, and imposed—to examine how research is used in schools and districts. We draw on sociocultural learning theory and empirical data from one school district to newly theorize latent use as another category of research use. We define latent use as when educators participate with a research-embedded tool in ways that guide their work practice. We call this “latent” use because educators use research via their participation with tools embedded with research quotes, citations, and/or summaries rather than directly engaging with traditional research products (e.g., journal articles). We then discuss latent use's potential merits and limitations.

Brou, B. (2024). **Enseigner les arts plastiques à l'université.** Consulté à l'adresse <https://www.editions-harmattan.fr/livre-enseigner-les-arts-plastiques-a-l-universite-benjamin-brou-9782336432991-79857.html>

Cet ouvrage collectif explore la recherche et la pédagogie universitaires des Arts plastiques aux croisements des pratiques contemporaines diversifiées. Il étudie les fondements scientifiques et artistiques de la discipline, sa pratique, sa didactique, ses théories ainsi que l'indispensable articulation entre enseignement et recherche. Les auteurs posent un regard pluridisciplinaire sur les arts dans la formation et la recherche artistiques au sein de nos universités. L'intérêt d'une telle approche est de favoriser le croisement interdisciplinaire et l'émergence de nouvelles pratiques et théories dans le cadre de l'innovation scientifique et pédagogique. Cet ouvrage s'adresse à tous ceux qui s'intéressent aux arts plastiques : artistes, chercheurs, enseignants, étudiants en arts, institutions académiques, ainsi qu'à celles et ceux qui voudraient en savoir plus sur cet enseignement universitaire qui articule pratique et théorie.

Camci, F., Eroglu, D., & Tanisli, D. (2024). **Evaluating a Hypothetical Learning Trajectory for nets of rectangular prisms: A teaching experiment.** *The Journal of Educational Research*, 117(1), 12-26. <https://doi.org/10.1080/00220671.2024.2303505>

The ability to recognize and construct nets is a fundamental aspect of spatial reasoning skills; however, there is a lack of understanding regarding effective instructional

sequences for fostering this ability. The aim of this study is to test a Hypothetical Learning Trajectory for enhancing sixth-grade students' understanding of rectangular prism nets. Conducted over four weeks, this teaching experiment involved 12 sixth-grade students from a public school in Turkey, selected based on varying mathematics achievement levels. Data were collected through clinical interviews, video recordings, and student worksheets. Ongoing and retrospective analyses were employed to describe students' understanding during the implementation of HLT. The findings detail the results of the teaching experiment and the HLT verified following the experiment. This study contributes to the existing research on students' understanding of rectangular prism nets and provides valuable insights for mathematics educators aiming to design effective instructional sequences that promote spatial reasoning skills.

Caron, J., Parent, S., Michaud, P., & Gicquel, A. (2024). **Une communauté de pratique visant l'émancipation professionnelle**. *Éducation & Formation*, (e-320), 101-117. Consulté à l'adresse <http://revueeducationformation.be/index.php?revue=40&page=3>

Cheruvath, R., Abdul Hameed, H., & Bakilapadavu, G. (2024). **"Summative evaluation" as a teaching method: An opportunity to reduce confirmation bias**. *The Journal of Educational Research*, 117(1), 1-11. <https://doi.org/10.1080/00220671.2023.2288840>

The article examined the effectiveness of using summative evaluation in developing a deep understanding and critical thinking skills among secondary school students. Preparing questions which contain an explanation of concepts in the question paper helps the students to develop a deep understanding and critical thinking skills while answering. The answers of the students were analyzed both quantitatively and qualitatively. The researchers identified five themes based on Bloom's theory of cognitive taxonomy to explore the critical thinking skills of the respondents. There were five components: comprehension, application, analysis, synthesis, and evaluation. Content analysis indicated that the above method limits the confirmation bias. A comparison of answers to three tests in history showed a significant difference ($p < 0.01$) between the control group ($N = 151$) and experimental group students ($N = 129$). Adding positive or negative content in the description of concepts in the essay question influences the response.

Collette, E., & Frenay, M. (2024). **Le projet "Universal by Design" à l'UCLouvain**. *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569130>

Cormier, C., Voisard, B., Arseneault-Hubert, F., & Turcotte, V. (2024). **Les pratiques alternatives de notation comme levier vers une évaluation plus équitable et qui accompagne mieux l'apprentissage**. *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569339>

Corneloup, E. (2023). **Analyse de l'évolution de l'activité de l'enseignant dans un contexte d'introduction du BYOD (Bring Your Own Device)**. (Phdthesis, Université de Reims Champagne-Ardenne (URCA)). Consulté à l'adresse <https://hal.science/tel-04506545>

La stabilité historique de l'école semble avoir résisté aux évolutions de la société, en particulier celle en lien avec la transformation numérique. L'institution scolaire n'est pourtant pas restée à l'écart du numérique : plusieurs plans visant à faire entrer le numérique à l'école ont été déployés depuis les années 1970. Néanmoins, la structure

de l' école n'a guère changé et la configuration sociohistorique qui organise spatialement le travail enseignant n'apparaît pas modifiée par l'utilisation des outils numériques (Tardif & Lessard, 1999). La recherche présentée ici s'inscrit dans un contexte spécifique : l'expérimentation Collège-Lab. Nous cherchons à identifier et à comprendre les éventuels effets sur le travail enseignant de l'introduction et de l'utilisation des outils numériques du BYOD (Bring Your Own Device), ou, en français, AVEC (Apportez Votre Equipement de Communication) et à analyser les potentielles transformations du travail enseignant, en particulier sur l'espace de travail de l'enseignant. La « question de l'espace », telle qu'est abordée par Thémines (2018) a donc été notre fil conducteur. Les apports de la clinique de l'activité (Clot, 1999) et de certains concepts de la géographie sociale, tels que l'habiter et l'espace de travail enseignant, associés à une méthode de recueil de données composite, contribuent à la compréhension du travail enseignant dans sa dimension spatiale.

De Clercq, M., & Bournaud, I. (2023). **Introduction au dossier - L'accompagnement étudiant dans l'enseignement supérieur : quand objectifs pédagogiques et de réussite s'entremêlent.** *Formation et profession*, 31(3), 1. <https://doi.org/10.18162/fp.2023.840>

de Clercq, M. (2024). **Le projet Ada : processus de construction d'un outil national de soutien à l'orientation post secondaire.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569128>

Le projet Ada : processus de construction d'un outil national de soutien à l'orientation post secondaire

Delepee, C. (2024). **L'isomorphisme dans la formation de formateurs au service de la pédagogie universelle.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569171>

Denouël, J. (2023). **La question des transformations pédagogiques numériques dans l'enseignement supérieur. Enjeux et perspectives des voies de recherche.** *Terminal. Technologie de l'information, culture & société*, (137). <https://doi.org/10.4000/terminal.9429>

Cet article propose de porter attention à la question des transformations pédagogiques numériques (TPN) dans le contexte de l'enseignement supérieur (ES). Il s'agira ainsi d'étudier la manière dont cette question a été appréhendée dans la littérature anglophone et francophone en Sciences Humaines et Sociales et, ce faisant, de mettre en évidence les voies de questionnement et perspectives de recherche qui ont été privilégiées jusqu'ici. In fine, cette cartographie sera utile pour rendre compte de l'intérêt d'une approche sociologique qui, dans le sillage des travaux sur les reconfigurations universitaires et les techniques de gouvernement dans l'ES, permet d'interroger le rôle des TPN dans le renouvellement des formes de contrôle de l'État et le maintien d'une autonomie contrôlée des universités.

