Veille de l'IREDU

Sommaire :

[Accédez au groupe Zotéro qui recense toutes les références citées depuis la veille n°121](#)

Acquisition de compétences

Bai, B., & Li, J. (2024). **Development and validation of a self-regulated learning teaching scale for preschool teachers**. *European Journal of Education*, 59(2), e12613. https://doi.org/10.1111/ejed.12613
The present study developed and validated a self-regulated learning (SRL) teaching scale with a total sample of 966 preschool teachers. A pool of items was generated from literature reviews, teacher interviews, and expert reviews using Zimmerman's cyclical model of SRL. An exploratory factor analysis (N = 333) in study 1, and a confirmatory factor analysis (N = 334), discriminant, and convergent validity (N = 667) in study 2 were performed to support a six-factor construct, including task analysis, self-motivation beliefs, self-control, self-observation, self-judgement, and self-reaction, with a satisfactory fit. In study 3, the T-SRL was found significantly correlated with teacher self-efficacy, validating the scale's concurrent validity with another sample of 299 teachers. Overall, the findings collectively support the further development of the T-SRL to assess teaching practice while emphasizing the need for more empirical research on promoting children's SRL.

Borja-Gil, J., Castellanos Verdugo, M., & Oviedo-García, M. Á. (2024). **Engagement and commitment in higher education: Looking at the role of identification and perception of performance**. *European Journal of Education*, 59(2), e12642. https://doi.org/10.1111/ejed.12642
Within OECD countries, 20% of university students continue no further than the first year. The objective of this research is to analyse the antecedents of student commitment, so as to design action plans for reducing dropout rates within higher education. Educational engagement, student–university identification and perception of performance were analysed at the campus of Social and Juridical Sciences of Seville University (Spain). A sample of 641 valid questionnaires was used to analyse the constructs and their complex inter-relations using Partial Least Squares-Simultaneous Equation Modelling. The results revealed a strong relation between identification with and commitment to the university, as well as between educational engagement and identification. Universities as institutions are called on to take action to reduce high early dropout rates by encouraging educational engagement and identification with the university. Such actions might include departments for educational orientation and the promotion of activities to foster enduring links between students and universities.

Café pédagogique. (2024, mai 31). **Comment le numérique a ouvert la porte aux compétences psychosociales et à l'école ?** Consulté 31 mai 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/05/31/comment-le-numerique-a-ouvert-la-porte-aux-competences-psychosociales-et-a-lecole/
La généralisation des usages de moyens numériques a particulièrement transformé les relations humaines. Nouvelle révolution de type industrielle, mais portant sur l'humain et ses

Cherbonnier, A., Hémon, B., Michinov, N., Jamet, E., & Michinov, E. (2024). **Collaborative Skills Training Using Digital Tools: A Systematic Literature Review**. *International Journal of Human-Computer Interaction*, 1. https://doi.org/10.1080/10447318.2024.2348227
The development of information and communication technologies has changed our way of working, emphasizing the need for individuals to develop collaborative skills. The aim of the present systematic review was to examine the extent to which these skills can

be developed through the use of digital tools. A search of seven electronic databases, following PRISMA guidelines, yielded 18 relevant peer-reviewed articles. Analysis of the literature revealed that digital tools have the potential to enhance collaborative skills. However, the effects vary considerably, depending on which tools, methods, and measures are used. It also revealed that studies were conducted mainly in the social sciences, mostly among students, and half of them focused on short interventions. Another finding was that little is known about the features of the digital tools that actually contribute to these effects. Work on how digital tools contribute to the development of collaborative skills is still in its infancy, and more research based on rigorous methods and measures is needed.

Detroz, P., & Leduc, L. (2024). **ADA Compétences : Développer un test d'orientation sur base de compétences cognitives non disciplinaires**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04594699

Edelsztein, V. (2024). **Has the coronavirus pandemic changed students' conceptions of microorganisms? Evidence from elementary school**. *International Journal of Science Education*, 46(8), 733-749. https://doi.org/10.1080/09500693.2023.2256459

This article outlines the results from an investigation on elementary school students designed to find out whether the coronavirus pandemic had an impact on their conceptualisation of microorganisms. We compared 9- to 11-year-old children's drawings and answers to questionnaires conducted before the pandemic (during 2017 and 2018, N = 137) with those conducted after the pandemic (during 2022, N = 94). We found that the impact has been deep. On the one hand, the post-pandemic group not only reinforced their negative image about microorganisms but assimilated the group of microorganisms to that of viruses. Moreover, most of their representations showed great similarities to the images of the typical sphere-with-peaks coronavirus presented in public media. On the other hand, the tendency to associate microorganisms predominantly with human beings decreased in this group at the expense of an increase in the notion of their ubiquity. These results are a starting point to design new didactic strategies to capitalise on informal learning during the pandemic and channel it towards scientifically correct models.

Ergel, A., & Aydoğan, Y. (2024). **The effect of the mathematics bag early education program**. *The Journal of Educational Research*, *117*(2), 61-73. https://doi.org/10.1080/00220671.2024.2324718

In this study, the effect of the Mathematics Bag Early Education Program (MAÇEP) on the mathematics skills (number/counting, geometry, measurement) of 57–69-month-old preschool children was investigated. A quasi-experimental design with a pretest, posttest, follow-up test, and control group were used in the study. The study group consisted of 22 children attending preschool education and their parents. In the study, MACEP was applied to the experimental group in the form of 50 activities for 12 wk outside the preschool education program. Data were collected using the Early Mathematics Test (EMAT) and Parent Focus Group Interview Form. Mann Whitney U Test, Wilcoxon Signed Rank Test, Friedman Test and content analysis were used to analyze the data. At the end of the study, it was determined that MACEP effectively improved the mathematics skills (number/counting, geometry, measurement) of 57–69-month-old children in the experimental group and the retention continued after the experimental period.

ETF : European training foundation. (2024). ***Gender dimension of labour market transitions: implications for activation and skills development fo the EU neighbouring countries***. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2024-04/Gender%20dimension%20of%20LM%20transitions.pdf

De quelle manière les politiques d'activation et de développement des compétences gagnent-elles en importance dans les pays voisins de l'Union européenne en tant que composantes clés de la reprise post-COVID-19, des transitions verte et numérique et des stratégies visant à faire face aux risques socio-économiques émergents ainsi que des menaces contre la sécurité dans le monde entier ? Ce rapport se concentre sur la dimension de genre dans les transitions sur le marché du travail et sur l'élaboration des politiques du marché du travail, de l'orientation professionnelle et du développement des compétences. Il fournit un aperçu des principales tendances en matière de participation des femmes au marché du travail, de résultats scolaires et de politiques et programmes sensibles au genre. Il met en lumière des politiques exemplaires, des initiatives nationales ou des programmes visant à renforcer l'égalité des sexes.

European Commission. European education and culture executive agency. (2024). **Learning for sustainability in Europe. Building competences and supporting teachers and schools**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3943* [Report]. Consulté à l'adresse Eurydice (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/dc327457-f875-11ee-a251-01aa75ed71a1/language-en/format-PDF/source-315521069

Education has an important role to play in advancing the green transition and building a sustainable future for Europe's societies and economies. This Eurydice report examines how European countries integrate learning for sustainability in teaching and school life in 39 education systems. The report investigates which sustainability-related competences are included in the school curricula, and whether this is done following a cross-curricular approach or integrated into specific subjects. It examines how European countries prepare and support teachers in their endeavour to build and develop these competences in their students. It analyses the support offered to schools to implement whole-school approaches and to promote learning for sustainability. Overall, most European countries integrate sustainability-related competences in the school curricula, provide dedicated training, teaching resources, learning materials and guidelines to help teachers to deliver sustainability education, and support schools in various ways. However, progress can still be made in embedding sustainability competences more extensively and in greater detail across the whole curriculum; in reinforcing targeted support, guidance and training opportunities for teachers and school leaders; or in providing more financial and non-financial support for specific school activities.

Galindo-Melero, J., Sanz-Angulo, P., De-Diego-Poncela, S., & Martín, Ó. (2024). **Analysis of academic results from implementation of a flipped learning methodology in a subject in higher engineering education**. *European Journal of Education*, *59*(2), e12611. https://doi.org/10.1111/ejed.12611

Flipped learning (FL) has positive effects on the teaching–learning process. Nevertheless, and given that it is a relatively new methodology, it still raises some misgivings. This work aims to highlight the potential of FL by the analysis of academic results in a subject in higher engineering education and, thus, to contribute to overcome possible misgivings. Methods were based on statistical analysis, using Pearson's correlation coefficient (PCC),

and comparative analysis using graphs. Data from eight academic years were analysed, three with traditional methodology and five with FL. Influence of specific factors, such as participation in FL activities, on students' performance over time has been identified. FL has a very positive impact on students' academic performance and the active participation of students' results in a significant increase in the pass rate as well as in the quality of learning. These improvements have increased over time despite challenges such as the COVID-19 pandemic.

Guyot, G., & Hurel, N. (2024, mai 21). **Pollution de l'air en classe : quel impact sur les apprentissages des élèves ?** Consulté 27 mai 2024, à l'adresse The Conversation website: http://theconversation.com/pollution-de-lair-en-classe-quel-impact-sur-les-apprentissages-des-eleves-228745
La pollution de l'air intérieur en classe augmente le risque d'asthme chez les élèves. La recherche s'inquiète aussi de son impact sur les apprentissages. Pourtant des solutions existent.

Haataja, E. S. H., Niemivirta, M., Holm, M. E., Ilomanni, P., & Laine, A. (2024). **Students' socioeconomic status and teacher beliefs about learning as predictors of students' mathematical competence**. *European Journal of Psychology of Education*, 39(2), 1615-1636. https://doi.org/10.1007/s10212-023-00791-5
The learning context, consisting of the school children's families, teachers, and peers, has effect on their mathematics learning. The concern of students' socioeconomic status (SES) affecting negatively their learning outcomes is increasing worldwide. This study investigates whether Finnish elementary school students' SES affects their mathematical competence and success expectancy on individual and class levels. Additionally, the role of teachers' beliefs on mathematics learning and class composition on the mathematics competence and success expectancy on the class level is explored. To analyze the nested data from student questionnaires and mathematics tests, and their teachers' questionnaires, we used multilevel structural equation modelling with two levels (1, individual; 2, class). The results indicate that on the individual level, the gender and SES affect students' mathematical competence and success expectancy in mathematics. On the class level, the teacher's evaluations of academic class composition predicted students' mathematical competence, and the teachers' constructivist beliefs of mathematics learning and class composition regarding students' special needs predicted students' success expectancy. We conclude that students with disadvantaged SES need support on success expectancy to flourish in mathematics. On the class level, this support can be conveyed through teachers' constructivist pedagogical beliefs.

Hall, C., & Lundin, M. (2024). **Technology in the classroom: Personal computers and learning outcomes in primary school**. *Economics of Education Review*, *100*, 102536. https://doi.org/10.1016/j.econedurev.2024.102536
The shift to remote teaching during the COVID-19 pandemic accelerated the use of digital technology in education. Many schools today provide personal computers not only to older students, but also in primary school. There is little credible evidence of the effects of one-to-one (1:1) computer programs among younger students. We investigate how 1:1 technology impacts student performance in primary school in Sweden. Using an event study design, and data from an expansion that took place before the pandemic, we examine effects of 1:1 technology on national standardized test results in math,

Swedish, and English in grade 6. We find no important effects on student performance on average.

Hausman, M., Leduc, L., Malay, L., Delvaux, S., & Detroz, P. (2023). **Analyse des émotions et des compétences émotionnelles d'étudiants universitaires dans le traitement d'un feedback formatif à distance**. *Mesure et évaluation en éducation*, 46(2), 64-100. https://doi.org/10.7202/1111099ar
Dans cette étude, nous avons entrepris de mesurer les compétences émotionnelles des étudiants et d'analyser leur mobilisation dans le traitement d'un feedback formatif à l'université. Nous avons pour cela réalisé un questionnaire mesurant les compétences émotionnelles des étudiants, l'intensité des émotions associées au traitement d'un feedback formatif à distance, plusieurs composantes des croyances motivationnelles et la perception d'utilité du feedback ciblé. Cet article présente les résultats obtenus à partir des réponses de 52 étudiants. Nos analyses attestent notamment du bon niveau des compétences émotionnelles des étudiants et de la pluralité des émotions vécues dans le cadre du traitement d'un feedback. Nous n'avons pas pu établir de liens significatifs entre les variables mesurées et la perception d'utilité du feedback en évidence. Cependant, certaines d'entre elles sont liées aux émotions vécues par les étudiants et à leur intensité, comme le score obtenu et, dans une moindre mesure, certaines croyances motivationnelles.

Incognito, O., & Tarchi, C. (2024). **The association between sourcing skills and intertextual integration in lower secondary school students**. *European Journal of Psychology of Education*, 39(2), 1485-1500. https://doi.org/10.1007/s10212-023-00750-0
Sourcing and intertextual integration skills are critical to the development of young students' digital literacy skills. Sourcing skills include identifying source parameters (e.g., recognizing the author, publication date, publisher) and analyzing the author's expertise. The objective of this study is to investigate which sourcing skills used by students in document selection are most associated with intertextual integration skills. A total of 165 students attending lower secondary school participated in the research. Students completed a sourcing inventory, an intertextual integration task (after reading multiple texts), and control variables measures (prior knowledge, prior beliefs, and text comprehension). The results of exploratory factor analysis showed three dimensions for sourcing, namely source identification, author's competence, and judgment on website choice. Furthermore, hierarchical regressions showed that author competence was the only sourcing factor associated with intertextual integration skills, after controlling for the effect of control variables. These results suggest that even younger students pay attention to author expertise when choosing texts to use for their assignments, and doing so enhances their competence in integrating information across sources.

Johnsen, M. M. W., Sjølie, E., & Johansen, V. (2024). **Learning to Collaborate in a Project-based Graduate Course: A Multilevel Study of Student Outcomes**. *Research in Higher Education*, 65(3), 439-462. https://doi.org/10.1007/s11162-023-09754-7
The context of this study is an interdisciplinary project-based course at a large public university in Scandinavia. The course is taught annually to 3,300 graduate students from all fields of study, and learning to collaborate is a specified learning objective. Similar courses are widespread in higher education institutions worldwide, and empirical evidence of their impacts on students' skill development is needed. This study examined students' collaboration skill outcomes; whether outcomes vary by gender, academic

achievement, field of study, course format (accelerated and semester based); and variations in outcomes across student groups and course classes. We used a pretest-posttest design in which 89% of students answered a self-report questionnaire about collaboration skills. The results indicate that the participating students' interdisciplinary, interpersonal, and conflict management skills improved significantly from the beginning to the end of the course ($p < .001$, $d > 0.4$). We also found that the accelerated course format positively influenced the students' conflict management skill outcomes and that the variability in the students' overall collaboration outcomes was related to their student group (not their course classes). Another important takeaway from our study is that the students' gender, academic achievement, and field of study showed little impact on their collaboration skills. The non-significance of the measured individual characteristics and the significance of the student group for students' collaboration outcomes are important reminders for teachers in higher education to guide and support both their students' learning and group processes in project-based courses.

Kara, S., & Aslan, O. (2024). **Evaluation of the effect of in-class activity-based practices on scientific reasoning skills of pre-service science teachers**. *International Journal of Science Education*, 46(8), 773-794. https://doi.org/10.1080/09500693.2023.2258253
The purpose of the current study is to evaluate the development of scientific reasoning skills through activities conducted in the scientific reasoning skills course, which pre-service science teachers take as a required course. Participants (N = 53) are 3rd year students of the Department of Science Teaching. The study employed a mixed research method using quantitative and qualitative methods together. In the quantitative part of the study, the single group pre-test-post-test design was used, and in the qualitative part of the study, the case study design was used. Because of the activities conducted in the study, a significant improvement was observed in the scientific reasoning skills of the pre-service teachers. When the pre-service teachers' opinions were evaluated, themes including their suggestions on the contributions of the course to them, on the course content and for the improvement of the course were obtained.

Kristensen, H., & Knain, E. (2024). **Which side are you on? The role of attitudes in reasoning practices in student-group interactions regarding a socio-scientific issue related to climate change**. *International Journal of Science Education*, 46(7), 670-690. https://doi.org/10.1080/09500693.2023.2253367
While researchers have stressed the importance of engaging students in activities that enhance their reasoning practices, few have scrutinised the factors that impact the reasoning involved in such activities. We explored the role of attitudes in student-group interactions concerning a climate change-related socio-scientific issue and how those attitudes emerged from the reasoning process. We applied Martin and White's [(2005). The language of evaluation: Appraisal in English. Palgrave Macmillan] appraisal framework for studying attitudes in oral language to analyse two student groups involved in a discourse as they constructed arguments supporting further petroleum exploration. The two groups displayed unique patterns of attitudes towards additional exploration: one group displayed strong, positive attitudes, while the other displayed varied attitudes, including doubt and insecurity. These more complex attitudes in the second group were important to how these students reasoned about the issue, enabling them to appreciate the complexity of the issue, as the expression of multiple perspectives and doubt opened a richer inquiry into the socio-scientific issue, enhancing the quality of their reasoning. Our

findings point to the significance of considering students' attitudes when organising activities were students' reason about a socio-scientific issue.

Lafont-Terranova, J., Niwese, M., & Colin, D. (2023). **Penser le rapport à l'écriture en lien avec la compétence scripturale**. *Nouveaux cahiers de la recherche en éducation*, 25(2), 106. https://doi.org/10.7202/1108188ar
Dans une perspective réflexive, nous revenons sur les travaux que nous menons depuis plus de vingt ans sur le rapport à l'écriture pour montrer que cette notion est heuristique et opératoire dans le développement de la compétence scripturale. Nous définissons d'abord notre conception du rapport à l'écriture qui constitue notre ancrage théorique; nous rappelons ensuite les différents outils qui, sur le plan méthodologique, nous ont permis de cerner et de faire évoluer le rapport à l'écriture du sujet-écrivant en contextes de littéracie universitaire, scolaire et non scolaire; enfin, nous rendons compte de résultats saillants qui mettent en lumière l'interdépendance des dimensions du rapport à l'écriture ainsi que leurs liens avec les savoirs et les savoir-faire.

Lavoie-Trudeau, É., Beaudoin, M., & Carrier, A. (2023). **L'évaluation des compétences d'agent de changement des professionnels de la santé et des services sociaux : développement d'un questionnaire auto-administré à l'aide de la méthode Delphi**. *Mesure et évaluation en éducation*, 46(2), 101-127. https://doi.org/10.7202/1111100ar
L'agentivité des professionnels en services sociaux et de santé (SSS), ou leur rôle d'agent de changement (AC), demeure sous-investie, notamment en raison d'un faible sentiment de compétence. Il importe donc d'évaluer les effets de formations à ce rôle sur le sentiment de compétence et sur les compétences. Cette étude visait à développer et à valider un questionnaire auto-administré évaluant ces effets. L'équipe de recherche a utilisé la méthode Delphi en trois rondes avec des experts connaissant le rôle d'AC ou la pédagogie auprès des professionnels en SSS. Le groupe d'experts regroupait quatre femmes et deux hommes, majoritairement des professeurs universitaires. Après consultation, les experts ont obtenu un consensus sur toutes les questions, amenant des modifications comme l'ajout de questions, leur ordonnancement, leur bonification, leur syntaxe, leur formulation et leurs choix de réponse. Pour conclure, la méthode Delphi a soutenu la conception d'un outil pour appuyer les professionnels en SSS dans leur développement professionnel.

Lederman, J. S., Bartels, S., Jimenez, J., Lederman, N. G., Acosta, K., Adbo, K., … Zhu, Q. (2024). **Completing the progression establishing an international baseline of primary, middle and secondary students' views of scientific inquiry**. *International Journal of Science Education*, 46(7), 715-731. https://doi.org/10.1080/09500693.2023.2256458
Knowledge of scientific inquiry (SI) is considered essential to the development of an individual's Scientific Literacy (SL) and therefore, SI is included in many international science education reform documents. Two previous large scale international studies assessed the SI understandings of students entering middle school and secondary students at the end of their formal K-12 science education. The purpose of this international project was to use the VASI-E to collect data on what primary level students have learned about SI in their first few years of school. This study adds to previous research to bridge the landscape of SI understandings now with representation from primary, middle and high school samples. A total of 4,238 students from 35 countries/regions spanning six continents participated in the study. The results show that globally, primary students are not adequately informed about SI for their age group. However, when

compared with the students in the previous international studies (grades seven and 12), the primary students' understandings were surprisingly closer to the levels of understanding of SI of the secondary school students than those in the seventh grade study.

Liu, C. C., & Chung, K. K. H. (2024). **Impacts of home literacy environment on children's English language learning as a second language**. *European Journal of Psychology of Education*, 39(2), 1421-1439. https://doi.org/10.1007/s10212-023-00745-x
This study investigated the impact of home literacy environment (HLE) on the acquisition of English as a second language (L2) and reading skills in Chinese-speaking kindergarten children. The sample was 354 kindergarten children (mean age: 60.37 months, SD = 7.25; 186 boys, 52.5%) in Hong Kong, China. Mothers completed a questionnaire measuring family socioeconomic status (SES), parent-directed HLE, and child-initiated HLE in learning English. Children were assessed on their English language and reading skills: phonological awareness, letter knowledge, vocabulary, word reading, and rapid naming. After the role of family SES was controlled, child-initiated HLE instead of parent-directed HLE was found to uniquely predict phonological awareness, letter knowledge, and rapid naming, which jointly contributed to English word reading. Family SES was also a significant correlate of cognitive-linguistic skills and English language skills. The findings highlighted the importance of child-initiated HLE in promoting children's English language learning as L2.

Lopez, J., Behrman, J., Cueto, S., Favara, M., & Sánchez, A. (2024). **Late-childhood foundational cognitive skills predict educational outcomes through adolescence and into young adulthood: Evidence from Ethiopia and Peru**. *Economics of Education Review*, *100*, 102543. https://doi.org/10.1016/j.econedurev.2024.102543
We estimate associations between foundational cognitive skills (inhibitory control, working memory, long-term memory, and implicit learning) measured at age 12 and educational outcomes measured at ages 15 and 19–20 in Ethiopia and Peru, using the Young Lives data. The estimates adjust for rich sets of controls and include measurements of children's baseline abilities. For a subset of the outcomes, we exploit within-household variation. Working memory and long-term memory are consistently and positively associated with subsequent domain-specific cognitive achievement tests (measuring specifically numeracy, vocabulary and literacy achievement) in both countries, university enrolment in Peru (long-term memory) and lower secondary-school completion in Ethiopia (working memory). Inhibitory control predicts subsequent math-test scores in both countries, grade attainment (Ethiopia), and university enrolment (Peru). Value-added estimates show that these skills play roles during adolescence, with the memory-related skills predicting higher domain-specific test scores (Peru and Ethiopia) and grade attainment (Ethiopia), while inhibitory control has associations with math (both countries). These results provide additional evidence to justify the importance of promoting investments in cognitive skills throughout childhood and adolescence, and elucidate how such investments impact educational achievements.

Mazziotti, S., Pallanti, L., Moysan, A., & Reversé, C. (2024). **E-CALM. Analyser de grands corpus scolaires et universitaires : des questions pour la recherche et pour la formation**. *SHS Web of Conferences*, *186*. https://doi.org/10.1051/shsconf/202418601001
Moysan, A., Rinck, F., & Mazziotti, S. (2024, mai 21). **Corrections de copies : les annotations des enseignants aident-elles les élèves à mieux écrire ?** Consulté 22 mai 2024, à l'adresse

The Conversation website: http://theconversation.com/corrections-de-copies-les-annotations-des-enseignants-aident-elles-les-eleves-a-mieux-ecrire-224184
Entre conseils et questions, encouragements et remontrances, les annotations sur les copies font partie du quotidien scolaire. Mais comment les élèves en tirent-ils parti ?

OECD : Organisation for Economic Co-operation and Development. (2024). ***Building competencies for digital and green innovation in higher education***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/building-competencies-for-digital-and-green-innovation-in-higher-education_d3869c1f-en;jsessionid=8pE1GnMoElKblVzC1NtKwgTfRz-rLVT_w8FAjwe-.ip-10-240-5-99
Ce document présente des enseignements clés et des exemples inspirants de politiques et de pratiques qui montre, de quelle manière les programmes d'enseignement supérieur traditionnels peuvent développer efficacement les compétences cruciales pour l'innovation verte et numérique. Les gouvernements et les établissements d'enseignement supérieur peuvent notamment : 1. adopter une approche systématique du suivi de la demande et de l'offre de compétences afin d'identifier ce qui apparaît le plus important pour l'environnement et l'innovation numérique et de comprendre où se situent les principales lacunes ; 2. mettre à jour régulièrement les programmes d'études en fonction de l'évolution de l'économie et de la société ; 3. promouvoir les démarches transversales et disciplinaires ; 4. engager et motiver les apprenants à participer à des programmes et à des expériences favorisant l'innovation ; 5. promouvoir de manière fructueuse les partenariats avec les entreprises et l'industrie.

Ouellet, C., Tavares-Lemay, A., & Grenier, J. (2024). **Points de vue d'élèves ayant des besoins particuliers et de leurs personnes intervenantes sur un Programme d'activités de plein air**. *Revue hybride de l'éducation, 8*(1), 1-23. https://doi.org/10.1522/rhe.v8i1.1645
Les élèves ayant des besoins particuliers (EBP) éprouvent des difficultés de participation en éducation physique (Wang, 2019). Les activités de plein air peuvent pallier leurs difficultés par leur effet sur le sentiment d'efficacité personnelle (Russell et Walsh, 2011). Le but de la recherche est de décrire les perceptions d'EBP (n=12) du secondaire et de personnes intervenantes (n=6) sur un Programme d'activités de plein air. Des entrevues semi-dirigées révèlent des propos associés aux expériences vicariantes, aux expériences actives de maitrise et à la persuasion verbale (Bandura, 2007), entre autres, par l'établissement d'un climat émotionnel sécuritaire et aux défis optimaux offerts.

Pritchett, L. (2024). **Investing in Human Capital in Africa: A framework for research**. *International Journal of Educational Development, 107*, 103048. https://doi.org/10.1016/j.ijedudev.2024.103048
This essay argues that the existing paradigm in discussions of the acquisition of human capital has been focused on the drive to universal schooling and expanding access and grade attainment. This focus has been quite successful. The expansion of schooling in Sub-Saharan Africa (SSA) over the last decades has been impressively rapid, in percentage growth terms much faster than other regions of the world, because SSA at political independence began far behind most other regions. However, the paradigm needs to shift as "invest in human capital", which implicitly focuses on the acquisition of valued skills, has mostly been treated as equivalent of "spend on school" and this conceptual elision has produced very mixed results on learning and the creation of cognitive skills, which were, and are, taken to be an important goal of schooling. This section therefore focuses on some facts about schooling and learning with an emphasis

on both the question of whether: (i) "Sub- Saharan Africa" has been distinctive as a region; and (ii) the heterogeneity across SSA both in sub-regions and across countries that make generalizations about SSA problematic (if not outright unhelpful). The conclusion is that there needs to be a shift from the crude "accumulationist" model of "invest in human capital" as exclusively: (i) more years spent in school; and (ii) more spend on school. "Invest" in human capital must mean: (i) acquisition of valued skills, capabilities, dispositions; and (ii) effective spending. This implies three major changes in the research paradigm: (i) stop using "year of schooling" as the major "outcome" to be pursued; (ii) stop using a naïve "education production function" to evaluate impact of inputs towards a systems approach; and (iii) as part of that, work towards a more realistic positive model of the politics of learning

Ripamonti, E. (2024). **Young people's literacy, numeracy achievements, and the school-to-work transition: a longitudinal study of regional variation**. *Oxford Review of Education*, *50*(3), 399-415. https://doi.org/10.1080/03054985.2023.2230890
We conducted a study on a local scale targeting the relationship of economic capital, cultural capital, young people's literacy, numeracy achievements, and the school-to-work transition. We investigated whether participation rates by very young children in early childhood education (ECE) may mediate the historical effects of economic and cultural capital. We analysed longitudinal data from a high-quality national database that included information from 103 Italian provinces. We used structural equation modelling (SEM), multi-sample SEM to investigate spatial inequalities, and mediation analyses. Vector Autoregression models were estimated to determine the temporal trend and the relationship occurring between economic capital and ECE. Results indicate that economic capital is associated with young people's literacy and numeracy achievements and with the NEET rate, with only partial mediation played by the rate of participation in ECE. The association of cultural capital on the NEET rate is near to significance, but it is strongly mediated by participation in ECE. Together, these results imply that the rate of participation in ECE in the Italian provinces may mediate the effect of cultural capital, but only partly that of economic capital.

Spataro, P., Morelli, M., Pirchio, S., Costa, S., & Longobardi, E. (2024). **Exploring the relations of executive functions with emotional, linguistic, and cognitive skills in preschool children: parents vs. teachers reports**. *European Journal of Psychology of Education*, *39*(2), 1045-1067. https://doi.org/10.1007/s10212-023-00749-7
This study investigated the executive functions (EF) of preschool children and their associations with emotional, linguistic, and cognitive skills, using parent and teacher reports. A total of 130 children aged 34 to 71 months participated. The preschool version of the Behavior Rating Inventory of Executive Function (BRIEF-P) was completed by both parents and teachers to assess behavioral difficulties in the use of EFs, while children were administered the Test of Emotion Comprehension (TEC), the Test of Language Evaluation (TVL), and the Coloured Progressive Matrices (CPM). Statistical analyses revealed significant differences between parents' and teachers' reports, with parents attributing to children more EF difficulties than parents. Children's EF difficulties were negatively associated with emotion comprehension, language ability, and non-verbal intelligence, although correlations were stronger when using teachers' reports. The value of using indirect measurement of preschoolers' EF problems and the importance of adopting a multi-informant approach are discussed.

Stelzer, F., Vernucci, S., Aydmune, Y., del Valle, M., Andres, M. L., & Introzzi, I. M. (2024). **Mathematics achievement in the last year of primary school. Longitudinal relationship with general cognitive skills and prior mathematics knowledge**. *European Journal of Psychology of Education*, 39(2), 517-533. https://doi.org/10.1007/s10212-023-00700-w
The aim of this study was to analyze the joint, relative, and unique predictive value of students' prior knowledge of mathematics (knowledge of fractions and ability to divide natural numbers) and general cognitive ability (fluid intelligence and working memory) upon general mathematics achievement in the last year of primary school. Seventy-five students participated (M age = 11.2 years old, SD = 0.40). Hierarchical regression analysis showed that the ability to divide and fractions knowledge accounted for 41% of the variance in mathematics achievement, both acting as significant predictors. By incorporating working memory and fluid intelligence into the model, fraction knowledge showed to be no longer a significant predictor. These general cognitive skills explained an additional 8% of the variance in mathematics knowledge, both being significant predictors and contributing to mathematics achievement in a unique way. The implications of these results for mathematics teaching are discussed.

Upreti, K., Kushwah, V. S., Vats, P., Alam, Md. S., Singhai, R., Jain, D., & Tiwari, A. (2024). **A SWOT analysis of integrating cognitive and non-cognitive learning strategies in education**. *European Journal of Education*, 59(2), e12614. https://doi.org/10.1111/ejed.12614
Students must receive the knowledge and skills they require for succeeding in a constantly changing world. Meeting each student's diverse needs, nevertheless, is difficult. For the purpose to promote student development and improve educational outcomes, this review study attempts to give a thorough conceptual framework for integrating both cognitive and non-cognitive learning methodologies. While non-cognitive learning focuses on social and interpersonal skills, emotional intelligence, and resilience, cognitive learning involves the acquisition of intellectual skills and critical thinking. Both types of education are essential for children's holistic development. Integrating non-cognitive and cognitive approaches in education sector has several advantages. It promotes a well-rounded education by offering a balanced approach that addresses the intellectual, emotional, and social elements of student progress. To support the suggested conceptual framework, a thorough analysis of recent research on the subject is conducted. The implementation of cognitive and non-cognitive learning in the present condition is examined through a bibliometric analysis, which identifies research trends and gaps. In addition, a SWOT analysis has been done to assess the advantages, disadvantages, opportunities, and threats related to these strategies. The issues and areas that require additional research and development are better understood due to this analysis. The research's conclusions demonstrate the importance of adopting a well-rounded educational strategy which considers various demands of students. The education system can encourage academic performance, critical thinking, socio-emotional well-being, and prepare students for success in a variety of spheres of life by integrating cognitive and non-cognitive learning. It also points out the research gaps and underlines the value of further study for enhancing comprehension and cognitive and non-cognitive learning methodologies' application.

Aspects économiques de l'éducation

Aggarwal, K., Barua, R., & Vidal-Fernandez, M. (2024). **Still Waters Run Deep: Groundwater Contamination and Education Outcomes in India**. *Economics of Education Review*, *100*, 102525. https://doi.org/10.1016/j.econedurev.2024.102525
We investigate the impact of groundwater contamination on educational outcomes in India. Our study leverages variations in the geographical coverage and timing of construction of safe government piped water schemes to identify the effects of exposure to contaminants. Using self-collected survey data from public schools in Assam, one of the most groundwater-contaminated regions in India, we find that prolonged exposure to unsafe groundwater is associated with increased school absenteeism, grade retention, and decreased test scores and Cumulative Grade Point Average (CGPA). To complement our findings and to study the effect of one such contaminant, arsenic, we use a large nationally representative household survey. Using variations in soil textures across districts as an instrument for arsenic concentration levels we find that exposure to arsenic beyond safe threshold levels is negatively associated with school attendance.

Ahmad Dar, W. (2024). **Neoliberal performativity in low-cost private schools: experiences from Kashmir**. *International Journal of Qualitative Studies in Education*, *37*(5), 1496-1510. https://doi.org/10.1080/09518398.2023.2181443
Rural India is witnessing a surge in the number of low-cost, poor-friendly private schools that seemingly offer quality alternatives to government schools. Untangling stakeholders' viewpoints, this research explains how outcome and performance-focused learning, broadly known as neoliberal performativity in education, is enacted in these institutions. It was discovered that parents' and students' distinct livelihood risks and worries encourage performativity in the teaching-learning process. Performativity was recognized as an instrumental tactic for avoiding the temporal uncertainties and worries that come with low-income status. School administration practices performativity because it aligns well with the objective of administering schools at a low cost. Teachers, on the other hand, argued that such enactment deprives children of the essential and enriching learning experiences needed for long-term success. The study advances understanding in the field of low-cost rural education and its long-term effects on quality education. It also explicates how such schooling practices enact performativity through some local learning practices.

Ahmed, Shane, Ilieva, Reader, Aleong, Chu, … Yan. (2024). **"I Cannot Afford Lunch": How Students' Narratives of Food Insecurity Reveal Difficulties and Coping Strategies Before and During the COVID-19 Pandemic**. *Community College Journal of Research and Practice*, *48*(6), 386-404. https://doi.org/10.1080/10668926.2022.2135636
Community college students may become more vulnerable to food insecurity during the COVID-19 pandemic, which may eventually impact their health, shape their interpretations of food insecurity and injustice within their lives, and cause them to reevaluate the support that they need from their community college. This study analyzes the food security experiences of 1,278 students during the semester before and first year of the pandemic using survey measures and narrative methodology. While students' reported levels of food insecurity did not increase after the start of the pandemic, students reported feeling less embarrassment about and greater likelihood of using food support programs. After the pandemic began, students reflected on their food security experiences in different ways. They became more likely to focus on the wellbeing of

fellow students, advocate for campus food support programs, and highlight financial and nutritional problems that relate to food insecurity. They also became less likely to judge their community college for possible failures in supporting food insecure students. These changes suggested that the pandemic impacted students' understanding of food insecurity and related support programs and perhaps made students be less judgmental and more open-minded about how their college institution can support food insecure students. These findings offer implications for why and how community colleges should support food insecure students.

Aker, J. C., Sawyer, M., & Berry, J. (2024). **Making sense of the shapes: What do we know about literacy learning in adulthood?** *Economics of Education Review*, *100*, 102537. https://doi.org/10.1016/j.econedurev.2024.102537
Approximately 770 million adults worldwide are classified as illiterate, with women and individuals in Sub-Saharan Africa and South Asia bearing the heaviest burden. Despite the potential for adult education programs to bridge this gap, such programs are often plagued by low enrollment, high dropout and limited skills acquisition. While there is a relative paucity of economic research on adult learning as compared with primary and secondary schooling interventions, recent research in educational neuroscience and economics offers some insights into addressing the barriers to adult learning. We review these insights and offer some concrete recommendations for adult education programs in sub-Saharan Africa and South Asia.

Bacher-Hicks, A., Musaddiq, T., Goodman, J., & Stange, K. (2024). **The stickiness of pandemic-driven disenrollment from public schools**. *Economics of Education Review*, *100*, 102527. https://doi.org/10.1016/j.econedurev.2024.102527
The extent to which pandemic-induced public school enrollment declines will persist is unclear. Student-level data from Michigan through fall 2021 yields three relevant findings. First, relative to pre-pandemic trends, fall 2021 enrollment had partially recovered for low-income, Black, and Hispanic students, but had declined further for non-low-income, White, and Asian students. Second, annual public school exit rates remained elevated for elementary students and accelerated further for middle school students. Third, public school exit is sticky and varies by chosen alternative. Only 21 percent of those who left for private schools in fall 2020 had returned by fall 2021, while 50 percent of those who left for homeschooling had returned. These findings suggest that pandemic-driven public school enrollment declines may persist, and more so among higher income families.

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*** (CLEF Working Paper Series N° 67). Consulté à l'adresse Canadian Labour Economics Forum (CLEF), University of Waterloo website: https://econpapers.repec.org/paper/zbwclefwp/289600.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.

Baron, J. D., Lee, J. D., & Tamagnan, M. (2024). **Are you thinking about school grants ? Some questions to consider**. *Education Note*, (1), 1-13. Consulté à l'adresse https://openknowledge.worldbank.org/entities/publication/48e56940-0ad1-4f5a-85f2-d1be92a7890d
Guidance on designing and implementing school grants (both unconditional and conditional) is crucial. This note, while not a comprehensive guide on school grants, contains a small subset of practical questions alongside country examples for practitioners to consider when designing or improving a school grants scheme.

Barón, J. D., Lee, J. D., & Tamagnan, M. (2024). **Are You Thinking About School Grants? Some Questions to Consider**. *Education Notes*, (1), 1-13. https://doi.org/10.1596/41455
Guidance on designing and implementing school grants (both unconditional and conditional) is crucial. This note, while not a comprehensive guide on school grants, contains a small subset of practical questions alongside country examples for practitioners to consider when designing or improving a school grants scheme.

Barrios-Fernández, A., & Riudavets-Barcons, M. (2024). **Teacher value-added and gender gaps in educational outcomes**. *Economics of Education Review*, *100*, 102541. https://doi.org/10.1016/j.econedurev.2024.102541
This paper uses rich administrative data from Chile to estimate teacher value added (TVA) on test scores and on an educational attainment index. We allow each teacher to have a different TVA for male and female students and show that differences in TVA explain an important part of the gender gaps we observe in test scores and postsecondary education trajectories. The gaps in gender-specific teaching effectiveness are especially pronounced in mathematics. Indeed, eliminating within-teacher differences in math test score VA would reduce the gender gap in math performance by 67%. We explore what could be behind these gaps in gender-specific TVA and find no significant differences in what makes teachers effective for male and female students. We do find, however, significant associations between teacher characteristics—e.g., gender and performance in the college admission exam—and practices—e.g., paying attention to low-performing students, congratulating students who improve, and having a good relationship with students—with teacher effectiveness. Finally, we also show that math teachers tend to be biased in favor of male students and that teachers with smaller gender biases are more effective for both, male and female students.

Bennell, P. (2024). **Missing the target? Government commitment to education sector funding in Sub-Saharan Africa 2000–2023**. *International Journal of Educational Development*, *108*, 103057. https://doi.org/10.1016/j.ijedudev.2024.103057
It is assumed (at least implicitly) that the SDG4 Education for All targets are unlikely to be achieved unless governments commit at least 20% of total government expenditure to the education sector. This article focuses, therefore, on analysing medium-long term trends in the education funding share (EFS) for 40 countries in Sub-Saharan Africa since 2000. The two main conclusions are that the EFS is currently above 20% in less than 10% of these countries and that the EFS has been steadily declining in around half of all countries in SSA.

Chanteloup, G. (2024). **Les dépenses de R&D des entreprises en 2022**. *Note Flash du SIES*, (08), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-04/nf-sies-2024-08-32859.pdf
En 2022, les dépenses intérieures de R&D des entreprises (DIRDE) implantées en France augmentent de 3,4 % en volume. Ces entreprises emploient 307 000 personnes en équivalent temps plein (ETP) dans leurs activités de R&D, soit une hausse de 1,5 % par rapport à 2021. Les trois premières régions en matière de dépenses intérieures de R&D, Île-de-France, Auvergne-Rhône-Alpes et Occitanie, réalisent 69 % de la DIRDE totale et emploient 67 % des effectifs de R&D.

Chiang, T.-H., Zeng, W., Thurston, A., MacKenzie, A., Xu, J., Fu, S., & Yao, Y. (2024). **The practice of care of self through the agency-performance association in the regime of human capital discourse**. *International Journal of Educational Research*, *126*, 102366. https://doi.org/10.1016/j.ijer.2024.102366
From the perspective of neoliberal governmentality, this study sets out to investigate the linear relation from agency to performance through a survey of junior-high-school teachers' (n = 2,319) attitudes toward performance management. While this linear relationship is documented, the best model of the SEM analysis shows that intermediates positively mediate this linkage. It also distinguishes a theoretical path for the six factors, commencing from self-consciousness, technologies of agency, human capital, international competitiveness, to responsible subjects and finally technologies of performance. Unlike the Western literature, self-discipline serves as the primary element calibrating respondents' perceptions of performativity. As this unique feature, resulting from Chinese culture, objectifies teachers' subjectivities, self-discipline is embedded within the agency-performance association carrying out the mission of human capital discourse.

Di Tommaso, M. L., Contini, D., De Rosa, D., Ferrara, F., Piazzalunga, D., & Robutti, O. (2024). **Tackling the gender gap in mathematics with active learning methodologies**. *Economics of Education Review*, *100*, 102538. https://doi.org/10.1016/j.econedurev.2024.102538
Gender gaps in mathematics are at the root of gender differences in human capital accumulation, but the role of teaching practices on such gaps has been underinvestigated. We implement a teaching methodology to improve children's mathematical skills and evaluate the causal effect of the intervention on the gender gap in mathematics in Italy with a randomised controlled trial. The methodology, grounded in active and cooperative learning, focuses on peer interaction, sharing of ideas, learning from mistakes, and problem-solving. The treatment significantly improves girls' math performance (0.14 standard deviations), with no impact on boys, and reduces the math gender gap by about 40 %. The effect is stronger for girls with high pre-test scores.

Ercolani, M. G., & Lazarova, E. (2024). **The UK Disability Discrimination Act 2005: Consequences for the education and employment of older children**. *Economics of Education Review*, *100*, 102544. https://doi.org/10.1016/j.econedurev.2024.102544
We investigate the impact of the 2005 UK Disability Discrimination Act on the educational and employment outcomes for older children with disabilities, using data from the UK Labour Force Surveys. The Act established new legal requirements on employers and qualification awarding bodies to accommodate individuals with disabilities. Furthermore, prior to 2013 children in England and Wales could leave education at age 16, providing

a unique opportunity to analyse the 2005 Act's influence on their educational and employment outcomes. Compared to children without disabilities, we found the 2005 Act reduced the likelihood of continuing in education and increased the likelihood of entering the labour market (employed or unemployed) for children meeting both the 1995 Disability Discrimination Act definition of disability and who were reported as work-limited. We also 'decompose' average outcomes between children's groups, identifying effects attributable to observable characteristics, discrimination, and unobservable health-related productivity gaps.

Eze, E. C., Amedu, A. N., Sampson, M., Okoro, I. D., Nwabudike, C. P., & Ogar, S. I. (2024). **Influence of Environmental Shocks and Child Labour on Children's Educational Outcomes: A Scoping Review**. *Child Indicators Research*, *17*(3), 1071-1095. https://doi.org/10.1007/s12187-024-10109-6
Educational outcomes for children are of the utmost importance since they form the foundation of education systems worldwide. Children's learning outcomes have been adversely affected by natural and human disasters since their inception. This paper employs a scoping review approach to investigate the influence of environmental shocks and child labour on children's educational outcomes. Numerous empirical studies have been screened in this study to determine how environmental shocks and child labour influence children's educational outcomes. This present study is the most recent research to examine the influence of environmental shocks and child labour on children's educational outcomes. This study found that environmental shocks (death, climate variability, flooding, and hurricanes) are positively associated with child labour and negatively related to children's learning outcomes, while child labour (farming, domestic chores, fishing, and hawking) has a negative influence on children's educational outcomes. This study also found that the interaction effect of environmental shocks and child labour has detrimental impacts on children's learning outcomes. Available literature has shown that research on the influence of environmental shocks and child labour on children's education and environmental shocks on child labour is still growing. More studies are needed on the influence of other kinds of environmental shocks and child labour on children's educational outcomes as well as the influence of environmental shocks on child labour, particularly on the African continent. This is because there is a dearth of literature despite the fact that they are susceptible to environmental shocks since they are located in the tropics and other areas habitually unprotected from life-threatening weather events, which reduce their per capita income and increase child labour.

Fredriksson, P., Öckert, B., & Tilley, L. (2024). *Parental and School Responses to Student Performance: Evidence from School Entry Rules* (IZA Discussion Paper N° 16901). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16901.htm
We examine whether parental and school investments reinforce or compensate for student performance. Our analysis exploits school-starting-age rules in 34 countries, capturing achievement variation that arises because younger children typically underperform their older peers. Parents respond to lower performance by providing additional homework help, while schools allocate weaker students to smaller classes and offer more remedial tutoring. Notably, parents provide more support to low-performing children in nearly all countries studied. Compensatory investments increase over grade levels, suggesting parents and schools respond as information about achievement is

revealed. Moreover, our evidence suggests that parental and school investments are substitutes.

Haataja, E. S. H., Niemivirta, M., Holm, M. E., Ilomanni, P., & Laine, A. (2024). **Students' socioeconomic status and teacher beliefs about learning as predictors of students' mathematical competence**. *European Journal of Psychology of Education*, *39*(2), 1615-1636. https://doi.org/10.1007/s10212-023-00791-5
The learning context, consisting of the school children's families, teachers, and peers, has effect on their mathematics learning. The concern of students' socioeconomic status (SES) affecting negatively their learning outcomes is increasing worldwide. This study investigates whether Finnish elementary school students' SES affects their mathematical competence and success expectancy on individual and class levels. Additionally, the role of teachers' beliefs on mathematics learning and class composition on the mathematics competence and success expectancy on the class level is explored. To analyze the nested data from student questionnaires and mathematics tests, and their teachers' questionnaires, we used multilevel structural equation modelling with two levels (1, individual; 2, class). The results indicate that on the individual level, the gender and SES affect students' mathematical competence and success expectancy in mathematics. On the class level, the teacher's evaluations of academic class composition predicted students' mathematical competence, and the teachers' constructivist beliefs of mathematics learning and class composition regarding students' special needs predicted students' success expectancy. We conclude that students with disadvantaged SES need support on success expectancy to flourish in mathematics. On the class level, this support can be conveyed through teachers' constructivist pedagogical beliefs.

Hall, C., & Lundin, M. (2024). **Technology in the classroom: Personal computers and learning outcomes in primary school**. *Economics of Education Review*, *100*, 102536. https://doi.org/10.1016/j.econedurev.2024.102536
The shift to remote teaching during the COVID-19 pandemic accelerated the use of digital technology in education. Many schools today provide personal computers not only to older students, but also in primary school. There is little credible evidence of the effects of one-to-one (1:1) computer programs among younger students. We investigate how 1:1 technology impacts student performance in primary school in Sweden. Using an event study design, and data from an expansion that took place before the pandemic, we examine effects of 1:1 technology on national standardized test results in math, Swedish, and English in grade 6. We find no important effects on student performance on average.

Hickey, R. (2024). **Financial sustainability in a marketised and partially autonomous environment: the case of small new public universities in England**. *Oxford Review of Education*, *50*(3), 332-348. https://doi.org/10.1080/03054985.2023.2229246
In the context of threats to their financial sustainability, this paper uses Resource Dependency Theory to explore the challenges being faced by a sample of 10 small new public universities in England. It discusses the responses being taken and prospects for the future in this segment of the sector. It concludes that some of the most important elements of income and expenditure are also areas where institutions have amongst the lowest levels of autonomy, including tuition fees, staff salaries and pension costs. It suggests that institutions are proactively seeking ways to both adapt their strategy and

influence the environment in which they operate, including the introduction of new organisational forms, models for employing staff, the diversification into new programmes and markets, and greater use of domestic and international partnerships.

Hu, Q., Zhou, Y., Xu, C., Xu, C., Hu, F., English, A. S., … Zhang, Q. (2024). **The Relationship between Socioeconomic Status and Academic Achievement is Mediated and Moderated by Executive Functions**. *Journal of Youth and Adolescence*, *53*(7), 1593-1604. https://doi.org/10.1007/s10964-024-01941-8
Executive function is an underlying mechanism linking family socioeconomic status (SES) and academic achievement. Previous studies mainly investigated either the mediating or moderating role of executive function within this relationship, which either overlook the individual differences that are independent of the environment or neglect the influence of the environment on shaping personal factors. To avoid a piecemeal approach to theory, the current study aimed to test the mediating and moderating roles of executive function in a single analytic model. Two hundred and thirty-six Chinese fifth graders (Mage = 10.70 years, SD = 0.49, range = 10.23–11.75 years, and 40.30% girls) were recruited. Their executive function performance was measured using eight different tasks, and their Chinese literacy skills and mathematics achievement were assessed by routine school evaluations. One year after the initial assessment, children's academic achievements were evaluated again. Results demonstrated that parental SES positively predicted children's academic achievement when controlling for prior academic achievement, and children's executive function mediated this relationship. Also, executive function moderated the association between SES and academic achievement in that, the negative predictive effect of low SES on academic achievement was only significant for children with lower levels of executive function, which is not shown in children with higher levels of executive function. By demonstrating the dual roles of executive function in the SES-achievement link, this work provides evidence for supporting the optimal development of children from diverse socioeconomic backgrounds and emphasizes the significance of developing individualized intervention strategies on executive function to mitigate the negative effect of low SES on children's academic achievement.

Knutsson, D., & Tyrefors, B. (2024). *Labor Market Effects of a Youth Summer Employment Program in Sweden* (Working Paper Series N° 1485). Consulté à l'adresse Research Institute of Industrial Economics website: https://econpapers.repec.org/paper/hhsiuiwop/1485.htm
We evaluate a non-targeted summer youth employment program (SYEP) for high school students aged 16–19 in Stockholm, Sweden, where public sector job offers were as good as randomly assigned. In contrast to previous studies evaluating SYEP that targeted groups with lower socioeconomic status, we find substantial labor market effects but no effects on education, crime, or health outcomes. However, income is negatively affected except during the program year. The penalty increases in absolute terms but does not change much in relative terms over time. The penalty is consistently statistically significant and large just after high school graduation, but there are indications that the penalty attenuates at ages 24. The adverse effects are the largest for applicants not enrolled in an academic track, who are males, and with less educated mothers. Interestingly, the extensive margin (having a job) is not the critical factor. Instead, a SYEP job offer affects the probability of obtaining more qualified and full-time employment after high school graduation. We argue that receiving a program job leads to less

private-sector labor market experience, provides a negative signal, and disrupts (private) labor market connections, which is vital for those seeking a job just after high school.

Kroupova, K., Havranek, T., & Irsova, Z. (2024). **Student Employment and Education: A Meta-Analysis**. *Economics of Education Review*, *100*, 102539. https://doi.org/10.1016/j.econedurev.2024.102539
Educational outcomes have many determinants, but one that most young people can readily control is choosing whether to work while in school. Sixty-nine studies have estimated the effect, but results vary from large negative to positive estimates. We show that the results are systematically driven by context, publication bias, and treatment of endogeneity. Studies neglecting endogeneity suffer from an upward bias, which is almost fully compensated by publication selection in favor of negative estimates. Overall the literature suggests a negative but economically inconsequential mean effect. The effect is more substantive for decisions to drop out. To derive these results we collect 861 previously reported estimates together with 32 variables reflecting estimation context, use recently developed techniques to correct for publication bias, and employ Bayesian model averaging to assign a pattern to the heterogeneity in the literature.

Liu, H., Xu, Y., Zhang, R., Nie, J., Rule, A., Rozelle, S., & Yuan, L. (2024). **Comparing the payoff to vocational and academic secondary education in China over time**. *International Journal of Educational Development*, *107*, 103038. https://doi.org/10.1016/j.ijedudev.2024.103038
Vocational secondary education has been widely promoted in recent decades as a major component of economic reforms in low- and middle-income countries (LMICs). However, whether vocational or academic secondary education better prepares students in LMICs to enter the labor market is still a matter of debate. In this study, we use data from six waves of the China Family Panel Studies (CFPS 2010, 2012, 2014, 2016, 2018, 2020) to examine the long-term income disparities between students who graduated from vocational high schools (VHS) and those who graduated from academic high schools (AHS). We first perform a cross-cohort analysis using unbalanced panel data to compare the wage incomes of VHS graduates and AHS graduates across many graduation cohorts. We then perform a cohort-specific analysis by constructing a subsample of students enrolled in high school in 2010 and comparing their income in subsequent years. Both analyses show that VHS enrollment is associated with a significant and lasting income disadvantage compared to AHS enrollment. Our findings highlight important future research and policy directions to improve the quality and outcomes of vocational secondary education in China.

Lopez, J., Behrman, J., Cueto, S., Favara, M., & Sánchez, A. (2024). **Late-childhood foundational cognitive skills predict educational outcomes through adolescence and into young adulthood: Evidence from Ethiopia and Peru**. *Economics of Education Review*, *100*, 102543. https://doi.org/10.1016/j.econedurev.2024.102543
We estimate associations between foundational cognitive skills (inhibitory control, working memory, long-term memory, and implicit learning) measured at age 12 and educational outcomes measured at ages 15 and 19–20 in Ethiopia and Peru, using the Young Lives data. The estimates adjust for rich sets of controls and include measurements of children's baseline abilities. For a subset of the outcomes, we exploit within-household variation. Working memory and long-term memory are consistently and positively associated with subsequent domain-specific cognitive achievement tests (measuring

specifically numeracy, vocabulary and literacy achievement) in both countries, university enrolment in Peru (long-term memory) and lower secondary-school completion in Ethiopia (working memory). Inhibitory control predicts subsequent math-test scores in both countries, grade attainment (Ethiopia), and university enrolment (Peru). Value-added estimates show that these skills play roles during adolescence, with the memory-related skills predicting higher domain-specific test scores (Peru and Ethiopia) and grade attainment (Ethiopia), while inhibitory control has associations with math (both countries). These results provide additional evidence to justify the importance of promoting investments in cognitive skills throughout childhood and adolescence, and elucidate how such investments impact educational achievements.

Luflade, M., & Zaiem, M. (2024). **Do elite schools improve students performance? Evidence from Tunisia**. *Economics of Education Review*, *100*, 102542. https://doi.org/10.1016/j.econedurev.2024.102542
This paper is concerned with identifying whether selective high schools may have an effect on students' post-secondary trajectories and labor market prospects. It uses data from Tunisia, a country in which unemployment rates for post-secondary graduates are higher than for non-graduates, particularly for women—although there is significant variation across types of diplomas and fields of study. Our main finding is that admission to an elite high school raises students' probability to eventually get assigned to a university program associated with a lower post-graduation unemployment rate. This is particularly true for women. Focusing then on students who would have applied to post-secondary programs regardless of admission to an elite high school, we show that this effect is the result of an increase in the competitiveness of their applications rather than of a change in their probability to apply to programs lower post-graduation unemployment rate.

Marrero, G. A., Palomino, J. C., & Sicilia, G. (2023). **Inequality of opportunity in educational achievement in Western Europe: contributors and channels**. *The Journal of Economic Inequality*, *22*, 383-410. https://doi.org/10.1007/s10888-023-09595-5
We study the contribution of students' circumstances to inequality of opportunity in educational achievement (IOpE) in Western Europe and explore the role of intermediate channelling variables in translating differences in circumstances into educational inequalities. Using the 2018 Programme for International Student Assessment (PISA) database, we find that differences in households' cultural environment and in parental occupation are the most important contributing circumstances, with school's circumstances being relevant mostly in Central Europe. Our results show that the relevant channels of IOpE in most countries are students' educational and occupational expectations, their reading habits and skills, and grade repetition in previous years. These findings can provide policymakers with key insights to aid in designing educational interventions that effectively increase educational opportunities across European countries.

Montolio, D., & Brutti, Z. (2024). *Muddying the waters: How grade distributions change when university exams go online* (Working Paper N° 2024/03). Consulté à l'adresse Institut d'Economia de Barcelona (IEB) website: https://econpapers.repec.org/paper/iebwpaper/doc2024-03.htm
We analyse how grade distributions change when higher education evaluations transition online and disentangle the mechanisms that help to explain the change

observed in students' results. We leverage administrative panel data, survey data and data on course plans from a large undergraduate degree at the University of Barcelona. We show that grade averages increase and their dispersion reduce. Changes are driven by students from the lower end of the performance distribution and by a reduction in the occurrence of fail grades; however, we do not find evidence for artificial `grade adjusting' to explain the phenomenon. We are also able to dismiss shifts in the composition of test takers, improvements in teaching quality or in learning experiences and increases in student engagement. While changes in the assessment formats employed do not appear to mediate the causal relationship between online evaluation and higher grades, we identify more dispersed evaluation opportunities and increased cheating as explanatory factors.

Morton, E., Thompson, P. N., & Kuhfeld, M. (2024). **A multi-state, student-level analysis of the effects of the four-day school week on student achievement and growth**. *Economics of Education Review, 100*, 102524. https://doi.org/10.1016/j.econedurev.2024.102524
Four-day school weeks are becoming increasingly common in the U.S., but prior research is ambiguous regarding their impacts on achievement. Using a difference-in-differences approach, we conduct the most representative student-level analysis to date of the effects of four-day weeks on student achievement and within-year growth using NWEA MAP Growth data. We estimate significant negative effects of the schedule on spring reading achievement (-0.07 SD) and fall-to-spring gains in math (-0.05 SD) and reading (-0.06 SD). The negative effects of the schedule are disproportionately driven by adoptions in non-rural schools and are larger for female students. For policymakers and practitioners, this study provides evidence supporting concerns about four-day school weeks' effects on student achievement and growth, particularly in non-rural areas.

Ren, M. (2024). **Preschool and child health: Evidence from China's universal child care reform**. *Economics of Education Review, 100*, 102540. https://doi.org/10.1016/j.econedurev.2024.102540
Early childhood education programs have been found to effectively promote children's social and cognitive development. However, the health impact of these programs is less understood. Using a quasi-experiment of the first universal child care reform in China from 2010, this paper aims to identify whether the preschool reform produces any short-term effects on health-related outcomes of preschoolers (3-6 years old). Specifically, this reform expands access to affordable preschools that provide full-day center-based education, with school meals and essential health services on campus. I exploit the variation in the number of newly established preschools across provinces and implement difference-in-differences and triple-difference strategies. Results confirm the effectiveness of this reform by showing a strong and positive impact on preschool attendance. This paper then documents the benefits to alleviating underweight among preschoolers. Estimates show a larger effect in rural areas, suggesting that the reform narrows rural-urban disparities in education access and undernutrition prevention. I also explore the impact on caregivers' health consciousness and find improved health-seeking behavior when children get sick.

Roberts, D. C. (2024). **Qatar Foundation's Education City – Early capacity building for an education hub**. *International Journal of Educational Development, 107*, 103050. https://doi.org/10.1016/j.ijedudev.2024.103050

The author's insights regarding the early phase of establishing education partnerships is based on serving Qatar Foundation from 2007 to 2014 as its Education City grew in number of institutions, student enrollment, and complexity of functions. Maturing as a hub capable of stimulating new knowledge and innovation required cultivating cooperation and mutual benefit with its partners and fostering community among faculty, staff, and students. Conditions the author found essential included cultural learning and dexterity, critical examination of educational practices, building shared capacity, and agreeing to and measuring desired outcomes.

Sahlström, E., & Silliman, M. (2024). ***The Extent and Consequences of Teacher Biases against Immigrants*** (IZA Discussion Paper N° 16899). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16899.htm
We study the extent and consequences of biases against immigrants exhibited by high school teachers in Finland. Compared to native students, immigrant students receive 0.06 standard deviation units lower scores from teachers than from blind graders. This effect is almost entirely driven by grading penalties incurred by high-performing immigrant students and is largest in subjects where teachers have more discretion in grading. While teacher-assigned grades on the matriculation exam are not used for tertiary enrollment decisions, we show that immigrant students who attend schools with biased teachers are less likely to continue to higher education.

Schwerter, J., Netz, N., & Hübner, N. (2024). **Does instructional time at school influence study time at university? Evidence from an instructional time reform**. *Economics of Education Review*, *100*, 102526. https://doi.org/10.1016/j.econedurev.2024.102526
Early-life environments can have long-lasting effects on individuals' later life courses. Interestingly, research on the effects of school reforms has hardly adopted this perspective. Therefore, we investigate a staggered school reform that reduced the number of school years and increased weekly instructional time for secondary school students in most German federal states. We analyze this quasi-experiment in a difference-in-differences framework using nationally representative large-scale survey data on 69,513 students who attended university between 1998 and 2016. Using both TWFE and weighted-group ATT estimators, we find negative effects of reform exposure on hours spent attending classes and on self-study. Moreover, reform exposure increased the time gap between school completion and higher education entry. Our results support the view that research should examine unintended long-term effects of school reforms on individual life courses.

Simpfenderfer, A. (2024). **The Role of Higher Education in Intergenerational Mobility: An Exploration Using Multilevel Structural Equation Modeling**. *Research in Higher Education*, 65(3), 379-416. https://doi.org/10.1007/s11162-023-09753-8
Traditional research on the role of higher education in intergenerational mobility scrapes the surface of how complex institutional environments contribute to improved socioeconomic outcomes for students. Drawing from economics, sociology, and higher education research, this study interrogates the complexities of the relationship between students and institutions to understand what factors influence an institution's ability to facilitate upward socioeconomic mobility. Drawing data from Integrated Postsecondary Education Data System, Baccalaureate and Beyond 08/12, and Opportunity Insights data, multi-level structural equation modeling was employed to examine how institutional quality, mediated by peer environment and compositional racial diversity of

faculty and staff, explain differences in institutional intergenerational mobility rates across institutions. The findings reveal that higher levels of institutional quality and peer environment were associated with lower levels of intergenerational mobility. In contrast, institutions with higher percentages of faculty and staff of color had higher intergenerational mobility rates. These findings demonstrate the importance of examining institutional factors in relation to intergenerational mobility.

Tong, J., Zhang, C., Yue, T., Bai, Y., & Shao, L. (2024). **The distributional effects of introducing a lottery system in school assignment rule: Evidence from an experiment in Beijing, China**. *International Journal of Educational Development*, *107*, 103030. https://doi.org/10.1016/j.ijedudev.2024.103030
This paper examines the distributional effects of a multi-school districting reform, involving lottery property allocation, on families' school choice behavior in Beijing, China. Employing a competitive school district housing market model, we investigate the reform's implications on housing prices and school enrollment patterns. Using a unique dataset that combines second-hand housing transaction records and school enrollment data, we document this notable consequence: a substantial 4.57% decrease in housing prices in Haidian District post-reform, resulting in enhanced access to high-quality schools for middle-income families. However, the impact on school choice behavior exhibits structural disparities. While the reform creates opportunities for middle-income families, lower-income families may encounter challenges in accessing public primary schools, where housing prices with improved educational quality have risen by 1.21%. Conversely, affluent families opt for private schools to secure high-quality educational resources, evident in a 4.25% increase in corresponding rent. Additionally, Chinese families prefer proximity to schools to minimize commuting expenses, as reflected in a 0.56% rise in rents near public primary schools. These findings emphasize the importance of addressing both "excessive school choice competition" and the diverse educational preferences of families when implementing school assignment rule reforms in developing countries. Our research expands the literature on primary education and extends concepts for education reform in other developing countries.

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.

Zhang, Y., Wu, X., Cui, C., Chen, S., He, Y., & Wang, L. (2024). **Effect of private tutoring on students' non-cognitive mathematics learning outcomes in China**. *International Journal of Educational Development*, *107*, 103029. https://doi.org/10.1016/j.ijedudev.2024.103029

This study examines the effectiveness of private tutoring (PT) on students' non-cognitive achievement by assessing student-report questionnaires and school reports of mathematics achievement from approximately 1500 secondary school students in China to track retrospective longitudinal variations of PT over a year. The results of propensity score matching analysis indicated that a whole year of PT participation did not positively affect students' interest, habits, and attitudes towards mathematics. This result raises questions concerning the role and effectiveness of PT. Thus, the study provides an evidence-based assessment of the effectiveness of PT and highlights the implications for educational practice and future research.

Aspects psychologiques de l'éducation

Anquetil, M. (2023). ***Marqueurs de développement de l'attention exécutive chez l'enfant d'âge préscolaire*** (Phdthesis, Normandie Université). Consulté à l'adresse https://theses.hal.science/tel-04445912
L'attention exécutive se développe considérablement durant la période préscolaire, période à laquelle peuvent se manifester les premiers signes de trajectoires développementales atypiques. Des troubles de l'attention exécutive conjointement à des atypies sensorielles, notamment tactiles, sont fréquemment rapportés dans les troubles neurodéveloppementaux. L'objectif de ce travail de thèse était d'explorer les liens entre attention exécutive et traitement sensoriel tactile chez des enfants d'âge préscolaire. Dans une première étude, nous avons mis en évidence un lien entre le score de traitement sensoriel tactile, mesuré par le questionnaire du Profil Sensoriel de Dunn, et le score composite exécutif global de la BRIEF-P. Pour explorer ultérieurement ce lien au niveau cérébral auprès de notre population d'étude, nous avons adapté une tâche informatisée d'attention exécutive, nommée la Preschool-ANT, compatible avec des mesures en EEG. Dans une seconde étude, nous avons mis à profit ce nouvel outil pour évaluer en EEG les liens entre attention exécutive et traitement sensoriel tactile. Nous avons conçu un paradigme vibrotactile de type oddball-omission pour mesurer la prédiction sensorielle et son mécanisme associé, la suppression par répétition. Nous mettons en évidence des liens entre suppression par répétition tactile et réponses au conflit à la Preschool-ANT en région fronto-centrale. De plus, la suppression par répétition tactile en région somatosensorielle est corrélée à l'inhibition et la planification en situation de vie quotidienne (BRIEF-P). Enfin, la détection de stimuli tactiles déviants montrait des liens à la fois avec la différence des réponses neurales positives tardives de la Preschool-ANT et le contrôle émotionnel en situation de vie quotidienne (BRIEF-P). Ce travail de thèse souligne la pertinence d'étudier, dès le plus jeune âge, la qualité du traitement sensoriel tactile pour comprendre l'évolution vers des trajectoires développementales atypiques. Il offre des perspectives pour concevoir de nouveaux outils d'évaluation et des interventions précoces ciblées sur les troubles sensoriels, pour conjointement réduire leur impact et prévenir les troubles attentionnels.

Antonetti, S., & Sauers, N. J. (2024). **Educational Leaders and Their Impact on African American Alternatively Certified Male Teacher's Educational Self-Efficacy**. *Education and Urban Society*, 56(6), 682-702. https://doi.org/10.1177/00131245231202496
This study examined the impact school leaders had on the self-efficacy of African American Male (AAM) teachers who matriculated through an alternative certification program. Purposeful sampling was used in this study with four inclusion criteria. The study

occurred at a large urban Title 1 school district in the Southeast. The district was selected based on its implementation of an alternative certification program and relative success in recruiting and maintaining a diverse teaching staff. Tschannen-Moran and Hoy's 12-item teacher self-efficacy survey was administered to select teachers who scored high on their self-efficacy scale. Eleven AAM teachers from various urban school sites participated in this study. Data were collected through one-on-one and focus group interviews. Findings revealed three themes that captured the ways school leaders impacted teacher self-efficacy. Study results can help provide leaders and policymakers with guidance as they seek to address the teaching shortage and develop a more diverse teaching workforce through alternative certification programs.

Bächtold, M., Papet, J., Asensio, D. B., Borne, S., De Checchi, K., Jeziorski, A., … Cassignol, F. (2024). **Effects of motivation, evaluativism, and perceived social support on deep approach to learning at university**. *European Journal of Psychology of Education*, 39(2), 1135-1158. https://doi.org/10.1007/s10212-023-00722-4
Previous research has shown that motivation, epistemic beliefs, and perceived social support each have an effect on the way students engage in their learning and can promote a deep approach. The first aim of this study was to measure and compare these effects. Some authors have argued that epistemic beliefs and perceived social support do not have a direct effect on approach to learning, but that this effect is mediated by motivation. The second aim of this study was to examine this hypothesis and, more specifically, to determine the extent to which the effects of evaluativist epistemic beliefs and perceived social support promote a deep approach to learning directly or indirectly through self-determined and controlled motivation. We adopted a cross-sectional study design and focused on the first year of university. This study is based on the responses of 2168 French first year university students to a questionnaire. Linear regression shows that the strongest factor predicting a deep approach to learning is self-determined motivation, followed by evaluativism, and that the weakest factor is perceived social support, which is nevertheless a significant factor. Controlled motivation was found to have a weak negative effect. Mediation analyses, with self-determined motivation as a mediator, show the existence of both direct and indirect significant effects of evaluativism and perceived social support on deep approach to learning. These findings have important educational implications in that they help to identify key levers that teachers can activate to engage their students in deeper learning.

Barrett-Young, A., Martin, R., Clifford, A. E., Schaughency, E., McLauchlan, J., & Healey, D. (2024). **Assessment of Self-Regulation at School Entry: A Literature Review of Existing Screening Tools and Suitability for the Aotearoa New Zealand Context**. *Journal of Psychoeducational Assessment*, 42(3), 324-348. https://doi.org/10.1177/07342829231219291
This literature review investigates tools used to assess self-regulation at school entry and to inform recommendations for use in Aotearoa New Zealand. We were particularly interested in identifying self-regulation screening tools that had been developed from Indigenous frameworks to enhance likelihood of culturally empowering assessment. APA PsycInfo and Clarivate Web of Science databases were searched for articles on self-regulation screening at school entry. Screening tools were included if they met the following criteria: available in English or te reo Māori (the two predominant written languages of Aotearoa New Zealand); appropriate for children aged 5–6 years; and focus on self-regulation or contain a component assessing self-regulation. 39 screening

tools which met the criteria were identified. Overall, most tools were developed from a Euro-American perspective and many were deficit- and/or clinically-focused. Issues with translating screening tools to other cultures are discussed, specifically in the context of Aotearoa New Zealand.

Baudier, L., Clément, E., Sander, E., & Gros, H. (2024). *Cognitive Flexibility Or Flexibilities? Insights From A Classroom Study*. Consulté à l'adresse https://hal.science/hal-04586020
There is an ongoing debate in the scientific community regarding the nature of cognitive flexibility. It is either seen as a general executive process (set shifting), as a dimensional construct composed of reactive flexibility and spontaneous flexibility, or as a task-dependent skill. To help decide between these views, we analyzed the performances of 86 first-graders across four Cognitive Flexibility tasks. Two tasks focused on reactive flexibility (rule-shifting and predicate-shifting), and two tasks targeted spontaneous flexibility (role-shifting and divergent thinking). We also assessed children's performance on three Executive Functions tasks (cognitive inhibition, verbal working memory, and visuomotor processing speed) to investigate the extent to which they correlate with cognitive flexibility. Significant — though moderate — positive correlations emerged among five out of the six pairs of cognitive flexibility tasks, regardless of whether they involved a reactive or spontaneous use of cognitive flexibility. Besides, none of the executive functions tasks systematically correlated with the four measures of cognitive flexibility. On the other hand, Confirmatory Factorial Analyses did not state whether cognitive flexibility is a unifactorial or bi-factorial construct. Overall, our results suggest that cognitive flexibility performance may reflect the recruitment of several task-dependent transversal processes. Implications with regard to the three postulates as well as future directions are discussed.

Brandmiller, C., Schnitzler, K., & Dumont, H. (2024). **Teacher perceptions of student motivation and engagement: longitudinal associations with student outcomes**. *European Journal of Psychology of Education*, *39*(2), 1397-1420. https://doi.org/10.1007/s10212-023-00741-1
Studies have shown that teacher perceptions of student achievement influence teacher-student interactions, subsequently affecting student outcomes. However, teachers may also take note of and respond to the motivation and engagement of their students in a differential way, which could affect student outcomes as well. In the present study, we thus examined whether teacher perceptions of student motivation and engagement predict student achievement and self-reported motivation and engagement in reading and maths over several school years. Analysing longitudinal data from N = 2402 students and their teachers, we found that teacher perceptions of student motivation and engagement in Grade 5 were significantly related to student achievement in reading 1 year later and in maths 1, 2, and 3 years later. An association with student motivation and engagement was only found for maths 1 year later.

Brann, K. L., Anthony, C. J., Elliott, S. N., Flora, A., & DiOrio, C. A. (2024). **Informant Screening Profiles of Social and Emotional Learning: Exploring Teacher and Student Agreement**. *Journal of Psychoeducational Assessment*, *42*(3), 259-275. https://doi.org/10.1177/07342829231223856
When conducting universal social and emotional learning (SEL) screening, schools need clear decision-making guidelines for selecting informants. The current study examined informant profiles for screening SEL functioning using latent profile analysis with the

student and teacher forms of the SSIS SEL Brief Scales for 536 students in grades 3–7. Teacher and student models each had three profiles emerge with roughly similar meanings of the profiles (Developing, Competent, and Advanced profiles), although a larger percentage of students were identified in the developing profile for the student rater. Profile categories aligned for 42% of students, with the most disagreement according between the Competent and Advanced SEL categories. For the teacher and student combined model, five profiles emerged (Competent-Developing, Developing-Competent, Competent-High Competent, Competent-Competent, and Advanced-Competent), with one profile indicating informant agreement. We explore gender and grade setting covariates and discuss implications for multi-informant research and practice.

Caemmerer, J. M., Young, S. R., Maddocks, D., Charamut, N. R., & Blemahdoo, E. (2024). **Predicting Achievement From WISC-V Composites: Do Cognitive-Achievement Relations Vary Based on General Intelligence?** *Journal of Psychoeducational Assessment, 42*(4), 390-408. https://doi.org/10.1177/07342829241240346
In order to make appropriate educational recommendations, psychologists must understand how cognitive test scores influence specific academic outcomes for students of different ability levels. We used data from the WISC-V and WIAT-III (N = 181) to examine which WISC-V Index scores predicted children's specific and broad academic skills and if cognitive-achievement relations varied by general intelligence. Verbal abilities predicted most academic skills for children of all ability levels, whereas processing speed, working memory, visual processing, and fluid reasoning abilities differentially predicted specific academic skills. Processing speed and working memory demonstrated significant interaction effects with full-scale IQ when predicting youth's essay writing. Findings suggest generalized intelligence may influence the predictive validity of certain cognitive tests, and replication studies in larger samples are encouraged.