Egara, F. O., & Mosimege, M. (2024). **Effect of flipped classroom learning approach on mathematics achievement and interest among secondary school students.** *Education and Information Technologies*, 29(7), 8131-8150. <https://doi.org/10.1007/s10639-023-12145-1>

This study aimed at determining the effect of flipped classroom approach on mathematics achievement and interest of students. Given this, a quasi-experimental design was used, specifically non-equivalent pretest-posttest control group design. The study's population comprised six hundred and seventy-three seniors in class one (SS 1) from Igbo-Etiti Local Government Area in Enugu State. The study's participants were a sample of 86 learners selected from two schools purposively. Each school had two SS 1 classes, divided into experimental and control groups via balloting. Data were gathered through the instrumentality of the Mathematics Achievement Test (MAT) and Mathematics Interest Inventory (MI), which have reliability scores of 0.88 and 0.79, respectively. Prior to and following a six-week course of treatment, each group completed a pretest and posttest. SPSS, a statistical tool for social sciences, was applied to analyse the acquired data. The mean and standard deviation were utilised to report the study's questions, and analysis of covariance (ANCOVA) was utilised to evaluate the hypotheses at a 0.05 significance level. Results established that learners taught mathematics utilising flipped classroom approach had higher mathematics achievement and interest scores than their peers taught using the conventional approach. Results also revealed that the achievement and interest scores of male and female learners who received mathematics instruction using flipped classroom approach were the same. Considering the findings, recommendations were given, among others, that mathematics teachers should use the flipped classroom approach to assist learners in boosting their achievement and interest in mathematics, especially in geometry.

Gatti, R. C. (2024). **Accompagner vers et dans la prise de décision éthique**. *Éducation & Formation*, (e-320), 73-87. Consulté à l'adresse <http://revueeducationformation.be/index.php?revue=40&page=3>

Graveleau, S. (2024, mai 3). **Comment l'intelligence artificielle commence à séduire les enseignants du supérieur**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/05/03/comment-l-intelligence-artificielle-commence-a-seduire-les-enseignants-du-superieur_6231261_4401467.html

Après la panique provoquée dans les établissements en 2022 par l'arrivée de ChatGPT, en raison des risques de triche, les professeurs du supérieur intègrent, doucement, les intelligences artificielles à leur mallette pédagogique.

Higounet, J., & Zakhartchouk, J.-M. (Éd.). (2024). **Intelligence artificielle et pédagogie (Dossier)**. *Les Cahiers pédagogiques*, (593). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-593-intelligence-artificielle-et-pedagogie/>

Où en est-on de l'école inclusive ? De l'inscription du principe dans la loi à son effectivité sur tout le territoire, il y a un long chemin, semé de réticences, de doutes et de contraintes, mais aussi de réussites et de raisons d'y croire. Notre dossier propose un bel exercice d'équilibre pour continuer d'avancer.

Hu, L. (2024). **Utilization of differentiated instruction in K-12 classrooms: a systematic literature review (2000–2022)**. *Asia Pacific Education Review*, 25(2), 507-525. <https://doi.org/10.1007/s12564-024-09931-y>

Differentiated instruction (DI) is a beneficial approach to addressing students' diverse learning needs, abilities, and interests to ensure that each student has the opportunity to make academic progress. To answer the question of how teachers utilize DI in K-12 classrooms, this systematic review was based on 61 empirical studies on DI published between 2000 and 2022. It examined the current status and trends of implementing DI in

K-12 education and integrated various factors involved in the process of DI, including educational levels, subjects, student difference analysis, instructional methods, content, tools, assessment methods, and instructional effectiveness. The findings indicated that (1) DI was most commonly used in primary school mathematics and language classrooms, with the majority of studies having sample sizes exceeding 100 and lasting for more than 6 months; (2) The most frequently employed form of DI was ability grouping, often grouped based on academic achievement; (3) Information technology tools and resources can empower differentiated instruction; (4) Most studies utilized standardized tests, questionnaires, and scales as evaluation tools, with a focus on the impact of DI on students' academic achievement and skills; and (5) The effectiveness of DI was controversial and influenced by multiple factors, such as may be associated with the instructional methods. In response to these findings, the study introduces a comprehensive DI model. This model, rooted in the perspective of instructional design, elucidates the interconnected factors of DI. It serves as a valuable reference for the future design and implementation of DI, offering a practical guide for educators aiming to create inclusive and effective learning environments.

Huang, L., Zheng, J., Lajoie, S. P., Chen, Y., Hmelo-Silver, C. E., & Wang, M. (2024). **Examining university teachers' self-regulation in using a learning analytics dashboard for online collaboration.** *Education and Information Technologies*, 29(7), 8523-8547. <https://doi.org/10.1007/s10639-023-12131-7>

Learning analytics dashboards (LADs) are often used to display real-time data indicating student learning trajectories and outcomes. Successful use of LADs requires teachers to orient their dashboard reviews with clear goals, apply appropriate strategies to interpret visualized information on LADs and monitor and evaluate their interpretations to meet goals. This process is known as self-regulated learning (SRL). Critical as it is, little research investigates teachers' SRL in LAD usage. The present study addressed the gap by examining teachers' SRL and sought to understand how teachers' SRL relates to their use of LADs. To this end, a case study was designed in which ten participants were invited to use a LAD for asynchronous online problem-based learning. Think-aloud techniques and process mining methods were applied. The findings show that teachers were cognitive regulation in the early stage of LAD usage and became more metacognitive regulated later. The comparison of SRL between the good and the weak regulators indicates that the good self-regulators enacted more monitoring and evaluation events. Thus their regulator pattern was more non-linear. The qualitative analysis of think-aloud protocols reveals that teachers with good SRL are more likely to use the LAD to diagnose issues in student learning and collaboration. The study highlights the importance of SRL for teachers' success in using LAD for data-driven instructions. The study also reinforces the importance of fostering teachers' SRL, which accounts for teachers' professional success in the digital era.

Huart, J., Verpoorten, D., Detroz, P., Philippe, G., Donnet, B., Devillet, G., ... Leduc, L. (2023). **Le mentorat des primants à l'ULiège : freins et leviers à la participation étudiante.** *Formation et profession*, 31(3), 2. <https://doi.org/10.18162/fp.2023.847>

Huet, B., Crosse, M., Chusseau, E., Carlei, C., & Lussi Borer, V. (2024). **Le développement pédagogique des enseignants du supérieur au service de la réussite étudiante : perspectives longitudinales.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569126>

Jacob, C. (2024). **La régulation de la réorientation à l'université : pratiques d'accompagnement et représentations des acteurs institutionnels.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569335>

La régulation de la réorientation à l'université : pratiques d'accompagnement et représentations des acteurs institutionnels

Jacquemart, J., De Clercq, M., & Galand, B. (2023). **Mieux comprendre les pratiques enseignantes en classe dans l'enseignement supérieur : proposition d'un cadre de référence.** *Formation et profession*, 31(3), 5. <https://doi.org/10.18162/fp.2023.861>

Jiang, L., & Yu, N. (2024). **Developing and validating a Teachers' Digital Competence Model and Self-Assessment Instrument for secondary school teachers in China.** *Education and Information Technologies*, 29(7), 8817-8842. <https://doi.org/10.1007/s10639-023-12182-w>

This research aims to address the challenges of digital transformation in education by understanding the digital competence of teachers through a mixed-methods approach. The grounded theory is employed to develop the Teachers' Digital Competence Model (TDCM), which is structured around three facets: development, pedagogy, and ethics. Within these facets, six key dimensions were identified: digital ethics and safety, digital engagement, digital resources, digital teaching and learning management, digital assessment, and empowering students. The TDCM was operationalized by creating the Teachers' Digital Competence Self-assessment Instrument (TDCSI), utilizing a self-perceived scale to measure teachers' digital competence. The selection of TDCSI questionnaire items was carried out using item analysis and exploratory factor analysis, followed by confirmatory factor analysis to construct a structural equation model and assess the reliability and validity of the instrument. The TDCSI comprises 24 items with a Cronbach's α of 0.937 and factor loadings ranging from 0.535 to 0.834, demonstrating a reasonable structure. This study provides valuable insights into digital competence, offering a practical instrument for measuring teachers' digital proficiency. The findings are poised to inform future research on digital competence, as well as support endeavors to enhance teacher training and professional development programs in the context of educational digital transformation.

Joris, M., & Sanderse, W. (2024). **Teacher modelling as a way to foster Bildung in vocational education: a multi-method curriculum study.** *Journal of Curriculum Studies*, 56(3), 266-282. <https://doi.org/10.1080/00220272.2024.2334938>

This study presents an inquiry into the relevance of Bildung for students in (pre-) vocational education. While Bildung has seen a remarkable revival in international educational theory, its relevance for educational practice(s) remains under-investigated, particularly in vocational education. This paper presents the insights offered by a multi-method curriculum study, conducted as part of a larger project in which (pre)vocational teachers in the Netherlands experimented with their own role as a model of and for their students' Bildung. Building on a thematic analysis of teacher observations, teacher interviews and student focus groups, we explore how six teachers enacted and perceived their modelling role, and how their students experienced it. While all teachers modelled elements of what they found important for their students' Bildung, the teachers actually perceived as models of Bildung by their students were those who shared their own

experiences and stories with students, and who related to them on a personal level by offering them support, trust and inspiration to pave their own paths in life. Based on our findings, we suggest implications for broadening common understandings of Bildung and modelling, as well as practical implications for teachers, teacher education and policy to foster vocational students' Bildung.

Kemtchauain Taghe, F. X. (2024). **Formes de supervision et postures d'accompagnement à l'autonomisation des résidents et des internes en médecine.** *Éducation & Formation*, (e-320), 27-41. Consulté à l'adresse <http://revueeducationformation.be/index.php?revue=40&page=3>

Kim, J. (2024). **Leading teachers' perspective on teacher-AI collaboration in education.** *Education and Information Technologies*, 29(7), 8693-8724. <https://doi.org/10.1007/s10639-023-12109-5>

Moving beyond the direct support all alone by a human teacher or an Artificial Intelligence (AI) system, optimizing the complementary strengths of the two has aroused great expectations and educational innovation potential. Yet, the conceptual guidance of how best to structure and implement teacher-AI collaboration (TAC) while ensuring teachers' instructional roles to support students learning remains limited. This study, therefore, aims what (1) curriculum, (2) teacher-AI interaction, (3) learning environment would be required as well as how TAC would evolve by reflecting teachers' views. Through in-depth interviews with 20 Chinese leading teachers in AI in Education (AIED), the study found that teachers aimed to improve students' subject-matter knowledge and build their capacity as the desired goals for TAC and these can be carried out by data-driven problem-based learning and case-based reasoning in tandem with growth-focused and reflective assessment. While teachers highlighted that developing teachers' data literacy and collegiality with AI are essential, they expected AI to be equipped with Technological Pedagogical and Content Knowledge (TPACK) knowledge and conflict resolution skills. In addition, teachers expressed that Internet of Things (IoT)-based classrooms, systematic AIED curriculum, school-based continuing professional development, research-practice-policy partnerships as well as creating a continuous learning and AI-ready culture are significant. Furthermore, teachers envision TAC would develop into three stages: (1) teachers as passive AI recipients, (2) teachers as active AI users (3) teachers-AI as constructive partners. These findings build a more holistic and in-depth understanding of the AIED and offer implications for the educational AI design and teachers' education.

Kim, M., & Hodge, S. R. (2024). **Curricular and pedagogical barriers to South Korean female students' physical activity in physical education class.** *International Journal of Inclusive Education*, 28(6), 875-890. <https://doi.org/10.1080/13603116.2021.1968517>

The purpose of this qualitative study rooted in the theory of planned behaviour (TpB) was to investigate South Korean physical education (PE) teachers' and female secondary school students' beliefs about girls' physical activity (PA) participation. Particular focus was given to the curricular and pedagogical factors influencing their engagement. Participants of this study were six PE teachers and 12 female students (two from each teacher's PE programme, one identified as having low PA and the other high PA) in two public middle schools and four public high schools in South Korea. Data were collected through demographic questionnaires, a series of semi-structured interviews with each PE teacher and one with each female secondary school student, and non-participant

observations (e.g. fieldnotes) of three lessons of each PE teacher. The data were analyzed through thematic analysis using TpB to guide the coding (e.g. attitude toward the behaviour, subjective norms, and perceived behavioural control). Findings indicated that the teachers assumed mixed-gender and traditional curriculum were core barriers, whereas the female students had more diverse and conflicting perspectives, but overall, expressed desire for more choice within the curriculum. Teacher and student beliefs are compared, and pertinent pedagogical implications are provided in light of their differences.

Koutromanos, G., Mikropoulos, A. T., Mavridis, D., & Christogiannis, C. (2024). **The mobile augmented reality acceptance model for teachers and future teachers**. *Education and Information Technologies*, 29(7), 7855-7893. <https://doi.org/10.1007/s10639-023-12116-6>

This study examines the factors that affect pre-service and in-service teachers' intention to use Mobile Augmented Reality (MAR) in their teaching through the proposed Mobile Augmented Reality Acceptance Model (MARAM). The MARAM builds on the existing Technology Acceptance Model (TAM) to incorporate four other components namely perceived relative advantage, perceived enjoyment, facilitating conditions, and mobile self-efficacy. In addition, this study investigates the validity of the MARAM. Data were collected from 137 pre-service and 169 in-service teachers who completed a questionnaire after having developed their own MAR applications during an undergraduate university course and a training seminar, respectively. Structural Equation Model (SEM) analysis was conducted separately for each group, as well as for both samples together. We also conducted a multi-group analysis to examine differences across the two samples. The results for both samples together (N = 306), showed that intention was affected by attitude, perceived usefulness and facilitating conditions. In turn, attitude was affected by perceived enjoyment and perceived usefulness. Perceived usefulness was affected by perceived enjoyment and perceived relative advantage. Perceived ease of use was affected by mobile self-efficacy and facilitating conditions. However, perceived ease of use did not affect perceived usefulness or attitude. A multi-group analysis conducted on the sample of pre-service and in-service teachers produced similar results, with minor differentiations. These results have implications for the use of MAR in research and schools, as well as technology acceptance models in education.

Lafontaine, D., & Jaegers, D. (2024, mars 19). **Inciter les filles à faire des maths : le rôle essentiel des profs**. Consulté 12 mai 2024, à l'adresse The Conversation website: <http://theconversation.com/inciter-les-filles-a-faire-des-maths-le-role-essentiel-des-profs-222337>

En maths, à performances égales, les filles ont moins confiance en elles que les garçons, ce qui influence leurs choix d'orientation. Mais certains ajustements de pédagogie peuvent changer la donne.

Lelièvre, C. (2024, mai 12). **Autorité à l'école : éduquer ou punir ?** Consulté 15 mai 2024, à l'adresse The Conversation website: <http://theconversation.com/autorite-a-lecole-eduquer-ou-punir-229334>

La question de la discipline a fait l'objet d'une grande attention de la part des penseurs de l'école républicaine. Mais ce qu'ils en ont dit est plus complexe qu'on ne le raconte souvent.

L'évaluation de projets éducatifs au service de l'émancipation professionnelle (Numéro thématique). (2024). *Éducation & Formation*, (e-320), 9-132. Consulté à l'adresse <http://revueeducationformation.be/index.php?revue=40&page=3>

Lewin, D., & Korsgaard, M. T. (2024). **The power of exemplarity in religious education.** *Journal of Curriculum Studies*, 56(3), 327-338. <https://doi.org/10.1080/00220272.2024.2309973>

Calls for reframing the subject matter of Religious Education in schools include the tricky question of how to select from a world of potentially interesting and relevant material. Pedagogues have long questioned the educational logic that takes so-called substantive knowledge as its starting point and imagines education to follow a linear path from simple to complex. Scholars of Religious Studies have addressed similar questions of how to bring the subject matter to life through taking a more disciplinary orientation, though this approach is problematized by RE's multi-disciplinary foundations This paper brings together pedagogical and disciplinary perspectives to the question of exemplification in the production of curricular subject matter. Taking as its context RE in schools, the paper assumes the didactic principle that there is considerable difference between putative disciplinary knowledge and school subject matter and that the production of school subject matter requires considered processes of pedagogical transformation and reduction. The paper explores the logic governing this transformation by drawing on the pedagogical analysis of exemplarity offered by Martin Wagenschein alongside the more disciplinary analyses of the place of examples from Jonathan Z. Smith.