Camodeca, A. (2024). **Criterion Validity of the Autism Spectrum Rating Scales Teacher Report**. *Journal of Psychoeducational Assessment, 42*(4), 409-424. https://doi.org/10.1177/07342829241234697
There is a need to investigate the diagnostic utility of autism diagnostic questionnaires in school-age children, who are increasingly being referred for autism assessment. Aside from the standardization sample, little research has been conducted on the Autism Spectrum Rating Scales, particularly regarding teacher reports. This study investigated the criterion validity of the Autism Spectrum Rating Scales-Teacher report for ages 6–18 (ASRS-T6-18) in a well-characterized community sample of 409 children (autism [AUT] n = 122; non-autism [NOT] n = 287; $\bar{X}$ age = 9.91) evaluated with the Autism Diagnostic Observation Schedule-2, a well-validated autism diagnostic measure. Significant mean differences with small to moderate effect sizes (d = 0.28–0.56) were observed for all scores except Self-Regulation, Adult interaction, and Attention. Logistic Regression and Receiver Operating Characteristic analyses conducted for the Summary, ASRS, and two Treatment scales (Peer and Social-Emotional Reciprocity) indicated low ORs (<|1.08|) and AUCs in the poor range (<.67). Total and Unusual Behavior emerged as comparatively stronger scales with covariates (age and IQ); other scales were generally similar with/without control variables. Sensitivity and specificity could not be optimized. The suggested 60t-cutpoint had fair or good sensitivity (76.23–83.61) for all examined scales except Unusual Behavior (68.03). However, specificity was poor (46.93–54.36), with

high false positive rates (45.64%–63.07%). In complex community samples, the ASRS-T6-18 behaves more like a screener as opposed to a diagnostic measure.

Casadevante, C., Romero, M., Fernández-Marcos, T., & Hernández, J. M. (2024). **Regulating Response Speed Promotes Associative Learning**. *European Journal of Psychology of Education*, *39*(2), 557-576. https://doi.org/10.1007/s10212-023-00707-3
Casadevante et al. (Curr Psychol 42: 4272–4285, 2023) used an objective test and found that regulation of response speed was related to better performance in a category learning task. The present study aims at analysing whether the relation between regulation of response speed and learning exists in an associative learning task. We developed ad hoc the Treasure Forest, an objective test consisting of a computerized associative learning task. We conducted a first study with 86 university students to assess the relation between spontaneous response speed and learning. Results showed that participants who acted slowly learned more than their mates who acted faster (t (83) = 8.898, p < .001, η2 = .672). Moreover, some students who began the task acting too fast to learn decreased their response speed by the second half of the task and simultaneously their learning index improved (t (11) = 2.325, p < .05, d = .721). Hence, self-regulating the response speed was linked to associative learning. We conducted a second study to analyse the influence of an external speed regulation on learning. The intervention group (N = 99) was prevented from clicking more than one click per second while the control group (N = 85) acted without restrictions. The intervention group achieved a higher learning index than the control group, who acted faster (t (160) = 4.828, p < .001, η2 =.117). Hence, regulating response speed promoted associative learning. We concluded that regulating response speed promoted associative learning, and we hypothesized that training self-regulation of response speed may improve learning and academic performance. Besides, we highlight the utility of employing objective test for analysing self-regulation.

Castellaro, M. A., Peralta, N. S., & Curcio, J. M. (2024). **Competence symmetry in peer collaboration: A micro-sequential approach**. *European Journal of Psychology of Education*, *39*(2), 1371-1396. https://doi.org/10.1007/s10212-023-00746-w
A structural/cross-sectional micro-analytic perspective prevails in the Socio-constructivist research of peer knowledge construction. This paper proposes an alternative micro-sequential approach that focuses on the transitions between events during the activity. From this micro-sequential perspective, the study aimed to (a) explore the socio-cognitive interaction of symmetrical dyads of sixth and seventh graders solving a table comprehension task; (b) compare this interaction between symmetrical dyads of basic and advanced levels of competence. Participants were 148 sixth and seventh graders (74 dyads) from public schools in Rosario and nearby areas (Argentina). The dyads were symmetrical because their integrants had similar specific levels of competence (comprehension of a frequencies table) but differed in basic and advanced compositions. The interaction was coded using a system of mutually exclusive and exhaustive categories. An analysis of transition probabilities was performed among all codes, to identify activated/inhibited and inter-subjective/intra-subjective sequences. Transitions between statements aimed at solving the task formed the core of interactivity, as they comprise the codes that play a greater role in the elaboration of the task (shared by both symmetrical conditions). However, only the basic symmetry dyads showed an activating effect of the social feedback units. Transitions between cognitive questions and statements were also registered. Opinion questions were the most activated (inter-

subjective) compared to demonstration and evaluation questions. Although these transitions were inter-subjective, they also differed according to the condition of symmetry. The work allows drawing conclusions about the relevance of a micro-sequential approach to interaction, since these results could not have been constructed from a classical structural perspective.

Claro, S., Santana, M., Ossandon, T., Cea, S., de Amesti, J., Santander, D., & Huerta, M. (2024). **Intelligence can grow in all dimensions: findings from an experiment in Latin America**. *European Journal of Psychology of Education*, *39*(2), 861-883. https://doi.org/10.1007/s10212-023-00713-5
Computer-based interventions that aim to help students endorse a growth mindset have been designed and tested in high-income countries for a number of years. However, there is no evidence of their effectiveness in middle-income nations. In those studies, students' growth mindset has traditionally been measured using surveys where students report the extent to which they believe intelligence is fixed or malleable, without linking intelligence with a more specific dimension, such as math or language. In addition, these measurements have been undertaken without distinctions being made between personal ability ("my" intelligence) and more general abilities (everyone's intelligence). Therefore, by means of a randomized experiment, this study assesses the impact of a single-session online growth-mindset intervention in Chile on distinct measurements of the growth mindset of students (general, personal, and subject-specific), as well as their propensity to seek out challenges. Accordingly, a sample of 248 students was recruited from 9 and 11th grades in three secondary schools, all of whom were randomly assigned to either a treatment or control group. The intervention was found to increase their propensity to seek out challenges and to experience an increase in growth mindset scores in all tested dimensions. No evidence of the heterogeneity of results by gender or prior growth mindset was identified.

Cruz Neri, N., Bernholt, S., Härtig, H., Schmitz, A., & Retelsdorf, J. (2024). **Cognitive and motivational characteristics as predictors of students' expository versus narrative text comprehension**. *European Journal of Psychology of Education*, *39*(2), 885-905. https://doi.org/10.1007/s10212-023-00717-1
Prior research has examined the impact of different cognitive predictors on students' expository and narrative text comprehension. It has become apparent that some cognitive variables predict text comprehension in both genres, while some are genre-specific predictors. However, the effect of reading motivation on expository and narrative text comprehension remains unclear. Thus, the aim was to investigate which reading-related cognitive and motivational characteristics predict universal versus genre-specific text comprehension. The sample consisted of 261 eighth graders (age: M = 14.96; 37.9% girls). Applying path modeling, the results showed that students' vocabulary was a significant predictor of text comprehension in both genres. Furthermore, reading strategy knowledge predicted text comprehension of a narrative and an expository text. Reading for interest predicted text comprehension in two of three expository texts. Identifying these universal and genre-specific characteristics of text comprehension can enable teachers to foster students' text comprehension by targeting these specific skills.

Dewey, J., Pautz, M. C., & Diede, M. K. (2024). **How do we Address Faculty Burnout? Start by Exploring Faculty Motivation**. *Innovative Higher Education*, *49*(3), 521-539. https://doi.org/10.1007/s10755-023-09685-2
The discourse around the discontent of faculty, staff, and students has been growing since the beginning of the COVID-19 pandemic. While much of the conversation about how to address the issues facing higher education is well-intentioned, efforts to help faculty do not go deep enough to the core of their identity. In this work, we describe a survey we designed and implemented that explores faculty motivation and perceptions of the faculty job. What we have learned through this limited sample is that intellectual engagement and a passion for education motivate faculty rather than some of the more conventional dimensions of motivation such as money or benefits. Faculty find teaching to be enjoyable, interesting, and important–arguably the best part of their job–and they have positive views of their students. These findings suggest that faculty developers might rethink their approach to working with faculty and do so in a way that aligns with the faculty motivations revealed in this research.

Díez, M., Jiménez-Iglesias, A., Paniagua, C., & García-Moya, I. (2024). **The Role of Perfectionism and Parental Expectations in the School Stress and Health Complaints of Secondary School Students**. *Youth & Society*, *56*(5), 885-906. https://doi.org/10.1177/0044118X231205929
Increases in school stress among adolescents are a growing concern. Although perfectionism and parental expectations have an important role in school stress, their joint influence has not been evaluated nor have analyses taken a multidimensional perspective of school stress into consideration. The aims of this study were to analyze the role of self-oriented perfectionism and parental expectations in school stress, and to explore their potential moderation effect in the associations between school stress and health complaints in adolescence. Sample consisted of 4,768 secondary-school students (52.1% girls; $M = 13.74$) aged 11 to 17 years ($M = 13.74$) from 54 high schools in Andalusia (Spain), and school stress was measured using ASQ-S questionnaire. Results show that high self-oriented perfectionism and parental expectations were significantly associated with higher levels of school stress. In addition, the three variables school stress, self-oriented perfectionism and parental expectations were significantly associated with health complaints, and self-oriented perfectionism moderated the relationship between stress of school-leisure conflict and health complaints. These findings should be taken into consideration for future research and the development of interventions aimed at reducing school stress among adolescent students.

Dirani, A., & Dagorne, S. (2024). **La reconnaissance de l'engagement étudiant : quelle prise en compte de la diversité des publics ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595975

Dwight, A. R., Briesch, A. M., Hoffman, J. A., & Rutt, C. (2024). **Dependability and Usability of the DASS-21 as a Progress-Monitoring Tool for Youth**. *Journal of Psychoeducational Assessment*, *42*(4), 453-466. https://doi.org/10.1177/07342829241227758
Despite widespread evidence-based treatments for addressing internalizing concerns, many youth do not demonstrate reliable or clinically meaningful improvement. Regular progress monitoring, consisting of measurement and feedback, offers the opportunity to improve outcomes in real time. The 21-item Depression Anxiety and Stress Scales (DASS-

21; Lovibond & Lovibond, 1995) has potential as a progress-monitoring tool for internalizing concerns in youth; however, limited psychometric data are available to support this use. The purpose of this study was to investigate the dependability of data obtained from the DASS-21 when completed by adolescents in a clinical setting. This study also aimed to understand the feasibility and utility of using the DASS-21 as a progress-monitoring tool from youth and clinicians' perspectives. Generalizability and dependability analyses were conducted to determine the number of ratings needed to obtain a dependable estimate of youth functioning within 1 week. Whereas two daily ratings were needed to dependably estimate total distress, results for the depression, anxiety, and stress subscales indicated that two to five data points would be needed over the course of the week. Finally, results demonstrate the usability of the DASS-21 from both youth and clinician perspectives when used in a progress-monitoring context.

Elsner, S., & Großschedl, J. (2024). **Can metacognitive accuracy be altered through prompting in biology text reading?** *European Journal of Psychology of Education*, 39(2), 1465-1483. https://doi.org/10.1007/s10212-023-00747-9
Metacognitive accuracy is understood as the congruency of subjective evaluation and objectively measured learning performance. With reference to the cue utilisation framework and the embedded-processes model of working memory, we proposed that prompts impact attentional processes during learning. Through guided prompting, learners place their attention on specific information during the learning process. We assumed that the information will be taken into account when comprehension judgments are formed. Subsequently, metacognitive accuracy will be altered. Based on the results of this online study with pre-service biology teachers, we can neither confirm nor reject our main hypothesis and assume small effects of prompting on metacognitive accuracy if there are any. Learning performance and judgment of comprehension were not found to be impacted by the use of resource- and deficit-oriented prompting. Other measurements of self-evaluation (i.e. satisfaction with learning outcome and prediction about prolonged comprehension) were not influenced through prompting. The study provides merely tentative evidence for altered metacognitive accuracy and effects on information processing through prompting. Results are discussed in light of online learning settings in which the effectiveness of prompt implementation might have been restricted compared to a classroom environment. We provide recommendations for the use of prompts in learning settings with the aim to facilitate their effectiveness, so that both resource-oriented and deficit-oriented prompts can contribute to metacognitive skill development if they are applied appropriately.

European Commission. (2024). **Wellbeing and mental health at school**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3956* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/ec1136e2-0d3a-11ef-a251-01aa75ed71a1
The "Guidelines for school leaders, teachers and educators to address wellbeing and mental health at school" were developed by the Commission Expert Group on supportive learning environments for groups at risk of underachievement and for supporting wellbeing at school. They are based on the evidence-informed framework "A systemic, whole-school approach to mental health and wellbeing in schools" and align with the logic and approach of the Council Recommendation on Pathways to School Success, the EU Strategy on the rights of the child and other frameworks proposed by

international organisations, such as the World Health Organization (WHO) "Health-promoting schools and systems" implemented in association with United Nations Children's Fund, and UNESCO, the OECD's "Education for inclusive societies" project6 and UNESCO's "Happy Schools Framework". The guidelines are also aligned with the principles within UN Convention on the Rights of the Child, the Council of Europe's approach to well-being and the UN 2030 Sustainable Development Goals (SDGs). This document addresses school leaders, teachers and educators and offers a concise overview of the 11 recommendations. Its sister version addresses education policymakers. Both documents are complemented by a more in-depth version, addressing education policymakers, school leaders, teachers and educators, having the same structure and containing more detailed recommendations, supported by research evidence, good practice examples and practical tips.

Faës, J., & Aiguier, G. (2024). **La collaboration interprofessionnelle : un catalyseur de motivation pour les étudiants en santé ?** *Congrès international francophone de pédagogie en sciences de la santé*, *22 (Mai 2021) Supplément 1.* https://doi.org/10.1051/pmed/2021017

Introduction and Problem Statement: According to a recent report of the ANEMF (2018), health students are experiencing significant distress. They are currently building their professional identity in an uncertain and stressful context, amidst organizational transformations and socio-economic constraints. This state of malaise leads to a loss of motivation, which, according to the WHO, could be alleviated through interprofessional collaboration. Our research aims to verify if learning interprofessional collaboration can foster a community of practice (Wenger, 1998) that stimulates and supports the motivation to provide care. To explore this issue, we relied on an interprofessional training program in the palliative care sector, held over one day in January 2020, bringing together students in 3rd-year of nursing students, 2nd-year of physiotherapy and 5th-year of medicine. The objective of this program was to put students in a situation to develop collectively a care plan, based on a clinical vignette. The debriefing that followed this session focused on the conditions required for developing interprofessional collaboration in healthcare, with the conative dimension being a major component (Aiguier, 2020). Methodology: Our research is hypothetico-deductive, with a mixed design, using both qualitative and quantitative approaches. Our stance is both comprehensive and explanatory. Qualitative data were obtained from semi-structured interviews conducted prior to the program with six students, two from each discipline. Quantitative data were obtained from a questionnaire administered before (T0) and after (T1) the program (n = 156 participants). The interviews were analyzed using conceptual categories, and the quantitative data were processed using various statistical tests (Student's t-test, Pearson's r, and Cronbach's alpha). Results and Discussion: Data analysis shows that such a program supports the motivation to provide care. We found positive correlations between social belonging, the quality of interpersonal relationships, and the sense of collective and personal efficacy. This echoes the heuristic model of individually motivated collectives, characterized by a state of total well-being (Heutte, 2019). It reveals the early stages of a community of practice. Thus, the interprofessional training program serves as a catalyst for motivation. Perspectives: This research suggests a pedagogical re-engineering of health training programs, integrating more interprofessional approaches to enhance the well-being of future healthcare professionals. Such a perspective could also be applied to continuing education to support healthcare professionals on the field. Keywords: interprofessional collaboration,

motivation, community of practice, collective and personal efficacy References: 1. Aiguier, G. (2020). Travailler en équipe dans une perspective de collaboration interprofessionnelle. In Manuel de soins palliatifs (5ème édition), sous la dir. de R. LeBerre. Dunod, 1024-1032. 2. Heutte, J. (2019). Les fondements de l'éducation positive. DUNOD. 3. Wenger E., Communities of Practice, Learning, Meaning, and Identity, Cambridge University Press, 1998.

Firer, E., Slakmon, B., & Schwarz, B. B. (2024). **Understanding emotions in educational dialogues on civic and social issues: a psychotherapeutic approach**. *European Journal of Psychology of Education*, 39(2), 671-688. https://doi.org/10.1007/s10212-023-00710-8
The aim of this research is to explore emotional processes occurring during educational dialogues on civic and social issues (EDCSI) by asking what factors arouse emotions in EDCSI, how do these factors interact, how do they affect the participants, and how this effect can be explained from the perspective of group therapy. EDCSI involves a complex set of emotions at the individual, inter-personal, and group levels that cannot only be explained by already existing frameworks used in educational research. Thirty-three students discussed civic and social issues using digital media in two different settings: a three-day learning seminar for secondary school students and an undergraduate university course. Using a cued retrospective reporting protocol, the students were interviewed and asked to refer to their overall experience in the discussions and to emotional moments they experienced. The analysis of the interviews shows that factors that arouse emotions pertain to the personal, interpersonal, and group dimensions, and often interact with each other. The emotional processes described by the participants were consistent with factors identified in the field of group psychotherapy such as instillation of hope, universality, imitative behaviors, and interpersonal learning. We therefore claim that research about emotional processes in group therapy may contribute to understanding the multi-level emotional processes occurring in EDCSI and that psychotherapy practices may inspire educators in designing and facilitating EDCSI.

Fu, L., & Qiu, Y. (2024). **Contributions of psychological capital to the learning engagement of Chinese undergraduates in blended learning during the prolonged COVID-19 pandemic: the mediating role of learning burnout and the moderating role of academic buoyancy**. *European Journal of Psychology of Education*, 39(2), 837-860. https://doi.org/10.1007/s10212-023-00759-5
The COVID-19 pandemic has forced higher education to enter into a phase of blended learning that combines in-person and mandatory online learning. This new combination has presented great challenges in promoting academic wellbeing. Anchored by the conservation of resources theory, this study undertakes to explore the contributions of personal resources to academic wellbeing. A total of 1934 undergraduates at a public university in China voluntarily participated in a survey during the 2022 spring semester. They were asked to rate their psychological capital (PsyCap) in general. They were also asked to rate their learning burnout, learning engagement, and academic buoyancy on the course level (namely through a course with English as a foreign language). Partial least squares structural equation modelling was used for the data analysis. The results confirm a direct positive association between PsyCap and students' learning engagement. In particular, the contribution of PsyCap to learning engagement is partially mediated by learning burnout. The moderation estimation reports that the positive effect of PsyCap on learning engagement is stronger for Chinese

undergraduates with a higher academic buoyancy and that the negative link of learning burnout with either PsyCap or learning engagement is stronger for Chinese undergraduates with a lower academic buoyancy. This research is the first one to explore the beneficial joint roles of PsyCap and academic buoyancy in promoting academic wellbeing. The findings of this research offer novel and subtle insights into why and how PsyCap and academic buoyancy has contributed to easing learning burnout and boosting learning engagement in blended learning environments during the prolonged COVID-19 pandemic.

Fu, Y., Wang, Y., Hao, M., Ou, Z., Zeng, Z., Ren, W., & Xu, X. (2024). **Revision and Validation of the Parental Autonomy Support Scale Among Chinese College Students**. *Journal of Psychoeducational Assessment*, *42*(4), 440-452. https://doi.org/10.1177/07342829241228352
To revise the Parental Autonomy Support Scale (PASS) and to validate its psychometric properties in Chinese college students, this study recruited 738 Chinese college students, with 72 of them retested four weeks later. The Parental Psychological Control Scale (PPCS) and the Self-Esteem Scale (RSES) were used to evaluate the validity of the PASS. Results showed that the revised PASS contained a total of nine items measuring three dimensions: autonomous decision-making, transpositional thinking, and willingness to respect. Results showed that the three-factor ESEM model fitted the data well (TLI = 0.981, CFI = 0.994, RMSEA = 0.046). The PASS showed a significant negative correlation between the total score of the PASS and the total score of the PPCS (r = −0.344, p < .001), and a significant positive correlation of the PASS with the total score of the RSES (r = 0.297, p < .001). The composite reliability coefficient was 0.913 for the total score. The test-retest reliability coefficients were 0.827 for the total score and ranged from 0.626 to 0.744 for the three dimensions. The revised PASS is shown to have sound psychometric properties and thus can be used as a tool to measure the level of parental autonomy support among Chinese college students.

Galve-González, C., Bernardo, A. B., & Castro-López, A. (2024). **Understanding the dynamics of college transitions between courses: Uncertainty associated with the decision to drop out studies among first and second year students**. *European Journal of Psychology of Education*, *39*(2), 959-978. https://doi.org/10.1007/s10212-023-00732-2
University dropout is a phenomenon of growing interest due to its negative consequences. Various variables have been studied in order to understand why this problem occurs. Satisfaction with the degree choice, self-regulation strategies and engagement within the university are some of the variables that have been studied in order to understand why students decide to drop out university. In this sense, it is also important to consider uncertainty, which refers to the level of certainty that students have about these variables to understand the decisions to drop out. Therefore, the aim of this research is to analyse the uncertainty associated with the decision to drop out studies among first year and second-year students, based on these three variables using Multiple Criteria Decision-Making. We performed descriptive analyses and FTOPSIS method on a sample of 719 students from a university in the north of Spain. We saw a relationship between the three variables studied and the intention to persist, as well as being a first-year student. In conclusion, it is important to continue studying the variables that influence this phenomenon in greater depth. In addition, this type of analysis could help in future research to understand in greater depth the influence of other variables on dropout rates.

Gilbert, F. (2024). **Teaching Mindfulness in an Unmindful System**. *British Journal of Educational Studies*, 72(3), 359-378. https://doi.org/10.1080/00071005.2023.2254361
This article explores a case study of a mindfulness teacher, Beth, and her experiences of teaching mindfulness to 11- to 16-year-olds in several English schools. It shows why Beth was drawn to teaching mindfulness, which was both to alleviate the stress amongst her pupils and improve her own mental health. It illustrates how and why she became a confident, successful mindfulness teacher: she learnt about mindfulness at various classes, retreats and teacher-education training sessions, spending thousands of pounds on her own training. It argues that her positioning as a mindfulness teacher in an unmindful school system created an overwhelming demand for her services, but also huge stress upon her. It develops McCaw's conceptions of 'thin' and 'thick' mindfulness (2020), arguing that while Beth began by practising 'thin' mindfulness – seeing it as a way of solving exam stress amongst her pupils – she became increasingly a 'thick' practitioner; her experiences of mindfulness led to profound personal change and, ultimately, to her becoming very disillusioned about teaching mindfulness in an unwelcoming educational, 'unmindful' environment.

Gopez, J. M., & Gopez, B. (2024). **Instructor scaffolding for interaction and online student engagement among a sample of college students in the Philippines: the mediating role of self-regulation**. *European Journal of Psychology of Education*, 39(2), 1069-1091. https://doi.org/10.1007/s10212-023-00728-y
Due to the advent of the pandemic, online learning was fully introduced into the Philippine educational setup. One of the emerging challenges that online teachers face is fostering student engagement in virtual classrooms. Thus, this paper aimed to examine the predictors of student engagement in online learning. The mediating role of self-regulation in the relationship between instructor scaffolding for interaction and student engagement in online learning was explored. The data from a total of 1217 undergraduate students who were enrolled during the research in a public or private university in Pampanga were analyzed. The correlation among variables was also examined. Mediation analysis using Process Macro was performed. The results revealed that instructor scaffolding for interaction and self-regulation predicted student engagement in online learning. Self-regulation served as a partial mediator. With these findings, developmental programs to promote scaffolding for interaction strategies and self-regulatory behaviors in online learning were proposed to foster student engagement.

Grozev, V. H., Easterbrook, M. J., & Jessop, D. C. (2024). **Discipline identification, identity incompatibility, belonging and their association with deep approaches to learning and academic self-efficacy during COVID-19 in the UK**. *European Journal of Psychology of Education*, 39(2), 785-812. https://doi.org/10.1007/s10212-023-00735-z
Previous research indicates that discipline identification — the level of integration of one's discipline of study into the self-concept — is associated with deep approaches to learning and academic self-efficacy. However, it is not known whether these relationships would hold in the context of learning during the COVID-19 pandemic. The present study investigates this, as well as exploring whether belonging, identity incompatibility, and virtual and in-person time spent with fellow students and with faculty act as potential antecedents of discipline identification. A cross-sectional online survey with n = 385 students in the UK was conducted during the spring term (February–May) of the 2019–2020 academic year, when UK universities were under COVID-19 restrictions. Of

those students, n = 109 completed a follow-up survey during the autumn term (September–December) of the 2020–2021 academic year. Due to pandemic-related changes, the two waves of data were analysed separately using path analysis. During the spring term, identity incompatibility and discipline identification were significantly associated with both deep approaches to learning and academic self-efficacy. There were also significant indirect effects of belonging on both deep approaches to learning and academic self-efficacy via discipline identification. During the autumn term, discipline identification was again significantly associated with both academic outcomes. Identity incompatibility was significantly associated with academic self-efficacy. There were also indirect effects of identity incompatibility and belonging on deep approaches to learning via discipline identification. These results add to the literature on the importance of discipline identification and associated social-psychological processes in predicting important higher education outcomes during the COVID-19 pandemic.

Haataja, E. S. H., Niemivirta, M., Holm, M. E., Ilomanni, P., & Laine, A. (2024). **Students' socioeconomic status and teacher beliefs about learning as predictors of students' mathematical competence**. *European Journal of Psychology of Education*, 39(2), 1615-1636. https://doi.org/10.1007/s10212-023-00791-5
The learning context, consisting of the school children's families, teachers, and peers, has effect on their mathematics learning. The concern of students' socioeconomic status (SES) affecting negatively their learning outcomes is increasing worldwide. This study investigates whether Finnish elementary school students' SES affects their mathematical competence and success expectancy on individual and class levels. Additionally, the role of teachers' beliefs on mathematics learning and class composition on the mathematics competence and success expectancy on the class level is explored. To analyze the nested data from student questionnaires and mathematics tests, and their teachers' questionnaires, we used multilevel structural equation modelling with two levels (1, individual; 2, class). The results indicate that on the individual level, the gender and SES affect students' mathematical competence and success expectancy in mathematics. On the class level, the teacher's evaluations of academic class composition predicted students' mathematical competence, and the teachers' constructivist beliefs of mathematics learning and class composition regarding students' special needs predicted students' success expectancy. We conclude that students with disadvantaged SES need support on success expectancy to flourish in mathematics. On the class level, this support can be conveyed through teachers' constructivist pedagogical beliefs.

Han, X., Xu, Q., Xiao, J., & Liu, Z. (2024). **Academic atmosphere and graduate students' innovation ability: the role of scientific research self-efficacy and scientific engagement**. *European Journal of Psychology of Education*, 39(2), 1027-1044. https://doi.org/10.1007/s10212-023-00737-x
At present, our society is more and more interested in innovation ability. The Chinese government emphasizes higher education institutions' role in forming and developing students' innovation abilities. However, few studies have explored how to improve the innovation ability of higher education students from the academic atmosphere of higher education institutions. This study examines the impact of the academic atmosphere on Chinese graduate students' innovation ability and the chain mediating effect of scientific research self-efficacy and scientific engagement. Three hundred thirteen Chinese

postgraduates were investigated with the academic atmosphere scale, scientific research self-efficacy scale, scientific engagement scale, and innovation ability scale. The bootstrap method was used to test the mediating effect. The results show that (1) there is a significant positive correlation between the academic atmosphere and the innovation ability of graduate students, (2) scientific research self-efficacy and scientific engagement play a mediating role between the academic atmosphere and graduate students' innovation ability, and (3) the mediating role includes three paths: the mediating role of scientific research self-efficacy, the mediating role of scientific engagement, and the chain mediating role of scientific research self-efficacy and scientific engagement. The research results provide empirical evidence and reference suggestions for improving the innovation ability of graduate students. Therefore, this study suggests that higher education institutions should adopt more effective academic atmosphere management strategies to create a positive academic atmosphere to improve the scientific research efficacy and engagement of postgraduates and thus solve the practical problem of the low innovation ability of postgraduates.

Hawrot, A., & Zhou, J. (2024). **Parent-child school-related interactions and helplessness in maths: the role of maths self-efficacy**. *European Journal of Psychology of Education*, 39(2), 1353-1370. https://doi.org/10.1007/s10212-023-00740-2
Although learned helplessness has a long research tradition, neither its contextual predictors nor the ways that they take effect are fully understood. This study inquired into the role of selected aspects of the home learning environment for academic helplessness. We tested whether three dimensions of parent-child school-related interactions—school-related assistance, structure, and responsiveness—predicted helplessness in maths. The study also verified whether student self-efficacy in maths partially mediated the relationships. The analyses were run on a sample of 6726 German secondary school students and used structural equation modelling. They confirmed that higher school-related assistance, structure, and responsiveness in Grade 7 were associated with lower helplessness in maths in Grade 7. Moreover, self-efficacy in maths was a partial mediator of these relationships. Additional analyses with helplessness in maths measured in Grade 9 revealed the same pattern of results for school-related assistance and responsiveness, but only an indirect link was present in the case of structure. The results highlight the protective role that parent-child interactions around school may play against academic helplessness.

Hettinger, K., Lazarides, R., & Schiefele, U. (2024). **Longitudinal relations between teacher self-efficacy and student motivation through matching characteristics of perceived teaching practice**. *European Journal of Psychology of Education*, 39(2), 1299-1325. https://doi.org/10.1007/s10212-023-00744-y
Theoretically, teacher self-efficacy relates to student outcomes through teaching behavior. However, underlying pathways through which specific teacher self-efficacy facets longitudinally relate to student motivation and emotion in classrooms remain unclear. This study aims to overcome this research gap by investigating whether student- and teacher-reported classroom discipline and social relatedness explain the longitudinal relations between teacher self-efficacy for classroom management and for emotional support and student self-efficacy and enjoyment. Multilevel analyses were carried out with data from 959 students and their 50 teachers. Results revealed that teacher self-efficacy for classroom management at the beginning of Grade 9 (T1) related indirectly to student enjoyment in the middle of Grade 10 (T3) through student-

perceived class-level discipline at the beginning of Grade 10 (T2). Teachers' self-efficacy for emotional support (T1) related positively to teacher- and student-reported social relatedness (T2); the latter related to student enjoyment (T3). Implications for future teacher motivation research are discussed.

Hu, Z., Shan, N., & Jiao, R. (2024). **The relationships between perceived teacher autonomy support, academic self-efficacy and learning engagement among primary school students: A network analysis**. *European Journal of Psychology of Education, 39*(2), 503-516. https://doi.org/10.1007/s10212-023-00703-7
Learning engagement is malleable to environmental change. An important learning environment created by teacher-student interactions is perceived teacher autonomy support, which may trigger learning engagement directly and/or indirectly by enhancing academic self-efficacy. In this study, we apply a network approach to explore the relationships between the specific facets of perceived teacher autonomy support, academic self-efficacy and learning engagement, and a sample consisting of 215 students in the fifth and sixth grades from a primary school in Changchun of China is used. Node centrality indicators and the accuracy and stability of the network are also calculated. The results reveal that there are no edges between the three facets of perceived teacher autonomy support and the three facets of learning engagement, and the shortest path connecting the two constructs is through academic ability self-efficacy. Furthermore, learning support, academic ability self-efficacy, and dedication have the top three strengths in the network, which indicates that the three facets are more closely related to other facets of the network.

Huang, S., & Cai, L. (2024). **Cross-Classified Item Response Theory Modeling With an Application to Student Evaluation of Teaching**. *Journal of Educational and Behavioral Statistics, 49*(3), 311-341. https://doi.org/10.3102/10769986231193351
The cross-classified data structure is ubiquitous in education, psychology, and health outcome sciences. In these areas, assessment instruments that are made up of multiple items are frequently used to measure latent constructs. The presence of both the cross-classified structure and multivariate categorical outcomes leads to the so-called item-level data with cross-classified structure. An example of such data structure is the routinely collected student evaluation of teaching (SET) data. Motivated by the lack of research on multilevel IRT modeling with crossed random effects and the need of an approach that can properly handle SET data, this study proposed a cross-classified IRT model, which takes into account both the cross-classified data structure and properties of multiple items in an assessment instrument. A new variant of the Metropolis–Hastings Robbins–Monro (MH-RM) algorithm was introduced to address the computational complexities in estimating the proposed model. A preliminary simulation study was conducted to evaluate the performance of the algorithm for fitting the proposed model to data. The results indicated that model parameters were well recovered. The proposed model was also applied to SET data collected at a large public university to answer empirical research questions. Limitations and future research directions were discussed.

Incognito, O., & Tarchi, C. (2024). **The association between sourcing skills and intertextual integration in lower secondary school students**. *European Journal of Psychology of Education, 39*(2), 1485-1500. https://doi.org/10.1007/s10212-023-00750-0
Sourcing and intertextual integration skills are critical to the development of young students' digital literacy skills. Sourcing skills include identifying source parameters (e.g.,

recognizing the author, publication date, publisher) and analyzing the author's expertise. The objective of this study is to investigate which sourcing skills used by students in document selection are most associated with intertextual integration skills. A total of 165 students attending lower secondary school participated in the research. Students completed a sourcing inventory, an intertextual integration task (after reading multiple texts), and control variables measures (prior knowledge, prior beliefs, and text comprehension). The results of exploratory factor analysis showed three dimensions for sourcing, namely source identification, author's competence, and judgment on website choice. Furthermore, hierarchical regressions showed that author competence was the only sourcing factor associated with intertextual integration skills, after controlling for the effect of control variables. These results suggest that even younger students pay attention to author expertise when choosing texts to use for their assignments, and doing so enhances their competence in integrating information across sources.

Jaros, K., & Gajda, A. (2024). **Stage Fright Scale – Children & Youth: Development and Validation of a New Questionnaire**. *Journal of Psychoeducational Assessment*, *42*(3), 308-323. https://doi.org/10.1177/07342829231219785
Stage fright is a natural and very common phenomenon that affects everyone who must present themselves in public. However, it has a negative impact on the health and voice emission of children and adolescents, which is why it is important to study and measure it. Unfortunately, there are no appropriate tools for examining public presentation anxiety intended for children and adolescents, and that would also include the context of voice production. The main aim of this study was to describe stage fright and to present the stages of creating a tool based on the three-factor theory of stage fright constructs. The text describes the steps of developing the questionnaire, Confirmatory Factor Analysis, reliability, and convergent and discriminant validity. The results of the conducted analyses confirmed the three-factor structure of the tool and suggest that the Stage Fright Scale – Children & Youth is a reliable and consistent questionnaire for measuring stage fright in children and adolescents.

Johansson, S., Yang Hansen, K., & Thorsen, C. (2024). **A modeling approach to identify academically resilient students: evidence from PIRLS 2016**. *European Journal of Psychology of Education*, *39*(2), 711-730. https://doi.org/10.1007/s10212-023-00711-7
In studies of academic resilience, the concept is typically operationalized by pre-defined cutoff values of students' achievement level and their social background. A threat to the validity of such arbitrary operationalizations is that students around the cutoff values may be misclassified. The main objective of the current study is to apply a modeling approach to identify academically resilient students. Data come from the Progress in International Reading Literacy Study 2016. The primary method used was latent profile analysis. The study demonstrates that it is possible to identify a group of academically resilient students using a set of variables indicating achievement level and protective factors. Even though results suggest that academically resilient students have higher reading achievement compared to other less-advantaged students, it is evident that they have higher interest and confidence in reading than the non-resilient groups. A sensitivity analysis for other countries indicated similar results. Implications stemming from the results are discussed.

Kim, S. A., Gotlieb, R., Rhinehart, L. V., Pedroza, V., & Wolf, M. (2024). **A Validity Study of the Digitized Version of the Rapid Automated Naming Test**. *Journal of*

Psychoeducational Assessment, *42*(3), 357-365. https://doi.org/10.1177/07342829231218582

Rapid automatized naming (RAN) is a powerful predictor of reading fluency, and many digitized dyslexia screeners include RAN as an essential component. However, the validity of digitized RAN has not been established. Using a sample of 174 second-graders, this study tested (1) the comparability between paper and digitized versions of RAN and (2) the validity of the digitized version. We found that paper and digital versions were highly correlated, and such correlation was consistent across students' reading levels. Further, the digital RAN predicted children's word reading proficiency as well as the paper version. Moreover, the constructs measured by paper and digital versions of RAN were comparable. We conclude that the digitized RAN is a valid alternative to the traditional paper version for this age group.

Kim, S., & Ogawa, K. (2024). **Who is able or unable to return to school? Exploring the short-term impact of the COVID-19 school closures on students' returning to school in Nigeria**. *International Journal of Educational Development, 108*, 103060. https://doi.org/10.1016/j.ijedudev.2024.103060

Using data from the COVID-19 National Longitudinal Phone Survey 2020–2021, this study examines the heterogeneous impact of COVID-19 school closures on students' engagement in learning activities during these closures and upon returning to school in Nigeria. First, the logistic regression analysis results revealed that students with less-educated parents, from low-income households, or from households that lost jobs were less engaged in learning activities during the school closures. For instance, students from the lowest consumption quintile were about 22 percentage points less likely to engage in learning activities compared to those from the highest quintile. Similarly, the pandemic reduced the likelihood of students returning to school, especially among girls, older, and low-income students. In addition, engagement in learning activities during school closures for COVID-19, in which affluent students were more likely to engage, increased the likelihood of students' school attendance at the initial stage of reopening by 8 percentage points. These findings underscore the potential repercussions of the closures to exacerbate pre-existing educational inequality in Nigeria and suggest a need for policies that promote equitable access to education.

Kitchin, J. L., & Karlin, N. J. (2024). **The social ecology of academic achievement: modeling social sources of protection**. *European Journal of Psychology of Education, 39*(2), 475-502. https://doi.org/10.1007/s10212-023-00702-8

The academic achievement gap in the USA persists, despite significant effort made to close it. This has led many researchers to investigate individual and social characteristics that reliably predict academic success in the face of adversity. Structural equation modeling was used to investigate six models with the aim of clarifying the interrelationships between dispositional, social, and school-based social protective factors and academic achievement with 535 college undergraduate students (mean age = 22.45). Determination, self-esteem, self-concept, and connection to school were found to have a positive relationship to academic achievement. Inconsistent with a large body of past research, several negative relationships were found in models involving self-esteem and self-concept between protective factors. Significant, cross-system, relationships were evident for protective factors. Results of this study provide support for the use of the social ecological model of resilience in academic achievement research so that interventions can be developed to help all students succeed.

Kowalczuk-Walędziak, M., Ion, G., & Crespo, S. L. (2024). **Towards a model for success: Exploring the motivations and factors driving research-engaged teachers**. *International Journal of Educational Research*, *126*, 102386. https://doi.org/10.1016/j.ijer.2024.102386
Since teacher research engagement is increasingly sought as a widespread practice, there is a need to pay more attention to the positive trajectories of research-engaged teachers that already exist. This qualitative interview-based study explores what factors motivate and sustain teacher research engagement via focusing on narratives of 36 teachers in Poland and Spain who are successfully research-engaged beyond their own formal education requirements. The study finds that teacher research engagement entails a complex interplay between: intrinsic and extrinsic motivations, originating mainly from teachers' own personal and professional desires; personal characteristics and skills, especially inner need and willingness; and environmental factors, both inside and outside their schools. The study offers concrete lessons and specific recommendations upon which diverse stakeholders – i.e., teacher educators, researchers, continuing professional development providers, headteachers, and teachers – can support teachers in becoming and remaining research-engaged throughout their careers.

Leijen, Ä., Baucal, A., Pikk, K., Uibu, K., Pajula, L., & Sõrmus, M. (2024). **Opportunities to develop student's math-related agency in primary education: the role of teacher beliefs**. *European Journal of Psychology of Education*, *39*(2), 1637-1659. https://doi.org/10.1007/s10212-023-00771-9
Teacher beliefs and practices related to them could provide varying opportunities for students to develop their agency related to learning math. The aim of the current paper is to explore how different math teacher beliefs (concerning the nature of mathematics, constructivist beliefs, and self-efficacy) relate to different dimensions of student agency in primary education. A two-level multilevel model was analyzed to find out to what extent selected teacher beliefs are associated with student math competence and agency dimensions. The study was conducted in Estonia and data from 3rd and 4th grade students (N = 1557) and their teachers (N = 121) was included in the analysis. The results showed that teacher self-efficacy beliefs, constructivist beliefs, and static views on the nature of mathematics were related to students' agency dimensions. Possible explanations and directions for further studies are discussed.

Liang, X. (2024). **Using icebreaker questions to improve Chinese students' engagement in transnational education – An action research**. *European Journal of Education*, *59*(2), e12621. https://doi.org/10.1111/ejed.12621
Enhancing student engagement yields a multitude of benefits for students. It not only improves their satisfaction but also increases their motivation, enriches their learning experience, reduces their sense of isolation and ultimately enhances their academic performance. However, Chinese students in transnational education are known for being silent in the classroom. With overwhelming and consistent research findings in the pedagogical literature that participation in class discussion and asking questions are crucial activities that cultivate independent learning skills and develop the ability to apply knowledge, how to get Chinese students to speak up in class has clearly become an issue of concern to educators. Informed by the UK professional standards framework (UKPSF) and underpinned by Brookfield's four lenses model, this action research examined and confirmed the positive effect of using both personal-related and course content-related icebreaker questions at the beginning of the class to increase Chinese

students' engagement. It also identified different effects these two types of questions might have on students' engagement and the potential concerns associated.

Lin, H., & Wang, F. (2024). **Reliability Generalization Meta-Analysis of Seven Wisdom Self-Rating Scales From 2004 to 2023**. *Journal of Psychoeducational Assessment, 42*(4), 371-389. https://doi.org/10.1177/07342829241233789
Accurate measurement of wisdom is the cornerstone of wisdom research. To provide a representative reference for the reliability level and moderating factors of various wisdom self-rating scales, we carried out a reliability generalization meta-analysis of Chinese and English references retrieved from 2004 to 2023. A total of 149 articles were included, as well as seven wisdom self-rating scales. The results showed that all seven wisdom self-rating scales had good internal consistency reliability. The reliability of the original scale was higher than that of the simplified version, and the reliability of the total of the original scale was higher than those of each dimension. Future research should avoid "reliability introduction," and rather focus on cross-cultural translation of the wisdom scale, selecting the most appropriate measurement tool for the particular field of wisdom, and strengthen theoretical interpretations by connotation and structure of wisdom itself.

Liu, C. C., & Chung, K. K. H. (2024). **Impacts of home literacy environment on children's English language learning as a second language**. *European Journal of Psychology of Education, 39*(2), 1421-1439. https://doi.org/10.1007/s10212-023-00745-x
This study investigated the impact of home literacy environment (HLE) on the acquisition of English as a second language (L2) and reading skills in Chinese-speaking kindergarten children. The sample was 354 kindergarten children (mean age: 60.37 months, SD = 7.25; 186 boys, 52.5%) in Hong Kong, China. Mothers completed a questionnaire measuring family socioeconomic status (SES), parent-directed HLE, and child-initiated HLE in learning English. Children were assessed on their English language and reading skills: phonological awareness, letter knowledge, vocabulary, word reading, and rapid naming. After the role of family SES was controlled, child-initiated HLE instead of parent-directed HLE was found to uniquely predict phonological awareness, letter knowledge, and rapid naming, which jointly contributed to English word reading. Family SES was also a significant correlate of cognitive-linguistic skills and English language skills. The findings highlighted the importance of child-initiated HLE in promoting children's English language learning as L2.

Madigan, D. J., Kim, L. E., & Glandorf, H. L. (2024). **Interventions to reduce burnout in students: A systematic review and meta-analysis**. *European Journal of Psychology of Education, 39*(2), 931-957. https://doi.org/10.1007/s10212-023-00731-3
Burnout is common among students and can negatively influence their motivation, performance, and wellbeing. However, there is currently little consensus regarding how to intervene effectively. Consequently, we provide the first systematic review and meta-analysis of studies examining the effectiveness of interventions aimed at reducing burnout in students. A systematic literature search returned 17 studies (10 randomized controlled trials and 7 quasi-experimental trials), which included 2,462 students from secondary and tertiary levels of education. These studies used a range of interventions (e.g., mindfulness, rational emotive behavior therapy, cognitive behavioral therapy). When the effects were aggregated across interventions, there was evidence for their effectiveness in reducing total burnout (g+ = 0.90, p = .02, 95% CI: [0.04, 1.75], k = 14). However, we also found evidence for moderation and nonsignificant effects when

certain symptoms, designs, and intervention-types were examined. The strongest evidence for effectiveness was for randomized controlled trials, rational emotive behavior therapy, and mindfulness-based interventions. This review provides initial evidence for the efficacy of interventions in reducing burnout in students, but we note that a more systematic examination of particular intervention types, especially those designed to target the organisational-level, would be useful, and to have the most impact in informing policy, so too are studies examining the cost effectiveness of such interventions.

Mannerström, R., Haarala-Muhonen, A., Parpala, A., Hailikari, T., & Salmela-Aro, K. (2024). **Identity profiles, motivations for attending university and study-related burnout: differences between Finnish students in professional and non-professional fields**. *European Journal of Psychology of Education*, 39(2), 651-669. https://doi.org/10.1007/s10212-023-00706-4
Research suggests that the reported increase in student mental health issues such as study burnout might be related to students' identity problems and their motivations for undertaking higher education. The present study added to this line of research by investigating the associations between identity profiles, motives for attending university and study burnout in a sample of Finnish first-year university students (N = 430). Field of study (professional vs non-professional) as a factor was also evaluated because differing occupational prospects might influence one's sense of identity. The results showed that (1) three identity profiles emerged (i.e. achievement, moderate moratorium and diffusion), (2) students in the achievement profile scored lowest on burnout, (3) the achievement profile was the most common among students studying for entry to a profession and (4) students in the achievement profile scored highest on internal motives for attending university. It is concluded that most students lack a clear sense of identity and that identity measures may be more appropriate in predicting study progression and well-being than motives for attending university or engaging in a field of study.

Martínez-López, Z., Moran, V. E., Mayo, M. E., Villar, E., & Tinajero, C. (2024). **Perceived social support and its relationship with self-regulated learning, goal orientation self-management, and academic achievement**. *European Journal of Psychology of Education*, 39(2), 813-835. https://doi.org/10.1007/s10212-023-00752-y
Self-regulated learning is recognized as a core competence for academic success and life-long formation. The social context in which self-regulated learning develops and takes place is attracting growing interest. Using cross-sectional data from secondary education students (n = 561), we aimed to formulate explanatory arguments regarding the effect of social support on metacognitive knowledge, metacognitive and cognitive learning strategies, and academic achievement, considering the potential mediating role of goal orientation self-management. Structural Equation Modelling yielded a conceptually consistent and statistically satisfactory empirical model, explaining a moderate-high percentage of the variance in self-regulated learning and academic achievement. The results showed that perceived support from teachers and family positively predicted metacognitive knowledge, metacognitive and cognitive learning strategies, and mastery self-talk and negatively predicted work-avoidance self-talk. Moreover, mastery self-talk and work-avoidance self-talk directly and indirectly (through metacognitive knowledge) predicted academic achievement. Perceived social support is proposed as a marker of vulnerability/protection and as a resource for facing challenges in the academic context.

Morales, D. X., Grineski, S. E., & Collins, T. W. (2024). **The Silver Lining of the COVID-19 Pandemic: Undergraduate Research Experiences, Mentorship, and Posttraumatic Growth**. *Research in Higher Education*, 65(3), 576-599. https://doi.org/10.1007/s11162-023-09763-6

Although previous research has documented benefits of undergraduate research experiences (UREs), posttraumatic growth from COVID-19 has never been examined. Based on data collected from 891 students from 114 US universities in July 2020, this study shows that among undergraduates who conducted research during COVID-19, underrepresented minorities (URMs) reported greater posttraumatic growth than non-URMs. URMs who had more competent mentors or more URM/women mentors experienced more growth than URMs who had less competent mentors or less URM/women mentors. Women reported greater posttraumatic growth than men, but same-gender mentor-mentee relationships did not foster more growth in them. LGBQ + students experienced less posttraumatic growth than non-LGBQ + students. UREs have the potential to provide a safety net for many students during a major crisis.

Mordeno, I. G., Piape, Q. T., Roño, A. G. R., Abejar, W. A. C., Ferolino, M. A. L., & Mendoza, N. B. (2024). **Repurposing the K-10: The Factor Structure and Latent Profile of COVID-19 Pandemic-Anchored Psychological Distress Symptoms Among Filipino Teachers**. *Journal of Psychoeducational Assessment*, 42(4), 425-439. https://doi.org/10.1177/07342829241229768

The Kessler Psychological Distress Scale (K-10) is widely utilized to assess non-specific psychological distress. However, when applied to COVID-19 pandemic experiences, its psychometric properties have not been examined. This study investigated the factor structure, reliability, and latent profile of K-10 using data from 3032 Filipino teachers who reflected on their pandemic-related adversity prior to completing K-10. Confirmatory factor analyses were conducted to evaluate five extant models of the K-10's structure, supporting the two-factor model (i.e., anxiety and depression) as best fitting the data. Both factors showed excellent internal reliability, and criterion-related validity was supported by correlations with anxiety and depression measures. Latent profile analysis revealed a four-class solution, identifying four distinct levels of distress severity. Overall, the contextualized K-10 demonstrated sound psychometric properties, which corroborates and extends its reliability and validity as a measure of pandemic-related distress. Further, the results offer insights into the dimensionality and distress profiles of the K-10 among teachers. Broadly, the findings highlight the importance of valid instruments in assessing contextualized psychological distress.

Munyaradzi, Mildred, & David. (2024). **Engaging Students Online: Readiness of Lecturers to Use Learning Management System (LMS) at a Technical Vocational Education and Training College**. *Community College Journal of Research and Practice*, 48(6), 369-385. https://doi.org/10.1080/10668926.2022.2135043

Higher education institutions worldwide have embraced remote as a response to restrictions caused by the COVID-19 pandemic, which resulted in the imposition of stay-at-home protocols. While this shift from the conventional face-to-face mode to remote learning platforms represents a notable innovation in the education circles, we contend that implementing online learning in these times requires faculty to be adequately prepared to use online tools to facilitate learning among students effectively. In this case, a study conducted at a vocational – a rural community college in South Africa – we

explore the readiness of lecturers (N = 15) to use an institutionally-designed Learning Management System (henceforth referred to as MLMS) to engage their students in learning. The study revealed that the participants were largely unprepared to use the MLMS for teaching. This lack of readiness was influenced by the (poor) MLMS design, lack of user expertise, and inadequate technological resources for lecturers and learners. It emerged from the findings of this paper that the MLMS needs upgrading to improve its effectiveness for online and teaching purposes. The findings suggest that the college should seek the buy-in of lecturers by providing them with further training on the use of the MLMS.

Nemeth, L., & Lipowsky, F. (2024). **The role of prior knowledge and need for cognition for the effectiveness of interleaved and blocked practice**. *European Journal of Psychology of Education*, 39(2), 907-929. https://doi.org/10.1007/s10212-023-00723-3
Interleaved practice combined with comparison prompts can better foster students' adaptive use of subtraction strategies compared to blocked practice. It has not been previously investigated whether all students benefit equally from these teaching approaches. While interleaving subtraction tasks prompts students' attention to the different task characteristics triggering the use of specific subtraction strategies, blocked practice does not support students in detecting these differences. Thus, low-prior-knowledge students would benefit from interleaving rather than blocking as it guides them through the learning-relevant comparison processes. Because these comparison processes are cognitively demanding, students' need for cognition (NFC) could influence the effectiveness of interleaved practice. The present study investigates the role of students' prior knowledge and NFC for the effectiveness of interleaved and blocked practice. To this end, 236 German third-graders were randomly assigned to either an interleaved or blocked condition. Over 14 lessons, both groups were taught to use four number-based strategies and the written algorithm for solving subtraction problems. The interleaved learners were prompted to compare the strategies, while the blocked learners compared the adaptivity of one strategy for different mathematical tasks. A quadratic growth curve model showed that prior knowledge had a positive influence on students' development of adaptivity in the blocked but not in the interleaved condition. Students' NFC had a positive impact in the interleaved condition, while it had no influence in the blocked condition. However, the effects of prior knowledge and NFC did not differ significantly between the two conditions.

OCDE. (2024). *Managing screen time: How to protect and equip students against distraction*. https://doi.org/10.1787/7c225af4-en
The upsurge in children's screen time has sparked concerns about its impact on children's learning, development, and well-being. Three-quarters of students in OECD countries spend more than one hour per weekday browsing social networks and nearly one in three students gets distracted by using digital devices in class. How to protect and equip students to navigate digital environments? This PISA in Focus explores why students rely on devices and how their digital device use relates to their mathematics performance, sense of belonging at school, and how much they become distracted. It highlights the role of education policies that improve students' digital skills and behaviours and prepare teachers to teach with technology in protecting students from digital distractions at school and beyond, and building their ability to navigate digital environments.

OCDE : Organisation de coopération et de développement économiques. (2024). ***Élèves et écrans : performance académique et bien-être***. Consulté à l'adresse https://www.oecd.org/pisa/aboutpisa/French%20V3_WEB.pdf

OECD. (2024). **What Does Child Empowerment Mean Today? Implications for Education and Well-being**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3949* [Report]. Consulté à l'adresse Centre for Educational Research and Innovation (CERI) website: https://www.oecd.org/publications/what-does-child-empowerment-mean-today-8f80ce38-en.htm

Childhood is changing in ways that we are still unpacking, affected by digitalization, globalization and climate change, as well as shocks such as the COVID-19 pandemic. In many OECD education systems, child empowerment is increasingly an explicit aim of policies and practices. But it is often poorly defined, which risks turning it into a mere slogan. With the advancement of children's rights, children are increasingly being included as stakeholders in decision-making processes. This report gives examples of how children in OECD countries can and do participate in making decisions about issues that affect them. The report examines children's emotional well-being and physical activity, and the role of schools as a physical space to create and support relationships. It also underlines the untapped potential of media education when it comes to seizing opportunities in childhood. Empowering all children to make the most of digital opportunities starts with further narrowing the gap in terms of access to digital tools and the Internet, where inequalities are persistent and pervasive. So, what does child empowerment mean today? Empowered children have the opportunity and ability to act on issues important and relevant to them, can learn by making mistakes, and are key contributors to democracy.

Paloş, R., Vîrgă, D., & Okros, N. (2024). **Why should you believe in yourself? Students' performance-approach goals shape their approach to learning through self-efficacy: A longitudinal analysis**. *European Journal of Education*, 59(2), e12624. https://doi.org/10.1111/ejed.12624

Based on the Achievement Goals Theory and Students' Approaches to Learning, we proposed a model in which students' self-efficacy acts as a mediator between students' performance-approach goals orientation and their approach to learning in dealing with academic tasks throughout an academic year. We used structural equation modelling (SEM) to test the model on a sample of 565 first-year university students at three different moments. The results showed that self-efficacy in academic tasks at T2 totally mediated the relationship between performance-approach goals at T1 and the deep approach at T3 and partially the relationship with the surface approach at T3. The results underline that if the direct effect of performance-approach goals is that of the surface approach intensification without any impact on the deep approach, an increase in the deep approach and a decline in the surface approach can be observed through self-efficacy in academic tasks.

Peixoto, F., Mata, L., Campos, M., Caetano, T., Radišić, J., & Niemivirta, M. (2024). **'Am I to blame because my child is not motivated to do math?': Relationships between parents' attitudes, beliefs and practices towards mathematics and students' mathematics motivation and achievement**. *European Journal of Psychology of Education*, 39(2), 1561-1586. https://doi.org/10.1007/s10212-023-00774-6

Research on parental involvement is broad and specifies diverse kinds of parental practices that have specific associations with children's learning outcomes. However, the involvement of parents in education, the dynamics of parent–child interactions and the actions and practices they employ and their impact on student's motivation and achievement are intricate processes characterised by numerous intervening variables that require further clarification.

Piotrowski, K., Nowicka, A., Janowicz, K., & Smith, M. M. (2024). **The Big Three Perfectionism Scale: Validation of the Polish Version**. *Journal of Psychoeducational Assessment*, *42*(3), 276-292. https://doi.org/10.1177/07342829241227767
The Big Three Perfectionism Scale (BTPS) was created to integrate different aspects of perfectionism, including the newly conceptualized concept of narcissistic perfectionism. The goal of our two studies (N = 1341) was to examine the psychometric properties of the Polish adaptation of the BTPS, supporting the validity and portability of the measure. The studies were conducted among people who had a child, thus contributing to a better understanding of parental perfectionism, one of the key factors influencing parental well-being and a child's functioning. Our analyses included investigating the structure of the scale, intercorrelations between subscales, reliability, and convergent validity by correlating BTPS scores with other measures of perfectionism and correlates of psychopathology (borderline symptoms) and parental difficulties (parental stress and parental burnout). Results supported the structure of the original BTPS. As predicted, confirmatory factor analysis indicated that items comprising the Polish adaptation of the questionnaire, like the original version, measure three related but specific aspects of perfectionism: rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism. The three dimensions were also found to be specifically related to the difficulties experienced by parents. Further, the Polish version of the BTPS was found to have good internal reliability and validity. Our results from two independent Polish samples suggest that the Polish version of the BTPS is a psychometrically robust measure of perfectionism for assessing the three perfectionism factors.

Proudfoot, K., & Boyd, P. (2024). **The Instrumental Motivation of Teachers: Implications of High-Stakes Accountability for Professional Learning**. *British Journal of Educational Studies*, *72*(3), 295-320. https://doi.org/10.1080/00071005.2023.2267657
This article considers the motivations of teachers to pursue ongoing professional learning. During recent decades, the international policy context has been characterised by high-stakes accountability, but the implications of this agenda for teachers' motivations toward professional learning remains under-explored. In this mixed methods study, combining a large teacher survey and in-depth teacher interviews, a new and significant concept of 'instrumental motivation' is generated to capture how high-stakes performance management policies damage the motivation of teachers to learn professionally. This innovative approach, employing ordinal factor analysis and inductive/deductive hybrid thematic analysis inclusive of self-determination theory, reveals how the 'instrumental motivation' of teachers should be constrained and argues for the adoption of alternative motivational strategies to support effective professional learning in schools.

Radišić, J., & Baucal, A. (2024). **Mathematics motivation in primary education: building blocks that matter**. *European Journal of Psychology of Education*, *39*(2), 1505-1512. https://doi.org/10.1007/s10212-024-00832-7

In this introduction, we set the stage for a collection of papers from the Co-constructing Mathematics Motivation in Primary Education–A Longitudinal Study in Six European Countries Project (MATHMot for short), an international study aiming to identify the factors that shape the development of motivation in mathematics from a comparative perspective in primary education. Students' motivation, performance, academic emotions, and subject-related identity and agency are observed across six countries: Norway, Sweden, Finland, Estonia, Portugal, and Serbia. MATHMot builds on the belief that one of the main goals of mathematics teaching should be children's long-term motivation for learning the subject, which in turn supports students in striving for exemplary achievement in mathematics. This special section attempts to observe students' mathematics motivation in early grades and how different contributions from the classroom, home or the student's individual characteristics shed light on its development and adjacent concepts like academic emotions and math-related identity and agency.

Radišić, J., Buchholtz, N., Yang-Hansen, K., Liu, X., & Kaarstein, H. (2024). **Do teachers' beliefs about the nature and learning of mathematics affect students' motivation and enjoyment of mathematics? Examining differences between boys and girls across six countries**. *European Journal of Psychology of Education*, *39*(2), 1587-1613. https://doi.org/10.1007/s10212-024-00809-6
Mathematics teachers' beliefs are central to mathematics teaching and student learning. Because different aspects of motivation and affect—particularly enjoyment—primarily develop within the classroom context, examining how different teachers' beliefs may affect student outcomes in mathematics is imperative. The current study examines teachers' beliefs about the nature and learning of mathematics in connection to students' motivation (i.e. intrinsic value, utility value and perceived competence) and enjoyment of mathematics across different settings by considering students' mathematics achievement, gender and classroom composition (i.e. socioeconomic and behavioural). Data were collected from 3rd- and 4th-grade mathematics teachers (N = 686) and their students (N = 11,782) in six countries (i.e. Norway, Finland, Sweden, Portugal, Estonia and Serbia). A two-level structural equation modelling technique (TSEM) (i.e. student level and classroom level) with random slopes was employed to address our research questions. The results indicate that students' intrinsic value and perceived competence positively relate to their enjoyment of mathematics in all six countries. Teachers' beliefs about the nature and learning of mathematics moderate the within-classroom relationship between boys and girls and the motivation and enjoyment of learning mathematics in Portugal and Norway. Unlike boys, girls consistently perceive themselves as less competent in mastering mathematics, even in primary school. Classroom socioeconomic composition had a more pronounced influence on teachers' beliefs in Sweden, Norway and Serbia. In relation to teachers' beliefs, classroom behavioural composition was relevant in Estonia and Sweden. In Finland and Norway, classroom composition was essential to boys' and girls' differential motivation and enjoyment of mathematics learning.

Radišić, J., Krstić, K., Blažanin, B., Mićić, K., Baucal, A., Peixoto, F., & Schukajlow, S. (2024). **Am I a math person? Linking math identity with students' motivation for mathematics and achievement**. *European Journal of Psychology of Education*, *39*(2), 1513-1536. https://doi.org/10.1007/s10212-024-00811-y

Based on the expectancy-value perspective on identity and identity formation, this paper explores the relationship between math identity (MI) and the dimensions of motivation (i.e. intrinsic value, attainment value, utility value and perceived competence) and math achievement in primary school. An additional aim of our research was to explore these relationships in different cultural contexts and investigate potential gender and grade differences concerning MI. The participants were 11,782 primary school students from Norway, Sweden, Estonia, Finland, Portugal and Serbia. All predictors from the motivation spectrum were significant for students' MI across the examined countries and had a stronger association with MI than math achievement. Among the motivational dimensions, intrinsic value had the strongest association with students' MI. Boys had significantly more positive math identities than girls in Estonia, Finland, Norway and Portugal. The results showed that the grade 4 students perceived themselves less as "math persons" than their grade 3 peers in all countries.

Rickard, N. S., Chin, T.-C., Cross, D., Hattie, J., & Vella-Brodrick, D. A. (2024). **Effects of a positive education programme on secondary school students' mental health and wellbeing; challenges of the school context**. *Oxford Review of Education*, *50*(3), 309-331. https://doi.org/10.1080/03054985.2023.2211254
Previous research has demonstrated wellbeing benefits for positive education programmes (PEPs) facilitated by clinicians or experts or outside the school context. The current study explored the effects of a Year 10 PEP led by teachers trained in positive education and embedded within the Australian secondary school context. A mixed-methods design compared students receiving PEP (n = 119) with a wellbeing-as-usual comparison group (n = 34) matched on age and socioeconomic status. Depression, anxiety, autonomy, gratitude and mindfulness levels did not differ between groups. Levels of satisfaction with life and relatedness were significantly higher for the intervention than for the comparison students at the post-intervention time point. Qualitative analyses revealed that students valued having engaging and relatable teachers, brief interactive sessions and personally relevant applied content. School-based PEPs may therefore provide some limited ongoing support as students transition into their senior years of secondary school. Delivering positive education within the school context, however, raises challenges relating to levels of teacher training and availability. Capturing the student voice in the current study was valuable and indicated that both teacher and programme factors were central to student engagement in PEPs.

Rinaudo, J.-L. (2023). **Dispositifs et médiation en recherche clinique d'orientation psychanalytique**. *Sciences de la société : Les cahiers du LERASS*, (107), [9 p.]. https://doi.org/10.4000/sds.12805
L'objet de ce texte est de montrer que la recherche clinique d'orientation psychanalytique peut être considérée comme un dispositif. Ce dispositif potentiellement favorise un processus de médiation, pour les sujets rencontrés.

Roberts, A. C., Booth, M. Z., & Creamer, E. T. (2024). **The Adolescent Self-System and Academic Achievement: Youth Predictors of College Enrollment**. *Youth & Society*, *56*(5), 834-860. https://doi.org/10.1177/0044118X231201678
This study takes a social cognitive approach in examining the relationship between elements of the adolescent self-system (self-efficacy, self-esteem, ethnic-racial identity, and hope) in addition to state-mandated graduation tests, with students' later participation in higher education. The quantitative investigation of 733 tenth-grade White

(462) and Ethnically Minoritized (271) students and a sub-sample of 29 qualitatively studied adolescents in a semi-rural town in Ohio used a concurrent mixed-methods longitudinal approach. A logistic regression analysis found only adolescent math scores positively predicted later enrollment in higher education; but self-efficacy negatively predicted later college enrollment. Triangulation of additional analyses, including t-tests, and in-depth interviews, suggest how perceptions of the self-system may differ among White and Ethnically Minoritized populations. These differences may be influenced by the degree to which youth pay attention to academic success as a contributing factor to their own self-analysis of their self-system.

Rovan, D., Petričević, E., & Pavlin-Bernardić, N. (2024). **The role of motivational beliefs in the self-regulated learning of mathematics: the reconceptualization of the expectancy-value framework**. *European Journal of Psychology of Education*, 39(2), 1205-1227. https://doi.org/10.1007/s10212-023-00733-1
The role of motivational processes in self-regulated learning is recognized in all the models of self-regulated learning, but differently conceptualized. Integrating the presumptions of the expectancy-value model, models of self-regulating learning, and distinction between motivational beliefs related to learning process and related to self-regulation of learning, we formed the reconceptualized model of the role of motivational beliefs in self-regulated learning in the process of learning mathematics. In our model we presume that motivational beliefs related to a specific domain can be considered as a precursor of self-regulated learning, while motivational beliefs related to the self-regulation of learning can be viewed as mediators of self-regulated learning. The participants in our study were 582 secondary school students. We explored the role of their motivational beliefs related to learning mathematics (self-efficacy for learning, subjective task value) and related to self-regulation of learning (self-efficacy for self-regulated learning, perceived cost) in predicting two different outcomes of self-regulation in learning – student behavioural engagement and procrastination. The results of our research suggest that the relationship between mathematics-related motivational beliefs and criterion variables (student behavioural engagement and procrastination) is mediated by motivational beliefs related to self-regulated learning. Consistent with our reconceptualized theoretical model, our results indicate that motivational beliefs related to the specific domain of mathematics do not predict behavioural engagement and procrastination in mathematics directly as hypothesized by expectancy-value theory, while indirect effects through motivational beliefs related to self-regulation are in line with our reconceptualized theoretical model.

Ruiz, C., Kohnen, S., & Bull, R. (2024). **The relationship between number line estimation and mathematical reasoning: a quantile regression approach**. *European Journal of Psychology of Education*, 39(2), 581-606. https://doi.org/10.1007/s10212-023-00708-2
Number line estimation has been found to be strongly related to mathematical reasoning concurrently and longitudinally. However, the relationship between number line estimation and mathematical reasoning might differ according to children's level of performance. This study investigates whether findings from previous studies that show number line estimation significantly predicting mathematical reasoning replicate, and whether this relationship holds across several points of the mathematical reasoning distribution. Participants include 324 Singaporean children (162 girls, Mage = 74.1 months, SDage = 4.0) in their second year of kindergarten who were assessed on the number line estimation task (0–10 and 0–100) and mathematical reasoning skills. The results replicate

previous findings showing that higher accuracy on the number line estimation task is predictive of higher mathematical reasoning, for both the 0–10 and 0–100 number line. Quantile regressions show that performance on the number line task similarly predict mathematical reasoning across the performance distribution. Possible differences between the 0–10 and 0–100 number line's predictive capacity are discussed.

Sajinčič, N., Sandak, A., Simmons, A., & Istenič, A. (2024). **How do native and non-native speakers recognize emotions in the instructor's voice in educational videos? Exploring the first step of the cognitive-affective model of e-learning for international learners**. *European Journal of Psychology of Education*, *39*(2), 979-998. https://doi.org/10.1007/s10212-023-00715-3
The emotional stance of the instructor in an educational video can influence the learning process. For this reason, we checked the first link of the cognitive-affective model of e-learning, namely, whether learners can recognize emotions that an instructor expresses only with their voice. Since English is not the native language for many learners and most instructional videos are produced in English, we tested for possible differences in emotion recognition between native and non-native speakers. We focused on positive emotions typically conveyed in such videos — enthusiasm and calmness. Native and non-native English speakers watched 12 short video clips about wood as a building material spoken by an instructor in different emotional tones — five videos expressed enthusiasm, five calmness, one boredom and one frustration. Participants rated the extent to which they thought the narrator expressed a specific emotion, the valence and activation level of the narration and solved an English vocabulary test. Both native and non-native speakers recognized the correct emotions (except for frustration), demonstrating the power of voice prosody to convey emotion in a multimedia learning scenario. Native speakers rated the enthusiastic videos more positively than non-native speakers, indicating a subtle difference in the way the two groups perceive emotions expressed through voice.

Salas, M. H., & Larrain, A. (2024). **A holistic theorization of the developmental potential of peer dialogue: revisiting Vygotsky**. *European Journal of Psychology of Education*, *39*(2), 1187-1203. https://doi.org/10.1007/s10212-023-00730-4
Students face a complex, globalized, digitalized and polarized world, with world-wide challenges such as the pandemic, climate change and political conflict. In this context, the younger generations face the challenge of developing complex, yet articulated, identities to collectively imagine possible futures in an uncertain and fragmented world. Schools can address part of this challenge by promoting peer dialogue in classrooms, but only if we understand it as developmental experiences in which thinking and academic learning are intertwined with emotion and the development of identities. Research in the field has advanced the academic, personal and socio-emotional outcomes of peer interactions. However, these lines have unfolded practically in parallel, partly because of the lack of a theoretical argument about how peer dialogue fosters these developmental processes in the same stream of life. This article argues the need for a holistic theoretical perspective about classroom peer dialogue, and it proposes, based on the work of Vygotsky and contemporary scholars, that language, especially inner speech, is key to understanding its developmental potential. The diverse use of language among peers forms and performs—through other-directed and self-directed speech—not only new ways of thinking but also—and with complex interconnections—new ways of feeling and becoming bodies, and relating to themselves, that have historical and cultural roots but singular outcomes for each individual.

Schmäing, T., & Grotjohann, N. (2024). **A classroom station work on the Wadden Sea and its influence on the motivation and interest**. *European Journal of Psychology of Education*, *39*(2), 455-473. https://doi.org/10.1007/s10212-023-00699-0

Modern, student-oriented teaching can be characterized by the promotion of autonomy and interest. In the school subject of biology, it is necessary to focus on different ecosystems from different aspects. One ecosystem that has hardly been considered in biology didactics so far is the UNESCO World Heritage Wadden Sea. Therefore, this study implemented station work in a biology class as a method of teaching educational content on the Wadden Sea to determine the effects on the learners' intrinsic motivation as well as on their situational and individual interest. A total of 157 students from secondary schools (age: M = 14.4 years, SD = 0.5) participated in the study. The results indicate that station work has a statistically significant positive effect on the aforementioned constructs. To clarify the relationship between the two constructs from the literature, the scales used were related to each other in a correlation analysis, revealing a significant correlation between interest and motivation. The findings of this study lay an important foundation for the school-based consideration of the Wadden Sea in biology education research and also provide important implications for related studies.

Schoor, C. (2024). **University students' beliefs about science and their relationship with knowledge about science**. *European Journal of Psychology of Education*, *39*(2), 1093-1117. https://doi.org/10.1007/s10212-023-00724-2

Science and personal experiences in some cases seem to be two different ways of knowledge justification. The current "post-truth" era is characterized by a rise of personal beliefs and justifications. In order to address these phenomena from a perspective of beliefs, several constructs may be considered: Beliefs about the utility of science and of personal experiences, trust in science, and epistemic beliefs. Despite some research addressing each belief's independent relation to information seeking behavior, we do not know much about the interrelationship of these beliefs. To address this research gap and to explore whether knowledge about how science works is related to these beliefs, a paper–pencil study with 315 university students of psychology, education, and teacher education was conducted. There was a high positive relationship of trust in science with justification-by-authority beliefs, and medium negative relationships of trust in science with uncertainty beliefs and personal-justification beliefs. Trust in science was positively related to the perceived utility of science. Epistemic beliefs were also related to utility beliefs. The number of methods courses taken and knowledge about how science works was related to trust in science and epistemic beliefs, but not to utility of science or utility of personal experiences. It is concluded that we should revisit our conceptualization of epistemic beliefs in the context of "post-truth".

Shi, Y. (2024). **The effects of discourse goals on written arguments in elementary school students**. *International Journal of Educational Research*, *126*, 102375. https://doi.org/10.1016/j.ijer.2024.102375

This study investigates the impact of discourse goals on argumentative writing among Chinese elementary school students. Eight fourth-grade classes were assigned to one of three conditions—Persuasion Dialogue (PD), Deliberation Dialogue (DD) and Control—to discuss four controversial topics designed for the Morality and Law subject. Before writing on the intervention topics, PD and DD students engaged in direct peer-to-peer

argumentative written dialogues, while Control students addressed the topics and textbook contents in traditional teacher-led whole-class discussions. In essays on multiple intervention topics and a post-assessment topic, PD and DD students outperformed Control students in considering an alternative viewpoint. PD students, however, showed an advantage over DD students and Control students, in rebutting a counterargument and in attributing these counterarguments to the preceding dialogues, as well as in employing evidence to support claims. DD students, in contrast, were more likely to employ a dismissal strategy over a refutation strategy. Strengths of the argumentative discourse goal of persuasion over deliberation for elementary school students are discussed.

Silva, M., & Cain, K. (2024). **Differential contributions of home literacy, vocabulary, and grammar on narrative production and comprehension**. *European Journal of Psychology of Education*, *39*(2), 1229-1259. https://doi.org/10.1007/s10212-023-00736-y
The development of 4- to 6-year-olds' narrative skills was investigated in relation to their receptive vocabulary, grammar, and home literacy environment. At Time One, 82 children aged 4 to 6 years completed standardised assessments of cognitive ability, vocabulary, and grammar. Narrative production and comprehension were assessed by the narration of a wordless picture book and questions about the book's content, respectively. Parents completed a questionnaire about home literacy practices. Concurrently, vocabulary explained unique variance in narrative comprehension, but not narrative production. In addition, the teaching of literacy-related skills in the home was negatively related to both narrative comprehension and production, and the frequency with which parents and children engaged in interactive reading was positively related to narrative production. One year later, one aspect of the home literacy environment (print exposure) explained unique variance in later narrative comprehension, after controlling for earlier narrative skills. These data show that vocabulary and grammar skills and home literacy practices are related to different types of narrative skills and suggest that literacy experiences in the home make a unique contribution to the development of narrative comprehension and production.

Sing Maxwell Ho, C., Tsz-lok Lee, T., & Lu, J. (2024). **Enhancing School Appeal: How Experiential Marketing Influences Perceived School Attractiveness in the Urban Context**. *Education and Urban Society*, *56*(6), 703-727. https://doi.org/10.1177/00131245231205261
This study explores the mechanisms that underlie the effect of school marketing strategies on parents' perceived school attractiveness, particularly emphasizing the mediating role of parents' perceptions of being welcomed in urban schools. Additionally, we investigated how schools' marketing strategies work differently among parents with different value orientations toward schooling. Structural Equation Modeling and Cluster Analysis Data were applied to analyze 510 questionnaires collected from parents. Two experiential marketing strategies, namely, one-way disseminating materials and interactive social networking, impacted parents' perceived attractiveness of schools differently with the feeling of being welcomed mediating the relationship between parents and schools. Additionally, parents' value orientations toward schooling could be classified into three profiles. The results suggest that schools should consider parents' needs and preferences concerning their children's schooling and employ appropriate marketing strategies to engage different types of parents. To facilitate this outcome, individualized interaction is necessary to accommodate the diverse needs of parents. The overall structural equation model validates the mechanism of experiential marketing

in influencing parental perceptions, and the cluster analysis underscores the need to explore the complex relationship between parents' educational priorities and their interpretation of marketing strategies.

Spataro, P., Morelli, M., Pirchio, S., Costa, S., & Longobardi, E. (2024). **Exploring the relations of executive functions with emotional, linguistic, and cognitive skills in preschool children: parents vs. teachers reports**. *European Journal of Psychology of Education*, 39(2), 1045-1067. https://doi.org/10.1007/s10212-023-00749-7
This study investigated the executive functions (EF) of preschool children and their associations with emotional, linguistic, and cognitive skills, using parent and teacher reports. A total of 130 children aged 34 to 71 months participated. The preschool version of the Behavior Rating Inventory of Executive Function (BRIEF-P) was completed by both parents and teachers to assess behavioral difficulties in the use of EFs, while children were administered the Test of Emotion Comprehension (TEC), the Test of Language Evaluation (TVL), and the Coloured Progressive Matrices (CPM). Statistical analyses revealed significant differences between parents' and teachers' reports, with parents attributing to children more EF difficulties than parents. Children's EF difficulties were negatively associated with emotion comprehension, language ability, and non-verbal intelligence, although correlations were stronger when using teachers' reports. The value of using indirect measurement of preschoolers' EF problems and the importance of adopting a multi-informant approach are discussed.

Stang-Rabrig, J., Vogel, S. N. T., Forciniti, M., & McElvany, N. (2024). **Students' school success in challenging times: importance of central personal and social resources during the COVID-19 pandemic**. *European Journal of Psychology of Education*, 39(2), 1261-1281. https://doi.org/10.1007/s10212-023-00739-9
Students' well-being, learning activities, and learning success are key student outcomes that can be affected by challenging times such as the COVID-19 pandemic. Thus, it is vital to investigate the role of important personal (resilience, self-efficacy) and social resources (support from family, friends, teachers, important other) for central student outcomes (life satisfaction as a vital aspect of well-being, learning activities, and learning success) alongside perception of the COVID-19 situation. While the pandemic affected all of society, adolescents as a group who face core developmental challenges were especially vulnerable towards being negatively affected by the pandemic. Thus, analyses are based on 220 adolescent students (60.9% female, 37.7% male, 1.4% diverse) in Germany who were 16.21 years old on average (SD = 0.88) at time of data collection in May 2021. Students filled out an online questionnaire on sociodemographics and variables of interest. Path models revealed that perceiving the COVID-19 pandemic as stressful was negatively related to life satisfaction (β = -.27). Furthermore, perceiving the COVID-19 pandemic as stressful was negatively related to students' self-efficacy (β = -.22) and positively to support from an important other (β = .32). Moreover, several resources were mainly positively related to our central student outcomes (β = .13-.41), and perception of the COVID-19 situation mediated two of those relations. Results underscore the importance of students' self-efficacy, which was related to all student outcomes. Furthermore, the results and methodological issues can impact further research and practice.

Stefes, T. (2024). **Adolescent Perspectives on Distance Learning and Schools' Impact on Subjective well-being**. *Child Indicators Research*, *17*(3), 1379-1404. https://doi.org/10.1007/s12187-024-10124-7
Aim of this study is to see how youths and adolescents (12–17 years) have experienced their education during lockdowns in 2021, and how school affects subjective well-being (SWB). Grounded in Bronfenbrenner's ecological systems theory, it explores the interconnectedness of social environments and subjective well-being. Data were collected through a survey in Germany, capturing subjective well-being, social resources, and educational outcomes before and during times of school closures (2019 and 2021). The present study evaluates responses from two towns, two years and more than 1700 adolescents in total. Quantitative analyses reveal positive associations between academic success, supportive environments, perceived affluence, and well-being. Findings highlight which dimensions of supportive environments are driving youth well-being and underscore the importance of school as central piece in adolescent life. School as a supportive environment plays a major role in adolescent lives and has a lot of potential to compensate for structural disadvantages affecting SWB.

Stelzer, F., Vernucci, S., Aydmune, Y., del Valle, M., Andres, M. L., & Introzzi, I. M. (2024). **Mathematics achievement in the last year of primary school. Longitudinal relationship with general cognitive skills and prior mathematics knowledge**. *European Journal of Psychology of Education*, *39*(2), 517-533. https://doi.org/10.1007/s10212-023-00700-w
The aim of this study was to analyze the joint, relative, and unique predictive value of students' prior knowledge of mathematics (knowledge of fractions and ability to divide natural numbers) and general cognitive ability (fluid intelligence and working memory) upon general mathematics achievement in the last year of primary school. Seventy-five students participated (M age = 11.2 years old, SD = 0.40). Hierarchical regression analysis showed that the ability to divide and fractions knowledge accounted for 41% of the variance in mathematics achievement, both acting as significant predictors. By incorporating working memory and fluid intelligence into the model, fraction knowledge showed to be no longer a significant predictor. These general cognitive skills explained an additional 8% of the variance in mathematics knowledge, both being significant predictors and contributing to mathematics achievement in a unique way. The implications of these results for mathematics teaching are discussed.

Sypré, S., Waterschoot, J., Soenens, B., Verschueren, K., & Vansteenkiste, M. (2024). **Do teachers use distinct motivational styles for cognitively gifted learners? The role of effectiveness beliefs, fixed mindset, and misconceptions about giftedness**. *European Journal of Psychology of Education*, *39*(2), 999-1025. https://doi.org/10.1007/s10212-023-00716-2
As cognitively gifted students may be at risk for motivational problems and underachievement, it is critical to find effective ways to motivate them. Grounded in self-determination theory (SDT) and the literature on teacher beliefs and mindsets, the present study examined whether teachers adapt their motivational teaching style as a function of the cognitive ability of students and which factors can explain the variability in teachers' use of (de)motivating styles among gifted versus typical students. Results of linear mixed modeling among 122 teachers in secondary education (73% female; Mage = 39.52 years) indicated that teachers made more use of autonomy-supportive and chaotic and less use of controlling and structuring practices towards cognitively gifted, relative to typical, students, with differences in the perceived effectiveness of

teaching styles by type of student explaining this variability. Regardless of students' giftedness status, teachers' fixed mindset related positively to the use of a controlling and chaotic style and experience in giftedness education related positively to the use of autonomy support. Misconceptions regarding giftedness did not relate to teachers' motivating style. These results inform prevention efforts aimed at improving teachers' motivating styles, to the benefit of the motivation of both cognitively gifted and typical students.

Vanluydt, E., De Keyser, L., Verschaffel, L., & Van Dooren, W. (2024). **Stimulating early proportional reasoning: an intervention study in second graders**. *European Journal of Psychology of Education*, *39*(2), 607-628. https://doi.org/10.1007/s10212-023-00696-3
Not only children but also adolescents and adults encounter great difficulties in learning to reason proportionally. Despite these difficulties, research increasingly shows that proportional reasoning emerges early, before it is being instructed in school. There have however been very few attempts to stimulate this early emerging ability. The aim of the present study was to stimulate proportional reasoning in second graders. We developed an intervention program focusing on quantitative reasoning and promoting different strategies to solve proportional missing-value problems. The effectiveness of the program was evaluated in a pretest-intervention-posttest study with a control group (n = 139). Results showed a large effect of the intervention program on children's proportional reasoning abilities in fair-sharing situations and a small transfer effect to word problem solving. There was also a moderate effect on the proportional vocabulary that was explicitly taught in the intervention program, but no transfer effect to proportional vocabulary not explicitly taught.

Vieites, T., Díaz-Freire, F. M., Rodríguez, S., Rodríguez-Llorente, C., & Valle, A. (2024). **Effects of a homework implementation method (MITCA) on school engagement**. *European Journal of Psychology of Education*, *39*(2), 1283-1298. https://doi.org/10.1007/s10212-023-00743-z
MITCA (homework implementation method) was born with the purpose of turning homework into an educational resource capable of improving the self-regulation of learning and the school engagement of students. In this article, following the current theoretical framework, we evaluate the impact of the MITCA method on school engagement in students in the 5th and 6th years of Primary Education. While the control group of students who did not participate in the 12 weeks of MITCA (N = 431; 61% of 5th grade) worsened significantly in emotional, behavioral, and cognitive engagement, these pre-post differences do not reach significance for the group that has participated in MITCA, even observing a tendency to improve. After the intervention, the students who participated in MITCA (N = 533; 50.6% of 5th grade) reported greater emotional and behavioral engagement than the students in the control group. MITCA students showed positive emotions, were happier in school and were more interested in the classroom, paid more attention in class, and were more attentive to school rules. The conditions of the tasks' prescription proposed by MITCA would not only restrain the lack of engagement but would also improve students' emotional and behavioral engagement in school found in the last years of Primary Education. In the light of the results, a series of educational strategies related to the characteristics of these tasks, such as the frequency of prescription and the type of correction are proposed.

Vilppu, H., Laakkonen, E., Laine, A., Lähteenmäki, M., Metsäpelto, R.-L., Mikkilä-Erdmann, M., & Warinowski, A. (2024). **Learning strategies, self-efficacy beliefs and academic achievement of first-year preservice teachers: a person-centred approach**. *European Journal of Psychology of Education*, 39(2), 1161-1186. https://doi.org/10.1007/s10212-023-00729-x

As teacher profession can be seen as a learning profession, it is crucial that teacher education equips future teachers with high-level skills to update and increase their proficiency and expertise throughout their career. In this aim, cognitive processing strategies and metacognitive regulation strategies as well as academic self-efficacy beliefs play a crucial role. This study examined Finnish first-year preservice teachers' (N = 538) initial learning profiles in terms of their learning strategies and self-efficacy beliefs upon entry to teacher education. Furthermore, the association between the profiles and pre-entry factors (age, written entrance exam) as well as first-year achievement was studied. The data were gathered via questionnaire from four universities and their student registers. The person-centred approach utilising a latent profile analysis was applied to identify learning profiles among preservice teachers. Three distinct learning profiles were identified: unregulated students with low self-efficacy (37.5%), average strategists with low self-efficacy (33.1%) and self-regulated and deep learners with high self-efficacy (29.4%). The first profile performed worst in the first-year studies, whereas the last profile was characterised by the oldest students and best performers in the written entrance exam. The findings expand our understanding of the initial learning profiles of preservice teachers and thus offer valuable information for teacher educators to support teaching practices and curriculum design. Practical implications of the results are discussed.

Vohl, P., & Loye, N. (2023). **Portrait des écarts d'anxiété mathématique selon le genre et du lien anxiété mathématique/performances en mathématiques chez les élèves québécois francophones de 15 ans ayant participé au PISA de 2003 et de 2012**. *Mesure et évaluation en éducation*, 46(2), 128-170. https://doi.org/10.7202/1111101ar

Cet article brosse le portrait des écarts d'anxiété mathématique selon le genre et du lien anxiété mathématique/performances en mathématiques chez les élèves québécois francophones de 15 ans ayant participé au PISA de 2003 et de 2012. Après avoir vérifié l'invariance métrique et scalaire de la mesure d'anxiété mathématique du PISA, entre les garçons et les filles, les résultats de cet article révèlent qu'en moyenne, les filles francophones de 15 ans du Québec font état d'un niveau d'anxiété mathématique statistiquement plus élevé que les garçons. En outre, les résultats de 2003 et de 2012 montrent que le lien négatif anxiété mathématique/performances en mathématiques est équivalent chez les garçons et chez les filles et donc, qu'il ne semble pas y avoir d'effet de modération de ce lien, par le genre. De là, l'article se penche sur les stratégies d'intervention qui pourraient permettre de réduire l'importance du lien négatif anxiété mathématique/performances en mathématiques, chez les personnes qui se disent anxieuses à l'égard des mathématiques.

Wang, S., & Zhang, D. (2024). **The loss outweighs the gain: teacher criticism as a moderator in the relations between pathological internet use, learning maladaptation, and academic performance**. *European Journal of Psychology of Education*, 39(2), 751-766. https://doi.org/10.1007/s10212-023-00719-z

This study is to determine how learning maladaptation and teacher criticism affect the relationship between pathological Internet use and academic performance. Results indicated that pathological Internet use could negatively predict students' academic

performance. Learning maladaptation had a mediating effect on the relations between pathological Internet use and academic performance. In addition, teacher criticism played a moderating role in the relations between pathological Internet use and learning maladaptation. As a moderator, although teacher criticism could alleviate the impact of pathological Internet use on learning maladaptation, using criticism might cause the loss outweighs the gain and directly worsen students' learning maladaptation more.

Wang, X., Wang, Y., & Ye, Y. (2024). **Subjective socioeconomic status predicts e-learning engagement in college students: the mediating role of perceived social support and self-efficacy**. *European Journal of Psychology of Education*, *39*(2), 1119-1134. https://doi.org/10.1007/s10212-023-00725-1
In recent years, e-learning engagement has attracted much attention because the COVID-19 pandemic has forced schools to shift to online teaching without preparation. Therefore, based on the ecological system theory, this study investigates the relationship between subjective socioeconomic status and e-learning engagement among college students and the mediating effects of perceived social support and self-efficacy. A total of 528 college students in China voluntarily participated in our study. The results showed that perceived social support and self-efficacy independently and jointly mediated the relationship between subjective socioeconomic status and e-learning engagement. The multiple mediation model showed that the high subjective socioeconomic status would increase students' perceived social support, which could improve their sense of self-efficacy, and further help them put more energy into e-learning. These findings contribute to a better understanding of factors that influence student e-learning engagement.

Wisenöcker, A. S., Binder, S., Holzer, M., Valentic, A., Wally, C., & Große, C. S. (2024). **Mathematical problems in and out of school: The impact of considering mathematical operations and reality on real-life solutions**. *European Journal of Psychology of Education*, *39*(2), 767-783. https://doi.org/10.1007/s10212-023-00718-0
In this study, effects of asking participants to make different types of considerations when solving a realistic word problem were investigated. A two-factorial experiment with the factors "addressing realistic considerations" (with vs. without) and "addressing mathematical operations" (with vs. without) was conducted. It was assumed that reality-based considerations would lead to reality-based problem-solving strategies, thus fostering real-life solutions, while considering mathematical operations would lead to problem-solving strategies usually promoted in school, which were expected to impair realistic solutions. Analyses are based on N = 165 participants. The results showed that being asked to make reality-based considerations did not significantly affect realistic solutions $(F(1, 161) = 2.43, p = 0.121, \eta p2 = 0.015)$, while being asked to consider appropriate mathematical operations significantly impaired realistic solutions $(F(1, 161) = 8.54, p = 0.004, \eta p2 = 0.050)$. These findings suggest that inducing typical school problem-solving strategies may be detrimental when it comes to solving mathematical problems in a realistic way.

Wu, M. Q., Cieslik, V. V., Askari, S., Hadwin, A. F., & Hood, M. (2024). **Measuring the Complexity of Self-Regulated Learning and Academic Challenges for Adolescents in Canada**. *Journal of Psychoeducational Assessment*, *42*(3), 293-307. https://doi.org/10.1177/07342829231221851

Research that uses self-report measures to examine the complexity of self-regulated learning (SRL) and academic challenges for adolescents is limited. This study examined the psychometric property of the Self-Regulated Learning Profile and Self-Diagnostic (SRL-PSD) instrument and addressed the multi-components of SRL and academic challenges for adolescents. Participants were 358 adolescents from a Canadian middle school. The subscales of SRL-PSD were administered to students through LimeSurvey during a 25-min instructional session over two days. Results demonstrated the SRL-PSD was a reliable and valid self-report instrument to measure adolescents' SRL practices and academic challenges. Also, all types of SRL practices and academic challenges were significantly intercorrelated. Additionally, all types of SRL practices were positively associated with school engagement, whereas all types of academic challenges were negatively associated with school engagement. Overall, this study provides a validated self-report measure for educators and researchers to examine adolescents' SRL practices and academic challenges.

Yamamoto, S. H. (2024). **Preliminary Psychometric Assessment of STEM Attitude Measure for U.S. High School Students With Disabilities**. *Journal of Psychoeducational Assessment*, *42*(3), 349-356. https://doi.org/10.1177/07342829231218767
This was the first study in which a psychometrically validated STEM measure, the "Student STEM" (S-STEM), was studied for HSSWD. This study also represented the first time a psychometrically validated STEM measure, the "Student STEM" (S-STEM), was studied for HSSWD. Data were collected from 229 HSSWD in a western state and analyzed using Cronbach's Alpha, McDonald's Omega, and exploratory factor analysis (EFA). The Alpha and Omega results showed less internal consistency in HSSWD attitudes toward mathematics than their attitudes toward the other three S-STEM subscales. The EFA results showed preliminary indications of construct validity for the engineering and technology subscale. Limitations of the study are its modest sample size and some measurement imprecision. Implications of the study are further psychometric analyses of the S-STEM for HSSWD and educators focusing on increasing STEM opportunities for HSSWD.

Yang Hansen, K., Thorsen, C., Radišić, J., Peixoto, F., Laine, A., & Liu, X. (2024). **When competence and confidence are at odds: a cross-country examination of the Dunning–Kruger effect**. *European Journal of Psychology of Education*, *39*(2), 1537-1559. https://doi.org/10.1007/s10212-024-00804-x
Research has shown that some students who underperform in mathematics overestimate their performance, while others who excel in mathematics underestimate it. Looking at this mismatch of performance and confidence judgement—the Dunning–Kruger effect (DKE)—the current study investigates how well students' confidence judgement and item-specific mathematics competence relate with each other and whether such a relationship differs across six European countries (i.e., Norway, Sweden, Finland, Estonia, Serbia and Portugal). We also examine whether perceived competence, mathematics identity, gender, socioeconomic status and immigration background predict this mismatch and whether these demographic factors function differently between the examined countries. The results show that the DKE could be found across grades three and four in all six countries. However, there are country-specific patterns regarding the relationship between performance, mathematics identity and perceived competence; the DKE; and how different demographic variables predict its occurrences in particular subpopulations.

Žerak, U., Juriševič, M., & Pečjak, S. (2024). **Parenting and teaching styles in relation to student characteristics and self-regulated learning**. *European Journal of Psychology of Education*, 39(2), 1327-1351. https://doi.org/10.1007/s10212-023-00742-0

Parents and teachers play a key role in developing students' self-regulated learning (SRL), which is closely linked to academic achievement and acts as a protective factor for students from low socioeconomic backgrounds. Research has shown that authoritative parenting style, parental responsiveness, emotional warmth, behavioural control, and autonomy support are associated with better academic performance. In addition, studies have shown that the quality of the teacher-student relationship plays an important role in the development of SRL. However, there is limited research on the relationship between school and home environmental factors, student characteristics, and SRL, especially in primary school. The present study examined the relationship between parenting styles, teaching styles, student characteristics, and SRL. The sample included 328 ninth-grade students in Slovenian primary schools. SRL, parenting styles, and teaching styles were assessed using student self-reports. Using latent profile analysis, three subtypes of parenting styles (discipline-oriented parenting, democratic parenting, and responsive parenting) and three subtypes of teaching styles (autonomy-supportive teaching, diverse teaching, and directive teaching) were identified. Results indicate that students who perceive autonomy-supportive teaching and responsive parenting styles exhibit higher levels of SRL. Autonomy-supportive teaching was positively associated with student achievement. This study highlights the importance of an authoritative parenting and teaching style for the development of SRL in primary school.

Zhang, S., Sulong, R. M. B., & Hassan, N. B. C. (2024). **Perceived double reduction policy, perception of educational involution: Exploring the mediating role of parental educational anxiety and the moderating influence of gender—Insights from a survey conducted in a City in China**. *European Journal of Education*, *59*(2), e12604. https://doi.org/10.1111/ejed.12604

Education policies align with evolving needs and changes in education. Two years ago, the double reduction policy was widely welcomed. But new challenges have emerged now, it is necessary to examine whether it still meets parental expectations, and whether adjustments in details are needed. We investigated parents' perception of policy implementation intensity; and its relationship with parents' perception of educational involution; and parents' educational anxiety, as well as the roles played by gender. Findings highlight parents who perceive a stronger policy implementation intensity experience higher levels of educational anxiety and are more likely to feel educational involution; education anxiety acts as a mediator, while gender plays a moderating role. We highlighted policy's advantages while emphasizing the necessity to avoid policy rigidity and one-size-fits-all. We recommend establishing a flexible, real-time parental feedback mechanism and promoting continuous monitoring and evaluation. This approach would enable it to meet the changing demands of education.

Zhao, L., Yuan, H., & Wang, X. (2024). **Impact of homework time on adolescent mental health: Evidence from China**. *International Journal of Educational Development*, *107*, 103051. https://doi.org/10.1016/j.ijedudev.2024.103051

Fierce competition in China's basic education system results in students spending too much time on homework. However, few studies have explored the mental health effects of homework time. Using data from the China Education Panel Survey (CEPS), this paper empirically examines the impact of homework time on adolescent mental health through

the fixed-effects model and instrumental variables regression. Additionally, this study explores the moderating effects of teacher support and parent involvement. The results indicate that homework time has a negative effect on adolescent mental health, but only when the amount of time spent on homework exceeds about 1 hour and 15 minutes. Overall, there is a non-linear relationship between homework time and adolescent mental health. Teacher support, particularly emotional support, can mitigate the adverse mental health effects of excessive homework time, whereas parental involvement does not show the same positive effect. The analysis of heterogeneity reveals that adolescents from rural schools or medium family economic backgrounds experience a more pronounced negative impact from excessive homework time compared to those from urban schools, poorer or richer family backgrounds. Furthermore, students with outstanding academic performance are affected more significantly than their peers with poor academic performance. The empirical results echo the targets of the Chinese « double reduction policy » which requires strict control of homework time. Education policymakers should reasonably regulate homework time and systematically explore education concepts and teaching methods that are compatible with the reduction of homework time.

Zhu, J., Weng, W., Bian, X., Yang, T., Mule', T. N., Hsueh, Y., & Li, Y. (2024). **Validating the Social-Emotional Assessment Measure (36–66 Months) for Use Among Chinese Preschoolers**. *Journal of Psychoeducational Assessment*, *42*(4), 467-478. https://doi.org/10.1177/07342829241228632
This study examined the psychometric properties of the Chinese version of the Social-Emotional Assessment Measure (SEAM) (33–66 months), which is designed to assess social-emotional difficulties and behavior disorders in young children. In this case, the SEAM was translated and back-translated. The sample included 2477 preschoolers (1256 boys; Mage = 57.57 months, SD = 10.93) residing in Shanghai, China. In summary, the results presented a 10-factor model that showed a good fit for the SEAM (33–66 months). Ultimately, the analyses demonstrated adequate internal consistency, reliability, and convergent validity. These findings indicate that the SEAM (33–36 months) is appropriate for use in Chinese preschool populations.

Aspects sociaux de l'éducation

Ahmad, N., Shaheen, N., & Hussain, S. (2024). **Gender disparities in universal primary education: An analysis of women's education and policy implications in Pakistan (1947–2017)**. *European Journal of Education*, *59*(2), e12638. https://doi.org/10.1111/ejed.12638
This article analysed gender disparities in Pakistan focusing on access to primary education and women's education in light of National Education policies from 1947 to 2017 to achieve universal primary education. This study aimed to trace the evolution of National Education policies (1947–2017) in the attainment of universal primary education and gender disparities in Primary education in Pakistan. A qualitative document analysis technique was employed to extract relevant data related to policy objectives, strategies, and targets of primary education, gender disparities, and women's education. The quantitative data was extracted from the Pakistan Economic Survey 2022–2023, Pakistan Education Statistics 2020–2021, and all National Census 1951, 1961, 1972, 1981, 1998, and 2017. The study found that education policies highlighted the importance of primary education but did not dedicate larger sections to women's education in the first 40 years. The recent education policies addressed the importance

of women's education for achieving gender parity. These findings, which stem from a review of national education policies' documents, are in line with the findings drawn from the quantitative data extracted from authoritative reports which stated that significant gender disparities existed in the numbers of primary schools, access to primary education, and students' enrolments throughout the history of Pakistan. The study also found significant gender disparities in the number of primary schools per 100,000 children, with male students comparatively attending schools more than female students. The study found consistent gender disparities in primary education enrolment in Pakistan with notable progress in recent years but have not been able to eliminate these disparities. Gender disparity is evident in literacy rate, gross enrolment rate (GER), and net enrolment rate (NER). The study recommended that the revision of existing policies and formulation of new education policies should be based on comprehensive documentation on women's education and its impact on the economy, literacy rate, and universal primary education.

Alidou, S., & Koussihouèdé, O. (2024). *Urban-rural differences in teachers' qualification and competences in primary education in Francophone Sub Saharan Africa* (p. 16). Consulté à l'adresse ADEA website: https://www.adeanet.org/en/publications/urban-rural-differences-teachers-qualification-competences-primary-education

Audet, G., Plante Thibodeau, S., Amireault, V., Jetté, M., & Dufour, F. (2024). **Quand la perception teinte la relation : regards d'acteurs et d'actrices scolaires sur des familles d'immigration récente ayant un·e enfant considéré·e en situation de grand retard scolaire**. *Revue hybride de l'éducation*, *8*(2), 1-20. https://doi.org/10.1522/rhe.v8i2.1565 Plus du quart des élèves du Centre de services scolaire de Montréal sont né·e·s à l'extérieur du Canada. Parmi eux, plusieurs sont considéré·e·s en situation de grand retard scolaire (SGRS). Nous nous sommes intéressées aux relations école-famille du point de vue d'acteurs et d'actrices scolaires (n=15), soit à leur perception des familles immigrantes nouvellement arrivées ayant un·e enfant en SGRS et à leur collaboration avec celles-ci. L'analyse menée permet de mettre en lumière de quelles manières le regard posé sur les familles par les acteurs et d'actrices scolaires influence la relation qu'ils et elles construisent avec celles-ci.

Bacher-Hicks, A., Musaddiq, T., Goodman, J., & Stange, K. (2024). **The stickiness of pandemic-driven disenrollment from public schools**. *Economics of Education Review*, *100*, 102527. https://doi.org/10.1016/j.econedurev.2024.102527
The extent to which pandemic-induced public school enrollment declines will persist is unclear. Student-level data from Michigan through fall 2021 yields three relevant findings. First, relative to pre-pandemic trends, fall 2021 enrollment had partially recovered for low-income, Black, and Hispanic students, but had declined further for non-low-income, White, and Asian students. Second, annual public school exit rates remained elevated for elementary students and accelerated further for middle school students. Third, public school exit is sticky and varies by chosen alternative. Only 21 percent of those who left for private schools in fall 2020 had returned by fall 2021, while 50 percent of those who left for homeschooling had returned. These findings suggest that pandemic-driven public school enrollment declines may persist, and more so among higher income families.

Barone, C., & Herbaut, E. (2024). **Decision-making mechanisms, information and educational inequalities**. In *Research Handbook on Intergenerational Inequality* (p.

387-399).   Consulté   à   l'adresse
https://www.elgaronline.com/edcollchap/book/9781800888265/book-part-9781800888265-38.xml
This chapter discusses the role of decision-making processes and information barriers as mechanisms of educational inequality. We focus primarily on socioeconomic gaps in academic performance, track choices and higher education enrolment. Moreover, we compare the explanatory mechanisms that can be derived from three different approaches to the analysis of educational decision-making: perfect rationality, bounded rationality and the behavioral approach, discussing trade-offs between parsimony, realism and explanatory power.

Barrios-Fernández, A., & Riudavets-Barcons, M. (2024). **Teacher value-added and gender gaps in educational outcomes**. *Economics of Education Review*, *100*, 102541. https://doi.org/10.1016/j.econedurev.2024.102541
This paper uses rich administrative data from Chile to estimate teacher value added (TVA) on test scores and on an educational attainment index. We allow each teacher to have a different TVA for male and female students and show that differences in TVA explain an important part of the gender gaps we observe in test scores and postsecondary education trajectories. The gaps in gender-specific teaching effectiveness are especially pronounced in mathematics. Indeed, eliminating within-teacher differences in math test score VA would reduce the gender gap in math performance by 67%. We explore what could be behind these gaps in gender-specific TVA and find no significant differences in what makes teachers effective for male and female students. We do find, however, significant associations between teacher characteristics—e.g., gender and performance in the college admission exam—and practices—e.g., paying attention to low-performing students, congratulating students who improve, and having a good relationship with students—with teacher effectiveness. Finally, we also show that math teachers tend to be biased in favor of male students and that teachers with smaller gender biases are more effective for both, male and female students.

Béland, M.-P., & Borri-Anadon, C. (2024). **Relations (a)symétriques au sein de la communication école-familles immigrantes-communauté : quels enjeux pour la collaboration ?** *Revue hybride de l'éducation*, *8*(2), 1-23. https://doi.org/10.1522/rhe.v8i2.1562
Cette contribution se penche sur les pratiques de communication entre acteurs et actrices scolaires et parents immigrants afin de contribuer à la compréhension des enjeux de la collaboration école-familles immigrantes-communauté. À partir d'une perspective interactionniste et d'une recherche ethnographique documentant un modèle hybride de services d'accueil et de soutien à l'apprentissage du français mis en oeuvre dans la région du Centre-du-Québec, trois modalités de communication reposant sur des configurations de rôles exercées par les acteurs et actrices scolaires participant·e·s et attribuées aux parents immigrants ont été documentées. La discussion propose d'aborder les relations (a)symétriques qui les traversent.

Benmbarek, A., Poplimont, C., & Lo Monaco, G. (2024). **Social representations of teachers' dropout in the French context: An exploratory study**. *European Journal of Education*, *59*(2), e12637. https://doi.org/10.1111/ejed.12637

This work aims to investigate the causes behind teachers leaving their profession in France, as well as the aspects that influence some teachers to stay in. The phenomenon of teacher dropout and abandonment is increasingly prevalent in OECD countries, particularly affecting new teachers. Taking a social psychological perspective, the research delves into the representational content of teachers' attitudes towards their profession. By distinguishing between teacher dropout and abandonment—the latter being considered an earlier phase, the results suggest that pupils play a central role in preventing teachers' dropout, along with the love and passion for teaching and the discipline they teach. Conversely, lack of consideration, inadequate resources, working conditions and classroom management challenges are identified as aspects contributing to increase teachers' dropout phenomenon. The findings provide an empirical basis for future studies and valuable insights for enhancing initial teacher training programmes. Understanding these phenomena through the lens of social representations provides valuable insights for developing supportive environments that foster teacher retention and well-being and facilitate intervention and prevention strategies targeting key elements linked to teachers dropping out.

Berger, E., Baidawi, S., D'Souza, L., Mendes, P., Morris, S., Bollinger, J., & Purtell, J. (2024). **Educational experiences and needs of students in out-of-home care: a Delphi study**. *European Journal of Psychology of Education*, *39*(2), 689-710. https://doi.org/10.1007/s10212-023-00714-4
Numerous studies show that children and young people in out-of-home care (OOHC) face significant disadvantage in completing high school and accessing post-secondary education. The current research involved a two-round Delphi survey which aimed to identify educational challenges and school reforms to improve the educational experiences of children and young people in OOHC. A total of 45 participants from three OOHC stakeholder groups (carers of children in OOHC, professionals/educators, and young people with lived experience of OOHC) completed the round one survey which consisted of open-ended questions analysed using thematic analysis. In the second survey round, 19 participants completed a Likert scale questionnaire which drew on themes from the round one thematic analysis. Using a consensus threshold of 70% for the round two survey, participants agreed that students in OOHC face a myriad of educational challenges, such as dealing with a history of trauma, frequent home and school transitions, mental health issues and stigma as a result of being in OOHC. It was agreed that teachers lack knowledge and experience, and schools lack support for students in OOHC. Stakeholders recommended provision of greater mental health support, coordination of services and more autonomy for OOHC students regarding their education.

Bizzell, C. V. (2024). **How does it feel to be a problem: tokenization of black women student affair professionals in white academic spaces**. *International Journal of Qualitative Studies in Education*, *37*(5), 1410-1424. https://doi.org/10.1080/09518398.2023.2181459
In this article, the author argues that Black women have experienced heightened levels of tokenism and hypervisibility since the 2016 election. By engaging with Black Feminist Theory and Kanter's tokenism framework, the author outlines how tokenism impacts the esteem and well-being of Black women student affairs professionals. More specifically, this study examines how tokenism is used to contain stereotypes, using Black energy, identities, and painful experiences for institutional gain and social justice mirage. The author contends that Black women have been tokenized in the following themes: a

single expert on Blackness, an ideal worker or placeholder for diversity initiatives, and an agenda keeper to sustain the white agenda. This article concludes with a reflection on what white academic spaces should consider implementing to welcome Black women's voices and presence while dismantling embedded racism.

Blanco-Varela, B., Amoedo, J. M., & Sánchez-Carreira, M. C. (2024). **Analysing ability grouping in secondary school: A way to improve academic performance and mitigate educational inequalities in Spain?** *International Journal of Educational Development*, *107*, 103028. https://doi.org/10.1016/j.ijedudev.2024.103028
Socio-educational vulnerability refers to the circumstances in which students face difficulties or challenges arising from socio-economic or contextual factors, such as a lack of resources or adverse family environments. Ability grouping during secondary school is widely used to improve student performance. The methodology tailored to students performance levels aims at providing improvements in their scores. This paper explores the complex relationship between ability grouping and socio-educational vulnerability. More specifically, it investigates how different student groups are affected by attending schools that implement ability grouping as compared to those that do not. The study is conducted in Spain, using the Programme for International Student Assessment (PISA) database and Propensity Score Matching methodology. The findings suggest that the ability grouping policy hinder equal opportunities for academically disadvantaged students, resulting in decreasing their abilities.

Bourabain, D. (2024). **Integration, negotiation, interrogation: Gendered-racialised barriers to the socialisation of doctoral students in Belgian higher education**. *European Journal of Education*, *59*(2), e12617. https://doi.org/10.1111/ejed.12617
In this paper, I discuss the gendered-racialised interactional and contextual dynamics hindering the socialisation of ethnic minoritised women (EMW) within Belgian higher education. Based on in-depth interviews, I develop the concept of 'socialisation climates' to explain the key aspects that determine EMW's socialisation process. Three socialisation climates are identified: integration, negotiation and interrogation. Findings show that insiders play a crucial role in hindering or facilitating EMW's socialisation. Developmental relationships are gendered-racialised relations in which EMW's identity impacts supervisor and peer support. The departmental context in terms of hierarchy, an Equality, Diversity, and Inclusion culture, and team composition is relevant to their socialisation process. EMW are able to socialise rapidly only in a context that is (radically) inclusive which is still rare in academia. This paper informs higher education institutions to be aware of the gendered-racialised climate and interactions that influence EMW's socialisation and increase the risk of pushing them out.

Café pédagogique. (2024, mai 17). **Mixité scolaire : état des lieux**. Consulté 17 mai 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/05/17/mixite-scolaire-etat-des-lieux/
La dernière note publiée par la Depp – Direction de l'évaluation, de la prospective et de la performance – traite de la mixité sociale au collège. Le service

Camargo Gonzalez, L. (2024). **Convivencias across space and time within educational history: a critical race feminista approach**. *International Journal of Qualitative Studies in Education*, *37*(5), 1321-1334. https://doi.org/10.1080/09518398.2024.2318269

This paper extends Critical Race Feminista Methodological (CRFM) approaches by contending that convivencias– the coexistence necessary for creating relationships in the field – are an integral part of engaging research collaborators within educational historical research. Drawing on oral histories with Chicana/o librarians, personal collections, and archival sources, I outline the Convivencias I shared with librarians that span across spatial and temporal dimensions. These interactions were centered on recollecting, remembering, and learning about the activism within Latina/o/x chidlren's literture and librarianship's history. Convivencias across space were possible through diverse interactions, such as in-person meetings, phone conversations, video conferences, and emails. Convivencias across time are represented by the continuity of sustained efforts to advance social justice in librarianship across multiple decades. The conceptualization of convivencias across space and time emerged as a CRFM tool that aims to center seldomly documented narratives of activism essential for fostering connections, cultivating community memories, and nuancing historical educational research.

Carrillo, J. F., & Gilliam, C. (2024). **Boyhood masculinities at play: Basketball, learning, and the pedagogies of the court**. *International Journal of Educational Research*, *126*, 102361. https://doi.org/10.1016/j.ijer.2024.102361
While there is an abundance of interdisciplinary research on boyhood, education, and sport respectively, especially as relating to males of color in the United States, the extant education scholarship has a dearth of auto-ethnographic work that examines these areas. Hence, this article examines how sport, and specifically, basketball, links to the development of masculinities, identity, and critical pedagogies within our own "education." Further, considering the various tensions around the schooling of U.S. youth from minoritized backgrounds, we leverage our backgrounds as Chicanx and African American scholars to recollect and analyze our journeys and links to our boyhoods and sense-making in formal and informal spaces of play. Our findings entail a push for a re-examination of how sports and critical identities of race and class may work in dialectical and transformative ways, even amidst various contradictions of boyhood. Rather than perpetuating a view of basketball cultures as solely reproducers of harmful masculinities, this paper imagines the pedagogical and liberatory aspects of the game. We conclude with implications for research around gender identities within formal and informal play.

Chen, X., Chen, Y., Wang, H., & Yang, X. (2024). **How do parental attitudes influence children's learning interests through parental practices? Evidence from literacy and numeracy perspectives**. *European Journal of Psychology of Education*, *39*(2), 731-750. https://doi.org/10.1007/s10212-023-00720-6
The present study investigated parental antecedents of children's learning interests in numeracy and literacy. Parents of 110 five- to six-year-old Chinese kindergarten children were recruited. One parent of each child completed the questionnaire on demographics, parental attitudes, home environment, home activity, parental involvement in school, and children's learning interests in numeracy and literacy. The results indicated that parents' attitudes could exert direct impacts on their children's learning interests in numeracy and literacy when demographic variables and parental practices were controlled for. Parents' attitudes toward their own learning were also indirectly correlated with their children's learning interests via their attitudes toward their children's learning. Moreover, parental practices explained the relationship between parental attitudes and children's learning interests, albeit slightly differently across literacy

and numeracy. Home activity and parental involvement in school significantly mediated the relationship between parental attitudes and children's learning interests in numeracy, while in literacy, only home learning activity was a significant mediator. These findings have important implications for guiding parents in cultivating the kindergarten children's learning interests in numeracy and literacy.

Crawford, E. R., Mann, B., & Arar, K. (2024). **New Country, New School: Recognizing and Supporting Afghan Families' Cultural and Religious Practices in U.S. Schools**. *Journal of Cases in Educational Leadership*, *27*(2), 114-126. https://doi.org/10.1177/15554589241228351
This case occurs in a Midwestern community that has received Afghan individuals and families. It explores the experiences of an Afghan mother and two children as they transition into U.S.-based schooling culture and norms as the children start elementary school. The family initially had the help of a K–12 liaison from a community-based organization. The case explores the cultural and religious identities of the family and how one school leader struggles to offer a space that acknowledges, values, and respects their identities. This case informs school leaders on best welcoming practices for newcomer students and their families in schools and communities.

Cubero-Pérez, R., Cubero, M., Matías-García, J. A., & Bascón, M. J. (2024). **Learner identity in secondary post-compulsory education students from Areas in Need of Social Transformation: an example of resilience**. *European Journal of Psychology of Education*, *39*(2), 535-556. https://doi.org/10.1007/s10212-023-00704-6
Achieving adequate integration and success at school in the post-compulsory stages involving situations where there is a risk of social exclusion is a real identity challenge for adolescents. In this research, we used a convenience sampling and selected two high schools located in Areas in Need of Social Transformation in Seville (southern Spain). We studied the learner identity of all their students in the first and second grade of secondary post-compulsory education (N = 70). These students present a trajectory of resilience, as they remained in the education system despite facing many difficulties. In this exploratory research, their identity as learners was analysed through an interview applied in a focus group format (N = 12), where their supports, strengths and psycho-social obstacles that facilitate/hinder their stay in the education system in the post-compulsory stage were also identified. Results show that adolescents have a good attitude towards academic training, based on the conviction that, in the future, they will be able to achieve a higher quality of life and a rapid insertion in skilled jobs. The image students have of themselves combines a negative perception of their lack of work habits, the difficulty of self-regulation and the little effort made, with a more positive view of their agency in the process, highlighting their intellectual and academic capacity and their effort when they set out to do so. Family, teachers and peers play a role in the resilience and identity construction of the adolescents, through protecting them, developing positive perceptions and expectations, stimulating control and effort and attributing successes and failures to students. Programmes based on the participation of the target group are essential for the design and improvement of psychosocial intervention programmes in these contexts.

Cui, L., & Song, L. (2024). **Queer migration, heteronormativity and the 'ethnic closet': Chinese queer international students' intersectional experience in New Zealand**. *European Journal of Education*, *59*(2), e12608. https://doi.org/10.1111/ejed.12608

Drawing on semi-structured in-depth interviews with 15 Chinese queer international students from New Zealand's tertiary institutions, this paper explores their motivations to pursue higher education transnationally and unpacks the interconnected power structures underpinning their experiences. We find that despite the imagination and initial perception of New Zealand as one of the most queer-friendly higher education destinations, Chinese queer international students are confronted by the 'ethnic closet'—a heteronormative power structure simultaneously disciplining racial/ethnic and sexual identities. The interplay between these two key aspects of students' identity has meant that Chinese queer international students, as migrants who occupy disadvantaged positions in local racial power relations, frequently experience heteronormative microaggressions on campus. These students' ethnic identity, which lies in the heart of their social support system, has also become a hindrance in their queer identity development. Our findings challenge the perceived dichotomy between China as homophobic and 'the West' as queer-friendly, and reveal the need for a more nuanced understanding of queer international students' experiences, in order to better support them in a higher education setting.

Dabet, G., Épiphane, D., & Personnaz, E. (2024). **Origine sociale, diplôme et insertion : la force des liens**. *Céreq Bref*, (452), 1-4. Consulté à l'adresse https://www.cereq.fr/sites/default/files/2024-05/Bref_452-web_0.pdf

Alors que les jeunes générations accèdent massivement au bac et aux études supérieures, quelle influence ont aujourd'hui les origines sociales sur les parcours scolaires et professionnels ? S'appuyant sur l'observation en 2020 des trajectoires des jeunes sorti·es de formation trois ans plus tôt, ce Céreq Bref fournit des éléments de réponse. Il montre ainsi que les inégalités sociales observées au moment de l'insertion professionnelle s'expliquent avant tout par l'effet déterminant du milieu d'origine sur le niveau de diplôme atteint. Mais cet effet persiste sur les chances d'accéder au statut cadre.

de Kleine, Lawton, & Fenster. (2024). **Understanding Students' Linguistic Histories at the Community College: The Effect of Age of Arrival on the Written Language of Resident L2 Students**. *Community College Journal of Research and Practice*, *48*(6), 332-343. https://doi.org/10.1080/10668926.2022.2133029

Community colleges across the United States are increasingly linguistically diverse, with populations that often include immigrant students who have grown up with a language other than English but have spent a significant part of their childhood in the U.S. and as such received a substantial part of their -K-12 education there. In this paper, we analyze perceived second language (L2) effects in essays written by multilingual "resident," i.e., immigrant, students enrolled in pre-credit bearing developmental and ESL writing courses. Focusing on a predominant set of grammatical patterns identified in previous research, this study compares the writings of L2 resident students to those of monolingual and international L2 students. Findings reveal that the age of arrival to the U.S. impacts grammatical patterns, with L2 resident students arriving after age 12 displaying residual grammatical L2 acquisition effects, as contrasted with earlier arrivals, whose writings resemble monolingual students' more closely. As familiarity with "standard" English patterns is unfortunately often viewed by community college instructors as indicative of "academic" writing ability , we argue that these findings indicate a need for community colleges to consider students' linguistic histories and their effects in order to interpret resident L2 students' writing skills correctly and to provide appropriate linguistic support

for resident L2 students across the curriculum. Professional development that emphasizes critical language awareness is needed so that instructors can better understand and support linguistic diversity in their classrooms.

de La Higuera, C. (2024, avril). ***Diversité et réussite [s] avec les REL et l'IA?*** Consulté à l'adresse https://hal.science/hal-04593620

DEPP. (2024). **Les IPS 2023 des écoles et établissements sont disponibles en open data**. Consulté 22 mai 2024, à l'adresse Data education website: https://data.education.gouv.fr/explore/?sort=modified&exclude.keyword=hors+catalogue&exclude.publisher=Minist%C3%A8re+des+Sports&q=ips
La DEPP a mis à jour les indices de position sociale (IPS) pour la rentrée 2023. Grâce à une meilleure remontée des professions des deux parents dans le secteur privé sous contrat, l'IPS de ces établissements reflète mieux leur profil social. Du fait de cette évolution, la comparabilité 2022-2023 n'est pas assurée pour ces établissements.

Di Tommaso, M. L., Contini, D., De Rosa, D., Ferrara, F., Piazzalunga, D., & Robutti, O. (2024). **Tackling the gender gap in mathematics with active learning methodologies**. *Economics of Education Review*, *100*, 102538. https://doi.org/10.1016/j.econedurev.2024.102538
Gender gaps in mathematics are at the root of gender differences in human capital accumulation, but the role of teaching practices on such gaps has been underinvestigated. We implement a teaching methodology to improve children's mathematical skills and evaluate the causal effect of the intervention on the gender gap in mathematics in Italy with a randomised controlled trial. The methodology, grounded in active and cooperative learning, focuses on peer interaction, sharing of ideas, learning from mistakes, and problem-solving. The treatment significantly improves girls' math performance (0.14 standard deviations), with no impact on boys, and reduces the math gender gap by about 40 %. The effect is stronger for girls with high pre-test scores.

Díez, M., Jiménez-Iglesias, A., Paniagua, C., & García-Moya, I. (2024). **The Role of Perfectionism and Parental Expectations in the School Stress and Health Complaints of Secondary School Students**. *Youth & Society*, *56*(5), 885-906. https://doi.org/10.1177/0044118X231205929
Increases in school stress among adolescents are a growing concern. Although perfectionism and parental expectations have an important role in school stress, their joint influence has not been evaluated nor have analyses taken a multidimensional perspective of school stress into consideration. The aims of this study were to analyze the role of self-oriented perfectionism and parental expectations in school stress, and to explore their potential moderation effect in the associations between school stress and health complaints in adolescence. Sample consisted of 4,768 secondary-school students (52.1% girls; M = 13.74) aged 11 to 17 years (M = 13.74) from 54 high schools in Andalusia (Spain), and school stress was measured using ASQ-S questionnaire. Results show that high self-oriented perfectionism and parental expectations were significantly associated with higher levels of school stress. In addition, the three variables school stress, self-oriented perfectionism and parental expectations were significantly associated with health complaints, and self-oriented perfectionism moderated the relationship between stress of school-leisure conflict and health complaints. These findings should be taken into

consideration for future research and the development of interventions aimed at reducing school stress among adolescent students.

Dirani, A. (2024). **Caractéristiques socio-scolaires étudiantes : quelle incidence sur la réussite en Licence entre 2006 et 2018 ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04594702

Dirani, A., & Dagorne, S. (2024). **La reconnaissance de l'engagement étudiant : quelle prise en compte de la diversité des publics ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595975

Dochania, A. (2024). **Gender microaggression praxis: A study of implicit prejudice faced by Afghan male students in universities in Delhi**. *European Journal of Education*, 59(2), e12605. https://doi.org/10.1111/ejed.12605
Implicit prejudice can be simply understood as any negative feelings or beliefs people hold towards a particular outgroup without being aware of it. One such form is microaggression, which can be defined as everyday verbal or nonverbal subtle, unconscious putdowns, slights, or negative remarks towards members of an outgroup. One of the most common and harmful forms is gender-based microaggression. Gender microaggression is defined as subtle, unconscious, everyday putdowns, slights, remarks, or insults, whether intentional or unintentional, directed at a particular gender, notably women. Despite a plethora of literature and research on gender microaggression, the focus has predominantly been on understanding microaggressions faced by women in various domains, largely neglecting the experiences of men as victims of microaggression. One such overlooked experience is that of Afghan male students studying in universities in Delhi. Each year, thousands of students from Afghanistan travel to Delhi to pursue higher education, often unaware of the prejudices they may encounter due to associations with terms like 'terrorism' or 'terrorist.' Therefore, this paper aims to understand and study the microaggression faced by Afghan male students by employing the Gender Implicit Association Test on a sample of 103 Indian students studying in universities in Delhi, selected using a snowball sampling technique. This study adapts and modifies the Weapon-based Implicit Association Test. The goal is to uncover the implicit biases of Indian students towards Afghan male students by examining the association (reaction time) between images of weapons and harmless objects, in conjunction with adjectives related to Afghan males and Afghan females. In other words, words or images that are congruent in our minds should result in shorter reaction times and fewer errors compared to words and images that are incongruent. The results indicate that Indian students were quicker in associating weapon images with Afghan male adjectives (D = −0.64) compared to Afghan female adjectives (D = 0.89).

Dong, Y. (2024). **The doubly vulnerable on the move: Educational situation of ethnic minority migrant children in urban China**. *International Journal of Educational Development*, *107*, 103036. https://doi.org/10.1016/j.ijedudev.2024.103036
This is one of the initial studies investigating the educational challenges faced by ethnic minority migrant children in eastern China. Prior scholarship has well documented pressing issues relating to migrant children. However, there is limited research on ethnic minority migrant children, despite their growing presence in Chinese cities. Drawing from

data collected during thirteen months of fieldwork with Hui and Salar migrant children in the Han-dominated city of Shanghai, this article illuminates the institutional and non-institutional exclusion they encounter during both school enrolment and integration. Enrolment policies impose severe restrictions on the ability of ethnic minority migrant children to access compulsory education in Shanghai. Beyond these institutional barriers, Hui and Salar children also face widespread exclusions and discrimination even after successfully enrolling in schools. In Shanghai state schools, including dedicated ethnic minority schools, appropriate formal support for minority migrant children is lacking. It thus falls to individual teachers to provide ad-hoc support for students, which may do more harm than good. Ethnic minority migrant children and their families respond to their disadvantageous situation in a variety of ways, depending on their circumstances, future plans, and understanding of their identity. Some Salar and Hui children are encouraged by parents to prioritise preserving their ethnic identities, forsaking opportunities for integration, while others are urged to assimilate with Han peers by relinquishing attempts to maintain distinct ethnic identities. These choices also influence their attitudes toward school education.

Duru-Bellat, M. (2024, mai 31). **Orientation des lycéens : le grand fossé entre aspirations et réalité du marché du travail**. Consulté 3 juin 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/orientation-lyceens-grand-fosse-entre-aspirations-realite/00111175
Le stage de seconde, obligatoire dès cette année, remet au centre du débat la question lancinante de l'orientation.

Escobedo, C. R. (2024). **Letter writing as a Chicana/Latina healing tool: the affordances of a Critical Race Feminista Epistolary Praxis**. *International Journal of Qualitative Studies in Education*, *37*(5), 1335-1348. https://doi.org/10.1080/09518398.2024.2318285
Heeding Gloria Anzaldúa's (2012) call to cultivate, "new theories with new theorizing methods," this article articulates the contours of a Critical Race Feminista Epistolary Praxis (CRFEP). CRFEP, a writing-based methodological intervention nestled within anti-racist and social justice traditions, fosters opportunities for Women of Color to communicate their resistance against the historical legacies and contemporary manifestations of racialized and gendered oppression. The author addresses the following questions: (1) What constitutes a CRFEP in education research? And (2) What does the empirical application of a CRFEP look like in scholarship that centers the educational life experiences of Chicana/Latina mothers and daughters? The author contends, a CRFEP uplifts a textual platform for Chicanas/Latinas to exert a literary presence and it facilitates a transformative process of healing and transformation for Women of Color epistolarians. Indeed, the CRFEP humanizes the research process and disrupts traditional modes of data collection and analysis in education research.

ETF : European training foundation. (2024). *Gender dimension of labour market transitions: implications for activation and skills development fo the EU neighbouring countries*. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2024-04/Gender%20dimension%20of%20LM%20transitions.pdf
De quelle manière les politiques d'activation et de développement des compétences gagnent-elles en importance dans les pays voisins de l'Union européenne en tant que composantes clés de la reprise post-COVID-19, des transitions verte et numérique et des stratégies visant à faire face aux risques socio-économiques émergents ainsi que des

menaces contre la sécurité dans le monde entier ? Ce rapport se concentre sur la dimension de genre dans les transitions sur le marché du travail et sur l'élaboration des politiques du marché du travail, de l'orientation professionnelle et du développement des compétences. Il fournit un aperçu des principales tendances en matière de participation des femmes au marché du travail, de résultats scolaires et de politiques et programmes sensibles au genre. Il met en lumière des politiques exemplaires, des initiatives nationales ou des programmes visant à renforcer l'égalité des sexes.

Eze, E. C., Amedu, A. N., Sampson, M., Okoro, I. D., Nwabudike, C. P., & Ogar, S. I. (2024). **Influence of Environmental Shocks and Child Labour on Children's Educational Outcomes: A Scoping Review**. *Child Indicators Research*, *17*(3), 1071-1095. https://doi.org/10.1007/s12187-024-10109-6
Educational outcomes for children are of the utmost importance since they form the foundation of education systems worldwide. Children's learning outcomes have been adversely affected by natural and human disasters since their inception. This paper employs a scoping review approach to investigate the influence of environmental shocks and child labour on children's educational outcomes. Numerous empirical studies have been screened in this study to determine how environmental shocks and child labour influence children's educational outcomes. This present study is the most recent research to examine the influence of environmental shocks and child labour on children's educational outcomes. This study found that environmental shocks (death, climate variability, flooding, and hurricanes) are positively associated with child labour and negatively related to children's learning outcomes, while child labour (farming, domestic chores, fishing, and hawking) has a negative influence on children's educational outcomes. This study also found that the interaction effect of environmental shocks and child labour has detrimental impacts on children's learning outcomes. Available literature has shown that research on the influence of environmental shocks and child labour on children's education and environmental shocks on child labour is still growing. More studies are needed on the influence of other kinds of environmental shocks and child labour on children's educational outcomes as well as the influence of environmental shocks on child labour, particularly on the African continent. This is because there is a dearth of literature despite the fact that they are susceptible to environmental shocks since they are located in the tropics and other areas habitually unprotected from life-threatening weather events, which reduce their per capita income and increase child labour.

Fakou, E. (2024). **'I teach them what I can': working-class mothers supporting their children's relationship with schooling**. *British Journal of Sociology of Education*, *45*(1), 119-136. https://doi.org/10.1080/01425692.2023.2284084
This text aims to demonstrate the contribution of working-class mothers to supporting their children at school and the social factors that determine the effectiveness of the practices these mothers adopt in their efforts. The mothers' involvement in education is a complex and demanding work. It entails practices directly related to schooling, such as communication with teachers and daily homework management, as well as out-of-school time management for their children in relation to other organized activities (educational, sports, cultural) they may attend. These practices create a distinct educational context that runs in parallel with the educational context of the school. However, mothers do not share the same perceptions and practices. On the contrary, there are differences identified among them, which are directly associated with financial

ability and, most importantly, the educational level of the mothers, who seem to be the family member responsible for making decisions in respect with children's education.

Freeman, J. A., Gottfried, M. A., & Odle, T. K. (2024). **Explaining Course Enrollment Gaps in High School: Examination of Gender-Imbalance in the Applied Sciences**. *Educational Policy*, *38*(4), 897-936. https://doi.org/10.1177/08959048231174884
Federal policy in the United States has urged high schools to expand offerings in career and technical education (CTE) coursework to address persistent gender inequities in science, technology, engineering, mathematics, and medical (STEMM) fields. Unfortunately, gender composition in engineering and health sciences CTE enrollment is highly imbalanced and reflects postsecondary and labor market trends. Using data from the High School Longitudinal Study of 2009, we use decomposition techniques to examine which student, family, and school factors explain gender-imbalanced enrollment in STEMM-focused CTE courses. The results indicate student occupational expectations were the largest contributor to gender gaps across content areas.

Freude, L., Bonet, J., & Calvet, C. C. (2024). **Assessing training on digital gender based violence in higher education taking into account gender and sexual orientation**. *European Journal of Education*, *59*(2), e12615. https://doi.org/10.1111/ejed.12615
Digital Gender-Based violence (DGBV) is a social problem affecting overproportionally younger people, especially women and LGTB. Training programmes to combat DGBV are recommended but we lack evidence-based evaluation of them. We evaluate a series of trainings at university for all participants (N = 190), taking into account gender and sexual orientation. A multimethod approach is used. Training is assessed with a pre–/post-test survey on DGBV concerning content and skills, including items and open boxes on overall satisfaction. We also include observations of the workshop and students' reflections. We measure learning outcomes and satisfaction for the whole sample, as well as differences for gender and sexual orientation. Previous knowledge confirms the need for training programmes on DGBV. The difference between previous and subsequent knowledge proves that short training programmes on DGBV can improve students' knowledge of DGBV. We could not find differences between genders, but there are some differences based on sexual orientation.

Furuta, K. (2024). **The burden of student loan debt: differences in socioeconomic background and attitudes towards higher education**. *British Journal of Sociology of Education*, *45*(1), 41-59. https://doi.org/10.1080/01425692.2023.2267771
Increased reliance on student loans to finance higher education (HE) raises concerns about unequal access and repayment burdens. However, who borrows and what motivates students and parents to borrow remain unclear. A longitudinal survey tracked parents and students from high school into their early career to explore the effects of socioeconomic background and attitudes towards HE on taking out student loans in Japan. The findings reveal that, first, families' economic circumstances are negatively associated with taking out student loans. Second, students, especially those from lower socioeconomic backgrounds, may choose a two-year rather than four-year institution to reduce debt. Third, students and their mothers differ in their motivations for borrowing: students' perceived risk of failing to graduate discourages them from borrowing money, whereas mothers attach more importance to the cost–benefit of student loans. These results have policy implications for alleviating debt burden and promoting equal access to HE.

Gandolfi, H., Glowach, T., Walker, L., Walker, S., & Rushton, E. A. C. (2024). **Exploring decolonial and anti-racist perspectives in teacher education and curriculum through dialogue**. *The Curriculum Journal*, *35*(2), 310-319. https://doi.org/10.1002/curj.246

Gao, F. (2024). **Avoiding the "Rat race": Hong Kong students' sense of belonging to a Chinese university in the Greater Bay Area**. *International Journal of Educational Development*, *108*, 103059. https://doi.org/10.1016/j.ijedudev.2024.103059
Inbound Hong Kong students constitute a substantial and growing population at mainland Chinese universities in the Greater Bay Area (the GBA). However, their university experiences and the ways in which they construct sense of belonging to Chinese universities have been under-researched areas. The qualitative interview study was conducted in one mainland Chinese university located in the GBA with ten students in years 1 and 2 of their undergraduate studies. This research challenges the homophily belonging assumption. Collected data suggest that the students made meaning of and operated university belonging counter to the institutional rat race culture on the mainland campus.

Gautier-Touzo, M., Brouillaud, A., Burricand, C., Dauphin, L., & Monso, O. (2024a). **Les différences d'orientation entre les filles et les garçons à l'entrée de l'enseignement supérieur**. *Note d'Information*, (24.20), 1-4. Consulté à l'adresse https://www.education.gouv.fr/les-differences-d-orientation-entre-les-filles-et-les-garcons-l-entree-de-l-enseignement-superieur-414366
En terminale, les choix de spécialités et de leur combinaison diffèrent sensiblement entre les lycéennes et les lycéens.

Gautier-Touzo, M., Brouillaud, A., Burricand, C., Dauphin, L., & Monso, O. (2024b). **Les différences d'orientation entre les filles et les garçons à l'entrée de l'enseignement supérieur**. *Note d'information du SIES*, (2024-03), 1-7. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-differences-d-orientation-entre-les-filles-et-les-garcons-l-entree-de-l-enseignement-superieur-96201

Global education monitoring report team. (2024). *Global education monitoring report 2024, gender report: technology on her terms*. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000389406
Ce rapport alerte sur le fait que, bien que les technologies numériques puissent améliorer l'enseignement et l'apprentissage, elles présentent également des risques importants tels que des possibilités de violation de la vie privée et de cyberharcèlement ainsi qu'une moindre concentration en classe. Le rapport met particulièrement en évidence la manière dont les réseaux sociaux renforcent les stéréotypes de genre, engendrant des répercussions néfastes sur le bien-être, l'apprentissage et les choix de carrière des filles. Ces dernières souffrent également davantage que les garçons de cyberharcèlement et sont confrontées à des stéréotypes négatifs qui les détournent de l'étude des sciences, de la technologie, de l'ingénierie et des mathématiques (STEM), disciplines considérées comme étant réservées aux hommes.

Gosselin-Gagné, J. (2024). **Soutenir la collaboration avec les familles d'élèves issus de l'immigration : analyse de récits de pratique au préscolaire et au primaire en contextes**

scolaires québécois. *Revue hybride de l'éducation*, *8*(2), 1-23. https://doi.org/10.1522/rhe.v8i2.1544
Environ 32 % des élèves du système scolaire québécois sont issus de l'immigration (ÉII), un pourcentage s'élevant à plus de 67 % à Montréal. Bien que l'ensemble de ces élèves ne soit pas à risque sur le plan scolaire, certains d'entre eux éprouvent des difficultés. Cet article présente les résultats d'une recherche qui s'est intéressée aux savoir-agir tacites que développent des enseignants et d'autres membres du personnel dans l'exercice de leurs fonctions en contexte de diversité ethnoculturelle. L'analyse de récits de pratique reconstruits par les participants révèle une panoplie de pratiques et de stratégies que ces derniers mettent en oeuvre pour travailler avec les familles dans l'espoir de soutenir la réussite éducative de leurs ÉII.

Gosselin-Gagné, J., & Audet, G. (2024). **Les collaborations école-famille immigrante-communauté (ÉFiC) : multiplier les voix et les regards pour mieux comprendre comment les soutenir : éditorial**. *Revue hybride de l'éducation*, *8*(2), 1-6. https://doi.org/10.1522/rhe.v8i2.1734
Un article de la revue Revue hybride de l'éducation, diffusée par la plateforme Érudit.

Gosselin-Gagné, J., Gagnon, S., & Gagné, S. (2024). **Des initiatives du Centre de services scolaire Marguerite-Bourgeoys pour soutenir la synergie entre les écoles, les familles immigrantes et la communauté**. *Revue hybride de l'éducation*, *8*(2), 1-11. https://doi.org/10.1522/rhe.v8i2.1564
Depuis plusieurs années, le Centre de services scolaire Marguerite-Bourgeoys (CSSMB) accueille de nombreux élèves immigrants récemment arrivés au Québec. Puisque certains d'entre eux sont à risque de vivre des difficultés sur le plan socioscolaire, nous cherchons constamment à déployer les ressources nécessaires pour les soutenir. Dans le cadre de cet article, nous présentons différentes initiatives que nous avons développées, en cohérence avec les résultats de plusieurs recherches, afin de favoriser la synergie entre les écoles, les familles immigrantes et nos partenaires externes, dans une perspective de soutien à la réussite éducative de nos élèves.

Gosselin-Lavoie, C., & Charette, J. (2024). **Quand l'école promeut des albums plurilingues de littérature jeunesse pour soutenir des pratiques inclusives de collaboration avec les familles en milieu pluriethnique et plurilingue**. *Revue hybride de l'éducation*, *8*(2), 1-26. https://doi.org/10.1522/rhe.v8i2.1566
Cet article présente les résultats d'une vaste recherche dans laquelle les Albums plurilingues ÉLODiL (Armand et al., 2018), une plateforme numérique regroupant des albums plurilingues de littérature jeunesse québécois, ont été utilisés dans une perspective de collaboration école-famille au préscolaire en milieu pluriethnique et plurilingue. Des entretiens semi-dirigés faits auprès de 16 parents ayant participé au projet illustrent comment la diversité linguistique promue par les albums permet la reconnaissance du bagage linguistique des familles par l'école et contribue à offrir aux parents des façons de collaborer avec l'école qui prennent en compte leurs réalités et leurs cadres de vie.

Guay, S., Pouliot, E., Maltais, D., Giroux, P., Simard, A.-S., Maltais-Dufour, O., & Lacelle, C. (2024). **La fermeture des établissements scolaires en temps de pandémie : point de vue d'adolescents et d'adolescentes en région éloignée sur les changements perçus dans**

leur pratique d'activité physique. *Revue hybride de l'éducation*, *8*(1), 1-22. https://doi.org/10.1522/rhe.v8i1.1651
En raison de la pandémie, en mars 2020, les adolescents et les adolescentes se sont retrouvés confinés à leur domicile pour un temps indéterminé. Afin de mieux comprendre leur vécu dans ce contexte particulier, notamment en ce qui concerne leurs habitudes de vie, des entrevues de groupe (n=10) ont été réalisées auprès de 57 jeunes fréquentant trois écoles secondaires du Saguenay-Lac-Saint-Jean en 2021-2022. Les résultats soulignent la pertinence de mieux comprendre leur vécu et leurs besoins en temps de crise, de même que l'importance du rôle des milieux scolaires quant à la pratique d'activité physique chez les jeunes, et ce, en vue d'améliorer la qualité du soutien qui leur est offert.

Guedes, F. B., Cerqueira, A., Marques-Pinto, A., Branco, A., Galvão, C., Sousa, J., … de Matos, M. G. (2024). **School and family ecosystem: Incentives and barriers to school–family communication**. *European Journal of Education*, *59*(2), e12620. https://doi.org/10.1111/ejed.12620
The aim of the study was to explore the factors and barriers related to the incentive and opportunity of school–family communication. This work is part of the HOUSE-Colégio F3 Project, ULisbon, which included 1,143 first-year university students from the University of Lisbon, with average age of 19.61 ± 3.96 years. The young people who had better communication with their parents, greater family support and better family relationship were the ones who reported greater incentives for school–family communication. School–family communication and relationship were associated with the incentives for school–family communication and greater parental monitoring. These results align with the literature stating that parents' communication and presence in all areas of young people's lives, including the school context, foster better social and family relationships and academic results. This result should not be read as a call for non-autonomy. Instead, it highlights that monitoring and supporting family presence promotes that autonomy.

Haataja, E. S. H., Niemivirta, M., Holm, M. E., Ilomanni, P., & Laine, A. (2024). **Students' socioeconomic status and teacher beliefs about learning as predictors of students' mathematical competence**. *European Journal of Psychology of Education*, *39*(2), 1615-1636. https://doi.org/10.1007/s10212-023-00791-5
The learning context, consisting of the school children's families, teachers, and peers, has effect on their mathematics learning. The concern of students' socioeconomic status (SES) affecting negatively their learning outcomes is increasing worldwide. This study investigates whether Finnish elementary school students' SES affects their mathematical competence and success expectancy on individual and class levels. Additionally, the role of teachers' beliefs on mathematics learning and class composition on the mathematics competence and success expectancy on the class level is explored. To analyze the nested data from student questionnaires and mathematics tests, and their teachers' questionnaires, we used multilevel structural equation modelling with two levels (1, individual; 2, class). The results indicate that on the individual level, the gender and SES affect students' mathematical competence and success expectancy in mathematics. On the class level, the teacher's evaluations of academic class composition predicted students' mathematical competence, and the teachers' constructivist beliefs of mathematics learning and class composition regarding students' special needs predicted students' success expectancy. We conclude that students with disadvantaged SES need support on success expectancy to flourish in mathematics. On

the class level, this support can be conveyed through teachers' constructivist pedagogical beliefs.

Haile, J. M. (2024). **Social media for diffusion of conflict & violence in Ethiopia: Beyond gratifications**. *International Journal of Educational Development*, *108*, 103063. https://doi.org/10.1016/j.ijedudev.2024.103063
This study explored the use of social media among the Ethiopian youth at the time of the political reform. The study employed an explanatory sequential design. Using an online questionnaire, the quantitative data were gathered from 412 university students who were pursuing their education in eight major cities of the country. For the qualitative data, in-depth interviews were conducted with 35 students in four places of the research area. The survey data was discussed using descriptive statistics while data from the in-depth interviews were discussed thematically. This research discerns that the youth had unshakeable loyalty to Telegram (96 %) while they are also dominantly using YouTube (nearly 79 %), Facebook (65 %) and Instagram (53.7 %). It is also discovered that the youths showed a high level of trust on social media (70 %) virtually on par with their faith in their friends (77.4 %) and teachers (72 %) where their entire trust in social media is governed by selective trust mechanism. The entire dependence the youths had on this mechanism, which is exacerbated by the social media algorithm, led to high level of like and share of posts including unproved stories and misinformation which in turn lead to the diffusion of conflict and violence in a vicious cycle. By shedding new light on how members of a collective culture could use the media to achieve group-oriented goals, the study also refutes the widespread view, which predominantly ties UGT (Use and Gratification Theory) with self-oriented aspirations. This study recommends the enhancement of media literacy by incorporating it in the schools curricula and providing media literacy education to the public using various channels of communication (including both mainstream and new media).

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.

Holtz, E., Worley, C., & Williams, J. A. (2024). **Are Deficit Perspectives of Black and Brown Students Grounded in Empirical Data? Investigating the Myths of "Urban Education" Through Parent Satisfaction**. *Education and Urban Society*, *56*(5), 515-540. https://doi.org/10.1177/00131245221147001
Deficit ideologies permeate urban spaces particularly when mostly Black and Brown students attend neighborhood schools. Wealth concentrated in suburban areas further perpetuates stereotypes of urban as deficient, but empirical data has yet to interrogate these ideas. Using the National Household Education Survey and regression analysis of

variance, this research determines the relationship between parents' satisfaction with their child's school and school location (rural, suburban, urban). Then, using race as a moderator, this study aims to ascertain if there is a relationship between parental satisfaction by race and urbanicity of the school their child attends. Implications address the systemic and structural components that contribute to deficit ideologies.

Hou, Y., Chen, S., & Lin, X. (2024). **Parental digital involvement in online learning: Addressing the digital divide, not redressing digital reproduction**. *European Journal of Education*, *59*(2), e12635. https://doi.org/10.1111/ejed.12635
In the digital age, Information and Communications Technology (ICT) has enabled learning to happen everywhere, leading to a shift of schooling to the home field and strengthening parents' educational responsibilities. Meanwhile, it may also cause the digital divide and digital reproduction, thereby exacerbating educational inequality. Against this backdrop, this study focused on parental digital involvement in online learning and introduced an emerging concept, digital capital, to understand the differences in parental involvement across socio-economic backgrounds at the three levels of the digital divide. Drawing from the analysis of 90 Chinese parents' self-narrated data, this paper identified four types of parental digital involvement according to parents' digital competence and ICT acceptance, and the conversion processes of different forms of capital underlying parental digital involvement were also clarified. The findings from this study expanded the theoretical understanding of inherited cultural capital and social reproduction in online learning in the context of educational digitization.

Howard-Merrill, L. (2024). **What can curriculum contribute to preventing forced marriage?** *The Curriculum Journal*, *35*(2), 141-329. https://doi.org/10.1002/curj.255

Hu, Q., Zhou, Y., Xu, C., Xu, C., Hu, F., English, A. S., … Zhang, Q. (2024). **The Relationship between Socioeconomic Status and Academic Achievement is Mediated and Moderated by Executive Functions**. *Journal of Youth and Adolescence*, *53*(7), 1593-1604. https://doi.org/10.1007/s10964-024-01941-8
Executive function is an underlying mechanism linking family socioeconomic status (SES) and academic achievement. Previous studies mainly investigated either the mediating or moderating role of executive function within this relationship, which either overlook the individual differences that are independent of the environment or neglect the influence of the environment on shaping personal factors. To avoid a piecemeal approach to theory, the current study aimed to test the mediating and moderating roles of executive function in a single analytic model. Two hundred and thirty-six Chinese fifth graders (Mage = 10.70 years, SD = 0.49, range = 10.23–11.75 years, and 40.30% girls) were recruited. Their executive function performance was measured using eight different tasks, and their Chinese literacy skills and mathematics achievement were assessed by routine school evaluations. One year after the initial assessment, children's academic achievements were evaluated again. Results demonstrated that parental SES positively predicted children's academic achievement when controlling for prior academic achievement, and children's executive function mediated this relationship. Also, executive function moderated the association between SES and academic achievement in that, the negative predictive effect of low SES on academic achievement was only significant for children with lower levels of executive function, which is not shown in children with higher levels of executive function. By demonstrating

the dual roles of executive function in the SES-achievement link, this work provides evidence for supporting the optimal development of children from diverse socioeconomic backgrounds and emphasizes the significance of developing individualized intervention strategies on executive function to mitigate the negative effect of low SES on children's academic achievement.

Hu, X. (2024). **Towards a Sociology of Educational 'Ideal': Powerful Knowledge, Knowledge of the Powerful, and Beyond**. *British Journal of Sociology of Education*, *45*(1), 60-78. https://doi.org/10.1080/01425692.2023.2270166

This paper examines how the Durkheimian approach to the 'ideal' delineates a possible way of straddling the dilemma between the normative orientation of 'powerful knowledge' accounts and the critical orientation of 'knowledge of the powerful' accounts. It argues that the normative aims are embedded in the fabrics of the sociological description with which the Durkheimian notion of 'elementary form' is concerned. To see where this enterprise can lead, this paper turns to the sociology of education of Bourdieu and Bernstein. Both draw on Durkheim's writings on primitive classifications in education and society, working towards uncovering the regularities of the world of knowledge classifications. Keeping in line with Bourdieu and Bernstein, this paper argues that one has to make the same refusal to the advocates of an abstract ideal of educational knowledge that is dissociated from its social conditions of historical realization in pedagogic contexts, and to the advocates of a cynical relativism of ideal that rejects any necessities socially established.

Huber, L. P., Vélez, V. N., & Malagón, M. C. (2024). **Charting methodological imaginaries: Critical Race Feminista Methodologies in educational research**. *International Journal of Qualitative Studies in Education*, *37*(5), 1263-1271. https://doi.org/10.1080/09518398.2024.2318296

This article serves as an introduction to the special issue, "Critical Race Feminista Methodologies in Educational Research." We provide an overview of how we have come to understand Critical Race Feminista Methodology (CRFM) and outline several important points of consideration for those who seek to engage this approach. As co-editors we have curated this special issue to chart methodological imaginaries across generations that have come before us, and those that will follow after us. We offer our stories of coming to CRFM as co-editors, colleagues, and friends who have been collaborating, theorizing, co-authoring and dreaming together for two decades. We end with an overview of the articles included in this special issue by authors who are advancing the praxis of CRFM in educational research.