Lim, I. (2024). **A physical neuroscience-themed escape room: Design, implementation, and students' perceptions.** *Education and Information Technologies*, 29(7), 8725-8740. <https://doi.org/10.1007/s10639-023-12173-x>

Teaching soft skills like team dynamics and critical thinking in content-heavy higher education curriculum can be challenging. Employing educational escape rooms is a novel game-based learning strategy in various disciplines, including health sciences. Escape rooms provide the opportunity for a group to work together as they solve puzzles within a limited time. The skills harnessed and developed within the game by participants are parallel to these soft skills. The present study sought to design a neuroscience-themed physical escape room for the purpose of soft skills development and obtain feedback from undergraduate biomedical or health science students following the completion of the room. Likert-type scale statements in the feedback survey regarding the enjoyability, teamwork development and critical thinking within the game scored positively. Unsurprisingly, the recurring positive theme in the qualitative responses collected revolved around how participants found the activity fun and how it encouraged them to think critically. The present findings suggest that this escape room can in a brief period encourage students to employ communication and teamwork skills and naturally comes with an element of fun, making the experience memorable and engaging.

Louth, S. A., & Willis, A. (2024). **Multidisciplinary approaches to establishing trauma informed practice for pre-service teachers.** *Asia Pacific Education Review*, 25(2), 541-553. <https://doi.org/10.1007/s12564-024-09944-7>

In response to the urgent need for teachers to be better equipped with strategies for responding to students who suffer the effects of complex trauma (CT), this interdisciplinary study investigated the lived experiences of professionals (social workers,

psychologists, criminal justice workers and community workers) working with school students with CT in out-of-school contexts. The aim of this study was to formulate strategic approaches from the expertise of out-of-school professionals and specialists that might be adapted for use within pre-service teacher education programs to better prepare the next generation of teachers with the skills needed for working with trauma-affected students. Using a phenomenological methodology and working through an ecological-psychosocial theoretical lens, this qualitative study found three key categories of understandings and skills used as a common approach amongst specialists working with students suffering the effects of CT: an applied understanding of child development, a capacity to read and adjust classroom environment and climate; and underpinning theoretical knowledge of the effects of trauma on young people's behaviour.

Machado, E., Beneke, M. R., & Love, H. R. (2024). **“So That I May Hope to Honor You”:** Centering Wholeness, Agency, and Brilliance in Qualitative Research With Multiply Marginalized Young Children. *Educational Researcher*, 53(4), 245-251. <https://doi.org/10.3102/0013189X241237533>

Scholars of early childhood education have urged qualitative researchers to adapt their methods for use with young children. However, unjust social imaginations of childhood (e.g., who is considered a “child”) play out in qualitative research, particularly for young children who are made most vulnerable by intersecting oppressions (e.g., racism, linguisticism, ableism). Extending Morrison's metaphor of “the white gaze,” we argue that qualitative research is often framed through an “adult gaze,” which presumes children's worth in terms of who they will ultimately become and differentially imagines who is considered a child in the present. Informed by theoretical understandings from the fields of critical childhood studies and early literacy studies, we consider how qualitative researchers might disrupt the adult gaze and honor multiply marginalized children by centering their wholeness, orienting toward their agency, and creating space for their brilliance.

Memarian, B., & Doleck, T. (2024). **Data science pedagogical tools and practices: A systematic literature review.** *Education and Information Technologies*, 29(7), 8179-8201. <https://doi.org/10.1007/s10639-023-12102-y>

The development of data science curricula has gained attention in academia and industry. Yet, less is known about the pedagogical practices and tools employed in data science education. Through a systematic literature review, we summarize prior pedagogical practices and tools used in data science initiatives at the higher education level. Following the Technological Pedagogical Content Knowledge (TPACK) framework, we aim to characterize the technological and pedagogical knowledge quality of reviewed studies, as we find the content presented to be diverse and incomparable. TPACK is a universally established method for teaching considering information and communication technology. Yet it is seldom used for the analysis of data science pedagogy. To make this framework more structured, we list the tools employed in each reviewed study to summarize technological knowledge quality. We further examine whether each study follows the needs of the Cognitive Apprenticeship theory to summarize the pedagogical knowledge quality in each reviewed study. Of the 23 reviewed studies, 14 met the needs of Cognitive Apprenticeship theory and include hands-on experiences, promote students' active learning, seeking guidance from the instructor as a coach, introduce students to the real-world industry demands of data and data scientists, and provide meaningful learning resources and feedback across various

stages of their data science initiatives. While each study presents at least one tool to teach data science, we found the assessment of the technological knowledge of data science initiatives to be difficult. This is because the studies fall short of explaining how students come to learn the operation of tools and become proficient in using them throughout a course or program. Our review aims to highlight implications for practices and tools used in data science pedagogy for future research.

Numéro thématique – Accéder au rapport au(x) savoir(s). (2024). *Éducation & Formation*, (e-319), 9-123. Consulté à l'adresse <http://revueeducationformation.be/index.php?revue=39&page=3>

Onu, P., Pradhan, A., & Mbohwa, C. (2024). **Potential to use metaverse for future teaching and learning.** *Education and Information Technologies*, 29(7), 8893-8924. <https://doi.org/10.1007/s10639-023-12167-9>

Metaverse, a virtual shared space integrating augmented reality and virtual reality technologies, is often hailed as the “Internet of the future” for its potential to revolutionize online communication, collaboration, learning, and work. However, despite its promising strategic and business applications, there is a dearth of empirical evidence for evaluating its educational value. This qualitative study examined the impact of Metaverse on teaching and learning by examining its advantages and challenges. The outcomes highlight Metaverse’s remarkable potential for personalized and adaptive learning thanks to its immersive and interactive capabilities. An analysis of the existing literature suggests that Metaverse can create engaging learning experiences in which students can explore tailored virtual environments and interact within them. Semi-structured in-depth interviews were conducted to confirm the perception of metaverse-based education among students, educators, and program administrators, who view it as an innovative and effective educational delivery method. Several barriers require attention to ensure the successful integration of Metaverse in education, such as network connectivity, reliability, standardization and certification, organizational readiness, and the specialized skills necessary to leverage Metaverse’s potential. This study offers a comprehensive understanding of Metaverse’s potential, limitations, and critical factors contributing to its education success. By providing immersive and interactive learning experiences tailored to individual student needs, Metaverse holds the power to revolutionize teaching and learning. However, addressing challenges related to interoperability and the need for more evidence on its efficacy requires further research and development efforts. The significance of this study hinges on the continued exploration of Metaverse to enhance educational experiences, offering a novel and innovative approach to teaching and learning.

Pélissier, C. (2024). **Caractérisation des portfolios pour mieux accompagner les équipes pédagogiques.** *Éducation & Formation*, (e-320), 43-57. Consulté à l'adresse <http://revueeducationformation.be/index.php?revue=40&page=3>

Philion, R., Bourassa, M., St-Pierre, I., Bergeron-Leclerc, C., & Lebel, C. (2023). **Stratégies à déployer par les étudiants en situation de handicap en stage et accompagnement souhaité.** *Formation et profession*, 31 (3), 3. <https://doi.org/10.18162/fp.2023.845>

Ro, J. (2024). **Enacting powerful knowledge: overcoming the chasm of curriculum and teaching through teacher professionalism.** *Journal of Curriculum Studies*, 56(3), 283-296. <https://doi.org/10.1080/00220272.2024.2318726>

In this article, I examine how teachers can enact 'powerful knowledge' (PK)—a curriculum principle proposed by Michael Young—by linking it with the scholarship of teacher professionalism (TP). Despite the significance of teachers' role in curriculum enactment, effort to understand this topic has been insufficient. I first indicate that separating the curriculum from teaching, as proposed by Young, is not applicable in schools, and it could rather confine TP limited to how to teach. Instead, by utilizing the concepts of 'transformation' and 'recontextualisation', I support that curriculum making and teaching is an interconnected process that calls for extensive teacher intervention based on profound professionalism. By integrating key ideas from the literature on TP, I argue three requirements should be met for the meaningful enactment of PK by teachers: first, a national curriculum grounded in the principles of PK and transformation/recontextualisation; second, alteration of the demanded professionalism assigned by external authorities; and finally, comprehensive and autonomous teacher professional learning for enacting good judgement regarding what, why and how to teach.

Smith, I. A., & Griffiths, A. (2024). **Microaggression or micromessage? How choice of term influences working adults' emotional reactions to a training module about subtle slights.** *International Journal of Training and Development*, 28(2), 152-168. <https://doi.org/10.1111/ijtd.12316>

The need for workplace training about diversity, equity and inclusion is widely acknowledged. To date, however, there is conflicting evidence as to its effectiveness. Various aspects of design and content may be influential. This study explored the relationship between the terminology used in diversity training and trainee reactions. It employed two versions of a short e-learning module about subtle slights (a range of ambiguous and negative interactions) to explore whether using the term 'microaggression' or 'micromessage' affected trainee emotional reactions to the module. The sample comprised 630 working adults in the United Kingdom representing different ethnic, gender and age groups. Results suggested that there were differences in trainee emotional reactions to the term used. The term 'micromessage' resulted in more positive reactions; significantly more trainees expressed interest, and significantly fewer reported sadness and anger than when the term 'microaggression' was used. There were also some small differences in reactions between the various demographic groups. This study adds to the literature exploring the terminology used to refer to subtle slights and how terminology might influence trainee reactions in diversity training. It also provides researchers and training providers with a methodology to assess aspects of diversity training before deployment.

Sonnois, G. (2024). **(Re)trouver le sens au coeur de la classe: Une pédagogie de la vie mentale.** Consulté à l'adresse <https://www.chroniquesociale.com/pedagogie-formation/1356-retrouver-le-sens-au-coeur-de-la-classe.html>

La crise du sens mine notre société en voie accélérée de déshumanisation. Elle n'épargne pas l'Institution scolaire ni ses professeurs. Depuis longtemps déjà, les élèves n'investissent plus leur activité mentale dans des apprentissages qui dès lors ne leur offrent plus ni sens ni plaisir. De nombreuses voix appellent à remettre la conscience à l'ordre du jour. C'est le seul moyen pour l'Être humain de vivre une meilleure relation au

monde et d'y (re)trouver du sens. C'est aussi l'occasion de changer de paradigme éducatif. Une pédagogie de la vie mentale existe. Elle permet la libération des capacités de sens de sujets libres en devenir. Avec elle, élèves et professeurs retrouvent sens et plaisir au cœur même de leur classe. Nos enfants seront ainsi mieux préparés pour affronter leur monde qui vient.

Sorin-Jumel, S., & Nazih-Sanderson, F. (2024). **Initiation à la pratique officinale : un levier pour tendre vers la bonne posture à l'officine.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569463>

Souvignet, S. (2023). **La participation dans les pratiques pédagogiques aux « frontières » de l'école. Le cas d'une activité extrascolaire au prisme des droits pédagogiques.** *Revue française de pédagogie*, 220(3), 67-81. Consulté à l'adresse <https://www.cairn.info/revue-francaise-de-pedagogie-2023-3-page-67.htm>

La participation des enfants et des jeunes apparaît aujourd'hui fortement promue dans les politiques municipales d'éducation, tant au titre de l'organisation des temps dits périscolaires et extrascolaires, que dans les propositions venant soutenir les activités scolaires. Elle est particulièrement soutenue par les acteurs de l'éducation populaire qui y voient un enjeu important de citoyenneté, si ce n'est de démocratie. La participation s'ancre ainsi dans des pratiques pédagogiques qui entendent toutes laisser une place importante à la parole de l'enfant dans le processus d'éducation et d'apprentissage. Dans cet article, nous souhaitons soumettre l'observation de ces pratiques pédagogiques participatives au cadre analytique proposé par Bernstein autour des droits pédagogiques, en cherchant à caractériser les normes éducatives qui sont en jeu.

Suuk, D., Wilmot, D., & Birteeb, P. T. (2024). **Comparative study of cooperative-learning and lecture-based-learning in teaching classification of living things among Senior High School students in Tamale.** *The Journal of Educational Research*, 117(1), 39-46. <https://doi.org/10.1080/00220671.2024.2308160>

This study was conducted to compare the efficacy of Lecture-Based-Learning (LBL) and Cooperative-Learning (CL) in teaching 'classification of living things' to Senior High School (SHS) students in Tamale, Northern Region, Ghana. The study was conducted in two SHSs using two science classes offering Biology during the 2020–2021 academic year. A pretest-post-test nonequivalent quasi-experimental design with two experimental groups was used. A total of 75 students from two intact classes participated in the study. One of the classes (School A) comprising 39 students was taught using LBL while the other class (School B) comprising 36 students was taught using CL. The study used a teacher-made test to collect the data. The data was analyzed using reliability analysis and a t-test in SPSS. Results revealed that CL recorded a mean score of 30.33 and was more effective ($p < .001$) than LBL which recorded 23.26. In conclusion, CL methods should be encouraged to enhance students' performance and retention.

Tendeng, M. L. (2024). **Les besoins pédagogiques derrière la Conception universelle de l'apprentissage (CUA).** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569133>

Tesse, A., Grolleau, A.-C., & Aubert, D. (2024). **Enseignement de la Physiologie par le contrôle en continu via Moodle**. *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569460>

Thobois Jacob, L., & Portelance, L. (2024). **L'autoévaluation en formation, porteuse d'émancipation ?** *Éducation & Formation*, (e-320), 89-100. Consulté à l'adresse <http://revueeducationformation.be/index.php?revue=40&page=3>

Tremblay, P. (2023). **Coenseignement**. Consulté à l'adresse <https://www.editions-harmattan.fr/index.asp?navig=catalogue&obj=livre&no=78429>

Enfin, un ouvrage actualisé sur le coenseignement qui s'adresse tant aux enseignants qu'aux formateurs. L'auteur, Philippe Tremblay, professeur à l'Université Laval à Québec, est considéré comme le spécialiste du coenseignement en francophonie. Auteur de plusieurs ouvrages sur cette thématique ainsi que l'inclusion scolaire, il nous offre ici un manuel complet mais également concret, exemplatif et toujours étayée par les recherches récentes

Valtot, A. (2024). **Le cycle d'intégration dans le contexte du Bachelor Universitaire de Technologie – du concept d'apprendre à apprendre à la démarche réflexive**. *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569338>

van Heijst, I., Volman, M., & Cornelissen, F. (2024). **Coping strategies used by second-career student teachers**. *British Journal of Educational Psychology*, 94(2), 387-406. <https://doi.org/10.1111/bjep.12652>

Background When second-career teachers (SCTs) learn to teach, they need to cope with the tension-evoking moments they encounter. Little is known about the coping strategies SCTs use to manage tensions. Aim The purpose of this study was to investigate the coping strategies SCTs use during the first 1.5 years of teacher training. The SCTs' own perceptions about the usefulness, evolution and specificity of these coping strategies were also studied. Sample Twenty-four SCTs in the alternative teacher training programme (ATTP) at the University of Amsterdam participated in this study. These SCTs aspired to become teachers of mathematics, physics, economics, computer science or chemistry. Method For each participant, written logbook fragments and interviews were analysed in Atlas-ti. Results The SCTs used in decreasing order: intrapersonal approaching (e.g., resolving problems autonomously), interpersonal approaching (e.g., consulting others) and intrapersonal avoiding strategies (e.g., ignoring an undesired situation). Interpersonal avoiding strategies were not mentioned at all. While the SCTs reported approaching strategies (inter- and intrapersonal) as being useful for their development, we also found disadvantages to intrapersonal approaching strategies and advantageous uses of avoiding strategies. The SCTs noted several inter- and intrapersonal approaching coping strategies that they considered typical for SCTs. Conclusion Intrapersonal approaching coping strategies can be a risk because of the invisibility of these strategies. Interpersonal strategies should be stimulated because SCTs benefit from the social network in school. Avoiding strategies may serve a purpose for managing the complexity of the teaching profession.