Hutchings, Q. R. (2024). **Blackness preferred, queerness deferred: navigating sense of belonging in Black male initiative and men of color mentorship programs**. *International Journal of Qualitative Studies in Education*, *37*(5), 1425-1437. https://doi.org/10.1080/09518398.2023.2181457

This research focused on Black gay, bisexual, and queer men (BGBQM) and addressed the nuanced ways BGBQM experienced a sense of belonging within mentorship program settings, given their intersecting identities. Utilizing a novel research design that blended aspects of phenomenology and arts-based research, this study explored the following research questions: (1) How do BGBQM experience a sense of belonging in Black Male Initiatives (BMI) and Men of Color (MoC) mentorship programs? (2) What formative experiences do BGBQM develop in belonging to these mentorship program

environments? Findings revealed approaches to how BGBQM experienced Blackness and queerness within mentorship programs in higher education settings. Being immersed in traditionally heteronormative enclaves, these men found solace in racial belonging yet experienced isolation due to their sexuality. This work provides key insight into addressing the pervasive ways mentorship programs need to dismantle heteronormativity and hypermasculine norms and ideals.

INEE : réseau inter-agences pour l'éducation en situations d'urgence. (2023). ***Attention à l'écart 3 : Équité et inclusion dans et par l'éducation des filles en situations de crises***. Consulté à l'adresse https://inee.org/sites/default/files/resources/INEE%20Mind%20the%20Gap%203%20FR%20v1.0%20LowRes.pdf

Prenant appui sur les données de 44 pays touchés par des crises, mais aussi sur des recherches récentes et des études de cas d'interventions en divers contextes de crise, le rapport traite des progrès, des lacunes, des défis et des opportunités relatifs à l'amélioration de l'éducation et de la formation des filles et des femmes touchées par les crises et les conflits. Suivant les progrès réalisés depuis le précédent rapport, il traite du recrutement et de la rétention des enseignantes, des filles vivant avec un handicap, d'éducation inclusive sensible au genre et d'éducation à la santé et aux droits sexuels et reproductifs en situations d'urgence.

Inégalités, fatalités... ? (2024). *Enjeux pédagogiques*, (42), 1-43. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Sommaires-revues/DetailSommaire.php?parent=actu&id=8115

Jaoul-Grammare, M. (2024). **Gendered professions, prestigious professions: When stereotypes condition career choices**. *European Journal of Education*, 59(2), e12603. https://doi.org/10.1111/ejed.12603

Despite social changes and the opening up of all professions to men and women, society continues to adhere to many stereotypes, and many professions are still considered to be feminine or masculine. In addition to gendered representations of occupations, there are also social representations linked to the social prestige associated with a profession. These two elements shape the study and professional choices of individuals. Based on this observation, the aim of this article is twofold: I study individuals' perceptions of various professions and I analyse the influence of theses perceptions on their choice of orientation. I use a questionnaire administered to secondary school pupils and students. The results obtained show a differentiated influence of stereotypes on career plans. It also appears that individuals tend to underrate the professions they consider 'feminine'.

Jeynes, W. H. (2024). **A Meta-Analysis: The Association Between Relational Parental Involvement and Student and Parent Outcome Variables**. *Education and Urban Society*, 56(5), 564-600. https://doi.org/10.1177/00131245231179674

This paper shares the results of a meta-analysis on the parental-relational component of parental-involvement and its association with the academic and behavioral outcomes of urban students. This meta-analysis includes 76 quantitative studies. The results indicated that statistically significant effects emerged across students of different backgrounds, including differences by age groups, race, gender, and nationality. The results were also substantial in the highest quality studies. The significance of these results is discussed.

JONES, N., PRESLER-MARSHALL, E., YADETE, W., TILAHUN, K., BIRRA, M., CHUTA, N., … al, et. (2024). *Qualitative research toolkit on adolescent gender norm change and empowerment programming*. Consulté à l'adresse https://www.gage.odi.org/wp-content/uploads/2024/03/Ethiopian-Qualitative-Toolkit.pdf

Cette boîte à outils vise à explorer les expériences des adolescents, des parents, des dirigeants communautaires et des prestataires de services engagés dans une initiative d'autonomisation des adolescents et de changement des normes de genre. Ces outils visent à modifier les normes discriminatoires en matière de genre et à améliorer les résultats éducatifs, sanitaires, psychosociaux et économiques des adolescentes éthiopiennes. En œuvre dans diverses communautés, le projet a mis en place un programme sur la santé sexuelle et reproductive, les compétences de négociation et les normes de genre.

Jose, P., Chunawala, S., & Chari, D. (2024). **Of the forbidden frontiers of the body: exploring teachers' narratives about students' sexuality in the south Indian state of Keralam**. *International Journal of Qualitative Studies in Education*, 37(5), 1393-1409. https://doi.org/10.1080/09518398.2023.2181446

The intersection of childhood and sexuality is a relatively less researched topic in India. This paper presents teachers' narratives and explores cultural beliefs concerning childhood sexuality. The investigation attempts to understand ways in which the cross-cutting modalities of religion, caste, gender, and sexuality of the teacher and the student shape students' sexual subjectivities. The "Domains of Power" as outlined by Patricia. H. Collins is used to analyse teacher interviews to understand how dominant sexualities are privileged and attain their power within schools. Further, a descriptive analysis is provided for how power relations inform interactions between students and teachers and how such interactions shape teachers' expectations of students' sexual knowledge, experiences, and expressions.

Kitchin, J. L., & Karlin, N. J. (2024). **The social ecology of academic achievement: modeling social sources of protection**. *European Journal of Psychology of Education*, 39(2), 475-502. https://doi.org/10.1007/s10212-023-00702-8

The academic achievement gap in the USA persists, despite significant effort made to close it. This has led many researchers to investigate individual and social characteristics that reliably predict academic success in the face of adversity. Structural equation modeling was used to investigate six models with the aim of clarifying the interrelationships between dispositional, social, and school-based social protective factors and academic achievement with 535 college undergraduate students (mean age = 22.45). Determination, self-esteem, self-concept, and connection to school were found to have a positive relationship to academic achievement. Inconsistent with a large body of past research, several negative relationships were found in models involving self-esteem and self-concept between protective factors. Significant, cross-system, relationships were evident for protective factors. Results of this study provide support for the use of the social ecological model of resilience in academic achievement research so that interventions can be developed to help all students succeed.

Kot, V., Bodovski, K., & Yemini, M. (2024). **The story of women immigrants from FSU and their integration into Israeli academia**. *British Journal of Sociology of Education*, 45(1), 79-100. https://doi.org/10.1080/01425692.2023.2270169

The under-representation of minorities at senior levels in academia has received some research attention in recent years. However, the experience of immigrant women from the former Soviet Union (FSU) in Israeli academia has not been examined. These women are mostly from a generation known as the '1.5 generation' who immigrated to Israel as children. This study focuses on the intersection of immigration and gender that shape the lives and careers of the 1.5 generation women currently employed as senior academics in Israel. Using the theoretical framework of capital, Bourdieu's concepts of cultural and social capital, as well as Borjas' ethnic capital, we analyzed twenty in-depth interviews to examine the perception of these women, their life story, and their professional integration into Israeli academia. We identified two focal points that fostered their success – (1) the Soviet heritage- selective adoption of ethnic capital, encompassing cultural and social capital of an ethnic group and (2) role models within and outside the family often based on ethnicity. We discuss the obstacles faced by minorities in attempting integration into selective professional guilds.

Lacroix, R., Haeck, C., Montmarquette, C., & Tremblay, R. E. (2023). *La sous-scolarisation des hommes et le choix de profession des femmes*. Consulté à l'adresse https://pum.umontreal.ca/catalogue/la_sous_scolarisation_des_hommes_et_le_choix_de_profession_des_femmes

Lafortune, G., Amireault, V., Gauthier, C., Dutil, R., & Dorcelus Cetoute, C. (2024). **Un camp éducatif estival pour élèves allophones récemment immigré·e·s : échos d'une expérience en milieu communautaire à Montréal**. *Revue hybride de l'éducation*, *8*(2), 1-23. https://doi.org/10.1522/rhe.v8i2.1567
Cet article présente l'expérience d'un camp d'été éducatif pour élèves allophones récemment immigré·e·s mis en oeuvre par l'organisme communautaire le Centre Lasallien St-Michel à Montréal durant l'été 2021. Partant du constat que ces élèves perdaient certains acquis linguistiques durant la période estivale, le camp avait pour objectif de les soutenir durant l'été afin qu'ils et elles soient mieux préparé·e·s pour les apprentissages au retour en classe et que leur intégration scolaire et sociale soit facilitée. L'équipe de recherche a accompagné le Centre Lasallien durant le projet et a cherché à mettre en lumière les pratiques et les activités linguistiques et socioculturelles les plus efficientes pour les élèves.

Lalli, G. S. (2024). **Culinary capital and conceptualisations of school mealtime**. *European Journal of Education*, *59*(2), e12602. https://doi.org/10.1111/ejed.12602
This paper presents ethnographic work conducted to investigate how notions of culinary capital have the potential to shape the everyday experiences of children during mealtime in school. Children's early experiences with mealtimes and food are critical determinants for eating behaviour over the life course. The paper presents an account of conceptual debates based on longstanding ethnographic work on school food with a particular focus on a case study of Maple Field Academy to frame the research. Research methods used included semi-structured interviews, fieldnotes and photographs with the aim of capturing a rich picture of the school. This paper introduces Laird's sensory theory to frame the discussion. This research calls for the need to recognise the social good that can be realised from participating in mealtimes and school is a microcosm of society, which means it can function as a driver for social change. The paper calls for more engagement with social theorising on studies which focus on researching food in school.

Lee, J., & Moussa, W. (2024). **The role of home environments in children's literacy skills in Ghana: Parents, siblings, and books**. *International Journal of Educational Development*, *107*, 103037. https://doi.org/10.1016/j.ijedudev.2024.103037
Existing literacy studies in low-income countries heavily emphasize school factors. This article shifts focus, examining how home-based reading resources and interactions predict children's reading via a non-experimental study. Data involve 2,886 children aged 5–13 in Ghana, selected through a two-stage random sampling. Regression analyses show that siblings and parents reading to the child, reading in front of the child, and assisting with studying positively predict children's acquisition of varying reading skills, measured by the Early Grade Reading Assessment. The availability of home reading resources similarly predicts these outcomes. The results advocate for more literacy investments in homes, extending beyond schools.

Li, T., Oseguera, L., & Kirk, C. (2024). **Examining the Influence of First-Generation Status on STEM Socialization Among Undergraduates in a STEM Scholars Program**. *Research in Higher Education*, *65*(3), 417-438. https://doi.org/10.1007/s11162-023-09764-5
This study applies an adapted Tripartite Integration Model of Social Influences (TIMSI) framework to investigate the socialization experiences of undergraduate students participating in the STEM Scholars Program (SSP), with a particular focus on the relationship between first-generation status and STEM socialization. A sample of N = 193 students was longitudinally tracked and surveyed on five occasions throughout their four-year college journey, ranging from the summer bridge to the end of their four academic college years. Through the application of latent growth curve modeling, we identified quadratic growth trajectories in three indicators of social influence/socialization processes (i.e., scientific self-efficacy, scientific identity, and SSP program values), as well as a co-development between social influence processes and scientific integration. Notably, the study finds that first-generation students report comparable growth rates of socialization experiences to their continuing-generation peers. These results suggest that the SSP may help bridge the gap for first-generation students as they embark on their journey into STEM fields. The implications of this study highlight the importance of socialization in STEM education, as well as the recruitment of first-generation students in STEM intervention programs.

Lopez, B. Y. (2024). **FilmCrit: using cinematic critical race counterstorytelling as critical race feminista methodology**. *International Journal of Qualitative Studies in Education*, *37*(5), 1349-1363. https://doi.org/10.1080/09518398.2024.2338802
This paper provides an overview of a Critical Race Feminista praxis-oriented methodological framework in development called FilmCrit, and a critical race method expanded into filmic form called Cinematic Critical Race Counterstorytelling. Critical Race Feminisita Praxis informs this work by drawing on a Critical Race Theory in Education framework and Chicana Feminist theories and epistemologies. In discussing two FilmCrit studies, a qualitative documentary study, No Somos Famosos (We Are Not Famous), and my dissertation study, From the Classroom to the Screen: Experiences of Women of Color MFA Film Students, I detail the theoretical, methodological, and analytical development, as well as the scholarly significance, of FilmCrit and (auto)biographical and composite Cinematic Critical Race Counterstorytelling.

López, R. M. (2024). **Braiding together Critical Race Feminista participatory action research: conceptual and methodological considerations**. *International Journal of Qualitative Studies in Education*, *37*(5), 1307-1320. https://doi.org/10.1080/09518398.2024.2318306
In this article, I discuss conceptual and methodological considerations for the design and implementation of Critical Race Feminista Participatory Action Research (Critical Race Feminista-PAR) projects in higher education. I share some theoretical considerations of Critical Race Feminista praxis and methodologies that have been made by scholars who bridge critical race theories and Chicana feminist epistemology and then offer considerations for areas of expansion for Critical Race Feminista methodology. I also provide an overview of the social justice and liberatory origins of PAR and examples of other "braided" approaches of PAR that help inform Critical Race Feminista-PAR. To illustrate the application of this methodology, I provide an example from a previous study I co-constructed along with Latina higher education staff, administrators, and students that had elements of Critical Race Feminista-PAR. This article has implications for how Critical Race Feminista-PAR can be used to address social problems in higher education and beyond.

Lynch, J., Auld, G., O'Mara, J., & Cloonan, A. (2024). **Teachers' everyday work-for-change: implementing curriculum policy in 'disadvantaged' schools**. *Journal of Education Policy*, *39*(4), 564-582. https://doi.org/10.1080/02680939.2023.2245794
Focusing on teachers' practices amid a national curriculum 'implementation' project for schools identified as having high enrolments of students experiencing disadvantage, this paper uses narrative methods to illustrate what we refer to as teachers' everyday work-for-change. Teacher interview data was generated via a longitudinal multi-site case study. Two teachers at one school are selected for detailed attention because—despite their significant engagement, commitment, and work towards enacting the new curriculum—their innovations were not sustained. These cases provide a useful site of analysis of change as a practice, rather than a more common focus on change as an outcome. De Certeau's theory of everyday practice is used to discuss how work-for-change is an everyday feature of teacher practice in schools enrolling students experiencing disadvantage. This aspect of teachers' work in these settings is seldom acknowledged because successes are easily obscured by deficit discourses. Other factors contributing to the invisibility of teachers' work-for-change in these schools include the often-intangible nature of teachers' professional successes amid more formally visibilized failures, the ephemeral nature of everyday practice, and a workforce context characterised by teacher and leadership transience.

Marbach, L., & van Zanten, A. (2024). **With a little help from my family and friends: social class and contextual variations in the role of personal networks in students' higher education plans**. *British Journal of Sociology of Education*, *45*(1), 1-22. https://doi.org/10.1080/01425692.2023.2266574
This article analyses the influence of family and friends on students' higher education plans. Using a Bourdieusian framework, it examines social class and contextual influences on both the structure of students' networks and the content of interactions within them. These are shown to be dependent on the dispositions and capitals of both the students and the members of those networks. Relying on data from a questionnaire circulated among 1,645 French lycée students, the article shows the existence of significant social class differences in the frequency and nature of students' interactions about higher

education with various types of family members and friends. It also highlights that these differences are subject to contextual variations, with students from the same social background interacting differently with their personal networks about their higher education plans depending on the school they attend and the track in which they are enrolled.

Marrero, G. A., Palomino, J. C., & Sicilia, G. (2023). **Inequality of opportunity in educational achievement in Western Europe: contributors and channels**. *The Journal of Economic Inequality*, 22, 383-410. https://doi.org/10.1007/s10888-023-09595-5
We study the contribution of students' circumstances to inequality of opportunity in educational achievement (IOpE) in Western Europe and explore the role of intermediate channelling variables in translating differences in circumstances into educational inequalities. Using the 2018 Programme for International Student Assessment (PISA) database, we find that differences in households' cultural environment and in parental occupation are the most important contributing circumstances, with school's circumstances being relevant mostly in Central Europe. Our results show that the relevant channels of IOpE in most countries are students' educational and occupational expectations, their reading habits and skills, and grade repetition in previous years. These findings can provide policymakers with key insights to aid in designing educational interventions that effectively increase educational opportunities across European countries.

Martinussen, M., & Mulcahy, D. (2024). **Working-class student-hood and 'job-readiness': Affective relations of class, gender and employability policy in higher education**. *Journal of Education Policy*, 39(4), 583-601. https://doi.org/10.1080/02680939.2023.2228755
Past decades have seen increased emphasis on graduate employability as a driver of higher education policy. In the Australian context, employability discourses in the public domain have become inflected with anti-intellectual sentiment, serving to reproduce the perception that the humanities and social sciences are of less value to graduates' employability than are science, technology, engineering, mathematics and medicine. Against this backdrop, and with particular reference to the Job-ready Graduates Package, we investigate how diverse notions of employability shape student-hood for working-class female students who are largely engaged in the social sciences. Attending to affective dynamics, we show how employability imperatives 'land' for these students, individually, and as an 'equity group'. While employability policies are typically positioned as a salve for class inequalities, they can also discredit educational and employment endeavours of working-class students, and reproduce class tensions. To enhance employability policies, there is a need to move beyond reductionist models of job-readiness, towards responding to the complexities of policy as enacted through lived relations. We propose attending to the variability of both identity and value positions and recognising the contribution of affect and emotion to this complex set of policy dynamics.

Mayes, R. D., Lowery, K. P., Mims, L. C., Rodman, J., & Dixon-Payne, D. (2024). **"My Greatness Made a Difference There": Exploring the High School Experiences of High Achieving Black Girls**. *Education and Urban Society*, 56(6), 728-755. https://doi.org/10.1177/00131245231195001
Recent studies have provided insight into the schooling experiences and lives of Black girls. These studies highlight the challenges that Black girls face in the school environment

including underachievement, disproportionality in school discipline, deficit ideologies, and educator and counselor bias. The current study centers the voices on high achieving Black girls in an effort to center their unique and nuanced experiences in high school. Data was collected using in-depth individual interviews and analyzed using Interpretive Phenomenological Analysis. We found that high achieving Black girls must navigate deficit thinking and negative stereotypes similar to their peers while they also pull strength and resilience from their intersecting identities. Further, high achieving Black girls were tenacious in their pursuits and found familial and teacher relationships to be paramount in their success. These findings support the importance of developing intentional and systemic supports to counter intersectional oppression to meet the needs of high achieving Black girls.

McCarthy, F. (2024). **Victims and survivors of symbolic violence: an examination of the lived experiences of 'near-miss' pupils within an academically selective education system**. *British Journal of Sociology of Education*, *45*(1), 138-138. https://doi.org/10.1080/01425692.2023.2258480

Merma-Molina, G., Urrea-Solano, M., & Hernández-Amorós, M. J. (2024). **The Integration of Gender Equality (SDG 5) into University Teaching: the View from the Frontline**. *Innovative Higher Education*, *49*(3), 419-452. https://doi.org/10.1007/s10755-023-09668-3 Most universities are working committedly towards achieving the Sustainable Development Goals (SDG). The University of Alicante (UA) (Spain) has designed a series of strategies to help crystallize its aims within these goals, including those related to gender equality (SDG 5). Given the context, the aims of this study are (1) to find out whether teachers integrate SDG 5 into their teaching and, if so, what strategies they use, (2) to analyse how they perceive the effects of this and what factors help or hinder the process, and (3) to check for possible differences in these perceptions according to sex and faculty. Some 310 teachers from all the UA faculties participated. A descriptive and comparative analysis was performed, as was a content analysis. Half of the participants were found to be implementing these strategies, with women in general and teachers from the Faculty of Humanities in particular appearing to be most aware of the subject. However, only a minority applied them on a mainstream basis. The most used strategy was inclusive language. Other strategies, such as reflecting on equality, promoting equal participation, visibilizing women in different areas of knowledge, equal treatment of students and gender research, were also present in their narratives but to only a very small degree. Improved professional development for teachers and greater student awareness of gender issues were identified as positive effects of incorporating these strategies. Participants also felt that low awareness and a lack of time and training were obstacles to the process. Universities should therefore establish specific institutional policies aimed at integrating SDG 5 as a quality indicator. Training programmes should be redesigned to take into account a more practical approach, the type of learning (classroom, online or mixed), and subsequent follow-up in the classroom to guarantee effective integration.

Mette, I. M. (2024). **Culturally Responsive Instructional Supervision: Challenging Privilege in U.S. Education Systems**. *Journal of Cases in Educational Leadership*, *27*(2), 127-148. https://doi.org/10.1177/15554589241234062 This case was written for practitioners and researchers to help educators engage in the important work of providing culturally responsive instructional supervision within the U.S.

education system. Through the intersection of culturally responsive teaching and culturally responsive school leadership, formative feedback about instruction can focus on the role privileged sociocultural identities have on learning, teaching, as well as receiving and providing feedback about instructional practices. However, there are highly organized efforts in U.S. society to disrupt these efforts in education systems. Teachers, administrators, and faculty members in educational leadership preparation programs can use this case to examine how education is neither ahistorical nor apolitical, and the work yet to be accomplished to implement culturally responsive instructional practices within the schoolhouse.

Milic, S., & Simeunovic, V. (2024). **Do gender stereotypes play a role in the process of identifying gifted students in Western Balkan countries? – Case study Bosnia and Herzegovina**. *European Journal of Education*, *59*(2), e12594. https://doi.org/10.1111/ejed.12594
Gender stereotypes, as a cause and consequence of deeply rooted attitudes, values and norms, directly affect the discovery and development of gifted potentials. Given the fact that high abilities are most successfully identified and properly developed in early school age, the aim of the study is to investigate the existence of gender differences in the perception of different abilities in boys and girls by teachers, parents, peers and self-perception in multiple intelligences. The research was conducted on 115 lower primary school students in Bosnia and Herzegovina. Mann–Whitney U test was used to determine differences in various domains of giftedness between girls and boys throughout groups of evaluators. Statistically significant difference was found in 11 of the 36 variables analysed. Most statistically significant differences were found in parents' assessments (5), while 3 were found in teachers' assessments, 2 in peers' assessments, and only one in self-assessments. Although the cultural factors, customs and traditions of the Balkan country of Bosnia and Herzegovina have a great influence on gender stereotypes, the results of research on gender discrimination in the process of identifying giftedness are largely similar to the results of developed European countries. The results of the study can be used in the context of general education as a basis for critical re-examination of negative attitudes towards females in the direction of a particular professional orientation.

Ngui, E. M., Blakey, J., Ogungbe, F., Ortiz, T., & L. Williams, G. (2024). **"Can I get a pass"— the use of the "N" word and other forms of microaggressions and potential impact on Black student's well-being**. *International Journal of Qualitative Studies in Education*, *37*(5), 1376-1392. https://doi.org/10.1080/09518398.2023.2181430
This study examined factors that impact Black middle and high school students' academic and psychosocial well-being. Qualitative analysis of focus group data using grounded methodological approach on 51 middle and high school students in a predominantly White urban school district. Findings show Black students are constantly exposed to racial microaggressions (i.e. microinvalidation, microinsult, microassault) which impact their overall academic performance and psychosocial well-being. Use of request to use the N-word was a common and stressful form of microaggression encountered by Black students. Overall, racial microaggressions (e.g. use/request to use the "N" word) are common, stressful and begin early among Black students attending predominantly White schools. Black students recognize the commonplace nature of racial microaggressions and actively identify coping mechanisms (e.g. safe shared on-campus spaces, identifying concrete steps schools can take to create safe

environment). Concerted efforts by schools are needed to prevent/mitigate the harmful effects of microaggression exposure to students.

Observatoire des inégalités. (s. d.). **Pourquoi l'école fabrique de l'exclusion**. Consulté 30 mai 2024, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Pourquoi-l-ecole-fabrique-de-l-exclusion
L'école a de plus en plus de poids dans la définition du mérite et donc dans le parcours des individus. Si on veut lutter contre les inégalités, il faut rétablir l'égalité des chances, mais aussi réduire l'emprise des diplômes dans notre société. L'analyse du sociologue François Dubet, extraite de la revue Après-demain.

OCDE. (2024). **What progress have countries made in closing gender gaps in education and beyond?** In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3950* [Report]. Consulté à l'adresse https://www.oecd-ilibrary.org/docserver/2b2a0a65-en.pdf?expires=1717574673&id=id&accname=guest&checksum=3F822977AC1F9A178904F6831B83A85C
Despite numerous measures, gender stereotypes about abilities in mathematics and reading persist in schools, affecting both boys' and girls' schooling and educational choices. Inequalities also persist outside the classroom, where women, despite greater educational attainment, experience lower employment rates and often receive lower salaries than men with similar levels of education. Nonetheless, the many measures taken by countries have brought some encouraging signs of progress. However, more work is needed to ensure that improvements in education are also reflected in improvements once boys and girls transition into the world of work.

Peng, Yinni. (2024). **Gendered parenting and conjugal negotiation over children's organised extracurricular activities**. *British Journal of Sociology of Education*, *45*(1), 23-40. https://doi.org/10.1080/01425692.2023.2267769
Although class differences and intra-class diversity in children's engagement in organised extracurricular activities have been studied extensively, less attention has been paid to internal family dynamics and conjugal negotiation in enrolling children in these activities. From the perspectives of gendered parenting and relational sociology, this study draws on qualitative data from 134 parents in 81 urban Chinese families to reveal their conjugal disagreements, negotiation and coping tactics in enrolling their children in extracurricular activities. The findings indicate that selecting and managing extracurricular activities for children is an ongoing process marked by constant conjugal negotiation, the relational agency of multiple family members and various coping tactics within the family. These findings enrich the literature by highlighting the complexity of middle-class parenting in negotiating children's extracurricular educational resources and shed new light on the relational and contested processes of gendered parenting and making familial decisions about children's education.

Peng, Yunqi, Wu, J., Chen, B., & Wang, X. (2024). **The association between gender role attitudes, rape myth acceptance and dating sexual violence: Different mechanisms among Chinese college students of different sexual orientations**. *European Journal of Education*, *59*(2), e12618. https://doi.org/10.1111/ejed.12618
Dating sexual violence (DSV) is a serious social problem among college students worldwide. This study examines the effects of gender role attitudes (GRA) in DSV and the

mediating role of rape myth acceptance (RMA) among students of different sexual orientations in China. A total of 2134 Chinese college students (553 men and 1581 women, 1751 heterosexuals and 383 sexually diverse groups) participated in this study. We found that sexually diverse men have the highest DSV perpetration (47.13%) and victimization rates (40.23%) and that sexually diverse women have the most equal gender attitudes. RMA is identified as a mediator of the relationship between GRA and DSV perpetration and victimization among heterosexuals, but not among sexually diverse groups. The need for more sexually inclusive educational interventions to decrease DSV on college campuses is discussed.

Pérez Huber, L., & Aguilar-Tinajero, G. (2024). **Revisiting testimonio as critical race feminista methodology in educational research**. *International Journal of Qualitative Studies in Education*, *37*(5), 1272-1286. https://doi.org/10.1080/09518398.2024.2318638
This study is a review of educational scholarship that has utilized testimonio as a methodological approach. We begin with a brief overview of testimonio, highlighting its discursive subversions that align with longstanding traditions of storytelling within Communities of Color, and in critical race storytelling. We then describe how testimonio is an important tool within a broader Critical Race Feminista Methodology—a space of theorizing humanizing, anti-colonial methodological approaches that disrupt structural oppression and are guided by "a nostalgia for wholeness" (Delgado Bernal, Pérez Huber, & Malagon, 2019). testimonio as a Critical Race Feminista Methodology allows for an interweaving of Chicana feminist and critical race epistemological and theoretical tools with qualitative research methods to cultivate methodological space for convivencia, critical reflection, collective knowledge production, and healing. Through this literature review, we see how this methodology brings mutual validation, shared humanity, and imperatives of social justice to the fore, shifting our research praxis from one that reproduces the colonial project, to one that seeks to transform and lead to collective well-being.

Petrenko, O., & Cadil, J. (2024). **Can successful female STEM graduates contribute to narrowing the gender pay gap in the EU?** *European Journal of Education*, *59*(2), e12641. https://doi.org/10.1111/ejed.12641
Drawing upon contemporary research, this paper examines whether there is a relationship of STEM (science, technology, engineering and maths) bachelor and master graduates to the gender pay gap (GPG) in the 27 EU Member states in 2013–2020 using a novel cross-sectional data set based on the 2013 International Standard Classification of Education (ISCED). International panel data were analysed with the dynamic modelling fixed effects method and compared with the results received from the cross-sectional analysis executed with the help of Bayesian model averaging methods. Our findings suggest that STEM education plays a significant role in forming the GPG. We can see a negative, robust and statistically significant effect of bachelor- and master-level female STEM graduates on the GPG and a positive statistically significant effect of bachelor- and master-level male STEM graduates on the GPG. The permanently lower women-to-men ratio in STEM education and those employed in high-end sectors of science and technology can be one of the drivers of the persistent GPG in developed countries.

Plante Thibodeau, S. (2024). **L'implantation de l'éducation à la sexualité au regard du leadership pour la justice sociale : et la relation école-familles immigrantes dans tout cela ?** *Revue hybride de l'éducation*, 8(2), 1-20. https://doi.org/10.1522/rhe.v8i2.1568

L'année 2018 marque le début de l'implantation d'un nouveau curriculum d'éducation à la sexualité obligatoire pour l'ensemble des élèves de la formation générale des jeunes au Québec. Dès le départ, le déploiement de ces contenus a fait l'objet de controverses et certaines familles s'y sont opposées pour diverses raisons. Je présente dans cet article des résultats de ma recherche de maitrise dans laquelle j'ai tracé les parcours d'implantation de ce curriculum dans quatre écoles montréalaises ayant un pourcentage élevé d'élèves issu.es de l'immigration. Grâce à l'analyse de discours des directions de chaque école, je présente d'abord les initiatives d'éducation à la sexualité mises en oeuvre dans chaque école pour prendre en compte les points de vue des familles. Je rapporte ensuite des tensions et des ajustements que l'implantation a soulevés. Enfin, je partage une série de pratiques inspirantes et de recommandations qui émergent des analyses sous l'angle de la théorie sur le leadeurship critique pour la justice sociale.

Puente, M., & Vélez, V. N. (2024). **Ground-truthing as Critical Race Feminista Methodology: toward an embodied and community-centered GIS in educational inquiry**. *International Journal of Qualitative Studies in Education*, 37(5), 1287-1306. https://doi.org/10.1080/09518398.2024.2336479

This article extends the methodological proposal of "ground-truthing" in Critical Race Spatial Analysis (CRSA) to consider GIS as Critical Race Feminista Methodology (CRFM). Traditionally, GIS technicians are sent into the field to verify remote-sensing data via "ground-truthing." This process was repurposed in CRSA to "ground" mapmaking in the spatial wisdom of Communities of Color to examine "color-lines" and their everyday impact. Missing in this initial (re)conceptualization was the theoretical and methodological sensitivity to examine spatiality in these experiences—the more intimate aspects of space that center on identity and knowledge of place. The authors engage CRFM to extend ground-truthing to capture structural and embodied experiences in socio-spatial relationships by redefining technical GIS approaches key to ground-truthing—projection, layers, scale, and visualization. They conclude with implications for the ongoing practice of GIS, particularly the merits of ground-truthing as CRFM in educational research.

Reyes, C. C. (2024). **Through an AsianCrit mirror: autoethnographic examination of the practice of comforting the discomfort of white students**. *International Journal of Qualitative Studies in Education*, 37(5), 1466-1480. https://doi.org/10.1080/09518398.2023.2181454

The following autoethnographic narrative uses the tenets of AsianCrit to examine and theorize the limitations of teaching from an empathy model particularly for women of color who contend with a model minority identity in a predominantly white institution. Although there is nothing unique or new about addressing white fragility in a teacher education program, several scholars have written with great depth on dismantling white supremacy structures in the field of education, this narrative seeks to expand on the notion of comforting discomfort when discussing race in the classroom. Autoethnography is called on to examine intersectionality to disrupt gender in the model minority myth, suggesting a healing that emerges from intentional self-reflection, intergenerational perspective in storytelling, and a reclaiming of teacher identity.

Roda, A., & Sattin-Bajaj, C. (2024). **Meritocracy and Advantaged Parents' Perceptions of the Fairness of School Choice Policies**. *Educational Policy*, *38*(4), 937-969. https://doi.org/10.1177/08959048231174878
The widespread expansion of school choice policies has bolstered the consumer-education paradigm where parents compete for what they perceive to be a limited number of high quality schools. In this comparative case study, we examine advantaged White parents' perceptions of meritocracy in the context of a competitive elementary and high school choice system in New York City. We find that parents' critique the choice policies and the unfair burdens they place on low-income and immigrant families while engaging in opportunity hoarding to ensure their children's privileged access to the most competitive schools, all while dismissing claims that school choice is meritocratic. Ultimately, advantaged parents' suggest returning to neighborhood zoning which would preserve their access to exclusive, high performing schools and avoid the stress and inequities of school choice policies. This study offers further examples of the powerful influence of contradictory White discourse in the context of education policy and reform.

Rosenlund, D., & Persson, M. (2024). **Historically restricted or historically empowered? Differences in access to historical content knowledge between low- and high-SES pupils**. *The Curriculum Journal*, *35*(2), 220-236. https://doi.org/10.1002/curj.223
In the study presented in this article, the aim is to further the understanding regarding the differences between pupils (aged 15–16) from schools with low or high socio-economic status (SES), regarding the amount and diversity of content knowledge in history that they have acquired by the end of compulsory schooling. Following a definition of historical content knowledge, we situate the concept in relation to other aspects of the history school subject. This is done to visualize historical content knowledge's central role in more complex aspects of the subject. The empirical material used in the study is pupils' responses on both selected and constructed response items on the Swedish national test in history. In the study, a combination of qualitative and quantitative approaches is used. The results show not only that pupils in low-SES schools provide fewer examples of historical content knowledge. We can also establish that the historical content knowledge of pupils from high-SES schools represents several perspectives while there are few perspectives present in the responses from pupils in low-SES schools. The results are used to discuss how the differences between pupils in low- and high-SES schools may affect their possibilities for educational success and active participation in society.

Sahlström, E., & Silliman, M. (2024). *The Extent and Consequences of Teacher Biases against Immigrants* (IZA Discussion Paper N° 16899). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16899.htm
We study the extent and consequences of biases against immigrants exhibited by high school teachers in Finland. Compared to native students, immigrant students receive 0.06 standard deviation units lower scores from teachers than from blind graders. This effect is almost entirely driven by grading penalties incurred by high-performing immigrant students and is largest in subjects where teachers have more discretion in grading. While teacher-assigned grades on the matriculation exam are not used for tertiary enrollment decisions, we show that immigrant students who attend schools with biased teachers are less likely to continue to higher education.

Salinas, C., & Cervantes, D. (2024). **Learning to Unpack the Term Latinx in Higher Education**. *Journal of Cases in Educational Leadership*, *27*(2), 105-113. https://doi.org/10.1177/15554589231224222
The term Latinx has received increasing levels of pushback from different entities outside and within higher education. Despite the term's wide popularity in academic spaces, higher education practitioners often utilize it without understanding whom it simultaneously includes and excludes, and whom the term refers to. Such practice perpetuates the exclusion of many students, often rendered invisible. This case study provides a glimpse into how some students experience exclusion through practitioners' use of the term Latinx. We offer reflection questions for practitioners to consider in their work to create inclusive spaces for Latin* students on college campuses.

Simpfenderfer, A. (2024). **The Role of Higher Education in Intergenerational Mobility: An Exploration Using Multilevel Structural Equation Modeling**. *Research in Higher Education*, 65(3), 379-416. https://doi.org/10.1007/s11162-023-09753-8
Traditional research on the role of higher education in intergenerational mobility scrapes the surface of how complex institutional environments contribute to improved socioeconomic outcomes for students. Drawing from economics, sociology, and higher education research, this study interrogates the complexities of the relationship between students and institutions to understand what factors influence an institution's ability to facilitate upward socioeconomic mobility. Drawing data from Integrated Postsecondary Education Data System, Baccalaureate and Beyond 08/12, and Opportunity Insights data, multi-level structural equation modeling was employed to examine how institutional quality, mediated by peer environment and compositional racial diversity of faculty and staff, explain differences in institutional intergenerational mobility rates across institutions. The findings reveal that higher levels of institutional quality and peer environment were associated with lower levels of intergenerational mobility. In contrast, institutions with higher percentages of faculty and staff of color had higher intergenerational mobility rates. These findings demonstrate the importance of examining institutional factors in relation to intergenerational mobility.

Sinclair-Palm, J. (2024). **The role of family in trans youths' naming practices**. *International Journal of Qualitative Studies in Education*, *37*(5), 1528-1541. https://doi.org/10.1080/09518398.2023.2181450
One of the first ways some trans youth narrate their gender is through the process of choosing a name. Trans youth's negotiation of naming is particularly complex as they juggle family affinities and independence, as well as try on new identities and build relationships with peers. In the midst of transitioning, and often while still materially and emotionally dependent on their families, trans youth re-write their birth stories through, in part, the process of choosing a new name. Drawing on in-depth interviews with 10 racially and gender diverse trans youth in Canada, I explore how trans youth choose a name in relation to their family. I analyze these stories using Cavarero's theory of the formation of the self to think about what the work of names and naming exposes about how trans youth navigate their relationships with their family and their identity development. In their naming practices, trans youth discussed the relationship they have with their family and their negotiation of family reactions to the disclosure of their trans identity. Their narratives about naming and family challenge the binary discourse about family reactions as acceptance or rejection and provide stories about the complex ways trans youth navigate their relationship with their family in their daily lives.

Solórzano, D. G., Delgado Bernal, D., Pérez Huber, L., Malagón, M. C., & Vélez, V. N. (2024). **Methodological origins, ruptures, and futures: an intergenerational epilogue on critical race feminista methodologies**. *International Journal of Qualitative Studies in Education*, *37*(5), 1364-1375. https://doi.org/10.1080/09518398.2024.2318287
This epilogue serves as a concluding article to the Special Issue, "Critical Race Feminista Methodologies in Educational Research." The co-editors of the special issue, Lindsay Pérez Huber, Verónica N. Vélez and Maria C. Malagón have joined with Daniel Solórzano and Dolores Delgado Bernal to reflect on the methodological origins, ruptures, and futures of Critical Race Feminista Methodologies. We engage in these reflections through an intergenerational epilogue across three generations of scholars who have worked collectively to (re)imagine our research processes, and specifically our qualitative methodologies with and for Communities of Color.

Spangsdorf, S., Ryan, M. K., & Kirby, T. A. (2024). **Understanding the Impact of Context on Ambition: Gender Role Conformity Negatively Influences Adolescent Boys' Ambition Scores in an Educational Context**. *Youth & Society*, *56*(5), 861-884. https://doi.org/10.1177/0044118X231204405
We investigate how context might influence adolescent boys' and girls' ambition and the impact of gender role conformity and social status. Adolescent participants (N = 270) reported their ambition in one of three experimentally manipulated contexts: future education, future work, or a control. Boys experienced a significant negative drop in ambition in a future education context versus control. There was no difference for girls. Gender role conformity moderated the effects for boys such that the more conform, the less ambitious in an educational context. There was no moderating effect for girls. Social status had no moderating effect. Explanations are discussed, including how negative academic gender role stereotypes may affect boys' ambition and the importance of addressing boys' cultures at school.

St-Pierre, A., Borri-Anadon, C., Hirsch, S., & Charette, J. (2024). **Regards croisés sur la collaboration école-parents immigrants : divergences et résistances**. *Revue hybride de l'éducation*, *8*(2), 1-22. https://doi.org/10.1522/rhe.v8i2.1563
Afin de soutenir un changement des pratiques de collaboration école-parents immigrants, une démarche de recherche et d'accompagnement d'une équipe-école inspirée de la recherche-action-formation a été mise en place. Cet article en présente le déroulement ainsi que les principaux constats, soit les divergences de regard documentées entre les membres du personnel scolaire et parents immigrants participants ainsi que les résistances au changement qui ont surgi pendant la démarche. Une réflexion sur les apports et les limites d'une analyse centrée sur les divergences dans le but de soutenir un changement de pratiques chez le personnel scolaire est par la suite proposée.

Taraszow, T., Gresch, C., & Kempert, S. (2024). **The Role of School Context Factors for Gender Role Attitudes: General and Differential Associations Between Female and Male Adolescents**. *Youth & Society*, *56*(5), 967-991. https://doi.org/10.1177/0044118X231205927
During adolescence, socialization of gender role attitudes (GRA) shifts from parents to peers, friends, and classmates; thus, it takes place primarily in the school context. Accordingly, previous studies identified school-related factors associated to adolescents' GRA. However, little is known about the relative importance of these factors

as well as about the factors' differences between females' and males' GRA. This study investigates the relevance of several school factors on adolescents' GRA and gender differences. Using data from the German National Educational Panel Study (N = 10,866), the results show that attending a higher educational school type, higher classmates' socio-economic background, lower proportion of female classmates, and more egalitarian classmates' GRA are related to more individual egalitarian GRA. Furthermore, the relation between classmates' GRA and individual GRA is more pronounced for males than females. The study further discusses starting points for possible interventions.

Thailinger, A., & Beuermann, D. (2024). *Are Gender Gaps Increasing in the Caribbean?* Consulté à l'adresse https://publications.iadb.org/en/publications/english/viewer/CIMA-Brief-24-Are-Gender-Gaps-Increasing-in-the-Caribbean.pdf

Thornton, M. E. (2024). **Using Social Justice Leadership Theory to Contextualize Detracking in the COVID-19 Era**. *Journal of Cases in Educational Leadership*, *27*(2), 49-59. https://doi.org/10.1177/15554589231202937
Ten years ago, Sunnydale High School leaders worked with teachers and community members to create an international baccalaureate (IB)-for-all model to prevent racially and socioeconomically identifiable class levels. For nearly a decade, the program has been successful with stakeholders largely supporting the model. Following pandemic-related school building closures, faculty at Sunnydale High School are having trouble continuing to support students who had vastly different online school experiences. Some faculty and community members have asked the leadership to reconsider the model because they feel some students need additional support that cannot be provided in pre-IB or IB classes while maintaining high expectations for other students. The author offers learning activities through the lens of social justice leadership.

Torres-Torres, Y.-D., Román-González, M., & Perez-Gonzalez, J.-C. (2024). **Didactic strategies for the education of computational thinking from a gender perspective: A systematic review**. *European Journal of Education*, *59*(2), e12640. https://doi.org/10.1111/ejed.12640
Computational Thinking (CT) is crucial for the advancement of the STEM field, where there continues to be a lack of female representation. Teaching and learning (T/L) of CT should incorporate didactic strategies that aim to eliminate gender biases and integrate girls/women into this context. In response to the question, "What didactic strategies have been implemented in the T/L of CT in primary and secondary education?". A systematic review was conducted following a PRISMA protocol specifically designed for this review. The study analysed Didactic Strategies (DS) and examined whether they incorporated the so-called "minimum actions" (MA) proposed in this article as a strategy to integrate females into CT. The findings revealed a limited number of studies that implemented these actions. In conclusion, there is an urgent need to continue developing DS that incorporate these MA to effectively integrate girls and women into CT, allowing them to play a central role in its advancement and development.

Vaishnav, S., Basma, D., Chen, S.-Y., & Farrell, I. C. (2024). **An autoethnographic inquiry of the experiences of foreign-born women of color in higher education**. *International Journal of Qualitative Studies in Education*, *37*(5), 1438-1451. https://doi.org/10.1080/09518398.2023.2181458

This study examined the experiences of three foreign-born women in navigating the complex academic structure of the counseling profession using collaborative autoethnography through a feminist lens. Analysis of journal narratives emerged with four major themes: (a) Layers of Systemic Barriers, Bias, and Injustice, (b) Internalized Oppression through Masking, (c) Political is Personal, and (d) Meaning Making. Recommendations include training, mentoring, and diversifying research interests for future researchers and educators.

Vigneau, G., Kubota, H., Caine, V., Clandinin, D. J., & Raymond, H. (2024). **Understanding social inclusion: stories of disruption through school policies/practices in refugee families' life making in Canada**. *International Journal of Qualitative Studies in Education*, *37*(5), 1452-1465. https://doi.org/10.1080/09518398.2023.2181444
Composing lives that have a sense of coherence is part of the identity making of refugee families and shapes their attempts for social inclusion. Their struggles for narrative coherence are shaped by the bumping places and tensions that they experience as their lives bump against dominant narratives that structure the policies and practices of many institutions including schools. Using narrative inquiry, we inquired into the experiences of three Syrian refugee families as they bumped against institutional policies and practices. Drawing on two years spent alongside children and their parents we composed field and research texts that showed the importance to understand social inclusion in school settings through the experiences of individual children and families. It is important to focus on experience to redefine the significance of narrative coherence in relation to social inclusion and to create spaces for telling stories that can help transform school policies and practices.

Vohl, P., & Loye, N. (2023). **Portrait des écarts d'anxiété mathématique selon le genre et du lien anxiété mathématique/performances en mathématiques chez les élèves québécois francophones de 15 ans ayant participé au PISA de 2003 et de 2012**. *Mesure et évaluation en éducation*, *46*(2), 128-170. https://doi.org/10.7202/1111101ar
Cet article brosse le portrait des écarts d'anxiété mathématique selon le genre et du lien anxiété mathématique/performances en mathématiques chez les élèves québécois francophones de 15 ans ayant participé au PISA de 2003 et de 2012. Après avoir vérifié l'invariance métrique et scalaire de la mesure d'anxiété mathématique du PISA, entre les garçons et les filles, les résultats de cet article révèlent qu'en moyenne, les filles francophones de 15 ans du Québec font état d'un niveau d'anxiété mathématique statistiquement plus élevé que les garçons. En outre, les résultats de 2003 et de 2012 montrent que le lien négatif anxiété mathématique/performances en mathématiques est équivalent chez les garçons et chez les filles et donc, qu'il ne semble pas y avoir d'effet de modération de ce lien, par le genre. De là, l'article se penche sur les stratégies d'intervention qui pourraient permettre de réduire l'importance du lien négatif anxiété mathématique/performances en mathématiques, chez les personnes qui se disent anxieuses à l'égard des mathématiques.

Wang, X., & Chen, B. (2024). **Investing in sons or daughters? The educational aspirations of rural parents in China**. *British Journal of Sociology of Education*, *45*(1), 101-118. https://doi.org/10.1080/01425692.2023.2274817
Based on the first wave of the China Education Panel Survey, this study aims to test two competing mechanisms including son preference and meritocracy of leading to parents' expectations of and investment in their children's education. This article presents

a general portrayal of academic performance among rural boys and girls. The findings depict a general pattern of parents' investment: parents are more likely to invest in their daughters than sons, and fathers have a higher educational expectation of daughters. The influence of sibling numbers and 'having a brother(s) or not' on parents' educational expectations and investment is similar for rural boys and girls. Fathers' educational expectations are mainly based on the academic performance of their children (meritocracy) while mothers' are more closely related to children's gender. Son preference as a cultural characteristic remains influential in rural regions, although it is not as powerful as before and a trend towards egalitarianism is emerging.

West, N. M. (2024). **Defining the Contours of a Participatory Action Research Counterspace Developed by, for, and about Black Women in Higher Education**. *International Journal of Qualitative Studies in Education*, *37*(5), 1542-1565. https://doi.org/10.1080/09518398.2023.2181449
Although critical participatory action research (CPAR) has been cited as a means to cultivate more equitable systems in education, its promise has not been fully realized as a mechanism to enhance the experiences of minoritized cultural groups in U.S. higher education. As outsiders within academia who are multiplicatively marginalized, Black women's engagement in CPAR demonstrates unique potential to address this gap. In this paper, I introduce an agentic diversity, equity, inclusion, and belonging strategy embedded in a critical action research methodology known as a participatory action research counterspace (PARC). After situating the proposed methodology in existing literature, I describe a PARC study involving a group of Black women students, faculty, staff, and administrators at a predominantly white institution (PWI), as well as the defining contours of the methodology. A discussion outlining the benefits of the PARC methodology for Black women enrolled and employed in higher education is also included.

Yigit-Gencten, V., Gultekin, M., Ozen Uyar, R., & Aydemir, F. (2024). **Gender in children's literature and kindergartener's responses to gender in interactive read-alouds**. *European Journal of Education*, *59*(2), e12609. https://doi.org/10.1111/ejed.12609
The underrepresentation of women and the perpetuation of gender stereotypes in children's literature has long been a concern. This study examined the portrayal of women in children's picture books and the potential of interactive read-alouds to promote gender equity in early childhood education, with the aim of shedding light on gender inequality. This study used critical discourse analysis, theoretically informed by Rosenblatt's transactional theory and gender schema theory, to analyse 19 books and interactive read-aloud sessions between preservice teachers and children in six preschools. The results showed that books on women's inequality are discussed in three categories: the absence of female characters, gendered discourse, and the perpetuation of traditional women/maternal roles. Using examples from children's interactions, this study highlights the need for critical thinking about gender stereotypes and promoting gender equity in early childhood education. This study contributes to the literature on gender inequality in children's literature and provides practical implications for early childhood educators by emphasizing their critical role in promoting gender equity in children's learning and development.

Zapletal, A. L., Bell, K. A., Sanchez, A., Tobia, J., & Hunnicutt, M. (2024). **LGBTQ+ Inclusion: A Pilot Interdisciplinary Professional Development Program for Faculty, Clinicians, and**

Administrators in Higher Education. *Innovative Higher Education*, 49(3), 495-518. https://doi.org/10.1007/s10755-023-09683-4

LGBTQ+ communities experience significant healthcare and academic success disparities due to barriers in care, negative attitudes towards them, and lack of awareness among healthcare providers and educators. Addressing the unique health and wellbeing concerns of LGBTQ+ individuals in the classroom and clinic requires cultural competency among educators and health professionals, yet knowledge and training in this content is lacking. Thus, we created, piloted, and assessed a six-month interdisciplinary professional development program to enhance knowledge, attitudes, awareness, and cultural humility around LGBTQ+ health for educators, administrators, and clinicians in higher education. Participants were surveyed with standardized assessments pre- and post-program to measure their knowledge, skills, and readiness to teach these topics and incorporate them into their curricula and practice. Participants (n = 33) completed LGBTQ+ inclusivity training including six structured learning sessions, small group mentoring meetings, and a virtual visit to an LGBTQ+ community center. Participants consistently displayed interest and engaged actively in training sessions. In a follow-up survey seven months post-intervention, respondents reported changes in their practice to create inclusive environments. Data analysis demonstrated improved knowledge and comfort with LGBTQ+ care and readiness and willingness to integrate LGBTQ+ care into their curricula and interactions with students. These findings suggest that this interdisciplinary professional development pilot offers a useful program to enable educators and clinicians to support the unique needs of LGBTQ+ communities.

Zhang, S., Sulong, R. M. B., & Hassan, N. B. C. (2024). **Perceived double reduction policy, perception of educational involution: Exploring the mediating role of parental educational anxiety and the moderating influence of gender—Insights from a survey conducted in a City in China**. *European Journal of Education*, 59(2), e12604. https://doi.org/10.1111/ejed.12604

Education policies align with evolving needs and changes in education. Two years ago, the double reduction policy was widely welcomed. But new challenges have emerged now, it is necessary to examine whether it still meets parental expectations, and whether adjustments in details are needed. We investigated parents' perception of policy implementation intensity; and its relationship with parents' perception of educational involution; and parents' educational anxiety, as well as the roles played by gender. Findings highlight parents who perceive a stronger policy implementation intensity experience higher levels of educational anxiety and are more likely to feel educational involution; education anxiety acts as a mediator, while gender plays a moderating role. We highlighted policy's advantages while emphasizing the necessity to avoid policy rigidity and one-size-fits-all. We recommend establishing a flexible, real-time parental feedback mechanism and promoting continuous monitoring and evaluation. This approach would enable it to meet the changing demands of education.

Climat de l'école

Coasne, J., Faggianelli, D., Gerin, M., Grimault-Leprince, A., Loquet, M., & Riban, C. (2024). **Genèse d'un incident en classe. Analyse croisée, didactique et sociologique**. *Éducation & didactique*, 18(1), 89-114. https://doi.org/10.4000/11nxw

L'article analyse un incident, défini comme un fait perturbateur imprévisible, survenu entre un élève et la professeure lors d'une leçon d'histoire dans une classe de SEGPA.

Cette analyse, basée sur une vidéo enregistrée, est le fruit d'un travail exploratoire conduit par des chercheur·euse·s dans les champs de la didactique et de la sociologie. La combinaison des deux approches vise à étudier la genèse de l'incident, à travers la mise en lien de la théorie de l'action conjointe en didactique et d'une approche interactionniste en sociologie – toutes deux centrées sur le jeu des acteur·rice·s. La première partie de l'article s'intéresse à l'approche didactique de l'incident (modalités de transmission et sens du savoir, position topogénétique des élèves face au savoir). La seconde développe une lecture sociologique interactionniste de la situation. La troisième articule les contributions des deux premières parties et propose de suivre l'évolution de trois indicateurs, élaborés pour faire dialoguer les apports respectifs de deux analyses. Un double mouvement est mis au jour : l'effacement des savoirs au cours de la leçon est concomitant à une hausse de la tension et des rapports de force en classe. Cette lecture croisée didactique et sociologique apparaît féconde pour penser l'importance du jeu d'apprentissage, en imbrication avec les logiques de gestion de l'ordre scolaire.

Espelage, D. L., Forber-Pratt, A., Rose, C. A., Graves, K. A., Hanebutt, R. A., Sheikh, A. E., … Poekert, P. (2024). **Development of Online Professional Development for Teachers: Understanding, Recognizing and Responding to Bullying for Students with Disabilities**. *Education and Urban Society*, 56(5), 601-623. https://doi.org/10.1177/00131245231187370
Students with disabilities (SWDs) are disproportionately at-risk for bullying victimization and perpetration, yet there is a lack of educator-focused professional development targeting prevention for these students. This project sought to address gaps in training through the creation of four online professional development modules: (1) understanding bullying among SWDs, (2) examining risk characteristics, (3) establishing school and classroom prevention strategies, and (4) individual prevention. These modules were iteratively developed with feedback from teachers and staff, incorporating the Multi-Tiered System of Supports (MTSS) framework to focus on interventions rooted in social emotional learning (SEL), and emphasizing the importance of prevention for SWDs.

European Commission. (2024). **Wellbeing and mental health at school.** In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3956* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/ec1136e2-0d3a-11ef-a251-01aa75ed71a1
The "Guidelines for school leaders, teachers and educators to address wellbeing and mental health at school" were developed by the Commission Expert Group on supportive learning environments for groups at risk of underachievement and for supporting wellbeing at school. They are based on the evidence-informed framework "A systemic, whole-school approach to mental health and wellbeing in schools" and align with the logic and approach of the Council Recommendation on Pathways to School Success, the EU Strategy on the rights of the child and other frameworks proposed by international organisations, such as the World Health Organization (WHO) "Health-promoting schools and systems" implemented in association with United Nations Children's Fund, and UNESCO, the OECD's "Education for inclusive societies" project6 and UNESCO's "Happy Schools Framework". The guidelines are also aligned with the principles within UN Convention on the Rights of the Child, the Council of Europe's approach to well-being and the UN 2030 Sustainable Development Goals (SDGs). This document addresses school leaders, teachers and educators and offers a concise

overview of the 11 recommendations. Its sister version addresses education policymakers. Both documents are complemented by a more in-depth version, addressing education policymakers, school leaders, teachers and educators, having the same structure and containing more detailed recommendations, supported by research evidence, good practice examples and practical tips.

Garric, J. (2024, mai 27). **Sanctions scolaires : l'exclusion de cours, une banalisation risquée**. Consulté 28 mai 2024, à l'adresse The Conversation website: http://theconversation.com/sanctions-scolaires-lexclusion-de-cours-une-banalisation-risquee-230567
Alors que le ministère de l'Éducation mène une concertation sur le respect de l'autorité, regard sur les exclusions ponctuelles de cours, une sanction de plus en plus courante, non sans risques.

Humeau, C., Guimard, P., Nocus, I., Casas, F., & Galharret, J.-M. (2024). **Well-being at School of 10-year-old Students Living in France in a Bilingual Family Language Context with a Minorated Language: Role of Teacher-Student and Peer Relationship Satisfaction**. *Child Indicators Research*, *17*(3), 1045-1069. https://doi.org/10.1007/s12187-024-10128-3
Research on the well-being at school of children living in a bilingual family language context are not very numerous. The cultural, social, and emotional challenges that their schooling implies can be complex, in particular when the family language is minorated and thus not much valued socially. The many available studies on immigrant children are generally not confronted with the problem of speaking different languages at home and at school. The present cross-sectional study was conducted with 216 children aged 10 attending school in France, and living in a monolingual family French language context (n = 103) or in a bilingual family language context with a minorated language (n = 113). It aims at comparing these two groups of students with regard to various dimensions of their subjective well-being at school (global satisfaction with school, satisfaction with teachers and with peers) and the relationship between these dimensions. The results of the comparative and moderation analyses indicate that the two groups do not differ with regard to global school satisfaction and satisfaction with peers. However, children who live in a bilingual family language context feel less supported by their teacher even though this support contributes more significantly to their global school satisfaction. These results suggest the necessity to raise teachers' awareness of the educational needs of students who hear and use at home a different language than that of instruction to have a better relationship with them and fulfil their needs. They also encourage the fostering of an efficient communication between school and home.

Kaufman, T. M. L., Kiekens, W. J., Baams, L., Bos, H. M. W., & De Looze, M. E. (2024). **Gender Sexuality Alliances and School Safety: Who Benefits Most, and Do Additive School-Led Practices Strengthen the Link?** *Journal of Youth and Adolescence*, *53*(7), 1499-1512. https://doi.org/10.1007/s10964-024-01957-0
While Gender and Sexuality Alliances (GSAs) are associated with higher acceptance of sexual diversity and lower bullying-victimization, it is unclear which individual and school-level attributes strengthen these associations. Nationally representative data (N = 1,567 students; Mage = 15.4, SD = 0.16; 34% boys, 66% girls, 51% heterosexual, 49% sexually-diverse after propensity score matching) in 139 Dutch secondary schools were used. Multilevel regression analyses revealed that GSA presence was linked to more inclusive attitudes about sexual diversity and a safer disclosure climate among sexually-diverse

students, and lower general bullying-victimization when the school had a GSA combined with school practices to tackle bullying. School professionals and researchers are recommended to recognize the significance of individual and school-level factors that affect GSA correlates.

Lustick, H., Cho, V., & Miller, A. (2024). **Restorative Justice in a No Excuses Charter School**. *Education and Urban Society*, *56*(6), 756-776. https://doi.org/10.1177/00131245231209977
Restorative justice practices are an increasingly popular approach to behavioral management, rooted in relationships rather than the behaviorist approach of many traditional forms of schooling. Research on restorative practice implementation demonstrates that schools rarely have time to consider cultural change, as they rush to reduce suspensions and discipline gaps. Presumably, this mismatch between culture and practice would be even more pronounced in a no-excuses charter, but this presumption warrants inquiry. Framed by theories of institutional logics, the current study examines an historically no-excuses charter school's shift toward restorative justice. We find that a behaviorist, "no-excuses" logic inhibits teachers and administrators from embracing the cultural and ideological foundations of restorative justice, even as they express ideological and intellectual commitment to the shift in practices. We close with implications for school leadership and restorative justice implementation.

Lustick, H., Johnson, M., Register, L., & Gilzene, A. (2024). **Restorative Justice in a "Don't Say Gay" State: Are Relationships Enough?** *Journal of Cases in Educational Leadership*, *27*(2), 88-104. https://doi.org/10.1177/15554589231220004
Restorative justice, a nonpunitive alternative to traditional school discipline, emphasizes building and repairing relationships rather than punishing misbehavior. In addition to reducing reliance on suspension, restorative practices correlate with narrowed discipline gaps for minoritized student populations. It is essential for school leaders implementing restorative justice to cultivate trusting relationships and confront inequitable discipline practices. However, in an increasing number of states, new laws restrict or even prohibit such discussion. This case, set in a Florida high school, highlights the possibilities and complexities of "doing restorative" in the current political economy of schooling.

Ngui, E. M., Blakey, J., Ogungbe, F., Ortiz, T., & L. Williams, G. (2024). **"Can I get a pass"— the use of the "N" word and other forms of microaggressions and potential impact on Black student's well-being**. *International Journal of Qualitative Studies in Education*, *37*(5), 1376-1392. https://doi.org/10.1080/09518398.2023.2181430
This study examined factors that impact Black middle and high school students' academic and psychosocial well-being. Qualitative analysis of focus group data using grounded methodological approach on 51 middle and high school students in a predominantly White urban school district. Findings show Black students are constantly exposed to racial microaggressions (i.e. microinvalidation, microinsult, microassault) which impact their overall academic performance and psychosocial well-being. Use of request to use the N-word was a common and stressful form of microaggression encountered by Black students. Overall, racial microaggressions (e.g. use/request to use the "N" word) are common, stressful and begin early among Black students attending predominantly White schools. Black students recognize the commonplace nature of racial microaggressions and actively identify coping mechanisms (e.g. safe shared on-campus spaces, identifying concrete steps schools can take to create safe

environment). Concerted efforts by schools are needed to prevent/mitigate the harmful effects of microaggression exposure to students.

Nie, Q., Teng, Z., Yang, C., Griffiths, M. D., & Guo, C. (2024). **Longitudinal Relationships Between School Climate, Academic Achievement, and Gaming Disorder Symptoms Among Chinese Adolescents**. *Journal of Youth and Adolescence*, *53*(7), 1646-1665. https://doi.org/10.1007/s10964-024-01952-5

Despite growing concerns regarding the development of gaming disorder symptoms among adolescents, the longitudinal relationship between school factors and gaming disorder symptoms remains far from being fully understood. This two-year longitudinal study examined the relationship between school climate perceptions, academic achievement, and gaming disorder symptoms among three distinct demographic cohorts: preadolescents (n = 1513; 46.9% girls, Mage = 10.64 years, SD = 0.56), early adolescents (n = 1771; 48.3% girls, Mage = 13.54 years, SD = 0.70), and late adolescents (n = 2385; 50.1% girls, Mage = 16.41 years, SD = 0.59). A four-wave study was conducted (six months apart) using random intercept cross-lagged panel models (RI-CLPMs) to separate the within-person (state level) from the between-person (trait level) effects. The results obtained from the RI-CLPMs indicated that fluctuations in school climate perceptions negatively predicted subsequent changes in gaming disorder symptoms among preadolescents at the within-person level, but not among early and late adolescents. Fluctuations relating to gaming disorder symptoms also negatively predicted subsequent changes regarding academic achievement in late adolescents, but not in preadolescents and early adolescents. The effect of school-related factors on gaming disorder symptoms varies across different developmental stages. While preadolescents may represent a particularly susceptible subgroup for gaming disorder in terms of being predicted by their school environment, late adolescents appear to be more vulnerable to predictors of gaming disorder symptoms. The current study also discusses the implications of school-wide programs aimed at improving school climate and preventing the development of gaming disorder symptoms during key developmental periods.

Prince, N., Bisson-Vaivre, C., & Langbour, N. (2024). *La Littérature de jeunesse contre le harcèlement scolaire : Développer l'empathie pour prévenir le harcèlement*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782336447261?utm_campaign=2024%2f05%2f27+NL+Th%c3%a9matique+(Sciences+humaines%2c+sociologie+et+anthropologie)+%5bParticuliers%5d&utm_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+Mai+2024&utm_medium=Emailing&utm_source=Sendethic

Le harcèlement scolaire est l'affaire de tous. La littérature de jeunesse, dont le lectorat cible est constitué en premier lieu par les jeunes confrontés à cette violence, s'est emparée de ce thème. Depuis les années 2010, les fictions pour enfants et adolescents traitant le harcèlement scolaire se multiplient, au point de favoriser l'émergence d'un nouveau genre littéraire : les schools bullying stories. Sans jamais renoncer au plaisir de la fiction et de l'imaginaire, ces romans invitent leur lecteur à réfléchir sur le harcèlement scolaire et participent par là même à sa prévention. Conciliant analyse littéraire et réflexion didactique, ce livre met en exergue les spécificités narratives, littéraires et esthétiques du genre des schools bullying stories tout en proposant aux professeurs des activités clés en main autour des romans. Il offre ainsi aux enseignants et aux professionnels de l'éducation des outils pour développer auprès de leurs élèves des

activités de prévention du harcèlement scolaire. Un essai animé par un engagement pédagogique original et une conviction : la littérature de jeunesse a son rôle à jouer pour vaincre le harcèlement scolaire

Rousseau, N., Voyer, D., & Espinosa, G. (2024). *Le bien-être et la réussite de l'élève à l'école. Perspective internationale*. Consulté à l'adresse https://www.puq.ca/catalogue/livres/bien-etre-reussite-eleve-ecole-4422.html
La biodiversité est unanimement considérée comme une richesse naturelle inestimable. Elle renforce les écosystèmes et les rend plus résilients. Mais qu'en est-il de la diversité à l'école ? Peut-elle devenir cette richesse qui rendrait l'école plus forte et plus résiliente ? Ce collectif porte un regard sur le bien-être et la réussite à partir de perspectives variées provenant de contextes ciblés, soit des provinces canadiennes, de la France, de la Roumanie et de la Suisse. Si la réussite des élèves est la mission première de tous les systèmes éducatifs, quelle place est accordée au bien-être des élèves dans la mise en œuvre de cette mission ? Cet ouvrage, par son caractère international, permet de discuter de ces enjeux.

Sjøen, M. M. (2024). **Engaging with the Elusiveness of Violent Extremism in Norwegian Schools – The Promise and Potential of Agonistic Listening**. *British Journal of Educational Studies*, *72*(3), 321-340. https://doi.org/10.1080/00071005.2023.2251151
The issue of violent extremism has given rise to new policy debates in Norway. A key limitation of these debates, often grounded in naïve assumptions about the peacebuilding effect of education, is the downplay of emotions and dissent in democratic engagement. This article analyses how selected educators in Norway describe encountering and engaging with extremist students for educational interventional purposes. Previous research suggests that educational efforts to counter violent extremism can be exclusionary from the perspective of target audiences. In contrast, this study draws on agonistic pluralism to provide an alternative to understand educational approaches that may help students disengage from violent extremism. The findings show that the selected educators argue the importance of trust, support and tolerance when engaging with extremist students. For these professionals, education should not downplay radical or extreme emotions but rather place them at the centre of educational engagement. Furthermore, it is suggested that educators' empathic engagement may open the path for young people to disengage from violent extremism.

Tseliou, F., Taylor, C., & Power, S. (2024). **Recent Trends in Formal School Exclusions in Wales**. *British Journal of Educational Studies*, *72*(3), 269-293. https://doi.org/10.1080/00071005.2023.2276404
Historically Wales has been regarded as a country with relatively low levels of school exclusion, particularly in comparison with England. This has been used as an indicator of Wales' commitment to the UN Convention on the Rights of the Child, which foregrounds a rights-based agenda that would argue school exclusion is a consequence of broader socio-economic structures than individual actions. However, simple analyses may mask a different picture of school exclusions in Wales. In this article, we study more detailed information on formal school exclusions by looking at 'instances' of school exclusion, which considers the frequency and length of formal school exclusions in Wales, and alongside recorded school absence. The article also demonstrates that the pupils 'at risk' of formal school exclusion varies by when they experience school exclusion during their educational lifecourse. The article concludes by highlighting that patterns of school

exclusion are complex, and that interpretation of these patterns depends on what kind of measure of school exclusion is used. By publishing these results, the article hopes to persuade policymakers and practitioners to re-examine their processes of exclusion to ensure they are commensurate with the law and to prevent unnecessary school exclusions.

Évaluation des dispositifs d'éducation-formation

Guichard, A. (2024). **L'étudiant pluriel face aux dispositifs d'accompagnement personnalisé**. *Colloque international "Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)"*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595970

Jaiswal, A., Jin, L., & Acheson, K. (2024). **Evaluation of STEM Program on Student Intercultural Development: Do Intercultural Interventions Work?** *Innovative Higher Education*, 49(3), 541-559. https://doi.org/10.1007/s10755-023-09691-4
Developing an interculturally competent STEM workforce is the need of time. Research has demonstrated that STEM students find it challenging to work with individuals from diverse backgrounds. This study used Intercultural Development Inventory (IDI) instrument to understand the intercultural learning gains of technology students by administrating the survey in the program's first year and final year. The data were analyzed using multivariate statistics to assess the intercultural learning gains of the students. The study results indicate that students demonstrated a statistically significant increase in intercultural competence as they progressed from their first year to their final year of college. The study also indicated that having an intercultural mindset and participating in intercultural activities such as study abroad programs or intercultural mentoring can help students internalize intercultural competence and make meaningful gains on the intercultural development continuum. The study also provides recommendations to help students develop interculturally.

Knutsson, D., & Tyrefors, B. (2024). *Labor Market Effects of a Youth Summer Employment Program in Sweden* (Working Paper Series N° 1485). Consulté à l'adresse Research Institute of Industrial Economics website: https://econpapers.repec.org/paper/hhsiuiwop/1485.htm
We evaluate a non-targeted summer youth employment program (SYEP) for high school students aged 16–19 in Stockholm, Sweden, where public sector job offers were as good as randomly assigned. In contrast to previous studies evaluating SYEP that targeted groups with lower socioeconomic status, we find substantial labor market effects but no effects on education, crime, or health outcomes. However, income is negatively affected except during the program year. The penalty increases in absolute terms but does not change much in relative terms over time. The penalty is consistently statistically significant and large just after high school graduation, but there are indications that the penalty attenuates at ages 24. The adverse effects are the largest for applicants not enrolled in an academic track, who are males, and with less educated mothers. Interestingly, the extensive margin (having a job) is not the critical factor. Instead, a SYEP job offer affects the probability of obtaining more qualified and full-time employment after high school graduation. We argue that receiving a program job leads to less private-sector labor market experience, provides a negative signal, and disrupts (private) labor market connections, which is vital for those seeking a job just after high school.

Muchineripi. (2024). **Exploring the Administration of Peer-Assisted Learning (PAL) as a Form of Academic Support at a TVET College in South Africa**. *Community College Journal of Research and Practice*, *48*(6), 317-331. https://doi.org/10.1080/10668926.2022.2132432
Most tertiary institutions have adopted the peer-tutoring approach to complement the traditional method of teaching and learning. The successful utilization of peer-tutoring as a teaching and learning strategy is determined by the effective administration of the entire process. This qualitative study investigated how the peer-tutoring process was administered at various campuses of a government-funded vocational institution in one of the provinces of South Africa. The Cooperative and Social Interdependence Theory was used to guide this paper to explore the various challenges experienced during the peer-tutoring process administration. The tactics that can be used to improve the administration of peer-tutoring tutoring as a teaching and learning approach are also explored in this case study. The interpretivist paradigm was used to derive in-depth information on the administration of the peer-tutoring process. The study involved 12 staff members, Student Development Practitioners (3), Curriculum Unit (3), and Academic Staff (6). It emerged from the study that the peer-tutoring process was not effectively administered. It was further noted that improving the administration of the peer-tutoring process requires the college's commitment to providing adequate infrastructure for peer-tutoring classes, providing training to tutors, and ensuring that collaboration exists between Student Development Practitioners, Curriculum Unit and Academic Staff.

Oruç, E. (2024). **Student voice in higher education: A negotiated curriculum in the foreign language classroom**. *European Journal of Education*, *59*(2), e12627. https://doi.org/10.1111/ejed.12627
The article examines an action research of negotiated curriculum in a university-level EFL (English as a Foreign Language) classroom. Drawing on critical pedagogy, this study is best suited to action research as negotiated curriculum can be explored with a deeper understanding through action-oriented research. The research details how negotiated curriculum affects learning and teaching in an EFL classroom. Data collection methods included participant observation, teacher journals, student journals, and minutes of student meetings. The findings revealed that student choice, participation in classroom management, negotiated assessment, collaborative dialogue, and student-led activities can be considered in a negotiated curriculum. Moreover, it was indicated that the negotiated curriculum contributed to speaking skills, learner engagement, motivation, self-confidence, and enjoyment.

Rickard, N. S., Chin, T.-C., Cross, D., Hattie, J., & Vella-Brodrick, D. A. (2024). **Effects of a positive education programme on secondary school students' mental health and wellbeing; challenges of the school context**. *Oxford Review of Education*, *50*(3), 309-331. https://doi.org/10.1080/03054985.2023.2211254
Previous research has demonstrated wellbeing benefits for positive education programmes (PEPs) facilitated by clinicians or experts or outside the school context. The current study explored the effects of a Year 10 PEP led by teachers trained in positive education and embedded within the Australian secondary school context. A mixed-methods design compared students receiving PEP (n = 119) with a wellbeing-as-usual comparison group (n = 34) matched on age and socioeconomic status. Depression, anxiety, autonomy, gratitude and mindfulness levels did not differ between groups. Levels of satisfaction with life and relatedness were significantly higher for the intervention

than for the comparison students at the post-intervention time point. Qualitative analyses revealed that students valued having engaging and relatable teachers, brief interactive sessions and personally relevant applied content. School-based PEPs may therefore provide some limited ongoing support as students transition into their senior years of secondary school. Delivering positive education within the school context, however, raises challenges relating to levels of teacher training and availability. Capturing the student voice in the current study was valuable and indicated that both teacher and programme factors were central to student engagement in PEPs.

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

Il y a une petite dizaine d'années, les universités composant le réseau de l'UOH faisaient le constat que les compétences en français écrit des étudiantes et étudiants satisfaisaient de moins en moins aux exigences de l'enseignement supérieur. Face à cette situation, il est apparu pertinent à 13 d'entre-elles de développer un dispositif national d'évaluation, de formation et de certification des compétences d'expression et de compréhension écrites en français. Ce dispositif fondé sur la co-construction met à disposition un ensemble de services en ligne partagés et permet la mise en place de formations consacrées au développement des compétences en français écrit des étudiantes et étudiants de français langue maternelle. Rendus disponibles à tous les établissements qui le souhaitent, les outils et ressources d'écri+ ont d'emblée été pensés comme devant répondre aux besoins de toutes les étudiantes et tous les étudiants, quel que soit leur niveau de compétence, et aux attentes de tous les établissements ou composantes, quel que soit leur niveau d'exigence. La différenciation pédagogique, la flexibilisation des parcours et l'individualisation des expériences d'apprentissage sont au coeur du dispositif. De fait, la plate-forme d'entrainement développée par le projet est auto-adaptative et véhicule un discours bienveillant quel que soit le niveau d'exercice, les enseignements qui en découlent sont laissés à la liberté des institutions et les accompagnements proposés sont très souvent personnalisés. Un terrain pour les sciences de l'éducation Ce symposium ne présente pas une recherche, mais une variété d'expérimentations d'un même dispositif. En effet, par la liberté d'usages qu'il offre, écri+ donne à voir des différenciations multiples, que ce soit en termes - de déploiements et mises en oeuvre pédagogiques o plus ou moins généralisés et/ou centralisés au niveau de l'établissement o plus ou moins hybrides en termes d'enseignement o faisant ou non appel au tutorat - d'expériences et pratiques d'apprentissages o chaque parcours sur la plate-forme est personnalisé et l'apprenant est laissé libre des compétences qu'il travaille o l'accompagnement proposé dans les établissements est le plus souvent fonction des besoins de chacun - de reconnaissance des réussites o toutes les compétences sont valorisées quel que soit leurs niveaux o de plus en plus d'enseignants vont vers une évaluation adaptative des compétences tenant compte de la progression, du niveau, voire de l'assiduité La diversité des enseignements, des dispositifs d'accompagnement et des modalités d'évaluation s'expriment à travers le panel d'expérimentations proposées dans le symposium. Celles-ci sont complémentaires car donnent à voir la multiplicité des pratiques pédagogiques dans plusieurs dimensions de la formation. Les présentations font état de données de terrain n'ayant pas encore pu être analysées de façon globale et qui sont à la disposition de qui souhaite s'en emparer dans la logique collaborative qui est celle d'écri+.

Vieites, T., Díaz-Freire, F. M., Rodríguez, S., Rodríguez-Llorente, C., & Valle, A. (2024). **Effects of a homework implementation method (MITCA) on school engagement**. *European Journal of Psychology of Education*, *39*(2), 1283-1298. https://doi.org/10.1007/s10212-023-00743-z

MITCA (homework implementation method) was born with the purpose of turning homework into an educational resource capable of improving the self-regulation of learning and the school engagement of students. In this article, following the current theoretical framework, we evaluate the impact of the MITCA method on school engagement in students in the 5th and 6th years of Primary Education. While the control group of students who did not participate in the 12 weeks of MITCA (N = 431; 61% of 5th grade) worsened significantly in emotional, behavioral, and cognitive engagement, these pre-post differences do not reach significance for the group that has participated in MITCA, even observing a tendency to improve. After the intervention, the students who participated in MITCA (N = 533; 50.6% of 5th grade) reported greater emotional and behavioral engagement than the students in the control group. MITCA students showed positive emotions, were happier in school and were more interested in the classroom, paid more attention in class, and were more attentive to school rules. The conditions of the tasks' prescription proposed by MITCA would not only restrain the lack of engagement but would also improve students' emotional and behavioral engagement in school found in the last years of Primary Education. In the light of the results, a series of educational strategies related to the characteristics of these tasks, such as the frequency of prescription and the type of correction are proposed.

Xu, L., Chen, L., & Chen, Y. (2024). **Does the Expert-based Collective Advising Mechanism Promote Educational Equity? Experience from China**. *Education and Urban Society*, *56*(5), 624-645. https://doi.org/10.1177/00131245221150916

The Expert-based Collective Advising Mechanism (ECAM) was embedded in the open online tutoring project to provide free tutoring for rural students and to help them improve their academic performance, and thus, to solve education inequity. Taking urban and rural students in Tongzhou District of Beijing as the objects, this study gathered data on the tutoring frequency, the durations students received tutoring, the number of teachers who tutored the same student, and the students' academic performance. The tutoring behavior and academic performance of rural and urban students were compared. The results showed that the ECAM could improve students' academic performance. Rural and urban students who received tutoring got the same degree of performance appreciation. Finally, gender, school type, and tutoring duration predicted academic performance positively.

Zimmermann, P., Kennel, S., & Plateau, J.-F. (2024). **Le Diplôme d'Accès aux Études Universitaires : un dispositif favorisant la réussite de la reprise d'études ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595988

Formation continue

Aker, J. C., Sawyer, M., & Berry, J. (2024). **Making sense of the shapes: What do we know about literacy learning in adulthood?** *Economics of Education Review*, *100*, 102537. https://doi.org/10.1016/j.econedurev.2024.102537
Approximately 770 million adults worldwide are classified as illiterate, with women and individuals in Sub-Saharan Africa and South Asia bearing the heaviest burden. Despite the potential for adult education programs to bridge this gap, such programs are often plagued by low enrollment, high dropout and limited skills acquisition. While there is a relative paucity of economic research on adult learning as compared with primary and secondary schooling interventions, recent research in educational neuroscience and economics offers some insights into addressing the barriers to adult learning. We review these insights and offer some concrete recommendations for adult education programs in sub-Saharan Africa and South Asia.

Campos-García, I. (2024). **Revalue, reintegrate and reempower seniors: Educational level and continuing training make a difference**. *European Journal of Education*, *59*(2), e12598. https://doi.org/10.1111/ejed.12598
In recent years, the proportion of the active population over 55 years of age has increased and, with it, early retirement, unemployment of older workers and senior "push" entrepreneurs. Given the repercussions at a social and economic level, the debate about the need to recover and keep seniors in the labour market is becoming increasingly rife. The aim of this study is to evaluate the evolution and European tendency towards the training and reintegration of seniors and demomstrate how formal education and continuous training can make a difference when it comes to prolonging their working life and subordinate their conditions and employment opportunities. Data from the European Working Conditions Survey between 2010 and 2021 are used and a descriptive statistical analysis and a hypotheses contrast are carried out using the Student's t test. The results show: (1) a greater effort to train and revalue seniors; and (2) that educational level and training generate significant differences in terms of the type of tasks to be performed and some variables that condition job satisfaction.

Deschênes, M., Lambert, M., & Béland, J. (2024). **La participation et la réification dans une communauté de pratique en ligne : une question d'influence mutuelle et d'organisation sociale en équilibre**. *Revue hybride de l'éducation*, *8*(1), 1-23. https://doi.org/10.1522/rhe.v8i1.1633
La participation à une communauté de pratique en ligne représente un potentiel pour le développement professionnel de ses membres. Malheureusement, les communautés ne parviennent pas toutes à entretenir l'intérêt de leurs membres. Dans cette étude de cas, l'observation participante ainsi que l'analyse des artéfacts et des entretiens ont permis d'observer des facteurs qui influencent la participation de même que le processus, les artéfacts et les retombées de la réification. Nous avons dès lors observé une influence mutuelle entre la communauté et la pratique de ses membres ainsi qu'une organisation sociale en équilibre.

Jordaens, K., De Meyer, M., Van Nuffel, M., Kirk-Spriggs, A. H., Sabuni, C., Mwatawala, M., … Midgley, J. (2024). **A best way forward to the organisation of entomological training**

courses in sub-Saharan Africa. *International Journal of Educational Development*, *107*, 103026. https://doi.org/10.1016/j.ijedudev.2024.103026

Despite their significant impact on human life in the Afrotropical Region, Diptera remain understudied. For a large part this is due to a lack of Diptera taxonomic experts and collection curators from the Afrotropical Region (except for South Africa perhaps), the difficulties some developing countries face in maintaining collections, and the low number of digitised specimens. This impedes the use of these Diptera collections for identification services, taxonomic and phylogenetic research, and other biological research areas. The dire need for knowledge transfer and training of young and emerging entomologists in the Afrotropical Region has prompted the Royal Museum for Central Africa and collaborating institutes to organise entomological training courses in the Afrotropical Region. The training courses take place in Africa, in strategic locations, cover a period of ten working days, are taught in English, and are free of cost to participants and lecturers. Here, we first provide a brief history of the evolution of the training courses. Second, we give a short description of the gender, age, educational and professional profile of the applicants and participants of the training courses. Third, we provide as much information as possible on all aspects of the organisation of the training courses. All information is freely available and documents are provided in Word or Excel format to facilitate future use by others. It is to be hoped that this information shall stimulate and facilitate the organisation of other entomological (or similar) training courses in the Afrotropical Region and other biogeographical regions. Such training courses will stimulate South-South networks for entomology research and the simultaneous training of participants with a different educational or professional background might foster collaborations between universities, other scientific institutes in postgraduate training and research. They may also initiate collaboration between scientific institutes and those involved in management, policy making, outreach, or implementation of legal procedures. We believe that this kind of training courses presents a best way forward in the organisation of similar capacity building activities that will contribute to a sustainable network of entomologists. Finally, these training courses may be one of the many possible ways to reduce the gender inequality gap in biological sciences in the Afrotropical Region.

Parmentier, C. (2024). ***Moi, formation: Libre essai sur la formation professionnelle***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782336452371?utm_campaign=2024%2f05%2f27+NL+Th%c3%a9matique+(Sciences+humaines%2c+sociologie+et+anthropologie)+%5bParticuliers%5d&utm_content=Nos+Nouveaut%c3%a9s+Sciences+humaines%2c+sociologie+et+anthropologie+-+Mai+2024&utm_medium=Emailing&utm_source=Sendethic

Partant de la loi sur la formation professionnelle de septembre 2018 énonçant que «L'action de formation (…) se définit comme…», l'auteur incarne un personnage : «Formation». Elle va partir en quête d'elle-même, pour vérifier qu'elle peut effectivement se définir. Elle devient alors l'héroïne de cette prospection en partie romancée. A cette fin, ses origines, son histoire, son parcours mis en perspective, ses artisans et partisans, ses enjeux, techniques et outils, son commerce et même ses lieux d'activité vont construire le fil de cet essai critique. Les argumentaires sont établis sur des données factuelles et objectives, éclairés par une solide expérience de terrain et enrichis d'apports issus de la littérature ou de la philosophie, du cinéma et de la chanson française qui rythme cette narration. Au-delà du manuel pratique sur la formation professionnelle continue des adultes, il s'agit d'une approche originale et accessible

permettant de dresser un état des lieux exhaustif. Les débats qui l'animent sont retracés et les perspectives d'évolution détaillées.

Marché du travail

Caillet, C., & Tomé-Gertheinrichs, É. (2024). **Articulation des temps de vie professionnel et personnel : de nouveaux défis**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3948* [Report]. Consulté à l'adresse Conseil économique website: https://www.vie-publique.fr/files/rapport/pdf/294010.pdf
En France, 64% des salariés ne travaillent pas sur des semaines standards à horaires fixes sur cinq jours ouvrés : horaires atypiques, temps partiel, astreinte… Les situations sont nombreuses et diverses. Face aux évolutions du rapport au travail et des conditions de vie, la recherche de l'équilibre des temps de vie professionnel et personnel est au cœur des nouvelles attentes des salariés. Pour trouver une meilleure articulation des temps de vie les rapporteures préconisent de libérer et valoriser le temps libre et d'agir sur l'organisation du temps de travail.

ETF : European training foundation. (2024). *Gender dimension of labour market transitions: implications for activation and skills development policies fo the EU neighbouring countries*. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2024-04/Gender%20dimension%20of%20LM%20transitions.pdf
De quelle manière les politiques d'activation et de développement des compétences gagnent-elles en importance dans les pays voisins de l'Union européenne en tant que composantes clés de la reprise post-COVID-19, des transitions verte et numérique et des stratégies visant à faire face aux risques socio-économiques émergents ainsi que des menaces contre la sécurité dans le monde entier ? Ce rapport se concentre sur la dimension de genre dans les transitions sur le marché du travail et sur l'élaboration des politiques du marché du travail, de l'orientation professionnelle et du développement des compétences. Il fournit un aperçu des principales tendances en matière de participation des femmes au marché du travail, de résultats scolaires et de politiques et programmes sensibles au genre. Il met en lumière des politiques exemplaires, des initiatives nationales ou des programmes visant à renforcer l'égalité des sexes.

Jeanneau, L. (2024, mai 28). **Les difficultés de recrutement, c'est aussi la faute de l'inexpérience des employeurs**. Consulté 29 mai 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/difficultes-de-recrutement-cest-faute-de-linexperience-emp/00111223
Une nouvelle étude confirme que le manque d'expérience des employeurs explique leurs échecs à embaucher des candidats, surtout dans les plus petites entreprises.

Métiers de l'éducation

Aalde, O., & Staal Jenset, I. (2024). **Study Program Leaders' Perceptions of Coherence and Strategies for Creating Coherent Teacher Education Programs**. *Journal of Teacher Education*, *75*(3), 334-346. https://doi.org/10.1177/00224871231208683

Scholars and policymakers have consistently argued for the importance of coherence in teacher education (TE). Despite this attention to coherence, challenges of fragmentation and disconnect remain, and little research exists on how study program leaders (SPLs) in TE work to achieve coherence. This article explores how SPLs in two selected TE institutions in Norway perceive coherence and what strategies they use to create coherent TE programs. The two case studies use an ethnographic approach and report on repeated qualitative interviews with seven SPLs, supported by short-term observations over a period of one academic year. The analysis contributes to the small but emergent literature on how SPLs conceptualize coherence and identifies six strategies that SPLs use to navigate persistent barriers within a diverse and autonomous faculty in their ongoing efforts to strengthen coherence in TE programs. Implications for study program leadership in TE are discussed.

Alidou, S., & Koussihouèdé, O. (2024). ***Urban-rural differences in teachers' qualification and competences in primary education in Francophone Sub Saharan Africa*** (p. 16). Consulté à l'adresse ADEA website: https://www.adeanet.org/en/publications/urban-rural-differences-teachers-qualification-competences-primary-education

Antonetti, S., & Sauers, N. J. (2024). **Educational Leaders and Their Impact on African American Alternatively Certified Male Teacher's Educational Self-Efficacy**. *Education and Urban Society*, *56*(6), 682-702. https://doi.org/10.1177/00131245231202496
This study examined the impact school leaders had on the self-efficacy of African American Male (AAM) teachers who matriculated through an alternative certification program. Purposeful sampling was used in this study with four inclusion criteria. The study occurred at a large urban Title 1 school district in the Southeast. The district was selected based on its implementation of an alternative certification program and relative success in recruiting and maintaining a diverse teaching staff. Tschannen-Moran and Hoy's 12-item teacher self-efficacy survey was administered to select teachers who scored high on their self-efficacy scale. Eleven AAM teachers from various urban school sites participated in this study. Data were collected through one-on-one and focus group interviews. Findings revealed three themes that captured the ways school leaders impacted teacher self-efficacy. Study results can help provide leaders and policymakers with guidance as they seek to address the teaching shortage and develop a more diverse teaching workforce through alternative certification programs.

Antony-Newman, M. (2024). **Teachers and School Leaders' Readiness for Parental Engagement: Critical Policy Analysis of Canadian Standards**. *Journal of Teacher Education*, *75*(3), 321-333. https://doi.org/10.1177/00224871231199365
Teacher readiness for parental engagement is a vital competence in the context of increased emphasis on engaging parents in K–12 schools. The rise in the standards movement in education led to the inclusion of parental engagement in teacher standards. Here, critical policy analysis of teacher standards shows how teachers' and school leaders' readiness for parental engagement is addressed in Canadian policy documents. Teacher readiness is conceptualized as the ability to establish relationships, support communication, and build partnerships with parents and families. Current policy provisions support teachers' capacity for parental engagement by introducing the asset-based approach to engagement and acknowledging the diversity among parents. Nevertheless, teacher standards fail to distinguish between parental involvement in schooling and parental engagement in education/learning and remain silent on the role

of social inequality in parental engagement. Implications for new teacher standards include centering parental engagement on parents and families and tackling inequality in parental engagement.

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*** (CLEF Working Paper Series N° 67). Consulté à l'adresse Canadian Labour Economics Forum (CLEF), University of Waterloo website: https://econpapers.repec.org/paper/zbwclefwp/289600.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.

Blosser, A. H., & Cavendish, L. M. (2024). **Teaching and Leading in the Age of Critical Race Theory Legislation: A Case of Self-Silencing in a School**. *Journal of Cases in Educational Leadership*, *27*(2), 60-72. https://doi.org/10.1177/15554589231211870
This case centers on two early career educators: a principal and teacher struggling to address issues of diversity, equity, inclusion, and justice (DEIJ) in their school in the current political context of legislative attacks on critical race theory (CRT) and the simultaneous national Black Lives Matter movement. A talented teacher is reluctantly self-silencing out of fear and uncertainty when her students ask her questions related to DEIJ topics. Tired of feeling anxious and compromising her teaching, she seeks the advice of her principal. The case asks readers to consider implications for school leaders, teachers, students, parents, and teacher educators.

Brunet, L., & Müller, R. (2024). **The Feeling Rules of Peer Review: Defining, Displaying, and Managing Emotions in Evaluation for Research Funding**. *Minerva*, *62*(2), 167-192. https://doi.org/10.1007/s11024-023-09518-8
Punctuated by joy, disappointments, and conflicts, research evaluation constitutes an intense, emotional moment in scientific life. Yet reviewers and research institutions often expect evaluations to be conducted objectively and dispassionately. Inspired by the scholarship describing the role of emotions in scientific practices, we argue instead, that reviewers actively define, display and manage their emotions in response to the structural organization of research evaluation. Our article examines reviewing practices used in the European Research Council's (ERC) Starting and Consolidator grants and in the Marie Skłodowska-Curie Action's (MSCA) Individual Fellowships. These two European funding mechanisms offer different perspectives on the organization of grant evaluation. We conducted interviews with review panel members and analyzed various institutional documents. By drawing on the sociological concepts of feeling rules and emotional work, we demonstrate that reviewers define rules concerning how emotions should be experienced and expressed to ensure the proper functioning of evaluation, and that reviewers experience the need to actively regulate their emotions to comply with these rules. We present four feeling rules concerning the experience and expression of: (1) excitement for novelty during individual evaluation; (2) respect for others' opinions and

the absence of anger in review panels; (3) attentiveness and interest, which are seen as missing in online evaluations. Reviewers also expect ERC candidates to (4) avoid pride and manifest modesty during interviews. These rules demonstrate that proposal peer review is governed by emotional norms, and show the influence of organizational settings and moral requirements on research evaluation.

Celebrating Great Teachers and Inspriring Youths. (2024). *Educating & Skuilling Africa*, *1*(1), 1-107. Consulté à l'adresse https://www.iicba.unesco.org/sites/default/files/medias/fichiers/2024/03/Educating%20%26%20Skilling%20Africa_compressed%208-3-24%20F%20%281%29_1.pdf

Cyr, J., Pierre, L., Denis, D., Roussel, M., & Audet, G. (2024). **Soutenir le développement professionnel d'intervenant.e.s école-famille-communauté en milieu défavorisé montréalais : faire dialoguer pratique, accompagnement et recherche**. *Revue hybride de l'éducation*, *8*(2), 1-11. https://doi.org/10.1522/rhe.v8i2.1570
Une école montréalaise pour tous (UÉMPT) est un programme ministériel dont la mission est de contribuer à la réussite éducative de tous les élèves issu.e.s des milieux défavorisés montréalais. Depuis 2021, nous animons un groupe de codéveloppement à l'intérieur duquel des personnes intervenantes école-famille-communauté (IÉFC), des ressources professionnelles d'UÉMPT et une chercheuse universitaire interrogent les contours du rôle d'IÉFC et les manières dont il se déploie spécifiquement en contexte défavorisé montréalais. Dans cet article, nous mettrons en lumière comment, en faisant dialoguer pratique, accompagnement et recherche, nous considérons soutenir le développement professionnel des personnes participantes.

Dahl, K. K. B. (2024). **'Doubly situated teacher professionalism': School culture, personal narrations and becoming a teacher in Danish schools**. *International Journal of Educational Development*, *107*, 103047. https://doi.org/10.1016/j.ijedudev.2024.103047
Schools are sites of professional becoming, yet the links between individual professionalisation and school culture are overlooked in the literature. This article explores how one teacher achieved professional competence while working in three different schools in Denmark through personal narrations of institutionally instigated processes of professional becoming. Drawing on different theoretical perspectives spanning narrative approaches, situated learning, ethnography and Bourdieu's field theory, the findings suggest that the development of teacher professionalism is doubly situated in school cultures: first, through each school's emergence as a distinct sociocultural organisation of participation, meaning-making and competence; and second, through teachers' personal narrations and meaning-making in relation to specific school cultures.

Davis, D. L., Martinez, M. A., & Peña, R. M. (2024). **Navigating Quandaries and Hard Places: The Impact of Leadership Dynamics on the Career Paths of Three BIPOC Women Assistant Principals**. *Journal of Cases in Educational Leadership*, *27*(2), 73-87. https://doi.org/10.1177/15554589231221113
The purpose of this case is to illuminate the nuances of one of the most important roles on a school campus—the role of the assistant principal; with a focus on Black, Indigenous, People of Color (BIPOC) women assistant principals. This case is for educational leaders interested in understanding the power dynamics between an assistant principal and multiple stakeholders, the nuances of the role of assistant principal, creating opportunities for networking and professional development, and viewing the assistant principal as an

asset and integral part of the success of the school. These efforts and others are necessary to ensure the retention of BIPOC women serving as assistant principals.

Dewey, J., Pautz, M. C., & Diede, M. K. (2024). **How do we Address Faculty Burnout? Start by Exploring Faculty Motivation**. *Innovative Higher Education*, 49(3), 521-539. https://doi.org/10.1007/s10755-023-09685-2
The discourse around the discontent of faculty, staff, and students has been growing since the beginning of the COVID-19 pandemic. While much of the conversation about how to address the issues facing higher education is well-intentioned, efforts to help faculty do not go deep enough to the core of their identity. In this work, we describe a survey we designed and implemented that explores faculty motivation and perceptions of the faculty job. What we have learned through this limited sample is that intellectual engagement and a passion for education motivate faculty rather than some of the more conventional dimensions of motivation such as money or benefits. Faculty find teaching to be enjoyable, interesting, and important–arguably the best part of their job–and they have positive views of their students. These findings suggest that faculty developers might rethink their approach to working with faculty and do so in a way that aligns with the faculty motivations revealed in this research.

Engelschalt, P., Bielik, T., Krell, M., Krüger, D., & zu Belzen, A. U. (2024). **Investigating pre-service science teachers' metaknowledge about the modelling process and its relation to metaknowledge about models**. *International Journal of Science Education*, 46(7), 691-714. https://doi.org/10.1080/09500693.2023.2253368
The development of metaknowledge about models (MKM) and metaknowledge about the modelling process (MKP) are important in pre-service science teachers (PSTs) education. MKM refers to knowledge about the model's entities and its purposes, while MKP refers to knowledge about the components and structure of the modelling process. Assessing MKM and MKP is crucial to foster this knowledge in PSTs' education. However, assessment instruments focus on MKM rather than MKP, and the connection between MKM and MKP had not been examined deeply. This study validates and applies a diagram task for assessing PSTs' MKP. For validation, ten experts were surveyed and think-aloud interviews were conducted with ten PSTs. The findings support valid interpretations of PSTs' MKP based on the diagram task. In the main study, the diagram task was administrated to 63 PSTs, along with an MKM questionnaire. PSTs' MKP ranged from simple conceptions of modelling as a linear process including few components to sophisticated conceptions of modelling as an iterative process including multiple components. Furthermore, it was found that knowledge about using models to predict a phenomenon is an aspect connecting sophisticated MKM and MKP, indicating that this aspect is crucial to foster both, PSTs MKM and MKP.

Falch, T., & StrÃ¸m, B. (2024). *Teacher demand, teacher education, and teacher shortages. A new data set 1861-2024 for Norway* [Working Paper Series]. Consulté à l'adresse Department of Economics, Norwegian University of Science and Technology website: https://econpapers.repec.org/paper/nstsamfok/19924.htm
This paper documents the construction of a historical data set for Norwegian compulsory education covering more than 160 years from 1861 to 2024. The data include the number of students and teachers, teacher shortages measured by the share of teachers without the formal qualifications determined by law, and the number of admitted students and graduates from teacher education institutions. In addition to the national time series, we

also present panel data at the county level at a five-year frequency covering the period 1870-1935. The construction of the data series is based on a historical description of the development of the compulsory education system, including school finance and teacher wage-setting institutions, in addition to the system for teacher education. The School Act of 1860 required that teachers should have formal teacher education or similar qualifications in order to be appointed to permanent teaching positions. Variants of this rule have been a legal constraint since 1860. The data constructed in this paper provides the basis for more detailed empirical analyses of the relationship between teacher shortages, fluctuations in teacher demand, and teacher supply as determined by the number of graduates from teacher education institutions.

Ford, T. G., & Lavigne, A. L. (2024). **Does It Matter Who Evaluates Teachers? Principal Versus Teacher-Led Evaluation and Teacher Motivation**. *Educational Policy*, *38*(4), 794-829. https://doi.org/10.1177/08959048221103796
Increasing job demands and continuing struggles to improve teacher evaluation practice raise the question of how peers might assist principals with teacher evaluation. Using a robust international sample (TALIS2013) of 36,411 teachers from 2,759 schools in 11 countries, we tested the hypothesis that teacher-led evaluation practices are associated with more teacher-reported positive changes in classroom practice, confidence, and motivation than principal-led evaluation practices in three areas evaluation: (1) classroom observations, (2) assessments of teacher content knowledge, and (3) analysis of student test score data. We found that teacher-led evaluation is associated with more positive feelings of motivation and change in practice for all three evaluation areas, but particularly for assessments of teacher content knowledge and test score data analysis. Further, principals' reported use of extrinsic motivational tools to reward or punish teachers based upon their evaluation was also negatively associated with teachers' motivation and reports of positive change in practice.

Gouëdard, P. (2024). *Teachers for All : Pour une répartition plus équitable des enseignants en République du Congo*. Consulté à l'adresse UNICEF Innocenti – Global Office of Research and Foresight, Florence website: https://hal.science/hal-04580654
The Republic of Congo must address systemic challenges in its educational sector to ensure all students have equitable access to quality education, in line with the Education 2030 agenda. Current challenges include significant disparities in teacher distribution which undermine the learning conditions in rural and urban settings alike. Investments in teacher recruitment have not yet successfully addressed the high pupil-teacher ratios, reaching as high as 48:1 in public schools. The early grades of primary education are particularly affected, as inadequate support from teachers can hinder academic performance from the outset. This report offers a comprehensive examination of teacher distribution across the Republic of Congo and presents strategic recommendations for enhancing future teacher deployment to better align with the needs of schools.

Grinshtain, Y., Avidov-Ungar, O., Livneh, I., Shaked, H., & Nikritin, D. (2024). **From traditional to clinical approach toward continuing professional development: Academia-field partnership in teacher education**. *European Journal of Education*, *59*(2), e12628. https://doi.org/10.1111/ejed.12628
The current study sought to characterize three partnership models in Israeli academic institutions—the traditional, the academia-classroom, and the clinical field-focused models. 42 interviews were conducted with educators (teacher educators; mentor

teachers; program heads) at 14 Israeli colleges and universities where the programs take place. Differences between the models were found in relation to the role definition of the mentor teacher, the relationship between the pre-service teacher and the mentor teacher, the contribution of the practicum to the pre-service teacher, and the connection between theoretical and practical knowledge. Furthermore, the contribution of each of the three models is reflected in the scope of the experiential-clinical component of the practicum; school-academia partnerships; and the role of the principal of the training school. The study highlights the value-added meanings and contributions of the experiential-clinical component in teacher education programs in general and in the practicum in particular.

Gupta, A., & Zhao, X. (2024). **Teachers' work under responsibilising policies: an analysis of educators' views on China's 2021 educational reforms**. *Journal of Education Policy*, *39*(4), 622-639. https://doi.org/10.1080/02680939.2023.2236067
This article offers unique insights into the relationship between education policy and teachers' work. It considers how globally pervasive responsibilising regimes make teachers' work more burdensome. Drawing on interviews with 15 school teachers, this article shows how China's 2021 Double Burden Reduction Policy has reconfigured educators' (class)work practices and pedagogical approaches. Specifically, it unpacks the policy mechanisms that: 1) condense school time and make teachers' work more methodical and 2) prolong teachers' working hours that are dedicated to offering students after-school educational support, thus reducing the demand for shadow education. This article argues that this policy shifts the education burden away from tutorial enterprises and parents and onto the teachers, which illustrates a case of the impact of policy regimes on teachers' work within the broader context of neoliberal globalisation. Moreover, this article produces a novel typological spectrum – submission, substantiation, and scepticism – to capture and understand the diverse ways in which teachers may respond to policy-led changes to their professional work globally. Overall, it generates new knowledge on the impact of homogenising education policies on teachers' work and the heterogeneity of teachers' responses to these policies, thus contributing conceptually to the wider field of policy sociology in education.

Keddie, A., MacDonald, K., Blackmore, J., & Gobby, B. (2024). **Teacher professional autonomy in an atypical government school: matters of relationality and context**. *Oxford Review of Education*, *50*(3), 434-449. https://doi.org/10.1080/03054985.2023.2236941
Teacher professional autonomy is important to teachers' work satisfaction, efficiency, well-being, and empowerment. However, it cannot simply be defined as freedom from control because it is relational and contextual. In this paper, we examine the relationality and contextual sensitivity of teacher professional autonomy at 'Newstall' College, a senior secondary government school in Australia. The paper draws on a larger study that examined the social justice implications of school autonomy reform in four Australian state education systems. Newstall College was one of the five case study schools included in this study. Findings generated through in-depth interviews with eighteen staff members (including teachers, professional staff, the deputy principal and the principal) are presented that examine teacher professional autonomy. Conceptualising teacher autonomy as relational and contextual, the paper provides insight into the ways in which teacher autonomy was enabled at this school.

Kohoutek, J., Hanuš, K., & Sekerák, M. (2024). **Academic Inbreeding at Universities in the Czech Republic: Beyond Immobile Inbred Employees?** *Minerva*, 62(2), 287-304. https://doi.org/10.1007/s11024-023-09515-x
This paper presents the results of qualitative research on academic inbreeding in Czech higher education, the first of its kind. Its focus is on exploring the significance of academic inbreeding, its types, practices, and possible solutions. The research for this paper was done among academic staff at eight institutions of higher education in the Czech Republic. It was conceptually informed by ideas about different types of inbred employees (immobile, mobile, silver-corded, and adherent) and available policy tools. The results show that academic inbreeding has long flown under the radar as an issue. Its impact is perceived ambivalently, as both positive and negative, by academics and experts alike. Generally, its avoidance has not been taken into account in staff recruitment, which has allowed it to become widespread among Czech higher education institutions. The policy tools for combatting academic inbreeding include nodality (open recruitment), reorganization of recruitment procedures, capacity-building (including stays abroad), and hortatory proclamations (paying attention to the issue). Overall, the evidence gathered in the course of research suggests that some progress has been made in limiting academic inbreeding at some workplaces, and that what we would call purely immobile inbred employees are giving way to mobile and "silver-corded" inbred academic staff. Finally, Czech higher education institutions register few cases of pseudo-inbreeding, combining work at the same institution where a PhD was taken with an academically relevant position in a state research institute or the Academy of Sciences.

Kowalczuk-Walędziak, M., Ion, G., & Crespo, S. L. (2024). **Towards a model for success: Exploring the motivations and factors driving research-engaged teachers**. *International Journal of Educational Research*, *126*, 102386. https://doi.org/10.1016/j.ijer.2024.102386
Since teacher research engagement is increasingly sought as a widespread practice, there is a need to pay more attention to the positive trajectories of research-engaged teachers that already exist. This qualitative interview-based study explores what factors motivate and sustain teacher research engagement via focusing on narratives of 36 teachers in Poland and Spain who are successfully research-engaged beyond their own formal education requirements. The study finds that teacher research engagement entails a complex interplay between: intrinsic and extrinsic motivations, originating mainly from teachers' own personal and professional desires; personal characteristics and skills, especially inner need and willingness; and environmental factors, both inside and outside their schools. The study offers concrete lessons and specific recommendations upon which diverse stakeholders – i.e., teacher educators, researchers, continuing professional development providers, headteachers, and teachers – can support teachers in becoming and remaining research-engaged throughout their careers.

Kulp, A. M., Gregg, E. A., & Pascale, A. B. (2024). **The Job No One Wants? A National Study of Department Leader Job Satisfaction**. *Research in Higher Education*, 65(3), 552-575. https://doi.org/10.1007/s11162-023-09762-7
The role of the department chair is considered one of the most thankless jobs in higher education, but there is surprisingly little research on the daily work-lives of faculty members serving in departmental leadership roles. This study updates the literature by using a national sample of 3,317 associate and full professors serving in department leadership roles at 161 U.S. colleges and universities over a period spanning six academic

years. Providing an updated application of Hagedorn's (2000) theory of faculty satisfaction and existing literature on department chairs, we use exploratory factor analysis to identify factors that act as triggers, or spaces for job-related tension and conflict. We then use multiple linear regression to study how these factors predict department leaders' overall job satisfaction, after controlling for relevant background characteristics like gender, faculty rank, prior job mobility, salary, and institutional environment. Regression results reveal the factors significantly influence department leaders' overall job satisfaction, but there are meaningful differences based on faculty rank, with associate professors being less satisfied in their jobs compared to full professors. We provide implications for future studies of department leaders.

Lees, A., Ryan, A. M., Muñoz, M., & Tocci, C. (2024). **Mapping the Indigenous Postcolonial Possibilities of Teacher Preparation**. *Journal of Teacher Education*, *75*(3), 261-274. https://doi.org/10.1177/00224871231199361
In this article, a team of teacher educators collectively think through the many possibilities of how concepts such as decolonization, abolition, and fugitivity intersect with and are taken up by teacher education programs. To do so, we undertook a critical interpretive synthesis of scholarly literature spanning 2000 to 2020 to locate, examine, and organize existing examples of teacher education programs that work to transgress hegemonic colonial models of education. We revisit de Oliveira Andreotti et al.'s social cartography as a framework for comparing the theoretical foundations and social implications of each teacher education program.

Lessard, C. (2024). **La récente grève des enseignants au Québec : le canari dans la mine ?** *Revue internationale d'éducation de Sèvres*, (95), 16-19. https://doi.org/10.4000/11o8k
À l'automne 2023, les enseignants de l'école primaire et secondaire publique ont fait grève. Sa durée a varié suivant les centrales syndicales concernées : parmi les syndicats membres de la Fédération des syndicats de l'enseignement-Centrale des syndicats du Québec (FSE-CSQ), qui regroupe 60 % des enseignants, les élèves ont été privés d'enseignement pendant une dizaine de jours ; pour ceux de la Fédération autonome de l'enseignement (FAE), regroupant surtout des syndicats de la grande région...

Liu, W. C. (2024). **Singapore's approach to developing teachers: a foray into international teaching assistantship**. *Educational Research for Policy and Practice*, *23*(2), 175-200. https://doi.org/10.1007/s10671-021-09301-0
International teaching experiences, even if short-termed, are great opportunities for student teachers to challenge their assumptions and scrutinise their beliefs, to discover different ways of approaching teaching and learning, and to better understand their own education system through a global education lens. They offer student teachers the context to develop their teaching competencies and serve as the milieu to crystallise their teacher identity and build a more global mental schema of teaching. This exploratory study examines how the National Institute of Education, Singapore, strived to broaden student teachers' perspective by providing them with the opportunity to do their teaching assistantship overseas. Specifically, the inquiry question of the study was to find out what student teachers learned during their international teaching assistantship. To answer the inquiry question, reflective journals of 13 student teachers who participated in 5-week international teaching assistantship in Denmark (n = 5), Sweden (n = 4) and the United States of America (US) (n = 4) were analysed. Thematic analysis was used to

identify, analyse, and report themes that emerged from the qualitative data. The themes were coded as "connection to a wider world (sub-themes: culture awareness, alternative viewpoints, global education lens)", "observations of the school (sub-themes: class size and composition, learning assessment, technology integration)", "professional growth (sub-themes: teacher as facilitator, understanding class profile, classroom management practices)", and "personal growth (sub-themes: overcoming personal limitations, greater flexibility and willingness to change)". Despite the student teachers in Denmark and Sweden facing language barrier challenges, the results indicate that all the student teachers benefited immensely from the experience. They developed broader perspectives of societies and education, made important observations of the schools, and grew professionally and personally. They noted that although there were differences in the different education systems, there were similarities in the role of teacher as facilitator, as well as curriculum goals and pedagogical approaches. They had greater appreciation of their roles as teachers and the importance of knowing their students. They overcame personal limitations and became more flexible and open to changes. The article concludes with suggestions on how to improve such experiences to enhance the growth and cross-cultural competency of student teachers.

Mantel, C., Kamm, E., & Bieri Buschor, C. (2022). **International teaching internships for future teachers: potential and challenges for learning**. *Educational Research for Policy and Practice*. https://doi.org/10.1007/s10671-022-09313-4
Internationalisation of the higher education system continues to have a strong impact on national education policies. From an international perspective, learning to teach in globally competent and culturally responsive ways is a core element of teacher education. For this purpose, academically and practice-oriented student teacher exchange programmes have been established. It is often taken for granted that corresponding internships abroad offer positive learning experiences, but research shows that these expectations are frequently not met. This paper; therefore, investigates if and how learning takes place in multi-week international internships, what shapes, enables, limits or obstructs this learning. The investigation is based on a qualitative-hermeneutic approach with data collected from group discussions and analysed according to the documentary method. The analyses led to two 'ideal types': the first is based on learning from contrasts and includes sub-types in which the student teachers' perceptions and interpretations are differentiated or distanced to a greater or lesser extent. The second ideal type, in which learning takes place through challenges, is also divided into sub-types which differ in the degree of self-efficacy experienced by the students. The paper concludes with some suggestions on how pre-service teachers can be supported so that the learning potential of their internships can be exploited more fully.

Maunier, L., Tellier, M., & Pasquier, A. (2024, mai). *" Fière, et je revis dans mon enseignement ": la classe flexible au service du bien-être enseignant*. Consulté à l'adresse https://hal.science/hal-04589300

Mouraz, A., Doyle, A., & Serra, I. (2024). **The effects of international mobility on teachers' power of curriculum agency**. *The Curriculum Journal*, *35*(2), 237-253. https://doi.org/10.1002/curj.226
Across the world, countries have engaged in different iterations of curriculum change, and one of the common denominators of reform is the proposal of more agency for teachers around curriculum making. This is not an easy task for teachers. The purpose of

this paper is to contribute to the discussion about the effects that international ERASMUS+ mobilities have had on the power of curricular agency of teachers from two European countries. This work is based on an empirical investigation of a qualitative nature which collected the testimonies of four school headmasters, a deputy principal and eleven teachers from Ireland and Portugal, teaching different curriculum matters, who were involved in the ERASMUS+ programme. Our findings evidence a very positive impact on secondary teachers' capacity to self-organize and achieve agency in relation to curriculum making by adapting their knowledge and skills, learnt through the mobility, to their own culture and context through collaborative communities of practice.

Nazari, M., Nejadghanbar, H., & Hu, G. (2024). **Language teacher educator agency: An ecological perspective of contributions for identity construction**. *International Journal of Educational Research*, *126*, 102367. https://doi.org/10.1016/j.ijer.2024.102367
Despite the recent growth of research on language teacher educators' (LTEs) professionalism, little research is available on their agency. In response to this gap of knowledge, this study drew on an ecological theoretical framework and explored the agency and identity construction of Iranian LTEs. Grounded in a narrative inquiry methodology, data were collected from narrative frames and semi-structured interviews. Analyses of the data revealed that power and interpersonal relationships were key to the LTEs' constrained and facilitated agency, respectively. Collectively, the findings show that although power ecologies perform negatively in sanctioning LTEs' agency and identity, such ecologies motivate LTEs to strive toward becoming more caring through enacting agency strategies that build on discursive meaning-making processes among LTEs and teachers. Based on the findings, we provide implications for policymakers and teacher educators in regard to how partnership initiatives could be established so that a more professional environment is provided for teachers and LTEs, especially in relation to the role of language in such partnerships.

Nielsen, B. L., & Jensen, E. (2024). **Teacher education as a laboratory for developing teaching approaches—a collaboration between teacher educators, student teachers, and local schools**. *Educational Research for Policy and Practice*, *23*(2), 201-214. https://doi.org/10.1007/s10671-021-09306-9
The paper presents research from a Danish large-scale and collaborative initiative for systematically developing teacher education 'Teacher education as a laboratory for developing excellent teaching and education' (LULAB). Framed by this initiative, local teacher educators and student teachers are, in collaboration with teachers and students from partner-schools, experimenting with developing, analyzing, and sharing teaching approaches in teacher education. Hence, LULAB is an institutional strategic top-down initiative aimed to support the development of professional skills among student teachers and teacher educators, with supportive leadership for bottom-up changes from the microlevel projects. Inspired by design-based research, the findings are used iteratively to inform the organization of LULAB. Data are collected following a sequential mixed methods strategy, with questionnaires and multiple qualitative data. Findings from the first year of the LULAB initiative indicate a growing awareness among teacher educators about the co-developing role of student teachers being something distinctive for LULAB. Both teacher educators and student teachers emphasize their perceived professional outcomes. The student teachers refer in particular to insights from being invited into the machine room of teacher education and inspiration for their future work as teachers.

However, there are also challenges involved in developing a culture of inquiry, and possibilities for support from the leadership looking forward are discussed.

O'Meara, J., Rizvi, M., Flores, M. A., Craig, C. J., Samuels, J. H., & Hill-Jackson, V. (2024). **The 5Ps of Holistic Policy Development: A Way Forward for Engaging Teacher Educators?** *Journal of Teacher Education*, *75*(3), 253-260. https://doi.org/10.1177/00224871241236001

Personnels administratifs du ministère de l'Éducation nationale. (s. d.). Consulté 3 juin 2024, à l'adresse Sénat website: https://www.senat.fr/rap/r23-621/r23-621.html

Proudfoot, K., & Boyd, P. (2024). **The Instrumental Motivation of Teachers: Implications of High-Stakes Accountability for Professional Learning**. *British Journal of Educational Studies*, *72*(3), 295-320. https://doi.org/10.1080/00071005.2023.2267657
This article considers the motivations of teachers to pursue ongoing professional learning. During recent decades, the international policy context has been characterised by high-stakes accountability, but the implications of this agenda for teachers' motivations toward professional learning remains under-explored. In this mixed methods study, combining a large teacher survey and in-depth teacher interviews, a new and significant concept of 'instrumental motivation' is generated to capture how high-stakes performance management policies damage the motivation of teachers to learn professionally. This innovative approach, employing ordinal factor analysis and inductive/deductive hybrid thematic analysis inclusive of self-determination theory, reveals how the 'instrumental motivation' of teachers should be constrained and argues for the adoption of alternative motivational strategies to support effective professional learning in schools.

Roth McDuffie, A., Slavit, D., Goldhaber, D., Theobald, R., & Griggs, N. (2024). **Attention to Equity in Teacher Education Admissions Processes**. *Journal of Teacher Education*, *75*(3), 275-291. https://doi.org/10.1177/00224871241230306
This study investigated the underexplored topic of teacher preparation program admissions processes by interviewing faculty and analyzing program documents. We investigated how 31 K-12 mathematics and science teacher preparation programs (MSTPPs) and faculty attend to diversity, equity, inclusion, and social and racial justice (DEIJ). Specific foci included applicant recruitment and selection, components of applications (e.g., forms, essays, and interviews), and how applicants' DEIJ-related information and orientations factor into admissions. We found that all MSTPPs participating in the study collected information related to DEIJ (e.g., applicants' ethnoracial backgrounds, citizenship), and all interviewed faculty expressed an interest in increasing the diversity of applicants and admitted students. Faculty expressed preferences for applicants who evidenced positive DEIJ orientations, such as recognizing social and ethnoracial injustices, but at the same time, differences were evident in how MSTPPs and faculty attended to DEIJ. Considerations, implications, and dilemmas for teacher preparation programs and faculty are discussed.

Rushton, E. A. C., & Bird, A. (2024). **Space as a lens for teacher agency: A case study of three beginning teachers in England, UK**. *The Curriculum Journal*, *35*(2), 254-270. https://doi.org/10.1002/curj.224
Drawing on conceptualisations of space, we explored the ways three beginning teachers in England experienced and developed agency during the first three years of

their careers. We completed a series of interviews with the same three teachers during their year of Initial Teacher Education and subsequent two years as Early Career Teachers; a total of 15 interviews over three years). Our findings demonstrated that the key barrier to agency beginning teachers experienced was a rigid curriculum, with reduced opportunities for innovation at a classroom and/or department level. Participants highlighted enablers of agency including demonstrations of professional trust; opportunities to develop their pedagogies and subject knowledge and their own recognition of the temporal and dynamic nature of agency. Through engaging with conceptualisations of space, we have shown how some teachers were able to identify spaces of agency, move between different spaces of agency and even create spaces of agency where none previously existed. We argue that in addition to the widely understood emergent, dynamic, and temporal facets, conceptualisations of teacher agency as a phenomenon can be extended through the lens of space. Space helps us understand agency as a messy entanglement of the cultural, material, and relational conditions and qualities of agency made explicit in the ecological approach. Through space, we can explore these entanglements as multiple, non-linear, loose connections which teachers bring together when they achieve agency. We contend that the lens of space may support more nuanced understandings of teacher agency in research and policymaking worldwide.

Rutten, L., Butville, D., & Dvir, B. (2024). **Leaning Into Difficult Topics: Inquiry Communities as Teacher Professional Learning for Turbulent Times**. *Journal of Teacher Education*, *75*(3), 292-304. https://doi.org/10.1177/00224871241231543
Although teachers make frequent decisions about whether and how to address difficult topics, they typically do so with minimal support. This article reports a case study of an inquiry community of 20 educators who engaged in practitioner inquiry as professional learning for addressing the difficult topics that they teach within their curricula or otherwise encounter within their professional practices. Through an inductive thematic analysis of semi-structured interviews with 12 community participants, the article's authors identified four themes characterizing how the inquiry community supported teachers to lean into the difficult topics they believed they needed to address. The community helped teachers define difficult-topics inquiry while connecting them across divergent political and professional perspectives. The community assisted teachers in engaging difficult topics through purposefully structured inquiry talk, and it prompted them to (re)conceptualize difficult-topics teaching as inquiry. The article demonstrates the potential of difficult-topics inquiry communities as professional learning for turbulent times.

UNESCO. (2024). *Soutenir les enseignants par l'élaboration de politiques: leçons de l'Afrique subsaharienne* (p. 74). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000389715

Vial, C. **Loi du 27 mai 2024 visant la prise en charge par l'État de l'accompagnement humain des élèves en situation de handicap durant le temps de la pause méridienne**. , https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3958 (2024).
La loi transfère à l'État la rémunération des personnels accompagnants des élèves en situation de handicap (AESH) intervenant auprès de ces élèves pendant la pause déjeuner. Ce court texte modifie le code de l'éducation pour prévoir que l'État prend

financièrement en charge les AESH lorsqu'ils accompagnent des enfants en situation de handicap durant le temps scolaire et la pause méridienne. Depuis une décision du Conseil d'État du 20 novembre 2020, l'Éducation nationale était dégagée de toute responsabilité dans le financement des emplois d'AESH en dehors du temps scolaire.

Wronowski, M. L., VanGronigen, B. A., Henry, W. L. C., & Olive, J. L. (2024). **"We've Been Forgotten": First-Hand Perspectives on Teacher Leaders and Teacher Leadership in Urban Schools**. *Education and Urban Society*, *56*(5), 541-563. https://doi.org/10.1177/00131245221150915
The use of teacher leadership in PK-12 education has experienced a resurgence since the late 1990s as school leadership models have evolved to include the engagement of diverse stakeholders in school and district leadership processes aimed at improvement efforts. Despite this resurgence, there remain several barriers to understanding the nature of the work in which teacher leaders engage and the contributions that they make. This grounded theory study examined teacher perceptions of teacher leadership, the types of work in which teacher leaders do and should engage, the boundaries of that work, and barriers to teacher leadership. Leveraging interviews with teachers in a large urban school district, we found that teachers function in many domains of work and are eager for pathways to leverage their expertise, but some faced a lack of access to their school's leadership and management space. We conclude by discussing the implications from our findings for school- and district-level leaders, local and state policymakers, and educational leadership preparation programs.

Yuan, B., & Tang, L. (2024). **Exploring the desires to become academics: Reflections of academic women in Chinese non-elite public universities**. *European Journal of Education*, *59*(2), e12616. https://doi.org/10.1111/ejed.12616
This study explores the dynamic journey of women as they become academics in non-elite Chinese public universities. It focuses on their aspirations and the evolving subjectivity that accompanies this process. Ten participants from the Humanities and Social Sciences (HSS) fields, aged 28–57, were interviewed; the transcripts were analysed using reflexive thematic analysis. Adopting a Butlerian perspective, our findings identify two distinct subjectivities that shape Chinese women's decision to become academics: autonomous subjectivity driven by intrinsic desire and strategic subjectivity driven by instrumental desire. We argue that becoming an academic is a complex process influenced by regulatory power, including market forces, institutional and societal constraints, and gender norms, which shape the context in which the desire is pursued. It is essential to view this decision not only from the individual's perspective but also from the larger context within which it is made. This study contributes to the literature on gender equality in academia by interrogating the complexities of the decision-making processes for Chinese women pursuing academic careers in non-elite Chinese universities.

Zhou, C. (2024). **Support system for village teachers' professional development**. *European Journal of Education*, *59*(2), e12612. https://doi.org/10.1111/ejed.12612
In the proposed work, studies of supporting rural teachers were analysed and the main directions of professional self-development of a village teacher were identified. The program aims to assist village teachers in professional self-development. A program to support the self-development of rural teachers was proposed, which was experimentally tested on 246 teachers in primary and secondary schools in Hebei and Shandong

provinces (China). The results of the application of the program were determined using a survey to identify the development of various components of the professional development of teachers themselves. The objective results of an increase in the academic success of students were also checked. These data show the effectiveness of the program we have developed in improving all components of the professional development of teachers and the possibility of its application to a large audience of teachers in rural areas. The practical significance of this work is the possibility of applying the proposed system of support for the self-development of teachers. The practical application of the study is to further develop and actualize the issue of the connection between the academic and professional performance of students in schools and the level of creative thinking of teachers in rural areas.

Numérique et éducation

Alexandre, F., Comte, M.-H., Lagarrigue, A., & Viéville, T. (2024). *Learning Artificial Intelligence Through Open Educational Resources*. https://doi.org/10.1007/978-3-031-55272-4_3
This chapter discusses the creation and impact of a Massive Open Online Course (MOOC) titled 'Artificial Intelligence with Intel- ligence (IAI)' aimed at fostering a culture of AI understanding and participation in ethical debates. The chapter first addresses the rationale behind developing the MOOC and the importance of citizen training in AI, particularly concerning ethical considerations surrounding algo- rithmic decision-making. This chapter also emphasises the need to reevaluate human intelligence in the broader context of AI advancements and probes the transformative nature of AI across various domains of life. Three perspectives are considered concerning the integration of AI in education: adapting the learning experience, using AI as a scientific tool for studying human learning, and critically examining its problems. Citizen education is crucial to understanding the scientific and technical elements of AI, especially in the context of algorithmic decision-making ethics. The chapter's focus on AI and citizen education is key. It empha- sises the need for critical thinking to understand how AI technologies affect daily life. The chapter advocates AI training to help people under- stand how AI works and generate informed opinions about its potential and limitations.

Amjad, A. I., Aslam, S., & Tabassum, U. (2024). **Tech-infused classrooms: A comprehensive study on the interplay of mobile learning, ChatGPT and social media in academic attainment**. *European Journal of Education*, *59*(2), e12625. https://doi.org/10.1111/ejed.12625
Mobile learning (M-learning), ChatGPT and social media are integral to university education, improving accessibility, personalization and interactive engagement in the learning process. This paper aimed to investigate the role of M-learning, ChatGPT and social media in university students' academic performance. It was a cross-sectional quantitative investigation, and data were collected from 600 university students through a self-developed questionnaire having four subscales (M-learning, ChatGPT, social media and academic performance). Simple linear regression and process macro were deployed to test study hypotheses. The analysis revealed that M-learning is a significant contributor to students' academic performance at the university level (β = .460, $t(598)$ = 12.663, $p < .001$). Social media were found to be significantly mediating the relationship between M-learning and academic performance with coefficient B = .267, SE = .038, $t(597)$ = 7.08, $p < .001$, 95% CI [0.193, 0.341]. ChatGPT was significantly contributing to

academic performance (B = .288, t(596) = 2.50, p = .013), but the interaction term had an insignificant effect on the relationship between M-learning and academic performance (β = .292, t(596) = −0.43, p = .668). The study suggests that M-learning can improve students' performance. The influence of social media and the non-moderating role of ChatGPT indicate the need for strategic integration of these tools to enhance university students' outcomes. It is recommended that university students should judiciously use social media to enhance M-learning. In contrast, universities should foster this integration to achieve educational aims and explore how AI tools like ChatGPT can be optimally deployed to improve learning.

Amos, D. (2024). **Planning Education and "Free-Choice" Learners: Teaching the YouTube Classroom**. *Journal of Planning Education and Research*, *44*(2), 565-575. https://doi.org/10.1177/0739456X211001949
"Free-choice" learners are people who learn outside of a formal learning environment. The video platform YouTube is a popular place for free-choice learners to educate themselves. The author of this article produced a YouTube channel with fifty-one videos on city planning topics to determine how many free-choice learners could be taught on the platform. Millions of viewers, most with no prior formal educational experience with city planning, watched the videos over a two-and-a-half year pilot study. YouTube can be a powerful tool for education beyond the classroom, but the platform's recommendation algorithm poses challenges to reaching all demographic groups.

Benvenuti, M., Panesi, S., Giovagnoli, S., Selleri, P., & Mazzoni, E. (2024). **Teens online: how perceived social support influences the use of the Internet during adolescence**. *European Journal of Psychology of Education*, *39*(2), 629-650. https://doi.org/10.1007/s10212-023-00705-5
This study analyses the role of social support in Internet use, focusing on when it leads to problematic or functional use in male and female adolescents. Three research hypotheses state: (1) when offline social support is low, online social support leads to a problematic Internet use; (2) when offline social support is high, online social support leads to a functional Internet use; (3) significant differences between male and female adolescents in both the online and offline dimensions considered. Results showed that the positive social interaction factor of online social support positively predicts problematic Internet use and that the latter is negatively affected by offline social support (affectionate dimension). Furthermore, online social support predicts functional Internet use (positive social interaction factor), while offline social support has no such effect. Finally, gender differences occur: males show higher problematic Internet use, and a higher number of friends and acquaintances than females, while females show higher online and offline social support than males. Implications of this research are particularly relevant for schools (e.g., teachers), families (parents, caregivers, etc.), and policy maker, so that they can support adolescents in the construction and development of offline friendly relationships and promote a functional use of the Internet for preventing its negative effects with active educational policies.

Café pédagogique. (2024a, mai 31). **Comment le numérique a ouvert la porte aux compétences psychosociales et à l'école ?** Consulté 31 mai 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/05/31/comment-le-numerique-a-ouvert-la-porte-aux-competences-psychosociales-et-a-lecole/

La généralisation des usages de moyens numériques a particulièrement transformé les relations humaines. Nouvelle révolution de type industrielle, mais portant sur l'humain et ses

Café pédagogique. (2024b, mai 31). **Éduquer au numérique, plus que jamais**. Consulté 31 mai 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/05/31/eduquer-au-numerique-plus-que-jamais/
Le 30 avril était remis à Emmanuel Macron le rapport « Enfants et écrans, À la recherche du temps perdu ». Commandé par le politique, il a aussitôt alimenté le discours anxiogène

Caucheteux, C., Hodgkins, L.-B., Batifol, V., Fouché, L., & Romero, M. (2024). **Students' Perspective on the Use of Artificial Intelligence in Education**. In *Palgrave Studies in Creativity and Culture*. *Creative Applications of Artificial Intelligence in Education* (p. 101-113). https://doi.org/10.1007/978-3-031-55272-4_8
While researchers and policymakers contribute crucial insights into the technical, ethical, and systemic dimensions of AI in education, the learner's perspective introduces a different viewpoint in which their representation of AI's potential influences their perspectives and hopes for improving the learning experience. In this chapter, we focus on studies which analyse the perspective of middle school students at Life Bloom Academy before and after their participation in a semester of AI acculturation activities. Throughout this designated semester, students at Life Bloom Academy embarked on a comprehensive and interdisciplinary educational journey aimed at cultivating their understanding of AI. Under the guidance of their teachers, students began their journey by delving into the philosophical nuances of human intelligence. An integral component of this educational journey involved a visit to the Maison de l'Intelligence Artificielle (MIA), where students actively participated in a diverse range of multidisciplinary activities centred around both contemporary and prospective applications of AI. The study suggests that middle school students not only display a keen awareness of the societal implications linked to the utilisation of AI but also manifest a lasting enthusiasm for the technology that extends beyond the boundaries of a traditional academic setting.

Cherbonnier, A., Hémon, B., Michinov, N., Jamet, E., & Michinov, E. (2024). **Collaborative Skills Training Using Digital Tools: A Systematic Literature Review**. *International Journal of Human-Computer Interaction*, 1. https://doi.org/10.1080/10447318.2024.2348227
The development of information and communication technologies has changed our way of working, emphasizing the need for individuals to develop collaborative skills. The aim of the present systematic review was to examine the extent to which these skills can be developed through the use of digital tools. A search of seven electronic databases, following PRISMA guidelines, yielded 18 relevant peer-reviewed articles. Analysis of the literature revealed that digital tools have the potential to enhance collaborative skills. However, the effects vary considerably, depending on which tools, methods, and measures are used. It also revealed that studies were conducted mainly in the social sciences, mostly among students, and half of them focused on short interventions. Another finding was that little is known about the features of the digital tools that actually contribute to these effects. Work on how digital tools contribute to the development of collaborative skills is still in its infancy, and more research based on rigorous methods and measures is needed.

Cleland Silva, T., Hämäläinen, M., Kharlashkin, L., & Macias, M. (2024). *Exploring the Intersection: AI and Sustainability in Higher Education*. Consulté à l'adresse https://hal.science/hal-04578888

David, L., & Weinstein, N. (2024). **Using technology to make learning fun: technology use is best made fun and challenging to optimize intrinsic motivation and engagement.** *European Journal of Psychology of Education*, 39(2), 1441-1463. https://doi.org/10.1007/s10212-023-00734-0
Educators have incorporated technologies designed to "gamify" or increase the fun and reward of classroom learning, but little is known about how these resources can be employed to create positive learning climates. Informed by self-determination theory (SDT), two experiments investigated a number of strategies teachers can use to frame one such technology, the student response system (SRS), when they use it as an educational tool to enhance its fun and contribution to positive learning environments. Participants (n = 30) in a pilot experiment were randomly assigned to a 2-month experiment that showed that using SRS versus non-technology-based learning increases academic well-being. A primary study (n = 120 students) experimentally manipulated the use of SRS with and without motivational framing strategies that were anticipated to enhance its effects, specifically by employing teamwork, friendly competition between students, and giving students a choice to participate. Results showed that motivational framing strategies enhanced students' need satisfaction for autonomy (sense of choice), competence (sense of efficacy in relation to learning), relatedness (to others in the classroom), and academic well-being (interest and engagement). In short, the use of interactive technology and how it was implemented in class was vital for enhancing students' learning outcomes.

de La Higuera, C. (2024, avril). *Diversité et réussite [s] avec les REL et l'IA?* Consulté à l'adresse https://hal.science/hal-04593620
Durampart, M., Bonfils, P., & Romero, M. (2024). **Digital Acculturation in the Era of Artificial Intelligence**. In *Palgrave Studies in Creativity and Culture. Creative Applications of Artificial Intelligence in Education* (p. 45-56). https://doi.org/10.1007/978-3-031-55272-4_4
This chapter examines AI integration in education, concentrating on acculturation, as a broad movement of appropriating digital tools. The chapter emphasises principals' involvement in supporting AI potential in schools and the complex interplay between digital technology and education. The chapter describes teachers' transition from personal to educational digital use across three phases of digital acculturation. It emphasises professional development by highlighting problems and motivations. The last part of the chapter discusses digital acculturation in AI and education, including medical expertise, vocational training, and special education. It finishes by analysing educational platform organisational changes and AI's ability to change learning dynamics and interfaces, raising new considerations about global education systems.

Fluckiger, C. (2024). **Éducation au numérique**. In J.-M. Lange, A. Barthes, & C. Chauvigné (Éd.), *Dictionnaire critique des concepts et enjeux des " Education à ". Edition revue et augmentée*. Consulté à l'adresse https://hal.science/hal-04570078
L'enseignement de contenus scolaires liés au numérique a une histoire déjà longue, au regard de la jeunesse des technologies numériques et du développement de l'informatique. En effet, la question d'un enseignement de l'informatique a été posée

dès le tout début des années 1970, soit à peine quelques années après que le mot même d'"informatique" ait été adopté par l'Académie française. Très rapidement, le développement même de l'usage de l'informatique a convaincu que l'enjeu n'était pas tant un enseignement de l'informatique visant à former de futurs professionnels de l'informatique, mais bien de former les élèves afin de viser au développement cognitif de l'enfant (c'était là le programme de Papert et de son langage LOGO), mais encore de donner une connaissance générale suffisant pour que les élèves puissent maitriser les usages courants, leurs enjeux sociaux, et qu'ils soient en mesure d'acquérir compréhension à la fois technique et sociétale de l'informatisation de la société. Ce que l'on peut appeler l'éducation au numérique est le fruit de cette longue histoire et des évolutions sémantiques qui ont accompagné les déplacements des préoccupations. Dans ce chapitre, nous commencerons par proposer une vision historique en revenant sur les différentes conceptions de ce à quoi il faut former les élèves face au monde numérique et aux évolutions sémantiques, passant du terme d'informatique à celui de numérique. Nous ferons ensuite un point sur les débats actuels, qui posent dans le contexte de la numérisation massive de nos sociétés la question de ce qu'il faut enseigner et comment, avant de discuter des difficultés rencontrées.

Freude, L., Bonet, J., & Calvet, C. C. (2024). **Assessing training on digital gender based violence in higher education taking into account gender and sexual orientation**. *European Journal of Education*, *59*(2), e12615. https://doi.org/10.1111/ejed.12615
Digital Gender-Based violence (DGBV) is a social problem affecting overproportionally younger people, especially women and LGTB. Training programmes to combat DGBV are recommended but we lack evidence-based evaluation of them. We evaluate a series of trainings at university for all participants (N = 190), taking into account gender and sexual orientation. A multimethod approach is used. Training is assessed with a pre−/post-test survey on DGBV concerning content and skills, including items and open boxes on overall satisfaction. We also include observations of the workshop and students' reflections. We measure learning outcomes and satisfaction for the whole sample, as well as differences for gender and sexual orientation. Previous knowledge confirms the need for training programmes on DGBV. The difference between previous and subsequent knowledge proves that short training programmes on DGBV can improve students' knowledge of DGBV. We could not find differences between genders, but there are some differences based on sexual orientation.

Galindo-Domínguez, H., Delgado, N., Campo, L., & Losada, D. (2024). **Relationship between teachers' digital competence and attitudes towards artificial intelligence in education**. *International Journal of Educational Research*, *126*, 102381. https://doi.org/10.1016/j.ijer.2024.102381
With the recent integration of artificial intelligence (AI) in the educational field, understanding the variables that are related to teacher attitudes towards AI can be crucial for understanding their perspectives in the classroom. That is why the present study aimed to investigate whether Teacher Digital Competence is related to Teacher Attitudes towards AI, and if so, whether this relationship is moderated by the teacher's educational stage, age, sex, years of experience, and field of knowledge. A total of 445 Spanish teachers from primary, secondary, and higher education participated in this study, responding to the Teacher Digital Competence Scale and the Teacher Attitudes towards AI Scale. The results revealed that, regardless of educational stage, sex, age, years of experience or field of knowledge, higher teacher digital competence is

associated with a more positive teacher attitude towards AI. Moreover, high levels of willingness to use AI but low levels of personal experience with AI were found. Based on these results, it may be interesting to implement future interventions based on AI to enhance key dimensions of teacher digital competence, such as Information Management, Content Creation, and Problem-Solving. This could improve Teacher Digital Competence and subsequently enhance teachers' perception of using artificial intelligence in the educational context.

Genre, S., & Similowski, K. (2024). **Enseigner et apprendre avec ChatGPT en milieu universitaire français**. *91e congrès de l'ACGAS, Colloque 524, Enseigner, former, apprendre avec l'IA et le numérique : quelles valeurs ?* Présenté à Ottawa, Canada. Consulté à l'adresse https://hal.science/hal-04585980
Chat GPT appeared on the French-speaking scene at the end of 2022, offering its users a wide range of possibilities. This conversational tool is quickly becoming a source of concern for teachers, as it can be used to write homework and encourage exam cheating. At the same time, the threat of artificial intelligence (AI) losing control is being brandished, given its potential to shape young people's writing practices and even their thoughts. This technology is likely to change the way we relate to the written word. As part of an online training module (20 h) at CY Paris Cergy Université, 22 students (law, humanities, etc.) were asked to use chatGPT. We collected their initial views on the tool: not all of them use it spontaneously; they may perceive it as a spelling and lexical aid, while at the same time pointing to an artificial "style". We are currently collecting around a hundred pieces of writing using ChatGPT: searching for ideas and arguments, outlining and rewriting, from texts generated by the AI or by the student. We are questioning the critical relationship that students have or do not have with the AI, and we are wondering about its gain in the preparation, structuring and revision of writing, particularly from the lexical point of view.

Gestion, gouvernance et financement du numérique en éducation et en enseignement supérieur. (2024). *Médiations et médiatisations*, (17). https://doi.org/10.52358/mm.vi17

Global education monitoring report team. (2024). **Global education monitoring report 2024, gender report: technology on her terms**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000389406
Ce rapport alerte sur le fait que, bien que les technologies numériques puissent améliorer l'enseignement et l'apprentissage, elles présentent également des risques importants tels que des possibilités de violation de la vie privée et de cyberharcèlement ainsi qu'une moindre concentration en classe. Le rapport met particulièrement en évidence la manière dont les réseaux sociaux renforcent les stéréotypes de genre, engendrant des répercussions néfastes sur le bien-être, l'apprentissage et les choix de carrière des filles. Ces dernières souffrent également davantage que les garçons de cyberharcèlement et sont confrontées à des stéréotypes négatifs qui les détournent de l'étude des sciences, de la technologie, de l'ingénierie et des mathématiques (STEM), disciplines considérées comme étant réservées aux hommes.

Gopez, J. M., & Gopez, B. (2024). **Instructor scaffolding for interaction and online student engagement among a sample of college students in the Philippines: the mediating role of self-regulation.** *European Journal of Psychology of Education*, 39(2), 1069-1091. https://doi.org/10.1007/s10212-023-00728-y

Due to the advent of the pandemic, online learning was fully introduced into the Philippine educational setup. One of the emerging challenges that online teachers face is fostering student engagement in virtual classrooms. Thus, this paper aimed to examine the predictors of student engagement in online learning. The mediating role of self-regulation in the relationship between instructor scaffolding for interaction and student engagement in online learning was explored. The data from a total of 1217 undergraduate students who were enrolled during the research in a public or private university in Pampanga were analyzed. The correlation among variables was also examined. Mediation analysis using Process Macro was performed. The results revealed that instructor scaffolding for interaction and self-regulation predicted student engagement in online learning. Self-regulation served as a partial mediator. With these findings, developmental programs to promote scaffolding for interaction strategies and self-regulatory behaviors in online learning were proposed to foster student engagement.

Hall, C., & Lundin, M. (2024). **Technology in the classroom: Personal computers and learning outcomes in primary school**. *Economics of Education Review, 100*, 102536. https://doi.org/10.1016/j.econedurev.2024.102536
The shift to remote teaching during the COVID-19 pandemic accelerated the use of digital technology in education. Many schools today provide personal computers not only to older students, but also in primary school. There is little credible evidence of the effects of one-to-one (1:1) computer programs among younger students. We investigate how 1:1 technology impacts student performance in primary school in Sweden. Using an event study design, and data from an expansion that took place before the pandemic, we examine effects of 1:1 technology on national standardized test results in math, Swedish, and English in grade 6. We find no important effects on student performance on average.

Hao, J., von Davier, A. A., Yaneva, V., Lottridge, S., von Davier, M., & Harris, D. J. (2024). **Transforming Assessment: The Impacts and Implications of Large Language Models and Generative AI**. *Educational Measurement: Issues and Practice, 43*(2), 16-29. https://doi.org/10.1111/emip.12602
The remarkable strides in artificial intelligence (AI), exemplified by ChatGPT, have unveiled a wealth of opportunities and challenges in assessment. Applying cutting-edge large language models (LLMs) and generative AI to assessment holds great promise in boosting efficiency, mitigating bias, and facilitating customized evaluations. Conversely, these innovations raise significant concerns regarding validity, reliability, transparency, fairness, equity, and test security, necessitating careful thinking when applying them in assessments. In this article, we discuss the impacts and implications of LLMs and generative AI on critical dimensions of assessment with example use cases and call for a community effort to equip assessment professionals with the needed AI literacy to harness the potential effectively.

Hou, Y., Chen, S., & Lin, X. (2024). **Parental digital involvement in online learning: Addressing the digital divide, not redressing digital reproduction**. *European Journal of Education, 59*(2), e12635. https://doi.org/10.1111/ejed.12635
In the digital age, Information and Communications Technology (ICT) has enabled learning to happen everywhere, leading to a shift of schooling to the home field and strengthening parents' educational responsibilities. Meanwhile, it may also cause the digital divide and digital reproduction, thereby exacerbating educational inequality.

Against this backdrop, this study focused on parental digital involvement in online learning and introduced an emerging concept, digital capital, to understand the differences in parental involvement across socio-economic backgrounds at the three levels of the digital divide. Drawing from the analysis of 90 Chinese parents' self-narrated data, this paper identified four types of parental digital involvement according to parents' digital competence and ICT acceptance, and the conversion processes of different forms of capital underlying parental digital involvement were also clarified. The findings from this study expanded the theoretical understanding of inherited cultural capital and social reproduction in online learning in the context of educational digitization.

Jeong, D. W., Moon, H., Jeong, S. M., & Moon, C. J. (2024). **Digital capital accumulation in schools, teachers, and students and academic achievement: Cross-country evidence from the PISA 2018**. *International Journal of Educational Development*, *107*, 103024. https://doi.org/10.1016/j.ijedudev.2024.103024
The global unpreparedness for digital education became evident during the COVID-19 pandemic. To reassess the effectiveness of educational technology, we analyze PISA 2018 data using a framework of digital capital, encompassing the accumulation of technology and digital competencies embodied as hardware/software infrastructure and user competencies. We investigate the relationship between digital capital accumulated in schools, teachers, and students and academic achievement. Our results show that not all advanced ICT development in a country necessarily translates to teachers' ICT integration in the classroom and students' digital competence. Students' digital readiness significantly affects their achievement, and when coupled with teachers' ICT integration, students' embodied digital capital has an even greater relation to academic performance.

Keita, T. F. (2024, mai 22). *Former de futurs enseignants de langues au numérique : propositions didactiques pour une prise en compte des inégalités numériques*. Présenté à RUNED24, Le travail en éducation et en formation. Consulté à l'adresse https://hal.univ-grenoble-alpes.fr/hal-04589102

Lepage, A., Heilporn, G., Chamberland, J., & Raynault, A. (2024). **Conception d'un parcours d'apprentissage personnalisé dans un cours sur le numérique pour l'enseignement au secondaire**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04594712

Lepage, A., Paquelin, D., & Roy, N. (2024). **Étude de l'adoption d'outils d'IA pour le profilage et la prédiction de la réussite par les enseignants du postsecondaire**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595961

Montolio, D., & Brutti, Z. (2024). *Muddying the waters: How grade distributions change when university exams go online* (Working Paper N° 2024/03). Consulté à l'adresse Institut d'Economia de Barcelona (IEB) website: https://econpapers.repec.org/paper/iebwpaper/doc2024-03.htm
We analyse how grade distributions change when higher education evaluations transition online and disentangle the mechanisms that help to explain the change observed in students' results. We leverage administrative panel data, survey data and

data on course plans from a large undergraduate degree at the University of Barcelona. We show that grade averages increase and their dispersion reduce. Changes are driven by students from the lower end of the performance distribution and by a reduction in the occurrence of fail grades; however, we do not find evidence for artificial `grade adjusting' to explain the phenomenon. We are also able to dismiss shifts in the composition of test takers, improvements in teaching quality or in learning experiences and increases in student engagement. While changes in the assessment formats employed do not appear to mediate the causal relationship between online evaluation and higher grades, we identify more dispersed evaluation opportunities and increased cheating as explanatory factors.

Munyaradzi, Mildred, & David. (2024). **Engaging Students Online: Readiness of Lecturers to Use Learning Management System (LMS) at a Technical Vocational Education and Training College**. *Community College Journal of Research and Practice*, *48*(6), 369-385. https://doi.org/10.1080/10668926.2022.2135043
Higher education institutions worldwide have embraced remote as a response to restrictions caused by the COVID-19 pandemic, which resulted in the imposition of stay-at-home protocols. While this shift from the conventional face-to-face mode to remote learning platforms represents a notable innovation in the education circles, we contend that implementing online learning in these times requires faculty to be adequately prepared to use online tools to facilitate learning among students effectively. In this case, a study conducted at a vocational – a rural community college in South Africa – we explore the readiness of lecturers (N = 15) to use an institutionally-designed Learning Management System (henceforth referred to as MLMS) to engage their students in learning. The study revealed that the participants were largely unprepared to use the MLMS for teaching. This lack of readiness was influenced by the (poor) MLMS design, lack of user expertise, and inadequate technological resources for lecturers and learners. It emerged from the findings of this paper that the MLMS needs upgrading to improve its effectiveness for online and teaching purposes. The findings suggest that the college should seek the buy-in of lecturers by providing them with further training on the use of the MLMS.

Mustafa, F., Nguyen, H. T. M., & Gao, X. (Andy). (2024). **The challenges and solutions of technology integration in rural schools: A systematic literature review**. *International Journal of Educational Research*, *126*, 102380. https://doi.org/10.1016/j.ijer.2024.102380
The digital divide between urban and rural schools challenges efforts to promote technology integration in education, and contributes to growing educational inequity in many contexts. Using the most current version of Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA 2020), we identified and extracted 36 articles and conference papers on the use of technology in rural schools from the Scopus and Web of Science databases. We used Critical Interpretive Synthesis to identify the challenges and solutions involved in integrating technology in rural schools. The analysis revealed 29 challenges, which were categorized using the framework of the ecological perspective into macro level, meso level, and micro level challenges. The analysis also identified solutions to the challenges discussed in these studies. By focusing on the challenges and proposed solutions at different contextual levels, this review is intended to identify what constitutes good practices when integrating technology in rural schools. Future research should focus on factors which facilitate the use of technology and how the integration of technology impacts students' learning experiences and achievement in rural schools.

OCDE : Organisation de coopération et de développement économiques. (2024). ***Élèves et écrans : performance académique et bien-être***. Consulté à l'adresse https://www.oecd.org/pisa/aboutpisa/French%20V3_WEB.pdf

PELLETIER, K., McCORMACK, M., MUSCANELL, N., REEVES, J., ROBERT, J., & ARBINO, N. (2023). ***2024 EDUCAUSE horizon report: teaching and learning edition***. Consulté à l'adresse https://library.educause.edu/-/media/files/library/2024/5/2024hrteachinglearning.pdf

Assorti de scénarios prospectifs, ce rapport annuel décrit les principales tendances, technologies et pratiques émergentes qui façonnent l'enseignement et l'apprentissage de l'enseignement supérieur à court et moyen termes. Les contributions des experts s'articulent autour de six tendances : sociales, technologiques, économiques, environnementales, politiques et dans le domaine de l'IA. Il se concentre sur les changements culturels, technologiques et en matière de main-d'œuvre pour sept tendances macro qui se poursuivent ou émergent. Au dénouement de la pandémie de COVID-19, les discours sur un retour à la « normalité » dans l'enseignement supérieur sont démentis par les grands défis et perturbations en cours qui se répercuteront de nombreux établissements. Dans le grand public, la valeur de l'enseignement post-secondaire continue de baisser, plaçant les établissements dans la position de devoir démontrer leur plus-value et de trouver des solutions à la baisse du nombre d'inscriptions. Les moyens d'analyse continuent d'évoluer, introduisant de nouvelles opportunités et de nouveaux risques pour les établissements. Au premier rang, l'IA générative promet de changer l'enseignement et l'apprentissage d'une manière que beaucoup d'entre nous ne sont pas encore pleinement compris ou auxquels ils ne se sont pas encore préparés.