Zhong, Z., Feng, S., & Jin, S. (2024). **Investigating the influencing factors of teaching anxiety in Virtual Reality environments**. *Education and Information Technologies*, 29(7), 8369-8391. <https://doi.org/10.1007/s10639-023-12152-2>

This study examines the impact of various factors on teachers' anxiety toward teaching in Virtual Reality (VR) environments. Specifically, the research proposes a hypothetical model and investigates the influence of technical proficiency, self-efficacy, and school support on VR teaching anxiety. A total of 329 teachers with prior experience in VR teaching were surveyed in pilot schools to collect data for testing the proposed hypothetical model. The results indicated that school support, self-efficacy, and technical proficiency all had significant negative effects on teachers' VR teaching anxiety. Additionally, school support and self-efficacy had significant positive effects on teachers' technical proficiency. Based on these findings, we provided recommendations to enhance teachers' confidence in using VR-based environments, alleviate VR teaching anxiety, and ultimately enhance the quality of course teaching.

Zimmermann, P., Portelance, L., Zinguinian, M., & Baillet, D. (2024). **La formation à visée émancipatrice**. *Éducation & Formation*, (e-320), 9-14. Consulté à l'adresse <http://revueeducationformation.be/index.php?revue=40&page=3>

Relation formation-emploi

Carvalho, S. (2023). **L'identité vocationnelle des jeunes adultes dans la transition études-emploi pendant la crise sanitaire : caractérisation et liens avec l'adaptabilité de carrière et le bien-être subjectif** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04520203>

La construction de l'identité vocationnelle est une tâche développementale clé pour les jeunes adultes, jouant un rôle essentiel dans leur entrée dans la vie adulte. À mesure que les individus construisent leur identité, l'université et le monde du travail contribuent à ouvrir et à préciser leurs options d'identité et leurs opportunités de développement. Comprendre comment ces contextes facilitent ou entravent ces opportunités de développement dans le domaine professionnel est essentiel pour soutenir l'épanouissement des jeunes adultes. En adoptant une vision holistique-interactionniste, ce travail de recherche vise ainsi à rendre compte de l'évolution de l'identité vocationnelle des jeunes adultes au fil de la transition études-emploi et à la caractériser en matière d'adaptabilité de carrière et de bien-être subjectif au cours de la crise sanitaire. Notre population d'étude se compose de jeunes adultes français en transition études-emploi. En suivant une approche longitudinale, ce travail de recherche comporte trois temps de mesure. Le premier temps de mesure a eu lieu lors du début de la dernière année d'études universitaires, en novembre/décembre (N = 421) ; le deuxième temps en fin d'année, mai/juin (N = 209) ; et le troisième temps pendant la transition, novembre/décembre (N = 147). À chaque temps de mesure, les participants ont été invités à répondre à un questionnaire qui évaluait leur identité vocationnelle, leur adaptabilité de carrière, leur bien-être subjectif et leur perception de l'influence de la crise sanitaire sur leur insertion professionnelle à venir et leur bien-être. Les données ont été analysées en adoptant une approche centrée sur les personnes ainsi qu'en considérant les différentes formes de variabilité. Les résultats ont permis de confirmer la présence de 6 statuts d'identité vocationnelle chez les jeunes adultes français tout au long de la transition études-emploi en contexte de crise sanitaire. Si la construction identitaire au cours de cette période de transition semble se confirmer (les proportions de statuts de diffusion, de moratoire et de moratoire de remise en question diminuant au cours du temps, tandis que celle du statut de forclusion allant en augmentant), nos résultats soulignent une certaine stabilité de l'identité : 64,68 % des jeunes adultes sont

restés dans le même statut identitaire au cours des 3 temps de l'étude. De plus, les trajectoires constructives mises en évidence se caractérisent par une augmentation significative des processus d'engagement et par une diminution significative du doute vis-à-vis de soi et de l'exploration de surface ainsi que par une augmentation significative de toutes les ressources d'adaptabilité de carrière et d'affects positifs et une diminution significative d'affects négatifs. Il a été montré que la construction identitaire va de pair avec la croissance de l'adaptabilité de carrière et le bien-être subjectif pendant la transition études-emploi. L'objectif de l'étude qualitative complémentaire était d'explorer la manière dont les étudiants perçoivent les processus de changement pendant la transition études-emploi. L'analyse thématique a permis d'identifier deux grands thèmes de changement (« je suis légitime dans mon domaine » et « je sais ce que je veux et je ne veux pas ») et les expériences ayant favorisé le changement et permis aux jeunes adultes de se sentir plus confiants, tout en clarifiant leur perception d'eux-mêmes et leur vision du monde du travail. Parmi les facteurs d'influence, l'attitude ouverte des étudiants et leur stage en master ont été considérés comme bénéfiques. De plus, la présentation de six cas de trajectoires identitaires différentes permet d'illustrer le vécu rétrospectif de la transition études-emploi. Le recours à des méthodes complémentaires permet d'envisager des perspectives en matière de recherches futures et d'accompagnement.

I George, R., & Paul, B. (2024). **Unravelling the interplay between competencies, career preparedness, and perceived employability among postgraduate students: a structural model analysis.** *Asia Pacific Education Review*, 25(2), 439-457. <https://doi.org/10.1007/s12564-023-09896-4>

There is an ever-increasing demand for Higher Education Institutions (HEIs) to engage with the challenges of the changing labour market contexts and trends, such as the Fifth Industrial Revolution and the new normal. However, a major criticism is that higher education institutions do not often prepare graduates for real-life contexts. For that reason, it is not surprising that graduate employability and the competencies required have become the primary concerns of HEIs. Often, we see the phrases « competency » and « employability » presented in the literature as essential requirements for graduates to attain gainful employment streams. Some studies also present them as interrelated concepts. However, we seldom find studies that unravel their intertwined relationships. This article tries to bridge this gap by looking into the role of HEIs in promoting the development of competencies for employability. We used a structured questionnaire to collect the quantitative data from 389 postgraduate students enrolled in a generic stream from an Indian State, Kerala. This paper proposes and tests a structural model of relationships between the perceived competencies of the postgraduates and their perceived career preparedness and, subsequently, perceived employability. This paper also highlights the need to reimagine tertiary education to suit the demands of changing times.

Pinto, P. E., & Henriquez-Encamilla, D. (2024). **Enhancing employability through training programmes in Chile: A qualitative study of the challenges identified by local actors involved in a subnational experience.** *International Journal of Training and Development*, 28(2), 189-212. <https://doi.org/10.1111/ijtd.12317>

Active labour policies are globally adopted to tackle unemployment and enhance job matching. In Chile, a predominantly supply-focused approach involves training workers, especially in vulnerable groups, as it is believed that investing in human capital will align

job demand and available skills. This subnational Chilean case study in the Coquimbo region delves into the factors influencing worker training and placement programme implementation, with a specific focus on stakeholders' perceptions. Through qualitative data from interviews and focus groups, the research seeks to explore subjective challenges, including individual perspectives, governance and structural factors. Various variables affect policy implementation at different levels. On the micro level, actor motivations like personal goals and financial incentives are crucial for policy design. Regional governance levels grapple with coordination difficulties that impact programme implementation. Collaboration among stakeholders like government agencies, educational institutions and employers is essential. Structural issues within the regional economy and the target population also pose challenges to policy implementation. The study suggests that a comprehensive policy approach that considers the interconnectedness of institutions, labour markets, skills and the various stakeholders involved in the process is vital to address the complexity of active labour policies at the local level in Chile.

Réussite scolaire

Allix, P., Lubin, A., Lanoë, C., Mortier, A., & Rossi, S. (2024). **Impact of the Metacognitive Educational Program Cogni'Scol on the Academic Success of Middle School Students.** *Mind, Brain, and Education*, 18(2), 173-186. <https://doi.org/10.1111/mbe.12398>

What can be done to promote the academic success of learners? More than a question, it is a major challenge of our time. In this perspective, metacognition seems to be a way to empower learners to take ownership of their academic success. Considering the recommendations established in the literature, we co-constructed with teachers a metacognitive educational program, called Cogni'Scol, based on brain functioning in learning. Its benefits were determined through a longitudinal study focusing on the academic success of French students. We followed sixth grade students over a two-year period who either benefited or not from a weekly session of the Cogni'Scol program. Results showed a significant effect on students' knowledge and representations of brain functioning but not on the students' academic performances mediated by improvements in their metacognition. We conclude with pragmatic reflections for researchers and educational professionals interested in the implementation of educational programs based on brain functioning in learning.

Brade, R., Himmler, O., Jaeckle, R., & Weinschenk, P. (2024). **Helping Students to Succeed – The Long-Term Effects of Soft Commitments and Reminders** (CESifo Working Paper Series N° 11001). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11001.htm>

To study whether a soft commitment device can help students succeed, we conduct a randomized field experiment and follow a cohort of tertiary students over six years. Students can commit to following their recommended study program structure, and they receive reminders each semester. This easily implementable, low-cost intervention is highly effective: it increases the five-year graduation rate (+15 percentage points) and reduces time to graduation (-0.42 semesters), driven by reduced dropout and an increase in credits obtained per semester. The effects are stronger for suspected procrastinators. A treatment only reminding students to follow the program structure has limited effects.

Carrasco, R., & González-González, D. (2024). **The impact of obesity on human capital accumulation: Exploring the driving factors** (Working Paper N° 2024-03). Consulté à l'adresse FEDEA website: <https://econpapers.repec.org/paper/fdafdaddt/2024-03.htm>

This study examines the impact of childhood obesity on the academic performance and human capital accumulation of high school students using data from Spain. To address potential endogeneity issues, we exploit the exogenous variation in obesity within peer groups. Specifically, we use the prevalence of obesity by gender in students' classes as an instrumental variable for individual obesity. The results indicate that obesity has a negative impact on academic achievement, particularly on general scores for girls, cognitive abilities as measured by CRT scores, financial abilities, and English grades for both boys and girls. In addition, we found a negative impact of obesity on girls' mathematics scores, while boys experienced a positive impact. We identify several key drivers of these effects, including teacher bias, psychological well-being, time preferences, and expectations related to labor market discrimination. Our analysis sheds

light on the multiple influences of childhood obesity on academic outcomes and highlights the need for targeted interventions.

Courtade, F. (2024). **En quoi la réflexivité et le collectif sont les piliers – inclusifs - des réussites étudiantes. Étude d'un dispositif de méthodologie universitaire en première année à l'UJM.** *Diversité, Réussite[s] dans l'Enseignement Supérieur* (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569459>
En quoi la réflexivité et le collectif sont les piliers – inclusifs - des réussites étudiantes. Etude d'un dispositif de méthodologie universitaire en première année à l'UJM.

De Clercq, M., & Bournaud, I. (2023). **Introduction au dossier - L'accompagnement étudiant dans l'enseignement supérieur : quand objectifs pédagogiques et de réussite s'entremêlent.** *Formation et profession*, 31(3), 1. <https://doi.org/10.18162/fp.2023.840>
E., S., & Benjamin, A. E. W. (2024). **Studying the student's perceptions of engagement and problem-solving skills for academic achievement in chemistry at the higher secondary level.** *Education and Information Technologies*, 29(7), 8347-8368. <https://doi.org/10.1007/s10639-023-12165-x>

Student engagement has emerged as a crucial factor in higher education, playing a vital role in shaping the overall quality of learning outcomes. It refers to the active involvement and participation of students in specific activities that research has consistently linked to improved academic achievements. The pervasiveness of the term 'student engagement' has significantly shaped the higher education landscape, reinforcing its importance in fostering effective learning environments. In the realm of higher education, educators are continuously exploring diverse pedagogical approaches to enhance student engagement through active learning. This study focuses on the problem-solving learning model and its implementation to foster a deeper understanding of student engagement, including their positive behaviour, participation in activities, and cognitive capabilities. In this study, a quasi-experimental design was employed, incorporating pre-test, post-test, and non-equivalent control group elements. This specific design was chosen due to the constraints of randomly assigning students to groups. Instead, intact classes were randomly selected and assigned to either the control or experimental groups. The sample study was 476 higher secondary-level chemistry students collected from different higher secondary schools. A multi-stage sampling technique was used to select schools from the target population. Initially, schools were selected using a purposive sampling technique, focusing on those with fully equipped chemistry laboratories and qualified chemistry teachers. Additionally, consideration was given to including both female and male students in co-educational chemistry classes, as gender was considered a relevant variable for the study. This study adopts a quasi-experimental design, utilizing an achievement and retention test in chemistry as its primary instrument. The validity of this instrument was ensured through face validation by three expert evaluators. To eliminate the errors of non-equivalence arising from the non-randomization of the research subjects, the analysis of covariance (ANOVA) was used in analysing the data and to remove the error of initial differences in ability levels among the research subjects. The findings of the study demonstrated that students in the experimental group experienced a notable increase in problem-solving success compared to their counterparts in the control group, a difference that became evident right from the first intervention. This study establishes a positive correlation between student engagement and their learning outcomes, indicating that higher engagement leads to better academic performance. Additionally, it observes that the correlation

between boys' and girls' problem-solving skills and their learning outcomes is comparatively weaker, suggesting potential variations in how problem-solving abilities impact academic achievement among genders. It also reveals that there is a positive influence on student engagement and problem-solving skills in students' academic achievement. Despite the challenges encountered, the results demonstrated the vital role of the problem-solving learning model, when coupled with student engagement, in fostering students' critical thinking skills concerning reaction rate material. These instructional practices were observed to foster higher levels of student engagement, ultimately resulting in enhanced academic achievement among students.

Egara, F. O., & Mosimege, M. (2024). **Effect of flipped classroom learning approach on mathematics achievement and interest among secondary school students.** *Education and Information Technologies*, 29(7), 8131-8150. <https://doi.org/10.1007/s10639-023-12145-1>

This study aimed at determining the effect of flipped classroom approach on mathematics achievement and interest of students. Given this, a quasi-experimental design was used, specifically non-equivalent pretest-posttest control group design. The study's population comprised six hundred and seventy-three seniors in class one (SS 1) from Igbo-Efite Local Government Area in Enugu State. The study's participants were a sample of 86 learners selected from two schools purposively. Each school had two SS 1 classes, divided into experimental and control groups via balloting. Data were gathered through the instrumentality of the Mathematics Achievement Test (MAT) and Mathematics Interest Inventory (MI), which have reliability scores of 0.88 and 0.79, respectively. Prior to and following a six-week course of treatment, each group completed a pretest and posttest. SPSS, a statistical tool for social sciences, was applied to analyse the acquired data. The mean and standard deviation were utilised to report the study's questions, and analysis of covariance (ANCOVA) was utilised to evaluate the hypotheses at a 0.05 significance level. Results established that learners taught mathematics utilising flipped classroom approach had higher mathematics achievement and interest scores than their peers taught using the conventional approach. Results also revealed that the achievement and interest scores of male and female learners who received mathematics instruction using flipped classroom approach were the same. Considering the findings, recommendations were given, among others, that mathematics teachers should use the flipped classroom approach to assist learners in boosting their achievement and interest in mathematics, especially in geometry.