Québec Conseil supérieur de l'éducation & Commission de l'éthique en science et en technologie. (2024). ***Intelligence artificielle générative en enseignement supérieur : enjeux pédagogiques et éthiques***. Consulté à l'adresse https://www.cse.gouv.qc.ca/wp-content/uploads/2024/04/50-0566-RP-IA-generative-enseignement-superieur-enjeux-ethiques.pdf

Ce rapport « propose une approche prudente face à l'IA générative, non précipitée et fondée sur les besoins à court et à moyen terme des diverses parties prenantes du milieu de l'enseignement supérieur québécois. » Il souligne l'importance d'utiliser l'alignement pédagogique comme repère, de réviser les politiques d'intégrité académique et les pratiques d'évaluation, de soutenir le développement des compétences numériques de tous les acteurs et de tenir compte des enjeux éthiques plus larges soulevés par cette technologie. Le rapport conclut que l'IA générative est là pour rester et nécessitera des ajustements, qui devront se faire de manière réfléchie en tenant compte des réalités de chacun.

Romero, M., Reyes, J., & Kostakos, P. (2024). **Generative Artificial Intelligence in Higher Education**. In A. Urmeneta & M. Romero (Éd.), *Creative Applications of Artificial Intelligence in Education* (p. 129-143). https://doi.org/10.1007/978-3-031-55272-4_10

Generative Artificial Intelligence (GAI) has become popular recently with the advances in text and image generation tools (e.g., ChatGPT) that are easy to use for the general public. The emergence of GAI has sparked a surge in academic studies within higher education (HE) but also raised concerns about the changes related to policy making. This chapter analyses the impact of GAI on HE, addressing its uses in language learning,

chatbot applications, and responsible AI implementation. Evaluating both its benefits and limitations, this chapter navigates through diverse studies, presenting insights into GAI's potential in education, while emphasising the need for responsible deployment and ethical considerations.

Stefes, T. (2024). **Adolescent Perspectives on Distance Learning and Schools' Impact on Subjective well-being**. *Child Indicators Research*, *17*(3), 1379-1404. https://doi.org/10.1007/s12187-024-10124-7
Aim of this study is to see how youths and adolescents (12–17 years) have experienced their education during lockdowns in 2021, and how school affects subjective well-being (SWB). Grounded in Bronfenbrenner's ecological systems theory, it explores the interconnectedness of social environments and subjective well-being. Data were collected through a survey in Germany, capturing subjective well-being, social resources, and educational outcomes before and during times of school closures (2019 and 2021). The present study evaluates responses from two towns, two years and more than 1700 adolescents in total. Quantitative analyses reveal positive associations between academic success, supportive environments, perceived affluence, and well-being. Findings highlight which dimensions of supportive environments are driving youth well-being and underscore the importance of school as central piece in adolescent life. School as a supportive environment plays a major role in adolescent lives and has a lot of potential to compensate for structural disadvantages affecting SWB.

Torres-Torres, Y.-D., Román-González, M., & Perez-Gonzalez, J.-C. (2024). **Didactic strategies for the education of computational thinking from a gender perspective: A systematic review**. *European Journal of Education*, *59*(2), e12640. https://doi.org/10.1111/ejed.12640
Computational Thinking (CT) is crucial for the advancement of the STEM field, where there continues to be a lack of female representation. Teaching and learning (T/L) of CT should incorporate didactic strategies that aim to eliminate gender biases and integrate girls/women into this context. In response to the question, "What didactic strategies have been implemented in the T/L of CT in primary and secondary education?". A systematic review was conducted following a PRISMA protocol specifically designed for this review. The study analysed Didactic Strategies (DS) and examined whether they incorporated the so-called "minimum actions" (MA) proposed in this article as a strategy to integrate females into CT. The findings revealed a limited number of studies that implemented these actions. In conclusion, there is an urgent need to continue developing DS that incorporate these MA to effectively integrate girls and women into CT, allowing them to play a central role in its advancement and development.

Verger, M. (2024, mai 28). **Utiliser l'IA en classe pour recommander des exercices aux élèves : quel intérêt, quels biais ?** Consulté 29 mai 2024, à l'adresse The Conversation website: http://theconversation.com/utiliser-lia-en-classe-pour-recommander-des-exercices-aux-eleves-quel-interet-quels-biais-227256
Les IA destinées aux élèves visent principalement à personnaliser des cours déjà structurés. Tiennent-elles leur promesse de s'adapter au rythme de chacun ? Qu'en sait d'ores et déjà la recherche ?

Wang, X., Wang, Y., & Ye, Y. (2024). **Subjective socioeconomic status predicts e-learning engagement in college students: the mediating role of perceived social support and self-**

efficacy. *European Journal of Psychology of Education*, *39*(2), 1119-1134. https://doi.org/10.1007/s10212-023-00725-1

In recent years, e-learning engagement has attracted much attention because the COVID-19 pandemic has forced schools to shift to online teaching without preparation. Therefore, based on the ecological system theory, this study investigates the relationship between subjective socioeconomic status and e-learning engagement among college students and the mediating effects of perceived social support and self-efficacy. A total of 528 college students in China voluntarily participated in our study. The results showed that perceived social support and self-efficacy independently and jointly mediated the relationship between subjective socioeconomic status and e-learning engagement. The multiple mediation model showed that the high subjective socioeconomic status would increase students' perceived social support, which could improve their sense of self-efficacy, and further help them put more energy into e-learning. These findings contribute to a better understanding of factors that influence student e-learning engagement.

World Economic Forum. (2024). *Shaping the Future of Learning: The Role of AI in Education 4.0* (p. 28). Consulté à l'adresse World Economic Forum website: https://www3.weforum.org/docs/WEF_Shaping_the_Future_of_Learning_2024.pdf

Zhang, P., & Tur, G. (2024). **A systematic review of ChatGPT use in K-12 education**. *European Journal of Education*, *59*(2), e12599. https://doi.org/10.1111/ejed.12599

This systematic review, adhering to the PRISMA framework, investigated the utilisation of ChatGPT, a language model developed by OpenAI, throughout Kindergarten to 12th grade (K-12) educational settings. The review synthesises findings from 13 selected papers, encompassing the strengths, weaknesses, opportunities, and threats (SWOT) analysis of ChatGPT's implementation in K-12 education, implications for various stakeholders, and practical recommendations. It is highlighted that ChatGPT could empower educators through curriculum, lesson planning, materials generation, differentiation, and optimising student learning experience through personalised learning. However, concerns regarding academic integrity and output quality must be addressed. The paper provides pedagogical recommendations and ethical considerations to utilise ChatGPT better. It contributes to the ongoing discourse about AI, particularly ChatGPT's role in K-12 education, further inspiring future research and educational practices and facilitating the effective integration of ChatGPT into K-12 educational settings where collaboration arises as a key role, in particular under the approach of co-design for learning.

Orientation scolaire et professionnelle

Allouch, A., & Espagno-Abadie, D. (2024a, mai 29). **Contester les verdicts de Parcoursup : les parents en première ligne ?** Consulté 30 mai 2024, à l'adresse The Conversation website: http://theconversation.com/contester-les-verdicts-de-parcoursup-les-parents-en-premiere-ligne-230222

Parcoursup génère une anxiété certaine chez les lycéens mais aussi chez leurs parents, comme le montrent les réclamations adressées à cette plate-forme d'affectation dans l'enseignement supérieur.

Allouch, A., & Espagno-Abadie, D. (2024b, mai 29). **« Parcoursup crée une situation de compétition de tous contre tous »**. Consulté 30 mai 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/parcoursup-cree-une-situation-de-competition-de-contre/00111195
Les chercheuses Annabelle Allouch et Delphine Espagno-Abadie ont enquêté sur l'effet des nouvelles méthodes de sélection dans l'enseignement supérieur, qui provoquent une augmentation des recours judiciaires.

Bourguignon, B., Klein, T., Giorgi, D., & Monasse, H. (2024). **Transitions professionnelles : dynamiser et mieux cibler l'action publique**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3953* [Report]. Consulté à l'adresse Inspection générale des Affaires sociales (France) website: https://www.vie-publique.fr/files/rapport/pdf/294240.pdf
Le rapport évalue la politique et les dispositifs accompagnant les transitions professionnelles, qui visent à : accompagner les mutations économiques pour les secteurs et territoires en déclin ; ouvrir la possibilité aux actifs salariés qui le souhaitent de changer de métier ; faciliter les recrutements vers des filières à forts besoins prévisionnels de recrutement ; faciliter l'allongement de la durée d'activité et compenser l'usure professionnelle. Quels constats ? Le rapport constate que les dispositifs portés par les entreprises sont hétérogènes, et que les dispositifs co-construits entre l'entreprise et le salarié (Pro A et Transco) restent d'ampleur très limitée.Parmi les dispositifs à la main du salarié, le compte personnel de formation (CPF) constitue le principal vecteur de formations longues et certifiantes. Créées en 2018, les démissions-reconversions montent en charge auprès de bénéficiaires jeunes et qualifiés. Quant aux « projets de transition professionnelle » (PTP, ex-congé individuel de formation) leur coût unitaire s'avère important et le taux de reconversion effectif des bénéficiaires reste globalement peu élevé et très variable suivant les métiers. Une part significative des demandes est présentée au sein d'un même secteur. Malgré des efforts pour établir des priorités nationales, la pertinence des projets reste le critère premier de sélection et dépend de l'appréciation de chaque commission paritaire interprofessionnelle régionale (CPIR). Celles-ci, portées par les associations transitions professionnelles (ATpro) restent très largement autonomes. Quelles recommandations ? Au vu de ces constats, la mission d'inspection propose une vision cible des transitions professionnelles, à enveloppe budgétaire stable, qui conduirait à : renforcer les dispositifs portés par les entreprises et les branches professionnelles ; supprimer Pro-A et Transco, et ouvrir un nouveau dispositif de professionnalisation en alternance ; faciliter l'abondement du CPF par les entreprises, pour accompagner des projets de reconversion des salariés ; accroître et homogénéiser le recours au PTP pour satisfaire les besoins de mobilité professionnelle, en accroître la sélectivité et l'efficience, favoriser les cofinancements et l'accompagnement des bénéficiaires ; intégrer les ATpro, au sein d'une personnalité morale unique au niveau national.

Branson, N., & Whitelaw, E. (2024). **Consequences of secondary school closures for learning in South Africa: Evidence from university application and enrolment data**. *International Journal of Educational Development*, *108*, 103062. https://doi.org/10.1016/j.ijedudev.2024.103062
We investigate the consequences of pandemic-related school closures on twelfth grade learning, leveraging university application and enrolment data from a selective public university in South Africa. Using difference-in-difference estimation strategies, we find

suggestive evidence of learning losses in the school-leaving qualification in 2020, concentrated among lower achieving applicants. We also find a growing achievement gap between lower and higher performing applicants in mathematics. Losses are further reflected in a lower Grade Point Average among 2020 high school graduates who enrolled in university in 2021, compared to those who enrolled in 2021 but graduated high school before 2020.

Charalampopoulou, C., Valente, G., Breidenbach Cassagnes, M., Labbé, S., Marengo, N., & Moscaritolo, A. (2024). **Ce que les acteurs du PIA 3 ACORDA pensent de l'orientation : analyse d'un système représentationnel**. *Colloque international BRIO L'orientation accompagnée*. Présenté à Rennes, France. Consulté à l'adresse https://hal.science/hal-04589734

Duru-Bellat, M. (2024, mai 31). **Orientation des lycéens : le grand fossé entre aspirations et réalité du marché du travail**. Consulté 3 juin 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/orientation-lyceens-grand-fosse-entre-aspirations-realite/00111175
Le stage de seconde, obligatoire dès cette année, remet au centre du débat la question lancinante de l'orientation.

Gautier-Touzo, M., Brouillaud, A., Burricand, C., Dauphin, L., & Monso, O. (2024a). **Les différences d'orientation entre les filles et les garçons à l'entrée de l'enseignement supérieur**. *Note d'Information*, (24.20), 1-4. Consulté à l'adresse https://www.education.gouv.fr/les-differences-d-orientation-entre-les-filles-et-les-garcons-l-entree-de-l-enseignement-superieur-414366
En terminale, les choix de spécialités et de leur combinaison diffèrent sensiblement entre les lycéennes et les lycéens.

Gautier-Touzo, M., Brouillaud, A., Burricand, C., Dauphin, L., & Monso, O. (2024b). **Les différences d'orientation entre les filles et les garçons à l'entrée de l'enseignement supérieur**. *Note d'information du SIES*, (2024-03), 1-7. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-differences-d-orientation-entre-les-filles-et-les-garcons-l-entree-de-l-enseignement-superieur-96201

Graveleau, S. (2024, mai 21). **Sur Parcoursup, des candidats en réorientation désavantagés : « Un parcours non linéaire et des hésitations sont considérés comme suspects »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/05/21/sur-parcoursup-des-candidats-en-reorientation-desavantages-un-parcours-non-lineaire-et-des-hesitations-sont-consideres-comme-suspects_6234526_4401467.html
Sur la plate-forme d'accès à l'enseignement supérieur, les étudiants en réorientation reçoivent en moyenne moins de propositions que les néobacheliers. Dossiers incomplets, niveau insuffisant, réorientations dévalorisées par les enseignants… Les causes sont multiples.

Holland Zahner. (2024). **Opening the Black Box of Vertical Transfer Admission: The Experiences of Community College Students in STEM Majors**. *Community College Journal of Research and Practice*, 48(6), 344-368. https://doi.org/10.1080/10668926.2022.2135041

Better understanding of how students achieve vertical transfer is vital for advancing equity in science, technology, engineering and mathematics (STEM) majors. Among the many sources of barriers, delays, and complexities demonstrated in previous research as influencing vertical transfer outcomes, the transfer admission process has been generally neglected. Using a longitudinal, qualitative design, and drawing on transfer capital and field theories, this study investigated how community college students who are underrepresented in STEM fields successfully navigated admission to a four-year institution in a STEM major. Results indicated that students experienced transfer admission as risky and uncertain. They accrued transfer capital over time, in the form of knowledge about transfer admission and strategies to bolster their competitiveness, including regulating their coursework intensity and actively managing their GPAs. Although these forms of transfer capital helped students succeed in transferring, some strategies could backfire, causing unintended negative consequences, such as time-to-completion delays, excess credit accumulation, or disadvantages in securing admission. Results supported the contention that the transfer admission process is a pivotal, yet largely neglected aspect of student experience in STEM vertical pathways. Conclusions provide suggestions for further research and implications for institutional practice.

Jaoul-Grammare, M. (2024). **Gendered professions, prestigious professions: When stereotypes condition career choices**. *European Journal of Education*, 59(2), e12603. https://doi.org/10.1111/ejed.12603
Despite social changes and the opening up of all professions to men and women, society continues to adhere to many stereotypes, and many professions are still considered to be feminine or masculine. In addition to gendered representations of occupations, there are also social representations linked to the social prestige associated with a profession. These two elements shape the study and professional choices of individuals. Based on this observation, the aim of this article is twofold: I study individuals' perceptions of various professions and I analyse the influence of theses perceptions on their choice of orientation. I use a questionnaire administered to secondary school pupils and students. The results obtained show a differentiated influence of stereotypes on career plans. It also appears that individuals tend to underrate the professions they consider 'feminine'.

Lacroix, R., Haeck, C., Montmarquette, C., & Tremblay, R. E. (2023). ***La sous-scolarisation des hommes et le choix de profession des femmes***. Consulté à l'adresse https://pum.umontreal.ca/catalogue/la_sous_scolarisation_des_hommes_et_le_choix_de_profession_des_femmes

Magarian, J. N., & Seering, W. P. (2024). **Celebrating Differences: A Conjoint Analysis of Senior Year Mechanical Engineering Students' Occupational Preferences**. *Research in Higher Education*, 65(3), 463-509. https://doi.org/10.1007/s11162-023-09760-9
Given its ongoing struggles at attaining demographic diversity and its key role in nations' economies, the engineering workforce receives considerable attention from researchers and policymakers. Yet, prior studies and STEM recruitment initiatives have often underemphasized the variety among available engineering jobs and careers. It therefore remains unclear which attributes of engineering work are most salient in shaping students' choices to persist in or depart from engineering pathways. This study introduces a novel conjoint survey experiment conducted with over 1000 senior year mechanical engineering students. This randomized experiment allows the authors to disentangle supply-side and demand-side factors to assess engineering job attributes' marginal

influences on students' occupational preferences, as well as to examine these attributes' interaction effects with supply-side factors. Toward strengthening persistence in engineering pathways, findings suggest that broad STEM recruitment initiatives, though potentially advantageous in pre-college years, should give way to more targeted campaigns that increase university students' awareness about key dimensions of variety across engineering work roles.

Roberts, A. C., Booth, M. Z., & Creamer, E. T. (2024). **The Adolescent Self-System and Academic Achievement: Youth Predictors of College Enrollment**. *Youth & Society*, 56(5), 834-860. https://doi.org/10.1177/0044118X231201678
This study takes a social cognitive approach in examining the relationship between elements of the adolescent self-system (self-efficacy, self-esteem, ethnic-racial identity, and hope) in addition to state-mandated graduation tests, with students' later participation in higher education. The quantitative investigation of 733 tenth-grade White (462) and Ethnically Minoritized (271) students and a sub-sample of 29 qualitatively studied adolescents in a semi-rural town in Ohio used a concurrent mixed-methods longitudinal approach. A logistic regression analysis found only adolescent math scores positively predicted later enrollment in higher education; but self-efficacy negatively predicted later college enrollment. Triangulation of additional analyses, including t-tests, and in-depth interviews, suggest how perceptions of the self-system may differ among White and Ethnically Minoritized populations. These differences may be influenced by the degree to which youth pay attention to academic success as a contributing factor to their own self-analysis of their self-system.

Schwerter, J., Netz, N., & Hübner, N. (2024). **Does instructional time at school influence study time at university? Evidence from an instructional time reform**. *Economics of Education Review*, *100*, 102526. https://doi.org/10.1016/j.econedurev.2024.102526
Early-life environments can have long-lasting effects on individuals' later life courses. Interestingly, research on the effects of school reforms has hardly adopted this perspective. Therefore, we investigate a staggered school reform that reduced the number of school years and increased weekly instructional time for secondary school students in most German federal states. We analyze this quasi-experiment in a difference-in-differences framework using nationally representative large-scale survey data on 69,513 students who attended university between 1998 and 2016. Using both TWFE and weighted-group ATT estimators, we find negative effects of reform exposure on hours spent attending classes and on self-study. Moreover, reform exposure increased the time gap between school completion and higher education entry. Our results support the view that research should examine unintended long-term effects of school reforms on individual life courses.

Thao Khamsing, W. (2024). **Parcoursup 2024 : Les vœux des lycéens à l'entrée dans l'enseignement supérieur**. *Note Flash*, (2024-11), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/parcoursup-2024-les-voeux-des-lyceens-l-entree-dans-l-enseignement-superieur-96339
En 2024, 626 000 lycéens scolarisés en France ont confirmé au moins un vœu sur Parcoursup (15 000 de plus que l'an passé), ils représentent 96,6 % des élèves de terminale inscrits sur la plateforme.

Politique de l'éducation et système éducatif

Adam, E., & Adam, N. (2024). **Education hubs in Qatar and the United Arab Emirates: Analysis of discursive constructions using Latent Dirichlet Allocation**. *International Journal of Educational Development, 107,* 103034. https://doi.org/10.1016/j.ijedudev.2024.103034
Advanced techniques for linguistic analysis provide the opportunity to extract meanings from the available documents on education hubs. We use Latent Dirichlet Allocation (LDA), a topic modelling method for natural language processing and big data mining, to analyze the discourse of education hubs in Qatar and the United Arab Emirates (UAE). Our data derive from a corpus of academic literature, non-peer-reviewed articles, and policy documents. The analysis shows that education hubs have been at the core of efforts to transition from a hydrocarbon-based economy to a knowledge economy. The analysis also shows that education hubs have been increasingly associated with the two countries' efforts to achieve regional leadership in overlapping geopolitical spheres of influence. Describing the situation as a 'constructive rivalry', we highlight its geopolitical implications and we call attention to Knight, (2022) knowledge diplomacy whereby the two countries can use education hubs as a mechanism for exercising leadership in promoting peace and development in the broader region of the Middle East.c.

Affolabi, L. O. A., Oke, S. E., Hounkpatin, J., & Attikleme, K. (2024). **Étude didactique des pratiques de classes de deux enseignants dans le secondaire au Bénin en Science de la Terre sur le thème ''naissance et évolution d'un paysage'': Didactic study of the classroom practices of two secondary school teachers in Benin in Earth science of the theme ''Birth and evolution of a landscape''**. *Revue de l'École Supérieure de l'Éducation et de la Formation*, (2), 65-78. https://doi.org/10.60481/revue-rise.N2.6
Ce travail étudie l'application que font deux enseignants, des prescriptions institutionnelles dans un contexte d'implémentation de l'Approche Par Compétences (APC) sur le thème ''naissance et évolution d'un paysage''. La question de recherche qui nous guide est : Comment l'enseignement-apprentissage de ce thème est-il mis en œuvre par les enseignants ? En mobilisant la Double Approche Didactique et Ergonomique (DADE) de Robert et Rogalski (2002), Robert (2006 et 2008), nous avons fait un recueil de données suivi d'un traitement. Les résultats montrent que les enseignants observés respectent les prescriptions des programmes d'études scolaires et des guides pédagogiques lorsqu'elles ne nécessitent pas une personnalisation ou une contextualisation de leur part.

Ahmad Dar, W. (2024). **Neoliberal performativity in low-cost private schools: experiences from Kashmir**. *International Journal of Qualitative Studies in Education, 37*(5), 1496-1510. https://doi.org/10.1080/09518398.2023.2181443
Rural India is witnessing a surge in the number of low-cost, poor-friendly private schools that seemingly offer quality alternatives to government schools. Untangling stakeholders' viewpoints, this research explains how outcome and performance-focused learning, broadly known as neoliberal performativity in education, is enacted in these institutions. It was discovered that parents' and students' distinct livelihood risks and worries encourage performativity in the teaching-learning process. Performativity was recognized as an instrumental tactic for avoiding the temporal uncertainties and worries that come with low-income status. School administration practices performativity because it aligns well with the objective of administering schools at a low cost. Teachers,

on the other hand, argued that such enactment deprives children of the essential and enriching learning experiences needed for long-term success. The study advances understanding in the field of low-cost rural education and its long-term effects on quality education. It also explicates how such schooling practices enact performativity through some local learning practices.

Akbulut, Y. (2024). **Impact of different practice testing methods on learning outcomes**. *European Journal of Education*, *59*(2), e12626. https://doi.org/10.1111/ejed.12626
The testing effect refers to the gains in learning and retention that result from taking practice tests before the final test. Understanding the conditions under which practice tests improve learning is crucial, so four experiments were conducted with a total of 438 undergraduate students in Turkey. In the first study, students who took graded practice tests outperformed those who took them as ungraded practice. In the second study, students who took short-answer questions before the first exam and multiple-choice questions before the second exam scored higher on the second exam. In the third study, multiple-choice, short-answer and hybrid questions produced similar learning gains. In the fourth study, students who received detailed feedback immediately after class performed similarly to those who received feedback at the beginning of the next class. The results suggested the contribution of graded practice tests in general; however, the type of questions or the timing of feedback did not predict learning outcomes.

Alawadhi, H. (2024). **The effects of war on the quality of higher education in Yemen: Scholars' perspectives**. *International Journal of Educational Development*, *108*, 103058. https://doi.org/10.1016/j.ijedudev.2024.103058
Yemen witnesses a heinous war and continual conflict that devastates its fragile infrastructure. The country's development indicators devolve significantly, and, among other sectors, higher education and its quality have been imperiled. The objective of this paper is to explore the effects of war on the quality of higher education in Yemen from the standpoint of Yemeni scholars. This qualitative study is based on grounded theory design and used semi-structured in-depth interview methods to collect data from Yemeni scholars within and outside Yemen. The core questions focused on the impact of war, the actions taken by scholars, and the prospects of higher education quality. Seventeen diverse scholars were included in the study. The analysis of data outlined six war-related factors that affect the quality of higher education: attacks on scholars, financial constraints, corruption, human capacity shortage, poor research performance, and lack of physical capacity. Realities are reconstructed through descriptions of the trajectory of the war and its negative consequences on scholars and their endeavors. Quality as a sign of the good functioning of higher education institutions is not an exclusively sectorial issue. Actions and prospects need to fit within frameworks of national reconciliation, regional peace, and frameworks of international cooperation. Further research tackling other dimensions of education quality and including other stakeholders is needed. Rethinking and reforming Yemen's higher education system in its different aspects and challenges, are paths to peacebuilding and the recovery of the country. A roadmap prioritizing this reform is urgently needed.

Alidou, S., & Koussihouèdé, O. (2024). *Urban-rural differences in teachers' qualification and competences in primary education in Francophone Sub Saharan Africa* (p. 16). Consulté à l'adresse ADEA website: https://www.adeanet.org/en/publications/urban-rural-differences-teachers-qualification-competences-primary-education

Asloum, N. (2024). **Tensions et transformations dans le système éducatif agricole en France**. *Revue internationale d'éducation de Sèvres*, (95), 121-132. https://doi.org/10.4000/11o8t

Le changement climatique, la sécurité alimentaire, la biodiversité et la gestion des ressources naturelles sont devenus des préoccupations mondiales. L'enseignement agricole, ancré dans le contexte économique, sociétal et environnemental auquel il doit s'adapter en permanence, est une composante essentielle du système d'innovation agricole depuis les années 1960. Il est considéré comme un acteur clé du changement de modèle professionnel et de la transition vers de nouveaux métiers ruraux. Pour relever ces défis, les contenus des formations sont régulièrement rénovés. Cet article explore l'évolution des curriculums en examinant qualitativement comment les diplômes du brevet de technicien supérieur agricole et du baccalauréat technique et professionnel prennent en compte les questions environnementales.

Audunsson, H., Matthiasdottir, A., Barus, A., Rouvrais, S., Waldeck, R., & Proches, C. G. (2024, juin 10). ***Factors that may impact curriculum design in higher education in a vuca world***. Présenté à 20th International CDIO Conference. Consulté à l'adresse https://imt-atlantique.hal.science/hal-04591204

Higher Educational Institutions (HEIs) have been characterized by volatility, uncertainty, complexity, and ambiguity (VUCA), with the Covid-19 pandemic being a recent example, which significantly affected higher education worldwide. The aim of this research was to better understand which components of curricula are sensitive to potential VUCA-like events, and which VUCA events one may foresee that may impact study programs and teaching. A survey was developed to gather data, and thirty-seven faculty members with experience in curriculum design from six countries participated in the survey which was carried out in 2023. To start with, we outlined the different components of a curriculum which then formed the basis for evaluating their perceived sensitivity to VUCA-like events. Based on the survey we then analyzed and summarized the factors that may potentially impact the curriculum. The components of a curriculum that are most sensitive to VUCA-like events are the ones directly related to the actual teaching and learning processes. In addition, the study findings indicated that when considering potential VUCA-like events, Artificial Intelligence (AI) was expected most likely to significantly affect educational programs, followed by events such as disinformation online, cyberattacks, disrupted online communication, as well as climate change and natural disasters. The increasing VUCA characteristics of the world are expected to affect the curriculum in general and in particular the actual teaching and learning. Therefore, HEI leaders and curriculum designers need to ensure that the HEI system is responsive to the VUCA-like events and that the system becomes resilient.

Bacher-Hicks, A., Musaddiq, T., Goodman, J., & Stange, K. (2024). **The stickiness of pandemic-driven disenrollment from public schools**. *Economics of Education Review*, *100*, 102527. https://doi.org/10.1016/j.econedurev.2024.102527

The extent to which pandemic-induced public school enrollment declines will persist is unclear. Student-level data from Michigan through fall 2021 yields three relevant findings. First, relative to pre-pandemic trends, fall 2021 enrollment had partially recovered for low-income, Black, and Hispanic students, but had declined further for non-low-income, White, and Asian students. Second, annual public school exit rates remained elevated for elementary students and accelerated further for middle school students. Third, public school exit is sticky and varies by chosen alternative. Only 21 percent of those who left

for private schools in fall 2020 had returned by fall 2021, while 50 percent of those who left for homeschooling had returned. These findings suggest that pandemic-driven public school enrollment declines may persist, and more so among higher income families.

Barthes, A., & Lange, J.-M. (2024). **L'éducation au développement durable : entre internationalisation et effets locaux. Introduction**. *Revue internationale d'éducation de Sèvres*, (95), 51-59. https://doi.org/10.4000/11o8n
Les prescriptions éducatives locales incitent à prendre en charge les problèmes sociétaux globaux et évoluent en fonction des préconisations politiques internationales. Dans ce jeu d'influences réciproques, les curriculums, les finalités et les valeurs de l'éducation au développement durable diffèrent selon le positionnement géopolitique des pays, et ce, en interférence avec les crises politiques, sociales et environnementales locales. Devant les urgences climatiques et l'érosion de la biodiversité, on relève dans de nombreux pays une demande sociale de justice et un souhait de transformer les modèles de développement qui interpellent de façon critique la conception et la mise en œuvre de l'éducation au développement durable dans les systèmes d'enseignement. Ce dossier à visée comparatiste présente neuf études de cas révélatrices du décalage, ou tout au moins de la tension qui existe entre contextes locaux et injonctions internationales, et met en évidence des dispositifs et des pratiques spécifiques sur quatre continents.

Bennell, P. (2024). **Missing the target? Government commitment to education sector funding in Sub-Saharan Africa 2000–2023**. *International Journal of Educational Development*, *108*, 103057. https://doi.org/10.1016/j.ijedudev.2024.103057
It is assumed (at least implicitly) that the SDG4 Education for All targets are unlikely to be achieved unless governments commit at least 20% of total government expenditure to the education sector. This article focuses, therefore, on analysing medium-long term trends in the education funding share (EFS) for 40 countries in Sub-Saharan Africa since 2000. The two main conclusions are that the EFS is currently above 20% in less than 10% of these countries and that the EFS has been steadily declining in around half of all countries in SSA.

Besson, A., Giorgi, D., Froment, B., & Labbouz, M. (2024). **La qualité de la formation professionnelle**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3952* [Report]. Consulté à l'adresse Inspection générale des affaires sociales ; Inspection générale de l'Éducation website: https://www.vie-publique.fr/files/rapport/pdf/294323.pdf
Le rapport relatif à la qualité de la formation professionnelle constate que : les contrôles de nature administrative n'évaluent pas directement la qualité des formations, mais apparaissent bien structurés, malgré des moyens insuffisants ; la certification des titres professionnels ne traite pas en elle-même de la qualité malgré l'effet de filtrage à l'enregistrement au RNCP ; la certification Qualiopi a posé un cadre partagé, mais souffre de plusieurs limitations : certificateurs non supervisés, qualité externe non évaluée, sous-traitants non concernés ; les contrôles qualité des financeurs sont insuffisants et centrés comme Qualiopi sur la qualité interne ; l'analyse d'impact des formations, dimension de leur qualité externe, est insuffisamment développée ; la coordination des contrôles qualité apparaît embryonnaire, en particulier du point de vue des systèmes d'information. Sur cette base, le rapport propose le scénario cible suivant : actualisation du référentiel de certification Qualiopi ; harmonisation des procédures d'instruction et

d'enregistrement des titres et diplômes ; renforcement des contrôles administratifs et budgétaires ; dispositif de signalement et de contrôle centralisé ; harmonisation et renforcement des contrôles qualité diligentés par les acheteurs ; meilleure prise en compte des mesures d'impact des formations et de l'avis des bénéficiaires, dans le cadre d'un référentiel nouveau orienté vers la qualité externe des formations ; mutualisation d'informations entre contrôleurs.

Blanco-Varela, B., Amoedo, J. M., & Sánchez-Carreira, M. C. (2024). **Analysing ability grouping in secondary school: A way to improve academic performance and mitigate educational inequalities in Spain?** *International Journal of Educational Development*, *107*, 103028. https://doi.org/10.1016/j.ijedudev.2024.103028
Socio-educational vulnerability refers to the circumstances in which students face difficulties or challenges arising from socio-economic or contextual factors, such as a lack of resources or adverse family environments. Ability grouping during secondary school is widely used to improve student performance. The methodology tailored to students performance levels aims at providing improvements in their scores. This paper explores the complex relationship between ability grouping and socio-educational vulnerability. More specifically, it investigates how different student groups are affected by attending schools that implement ability grouping as compared to those that do not. The study is conducted in Spain, using the Programme for International Student Assessment (PISA) database and Propensity Score Matching methodology. The findings suggest that the ability grouping policy hinder equal opportunities for academically disadvantaged students, resulting in decreasing their abilities.

Bourguignon, B., Klein, T., Giorgi, D., & Monasse, H. (2024). **Transitions professionnelles : dynamiser et mieux cibler l'action publique**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3953* [Report]. Consulté à l'adresse Inspection générale des Affaires sociales (France) website: https://www.vie-publique.fr/files/rapport/pdf/294240.pdf
Le rapport évalue la politique et les dispositifs accompagnant les transitions professionnelles, qui visent à : accompagner les mutations économiques pour les secteurs et territoires en déclin ; ouvrir la possibilité aux actifs salariés qui le souhaitent de changer de métier ; faciliter les recrutements vers des filières à forts besoins prévisionnels de recrutement ; faciliter l'allongement de la durée d'activité et compenser l'usure professionnelle. Quels constats ? Le rapport constate que les dispositifs portés par les entreprises sont hétérogènes, et que les dispositifs co-construits entre l'entreprise et le salarié (Pro A et Transco) restent d'ampleur très limitée.Parmi les dispositifs à la main du salarié, le compte personnel de formation (CPF) constitue le principal vecteur de formations longues et certifiantes. Créées en 2018, les démissions-reconversions montent en charge auprès de bénéficiaires jeunes et qualifiés. Quant aux « projets de transition professionnelle » (PTP, ex-congé individuel de formation) leur coût unitaire s'avère important et le taux de reconversion effectif des bénéficiaires reste globalement peu élevé et très variable suivant les métiers. Une part significative des demandes est présentée au sein d'un même secteur. Malgré des efforts pour établir des priorités nationales, la pertinence des projets reste le critère premier de sélection et dépend de l'appréciation de chaque commission paritaire interprofessionnelle régionale (CPIR). Celles-ci, portées par les associations transitions professionnelles (ATpro) restent très largement autonomes. Quelles recommandations ? Au vu de ces constats, la mission d'inspection propose une vision cible des transitions professionnelles, à enveloppe

budgétaire stable, qui conduirait à : renforcer les dispositifs portés par les entreprises et les branches professionnelles ; supprimer Pro-A et Transco, et ouvrir un nouveau dispositif de professionnalisation en alternance ; faciliter l'abondement du CPF par les entreprises, pour accompagner des projets de reconversion des salariés ; accroître et homogénéiser le recours au PTP pour satisfaire les besoins de mobilité professionnelle, en accroître la sélectivité et l'efficience, favoriser les cofinancements et l'accompagnement des bénéficiaires ; intégrer les ATpro, au sein d'une personnalité morale unique au niveau national.

Branson, N., & Whitelaw, E. (2024). **Consequences of secondary school closures for learning in South Africa: Evidence from university application and enrolment data**. *International Journal of Educational Development*, *108*, 103062. https://doi.org/10.1016/j.ijedudev.2024.103062
We investigate the consequences of pandemic-related school closures on twelfth grade learning, leveraging university application and enrolment data from a selective public university in South Africa. Using difference-in-difference estimation strategies, we find suggestive evidence of learning losses in the school-leaving qualification in 2020, concentrated among lower achieving applicants. We also find a growing achievement gap between lower and higher performing applicants in mathematics. Losses are further reflected in a lower Grade Point Average among 2020 high school graduates who enrolled in university in 2021, compared to those who enrolled in 2021 but graduated high school before 2020.

Bray, M., Bhorkar, S., & Suante, P. K. (2024). **Quand l'éducation de l'ombre supplante la scolarisation : tendances en Inde et au Myanmar** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (95), 26-32. https://doi.org/10.4000/11o8m
Ces dernières décennies, le tutorat privé – dispensé en parallèle de l'école – s'est considérablement développé dans le monde entier. Dans la littérature universitaire, cette forme de tutorat est communément appelée « éducation de l'ombre », car elle imite l'enseignement formel. Ainsi, quand le curriculum change dans les établissements scolaires, il change aussi dans l'ombre. Phénomène d'abord associé à l'Asie de l'Est, l'éducation de l'ombre est désormais une réalité patente dans tous les pa...

Burnett, N. (2024). **Reforming international education organizations: Reflections on Elfert & Ydesen's pioneering new book**. *International Journal of Educational Development*, *107*, 103052. https://doi.org/10.1016/j.ijedudev.2024.103052

Café pédagogique. (2024a, mai 23). **Éducation à la sexualité : « Une question chaude »**. Consulté 23 mai 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/05/23/education-a-la-sexualite-une-question-chaude/
Dans son livre, « Une question chaude. Histoire de l'éducation sexuelle à l'école », Yves Verneuil fait le point sur cet enseignement hautement polémique aujourd'hui encore. « L'éducation à la

Café pédagogique. (2024b, mai 23). **Réforme du Lycée : un impact genré sur l'orientation**. Consulté 23 mai 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/05/23/reforme-du-lycee-un-impact-genre-sur-lorientation/

En 2019, la réforme de la voie générale du lycée a profondément modifié le paysage éducatif français en supprimant les anciennes séries S,

Calaycay, L. & Office of the United Nations High Commissioner for Refugees. (2023). *Paving pathways for inclusion: towards evidence-based policy-making for refugee education* (p. 130). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000387957

Cameron, L., Thomas, E., Amenya, D., West, H., Mugiraneza, J. P., & Page, E. (s. d.). *Résilience du système éducatif : Document de travail de l'étude de cadrage du GPE KIX*. Consulté à l'adresse https://www.gpekix.org/fr/knowledge-repository/resilience-du-systeme-educatif-document-de-travail-de-letude-de-cadrage-du-gpe
Ce document fait partie d'une série d'études exploratoires commandées par le Programme Partage de connaissances et d'innovations (KIX) du Partenariat mondial pour l'éducation (GPE), une initiative conjointe avec le Centre de recherches pour le développement international du Canada, afin d'informer ses activités de recherche appliquée et d'échange de connaissances. Le document résume les priorités clés qui sont ressorties des consultations avec les parties prenantes de l'éducation dans les pays partenaires du GPE et de l'examen de certains documents nationaux et de la littérature scientifique relative à la résilience des systèmes éducatifs.

Carew, M. T., Rotenberg, S., Chen, S., & Kuper, H. (2024). **Counting who makes the grade: Updated estimates of the share of over-age for grade learners in sub-Saharan Africa using MICS6 data**. *International Journal of Educational Development*, *107*, 103035. https://doi.org/10.1016/j.ijedudev.2024.103035
Many education systems within sub-Saharan Africa are affected by the problem of over-aged learners. Children who are above the expected age for their grade experience poorer outcomes relative to other learners and it is therefore of interest to policymakers to accurately identify them for the purposes of informing effective remedial interventions. UNICEF's sixth round of Multiple Indicator Cluster Survey's [MICS6] are among the relatively few robust nationally representative data sources that can be used to calculate the share of over-age for grade learners within education systems. This paper identifies variability in the estimation method used to identify the same target over-age population (i.e. learners who are older than the official age for the grade they are currently attending) across MICS6 country reports in 14 countries in sub-Saharan Africa. Nine countries utilise a different method which captures only part of the desired target population. This approach fails to identify at least 50% of learners who are over-age for grade by two years in their primary education system and up to 57% of over-age for grade learners in lower secondary. Results are discussed in terms of their implications for supporting policymakers to plan and implement effective school-based education and health interventions, using Comprehensive Sexuality Education as an example.

Carnoy, M., & Rodrigues, E. (2024). **Achievement gains in an unequal society: Analyzing academic performance among Brazilian school districts, 2007–2017**. *International Journal of Educational Development*, *107*, 103049. https://doi.org/10.1016/j.ijedudev.2024.103049
Since the early 2000 s, average standardized test scores of Brazilian public primary and middle school students in both reading and mathematics on the national test, the SAEB, have risen substantially. Although the increases cut across all race and socioeconomic

groups, the increases were unequal across groups and varied greatly across states and municipalities/school districts. In this paper, we describe student achievement gains in Brazil among municipalities in 2007–2017, with the goal of understanding the variation in these gains and the socioeconomic, race, and school resource correlates of that variation. Our results suggest that student social class and race were highly correlated with municipal test score gains: those municipalities with higher social class and proportionately more White students made significantly larger gains. However, municipalities with greater social class inequality made smaller gains. Certain average characteristics of teachers in a municipality and the incidence of school violence were also significantly related to student performance gains. Thus, our estimates suggest that it may be possible to soften the effects of social structural inequality among and within districts by increasing the quality of teacher resources and reducing school violence in lower academically gaining districts.

Chanteloup, G. (2024). **Les dépenses de R&D des entreprises en 2022**. *Note Flash du SIES*, (08), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-04/nf-sies-2024-08-32859.pdf
En 2022, les dépenses intérieures de R&D des entreprises (DIRDE) implantées en France augmentent de 3,4 % en volume. Ces entreprises emploient 307 000 personnes en équivalent temps plein (ETP) dans leurs activités de R&D, soit une hausse de 1,5 % par rapport à 2021. Les trois premières régions en matière de dépenses intérieures de R&D, Île-de-France, Auvergne-Rhône-Alpes et Occitanie, réalisent 69 % de la DIRDE totale et emploient 67 % des effectifs de R&D.

Chen, B., Cowan, J., Goldhaber, D., & Theobald, R. (2024). **Assessing the Predictive Validity of the Massachusetts Candidate Assessment of Performance**. *Educational Policy*, *38*(4), 864-896. https://doi.org/10.1177/08959048231174876
We evaluate the predictive validity of the Massachusetts Candidate Assessment of Performance (CAP), a practice-based assessment of teaching skills that is now a requirement for teacher preparation program completion in Massachusetts. We find that candidates' performance on the CAP significantly predicts their in-service summative performance evaluations in their first 2 years in the teaching workforce, but it is not predictive of their value added to student test scores in these years. These findings suggest that the CAP captures aspects of candidates' skills and competencies that are better reflected in their future performance evaluations than by their impacts on student performance.

Clapham, A. (2024). **Examining Teaching for Mastery as an instance of 'hyperreal' cross national policy borrowing**. *Oxford Review of Education*, *50*(3), 366-383. https://doi.org/10.1080/03054985.2023.2229549
To improve education performance at home, countries cross nationally policy-borrow from jurisdictions ranked highly in international league tables. This paper examines a practical example of one such instance of policy borrowing, Teaching for Mastery (TfM). Over a six year period, interviews were conducted with teachers working in primary schools in the East Midlands region of England. The focus of these interviews was to explore informants' experiences of enacting TfM and their analysis of the UK government's motives for undertaking this borrowing. Applying Baudrillard's ideas around hyperreality and image to these data indicated two key themes: 1) TfM discourses masked crucial aspects of the original policy, with the result that 2) TfM became non-

relational to the original and thus hyperreal. The paper suggests strategies that might mitigate against policy becoming hyperreal and concludes that government must carefully consider its motives for engaging in the borrowing process from the outset.

Collins, B. (2024). **Place Branding and Its Discontents: The Politics and Management of Neighborhood Governance Systems**. *Journal of Planning Education and Research*, *44*(2), 649-661. https://doi.org/10.1177/0739456X21998448
Since the 1990s, urban planners in the United States have developed systems of neighborhood governance as a way to better involve citizens in decision making. Simultaneously, place branding emerged as an economic development strategy employed by local, municipal, and regional organizations. While often discussed as an elite-controlled game, little attention has been paid to the role of residents in branding their own communities. This study investigates the extent to which different neighborhood governance systems encourage neighborhood branding. Through qualitative analysis of thirty-five cities, this paper demonstrates that across systems, there is an ongoing tension between empowering residents and managing place branding.

Cooper, B., Cowie, B., & Furness, J. (2024). **Curriculum mapping as a boundary encounter: meeting the demands of multiple agendas**. *Educational Research for Policy and Practice*, *23*(2), 229-250. https://doi.org/10.1007/s10671-021-09299-5
This paper illustrates the use of curriculum mapping as a process that can support productive boundary encounters between lecturers in an initial teacher education (ITE) programme as part of curriculum review. Using mathematics as the context, lecturers in a 1-year primary graduate ITE programme developed a curriculum map to identify the mathematical thinking opportunities available to their pre-service teachers in their courses and across the programme. The coordinated approach to curriculum analysis/mapping expanded lecturers' definition of mathematical skills and reasoning and their awareness of opportunities their students had to engage with mathematical ideas. The mapping process included collaborative discussions, document analysis and iterative development of a curriculum map. In an overcrowded curriculum, which responds to government policies and university initiatives such as embedding critical literacy, mathematical foundations and cross-disciplinary study, the mapping process has potential to meet multiple demands and agendas. In our study, the mapping process and the map offered purposeful and productive grounds for learning and development. They were central to facilitating dialogic boundary encounters between programme lecturers resulting in the re-conceptualisation of course and programme curriculum boundaries. We expect study findings will be of interest to programme leaders, lecturers and researchers facing the challenge of identifying and supporting the development of competencies and multi-literacies that span courses and programmes.

Darling, O., & Mahon, Á. (2024). **'Go to Oxbridge, get an education, start a career. Do all the right things': the 'low value' arts degree and the neoliberal university**. *Oxford Review of Education*, *50*(3), 384-398. https://doi.org/10.1080/03054985.2023.2229550
Departments of Arts and Humanities globally face increasing financial threat from falling enrolment, rising costs, and 'strategic realignment' at university level. In the UK, in particular, cuts to the Arts and Humanities sector are becoming endemic, with complex ramifications for prospective students as well as academic and professional staff. In light of these structural and ideological challenges, this paper proposes a revisiting of the philosophical work of Richard Rorty. Rorty has argued compellingly for the morally

educative importance of the arts as well as the distinct gift of a liberal education more generally. Ultimately, however, we argue that Rorty's liberal ideals are radically threatened in the present context of neoliberalism and that they have been particularly problematised in philosophical and literary work since Rorty's death in 2007. The theoretical writings of Lauren Berlant as well as the literary fiction of Nicole Flattery and Natasha Brown are our key exemplars here. Through our analysis of these texts, we interrogate what we might desire of education beyond the liberal paradigm underpinning Rorty's thought; and we sketch a framework for the Arts and Humanities perhaps more responsive to the crises of our contemporary age.

De Ketele, J.-M. (2024). **Une expertise récente menée au Tchad dans le cadre du partenariat mondial pour l'éducation**. *Revue internationale d'éducation de Sèvres*, (95), 19-22. https://doi.org/10.4000/11o8i
Le partenariat mondial pour l'éducation (PME) réunit plus de quatre-vingt-dix pays à faible revenu, des ONG internationales, des organisations de jeunes et d'enseignants ainsi que des fondations privées. Il dispose d'un fonds de plus de onze milliards de dollars, avec l'objectif de transformer les systèmes éducatifs des pays partenaires – ce qui implique prioritairement l'accès, les résultats d'apprentissage, l'égalité des genres – et donc de rendre les systèmes éducatifs inclusifs et résilie...

Decker, E. N., & Lugu, B. (2024). **Black Religious Engagement and Post-College Educational Pathways: The Role of Demographic Variables**. *Innovative Higher Education*, 49(3), 581-599. https://doi.org/10.1007/s10755-024-09698-5
This article employs quantitative critical race theory (QuantCrit), set against a historical context backdrop, to understand key aspects of Black religious engagement and post-college educational pathways. The variables selected for this study illuminate post-graduation outcomes for Black students valued by the Freedmen's Bureau and other similarly focused organizations that coalesced immediately before, during, and shortly after the American Civil War. Data from the 1979-80 National Survey of Black Americans (NSBA) provides the content for an analysis herein of Black Americans engaging in the church following college graduation and their pursuit of advanced degrees. This survey conducted roughly 100 years following the Civil War, has remained influential to policymakers to the present day and allows an opportunity to reflect on today's views on Black education at this sesquicentennial juncture. So doing provides for a reconceptualization of Black post-college success as originally imagined by organizations dedicated to social and educational initiatives for freedmen and remains independent of the metrics that often obscure the landscape and perception of Black post-college success.

de Hosson, C., Décamp, N., Bret, A., & Le Cam, M. (2023). **Analyse d'une évaluation internationale : le cas de l'enquête TIMSS 2019 grade 8 "science "**. *RDST - Recherches en didactique des sciences et des technologies*, (27), 73-99. https://doi.org/10.4000/rdst.4654

Deledalle, A., Duflos, M., Thibaud, P., & Mocquard, V. (2024). **Impulser une dynamique pour améliorer la réussite à Nantes Université : Stratégies, Actions et Perspectives Issues d'une Collaboration Internationale**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595968

Denise, B. (2024). **Le pilotage du projet d'établissement, un levier favorisant le leadership pédagogique comme rôle émergent chez les directions de collèges et lycées au Maroc.** *Revue de l'École Supérieure de l'Éducation et de la Formation*, (2), 38-64. https://doi.org/10.60481/revue-rise.N2.5
 L'article présente et utilise certaines données issues d'une recherche que l'auteur a menée au Maroc concernant le pilotage du projet d'établissement. Les objectifs de cette recherche visaient à décrire la représentation des rôles mobilisés associés à de nouvelles responsabilités des directions de collèges et lycées. Ils s'intéressent aux différences dans les divers établissements d'enseignement ainsi qu'aux perspectives qui émergent de ce contexte de changement. Nous ne présentons ici qu'une partie de l'analyse des résultats de cette étude à savoir le leadership pédagogique comme rôle émergent chez les directions de collèges et lycées. Une recherche qualitative interprétative a été choisie comme méthodologie auprès de 38 participants issus de différents milieux et différentes AREF (Académie régionale d'éducation et formation). Les résultats ont mis en évidence l'émergence importante du leadership pédagogique des directions comme levier lors du pilotage du projet d'établissement.

DEPP. (2024). **Les IPS 2023 des écoles et établissements sont disponibles en open data**. Consulté 22 mai 2024, à l'adresse Data education website: https://data.education.gouv.fr/explore/?sort=modified&exclude.keyword=hors+catalogue&exclude.publisher=Minist%C3%A8re+des+Sports&q=ips
La DEPP a mis à jour les indices de position sociale (IPS) pour la rentrée 2023. Grâce à une meilleure remontée des professions des deux parents dans le secteur privé sous contrat, l'IPS de ces établissements reflète mieux leur profil social. Du fait de cette évolution, la comparabilité 2022-2023 n'est pas assurée pour ces établissements.

Deschênes, M.-F., Dionne, E., & Dorion, M. (2023). **Récit de pratique sur l'adaptation et sur l'utilisation d'un dispositif de formation au jugement évaluatif basé sur la concordance**. *Mesure et évaluation en éducation*, 46(2), 41-63. https://doi.org/10.7202/1111098ar
Les futurs enseignants ont rarement l'occasion de tester leurs interprétations de questions complexes, incertaines ou ambiguës en évaluation des apprentissages et d'obtenir une rétroaction formative sur ces questions. Dans cet article, nous présentons un récit de pratique sur l'adaptation et sur l'utilisation d'un dispositif de formation au jugement évaluatif de futurs enseignants basé sur la concordance de jugement. Les assises théoriques du dispositif, les principes de sa conception ainsi que les facteurs contextuels ayant influencé son adaptation sont abordés. Un tel exercice nous permet de cerner quelques avantages de l'utilisation du dispositif pour favoriser le développement du jugement évaluatif en éducation.

Di Miceli, M. (2024). **Diversity in the United Kingdom: Quantification for higher education in comparison to the general population**. *European Journal of Education*, 59(2), e12595. https://doi.org/10.1111/ejed.12595
Diversity in the United Kingdom is regularly quantified through Census data. The latest figures (2021) for England and Wales indicate that 82% of the population identifies as white, 51% are females, 17.7%–22.3% are disabled, 18.2% hold no qualifications and 51.7% of households are deprived in at least one dimension. Furthermore, the median age in England and Wales is 40. All of these figures vary significantly across local geographical areas. Diversity in Higher Education (HE) is also monitored yearly by the Office for Students. The latest figures (2020/2021) indicate that 68.4% of entrants are under 21 years

old, 56.5% are females, 14.8% report a disability and 21.8% are categorized as severely deprived. Some differences were observed between these figures and those from previous years. The current study aims to highlight how diversity in HE has evolved since 2010 and how the current landscape can illustrate significant differences between courses. Furthermore, comparisons with the general population are also measured in an attempt to describe potential bias in HE, together with new avenues that should be explored to level the HE field in regard to diversity. Our results indicate that access to HE needs to be improved for males, while strong discrepancies were observed between disciplines. Ethnic diversity remains high throughout the HE sector, although subject-specific biases were noted. An increase in students from the most deprived areas has been found, although it was not the case for all subjects within the sector. Finally, reported disabilities are on the rise, especially regarding mental health, warranting additional support for affected students. These findings are discussed and put into context. To conclude, HE providers might need to collegially address subject-specific discrepancies.

Diaz-Rios, C., Fandiño-Hoshino, A., Quintasi-Orosco, I., & Urbano-Canal, N. (2024). **Who is responsible for refugee education? A multilevel analysis of integration and localization in Colombia**. *International Journal of Educational Development*, *107*, 103027. https://doi.org/10.1016/j.ijedudev.2024.103027
This study examines the impact of integrating refugee children into host states' education systems and localizing humanitarian responses on the authority and responsibilities distributed among global and local actors. Focused on Venezuelan refugee education in Colombia, our multilevel analysis reveals sporadic horizontal dialogue and fair coordination only when local expertise serves the purposes of humanitarian organizations. These positive effects coexist with power imbalances and responsibility dilution, primarily affecting local actors. These disparities yield suboptimal interventions for refugee children. Mapping the global-local chains of authority and responsibility, the study elucidates the possibilities and limitations of current governance arrangements for refugee education.

Duncheon, J., DeMatthews, D. E., & Smith, T. (2024). **Cream Skimming in an Early College High School: A First-Year Principal's Dilemma in a High-Performing Campus**. *Journal of Cases in Educational Leadership*, *27*(2), 3-18. https://doi.org/10.1177/15554589231196780
Schools of choice need to provide equitable access and opportunities to all students, including students with disabilities and emergent bilinguals. In the context of Early College High Schools, principals and school districts should be partners in ensuring admissions processes are non-discriminatory. In this fictional case, a new principal in a high-performing early college high school becomes concerned that the school has been denying or not actively recruiting students with disabilities and emergent bilingual students. However, when she raises her concern with her supervisors and predecessor, she gets no support. The teaching notes of this case review the literature on ethical leadership, school administration dilemmas, and bounded ethicality.

Edwards Jr, D. B., Asadullah, M. N., & Webb, A. (2024). **Critical perspectives at the mid-point of Sustainable Development Goal 4: Quality education for all—progress, persistent gaps, problematic paradigms, and the path to 2030**. *International Journal of Educational Development*, *107*, 103031. https://doi.org/10.1016/j.ijedudev.2024.103031

This editorial essay introduces the 27 papers included in the special issue proposed by the SDG Academy of the U.N. Sustainable Development Network on the nature, extent, and challenges to progress towards SDG 4: Quality Education for All at the mid-point of the 2030 campaign. Problematic paradigms, and potential pathways towards achieving Sustainable Development Goal 4. With contributrions from leading scholars and practitioners working in the areas of global governance, international development education, and comparative education, this special issue reflects on how far the world has come, provides clarity on what the fundamental obstacles to progress have been, and offers suggestions for ways forward, in addition to raising issues and posing (at times, uncomfortable) questions with which stakeholders should grapple as they work towards SDG 4—and future global goals. The commentaries are focused on five inter-connected themes. These themes relate not only to progress on SDG 4 but also to the key conditions (capacity), processes (measurement), and contexts (e.g. vulnerable contexts) that are relevant to debates about how to make progress on SDG 4, or whether a different approach (geo-political and/or onto-epistemic in nature) is necessary. This essay concludes by encouraging the reader to decide for themselves which arguments they see as being more persuasive. We wouldencourage readers to reflect on why one argument or line of reasoning may resonate more or less—and to consider what the cause of that resonance could be. It is suggested that each reader, each of us, also has work to do when it comes to reflecting on the positions that we take or favor, why, and which voices or perspectives are left out by our answers to these questions. As the contributions to this special issue suggest, there are no easy answers.

Ercolani, M. G., & Lazarova, E. (2024). **The UK Disability Discrimination Act 2005: Consequences for the education and employment of older children**. *Economics of Education Review*, *100*, 102544. https://doi.org/10.1016/j.econedurev.2024.102544
We investigate the impact of the 2005 UK Disability Discrimination Act on the educational and employment outcomes for older children with disabilities, using data from the UK Labour Force Surveys. The Act established new legal requirements on employers and qualification awarding bodies to accommodate individuals with disabilities. Furthermore, prior to 2013 children in England and Wales could leave education at age 16, providing a unique opportunity to analyse the 2005 Act's influence on their educational and employment outcomes. Compared to children without disabilities, we found the 2005 Act reduced the likelihood of continuing in education and increased the likelihood of entering the labour market (employed or unemployed) for children meeting both the 1995 Disability Discrimination Act definition of disability and who were reported as work-limited. We also 'decompose' average outcomes between children's groups, identifying effects attributable to observable characteristics, discrimination, and unobservable health-related productivity gaps.

Ergel, A., & Aydoğan, Y. (2024). **The effect of the mathematics bag early education program**. *The Journal of Educational Research*, *117*(2), 61-73. https://doi.org/10.1080/00220671.2024.2324718
In this study, the effect of the Mathematics Bag Early Education Program (MAÇEP) on the mathematics skills (number/counting, geometry, measurement) of 57–69-month-old preschool children was investigated. A quasi-experimental design with a pretest, posttest, follow-up test, and control group were used in the study. The study group consisted of 22 children attending preschool education and their parents. In the study, MACEP was applied to the experimental group in the form of 50 activities for 12 wk outside the

preschool education program. Data were collected using the Early Mathematics Test (EMAT) and Parent Focus Group Interview Form. Mann Whitney U Test, Wilcoxon Signed Rank Test, Friedman Test and content analysis were used to analyze the data. At the end of the study, it was determined that MACEP effectively improved the mathematics skills (number/counting, geometry, measurement) of 57–69-month-old children in the experimental group and the retention continued after the experimental period.

ETF : European training foundation. (2024). *Gender dimension of labour market transitions: implications for activation and skills development fo the EU neighbouring countries*. Consulté à l'adresse https://www.etf.europa.eu/sites/default/files/2024-04/Gender%20dimension%20of%20LM%20transitions.pdf
De quelle manière les politiques d'activation et de développement des compétences gagnent-elles en importance dans les pays voisins de l'Union européenne en tant que composantes clés de la reprise post-COVID-19, des transitions verte et numérique et des stratégies visant à faire face aux risques socio-économiques émergents ainsi que des menaces contre la sécurité dans le monde entier ? Ce rapport se concentre sur la dimension de genre dans les transitions sur le marché du travail et sur l'élaboration des politiques du marché du travail, de l'orientation professionnelle et du développement des compétences. Il fournit un aperçu des principales tendances en matière de participation des femmes au marché du travail, de résultats scolaires et de politiques et programmes sensibles au genre. Il met en lumière des politiques exemplaires, des initiatives nationales ou des programmes visant à renforcer l'égalité des sexes.

European Commission. (2024a). **European Higher Education Area (EHEA) cluster meeting**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3954* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/fc2c4b0a-1be0-11ef-a251-01aa75ed71a1
Since the beginning of this century the contribution to the development of the European Higher Education Area has been a central objective of EU policy-making. The main vehicle for support to national policy in recent years has been the Erasmus+ programme, which has overseen several rounds of projects since 2014. Throughout this period, we count 84 Erasmus+ EHEA projects involving education ministries and other key higher education stakeholders, focusing on areas such as: the Bologna transparency tools, quality assurance, learning mobility, innovation in teaching & learning, fundamental academic values, automatic recognition, fostering employability. With the first cluster event taking place back in 2018 and gathering the first two generations of projects, a second one was organised in June 2023 to take stock of the achievements and challenges faced by the last 40 EHEA projects (running between 2018-2024). This report aims to summarise the discussions conducted in this last forum, in the topics of quality assurance and automatic recognition; National Qualifications Frameworks (NQFs) and microcredentials; as well as inclusion and fundamental academic values. It concludes with main findings by the participants. The event agenda and a booklet containing key information about the 2018, 2019 and 2021 EHEA projects are further provided.

European Commission. (2024b). **Validation of non-formal and informal learning in higher education in Europe**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3942* [Report]. Consulté à

l'adresse Eurydice (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/8aac7503-069b-11ef-a251-01aa75ed71a1

This report investigates whether higher education systems across Europe recognise and validate learning outcomes from non-formal and informal learning. Specifically, the report looks at whether non-formal and informal learning can enable alternative access to higher education; the extent to which non-formal and informal learning can contribute to the fulfilment of higher education study requirements by substituting formal degree courses; the type of learning that can be validated; and the quality assurance mechanisms underpinning validation practice. The report finds that the validation of non-formal and informal learning for the fulfilment of higher education study requirements is more common than the validation for accessing higher education studies. At the same time, permissive regulations cover very diverse realities. The report covers 37 European higher education systems (all EU Member States, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Türkiye).

European University Association (Transnational). (2024). **University Autonomy in Europe IV: Country Profiles (III)**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3945* [Report]. Consulté à l'adresse

https://eua.eu/downloads/publications/autonomy%20scorecard%20country%20profiles_batch%203.pdf

EUA's Autonomy Scorecard country profiles delve into in-depth system analyses, offering insights into recent developments and presenting the sector's perspective. The 2023 edition of the European University Association's Autonomy Scorecard, the most comprehensive yet, provides a full comparative analysis of the state of play of university autonomy in 35 higher education systems in Europe. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles are released in three batches. This final batch comprises the following systems: Wallonia-Brussels (Belgium), Croatia, Cyprus, England (UK), France, Lithuania, Portugal, Scotland (UK), Slovakia, Slovenia, Spain and Türkiye. By generating information on the current state of university autonomy and governance reforms, the Scorecard enables a more successful benchmarking of national policies with regard to university autonomy and facilitates the exchange of good practices. With more than 30 indicators, the Scorecard methodology offers evidence of institutional autonomy across four key dimensions: Organisational autonomy (covering academic and administrative structures, leadership, and governance); Financial autonomy (covering the ability to raise funds, own buildings, borrow money, and set tuition fees); Staffing autonomy (including the ability to recruit independently, promote, and develop academic and non-academic staff); Academic autonomy (including study fields, student numbers, student selection as well as the structure and content of degrees).

Eurydice (Agence exécutive européenne pour l'éducation et la culture). (2024). *The European higher education area in 2024: Bologna process implementation report*. Consulté à l'adresse https://data.europa.eu/doi/10.2797/483185

More than two decades after the launch of the Bologna Process, the European Higher Education Area (EHEA) is now evolving in a context where a series of major crises have arrived in quick succession: the COVID-19 pandemic followed by Russia's war of aggression against Ukraine, a cost of living crisis, various manifestations of climate

emergency and war in Israel and Gaza following the atrocities committed on 7 October 2023. These crises pose challenges to society as a whole, and also have a major impact on higher education. Like other sectors, higher education may suffer social and economic consequences at a time of crisis. At the same time it also contributes – through teaching, research and assisting rational policy development – to finding a path towards a brighter future. The 2020 Rome Communiqué, emphasises this path, outlining a vision for an inclusive, innovative and interconnected EHEA by 2030, able to underpin a sustainable, cohesive and peaceful Europe. This report shows where steps have been taken, and gives some indication of the distance still to travel. The report is divided into six self-contained but inter-related chapters, giving a snapshot of the European Higher Education Area, and assessing how far policy commitments have been implemented.

Evans, K. (2024). **It Takes a Tiny House Village: A Comparative Case Study of Barriers and Strategies for the Integration of Tiny House Villages for Homeless Persons in Missouri**. *Journal of Planning Education and Research*, *44*(2), 938-946. https://doi.org/10.1177/0739456X211041392
Although interest in addressing homelessness with tiny house villages continues to grow, they face numerous barriers, from land use laws to resident concerns about homeless populations. This research examines such barriers, in addition to strategies for the integration of such developments. The study finds that it is important that tiny house villages for homeless residents address potential not-in-my-backyard (NIMBY) concerns. However, the study also finds that there are strategies and enabling factors which facilitate the integration of these developments. The study has resulted in the establishment of strategies for integrating tiny house villages for the homeless into communities.

Feniger, Y., Goldshtein, J., & Vedder-Weiss, D. (2024). **Professional learning communities under test-based accountability: evidence from an Israeli intervention programme**. *Journal of Education Policy*, *39*(4), 640-659. https://doi.org/10.1080/02680939.2023.2253201
Test-based accountability (TBA) draws on a managerialist ideology that emphasises standards, constant measurement, and external motivation for improvement. It stands in sharp contrast to the idea of professional learning communities (PLCs) that aim to mobilise teachers' internal motivation and willingness to cooperate with peers to facilitate a joint, self-reflective inquiry process of pedagogical improvement. The Israeli education system has adopted TBA policies. To determine how this affects a professional learning programme focused on reflective inquiry, we analysed staff discussions recorded in 180 PLC meetings in 17 schools. The study suggests that TBA not only narrows the curriculum and the repertoire of pedagogical practices used by teachers but also constrains the ability of teacher professional learning to counterbalance these negative consequences.

Förschler, A., & Decuypere, M. (2024). **Where are we heading? Hackathons as a new, relational form of policymaking**. *Journal of Education Policy*, *39*(4), 519-540. https://doi.org/10.1080/02680939.2024.2313199
Within the last decades, a new way of policymaking has become increasingly prominent: civic hackathons. However, in education policy research, hackathons have not been broadly addressed so far. With this article, we contribute to closing this research gap by empirically investigating the educational #wirfürschule (#wfs) Hackathons that took

place in Germany between June 2020 and 2021 as well as their organizing initiative #wfs. As a methodological framework, we hereby draw on social topology. This methodology offers a promising toolbox to get hold of the multiple dynamics and digital platforms of hackathons as well as to address the nuances of such new education policy practices. By applying a topological lens, the aim of this article is to analyze how the spacetimes enacted in, through and around the #wfs Hackathons contribute to new relational ways of policymaking and power shifts in education governance. As our analysis showed, the #wfs Hackathons operated through enabling relational proximity and presence as well as through creating relational distance, by enacting spacetimes that reconfigured traditional policy sites, actors and categories, while supporting new authorities in education policy.

Freeman, J. A., Gottfried, M. A., & Odle, T. K. (2024). **Explaining Course Enrollment Gaps in High School: Examination of Gender-Imbalance in the Applied Sciences**. *Educational Policy*, *38*(4), 897-936. https://doi.org/10.1177/08959048231174884
Federal policy in the United States has urged high schools to expand offerings in career and technical education (CTE) coursework to address persistent gender inequities in science, technology, engineering, mathematics, and medical (STEMM) fields. Unfortunately, gender composition in engineering and health sciences CTE enrollment is highly imbalanced and reflects postsecondary and labor market trends. Using data from the High School Longitudinal Study of 2009, we use decomposition techniques to examine which student, family, and school factors explain gender-imbalanced enrollment in STEMM-focused CTE courses. The results indicate student occupational expectations were the largest contributor to gender gaps across content areas.

Fúnez-Flores, J. I. (2024). **Anibal Quijano: (Dis)entangling the geopolitics and coloniality of curriculum**. *The Curriculum Journal*, *35*(2), 288-306. https://doi.org/10.1002/curj.219
This essay reviews and builds upon Aníbal Quijano's contribution to decolonial theory to sketch out what I refer to as the geopolitics and coloniality of curriculum, broadly understood as an imperial doctrine and a pedagogical mode of domination aimed at producing a modern/colonial subjectivity. It argues that the geopolitics and coloniality of the curriculum reveal the relationship between geopolitical designs, colonialism, and curriculum, thereby contributing to the interrogation of how dominant ways of knowing are propagated discursively and pedagogically. The article focuses on how the geopolitics and coloniality of curriculum enable the reading, interpretation and unsettling of curricular discourses and pedagogical practices reproducing Euro-Anglo-American ways of being (ontological violence), individualist ways of knowing (epistemic violence) and racialised affective grammars. It concludes by gesturing towards ways to think, be, act, relate and do otherwise.

FURIV, U., & MARTIN, M. (2024). *Designing policies for flexible learning pathways in higher education: self-assessment guidelines for policy makers and planners*. Consulté à l'adresse
https://unesdoc.unesco.org/ark:/48223/pf0000389083/PDF/389083eng.pdf.multi
La « flexibilité » est une préoccupation cruciale dans le contexte d'une croissance rapide des inscriptions dans l'enseignement supérieur, qui entraîne une plus grande diversité d'étudiants. Dans ce contexte, des systèmes d'enseignement supérieur capables de s'adapter aux besoins plus diversifiés des apprenants sont essentiels. La flexibilité, non seulement dans l'accès à l'enseignement supérieur mais aussi pendant les études et la

préparation à l'entrée sur le marché du travail facilite la participation et la réussite des apprenants les moins priviligiés. Entre 2018 et 2022, l'IIPE a mené un projet de recherche sur la planification des parcours d'apprentissage flexibles dans l'enseignement supérieur. Ces lignes directrices portent sur les aspects politiques clés afin de créer un écosystème efficace pour les parcours d'apprentissage flexible. Elles présentent des exemples de bonnes pratiques issues de divers pays et peuvent être utilisées par un large éventail d'acteurs.

Gallayová, Z., & Trochanová, K. (2024). **Le programme École verte au centre de l'éducation au développement durable en Slovaquie**. *Revue internationale d'éducation de Sèvres*, (95), 91-100. https://doi.org/10.4000/11o8r
Dans la pratique pédagogique slovaque, le terme d'éducation à l'environnement est préféré à celui d'éducation au développement durable (EDD) et fait partie du curriculum en tant que thème transversal. Cette approche offre la possibilité d'étudier la complexité des problèmes environnementaux et de trouver des solutions sous différentes perspectives. Cela est bénéfique pour les élèves, mais exigeant pour les enseignants, en matière de connaissances, de compétences et de pratiques méthodologiques. Les objectifs de l'École verte sont définis ainsi : « nous faisons ce que nous enseignons », « nous enseignons différemment » et « nous faisons le changement ensemble ». L'article décrit les principes du programme de l'École verte en Slovaquie et fournit des exemples de bonnes pratiques pédagogiques.

Gandolfi, H., Glowach, T., Walker, L., Walker, S., & Rushton, E. A. C. (2024). **Exploring decolonial and anti-racist perspectives in teacher education and curriculum through dialogue**. *The Curriculum Journal*, 35(2), 310-319. https://doi.org/10.1002/curj.246

Gao, C., Khalid, S., & Tadesse, E. (2024). **Understanding school enrollment in the free education era: Roadblocks to meeting the sustainability development goal**. *European Journal of Education*, 59(2), e12600. https://doi.org/10.1111/ejed.12600
For decades, Pakistan's government has continuously provided its citizens with accessible, universal, basic education; however, these efforts have not yielded any gains for the citizens. Consequently, Pakistan has a lower literacy rate, one of the lowest in South Asia and the rest of the world. Although such a substantial issue is daunting and weakens the country's educational system, there needs to be more evidence that proposes potential implications or interventions in identifying the most important in-school factors of primary school enrollment in Pakistan. Therefore, the present study derived a literature review-driven hypothesis and administered a rigour analysis using the 2018 school census from the Punjab government education commission, showing detailed information on 24,305 public primary schools. The finding of this study asserts that the medium of instruction has shown a considerable impact on primary school enrollment and the availability of qualified teachers. Single-sex schools, WASH facilities, and the security of schools have significant and diverse effects in determining student enrollment, which leads to forwarding possible implications to scholars, educators, and policymakers.

Garcia, M. B. (2024). **School reopening concerns amid a pandemic among higher education students: a developing country perspective for policy development**. *Educational Research for Policy and Practice*, 23(2), 271-288. https://doi.org/10.1007/s10671-024-09366-7

School reopening is essential for restoring normalcy after a period of disruption. However, executing this endeavor during a pandemic requires a comprehensive strategy to ensure success. Consulting stakeholders is consequently crucial for informed and inclusive policies. Prior works recruited public officials, health authorities, teachers, and parents. Unfortunately, students were often not involved in such consultations. The present study addressed this gap by uncovering the sentiments and concerns on school reopening among higher education students. A total of 223 students enrolled in public and private universities from rural and urban areas participated in the study. Based on their reflective essays, students have mixed sentiments about returning to school during the pandemic and highlight safety, academic, health, and financial concerns as major areas requiring attention. It is now incumbent upon governments, schools, policymakers, and education leaders to carefully analyze and incorporate the findings of this study into their back-to-school guidelines and strategies. With informed decision-making and evidenced-based policy, we can build back a stronger and more resilient education system that equitably serves all students in the post-pandemic world.

Gauthier, R.-F., & Véran, J.-P. (2024). *Manifeste pour le collège*. Consulté à l'adresse https://www.librinova.com/librairie/roger-francois-gauthier-jean-pierre-veran/manifeste-pour-le-college
Pourquoi un Manifeste pour le collège ? Depuis cinquante ans, les gouvernants ont voulu « réformer » le collège et tous ont échoué à le faire faute de poser les vrais termes de sa démocratisation. Ils pensent même aujourd'hui lui appliquer de vieilles recettes qui vont renforcer son caractère ségrégatif et accroître ses fractures. À l'opposé de ces politiques, les auteurs proposent un nouveau cadre qu'ils soumettent au débat public. Partant du fait que le collège est, durant quatre ans, l'école au cœur de la scolarité de tous les enfants, ils argumentent en faveur d'une nouvelle vision d'un collège à inventer, un collège qui soit le lieu d'une scolarisation épanouissante pour toute une génération au sein d'une même institution publique. Pour y parvenir, il est nécessaire de s'émanciper des modèles hérités du passé qui compriment en d'étroites frontières les possibilités d'action des enseignants comme des élèves. Il ne s'agit pas seulement d'agir contre ce qui fait que le collège contribue plus à la sélection sociale qu'à l'ancrage d'une culture commune. Il s'agit aussi de questionner tous les savoirs qui sont traditionnellement ceux du collège, leur fondement et leur organisation. Il s'agit aussi de s'interroger sur un collège qui, dans le cadre de l'Etat, devrait être bien davantage relié à son environnement et à son territoire, et devrait être, pour les jeunes comme pour les adultes qui les encadrent, cette école active de démocratie dont la société a le plus grand besoin.

Gestion, gouvernance et financement du numérique en éducation et en enseignement supérieur. (2024). *Médiations et médiatisations*, (17). https://doi.org/10.52358/mm.vi17
Global education monitoring report team. (2024). *Global education monitoring report 2024, gender report: technology on her terms*. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000389406
Ce rapport alerte sur le fait que, bien que les technologies numériques puissent améliorer l'enseignement et l'apprentissage, elles présentent également des risques importants tels que des possibilités de violation de la vie privée et de cyberharcèlement ainsi qu'une moindre concentration en classe. Le rapport met particulièrement en évidence la manière dont les réseaux sociaux renforcent les stéréotypes de genre, engendrant des répercussions néfastes sur le bien-être, l'apprentissage et les choix de carrière des filles.

Ces dernières souffrent également davantage que les garçons de cyberharcèlement et sont confrontées à des stéréotypes négatifs qui les détournent de l'étude des sciences, de la technologie, de l'ingénierie et des mathématiques (STEM), disciplines considérées comme étant réservées aux hommes.

Global Partnership for Education. (2024). ***Evidence for System Transformation Brief. Education Resilience*** (p. 24). Consulté à l'adresse Global Partnership for Education website:
https://www.globalpartnership.org/node/document/download?file=document/file/2024-04-brief-education-resilience-rev1.pdf

Gouëdard, P. (2024). ***Teachers for All : Pour une répartition plus équitable des enseignants en République du Congo***. Consulté à l'adresse UNICEF Innocenti – Global Office of Research and Foresight, Florence website: https://hal.science/hal-04580654
The Republic of Congo must address systemic challenges in its educational sector to ensure all students have equitable access to quality education, in line with the Education 2030 agenda. Current challenges include significant disparities in teacher distribution which undermine the learning conditions in rural and urban settings alike. Investments in teacher recruitment have not yet successfully addressed the high pupil-teacher ratios, reaching as high as 48:1 in public schools. The early grades of primary education are particularly affected, as inadequate support from teachers can hinder academic performance from the outset. This report offers a comprehensive examination of teacher distribution across the Republic of Congo and presents strategic recommendations for enhancing future teacher deployment to better align with the needs of schools.

Gros, G. (2024). **Le collège, maillon faible du système éducatif, est-il réformable ?** *Études, Mai*(5), 43-53. https://doi.org/10.3917/etu.4315.0043
Après la réforme du lycée menée par Jean-Michel Blanquer entre 2017 et 2022, puis celle du lycée professionnel, le collège est l'objet d'une restructuration qui touche à sa nature même, telle qu'elle a été façonnée depuis la réforme Haby en 1975.

Gupta, A., & Zhao, X. (2024). **Teachers' work under responsibilising policies: an analysis of educators' views on China's 2021 educational reforms**. *Journal of Education Policy, 39*(4), 622-639. https://doi.org/10.1080/02680939.2023.2236067
This article offers unique insights into the relationship between education policy and teachers' work. It considers how globally pervasive responsibilising regimes make teachers' work more burdensome. Drawing on interviews with 15 school teachers, this article shows how China's 2021 Double Burden Reduction Policy has reconfigured educators' (class)work practices and pedagogical approaches. Specifically, it unpacks the policy mechanisms that: 1) condense school time and make teachers' work more methodical and 2) prolong teachers' working hours that are dedicated to offering students after-school educational support, thus reducing the demand for shadow education. This article argues that this policy shifts the education burden away from tutorial enterprises and parents and onto the teachers, which illustrates a case of the impact of policy regimes on teachers' work within the broader context of neoliberal globalisation. Moreover, this article produces a novel typological spectrum – submission, substantiation, and scepticism – to capture and understand the diverse ways in which teachers may respond to policy-led changes to their professional work globally. Overall, it generates new knowledge on the impact of homogenising education policies on

teachers' work and the heterogeneity of teachers' responses to these policies, thus contributing conceptually to the wider field of policy sociology in education.

Hadley, C. R. (2024). **Small Campus, Big Issues: Leading the New Diversity, Equity, and Inclusion Committee**. *Journal of Cases in Educational Leadership*, *27*(2), 19-35. https://doi.org/10.1177/15554589231206746
Following public outcry surrounding George Floyd's murder in 2020, President Blakeley Alexander of Small Midwestern College established the institution's first diversity, equity, and inclusion (DEI) committee. After nearly a year, the two cochairs and eight committee members found themselves split into opposing factions amid the remote work challenges of COVID-19. The committee reached a tipping point when one of the two committee cochairs—also the Vice President (VP) of student services—inadvertently sent an email to the DEI committee, resulting in broken trust and demoralized spirits. Significant intervention is now required to right the ship, create an environment of trust, and move the committee forward.

Hall, S. G., & O'Hare, B. (2024). **A model of the impact of government revenue and quality of governance on schooling**. *International Journal of Educational Development*, *108*, 103055. https://doi.org/10.1016/j.ijedudev.2024.103055
When governments have more revenue, they spend more on human capital, and spending is more effective in well-governed countries. Here, we use an equilibrium correction model to empirically investigate the relationship between government revenue per capita, six indicators of quality of governance, and school attendance, using an unbalanced panel dataset that includes nearly all countries. The results suggest a strong effect over time: as government revenue increases, school attendance rates increase, and the magnitude of this influence is mediated significantly by a country's quality of governance. Interestingly, the impact of governance is more pronounced in primary education than it is in lower or upper secondary education. This model offers the ability to demonstrate the impact of increases and decreases in government revenue in an individual country while accounting for the impact of revenue on governance and the impact of both revenue and governance on school attendance.

Harden-Wolfson, E. (2024). **Destruction, construction, reconstitution: The dynamics of structural reform and the creation of new higher education institutions in the former Soviet space**. *International Journal of Educational Research*, *126*, 102364. https://doi.org/10.1016/j.ijer.2024.102364
Across the former Soviet space, governments have grappled with fundamental questions around how to build or re-form sovereign nations, how to deal with the legacies of the preceding Soviet era, and how to navigate intense globalization processes that were further stimulated with the collapse of the communist bloc in 1991. Structural reforms have extended to all aspects of society, particularly to social institutions such as higher education that had historically been very closely linked to the state. One response to change has been the massive expansion of higher education systems. The dramatic growth of the ex-Soviet higher education systems and the impact of the path-altering events of 1991 lead to the research questions this paper explores, which are, 1) To what extent did HEIs created between 1991 and 1996 represent a break from the Soviet past? and 2) How do patterns in the emergence of new HEIs compare across the former Soviet space? Using the cases of Kazakhstan, Kyrgyzstan, and Tajikistan, drawing theoretically from sociological institutionalism and methodologically from a comparative case study

including in-depth interviews with 36 faculty members, this paper sets out a novel typology of four distinct patterns in the new HEIs that emerged in the first five years following the Soviet breakdown. These are classified as 'external', 'hybrid', 'bi-national' and 'neo-Soviet', each being distinguishable in terms of their organization, founding actors, and funding model. Through this comparative investigation, the paper elaborates on the dynamics of structural reforms in higher education.

Heng, K., & Sol, K. (2024). **Understanding stakeholders' perspectives on recent initiatives to promote research and development in higher education in Cambodia**. *International Journal of Educational Research*, *126*, 102378. https://doi.org/10.1016/j.ijer.2024.102378
This study aims to examine the perspectives of relevant stakeholders within Cambodian higher education on recent efforts to promote research and development in higher education in Cambodia. It draws on one-on-one interviews with 13 Cambodian policymakers, educational leaders, lecturers, and university students to collect in-depth qualitative data to understand how these stakeholders perceive the recent initiatives or projects to advance higher education research and development in Cambodia. The findings showed that all stakeholders were generally aware of the progress in research and development in Cambodian higher education; however, some of them could not identify specific initiatives or projects that had recently been introduced to promote research and development. The study highlighted major challenges that have constrained the advancement of research and development in Cambodian higher education, highlighting the challenging realities facing higher education in developing countries. It also offered some suggestions to foster greater research engagement and productivity of academics in Cambodia, which may be applicable to other countries with similar socioeconomic characteristics. The study concludes with a summary of key findings and discusses the study's limitations and implications for future research.

Hickey, R. (2024). **Financial sustainability in a marketised and partially autonomous environment: the case of small new public universities in England**. *Oxford Review of Education*, *50*(3), 332-348. https://doi.org/10.1080/03054985.2023.2229246
In the context of threats to their financial sustainability, this paper uses Resource Dependency Theory to explore the challenges being faced by a sample of 10 small new public universities in England. It discusses the responses being taken and prospects for the future in this segment of the sector. It concludes that some of the most important elements of income and expenditure are also areas where institutions have amongst the lowest levels of autonomy, including tuition fees, staff salaries and pension costs. It suggests that institutions are proactively seeking ways to both adapt their strategy and influence the environment in which they operate, including the introduction of new organisational forms, models for employing staff, the diversification into new programmes and markets, and greater use of domestic and international partnerships.

Hissard, D. (2024). *La mobilité étudiante dans le monde : chiffres clés 2024*. Consulté à l'adresse https://ressources.campusfrance.org/noindex/chiffres_cles_2024_fr.pdf
En 2022-2023, la France demeure une destination de choix pour les étudiants du monde entier (6ème place parmi les pays d'accueil de la mobilité étudiante) ; les étudiants étrangers dépassent les 412 000 sur le territoire (14% des étudiants), un chiffre en progression de 3% sur un an et de 17% sur cinq ans. Campus France retrace ici les dernières évolutions d'un secteur qui, après l'impact contrasté du Covid et l'embellie unanime qui l'a suivi, entre dans une ère plus incertaine. Les étudiants originaires du

continent européen (UE et hors UE), d'Afrique subsaharienne et d'Afrique du Nord représentent les contingents les plus importants. Le nombre d'étudiants asiatiques en France se maintient, grâce notamment à l'augmentation du nombre d'étudiants indiens qui compense la diminution d'étudiants chinois en mobilité.

Hoadley, U. (2024). **How do structured pedagogy programmes affect reading instruction in African early grade classrooms?** *International Journal of Educational Development*, *107*, 103023. https://doi.org/10.1016/j.ijedudev.2024.103023
'Structured pedagogy programmes' (SPP) have recently become a dominant approach in interventions across low and medium-income countries (LMICs) to address the so-called 'reading crisis'. SPPs entail a range of interventions including reading materials, lesson plans and teacher support aimed at changing instructional practice. This paper considers the impact of SPPs on pedagogy. As part of evaluations of the Literacy Achievement and Retention Activity (LARA) and the Read Liberia programmes, observations of 188 early grade reading lessons in Uganda and Liberia were conducted between 2017 and 2022. These included programme (treatment) classrooms and comparator (control) lessons. Both programmes aimed to improve the reading abilities of early grade learners through the training and coaching of teachers and the provision of materials, including daily scripted teacher guides. The article considers the intended curriculum of the two programmes and analyses the differences between treatment classrooms implementing the programmes, and control classrooms. The paper argues that while the 'what' of the SPPs (the textual base and curriculum content) is clearly defined and impacts pedagogy to some extent, the 'how', or interactive aspects of the pedagogy are diffuse in programme intensions and show little impact on instructional practice. The distinction between the what and the how of pedagogy highlights the need for a more developed theory of pedagogy underlying SPPs. Further, the analysis draws attention to the sociocultural aspect of pedagogy in shaping instruction, arguing for experimentation in contextually-sensitive pedagogies that work more with the grain of teachers' local, existing practices.

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.

Howard-Merrill, L. (2024). **What can curriculum contribute to preventing forced marriage?** *The Curriculum Journal, 35*(2), 141-329. https://doi.org/10.1002/curj.255

Humanitarian. (2024). *Minimum Standards for Education: Preparedness, Response, Recovery* (p. 256). Consulté à l'adresse Inter-agency Network for Education in Emergencies (INEE) website: https://inee.org/sites/default/files/resources/INEE%20Minimum%20Standards%202024%20v2.2_EN.pdf
INEE : réseau inter-agences pour l'éducation en situations d'urgence. (2023). *Attention à l'écart 3 : Équité et inclusion dans et par l'éducation des filles en situations de crises*. Consulté à l'adresse https://inee.org/sites/default/files/resources/INEE%20Mind%20the%20Gap%203%20FR%20v1.0%20LowRes.pdf
Prenant appui sur les données de 44 pays touchés par des crises, mais aussi sur des recherches récentes et des études de cas d'interventions en divers contextes de crise, le rapport traite des progrès, des lacunes, des défis et des opportunités relatifs à l'amélioration de l'éducation et de la formation des filles et des femmes touchées par les crises et les conflits. Suivant les progrès réalisés depuis le précédent rapport, il traite du recrutement et de la rétention des enseignantes, des filles vivant avec un handicap, d'éducation inclusive sensible au genre et d'éducation à la santé et aux droits sexuels et reproductifs en situations d'urgence.

JONES, N., PRESLER-MARSHALL, E., YADETE, W., TILAHUN, K., BIRRA, M., CHUTA, N., … al, et. (2024). *Qualitative research toolkit on adolescent gender norm change and empowerment programming*. Consulté à l'adresse https://www.gage.odi.org/wp-content/uploads/2024/03/Ethiopian-Qualitative-Toolkit.pdf
Cette boîte à outils vise à explorer les expériences des adolescents, des parents, des dirigeants communautaires et des prestataires de services engagés dans une initiative d'autonomisation des adolescents et de changement des normes de genre. Ces outils visent à modifier les normes discriminatoires en matière de genre et à améliorer les résultats éducatifs, sanitaires, psychosociaux et économiques des adolescentes éthiopiennes. En œuvre dans diverses communautés, le projet a mis en place un programme sur la santé sexuelle et reproductive, les compétences de négociation et les normes de genre.

Jovcheska, S. (2024). **Exploring corruption in higher education: A case study of brain drain in North Macedonia**. *International Journal of Educational Development, 107*, 103025. https://doi.org/10.1016/j.ijedudev.2024.103025

This 2023 study examines how corruption in higher education (HE) informs the brain drain phenomenon in North Macedonia. Through data collected from college-educated students who emigrated from the country, the research uncovers the reasons behind their emigration decision and highlights the high-level nature of corruption within HE. Findings reveal that corruption, along with limited career opportunities and distrust at the systemic level, motivates individuals to seek a better life abroad. The normalization of corruption and a lack of motivation to effect change further contribute to the emigration of highly skilled individuals. The study recommends measures such as establishing integrity units within universities and addressing political party involvement to combat these issues.

Kettani, M., & Serina-Karsky, F. (2024). **L'éducation de la petite enfance : fondement de l'avenir de notre société: Early childhood education: the foundation for the future of our society**. *Revue de l'École Supérieure de l'Éducation et de la Formation*, (2), 13-24. https://doi.org/10.60481/revue-rise.N2.3
Cet article a pour ambition d'explorer, par une approche socio-historique, les fondements à l'origine du courant d'éducation positive en vogue aujourd'hui dans les nouvelles générations de parents et qui ont permis de considérer aujourd'hui l'éducation de la petite enfance comme un pilier essentiel pour le devenir adulte. Après avoir exposé l'éducation positive comme le résultat d'un changement de regard sur l'enfant dans nos sociétés, accompagné d'une modification des normes en éducation depuis les années soixante, la théorie de l'attachement et le courant de l'Éducation Nouvelle seront présentés en soulignant leur large contribution à ces changements de représentations et de pratiques dans l'éducation de la petite enfance. Ces apports permettent de conclure que la petite enfance constitue une condition importante au développement de nos sociétés et soulignent l'importance d'accompagner les premiers éducateurs de l'enfant dans leur mission éducative.

Kinkead-Clark, Z. (2024). **System quality in early childhood care and education in Jamaica: Implications for policy**. *European Journal of Education*, 59(2), e12607. https://doi.org/10.1111/ejed.12607
Despite steady investment to improve early childhood progammes in recent years, many Jamaican early childhood institutions are ill-prepared or unable to adequately meet the developmental needs of children for a number of reasons. Such schools are often labelled as failing or low quality. While teachers and schools are often blamed for this, an overlooked consideration in all this however is the preparedness of the existing systems, structures and policies to support the Early Childhood sector to carry out its function. [Corrections made on 30 April 2024, after first online publication: In the preceding sentence, 'systems and policies' has been corrected to 'systems, structures and policies' and 'their function' has been corrected to 'its function' in this version.] This article examines system quality in Early Childhood Care and Education and the implications for policy. System quality is an important yet often overlooked aspect of education. Four aspects of system quality were examined in this paper; the forms and dimensions of ECCE, the financing of ECCE and Laws and Regulations governing the system and current priorities relevant to ECCE. The gaps and strengths in the system are examined as well as implications of these on Early Childhood Care and Education policies are discussed.

Klimecká, E. (2024). **Educational strategies leading to labeling the gifted pupil**. *The Curriculum Journal*, 35(2), 203-219. https://doi.org/10.1002/curj.222

Labeling of gifted pupils can negatively affect the life path of gifted individuals. The study explores whether and how a teacher can label gifted pupils when applying educational strategies based on internal differentiation. We focused on formally identified intellectually gifted pupils (age 7–12) educated in (mainstream) elementary schools in the Czech Republic (Central Europe). Qualitative data were collected through classroom observations and teacher interviews. We observed 24 gifted pupils and 15 teachers from 12 schools. We identified five main types of educational strategies leading to inappropriate labeling, such as Tasks for Quick-witted, Challenges, Boffins Goes to Competition, Teacher's Assistant, and Individual Projects. The "inappropriateness" of these strategies consisted of the significant preference and presentation of gifted pupils, in the useless and overused selection of gifted pupils, and the rigidity of the applied strategies. The paper seeks to highlight the existence of a paradoxical phenomenon whereby, when teachers are maximally interested in promoting giftedness, the stagnation of gifted pupils and other pupils in the class occurs. The study concludes with recommendations for eliminating inappropriate labeling of gifted pupils.

Kohtamäki, V. (2024). **Performance agreement through the lens of resource dependence theory**. *Journal of Education Policy*, *39*(4), 541-563. https://doi.org/10.1080/02680939.2023.2245791
This study applies resource dependence theory to address the question of how the critical resource dependence relationship emerges in the context of a university's performance agreement. This study focuses on two Nordic universities that have adopted performance agreements while simultaneously using strong performance-based state funding. Resource dependence involves an asymmetry and power imbalance that leads an organisation to believe that it is dependent on a more powerful organisation that has resources under its control. The theory reveals the central role of performance agreements and their associated instruments in the universities' relationship with the ministry and within universities. We found minor differences in Nordic university examples indicating the influence of the performance regimes within the management arena and within the material dimensions of university autonomy. Performance agreements and their related instruments are isolated from the other key realities of universities. Understanding the loose coupling between the agreements and the characteristics of universities are needed to enhance universities' ability to pursue their unique mission in society. Resource dependence theory provides a valuable framework for analysing the dynamics and dependencies that exist between organisations and within loosely coupled organisations, shedding light on the interactions and influences that shape these relationships.

Kuijpers, A. J., Dam, M., & Janssen, F. J. J. M. (2024). **A systems thinking approach to capture the complexity of effective routes to teaching**. *European Journal of Education*, *59*(2), e12623. https://doi.org/10.1111/ejed.12623
STEM teacher shortage remains a serious problem in secondary education in many European countries, despite many interventions and many research studies over the last decades. The observation that past interventions and research outcomes have not significantly contributed to reduce teacher shortage implies that places to effectively intervene in the teacher education system have not been found yet. In this article, a systems thinking approach is presented to evaluate the fundamental and structural problems of an academic teacher education system regarding STEM student entry. A thorough understanding of the systemic structure of a teacher education system is

essential to identify leverage points for STEM teacher recruitment. Based on systems thinking principles and theoretical frameworks, a stepwise research framework was defined, which was tested in the Dutch academic teacher education system. First, potential factors of concern were identified based on the collection of many data such as existing public information, reports and long-term student entry data. These potential factors of concern were subsequently investigated by student surveys and structured interviews with stakeholders from science faculties and teacher training institutes. Synthesis of the results led to the identification of three leverage points for increasing STEM student entry in teacher training, which were all found at the organizational and structural level of the academic teacher education system. The systems thinking research framework presented in this article provides a valuable framework to address persistent problems in education and enables the identification of novel and potentially more effective interventions.

Lausselet, N., Pache, A., & Hertig, P. (2024). **Enjeux et réalités de l'éducation au développement durable en Suisse romande**. *Revue internationale d'éducation de Sèvres*, (95), 141-150. https://doi.org/10.4000/11o8w
Le Plan d'études romand (PER) définit les grandes orientations de la scolarité obligatoire en Suisse francophone et fait de l'éducation en vue d'un développement durable (EDD) l'une de ses finalités centrales, en affirmant notamment qu'elle « teinte l'ensemble du projet de formation ». La Suisse étant un État fédéraliste, l'autonomie cantonale reste considérable dans la mise en œuvre du PER, ce qui conduit à des inscriptions curriculaires de l'EDD assez différentes d'un canton à l'autre. Après l'analyse des finalités prescrites et des formes curriculaires, l'article se focalise sur les constats tirés de recherches portant sur les pratiques de l'EDD au primaire et au secondaire ainsi que sur des enquêtes menées auprès d'enseignants en formation ou déjà titularisés et de membres de direction, avant d'évoquer les dispositifs de formation mis en place dans le canton de Vaud et de conclure sur quelques enjeux de formation des enseignants.

Lewis, J. (2023). ***The Turing Scheme***. Consulté à l'adresse https://researchbriefings.files.parliament.uk/documents/CBP-9141/CBP-9141.pdf
En décembre 2020, le premier ministre a annoncé que le Royaume-Uni ne participerait plus au programme Erasmus+ et qu'il mettrait en place le programme Turing pour le remplacer. Ce dernier finance des projets permettant à des ressortissantes du Royaume-Uni et des territoires britanniques d'outre-mer d'entreprendre un stage d'étude, de travail ou de formation dans un autre pays. Ce sont les établissements d'enseignement qui sollicitent un financement pour les projets Turing Scheme au nom des participants. Ce rapport décrit le fonctionnement de ce dispositif de mobilité entrante, notamment en le comparant à Erasmus+ ; il explique les réactions qu'il suscite ainsi que la position des gouvernements écossais, gallois et irlandais. Le modèle de financement annuel de Turing suscite des inquiétudes car les montants que les universités reçoivent dans le cadre du programme fluctuent d'une année à l'autre.

Little, M., & Gragson, A. (2024). **Nationally Representative Evidence on the Association Between Preschool and School-Based Parental Involvement in Elementary School**. *Educational Policy*, *38*(4), 771-793. https://doi.org/10.1177/08959048231167169
Increasing school-based parental involvement—which has links to improved student outcomes like academic achievement—is a core area of focus in many preschool programs. Yet, little research to date has examined what the association is between

attending preschool and school-based parental involvement in early elementary school. This study addresses this gap by drawing on nationally-representative data from the Early Childhood Longitudinal Study-Kindergarten Class of 2010 to 2011 (N = 18,174) to examine the association between preschool attendance and measures of school-based parental involvement in early elementary school. The findings reveal consistent positive associations between preschool attendance and school-based parental involvement. There is little evidence of variation in associations based on the type (e.g., private and Head Start) or location (e.g., center-based and school-based) of the preschool program.

Liu, W. C. (2024). **Singapore's approach to developing teachers: a foray into international teaching assistantship**. *Educational Research for Policy and Practice*, 23(2), 175-200. https://doi.org/10.1007/s10671-021-09301-0
International teaching experiences, even if short-termed, are great opportunities for student teachers to challenge their assumptions and scrutinise their beliefs, to discover different ways of approaching teaching and learning, and to better understand their own education system through a global education lens. They offer student teachers the context to develop their teaching competencies and serve as the milieu to crystallise their teacher identity and build a more global mental schema of teaching. This exploratory study examines how the National Institute of Education, Singapore, strived to broaden student teachers' perspective by providing them with the opportunity to do their teaching assistantship overseas. Specifically, the inquiry question of the study was to find out what student teachers learned during their international teaching assistantship. To answer the inquiry question, reflective journals of 13 student teachers who participated in 5-week international teaching assistantship in Denmark (n = 5), Sweden (n = 4) and the United States of America (US) (n = 4) were analysed. Thematic analysis was used to identify, analyse, and report themes that emerged from the qualitative data. The themes were coded as "connection to a wider world (sub-themes: culture awareness, alternative viewpoints, global education lens)", "observations of the school (sub-themes: class size and composition, learning assessment, technology integration)", "professional growth (sub-themes: teacher as facilitator, understanding class profile, classroom management practices)", and "personal growth (sub-themes: overcoming personal limitations, greater flexibility and willingness to change)". Despite the student teachers in Denmark and Sweden facing language barrier challenges, the results indicate that all the student teachers benefited immensely from the experience. They developed broader perspectives of societies and education, made important observations of the schools, and grew professionally and personally. They noted that although there were differences in the different education systems, there were similarities in the role of teacher as facilitator, as well as curriculum goals and pedagogical approaches. They had greater appreciation of their roles as teachers and the importance of knowing their students. They overcame personal limitations and became more flexible and open to changes. The article concludes with suggestions on how to improve such experiences to enhance the growth and cross-cultural competency of student teachers.

Loder, A. K. F. (2024). **Student flow visualization**. *European Journal of Education*, 59(2), e12619. https://doi.org/10.1111/ejed.12619
Universities aim at increasing student retention, with evidence-based and data-based governance of universities becoming best practice. In this context, managing large amounts of data in university management is a challenge. Sankey diagram visualizations of student flows per time unit (e.g. semesters) have been used as method for structuring

but lacked the ability to go beyond program level. This study aims to advance this method by displaying multiple student lifecycles from school to doctorate, while including user-based input. Data of 83,264 students enrolled into 140,593 programs between 2012/13 and 2022/23 with 657.615 distinct rows in the raw data were used. A self-synchronizing web interface was provided, including filter and stratification variables. The diagrams could be mapped to students' lifecycles and extended over all degree levels and fields of study. Limitations were data availability and the lack of indicators for each stage of the student lifecycle. Improvements in the mapping are warranted.

Luflade, M., & Zaiem, M. (2024). **Do elite schools improve students performance? Evidence from Tunisia**. *Economics of Education Review*, *100*, 102542. https://doi.org/10.1016/j.econedurev.2024.102542
This paper is concerned with identifying whether selective high schools may have an effect on students' post-secondary trajectories and labor market prospects. It uses data from Tunisia, a country in which unemployment rates for post-secondary graduates are higher than for non-graduates, particularly for women—although there is significant variation across types of diplomas and fields of study. Our main finding is that admission to an elite high school raises students' probability to eventually get assigned to a university program associated with a lower post-graduation unemployment rate. This is particularly true for women. Focusing then on students who would have applied to post-secondary programs regardless of admission to an elite high school, we show that this effect is the result of an increase in the competitiveness of their applications rather than of a change in their probability to apply to programs lower post-graduation unemployment rate.

Lynch, J., Auld, G., O'Mara, J., & Cloonan, A. (2024). **Teachers' everyday work-for-change: implementing curriculum policy in 'disadvantaged' schools**. *Journal of Education Policy*, *39*(4), 564-582. https://doi.org/10.1080/02680939.2023.2245794
Focusing on teachers' practices amid a national curriculum 'implementation' project for schools identified as having high enrolments of students experiencing disadvantage, this paper uses narrative methods to illustrate what we refer to as teachers' everyday work-for-change. Teacher interview data was generated via a longitudinal multi-site case study. Two teachers at one school are selected for detailed attention because—despite their significant engagement, commitment, and work towards enacting the new curriculum—their innovations were not sustained. These cases provide a useful site of analysis of change as a practice, rather than a more common focus on change as an outcome. De Certeau's theory of everyday practice is used to discuss how work-for-change is an everyday feature of teacher practice in schools enrolling students experiencing disadvantage. This aspect of teachers' work in these settings is seldom acknowledged because successes are easily obscured by deficit discourses. Other factors contributing to the invisibility of teachers' work-for-change in these schools include the often-intangible nature of teachers' professional successes amid more formally visibilized failures, the ephemeral nature of everyday practice, and a workforce context characterised by teacher and leadership transience.

Maguire, M. (2024). **Survey Methods: How Planning Practitioners Use Them, and the Implications for Planning Education**. *Journal of Planning Education and Research*, *44*(2), 605-618. https://doi.org/10.1177/0739456X211043272

This article is concerned with two aspects of how planning practitioners use survey-derived data; how planners integrate the limitations of survey questionnaires into practice, and the prevalence of such data within planning. Using a web survey (n = 201) and interviews (n = 18) of Canadian municipal planners, I find that survey data are heavily relied on, but many planners do not seem to be aware of cognitive biases when designing surveys, and those that are, have little knowledge of how they ought to mitigate them. To develop planners' understanding of these biases and improve the survey data they collect, quantitative methods courses within planning curricula could respond by expanding beyond statistical analysis to incorporate survey design and "the total survey error approach" of survey methodology.

Mantel, C., Kamm, E., & Bieri Buschor, C. (2022). **International teaching internships for future teachers: potential and challenges for learning**. *Educational Research for Policy and Practice*. https://doi.org/10.1007/s10671-022-09313-4
Internationalisation of the higher education system continues to have a strong impact on national education policies. From an international perspective, learning to teach in globally competent and culturally responsive ways is a core element of teacher education. For this purpose, academically and practice-oriented student teacher exchange programmes have been established. It is often taken for granted that corresponding internships abroad offer positive learning experiences, but research shows that these expectations are frequently not met. This paper; therefore, investigates if and how learning takes place in multi-week international internships, what shapes, enables, limits or obstructs this learning. The investigation is based on a qualitative-hermeneutic approach with data collected from group discussions and analysed according to the documentary method. The analyses led to two 'ideal types': the first is based on learning from contrasts and includes sub-types in which the student teachers' perceptions and interpretations are differentiated or distanced to a greater or lesser extent. The second ideal type, in which learning takes place through challenges, is also divided into sub-types which differ in the degree of self-efficacy experienced by the students. The paper concludes with some suggestions on how pre-service teachers can be supported so that the learning potential of their internships can be exploited more fully.

MARINONI, G., & CARDONA, S. B. P. (2024). *Internationalization of higher education: current trends and future scenarios: 6th IAU global survey report*. Consulté à l'adresse https://www.iau-aiu.net/IMG/pdf/2024_internationalization_survey_report_digital.pdf
Ce rapport présente les résultats de la sixième enquête mondiale de l'association internationale des universités sur l'internationalisation de l'enseignement supérieur, conduite en 2023 dans 110 pays et territoires. L'étude met en évidence des comparaisons entre les établissements d'enseignement supérieur privés et publics de différentes régions, et recherche une compréhension commune des avantages, des risques et des défis potentiels de l'internationalisation au niveau mondial. Le rapport fournit en outre un aperçu des aspects intersectionnels de l'internationalisation dans l'enseignement et l'apprentissage, la recherche ainsi que des liens entre l'internationalisation et les priorités telles que le développement durable, la diversité, l'équité et l'inclusion. S'il n'existe pas au niveau mondial de priorité commune pour l'avenir, la formation du personnel académique aux compétences internationales, interculturelles et globales constitue la priorité la plus urgente en Afrique et au Moyen-Orient.

Martinussen, M., & Mulcahy, D. (2024). **Working-class student-hood and 'job-readiness':**
Affective relations of class, gender and employability policy in higher education. *Journal*
of Education Policy, 39(4), 583-601. https://doi.org/10.1080/02680939.2023.2228755
Past decades have seen increased emphasis on graduate employability as a driver of
higher education policy. In the Australian context, employability discourses in the public
domain have become inflected with anti-intellectual sentiment, serving to reproduce the
perception that the humanities and social sciences are of less value to graduates'
employability than are science, technology, engineering, mathematics and medicine.
Against this backdrop, and with particular reference to the Job-ready Graduates
Package, we investigate how diverse notions of employability shape student-hood for
working-class female students who are largely engaged in the social sciences. Attending
to affective dynamics, we show how employability imperatives 'land' for these students,
individually, and as an 'equity group'. While employability policies are typically
positioned as a salve for class inequalities, they can also discredit educational and
employment endeavours of working-class students, and reproduce class tensions. To
enhance employability policies, there is a need to move beyond reductionist models of
job-readiness, towards responding to the complexities of policy as enacted through lived
relations. We propose attending to the variability of both identity and value positions and
recognising the contribution of affect and emotion to this complex set of policy
dynamics.

Massó, M. (2024). **Decolonizing the curricula of an English teacher preparation program:**
An exploration of U.S. short stories in the Global South. *The Curriculum Journal*, 35(2),
271-287. https://doi.org/10.1002/curj.230
Literature in English as a Foreign Language (EFL) contexts is used for language
development and intercultural understanding. However, the role of literature, specifically
short stories (SSs), in shaping cultural representations of the U.S. in EFL teacher preparation
programs (TPPs) remains unclear. This study examines how U.S. SSs in an English TPP in
Argentina portray sociocultural and racial groups and challenge colonial worldviews.
Through critical discourse analysis, 21 SSs were analysed. The findings revealed that the
curriculum prioritizes white dominant groups. Although there are few stories featuring
people of colour and less privileged white individuals, the overall selection of SSs
collectively creates a limited and outdated portrayal of U.S. society. To avoid
misinterpretations, it is essential to provide additional context and contemporary stories
to accurately reflect the diverse cultural landscape of the U.S., thereby challenging
dominant narratives.

Merma-Molina, G., Urrea-Solano, M., & Hernández-Amorós, M. J. (2024). **The Integration**
of Gender Equality (SDG 5) into University Teaching: the View from the Frontline.
Innovative Higher Education, 49(3), 419-452. https://doi.org/10.1007/s10755-023-09668-3
Most universities are working committedly towards achieving the Sustainable
Development Goals (SDG). The University of Alicante (UA) (Spain) has designed a series
of strategies to help crystallize its aims within these goals, including those related to
gender equality (SDG 5). Given the context, the aims of this study are (1) to find out
whether teachers integrate SDG 5 into their teaching and, if so, what strategies they use,
(2) to analyse how they perceive the effects of this and what factors help or hinder the
process, and (3) to check for possible differences in these perceptions according to sex
and faculty. Some 310 teachers from all the UA faculties participated. A descriptive and
comparative analysis was performed, as was a content analysis. Half of the participants

were found to be implementing these strategies, with women in general and teachers from the Faculty of Humanities in particular appearing to be most aware of the subject. However, only a minority applied them on a mainstream basis. The most used strategy was inclusive language. Other strategies, such as reflecting on equality, promoting equal participation, visibilizing women in different areas of knowledge, equal treatment of students and gender research, were also present in their narratives but to only a very small degree. Improved professional development for teachers and greater student awareness of gender issues were identified as positive effects of incorporating these strategies. Participants also felt that low awareness and a lack of time and training were obstacles to the process. Universities should therefore establish specific institutional policies aimed at integrating SDG 5 as a quality indicator. Training programmes should be redesigned to take into account a more practical approach, the type of learning (classroom, online or mixed), and subsequent follow-up in the classroom to guarantee effective integration.

Mette, I. M. (2024). **Culturally Responsive Instructional Supervision: Challenging Privilege in U.S. Education Systems**. *Journal of Cases in Educational Leadership*, *27*(2), 127-148. https://doi.org/10.1177/15554589241234062
This case was written for practitioners and researchers to help educators engage in the important work of providing culturally responsive instructional supervision within the U.S. education system. Through the intersection of culturally responsive teaching and culturally responsive school leadership, formative feedback about instruction can focus on the role privileged sociocultural identities have on learning, teaching, as well as receiving and providing feedback about instructional practices. However, there are highly organized efforts in U.S. society to disrupt these efforts in education systems. Teachers, administrators, and faculty members in educational leadership preparation programs can use this case to examine how education is neither ahistorical nor apolitical, and the work yet to be accomplished to implement culturally responsive instructional practices within the schoolhouse.

Millard-Ball, A., Desai, G., & Fahrney, J. (2024). **Diversifying Planning Education through Course Readings**. *Journal of Planning Education and Research*, *44*(2), 527-534. https://doi.org/10.1177/0739456X211001936
We investigate diversity in urban planning education by analyzing the gender and race/ethnicity of authors who are assigned on reading lists for urban sustainability courses. Using a sample of 772 readings from thirty-two syllabi, we find that assigned authors are even less diverse than planning faculty. Female authors account for 28 percent of assigned readings on the syllabi, and authors of color for 20 percent. Wide variation between courses suggests that a paucity of potential readings is not the main constraint. We urge instructors to revisit or "decolonize" their course syllabi and think critically about whose voices students are taught to hear.

Ministère de l'éducation nationale et de la jeunesse. (2024). ***Plan d'action 2024-2027 pour une politique ambitieuse de la donnée au service de l'éducation nationale, de la jeunesse et des sports***. Consulté à l'adresse file:///C:/Users/Btesse.AD/Downloads/plan-d-action-2024-2027-pour-une-politique-ambitieuse-de-la-donn-e-au-service-de-l-ducation-nationale-de-la-jeunesse-et-des-sports-194211.pdf
Dans la continuité de la feuille de route 2021-2023, qui a permis de concrétiser de nombreuses actions telles que la publication en open data de nouveaux jeux de

données, le lancement d'un programme destiné à faciliter l'accès des chercheurs aux données du système éducatif ou encore la simplification des démarches administratives, ce plan d'action 2024-2027 renouvelle l'ambition du ministère français de l'Éducation nationale et de la Jeunesse de développer une culture forte de la donnée au sein de l'administration, mais également de s'emparer pleinement des récentes avancées technologiques comme l'intelligence artificielle. Ce plan est structuré autour de cinq thèmes clés (culture de la donnée ; culture de la transparence et du partage ; outils, services et ressources à disposition des acteurs éducatifs ; intelligence artificielle ; gouvernance) regroupant 27 actions concrètes et opérationnelles.

Moosavi, S., & Bush, J. (2024). **Embedding Sustainability in Interdisciplinary Pedagogy for Planning and Design Studios**. *Journal of Planning Education and Research*, *44*(2), 576-589. https://doi.org/10.1177/0739456X211003639
Sustainability literacy should be embedded in built environment higher education. We explored the contribution of interdisciplinary studios to students' sustainability literacy. We ran a studio with Urban Planning and Landscape Architecture students, focused on a coastal brownfield renewal in Victoria, Australia. Studio activities and assessments were designed based on constructivist and experiential learning principles. Students' learning experiences were evaluated through surveys and focus group interviews, and analyzed against an integrated framework. Results show that simulating real-world situations, game-based and role-playing activities, and applying sustainability principles to a complex site encourage creativity, shared control, and negotiation, which foster experiential sustainability learning.

Morton, E., Thompson, P. N., & Kuhfeld, M. (2024). **A multi-state, student-level analysis of the effects of the four-day school week on student achievement and growth**. *Economics of Education Review*, *100*, 102524. https://doi.org/10.1016/j.econedurev.2024.102524
Four-day school weeks are becoming increasingly common in the U.S., but prior research is ambiguous regarding their impacts on achievement. Using a difference-in-differences approach, we conduct the most representative student-level analysis to date of the effects of four-day weeks on student achievement and within-year growth using NWEA MAP Growth data. We estimate significant negative effects of the schedule on spring reading achievement (-0.07 SD) and fall-to-spring gains in math (-0.05 SD) and reading (-0.06 SD). The negative effects of the schedule are disproportionately driven by adoptions in non-rural schools and are larger for female students. For policymakers and practitioners, this study provides evidence supporting concerns about four-day school weeks' effects on student achievement and growth, particularly in non-rural areas.

Mouraz, A., Doyle, A., & Serra, I. (2024). **The effects of international mobility on teachers' power of curriculum agency**. *The Curriculum Journal*, *35*(2), 237-253. https://doi.org/10.1002/curj.226
Across the world, countries have engaged in different iterations of curriculum change, and one of the common denominators of reform is the proposal of more agency for teachers around curriculum making. This is not an easy task for teachers. The purpose of this paper is to contribute to the discussion about the effects that international ERASMUS+ mobilities have had on the power of curricular agency of teachers from two European countries. This work is based on an empirical investigation of a qualitative nature which collected the testimonies of four school headmasters, a deputy principal and eleven teachers from Ireland and Portugal, teaching different curriculum matters, who were

involved in the ERASMUS+ programme. Our findings evidence a very positive impact on secondary teachers' capacity to self-organize and achieve agency in relation to curriculum making by adapting their knowledge and skills, learnt through the mobility, to their own culture and context through collaborative communities of practice.

Nielsen, B. L., & Jensen, E. (2024). **Teacher education as a laboratory for developing teaching approaches—a collaboration between teacher educators, student teachers, and local schools**. *Educational Research for Policy and Practice*, 23(2), 201-214. https://doi.org/10.1007/s10671-021-09306-9

The paper presents research from a Danish large-scale and collaborative initiative for systematically developing teacher education 'Teacher education as a laboratory for developing excellent teaching and education' (LULAB). Framed by this initiative, local teacher educators and student teachers are, in collaboration with teachers and students from partner-schools, experimenting with developing, analyzing, and sharing teaching approaches in teacher education. Hence, LULAB is an institutional strategic top-down initiative aimed to support the development of professional skills among student teachers and teacher educators, with supportive leadership for bottom-up changes from the microlevel projects. Inspired by design-based research, the findings are used iteratively to inform the organization of LULAB. Data are collected following a sequential mixed methods strategy, with questionnaires and multiple qualitative data. Findings from the first year of the LULAB initiative indicate a growing awareness among teacher educators about the co-developing role of student teachers being something distinctive for LULAB. Both teacher educators and student teachers emphasize their perceived professional outcomes. The student teachers refer in particular to insights from being invited into the machine room of teacher education and inspiration for their future work as teachers. However, there are also challenges involved in developing a culture of inquiry, and possibilities for support from the leadership looking forward are discussed.

Nkoute, J. Y. N. (2024). **La gouvernance de l'école au Cameroun, analyse critique des processus de « changements » : les enjeux des choix des paradigmes pédagogiques pour une éducation de qualité.: School governance in Cameroon, critical analysis of 'changes' processes: the stakes of pedagogical paradigms choice for quality education.** *Revue de l'École Supérieure de l'Éducation et de la Formation*, (2), 25-37. https://doi.org/10.60481/revue-rise.N2.4

Le présent article a pour objectif de présenter la récente procédure de changements paradigmatiques survenus en contexte camerounais (Passage de la Pédagogie Par Objectif (PPO) à l'Approche Par les compétences (APC) en cours depuis 2012, puis de déterminer les faiblesses de cette initiative en rapport avec le 4e Objectif de Développement Durable (ODD) clairement consacré à une éducation de qualité. En fin de compte, il vise à évoquer la nécessité d'adopter une démarche normative pouvant encadrer une telle entreprise stratégique, tant il est remarquable qu'elle ait du mal à faire ses preuves après dix années de balbutiements. Ce constat découle d'un travail d'observations à la fois participantes et non participantes, complété par des enquêtes de terrain via des entretiens semi-directifs et des questionnaires. A terme, cet article permet de réaliser que le changement dans le secteur éducatif ne peut se faire avec succès si les pouvoirs publics l'engagent unilatéralement.

Noël, I., & Rody, C. (2024). **Quand un établissement scolaire se développe dans une visée inclusive : « On n'a pas le plan d'avance ! »**. *Revue hybride de l'éducation*, *8*(1), 1-16. https://doi.org/10.1522/rhe.v8i1.1699
Cet article relate les différentes étapes d'une recherche-action menée dans un établissement scolaire suisse désireux de mieux prendre en compte la diversité des élèves. Coécrit par la directrice de l'école et une chercheuse, il insiste sur la nécessité d'une vision claire de la part de la direction afin d'enclencher et de soutenir la dynamique inclusive dans le temps et auprès des différents acteurs et des différentes actrices. Il met en évidence la dimension contextualisée du processus, ainsi que la nécessité d'établir des priorités, tout en demeurant ouvert et ouverte aux opportunités émergeant en chemin, car non, « on n'a pas le plan d'avance ! ».

OCDE. (2024a). *Evaluating post-pandemic education policies and combatting student absenteeism beyond COVID-19*. https://doi.org/10.1787/a38f74b2-en
The COVID-19 pandemic posed significant challenges for education systems and students worldwide, particularly impacting vulnerable and disadvantaged groups. In response, OECD education systems implemented a variety of new policies and practices to address these challenges. As the pandemic subsides, there is an urgent need to evaluate the effectiveness of these measures. This assessment is crucial for guiding education systems beyond the pandemic, identifying which policies are worth sustaining, and addressing remaining challenges. In addition, increasing rates of student absenteeism and dropouts pose significant concerns for education systems across the OECD. For many, this trend has exacerbated since the COVID-19 pandemic. It is vital for education systems to share insights on these challenges, foster discussions about effective strategies to address them, and evaluate the efficacy of current approaches. This Policy Brief draws on evidence from the 2023 "Survey on equity and inclusion in education post COVID-19" developed by the Education for Inclusive Societies Project to address two main questions: • Which policies and practices have been evaluated and maintained by education systems post-pandemic? • Are education systems seeing rises in absences and dropouts? How are they responding to these challenges?

OCDE. (2024b). **What progress have countries made in closing gender gaps in education and beyond?** In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3950* [Report]. Consulté à l'adresse https://www.oecd-ilibrary.org/docserver/2b2a0a65-en.pdf?expires=1717574673&id=id&accname=guest&checksum=3F822977AC1F9A178904F6831B83A85C
Despite numerous measures, gender stereotypes about abilities in mathematics and reading persist in schools, affecting both boys' and girls' schooling and educational choices. Inequalities also persist outside the classroom, where women, despite greater educational attainment, experience lower employment rates and often receive lower salaries than men with similar levels of education. Nonetheless, the many measures taken by countries have brought some encouraging signs of progress. However, more work is needed to ensure that improvements in education are also reflected in improvements once boys and girls transition into the world of work.

OCDE. (2024c). *Yes Minister, Yes Evidence: Structures and skills for better evidence use in education policy*. https://doi.org/10.1787/6f97bcda-en

Engaging with research, and ensuring research evidence is used well, is key to professionalising education policy making processes, and ultimately to improving educational outcomes. But the systematic use of evidence in policy making faces many challenges. This policy brief draws on evidence from the OECD Strengthening the Impact of Education Research project's country learning seminars, as well as the project's policy survey that collected responses from ministries of education in 37 education systems from 29 countries. The project is based in the OECD's Centre for Educational Research and Innovation (CERI). This brief presents a set of case studies on two questions: • What human resource strategies can build individual and collective civil service professionalism? • What stable structures and mechanisms can contribute to the systematic and thoughtful use of evidence in policy processes?

OECD. (2024). *Reimagining Education, Realising Potential*. Consulté à l'adresse https://www.oecd-ilibrary.org/education/reimagining-education-realising-potential_b44e2c39-en
Students face a future filled with uncertainty and change. For education systems to continue to remain relevant, they must empower students to navigate these changes and succeed in the future by equipping them with the requisite knowledge, skills,...

Ohlig, L., & Timm, S. (2024). **Crisis mode in fragile state and its implications for the human right to education: A governance-analytical perspective on the DRC's education sector**. *International Journal of Educational Development*, *107*, 103056. https://doi.org/10.1016/j.ijedudev.2024.103056
With this qualitative study, we contribute to the discourse on the governance of education systems in the context of crisis and fragility. We look at the crisis management during the COVID-19 pandemic in the education sector of the Democratic Republic of the Congo (DRC), where a high proportion of schools is owned and managed by non-state actors. Conducting a content analysis of 18 semi-structured interviews with stakeholders in the education sector, we analyzed the ideas and understandings that guided their crisis management. We identified understandings of schooling and of their own agency as main factors explaining how different actors reacted to the crisis. We also found generally limited advocacy for the right to education in the given crisis situation, in which mostly non-state actors took over the responsibility to fill gaps in the DRC's education system left by the state. In doing so, however, they contributed to the strengthening of the central state's authority at the same time.

Oliveira, I. B. de. (2024). **Les créations curriculaires écologiques dans une école publique au Brésil**. *Revue internationale d'éducation de Sèvres*, (95), 133-140. https://doi.org/10.4000/11o8v
Censée être à l'ordre du jour au Brésil depuis plus d'une décennie, l'éducation au développement durable se limite en réalité, dans les documents curriculaires officiels, à quelques compétences et aptitudes prédéfinies, intégrées aux disciplines classiques, mais sans réelle éducation à l'environnement. Il existe toutefois des écoles et des enseignants qui tissent au quotidien des curriculums à partir de valeurs écologiques, afin de former des élèves conscients de leurs responsabilités environnementales et soucieux de construire une société plus durable. L'article présente un projet de pédagogie écologique mis en place dans une école publique de l'État de Rio de Janeiro. Les premiers résultats permettent de comprendre les défis affrontés et les stratégies utilisées.

O'Shea, C., Hudson, D., Suwak, K., & Mackey, H. (2024). **Placating White Fragility for Indigenous Students and Communities**. *Journal of Cases in Educational Leadership*, *27*(2), 36-48. https://doi.org/10.1177/15554589231208947

What should an educational leader passionate about all students do when they are told educational equity is not allowed in their district? What does a director of Indigenous education do when funding earmarked for Indigenous students is redirected to other school priorities? What should be done when the very teachers who need training in cultural responsivity are the strongest in opposition to learning about what makes their students unique and how they can adjust their instruction to meet their students' needs? This paper examines how three Indigenous educational leaders are forced to balance Eurocentric district mandates and white fragility with the strengths and conditions of the Indigenous students and communities they serve. The authors highlight efforts for readers to gain a better understanding of the current state of public education for Indigenous students, families, and communities.

Patrinos, H., & Tanaka, N. (2024). *Education: Innovative Financing in Developing Countries* (p. 66). Consulté à l'adresse UNICEF website: https://www.unicef.org/innocenti/media/7891/file/UNICEF-Innocenti-DMS-Zambia-Report-2024.pdf.pdf

Despite efforts to generate more funds for education, current financing in the education sector is inadequate, inefficient, and inequitable to ensure quality education and improve learning outcomes. One way to fill the financing gap is "innovative finance," which means not only sourcing new and additional funds but also spending these funds efficiently and effectively. Blended finance, one type of innovative finance, uses public funds to attract private capital to sustainable development projects by minimizing their risk. The use of blended finance has spread over the past decade in the energy sector for example, but there is scope for it to be applied more widely in the education sector.

PELLETIER, K., McCORMACK, M., MUSCANELL, N., REEVES, J., ROBERT, J., & ARBINO, N. (2023). *2024 EDUCAUSE horizon report: teaching and learning edition*. Consulté à l'adresse https://library.educause.edu/-/media/files/library/2024/5/2024hrteachinglearning.pdf

Assorti de scénarios prospectifs, ce rapport annuel décrit les principales tendances, technologies et pratiques émergentes qui façonnent l'enseignement et l'apprentissage de l'enseignement supérieur à court et moyen termes. Les contributions des experts s'articulent autour de six tendances : sociales, technologiques, économiques, environnementales, politiques et dans le domaine de l'IA. Il se concentre sur les changements culturels, technologiques et en matière de main-d'œuvre pour sept tendances macro qui se poursuivent ou émergent. Au dénouement de la pandémie de COVID-19, les discours sur un retour à la « normalité » dans l'enseignement supérieur sont démentis par les grands défis et perturbations en cours qui se répercuteront de nombreux établissements. Dans le grand public, la valeur de l'enseignement post-secondaire continue de baisser, plaçant les établissements dans la position de devoir démontrer leur plus-value et de trouver des solutions à la baisse du nombre d'inscriptions. Les moyens d'analyse continuent d'évoluer, introduisant de nouvelles opportunités et de nouveaux risques pour les établissements. Au premier rang, l'IA générative promet de changer l'enseignement et l'apprentissage d'une manière que beaucoup d'entre nous ne sont pas encore pleinement compris ou auxquels ils ne se sont pas encore préparés.

Prestigiacomo, R., Chan, C. C., & Kark, L. (2024). **A biomedical engineering curriculum development: A qualitative study engaging four stakeholders**. *European Journal of Education*, 59(2), e12632. https://doi.org/10.1111/ejed.12632
Biomedical engineering is critical in improving people's lives through innovative solutions to biological and medical challenges. In the face of today's rapidly evolving climate, the field of biomedical engineering encounters numerous pressures that demand up-to-date skills and competencies. The (re-)development of curricula aligning with industry and societal needs, students' expectations, and academics' expertise while outlining graduates' knowledge (that) and abilities (how) becomes indispensable despite the challenges and complexities presented by conflicting priorities, tight timelines, and scarce resources. This paper presents a qualitative study conducted by a biomedical engineering graduate school at an Australian university. The study engaged four key stakeholders—industry partners, recent graduates, current academics, and students—in a self-auditing process of an existing biomedical engineering curriculum. This exercise aimed to identify priorities for the future development of the curriculum. The findings reveal the perspectives from the four stakeholder groups, with industry partners and recent graduates focusing on technical and transferable skills and current students and academic staff advocating for breadth and a more practice-oriented curriculum, where transdisciplinarity should inform biomedical engineering education. We propose that this evidence-based and bottom-up approach with multiple stakeholders holds potential implications for fields beyond biomedical engineering education. It provides valuable guidance to educational institutions seeking to (re-)develop their curricula to align with evolving industry and society demands.

Puente, M., & Vélez, V. N. (2024). **Ground-truthing as Critical Race Feminista Methodology: toward an embodied and community-centered GIS in educational inquiry**. *International Journal of Qualitative Studies in Education*, 37(5), 1287-1306. https://doi.org/10.1080/09518398.2024.2336479
This article extends the methodological proposal of "ground-truthing" in Critical Race Spatial Analysis (CRSA) to consider GIS as Critical Race Feminista Methodology (CRFM). Traditionally, GIS technicians are sent into the field to verify remote-sensing data via "ground-truthing." This process was repurposed in CRSA to "ground" mapmaking in the spatial wisdom of Communities of Color to examine "color-lines" and their everyday impact. Missing in this initial (re)conceptualization was the theoretical and methodological sensitivity to examine spatiality in these experiences—the more intimate aspects of space that center on identity and knowledge of place. The authors engage CRFM to extend ground-truthing to capture structural and embodied experiences in socio-spatial relationships by redefining technical GIS approaches key to ground-truthing—projection, layers, scale, and visualization. They conclude with implications for the ongoing practice of GIS, particularly the merits of ground-truthing as CRFM in educational research.

Qian, H., Walker, A., & Chen, S. (2024). **The 'Double-Reduction' Education Policy in China: Three Prevailing Narratives**. *Journal of Education Policy*, 39(4), 602-621. https://doi.org/10.1080/02680939.2023.2222381
In July 2021 the Chinese Government unexpectedly released what has become known colloquially as the 'Double-Reduction' policy. The policy decreed the reduction of homework pressure on students and greater control of private tutorial companies. In this paper, we set out to understand why the Chinese central government launched the

'Double-Reduction' policy in mid–2021 by using narratives to analyse the three most circulated explanations for the policy and its timing. We use data from a range of formal and informal policy texts. The three narratives, including one policy narrative dominant in the official discourse and two alternative ones, constructed the causal stories about the policy's rationale from multiple perspectives. The combination of multiple perspectives and a narrative approach helps reveal the policy event's complexity and lays a foundation for researchers interested in tracking the development trajectory of this new policy.

Rabearisoa, A. H., Randrianatoandro, A., Randimbiarison, N. S., & Rafanomezana, J. R. (2024). **L'apprentissage de la physique-chimie à Madagascar : quelle place pour l'expérimentation au lycée ?** *Revue internationale d'éducation de Sèvres*, (95), 22-25. https://doi.org/10.4000/11o8j
Cet article a pour objectif de contribuer à améliorer l'enseignement/apprentissage de la physique-chimie dans les lycées de Madagascar. À cette fin, une enquête a été menée dans deux lycées publics de Fianarantsoa. Les résultats montrent que la majorité des élèves fait face à des difficultés durant ce processus et que cela influe sur leurs notes. Ces difficultés d'apprentissages sont dues en général à une incompréhension du cours liée à la méthode d'enseignement utilisée par les professeurs. ...

Redding, C., & Carlo, S. M. (2024). **The Adoption of Test-Based Grade Retention Policies: An Event History Analysis**. *Educational Policy*, *38*(4), 970-1004. https://doi.org/10.1177/08959048231174886
We use event history analysis on an aggregate dataset from 1997 to 2018 to understand the state-level antecedents associated with the adoption of test-based grade retention policies. Findings indicate that the educational conditions of a state to be more predictive of retention policy adoption than the political, economic, and geographic measures. In particular, a greater share of Black students in a state, lower fourth grade NAEP reading proficiency rates, and larger student enrollments in the early grades were all associated with increased odds of grade retention policy adoption.

Ren, M. (2024). **Preschool and child health: Evidence from China's universal child care reform**. *Economics of Education Review*, *100*, 102540. https://doi.org/10.1016/j.econedurev.2024.102540
Early childhood education programs have been found to effectively promote children's social and cognitive development. However, the health impact of these programs is less understood. Using a quasi-experiment of the first universal child care reform in China from 2010, this paper aims to identify whether the preschool reform produces any short-term effects on health-related outcomes of preschoolers (3-6 years old). Specifically, this reform expands access to affordable preschools that provide full-day center-based education, with school meals and essential health services on campus. I exploit the variation in the number of newly established preschools across provinces and implement difference-in-differences and triple-difference strategies. Results confirm the effectiveness of this reform by showing a strong and positive impact on preschool attendance. This paper then documents the benefits to alleviating underweight among preschoolers. Estimates show a larger effect in rural areas, suggesting that the reform narrows rural-urban disparities in education access and undernutrition prevention. I also explore the impact on caregivers' health consciousness and find improved health-seeking behavior when children get sick.

Ridhoine, M. (2024). **Évolutions, qualités et contraintes du système éducatif de l'Union des Comores**. *Revue internationale d'éducation de Sèvres*, (95), 33-39. https://doi.org/10.4000/11o8l
Depuis que le pays a accédé à son indépendance en 1975, le système éducatif comorien a connu de multiples évolutions dans bien des secteurs. Ses performances ont certes progressé, mais elles restent éloignées des standards internationaux. Cet article se propose de retracer l'évolution du système éducatif comorien en matière de structuration, d'accès à l'éducation, de qualité et de performances scolaires et d'analyser les contraintes qui en découlent. L'analyse portera essentiellement sur l'en...

Ripoche, J.-L. (2024). *La remédiation scolaire au Tchad : leçons du projet d'amélioration de la qualité de l'éducation de base par la promotion d'une gestion de proximité* (p. 18). Consulté à l'adresse Global Education Monitoring Report website: https://unesdoc.unesco.org/ark:/48223/pf0000389727

Roberts, D. C. (2024). **Qatar Foundation's Education City – Early capacity building for an education hub**. *International Journal of Educational Development*, *107*, 103050. https://doi.org/10.1016/j.ijedudev.2024.103050
The author's insights regarding the early phase of establishing education partnerships is based on serving Qatar Foundation from 2007 to 2014 as its Education City grew in number of institutions, student enrollment, and complexity of functions. Maturing as a hub capable of stimulating new knowledge and innovation required cultivating cooperation and mutual benefit with its partners and fostering community among faculty, staff, and students. Conditions the author found essential included cultural learning and dexterity, critical examination of educational practices, building shared capacity, and agreeing to and measuring desired outcomes.

Roda, A., & Sattin-Bajaj, C. (2024). **Meritocracy and Advantaged Parents' Perceptions of the Fairness of School Choice Policies**. *Educational Policy*, *38*(4), 937-969. https://doi.org/10.1177/08959048231174878
The widespread expansion of school choice policies has bolstered the consumer-education paradigm where parents compete for what they perceive to be a limited number of high quality schools. In this comparative case study, we examine advantaged White parents' perceptions of meritocracy in the context of a competitive elementary and high school choice system in New York City. We find that parents' critique the choice policies and the unfair burdens they place on low-income and immigrant families while engaging in opportunity hoarding to ensure their children's privileged access to the most competitive schools, all while dismissing claims that school choice is meritocratic. Ultimately, advantaged parents' suggest returning to neighborhood zoning which would preserve their access to exclusive, high performing schools and avoid the stress and inequities of school choice policies. This study offers further examples of the powerful influence of contradictory White discourse in the context of education policy and reform.

Rosenlund, D., & Persson, M. (2024). **Historically restricted or historically empowered? Differences in access to historical content knowledge between low- and high-SES pupils**. *The Curriculum Journal*, 35(2), 220-236. https://doi.org/10.1002/curj.223
In the study presented in this article, the aim is to further the understanding regarding the differences between pupils (aged 15–16) from schools with low or high socio-economic

status (SES), regarding the amount and diversity of content knowledge in history that they have acquired by the end of compulsory schooling. Following a definition of historical content knowledge, we situate the concept in relation to other aspects of the history school subject. This is done to visualize historical content knowledge's central role in more complex aspects of the subject. The empirical material used in the study is pupils' responses on both selected and constructed response items on the Swedish national test in history. In the study, a combination of qualitative and quantitative approaches is used. The results show not only that pupils in low-SES schools provide fewer examples of historical content knowledge. We can also establish that the historical content knowledge of pupils from high-SES schools represents several perspectives while there are few perspectives present in the responses from pupils in low-SES schools. The results are used to discuss how the differences between pupils in low- and high-SES schools may affect their possibilities for educational success and active participation in society.

Rouvrais, S., & Petersen, S. A. (2024, avril 28). *An Architecture Framework for Higher Education*. 2, 739. https://doi.org/10.5220/0012738900003690
In the realm of higher education, an educational architecture framework can play a pivotal role in fostering enhanced communication between program leaders and various educational stakeholders. Within this context, architecture views serve as comprehensive representations of the overarching architectural landscape, catering to the diverse requirements and needs of involved stakeholders. Embracing a view-based approach empowers higher education institutions to reinforce strategic alignment while seamlessly integrating change management practices to accommodate evolving requirements. In this perspective, this paper proposes six distinct views to reflect on how enterprise architecture could be applied to higher education. Examples are given based on ArchiMate models. These examples serve as compelling illustrations of how educational architecture frameworks can drive organizational transformation.

Rushton, E. A. C., & Bird, A. (2024). **Space as a lens for teacher agency: A case study of three beginning teachers in England, UK**. *The Curriculum Journal*, *35*(2), 254‑270. https://doi.org/10.1002/curj.224
Drawing on conceptualisations of space, we explored the ways three beginning teachers in England experienced and developed agency during the first three years of their careers. We completed a series of interviews with the same three teachers during their year of Initial Teacher Education and subsequent two years as Early Career Teachers; a total of 15 interviews over three years). Our findings demonstrated that the key barrier to agency beginning teachers experienced was a rigid curriculum, with reduced opportunities for innovation at a classroom and/or department level. Participants highlighted enablers of agency including demonstrations of professional trust; opportunities to develop their pedagogies and subject knowledge and their own recognition of the temporal and dynamic nature of agency. Through engaging with conceptualisations of space, we have shown how some teachers were able to identify spaces of agency, move between different spaces of agency and even create spaces of agency where none previously existed. We argue that in addition to the widely understood emergent, dynamic, and temporal facets, conceptualisations of teacher agency as a phenomenon can be extended through the lens of space. Space helps us understand agency as a messy entanglement of the cultural, material, and relational conditions and qualities of agency made explicit in the ecological approach. Through space, we can explore these entanglements as multiple, non-linear, loose connections

which teachers bring together when they achieve agency. We contend that the lens of space may support more nuanced understandings of teacher agency in research and policymaking worldwide.

Salifu, I., & Kala, M. (2024). **Improving pupil performance in rural Ghana basic schools: Principals' leadership challenges**. *International Journal of Educational Development*, *108*, 103061. https://doi.org/10.1016/j.ijedudev.2024.103061
This research used the multiple qualitative case study design, aiming to explore the leadership challenges of principals of basic schools in rural Ghana. Specifically, the study was to uncover the latent conditions frustrating the efforts of the principals to improve pupil performance and to explore leadership practices of school principals that could address the challenges and boost rural pupil performance. The study utilised multiple sources to obtain data from 33 participants accidentally selected. The study found that the principals could not do much to improve rural pupil performance because of ill-equipped learning environments, school indiscipline, ineffective instructional supervision, parents' casual attitudes towards formal education, and mass promotion. The research revealed further that, to salvage the situation, the leaders needed to engage in practices such as vision-driven leadership, people-centered leadership, leadership based on resourcefulness, autonomous leadership, and decisive leadership. The significance of the study, both locally and internationally, was explored.

Sanfo, J.-B. M. B., Soubeiga, A.-K., & Ogawa, K. (2024). **Language of instruction and learning achievements inequalities in francophone Sub-Saharan Africa: A residualized quantile regression analysis using PASEC data**. *International Journal of Educational Research*, *126*, 102368. https://doi.org/10.1016/j.ijer.2024.102368
In multilingual settings, selecting a medium of instruction (MoI) has been widely debated. While proponents advocate for using the official MoI, others support using the mother tongue or adopting bilingual/multilingual MoI. Despite the potential for each MoI model to contribute to learning inequalities among students, there needs to be more evidence regarding the specific categories of students and contextual factors involved. This study focuses on fourteen French-speaking Sub-Saharan African countries (Benin, Burkina Faso, Burundi, Cameroon, Chad, Congo, Côte d'Ivoire, Democratic Republic of Congo, Gabon, Guinea, Madagascar, Niger, Senegal, and Togo) to investigate disparities in learning outcomes between students exposed to the official MoI and those exposed to a bilingual/multilingual MoI. Leveraging data from PASEC 2019, the study employs Residualized Quantile Regression (RQR) as its analytical method. The findings indicate that each MoI model may result in learning outcome disparities, with the extent of inequality varying according to students' performance levels (low, average, or high achievers). Additionally, these disparities are influenced by factors such as the student's urban or rural residence and the specific characteristics of the educational system in place. These findings underscore the importance of developing language-in-education policies that consider students' characteristics (e.g., ability) and contextual factors.

Schwerter, J., Netz, N., & Hübner, N. (2024). **Does instructional time at school influence study time at university? Evidence from an instructional time reform**. *Economics of Education Review*, *100*, 102526. https://doi.org/10.1016/j.econedurev.2024.102526
Early-life environments can have long-lasting effects on individuals' later life courses. Interestingly, research on the effects of school reforms has hardly adopted this perspective. Therefore, we investigate a staggered school reform that reduced the

number of school years and increased weekly instructional time for secondary school students in most German federal states. We analyze this quasi-experiment in a difference-in-differences framework using nationally representative large-scale survey data on 69,513 students who attended university between 1998 and 2016. Using both TWFE and weighted-group ATT estimators, we find negative effects of reform exposure on hours spent attending classes and on self-study. Moreover, reform exposure increased the time gap between school completion and higher education entry. Our results support the view that research should examine unintended long-term effects of school reforms on individual life courses.

Smit, R., Bachmann, P., Dober, H., & Hess, K. (2024). **Feedback levels and their interaction with the mathematical reasoning process**. *The Curriculum Journal*, *35*(2), 184-202. https://doi.org/10.1002/curj.221
In our multi-method study, feedback levels derived from the well-known feedback model of Hattie and Timperley were used in conjunction with feedback that was related to subject-specific content; here, mathematical reasoning tasks in primary school. Feedback needs to be aligned with the learning process; in the beginning, more task feedback is valuable. Based on the analyses of videos and questionnaires of 44 teachers of 5th- and 6th-grade primary school classes (N = 804), we demonstrated that feedback for finding an approach and operationalisation were related to feedback on the task. We further showed that feedback at the task level predicted students' achievement in mathematical reasoning via students' interest in mathematics. It might be concluded that the four levels of feedback should be applied by teachers in such a way that they focus on the current problem that is occurring while the student is solving a task.

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.

Stewart, N. D., Beard, K. S., & Kim, M. (2024). **Using Quantitative Critical Race Methodology to Explore Teachers' Perceived Beliefs**. *Educational Policy*, *38*(4), 830-863. https://doi.org/10.1177/08959048231174879
As critical educational policy scholarship continues to move toward transformational knowledge production, critical and contextualized quantitative methods are central to justice and equity. In this study, the authors used Structural Equation Modeling (SEM), guided by quantitative critical race methodology, to examine teachers' beliefs about their ability to instantiate critical pedagogy—critical pedagogical efficacy. We parametrized a latent path model to examine the additive influence teacher solidarity

for justice has on the relationship between teacher justice collaboration frequency and critical pedagogical efficacy. The model estimate indicated the cruciality of teacher solidarity in improving critical pedagogical efficacy beliefs. Our study's discussion section offers implications for teachers, leaders, policy actors, and critical quantitative researchers contributing to, or planning to join educational justice movements.

Takei, M., Porter, S. R., Umbach, P. D., & Nakano, J. (2024). **Understanding Themes in Postsecondary Research Using Topic Modeling and Journal Abstracts**. *Research in Higher Education*, 65(3), 510-551. https://doi.org/10.1007/s11162-023-09761-8
As the number of articles on postsecondary topics expands, new methods are required to quantitatively understand the literature. Previous scholars looking at the higher education literature use manual coding, which limits the number of years that can be studied, or network analysis of citations and words, which does not yield groupings of articles by topic area. Instead, we use topic modeling to understand the subject areas that scholars investigate, as well as changes in these subject areas over time. Topic modeling assumes that a group of abstracts contains a mix of topics that are hidden (or latent) because we can only observe abstracts and the words that appear within abstracts, but not the underlying topics. Each abstract and word are then viewed as having a probability of belonging to a topic or subject area. Our data consist of abstracts from the set of articles published in The Journal of Higher Education, Research in Higher Education, and Review of Higher Education between 1991 and 2020. We find 24 main topics in the postsecondary literature in the past three decades. The most common topics in the literature during the past three decades are research usage and research methodology (18%), followed by college access (9%), identities and experiences (9%), student engagement (9%), and academic careers (8%). The research topics that became more popular over time are all student related: identities and experiences, college access, financial aid, student experiences with diversity, and student success. Topics that became less popular over time include academic misconduct, research usage and research methodology, and academic careers.

Tan, C. (2024). **A Foucauldian analysis of research Assessment in a postcolonial context: the example of Hong Kong**. *Journal of Education Policy*, *39*(4), 660-678. https://doi.org/10.1080/02680939.2023.2269382
This article analyses performance-based research evaluation for the higher education sector in a postcolonial context through a Foucauldian lens. Using Hong Kong as an example, this paper examines the formulation of and receptions towards the Research Assessment Exercise (RAE). It is argued that Hong Kong academics, especially those working in the humanities and social sciences, associate the key concepts of 'world-leading' and 'internationally excellent' research in the RAE framework with Western knowledge that undermines local and regional research. They respond to RAE in four main ways: pragmatic compliance; refusal to conform to the demands of RAE; adoption of a dualistic strategy by publishing internationally and locally; and re-imagining of research assessment coupled with the promotion of indigenous knowledge. Two significant implications are highlighted in this article. First, the preservation of a research evaluation mechanism inherited from a colonial government perpetuates and entrenches external control and dominance in the former colony. Secondly, there is a need to re-construct the research appraisal apparatus as well as advance indigenous and hybrid knowledge in a postcolonial educational landscape.

Teach For All. (2024). *The Missing Piece: Developing Collective Leadership to Transform Education* (p. 128). Consulté à l'adresse Teacher for All website: https://teachforall.org/MissingPieceReport
This report from Teach For All explores what we've learned about what it takes to develop collective leadership to create the enabling conditions for change. Over the past five years, Teach For All has been exploring the questions of what it takes to truly transform education systems. Through our engagement with hundreds of leaders from across our global network, we have seen that because education systems are inherently human systems - made up of people in various roles in schools, administration, and policy - technical solutions alone will not lead to the enduring changes that need to happen across the wider ecosystem around children. To effect significant, sustainable change for all children, the critical missing piece in discussions about transforming education at scale is collective leadership.

Termaat, A. (2024). **Framing, classification, and conceptual linkages: What can interdisciplinary practice in small secondary schools contribute to the curriculum conversation?** *The Curriculum Journal*, 35(2), 145-167. https://doi.org/10.1002/curj.229
This article reports on the design of interdisciplinary units in five International Baccalaureate schools in Norway and Denmark, each with fewer than 100 students in their Middle Years Programme. The mixed methods study describes subject combinations and time frames of 37 enacted units and 111 hypothetical interdisciplinary units, and the qualitative perspectives of nine teachers, representative of the curriculum frameworks' eight subject groups, on the contribution of these school-based units to student learning. In the special context of schools with logistically simple staffing structures, interdisciplinary units were consistently conceived and enacted as substantial units, typically implemented over 8 weeks. Subjects were usually paired using a common Key Concept and differentiated by Related Concepts. Although framing and classification were considerations in interdisciplinary planning, the quantitative data found nearly every pairing of the subject groups was feasible. Interdisciplinary units were consistently valued by teachers for helping students connect disciplinary knowledge and developing metacognitive skills that supported their future learning, and for enriching teachers' own pedagogical practice. As a pragmatic, sustainable approach that resolves the tensions posed by assessment of disciplinary and interdisciplinary perspectives, the strategies reported in this study suggest a 'middle way' for countering the disciplinary fragmentation associated with junior secondary education.

Tian, X. (2024). **Core socialist values and curriculum policy in China: A study of the curriculum standard for Chinese language**. *European Journal of Education*, 59(2), e12633. https://doi.org/10.1111/ejed.12633
This study employs Bernstein's concept of recontextualization and Rata's theorization of the Curriculum Design Coherence [CDC] model as theoretical tools to analyse the Curriculum Standard for Chinese Language [Standard] (The Standard, the Guidance, the Plan and all the quotations from the three policies were translated by me because the official English versions of them are unavailable.) which is part of a new approach to curriculum policy development in China. The study aims to identify and explain the mechanisms through which the Chinese government has recontextualized its ascendant political ideals of the core socialist values into the country's education system via curriculum policymaking. The study reveals that the Standard contains features embedding the core socialist values. This is achieved through three distinct mechanisms

of recontextualization: policy propositions, subject competencies and subject concepts and content which operate from a sociocultural knowledge orientation. This sociocultural knowledge orientation aligns with the government's strong will to cultivate the core socialist values within the young generation so they become qualified builders and successors of the country's great socialist cause.

Tsang, A., & Fung, D. (2024). **Compulsory versus voluntary extensive reading: Investigating English learners' perceptions, proficiency and school banding**. *The Curriculum Journal*, *35*(2), 168-183. https://doi.org/10.1002/curj.218
Reading is a core element in language education. Despite extensive research in second/foreign language (L2/FL) reading, relatively little is known about the differences between two common practices: Compulsory reading (i.e. reading assigned by teachers) and voluntary reading (i.e. self-initiated reading). This article reports two related quantitative studies (n = 124; n = 498) investigating learners' out-of-class compulsory and voluntary English-as-a-foreign-language (EFL) story reading frequencies in Hong Kong. Learners' perceptions, EFL proficiency and school banding were analysed in relation to reading frequencies. It was found that the frequencies of engaging in both kinds of reading were very low. Reading frequencies and favourability towards story reading were found to be mildly to moderately correlated with proficiency. Among these variables, however, only voluntary reading significantly predicted proficiency. Students who were academically more competent showed greater favourability while those in the middle school banding reported a higher frequency of reading. The findings are discussed and implications are drawn.