Huart, J., Verpoorten, D., Detroz, P., Philippe, G., Donnet, B., Devillet, G., ... Leduc, L. (2023). **Le mentorat des primants à l'ULiège : freins et leviers à la participation étudiante.** *Formation et profession*, 31(3), 2. <https://doi.org/10.18162/fp.2023.847>

Huet, B., Crosse, M., Chusseau, E., Carlei, C., & Lussi Borer, V. (2024). **Le développement pédagogique des enseignants du supérieur au service de la réussite étudiante : perspectives longitudinales.** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569126>

Kenedi, G. (2024). **Beyond the enrolment gap: Financial barriers and high-achieving, low-income students' persistence in higher education** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdp/dp1987.htm>

High-achieving, low-income students enrol in and graduate from higher education at lower rates than their high-income peers. While much work has focused on understanding their enrolment decision (extensive margin), less is known about what influences their persistence (intensive margin). This paper investigates whether credit constraints play a dominant role for the latter. Using exhaustive administrative data for France and a regression discontinuity design, I estimate the impact of automatically granting generous additional aid to enrolled high-achieving, low-income students. Eligibility is communicated too late to affect initial enrolment, allowing me to recover the pure effect on the intensive margin. I find this aid had precisely estimated null effects on persistence, graduation, and enrolment in graduate school, and did not induce switches to higher quality degrees. This suggests non-financial factors explain much of these students' observed attrition over time.

Lee, N., & Reithmeier, R. (2024). **Success in Graduate School and Beyond: A Guide for Stem Students and Postdoctoral Fellows**. Consulté à l'adresse <https://staging-torontopress.kinsta.cloud/9781487526504/success-in-graduate-school-and-beyond/>

Malik, S., & Jothimani, K. (2024). **Enhancing Student Success Prediction with FeatureX: A Fusion Voting Classifier Algorithm with Hybrid Feature Selection**. *Education and Information Technologies*, 29(7), 8741-8791. <https://doi.org/10.1007/s10639-023-12139-z>

Monitoring students' academic progress is vital for ensuring timely completion of their studies and supporting at-risk students. Educational Data Mining (EDM) utilizes machine learning and feature selection to gain insights into student performance. However, many feature selection algorithms lack performance forecasting systems, limiting their ability to predict future academic success accurately. To address this, we propose FeatureX, a hybrid approach aiming to select high-performing features that impact student quality and reduce dropout rates. FeatureX integrates filter-based and wrapper-based methods to identify relevant features for predicting student performance. This approach enhances educational experiences by optimizing resource allocation and support services. Additionally, the Confidence-Weighted Fusion Voting Classifier (CWFVC) Algorithm supplements feature selection with performance forecasting capabilities, improving accuracy by combining diverse machine learning classifiers. The research evaluates FeatureX using Decision Trees, Random Forests, Support Vector Machines, and Neural Networks. Performance metrics, including accuracy, precision, recall, and F1-score, measure FeatureX's effectiveness. Results show that FeatureX achieves the highest accuracy with a subset of ten features, effectively identifying influential predictors. The CWFVC Algorithm further enhances performance forecasting accuracy, enabling timely identification of at-risk students and reducing dropout rates to foster inclusive education. Our research addresses the demand for data-driven approaches in education, offering an innovative method for predicting student performance and enhancing educational outcomes for diverse students. FeatureX and the CWFVC Algorithm provide valuable tools for educators and administrators to optimize resources, tailor support services, and create a more inclusive learning environment. Leveraging EDM and performance forecasting, educational institutions can proactively support students and promote academic success, contributing to an equitable and effective educational system.

Marty, S. (2024). **Le 'Projet Up' : un dispositif d'aide à la réussite universitaire 'Loi O.R.É' combinant approche individualisée et conduite de projet collaborative**. *Diversité*,

Réussite[s] dans l'Enseignement Supérieur (2024). Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04569132>

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La jeunesse constitue un enjeu majeur pour l'avenir des îles de Wallis-et-Futuna, territoire qui a connu ces dernières années une baisse de natalité et une fuite massive des jeunes diplômés. Ce rapport propose une démarche d'accompagnement des parcours des élèves, tout particulièrement sous l'angle de la persévérance scolaire et de l'orientation. L'histoire et la géographie de Wallis-et-Futuna ont composé une identité singulière. On y observe également le caractère universel du désir de réussite, d'ouverture des possibles et d'émancipation porté par les élèves et les familles, ainsi que la place centrale tenue par l'éducation dans la société. Si la qualification et l'égalité des chances correspondent à des sujets consensuels sur le territoire, le rapport souligne les marges de progrès en termes d'organisation, de clarification des objectifs, des concepts et de démarches partagées. Des recommandations concrètes ont émergé à l'occasion de la mission d'inspection générale, en grande partie élaborées avec les acteurs concernés. Celles traitant des tableaux de bord et de la mise à disposition des applications nécessitent l'appui des directions d'administration centrale.

Yang, W., Yang, X., Lu, C., & Li, M. (2024). **Student- and school-level perceived ICT competence and academic performance in Chinese rural schools: a multilevel analysis.**

Asia Pacific Education Review, 25(2), 425-438. <https://doi.org/10.1007/s12564-023-09890-w>

The relationship between Information and Communication Technology (ICT) and academic performance is a controversial issue that has attracted increasing attention from administrators, policymakers, and researchers. The relationship between perceived ICT competence and the academic performance of rural students deserves particular attention. Although a small but growing body of research has examined the relationship between perceived ICT competence and student academic performance, few studies have viewed perceived ICT competence as a multilevel construct. This study aimed to fill this gap by examining the relationship between multilevel perceived ICT competence (i.e., student- and school-level perceived ICT competence) and student academic performance using a sample of 5530 students from 156 schools in rural China. Two-level hierarchical linear modeling results indicated that student- and school-level perceived ICT competence could predict academic performance. Furthermore, school-level perceived ICT competence could moderate the relationship between student-level ICT competence and academic outcomes. Specifically, the role of student-level perceived ICT competence showed heterogeneity across schools. Academic performance was strongly correlated with student-level perceived ICT competence in schools with a low level of perceived ICT competence; in contrast, this outcome was not observed in schools with a high level of perceived ICT competence. The findings suggest that administrators and policymakers in China should pay special attention to rural schools where perceived ICT competence is low and consider providing services for students in these schools to promote educational equity.

Valeurs

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La prolifération de la désinformation a des conséquences considérables dans de multiples domaines de l'action publique, allant de la santé publique à la sécurité nationale. La désinformation peut jeter le doute sur des faits avérés, compromettre la mise en œuvre des politiques publiques et ébranler la confiance des citoyens dans l'intégrité des institutions démocratiques. Ce rapport étudie comment répondre à ces défis et renforcer la démocratie. Il présente un cadre d'action pour guider les pays dans l'élaboration de politiques publiques dédiées au renforcement de l'intégrité de l'information, en examinant trois dimensions complémentaires : la mise en œuvre de politiques pour renforcer la transparence, la responsabilité et la pluralité des sources d'information ; le renforcement de la résilience de la société face à la désinformation ; et l'amélioration des mesures de gouvernance et des capacités des institutions publiques pour assurer l'intégrité de l'espace informationnel.

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