UNESCO. (2024a). *Improving the use of evidence for education policy, planning and implementation: strategic review*. https://doi.org/10.54675/VDYM3165

UNESCO. (2024b). *Soutenir les enseignants par l'élaboration de politiques: leçons de l'Afrique subsaharienne* (p. 74). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000389715

UNICEF. (2024). *DATA MUST SPEAK : Schools Inspiring Change: Research on the practices and behaviours of positive deviant schools in Zambia* (p. 66). Consulté à l'adresse UNICEF Innocenti – Global Office of Research and Foresight, Florence website: https://www.unicef.org/innocenti/media/7891/file/UNICEF-Innocenti-DMS-Zambia-Report-2024.pdf.pdf

Van Den Berghe, L., Naert, J., Vandevelde, S., & De Pauw, S. S. W. (2024). **Supporting second chance education: Drop-in students' views on educational barriers and needs to study**. *European Journal of Education*, *59*(2), e12644. https://doi.org/10.1111/ejed.12644
In many Western societies, earning a degree is considered an ultimate educational achievement. Second chance education (SCE) serves as a distinct pathway for those who have dropped out of school, allowing them to re-enter the educational system. Understanding the specific obstacles and needs of students in SCE is crucial for providing better-tailored support. However, limited knowledge exists about the challenges faced by students seeking to enrol in SCE. This qualitative study conducted in-depth interviews with 28 drop-in students (Mage = 30) to explore these barriers and needs. Identified barriers span institutional, situational, environmental, and life-course levels. Primary needs centre around warm and accessible teachers, as well as flexible, student-focused

learning options. The results underscore the value and significance of second chance education as a unique pedagogical context for drop-in students. It also emphasizes that the insights gained from SCE can inform improvements in regular, first-chance education, serving diverse student populations. Lastly, SCE serves as a societal mirror, urging a re-evaluation of the broader discourse in education. Overall, this study calls for more appreciation of SCE, acknowledging and recognizing its unique pedagogical context, dedicated teachers, and determined students.

Vijil, A., El-Serafy, Y., Adam, T., & Haßler, B. (2024). ***Data collection and visualisation tools in the education sector in sub-Saharan Africa and South Asia***. https://doi.org/10.53832/edtechhub.0151

Wallace, K. E. (2024). **Re-imagining historical thinking: An Indigenous informed view of history education's philosophical roots**. *The Curriculum Journal*, *35*(2), 320-322. https://doi.org/10.1002/curj.254

Wittman, D. (2024). **The University of California Was Wrong to Abolish the SAT: Admissions When Affirmative Action Was Banned**. *Educational Measurement: Issues and Practice*, *43*(2), 55-63. https://doi.org/10.1111/emip.12598
I study student characteristics and academic performance at the University of California, where consideration of an applicant's ethnicity has been banned since 1996 and SAT scores were used in admitting students to the university until fall 2021. I show the following: (1) SAT scores were more important than high school grades in predicting first-year university GPA; (2) the use of SAT scores alone or with high school grades in determining admission is biased in favor of admitting underrepresented minorities and students who are socioeconomically disadvantaged; (3) SAT scores are more important and high school grades are less important in predicting GPA for underrepresented minorities and/or those students from low-income families than they are for those students who are white and/or from high-income families; and (4) the University of California found ways to admit a significant number of underrepresented minorities despite many of them having low SAT scores.

Wong, S. K., & Deng, K. K. (2024). **School Catchment Zone Mergers and Housing Wealth Redistribution**. *Journal of Planning Education and Research*, *44*(2), 754-765. https://doi.org/10.1177/0739456X211006760
This study investigates how perceived school quality affects housing values, using a new estimation method. Our empirical design takes advantage of the mergers of school catchment zones initiated by the government to develop quasi-experiments. We find that, in zones that gained sudden access to higher ranked schools, housing prices increased by 1.3 to 4.1 percent. Larger and more expensive houses appreciated more in response to the improvement in perceived quality of available schools. The findings generate important policy implications regarding housing wealth redistribution and housing expenditures among different households. The study also enriches the literature on the capitalization effect of school quality.

World Economic Forum. (2024). ***Shaping the Future of Learning: The Role of AI in Education 4.0*** (p. 28). Consulté à l'adresse World Economic Forum website: https://www3.weforum.org/docs/WEF_Shaping_the_Future_of_Learning_2024.pdf

Yarrow, N., Cahu, P., Breeding, M. E., & Afkar, R. (2024). **What I really want: Policy maker views on education in Southeast Asia**. *International Journal of Educational Development*, *108*, 103054. https://doi.org/10.1016/j.ijedudev.2024.103054

This paper reports the views and perceptions of randomly selected education policy makers in Southeast Asia, based on surveys of 651 senior public officials in 14 middle-income countries globally. The findings show that officials tend to prioritize increasing secondary school completion over improving learning quality, despite global evidence suggesting that improving learning quality is more crucial for economic growth. Additionally, the surveyed Southeast Asian officials severely underestimate learning poverty and do so at twice the rate of officials from other countries. Officials were most likely to cite system capacity as the primary constraint to improving learning. The findings show that officials' support for gender equality and disability inclusion is high. Interviewed officials prefer to invest in in-service teacher training or early-grade reading compared to other options such as EdTech or inclusion for students with disabilities. This mix of alignment and misalignment between policy makers' goals and the stated goals of development partners can inform future engagement in policy dialogue, analysis, and information campaigns.

Yau, A. H. Y., Fung, D., & Tsang, A. (2024). **Effects of supplementary and mainstream education on the secondary–tertiary transitional challenges in English medium higher education**. *Educational Research for Policy and Practice*, 23(2), 289-311. https://doi.org/10.1007/s10671-024-09368-5

Despite the rapid growth of English medium instruction (EMI) in higher education, little research has been conducted to pinpoint the challenges faced by students. This quantitative study explored the challenges posed by the secondary–tertiary transition to first-year students with different English proficiency levels in EMI higher education institutions. In addition, we also investigated students' perception of the usefulness of supplementary and mainstream education in preparing them for those challenges. 91 participants studying at two tertiary institutions in Hong Kong completed a 52-item questionnaire. The questionnaire included items in relation to three major aspects of challenges: 'academic studies and skills', 'socialization', and 'college/university life adaptation'. It was found that students with low proficiency regarded all three aspects as significantly more challenging than the high proficiency ones in their first-year studies. However, despite the different proficiency levels, students similarly perceived mainstream education to be significantly more useful than supplementary education in preparing them for those transitional challenges. The findings together suggest that more English support is needed for low-proficiency students at the tertiary level and argue that mainstream education plays an essential role in assisting students in this secondary–tertiary transition. Implications are discussed in terms of the benefits of having a general English course as perquisite for low English proficiency students before they enroll in English for Academic Purposes courses, and the development of a variety of tasks with more emphasis on communication and collaboration at the secondary level to support them in this transition.

Yenga Maombe Neko, A., Gillon, C., Groux, D., Mabiala, M.-U., Fenoglio, P., Cantisano, M., & Fafard, M.-F. (2024). *L'éducation en contexte de crise - Une question prioritaire pour l'éducation comparée*. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782336444734&utm_campaign=2024%2f05%2f27+NL+Th%c3%a9matique+(Sciences+hu

Que faire pour que tous les jeunes humains aient droit à une éducation de qualité, pour que les 244 millions d'enfants non scolarisés dans le monde fréquentent l'école ? Que faire pour réduire « la pauvreté des apprentissages » qui a augmenté d'un tiers en dix ans dans les pays du Sud ? 70% des élèves de 10 ans sont incapables de lire un texte simple. Ce constat, flagrant dans les pays du Sud, l'est également, à une moindre échelle toutefois, dans les pays du Nord où se côtoient des populations d'élèves très hétérogènes du point de vue de leurs espérances sociales. Comment gérer l'éducation dans le contexte de crise que nous vivons actuellement, sans une meilleure gestion politique de ces problèmes au niveau mondial et au niveau local ? Comment réduire les inégalités criantes en matière de ressources économiques et en matière d'éducation pour que tous nos enfants puissent avoir accès à une éducation de qualité, quelles que soient leurs origines ? Comment revisiter et transformer nos systèmes éducatifs pour les adapter au monde de demain ? Cet ouvrage pose ces questions et tente d'y répondre.

Zhang, S., Sulong, R. M. B., & Hassan, N. B. C. (2024). **Perceived double reduction policy, perception of educational involution: Exploring the mediating role of parental educational anxiety and the moderating influence of gender—Insights from a survey conducted in a City in China**. *European Journal of Education*, 59(2), e12604. https://doi.org/10.1111/ejed.12604
Education policies align with evolving needs and changes in education. Two years ago, the double reduction policy was widely welcomed. But new challenges have emerged now, it is necessary to examine whether it still meets parental expectations, and whether adjustments in details are needed. We investigated parents' perception of policy implementation intensity; and its relationship with parents' perception of educational involution; and parents' educational anxiety, as well as the roles played by gender. Findings highlight parents who perceive a stronger policy implementation intensity experience higher levels of educational anxiety and are more likely to feel educational involution; education anxiety acts as a mediator, while gender plays a moderating role. We highlighted policy's advantages while emphasizing the necessity to avoid policy rigidity and one-size-fits-all. We recommend establishing a flexible, real-time parental feedback mechanism and promoting continuous monitoring and evaluation. This approach would enable it to meet the changing demands of education.

Pratiques enseignantes

Agwu, P., Orjiakor, C. T., Odii, A., Onalu, C., Nzeadibe, C., Roy, P., … Okoye, U. (2024). **Leadership for ethical conduct of Senior Secondary School Certificate Examination (SSCE) in Nigeria and the challenge of 'Miracle Examination Centres'**. *Oxford Review of Education*, 50(3), 349-365. https://doi.org/10.1080/03054985.2023.2229548
The importance placed on passing Senior Secondary School Certificate Examinations (SSCE) in Nigeria has led to the emergence of 'Miracle Examination Centres' (MECs). MECs are schools where candidates get undeserving excellent SSCE results through institutionally enabled malpractice. This undermines the Nigerian education sector and its leadership. But well-researched empirical evidence on MECs in Nigeria is scarce. Through a reconnaissance technique (recce), we provide new evidence on MECs' activities, including their nature and patronage, while providing informed remedial

pointers that can be harnessed by the education sector leadership. Interviews were conducted with 97 persons, comprising community members, teachers, and school owners across 16 communities in four study sites (Abuja, Anambra, Edo, and Kogi), and data were supported by observations. Elicited data were thematically analysed. Findings show that MECs were more interested in rents (informal and undue fees) by compromising SSCE standards and less interested in academic training. Community members were aware of the activities of MECs and could readily identify or discuss them. We uncovered the adopted processes in facilitating this kind of malpractice. A feasible strategy to address MECs and similar examination fraud syndicates across countries is for the education sector leadership to strategically focus on the demand and supply sides.

Akyol, T. (2024). **Promoting Young Children's Right to Participate in the Classroom through Picture Books**. *Child Indicators Research*, *17*(3), 1217-1237. https://doi.org/10.1007/s12187-024-10117-6
Practices to promote the right of children to participate in the classroom can benefit from picture books that encourage children to be involved in different settings that reflect the qualities of participation. This study aims to examine the effects of the processes planned regarding children's right to participation with picture books on preschoolers' perceptions of their right to participate in the classroom. The study employed a pretest–posttest design, a quasi-experimental research design with a control group. A random sampling method was employed to determine the study sample. The sample consisted of a total of 42 children (21 in the experimental group and 21 in the control group), attending classes of 5-year-olds in a public kindergarten affiliated with the Directorate of National Education in a province located in the Inner Aegean region of Turkey. A "Personal Information Form" and the "Participation Right Scale in Preschool Classes" developed by Koran (2017) and Şallı İdare (2018) were used as data collection tools. Twice a week during eight weeks, the researcher conducted activities with children in the experimental group, which were prepared with picture books and integrated with classroom activities. As the data obtained in the study show a normal distribution, a two-factor ANOVA test was performed with measurements repeated in one factor, and the the t test for the dependent groups and intergroup comparisons. After the experimental study, it was determined that the children in the experimental group started to participate more in classroom activities and decision-making processes, whereas there was no change in the involvement of the children in the control group. Based on this result, to promote preschoolers' right to participate in the classroom, teachers should place more emphasis on processes that are designed to use quality children's books and that the use of such books is integrated with classroom activities.

Alidou, S., & Koussihouèdé, O. (2024). *Urban-rural differences in teachers' qualification and competences in primary education in Francophone Sub Saharan Africa* (p. 16). Consulté à l'adresse ADEA website: https://www.adeanet.org/en/publications/urban-rural-differences-teachers-qualification-competences-primary-education

Alladatin, J., Abdoulaye, A., & Al-chikh, I. (2024). **Vers une éducation de qualité en Afrique : pratiques enseignantes, pédagogies et gestion scolaire.** *Revue de l'École Supérieure de l'Éducation et de la Formation*, (2), i-v. https://doi.org/10.60481/revue-rise.N2.1
L'éducation procure des bienfaits aux individus (dont le développement de leurs capacités et de leur bien-être) et des effets structurants pour les organisations et pour les

nations (aux niveaux économique, sanitaire et technique notamment). Ces bienfaits en font un des investissements les plus importants qu'un pays puisse faire pour son présent et pour son avenir. Mais pour arriver à un tel résultat, l'éducation doit être de qualité, diversifiée et accessible à toutes et à tous (OCDE, 2022).

Anderson, O. S., Boswell, C., Gresham, M., Smith-Sherwood, D., & Laye, M. J. (2024). **Associations of Intrinsic Motivation and External Pressures with Engaged Learning Pedagogies by Faculty Teaching Capstone Experiences: A Mixed Methods Approach**. *Innovative Higher Education*, 49(3), 601-620. https://doi.org/10.1007/s10755-023-09690-5
Capstone experiences (CEs) are established high impact practices (HIPs) designed so students can synthesize their knowledge and skills obtained across their academic training. Understanding how instructors' intrinsic motivation and external expectations influence the design of CEs can help institutions create resources to support instructors when developing and teaching CEs. We aimed to determine whether different levels of intrinsic motivation were associated with: (1) demographics of faculty teaching CEs, (2) structure of CEs, (3) pedagogy or assignments used by faculty teaching CEs, and (4) use of resources and/or perceived resource effectiveness available to faculty teaching CEs. We used a fixed convergent mixed methods approach in which quantitative and qualitative research questions were distributed via survey and interviews, respectively. Data were collected and analyzed independently. Analyzed data were merged to compare and interpret qualitative and quantitative results pertaining to faculty perceptions of motivation related to teaching CEs. Instructors who develop and teach CEs are highly intrinsically motivated. The quantitative and qualitative data reveal the instructors' perceptions of value of and their interest in the CE were the most common intrinsic motivators. The participants with the highest levels of intrinsic motivation used more evidence-based pedagogical approaches, reported higher colleague recognition, and reported access to more teaching resources. Understanding the factors that promote motivation to develop and teach CEs is imperative to support instructor and student success when engaging in this type of HIP.

Aslan, R., & Altınkaya, Z. Ö. (2024). **Prospective English language teachers' understandings of global English language teaching**. *European Journal of Education*, 59(2), e12631. https://doi.org/10.1111/ejed.12631
Despite various calls for a thorough re-conceptualization of current English language teaching (ELT) practices, incorporating courses for critical perspectives on linguistic and cultural diversity is still a major challenge in most teacher education programmes in many English as a foreign language (EFL) countries. Therefore, we explored the evolving perspectives of English as a global language among Turkish pre-service English teachers (PELTs) in response to a global Englishes-focused curriculum. Using self-report data, the study reveals participants' complex and diverse views on language varieties in English as a Lingua Franca (ELF) communication, driven by various reasons. After a GE-oriented course, most participants shifted to plurilithic orientations as they softened their beliefs in native-speaker English superiority and developed a more sophisticated understanding of English. Seven participants with monolithic orientation appeared to reduce the complex and dynamic nature of language to racialized stereotypes associated with native speaker norms. Based on the findings, how language orientations and ideologies may inform teacher preparation in language teaching was discussed. Several recommendations for further research and preparation of PELTs were made.

Barrios-Fernández, A., & Riudavets-Barcons, M. (2024). **Teacher value-added and gender gaps in educational outcomes**. *Economics of Education Review*, *100*, 102541. https://doi.org/10.1016/j.econedurev.2024.102541
This paper uses rich administrative data from Chile to estimate teacher value added (TVA) on test scores and on an educational attainment index. We allow each teacher to have a different TVA for male and female students and show that differences in TVA explain an important part of the gender gaps we observe in test scores and postsecondary education trajectories. The gaps in gender-specific teaching effectiveness are especially pronounced in mathematics. Indeed, eliminating within-teacher differences in math test score VA would reduce the gender gap in math performance by 67%. We explore what could be behind these gaps in gender-specific TVA and find no significant differences in what makes teachers effective for male and female students. We do find, however, significant associations between teacher characteristics—e.g., gender and performance in the college admission exam—and practices—e.g., paying attention to low-performing students, congratulating students who improve, and having a good relationship with students—with teacher effectiveness. Finally, we also show that math teachers tend to be biased in favor of male students and that teachers with smaller gender biases are more effective for both, male and female students.

Belhaddioui, M. (2024). **Les pratiques d'enseignement à distance du français à l'université marocaine : entre considérations théoriques et réalités**. *Revue de l'École Supérieure de l'Éducation et de la Formation*, (2), 79-94. https://doi.org/10.60481/revue-rise.N2.7
Dans le cadre de la transition urgente et nécessaire vers l'enseignement à distance suite à la propagation du corona virus, cet article propose une analyse de la perception des enseignants de langue française et de communication, à l'université Moulay Ismail-Meknès -Maroc, sur leurs pratiques d'enseignement à distance, leurs contraintes et leurs difficultés rencontrées ainsi que sur les remédiations proposées. Après une phase d'enquête sur terrain et la réalisation d'entretiens semi-directifs, les résultats ont montré que les pratiques mobilisées par les enseignants sont différenciées ainsi que les modalités d'organisation des formations et des supports. , nous pensons que l'efficacité recherchée de l'enseignement à distance pourrait être obtenue à deux conditions : une réorganisation institutionnelle, pédagogique et matérielle ; des dispositifs de formation à distance et une amélioration de l'accompagnement en formation continue des enseignants et étudiants. (le résumé doit également indiquer la méthodologie mise en œuvre et le principal résultat obtenu).

Benoit, H. (2024, avril). *Itinéraires de Développement Pédagogique dans l'enseignement Supérieur*. Consulté à l'adresse https://hal.science/hal-04593616

Bikie, N. (2024). **Rapport non traditionnel aux études chez la population étudiante internationale collégiale : portrait de situation et défis pour le personnel enseignant des régions éloignées et à faible diversité ethnoculturelle**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04596006

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.

Bosire, J. P. O. (2024). **Preschool teachers' beliefs about children, self-efficacy, classroom quality and children's early language**. *The Journal of Educational Research*, *117*(2), 74-86. https://doi.org/10.1080/00220671.2024.2329581
This study examined the extent to which classroom quality (emotional and instructional climate) moderates the associations between teachers' beliefs about children, self-efficacy, and children's early language gains (receptive and expressive vocabulary). The study employed multilevel modeling with 606 preschool teachers and 2,536 preschool children. Results revealed that teachers' beliefs about children were the only teacher construct that was significantly associated with both receptive and expressive vocabulary gains, after accounting for between-classroom effects. Classroom quality showed a positive trend toward significantly predicting residualized change in children's receptive and expressive vocabulary gains.

Di Tommaso, M. L., Contini, D., De Rosa, D., Ferrara, F., Piazzalunga, D., & Robutti, O. (2024). **Tackling the gender gap in mathematics with active learning methodologies**. *Economics of Education Review*, *100*, 102538. https://doi.org/10.1016/j.econedurev.2024.102538
Gender gaps in mathematics are at the root of gender differences in human capital accumulation, but the role of teaching practices on such gaps has been underinvestigated. We implement a teaching methodology to improve children's mathematical skills and evaluate the causal effect of the intervention on the gender gap in mathematics in Italy with a randomised controlled trial. The methodology, grounded in active and cooperative learning, focuses on peer interaction, sharing of ideas, learning from mistakes, and problem-solving. The treatment significantly improves girls' math performance (0.14 standard deviations), with no impact on boys, and reduces the math gender gap by about 40 %. The effect is stronger for girls with high pre-test scores.

Duguet, A., & de Clercq, M. (2024). **Diversité des pratiques pédagogiques en cours magistral et triangulation des données : une analyse psychométrique**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595949

Dunn, A. H. (2024). **"Why did we never learn this?": preparing educators to teach for justice and equity on days after**. *International Journal of Qualitative Studies in Education*, *37*(5), 1481-1495. https://doi.org/10.1080/09518398.2023.2181456
This research explores teachers' development of their understandings of teaching for justice and equity on days after critical current events, traumas, and tragedies. In particular, I ask: How, if at all, are teachers prepared to engage in Days After Pedagogy?

VEILLE de L'IREDU
3 JUIN 2024 - N° 216

Pratiques enseignantes - 193

How do their preparation experiences influence their feelings about utilizing Days After Pedagogy in their classrooms? Grounded in the theory of Days After Pedagogy and grounded in the literature on social justice teacher preparation, this qualitative study of more than 50 social justice oriented pre- and in-service teachers around the U.S. reveals four key findings about teachers' (lack of) preparation to engage in DAP and the implications of this for equitable education in current and future classrooms.

Durham, C. (2024). **Centering Equity for Multilingual Learners in Preservice Teachers' Technological Pedagogical Content Knowledge (TPACK)**. *Journal of Teacher Education*, *75*(3), 347-360. https://doi.org/10.1177/00224871231223460
Recent calls encourage teacher education programs to examine how they address equity within educational technology coursework. This study therefore conceptualizes equity specifically related to using digital tools with multilingual learners. Drawing on a technological pedagogical content knowledge (TPACK) framework informed by prior research on (language) teacher education and computer-assisted language learning, this study examines how preservice teachers described their knowledge base specifically related to using digital tools equitably with multilingual learners. Qualitative analysis of 17 preservice teachers' course discussions, assignments, and interviews revealed that preservice teachers purposefully reflected on and selected digital tools to use that would support students' language development and leverage students' interests. They also reflected on structural inequities and advocacy related to technological implementation. This study encourages teacher educators to support preservice teachers in developing technologically savvy practices that are also linguistically responsive and humanizing by centering equity in TPACK.

Duval, S., Couttet, J., & Montminy, N. (2023). **La validation de contenu d'un outil d'observation des fonctions exécutives selon la méthode Delphi**. *Mesure et évaluation en éducation*, *46*(2), 1-40. https://doi.org/10.7202/1111097ar
Peu de mesures permettent d'examiner globalement les fonctions exécutives (FE) chez l'enfant d'âge préscolaire en contextes éducatifs. Elles constituent pourtant un prédicteur de réussite éducative. Les composantes des FE (p. ex. l'inhibition) sont habituellement mesurées par des tâches standardisées et des mesures rapportées, amenant une divergence entre les résultats. On observe aussi une prédominance de l'utilisation de tâches mesurant une seule composante des FE. Ainsi, la création d'un instrument d'observation systématique semble nécessaire, de même que la validation du contenu de celui-ci, pour pouvoir brosser un portrait représentatif et global des FE de l'enfant en classe. Dans cette étude, le contenu d'une grille d'observation nouvellement élaborée sur les FE a été validé auprès d'un panel d'experts à l'aide de la méthode Delphi. Cet article, qui présente notamment l'application de la procédure de validation et les résultats qui en découlent, discute des retombées et des limites de la méthode Delphi, qui est de plus en plus exploitée dans les études en éducation.

Éric, M. O. A., Marengo, N., & Labbé, S. (2024). **L'Approche Pédagogique par Compétences (APC) dans l'enseignement secondaire au Bénin : entre pratique réelle et prescription**. *Revue de l'École Supérieure de l'Éducation et de la Formation*, (2), 1-12. https://doi.org/10.60481/revue-rise.N2.2
Cet article cherche à identifier les obstacles qui entravent la mise en œuvre de la réforme pédagogique sous le modèle de l'APC au Bénin. En visant le terrain de l'enseignement secondaire, les auteurs essayent de montrer que les représentations

négatives de l'APC chez les enseignants influencent leur pratique par-delà les prescriptions pédagogiques liées aux réformes. La recherche s'inscrit dans une approche pluriméthodologique (Abric, 1994) : l'analyse lexicale automatisée du logiciel IRaMuteQ (Ratinaud 2003) et la grille de Flander (1973) ont permis d'analyser respectivement le discours des enseignants et les données de l'observation. Les résultats obtenus laissent penser que les enseignants ciblés sont encore dans une représentation traditionnelle et endogène de l'éducation et cela impacte la mise en œuvre de l'APC au Bénin.

Espelage, D. L., Forber-Pratt, A., Rose, C. A., Graves, K. A., Hanebutt, R. A., Sheikh, A. E., … Poekert, P. (2024). **Development of Online Professional Development for Teachers: Understanding, Recognizing and Responding to Bullying for Students with Disabilities**. *Education and Urban Society*, *56*(5), 601-623. https://doi.org/10.1177/00131245231187370
Students with disabilities (SWDs) are disproportionately at-risk for bullying victimization and perpetration, yet there is a lack of educator-focused professional development targeting prevention for these students. This project sought to address gaps in training through the creation of four online professional development modules: (1) understanding bullying among SWDs, (2) examining risk characteristics, (3) establishing school and classroom prevention strategies, and (4) individual prevention. These modules were iteratively developed with feedback from teachers and staff, incorporating the Multi-Tiered System of Supports (MTSS) framework to focus on interventions rooted in social emotional learning (SEL), and emphasizing the importance of prevention for SWDs.

Evulu Oleko, J. (2023a). **Diffusion des innovations pédagogiques du système LMD**. *Ziglôbitha. Revue des Arts, Linguistique, Littérature & Civilisations*, *07*(2), 187-200. Consulté à l'adresse https://hal.science/hal-04561861
Since the switch of the Congolese university system to the LMD system, the question of the dissemination of educational innovations (interactive lectures, flipped classroom and use of ICT) in Higher and University education establishments in the Democratic Republic of Congo has arisen. a necessity for improving teaching practices and student learning. Given this need, this research sets itself the objective of identifying the channels that can facilitate the dissemination of educational innovations in the universities and higher institutes of the Sankuru Province, in the DRC and in turn contribute to the improvement of student learning. To achieve this objective, we opted for the qualitative and quantitative approach. Qualitative data was collected through semi-structured interviews and "focus group" type meetings organized with Assistants and Project Managers from different Sankuru universities. Furthermore, quantitative or numerical data were collected using the Likert scale administered to a sample of 110 university teachers from Sankuru. The results of our research have clarified that the university pedagogy seminar, the conferences and symposia on educational innovations, the educational meetings, the Exchange Forum and the publication of scientific articles on educational innovations are real channels which can facilitate the diffusion of educational innovations in university environments.

Evulu Oleko, J. (2023b). **Mise en place de la classe inversée en milieux universitaires du Sankuru, en RDC**. *Ziglôbitha. Revue des Arts, Linguistique, Littérature & Civilisations*, *2*(07), 201-2012. Consulté à l'adresse https://hal.science/hal-04561856
The implementation of the inverted classroom in higher education is an educational innovation which involves a paradigm shift that calls into question the teaching practices

of the « dictation method » where the teacher transmits knowledge from the top of the teaching chair and students take notes in the lecture hall. This article aims to identify the factors not favoring the implementation of the inverted classroom in the universities of the Sankuru Province, on the one hand, and on the other hand, to test the effects of the inverted classroom variable on the dependent variables. Results from the analysis of variance showed that the flipped classroom has significant effects on the dependent variables. The qualitative results of the research showed that the absence of continuing education actions on the inverted classroom, the insufficiency of university pedagogy seminars, the lack of financial and material support, the lack of educational support, and resistance to change are factors that inhibit the implementation of the flipped classroom in Sankuru universities.

Garric, J. (2024, mai 27). **Sanctions scolaires : l'exclusion de cours, une banalisation risquée**. Consulté 28 mai 2024, à l'adresse The Conversation website: http://theconversation.com/sanctions-scolaires-lexclusion-de-cours-une-banalisation-risquee-230567
Alors que le ministère de l'Éducation mène une concertation sur le respect de l'autorité, regard sur les exclusions ponctuelles de cours, une sanction de plus en plus courante, non sans risques.

Gaussel, M. (2024). **L'autorité éducative**. *ÉduBref*, (20), 1-4. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/EB-Veille/Edubref-mai-2024.pdf
Au cœur de nombreux débats, le terme « autorité » recouvre des notions complexes qui ne vont pas de toujours de soi. Ses représentations ont varié dans l'histoire et des confusions persistent entre différentes acceptions, comme celle de l'autoritarisme, qui associent encore aujourd'hui l'autorité aux abus de pouvoir, à l'injustice ou encore à la violence. Cependant, dans la classe, les personnes enseignantes ont besoin d'établir des cadres précis afin de mettre les élèves au travail. Pour ce faire, elles et ils doivent faire preuve d'autorité. Que se cache-t-il finalement derrière ce terme mal-aimé ? Est-il indispensable de recourir à l'autorité pour le bon développement des élèves et l'apprentissage à l'école ?

Gentil, A. (2024). *Classe réparatoire - Un chemin pour se réconcilier avec l'école*. Consulté à l'adresse https://www.pug.fr/produit/2112/9782706154973/classe-reparatoire
Ce livre est un de ces ouvrages qui vous attrape et ne vous lâche plus. Dans un texte d'une grande qualité littéraire, il combine la sensibilité et l'émotion de l'expérience partagée à la fluidité d'une réflexion argumentée sur un sujet majeur de société : comment rattraper au sein du système éducatif ces jeunes en difficulté, en rupture, en voie de déscolarisation ? Appuyé sur des années de pratiques pédagogiques auprès des détenus, en Itep, puis dans un dispositif unique innovant, nourri d'exemples et de témoignages au plus près du quotidien de l'enseignant, Antoine Gentil livre un essai magistral. Il nous offre un ouvrage puissant, traversé par la vie, qui se lit comme un roman et dessine une proposition pédagogique inspirée qui éclairera la pratique des centaines de milliers de professeurs.

Ghamrawi, N., Abu-Shawish, R. K., Shal, T., & Ghamrawi, N. A. R. (2024). **Destructive leadership behaviors: The case of academic middle leaders in higher education**. *International Journal of Educational Research*, *126*, 102382. https://doi.org/10.1016/j.ijer.2024.102382

Destructive leadership, characterized by abusive behaviors and a lack of ethical integrity, undermines organizational morale and performance. This phenomenological study investigates destructive leadership behaviors exhibited by academic middle leaders in higher education, examining them through the lens of faculty members. Six faculty members from six Arab States participated in three rounds of interviews to capture their lived experiences. Data were supplemented by reflective journal entries, allowing researchers to examine their preconceived notions of the phenomenon under study. A whole-part-whole approach was utilized for data analysis. Findings illuminate specific instances of destructive leadership, including micromanagement and control, vitriolic communication, a detrimental organizational climate, and encroachment upon faculty members' work-life balance. The study explores the impact of these behaviors on faculty morale, productivity, and overall organizational culture. This study contributes to a deeper understanding and discussion of the challenges presented by ineffective middle leadership in higher education environments.

Guerin-Jequier, S. (2024). **Accroître les conditions de réussite en cursus scientifique avec les dispositifs Unisciel**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04594692

Hao, J., von Davier, A. A., Yaneva, V., Lottridge, S., von Davier, M., & Harris, D. J. (2024). **Transforming Assessment: The Impacts and Implications of Large Language Models and Generative AI**. *Educational Measurement: Issues and Practice*, 43(2), 16-29. https://doi.org/10.1111/emip.12602
The remarkable strides in artificial intelligence (AI), exemplified by ChatGPT, have unveiled a wealth of opportunities and challenges in assessment. Applying cutting-edge large language models (LLMs) and generative AI to assessment holds great promise in boosting efficiency, mitigating bias, and facilitating customized evaluations. Conversely, these innovations raise significant concerns regarding validity, reliability, transparency, fairness, equity, and test security, necessitating careful thinking when applying them in assessments. In this article, we discuss the impacts and implications of LLMs and generative AI on critical dimensions of assessment with example use cases and call for a community effort to equip assessment professionals with the needed AI literacy to harness the potential effectively.

Hausman, M., Leduc, L., Malay, L., Delvaux, S., & Detroz, P. (2023). **Analyse des émotions et des compétences émotionnelles d'étudiants universitaires dans le traitement d'un feedback formatif à distance**. *Mesure et évaluation en éducation*, 46(2), 64-100. https://doi.org/10.7202/1111099ar
Dans cette étude, nous avons entrepris de mesurer les compétences émotionnelles des étudiants et d'analyser leur mobilisation dans le traitement d'un feedback formatif à l'université. Nous avons pour cela réalisé un questionnaire mesurant les compétences émotionnelles des étudiants, l'intensité des émotions associées au traitement d'un feedback formatif à distance, plusieurs composantes des croyances motivationnelles et la perception d'utilité du feedback ciblé. Cet article présente les résultats obtenus à partir des réponses de 52 étudiants. Nos analyses attestent notamment du bon niveau des compétences émotionnelles des étudiants et de la pluralité des émotions vécues dans le cadre du traitement d'un feedback. Nous n'avons pas pu établir de liens significatifs entre les variables mesurées et la perception d'utilité du feedback en évidence. Cependant, certaines d'entre elles sont liées aux émotions vécues par les

étudiants et à leur intensité, comme le score obtenu et, dans une moindre mesure, certaines croyances motivationnelles.

Hettinger, K., Lazarides, R., & Schiefele, U. (2024). **Longitudinal relations between teacher self-efficacy and student motivation through matching characteristics of perceived teaching practice**. *European Journal of Psychology of Education*, 39(2), 1299-1325. https://doi.org/10.1007/s10212-023-00744-y
Theoretically, teacher self-efficacy relates to student outcomes through teaching behavior. However, underlying pathways through which specific teacher self-efficacy facets longitudinally relate to student motivation and emotion in classrooms remain unclear. This study aims to overcome this research gap by investigating whether student- and teacher-reported classroom discipline and social relatedness explain the longitudinal relations between teacher self-efficacy for classroom management and for emotional support and student self-efficacy and enjoyment. Multilevel analyses were carried out with data from 959 students and their 50 teachers. Results revealed that teacher self-efficacy for classroom management at the beginning of Grade 9 (T1) related indirectly to student enjoyment in the middle of Grade 10 (T3) through student-perceived class-level discipline at the beginning of Grade 10 (T2). Teachers' self-efficacy for emotional support (T1) related positively to teacher- and student-reported social relatedness (T2); the latter related to student enjoyment (T3). Implications for future teacher motivation research are discussed.

Hoadley, U. (2024). **How do structured pedagogy programmes affect reading instruction in African early grade classrooms?** *International Journal of Educational Development*, *107*, 103023. https://doi.org/10.1016/j.ijedudev.2024.103023
'Structured pedagogy programmes' (SPP) have recently become a dominant approach in interventions across low and medium-income countries (LMICs) to address the so-called 'reading crisis'. SPPs entail a range of interventions including reading materials, lesson plans and teacher support aimed at changing instructional practice. This paper considers the impact of SPPs on pedagogy. As part of evaluations of the Literacy Achievement and Retention Activity (LARA) and the Read Liberia programmes, observations of 188 early grade reading lessons in Uganda and Liberia were conducted between 2017 and 2022. These included programme (treatment) classrooms and comparator (control) lessons. Both programmes aimed to improve the reading abilities of early grade learners through the training and coaching of teachers and the provision of materials, including daily scripted teacher guides. The article considers the intended curriculum of the two programmes and analyses the differences between treatment classrooms implementing the programmes, and control classrooms. The paper argues that while the 'what' of the SPPs (the textual base and curriculum content) is clearly defined and impacts pedagogy to some extent, the 'how', or interactive aspects of the pedagogy are diffuse in programme intensions and show little impact on instructional practice. The distinction between the what and the how of pedagogy highlights the need for a more developed theory of pedagogy underlying SPPs. Further, the analysis draws attention to the sociocultural aspect of pedagogy in shaping instruction, arguing for experimentation in contextually-sensitive pedagogies that work more with the grain of teachers' local, existing practices.

Humeau, C., Guimard, P., Nocus, I., Casas, F., & Galharret, J.-M. (2024). **Well-being at School of 10-year-old Students Living in France in a Bilingual Family Language Context**

with a Minorated Language: Role of Teacher-Student and Peer Relationship Satisfaction. *Child Indicators Research*, *17*(3), 1045-1069. https://doi.org/10.1007/s12187-024-10128-3
Research on the well-being at school of children living in a bilingual family language context are not very numerous. The cultural, social, and emotional challenges that their schooling implies can be complex, in particular when the family language is minorated and thus not much valued socially. The many available studies on immigrant children are generally not confronted with the problem of speaking different languages at home and at school. The present cross-sectional study was conducted with 216 children aged 10 attending school in France, and living in a monolingual family French language context (n = 103) or in a bilingual family language context with a minorated language (n = 113). It aims at comparing these two groups of students with regard to various dimensions of their subjective well-being at school (global satisfaction with school, satisfaction with teachers and with peers) and the relationship between these dimensions. The results of the comparative and moderation analyses indicate that the two groups do not differ with regard to global school satisfaction and satisfaction with peers. However, children who live in a bilingual family language context feel less supported by their teacher even though this support contributes more significantly to their global school satisfaction. These results suggest the necessity to raise teachers' awareness of the educational needs of students who hear and use at home a different language than that of instruction to have a better relationship with them and fulfil their needs. They also encourage the fostering of an efficient communication between school and home.

Hung, C.-S., & Wu, H.-K. (2024). **High school science teachers' assessment literacy for inquiry-based science instruction**. *International Journal of Science Education*, 46(7), 621-642. https://doi.org/10.1080/09500693.2023.2251657
Drawing upon the model for science teacher assessment literacy developed by [Abell, S. K., & Siegel, M. A. (2011). Assessment literacy: What science teachers need to know and be able to do. In The professional knowledge base of science teaching (pp. 205–221). Springer. https://doi.org/10.1007/978-90-481-3927-9_12], this study explored science teachers' knowledge and practices of inquiry-based science instruction (IBSI) in Taiwan, and investigated the possible interactions among the categories of assessment literacy. Forty high school science teachers with relevant experience in IBSI participated in the study. Data were collected from semi-structured interviews and background questionnaires. We analysed the data and developed a coding scheme through both theory-oriented and data-oriented approaches. Four categories of teacher assessment literacy were explored, including assessment purposes, assessed learning outcomes, assessment strategies, and assessment scoring. The results indicated that, through formative assessments, teachers supported students' inquiry-based learning and self-regulated learning in a variety of ways. Furthermore, teachers not only used multiple data sources to assess students' learning performances, but also appreciated both subcategories of assessed learning outcomes - inquiry as means and inquiry as ends. The analysis also revealed some patterns of interactions among the categories of assessment literacy. Based on the findings, discussions and suggestions are provided.

Impedovo, M. A. (2024). *Pratiques collaboratives en éducation*. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140300127?utm_campaign=2024%2f05%2f27+NL+Th%c3%a9matique+(Sciences+humaines%2c+sociologie+et+anthropologie)+%5bParticuliers%5d&utm_content=Nos+Nou

La Covid-19 a déclenché une accélération technologique réelle: ce fut une invitation au changement théorique et méthodologique dans la conception de l'apprentissage.Le modèle est passé d'une approche axée sur l'imitation de l'enseignement didactique en personne à une approche transformatrice, où les enseignants et les élèves deviennent des co-agents qui agissent, négocient et intègrent de manière créative des ressources pédagogiques et numériques dans des pratiques d'apprentissage significatives.L'ouvrage, issu d'un mémoire d'habilitation à diriger des recherches (HDR), analyse ce basculement et cette transformation méthodologique

Jeune, N., Juhel, J., Dessus, P., & Atal, I. (2024). **Six factors facilitating teachers' use of research. An experimental factorial survey of educational stakeholders perspectives**. *Frontiers in Education*, 9. https://doi.org/10.3389/feduc.2024.1368565
Introduction Teachers' use of research has been increasingly advocated for in the past few decades, and some research has documented the factors which positively or negatively influence teachers' use of research. However, the existing research does not give relevant information to prioritize between different ways to facilitate teachers' use of research. In addition, different professionals working in education may have divergent opinions about such priorities. This study therefore asks what are the factors that most influence teachers' use of research according to teachers, teacher trainers, educational decision makers and researchers? Methods We conducted a factorial survey experiment on six factors with 100 participants (pilot study) and 340 participants (main study) to identify which factors were perceived as influencing the most teachers' use of research and to compare respondents' perceptions according to their main role in education. Results This study shows that support for research use by the institution and instrumental utility of research are the factors that were judged as most impactful. Some categories of respondents had conflicting views about specific factors, for instance researchers perceiving teachers' involvement in research as less likely to facilitate teachers' use of research. Conclusion These findings can help decision-makers and teacher-trainers with limited resources to allocate them in a more effective way, while taking into consideration the disagreements across professions in order to resolve possibly arising conflicts.

Kara, S., & Aslan, O. (2024). **Evaluation of the effect of in-class activity-based practices on scientific reasoning skills of pre-service science teachers**. *International Journal of Science Education*, 46(8), 773-794. https://doi.org/10.1080/09500693.2023.2258253
The purpose of the current study is to evaluate the development of scientific reasoning skills through activities conducted in the scientific reasoning skills course, which pre-service science teachers take as a required course. Participants (N = 53) are 3rd year students of the Department of Science Teaching. The study employed a mixed research method using quantitative and qualitative methods together. In the quantitative part of the study, the single group pre-test-post-test design was used, and in the qualitative part of the study, the case study design was used. Because of the activities conducted in the study, a significant improvement was observed in the scientific reasoning skills of the pre-service teachers. When the pre-service teachers' opinions were evaluated, themes including their suggestions on the contributions of the course to them, on the course content and for the improvement of the course were obtained.

Keita, T. F. (2024, mai 22). *Former de futurs enseignants de langues au numérique : propositions didactiques pour une prise en compte des inégalités numériques*. Présenté à RUNED24, Le travail en éducation et en formation. Consulté à l'adresse https://hal.univ-grenoble-alpes.fr/hal-04589102

Küçükşen Öner, F., Cetin-Dindar, A., & Sarı, H. (2024). **I arrived at the sun! Developing an educational board game with the collaboration of pre-service art and pre-service science teachers**. *European Journal of Education*, 59(2), e12629. https://doi.org/10.1111/ejed.12629
The aim of this study was to describe the design process of an educational board game, the Planet-Dart. This board game design is based on the science curriculum and aims to enhance middle school students' basic concepts about solar system. The purpose of developing this educational game was to provide an entertaining way for learning science. A pre-service art teacher designed the game with the support of two pre-service science teachers. The pilot study was conducted with two middle school students, and with the feedback based on the pilot study the pre-service art teacher made modifications to the game. Then, the main implementation of the game was conducted in a real-classroom environment with 60 middle school students by one pre-service science teacher and two science teachers. The qualitative results revealed that this game was an enjoyable and effective learning tool to play among middle school students. In addition, the pre- and in-service science teachers emphasized that there was an entertaining learning environment during the play. Based on these findings, the developed educational board game could enhance students' learning outcomes and entertainment.

Lavoie-Trudeau, É., Beaudoin, M., & Carrier, A. (2023). **L'évaluation des compétences d'agent de changement des professionnels de la santé et des services sociaux : développement d'un questionnaire auto-administré à l'aide de la méthode Delphi**. *Mesure et évaluation en éducation*, 46(2), 101-127. https://doi.org/10.7202/1111100ar
L'agentivité des professionnels en services sociaux et de santé (SSS), ou leur rôle d'agent de changement (AC), demeure sous-investie, notamment en raison d'un faible sentiment de compétence. Il importe donc d'évaluer les effets de formations à ce rôle sur le sentiment de compétence et sur les compétences. Cette étude visait à développer et à valider un questionnaire auto-administré évaluant ces effets. L'équipe de recherche a utilisé la méthode Delphi en trois rondes avec des experts connaissant le rôle d'AC ou la pédagogie auprès des professionnels en SSS. Le groupe d'experts regroupait quatre femmes et deux hommes, majoritairement des professeurs universitaires. Après consultation, les experts ont obtenu un consensus sur toutes les questions, amenant des modifications comme l'ajout de questions, leur ordonnancement, leur bonification, leur syntaxe, leur formulation et leurs choix de réponse. Pour conclure, la méthode Delphi a soutenu la conception d'un outil pour appuyer les professionnels en SSS dans leur développement professionnel.

Le, V. H., McConney, A., & Maor, D. (2024). **Social networking sites as affordable tools for high-potential personal learning networks: the case of teachers as learners in Vietnam**. *Educational Research for Policy and Practice*, 23(2), 313-335. https://doi.org/10.1007/s10671-024-09369-4
While a great deal has been published about the educational value of social networking sites (SNSs) for teachers, less has focused on teachers who are arguably more dependent

on these virtual platforms for informal professional learning due to financial constraints and a lack of regular in-service professional development. Situating this study in Vietnam and focusing on teachers teaching English as a foreign language, we examined how these teachers have adapted SNSs, a tool typically used in leisure and social life, into online personal learning networks. The evidence was collected from 393 teachers' responses to an online survey. The results from descriptive and non-parametric inferential tests revealed three main findings: (1) Teachers engage in a variety of professional learning activities using SNSs with high frequency, regardless of their self-perceived levels of technology competence or teaching experience; (2) Teachers make use of online groups on SNSs for professional topics and their preferences of topics are not likely to be determined by their experience, except for the topics of classroom management techniques and knowledge about learners; (3) The most decisive factors these teachers associated with effective professional learning on SNSs include time availability, reliability of information and materials, personal information privacy and desire to learn. Teachers' perceptions about these factors are influenced by the frequency of their SNS use and professional work experience. The implications of these findings for teacher professional development in Vietnam, and other countries in similar economic circumstances, are also discussed.

Leijen, Ä., Baucal, A., Pikk, K., Uibu, K., Pajula, L., & Sõrmus, M. (2024). **Opportunities to develop student's math-related agency in primary education: the role of teacher beliefs**. *European Journal of Psychology of Education*, 39(2), 1637-1659. https://doi.org/10.1007/s10212-023-00771-9
Teacher beliefs and practices related to them could provide varying opportunities for students to develop their agency related to learning math. The aim of the current paper is to explore how different math teacher beliefs (concerning the nature of mathematics, constructivist beliefs, and self-efficacy) relate to different dimensions of student agency in primary education. A two-level multilevel model was analyzed to find out to what extent selected teacher beliefs are associated with student math competence and agency dimensions. The study was conducted in Estonia and data from 3rd and 4th grade students (N = 1557) and their teachers (N = 121) was included in the analysis. The results showed that teacher self-efficacy beliefs, constructivist beliefs, and static views on the nature of mathematics were related to students' agency dimensions. Possible explanations and directions for further studies are discussed.

Lepage, A., Heilporn, G., Chamberland, J., & Raynault, A. (2024). **Conception d'un parcours d'apprentissage personnalisé dans un cours sur le numérique pour l'enseignement au secondaire**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04594712

Li, L. (2024). **Supporting Young Children's Exploration of Mathematical Concepts: Co-teachers' Involvement in Joint Play**. *British Journal of Educational Studies*, *72*(3), 341-358. https://doi.org/10.1080/00071005.2024.2305885
There has been a major international focus on the education and care of toddlers. To date, empirical studies on adults' interactions in play with toddlers have focussed on the proximity of teachers, teachers' affective responses, and joint attention between adults and children in play. However, less attention has been given to the role of two teachers working together in supporting children's exploration of concepts in joint play. This paper takes a cultural-historical perspective and draws upon the concepts of play and

subjective positioning to investigate how co-teaching promotes toddlers' joint play and exploration of mathematical concepts. Visual data of a group of toddlers playing with two teachers is analysed to explore how the teachers applied co-teaching pedagogy to support children's exploration of mathematical concept. The study argues that co-teaching provides potential to support collective play as two teachers can work collaboratively to address the toddlers' challenges and needs and support their exploration of the rules and mathematical concepts in play. Co-teaching by paired teachers enables toddlers' joint play to become more complex, helping the children to explore mathematical concepts and, in turn, further enhancing their play.

Liang, Y., & Matthews, K. E. (2024). **'Teachers are just the ones who learned Dao before students': exploring influences of culture on pedagogical partnership in Chinese universities**. *Oxford Review of Education*, *50*(3), 416-433. https://doi.org/10.1080/03054985.2023.2236933
Everyday learner–teacher interactions are a key factor in student engagement and learning. There is thus growing scholarly attention on the relational practices of engaging students as partners (SaP) in higher education. In Chinese universities, there is an emerging literature exploring learner–teacher relationships as a partnership. To advance the global conversation on SaP as it expands in China, we designed an exploratory study to understand how broader context and culture influence the implementation of the learner–teacher pedagogical partnership in Chinese universities. To do so, we drew on interviews with 27 undergraduate students and 17 academics in three Chinese universities discussing learner–teacher interactions and relationships. Using thematic analysis, the study revealed nuanced understandings and complex tensions at play in how students and academics reflected on the collectivist relational orientation of China, the risks of stepping outside of top-down policy-driven mandates, and the external global influences shaping everyday pedagogical interactions. The study is timely given the emerging literature on SaP in China and contributes much needed insight into the role of culture shaping the context of learner–teacher relationships in China. By better surfacing cultural forces, forms of partnership can flourish in China that are culturally situated and responsive.

Malo, A., & Monfette, O. (2024). **Des outils d'évaluation aux trajets de la rétroaction écrite : la dimension formative de l'évaluation en stage**. *Revue hybride de l'éducation*, *8*(1), 1-21. https://doi.org/10.1522/rhe.v8i1.1646
Dans la foulée de la deuxième édition du référentiel de compétences au Québec, une démarche d'analyse en trois étapes a permis de faire le bilan d'outils d'évaluation et de leurs usages lors des stages en enseignement. Elle a conduit à dégager quatre profils d'écriture des commentaires dans la grille d'évaluation, appelés «trajets de la rétroaction». Le but de l'article est de rendre compte des résultats obtenus à l'aide de la démarche et de les mettre en discussion avec les principes promus dans le domaine de l'évaluation des compétences, notamment au regard de la dimension formative et de la rétroaction écrite.

Maunier, L., Tellier, M., & Pasquier, A. (2024, mai). **" Fière, et je revis dans mon enseignement ": la classe flexible au service du bien-être enseignant**. Consulté à l'adresse https://hal.science/hal-04589300
Moore, A. M., Fairhurst, P., Bennett, J. M., Harrison, C., Correia, C. F., & Durk, J. (2024). **Assessment and practical science: identifying generalizable characteristics of written**

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assessments that reward and incentivise effective practices in practical science lessons. *International Journal of Science Education*, *46*(7), 643-669. https://doi.org/10.1080/09500693.2023.2253366

High-stakes assessments prominently influence what is done in secondary school science lessons ('washback' effects). It is therefore important that assessments of knowledge and understanding gained from practical work are constructed to reward and incentivise effective practices in practical work. To do that, they must differentiate between pupils who have experienced practical work in different ways. This empirical, mixed-methods study identifies generalizable characteristics of written assessments that differentially reward pupils who experienced practical activities through hands-on work, teacher demonstration, video demonstration, or reading about the activity. Conclusions are drawn from 1486 post-intervention tests completed by pupils aged 14–15 in England, from lesson observations and teacher interviews. This study also identifies pedagogical practices that were more noticeable in practical work that was most rewarded by the written assessments: the work was teacher-guided; and pupils were encouraged to be active participants. Existing literature describes negative washback effects of high-stakes, written assessments that limit the use and effectiveness of practical work as a pedagogical tool. We describe ways in which written assessments could be constructed to better reward effective practices in practical work (practices that better support learning), with the intention of having positive washback effects on pedagogy by better incentivising these practices.

Moysan, A., Rinck, F., & Mazziotti, S. (2024, mai 21). **Corrections de copies : les annotations des enseignants aident-elles les élèves à mieux écrire ?** Consulté 22 mai 2024, à l'adresse The Conversation website: http://theconversation.com/corrections-de-copies-les-annotations-des-enseignants-aident-elles-les-eleves-a-mieux-ecrire-224184

Entre conseils et questions, encouragements et remontrances, les annotations sur les copies font partie du quotidien scolaire. Mais comment les élèves en tirent-ils parti ?

Murphy, D., Quesen, S., Brunetti, M., & Love, Q. (2024). **Expected Classification Accuracy for Categorical Growth Models**. *Educational Measurement: Issues and Practice*, *43*(2), 64-73. https://doi.org/10.1111/emip.12599

Categorical growth models describe examinee growth in terms of performance-level category transitions, which implies that some percentage of examinees will be misclassified. This paper introduces a new procedure for estimating the classification accuracy of categorical growth models, based on Rudner's classification accuracy index for item response theory–based assessments. Results of a simulation study are presented to provide evidence for the accuracy and validity of the approach. Also, an empirical example is presented to demonstrate the approach using data from the Indiana Student Performance Readiness and Observation of Understanding Tool growth model, which classifies examinees into growth categories used by the Office of Special Education Programs to monitor the progress of preschool children who receive special education services.

Nielsen, B. L., & Jensen, E. (2024). **Teacher education as a laboratory for developing teaching approaches—a collaboration between teacher educators, student teachers, and local schools**. *Educational Research for Policy and Practice*, *23*(2), 201-214. https://doi.org/10.1007/s10671-021-09306-9

The paper presents research from a Danish large-scale and collaborative initiative for systematically developing teacher education 'Teacher education as a laboratory for developing excellent teaching and education' (LULAB). Framed by this initiative, local teacher educators and student teachers are, in collaboration with teachers and students from partner-schools, experimenting with developing, analyzing, and sharing teaching approaches in teacher education. Hence, LULAB is an institutional strategic top-down initiative aimed to support the development of professional skills among student teachers and teacher educators, with supportive leadership for bottom-up changes from the microlevel projects. Inspired by design-based research, the findings are used iteratively to inform the organization of LULAB. Data are collected following a sequential mixed methods strategy, with questionnaires and multiple qualitative data. Findings from the first year of the LULAB initiative indicate a growing awareness among teacher educators about the co-developing role of student teachers being something distinctive for LULAB. Both teacher educators and student teachers emphasize their perceived professional outcomes. The student teachers refer in particular to insights from being invited into the machine room of teacher education and inspiration for their future work as teachers. However, there are also challenges involved in developing a culture of inquiry, and possibilities for support from the leadership looking forward are discussed.

OECD. (2024). *Reimagining Education, Realising Potential*. Consulté à l'adresse https://www.oecd-ilibrary.org/education/reimagining-education-realising-potential_b44e2c39-en
Students face a future filled with uncertainty and change. For education systems to continue to remain relevant, they must empower students to navigate these changes and succeed in the future by equipping them with the requisite knowledge, skills,...

Olivas Castellanos, E. C., & De Gunther Delgado, L. (2024). **Research in higher education institutions of Northwestern Mexico during COVID-19 times**. *International Journal of Educational Development*, *107*, 103039. https://doi.org/10.1016/j.ijedudev.2024.103039
This paper presents the results of qualitative research on new practices (habitus) of researchers in higher education (HE) in Mexico during the pandemic in three institutions in the State of Sonora. The research focused on modified or new practices or habitus during the pandemic, the challenges those scholars faced, and their view on remote scientific production in this period. Bourdieu's concepts of Habitus, Discipline, and Socialization are instrumental in interpreting data. Data was collected through semi-structured interviews. The data were analyzed using coding and MAXQDA software. The main results refer to the individual, academia, and the constraint to produce knowledge. The results show that for individuals, habitus refers to the care of people. In the face of a health emergency, the focus is on it combined with academic, administrative, and research activities. Such weight is distributed unequally among the female gender; it is about caring for the family, attending research, and more work. In the case of academia, the specific tasks of some disciplines, such as economics, do not present restrictions on productivity, while others do. The regulations of Mexico's National System of Researchers, SNI constitute a rule that constrains researchers. We assume that it is the primary mechanism for evaluating his/her productive habitus.

Onowugbeda, F. U., Okebukola, P. A., Ige, A. M., Lameed, S. N., Agbanimu, D. O., & Adam, U. A. (2024). **A cultural, technological, and contextual pedagogy to enhance**

retention of biology concepts. *The Journal of Educational Research*, *117*(2), 49-60. https://doi.org/10.1080/00220671.2024.2324714
This study examined the impact of a pedagogy that is culturally influenced and laced with technological and contextual elements known as the culturo-techno-contextual approach (CTCA) on promoting knowledge retention of biology concepts. The research design was mixed methods, and the sample consisted of 88 senior secondary school II students selected from two Lagos State educational district V schools in Nigeria. Quantitative data was collected using the Variation and Evolution Achievement Test with a reliability value of 0.79, while qualitative data was collected using the Students' Perception of CTCA Interview Guide. All students in the two sample schools used for the experimental and control groups took a pretest before treatment, a posttest at the end of the treatment phase, and a retention test four weeks later. The ANCOVA output demonstrated a statistically significant difference in knowledge retention [F (1,85) = 134.50; $p < .05$]. This suggests that experimental students retained more.

Palmer, M. S., & Giering, J. A. (2024). **Characterizing Pedagogical Innovation in Higher Education**. *Innovative Higher Education*, 49(3), 453-473. https://doi.org/10.1007/s10755-023-09681-6
To help higher education instructors, academic support personnel, and institutional leadership better identify, encourage, incentivize, fund, support and assess pedagogical innovation, we describe herein a valid taxonomy capable of precisely characterizing the range of pedagogical innovations in higher education. The Taxonomy of Pedagogical Innovation in Higher Education probes the Focus of Innovation, Degree of Innovation, Intended Outcomes, Barriers to Adoption, Risks of Adoption, and direct and indirect Costs. Using two scenarios, we illustrate how to apply the taxonomy to a pedagogical innovation with different sets of contextual factors. We conclude by discussing how the taxonomy might help provide a shared vocabulary for and understanding of pedagogical innovation, align pedagogical innovation to priorities, inform investment strategy, characterize an institution's innovation culture, and help to guide efforts to assess the impact of pedagogical innovations.

Pan, M., & Hsu, W.-T. (2024). **Examining students' tripartite efficacy beliefs in physical education through a teaching personal and social responsibility intervention**. *The Journal of Educational Research*, *117*(2), 87-97. https://doi.org/10.1080/00220671.2024.2329585
Purpose: This study investigated the effects of a Teaching Personal and Social Responsibility (TPSR)-based physical education (PE) program on students' responsibility and tripartite efficacy beliefs (i.e., self-efficacy, other-efficacy, and relation-inferred self-efficacy (RISE)). Methods: A quasiexperimental design with pretest and posttest quantitative methods was applied. The participants were 114 students assigned to the control or experimental group. Results: The results indicated that compared with both control group students and their own baseline values, the experimental group reported significant improvements in responsibility, self-efficacy, other-efficacy, and RISE. Conclusions: Implementing the TPSR model in PE can not only positively affect students' responsibility but also boost students' efficacy beliefs through the model's five formats (e.g. awareness talk) and application strategies (e.g. empowerment). PE educators are encouraged to strictly comply with implementing details of the TPSR model to effectively improve efficacy beliefs.

Parsons, D., Palalas, A., Nikou, S., & Rodulfo, S. (2024). **Mobile learning frameworks and pedagogy: A systematic review**. *European Journal of Education*, *59*(2), e12601. https://doi.org/10.1111/ejed.12601
This article provides a systematic review of mobile learning frameworks that address issues of pedagogy published between 2011 and 2022. The objective of the review was to gain a clear picture of recent developments in mobile learning frameworks to provide an understanding of current directions in mobile learning pedagogy. Eighteen peer-reviewed journal articles that presented new mobile learning pedagogical frameworks were examined and evaluated based on the characteristics of each framework. The two main areas of analysis were the pedagogical approaches integrated into the frameworks and their definitions of mobile learning. We conclude that mobile learning frameworks have become more diverse over time, in many cases tending to focus on specific aspects of mobile learning rather than attempting to address overarching concepts. With respect to pedagogies and their underlying theories of learning, social constructivism, heutagogy, collaborative learning, experiential learning, inquiry-based learning, and student-centred learning were mentioned most frequently. However, although many frameworks make reference to pedagogy, there is limited analysis of how mobile learning pedagogy might be defined as distinct from other contexts of learning. The key characteristics of mobile learning, consistent through most of the reviewed frameworks, comprise the portability of mobile devices across multiple contexts, connectivity, and accessibility, as well as learner-centredness (including personalisation and self-regulation). One key aspect of identifying the uniqueness and future potential of mobile learning is the special affordances addressed by mobile learning theory. We conclude that this is an area where further research is required.

Pérez Huber, L., & Aguilar-Tinajero, G. (2024). **Revisiting testimonio as critical race feminista methodology in educational research**. *International Journal of Qualitative Studies in Education*, *37*(5), 1272-1286. https://doi.org/10.1080/09518398.2024.2318638
This study is a review of educational scholarship that has utilized testimonio as a methodological approach. We begin with a brief overview of testimonio, highlighting its discursive subversions that align with longstanding traditions of storytelling within Communities of Color, and in critical race storytelling. We then describe how testimonio is an important tool within a broader Critical Race Feminista Methodology—a space of theorizing humanizing, anti-colonial methodological approaches that disrupt structural oppression and are guided by "a nostalgia for wholeness" (Delgado Bernal, Pérez Huber, & Malagon, 2019). testimonio as a Critical Race Feminista Methodology allows for an interweaving of Chicana feminist and critical race epistemological and theoretical tools with qualitative research methods to cultivate methodological space for convivencia, critical reflection, collective knowledge production, and healing. Through this literature review, we see how this methodology brings mutual validation, shared humanity, and imperatives of social justice to the fore, shifting our research praxis from one that reproduces the colonial project, to one that seeks to transform and lead to collective well-being.

Perez, M., & Maillart, C. (2024). **Différencier la communication pour mieux accompagner les étudiants : comment utiliser les taux de réussite après la 1re session d'examen en enseignement supérieur ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595946

Radišić, J., Buchholtz, N., Yang-Hansen, K., Liu, X., & Kaarstein, H. (2024). **Do teachers' beliefs about the nature and learning of mathematics affect students' motivation and enjoyment of mathematics? Examining differences between boys and girls across six countries**. *European Journal of Psychology of Education*, 39(2), 1587-1613. https://doi.org/10.1007/s10212-024-00809-6

Mathematics teachers' beliefs are central to mathematics teaching and student learning. Because different aspects of motivation and affect—particularly enjoyment—primarily develop within the classroom context, examining how different teachers' beliefs may affect student outcomes in mathematics is imperative. The current study examines teachers' beliefs about the nature and learning of mathematics in connection to students' motivation (i.e. intrinsic value, utility value and perceived competence) and enjoyment of mathematics across different settings by considering students' mathematics achievement, gender and classroom composition (i.e. socioeconomic and behavioural). Data were collected from 3rd- and 4th-grade mathematics teachers (N = 686) and their students (N = 11,782) in six countries (i.e. Norway, Finland, Sweden, Portugal, Estonia and Serbia). A two-level structural equation modelling technique (TSEM) (i.e. student level and classroom level) with random slopes was employed to address our research questions. The results indicate that students' intrinsic value and perceived competence positively relate to their enjoyment of mathematics in all six countries. Teachers' beliefs about the nature and learning of mathematics moderate the within-classroom relationship between boys and girls and the motivation and enjoyment of learning mathematics in Portugal and Norway. Unlike boys, girls consistently perceive themselves as less competent in mastering mathematics, even in primary school. Classroom socioeconomic composition had a more pronounced influence on teachers' beliefs in Sweden, Norway and Serbia. In relation to teachers' beliefs, classroom behavioural composition was relevant in Estonia and Sweden. In Finland and Norway, classroom composition was essential to boys' and girls' differential motivation and enjoyment of mathematics learning.

Raynault, A., Ciavaldini-Cartaut, S., Simard St-Pierre, E., Kaba, I., Bouchez, T., & Munck, S. (2024). **Conception d'une formation interdisciplinaire à la collaboration interprofessionnelle en santé et services sociaux en partenariat patient : contribution d'une approche capacitante renforcée par le design pédagogique**. *Revue internationale du CRIRES : innover dans la tradition de Vygotsky*, 7(2), 6-46. https://doi.org/10.51657/ric.v7i2.52380

Interprofessional education (IPE) has been a key area of research and teaching practice for the past twenty years in both university and practice settings in the health sciences and social psychology. IPE training opportunities arise when students from multiple health professions interactively learn together about interprofessional collaboration and how to improve care outcomes for the community at large. It has been proven that the design of care is of higher quality when healthcare professionals understand each other's respective roles, facilitating their communication and teamwork. However, this type of pedagogical approach to interdisciplinary training is fraught with problems, such as communication barriers, synchronization of schedules and logistics, as well as the compartmentalization of professions, which can lead to prejudice despite the educational efforts made. What's more, these courses are attended by large cohorts of initial university trainees, and their pedagogical design may lack authentic anchors, thus diminishing the ability of individuals to mobilize interprofessional collaboration in care partnerships. This article proposes a theoretical model based on an enhanced capability

approach, including the use of pedagogical design for student success, to design this type of training by overcoming.

Redondo, C., & Biasio, S. D. (2024). **Le passage au contrôle continu intégral (CCI) : quelles conditions et contraintes pour les enseignants-chercheurs d'une unité de formation et de recherche en sciences humaines et sociales (UFR SHS) ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595991

Reisman, A., & Jay, L. P. (2024). **Coaching Teachers in Document-Based History Instruction: Practices That Support Teacher Facilitation of Student Discourse**. *Journal of Teacher Education*, *75*(3), 305-320. https://doi.org/10.1177/00224871231223443
Instructional coaching is increasingly regarded as an essential feature of professional development, but no research exists on content-specific instructional coaching for history teachers. The study examines data from a coaching program in which history teacher leaders served as novice coaches for their colleagues. We found that coached teachers, as a whole, improved in discussion facilitation. Case analysis of two successful and two less successful coach–teacher pairings revealed that successful coaches were more likely to focus on eliciting students' argumentative discourse whereas less successful coach planning sessions focused on discrete historical content knowledge and the disciplinary heuristics of historical thinking. It appears that coaching that emphasized a conceptual redirection toward inquiry and a pedagogical toolkit for fostering student discourse was more closely tied to growth in discussion facilitation and opportunities for student historical reasoning than a coaching approach more narrowly focused on historical concepts.

Ribosa, J., Corcelles-Seuba, M., Morodo, A., & Duran, D. (2024). **Reducing teachers' resistance to reciprocal peer observation**. *European Journal of Education*, *59*(2), e12606. https://doi.org/10.1111/ejed.12606
Despite the evidence supporting reciprocal peer observation (RPO) for teacher professional development, extant literature has reported that teacher resistance is a barrier to its implementation. Few studies have analysed the variables that moderate resistance to RPO. Based on data from 394 in-service teachers who participated in an RPO intervention, three aims are addressed: (1) to examine pretest-posttest differences in resistance to RPO, (2) to analyse the effect of demographic variables and perception of school support in initial resistance to RPO, and (3) to analyse the effect of demographic variables and perception of school support and role performance in final resistance to RPO, after controlling for initial resistance. The Teachers' Resistance to Reciprocal Peer Observation Scale was validated and used as pretest-posttest. Student's paired sample t-test was carried out to compare the two scores, and linear regression was used for the second and third aim. Firstly, results show a significant decrease in resistance to RPO. Secondly, initial resistance to the observer and observee role is moderated by teaching experience and feeling properly trained, with additional variables moderating resistance towards being observed (i.e., gender, being part of the school management team, prior experience, school time arrangement). Thirdly, final resistance to both roles is moderated by initial resistance, teaching experience, and variables referring to judging oneself and the partner as capable of successfully participating in the intervention. Limitations and implications for research and practice

are discussed. The changes in the quality of teaching that RPO may generate are contingent on reducing teacher resistance.

Rommel, D., & Vilain, A. (2024, avril). ***Chaire en Pédagogie REAS : Repenser les Espaces d'Apprentissage dans le Supérieur***. Consulté à l'adresse https://hal.science/hal-04593612

Sahlström, E., & Silliman, M. (2024). ***The Extent and Consequences of Teacher Biases against Immigrants*** (IZA Discussion Paper Nº 16899). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16899.htm
We study the extent and consequences of biases against immigrants exhibited by high school teachers in Finland. Compared to native students, immigrant students receive 0.06 standard deviation units lower scores from teachers than from blind graders. This effect is almost entirely driven by grading penalties incurred by high-performing immigrant students and is largest in subjects where teachers have more discretion in grading. While teacher-assigned grades on the matriculation exam are not used for tertiary enrollment decisions, we show that immigrant students who attend schools with biased teachers are less likely to continue to higher education.

Sajinčič, N., Sandak, A., Simmons, A., & Istenič, A. (2024). **How do native and non-native speakers recognize emotions in the instructor's voice in educational videos? Exploring the first step of the cognitive-affective model of e-learning for international learners**. *European Journal of Psychology of Education*, *39*(2), 979-998. https://doi.org/10.1007/s10212-023-00715-3
The emotional stance of the instructor in an educational video can influence the learning process. For this reason, we checked the first link of the cognitive-affective model of e-learning, namely, whether learners can recognize emotions that an instructor expresses only with their voice. Since English is not the native language for many learners and most instructional videos are produced in English, we tested for possible differences in emotion recognition between native and non-native speakers. We focused on positive emotions typically conveyed in such videos — enthusiasm and calmness. Native and non-native English speakers watched 12 short video clips about wood as a building material spoken by an instructor in different emotional tones — five videos expressed enthusiasm, five calmness, one boredom and one frustration. Participants rated the extent to which they thought the narrator expressed a specific emotion, the valence and activation level of the narration and solved an English vocabulary test. Both native and non-native speakers recognized the correct emotions (except for frustration), demonstrating the power of voice prosody to convey emotion in a multimedia learning scenario. Native speakers rated the enthusiastic videos more positively than non-native speakers, indicating a subtle difference in the way the two groups perceive emotions expressed through voice.

Salminen, T., Lakkala, M., Ilomäki, L., & Marttunen, M. (2024). **Student groups evaluating their group work and learning of critical online reading**. *The Journal of Educational Research*, *117*(2), 98-110. https://doi.org/10.1080/00220671.2024.2333565
The study examined student groups' (n = 72) self-evaluations of their group work and their learning of critical online reading during an inquiry task. The analyses focused on aspects of critical online reading, describing group work practices, and evaluating them. For learning critical online reading, the most often mentioned aspects were sources, perspectives, and author; corroboration and evidence were mentioned the least. About half of the groups mentioned 0–2 aspects which implies low diversity in learning critical

online reading. The most often mentioned aspect in describing group work was division of work. In evaluating group work, member contributions were reflected most often. A majority of the groups mentioned four or five aspects of group work practices or evaluations which implies a moderate ability to reflect on group work. The results suggest that the students' learning of critical online reading and reflecting on group work jointly were not very extensive.

Shehab, S., & James, C. L. (2024). **Teaching About and Through Human-Centered Design in Higher Education Classrooms: Exploring Instructors' Experiences**. *Innovative Higher Education*, *49*(3), 561-579. https://doi.org/10.1007/s10755-023-09696-z
In higher education settings, instructors play a critical role in integrating Human-Centered Design (HCD) in existing and new courses. This study explores how instructors teach about and through HCD in higher education settings and what challenges they encounter as they do so. Participants were four faculty members and four graduate teaching assistants from four different courses. The participants were interviewed after their course ended for the semester. A phronetic iterative analysis approach was used to analyze the transcribed interview data. Findings indicated that when teaching about and through HCD, instructors intentionally and purposefully plan to integrate HCD, implement targeted instructional strategies to scaffold students' learning of disciplinary content and HCD concepts, provide multiple forms of assessment and feedback, and facilitate collaboration between students, peers, and classroom visitors for deeper engagement in learning. Nevertheless, teaching about and through HCD is challenging and requires further specific teaching competencies that can empower instructors to integrate HCD in their courses.

Sjøen, M. M. (2024). **Engaging with the Elusiveness of Violent Extremism in Norwegian Schools – The Promise and Potential of Agonistic Listening**. *British Journal of Educational Studies*, *72*(3), 321-340. https://doi.org/10.1080/00071005.2023.2251151
The issue of violent extremism has given rise to new policy debates in Norway. A key limitation of these debates, often grounded in naïve assumptions about the peacebuilding effect of education, is the downplay of emotions and dissent in democratic engagement. This article analyses how selected educators in Norway describe encountering and engaging with extremist students for educational interventional purposes. Previous research suggests that educational efforts to counter violent extremism can be exclusionary from the perspective of target audiences. In contrast, this study draws on agonistic pluralism to provide an alternative to understand educational approaches that may help students disengage from violent extremism. The findings show that the selected educators argue the importance of trust, support and tolerance when engaging with extremist students. For these professionals, education should not downplay radical or extreme emotions but rather place them at the centre of educational engagement. Furthermore, it is suggested that educators' empathic engagement may open the path for young people to disengage from violent extremism.

Smit, R., Bachmann, P., Dober, H., & Hess, K. (2024). **Feedback levels and their interaction with the mathematical reasoning process**. *The Curriculum Journal*, *35*(2), 184-202. https://doi.org/10.1002/curj.221
In our multi-method study, feedback levels derived from the well-known feedback model of Hattie and Timperley were used in conjunction with feedback that was related to subject-specific content; here, mathematical reasoning tasks in primary school.

Feedback needs to be aligned with the learning process; in the beginning, more task feedback is valuable. Based on the analyses of videos and questionnaires of 44 teachers of 5th- and 6th-grade primary school classes (N = 804), we demonstrated that feedback for finding an approach and operationalisation were related to feedback on the task. We further showed that feedback at the task level predicted students' achievement in mathematical reasoning via students' interest in mathematics. It might be concluded that the four levels of feedback should be applied by teachers in such a way that they focus on the current problem that is occurring while the student is solving a task.

Sypré, S., Waterschoot, J., Soenens, B., Verschueren, K., & Vansteenkiste, M. (2024). **Do teachers use distinct motivational styles for cognitively gifted learners? The role of effectiveness beliefs, fixed mindset, and misconceptions about giftedness**. *European Journal of Psychology of Education*, 39(2), 999-1025. https://doi.org/10.1007/s10212-023-00716-2
As cognitively gifted students may be at risk for motivational problems and underachievement, it is critical to find effective ways to motivate them. Grounded in self-determination theory (SDT) and the literature on teacher beliefs and mindsets, the present study examined whether teachers adapt their motivational teaching style as a function of the cognitive ability of students and which factors can explain the variability in teachers' use of (de)motivating styles among gifted versus typical students. Results of linear mixed modeling among 122 teachers in secondary education (73% female; Mage = 39.52 years) indicated that teachers made more use of autonomy-supportive and chaotic and less use of controlling and structuring practices towards cognitively gifted, relative to typical, students, with differences in the perceived effectiveness of teaching styles by type of student explaining this variability. Regardless of students' giftedness status, teachers' fixed mindset related positively to the use of a controlling and chaotic style and experience in giftedness education related positively to the use of autonomy support. Misconceptions regarding giftedness did not relate to teachers' motivating style. These results inform prevention efforts aimed at improving teachers' motivating styles, to the benefit of the motivation of both cognitively gifted and typical students.

Taylor, Z. W., Taylor, M. Y., & Childs, J. (2024). **"A Broader Audience to Affect Change?": How Education Faculty Conceptualize "Audience" When Producing Public Scholarship**. *Innovative Higher Education*, 49(3), 475-493. https://doi.org/10.1007/s10755-023-09687-0
Many faculty perform work as public intellectuals, producing essays, op-eds, interviews, and other forms of media to amplify their academic work. However, educational research has not examined how faculty conceptualize non-academic audiences, influencing who faculty address in their public scholarship and what they work on as public intellectuals. This study engaged with 14 education faculty members to explore how these individuals conceptualized the audiences for their public scholarship. Findings suggest faculty often conceptualize audiences of public scholarship as larger, non-academic audiences, speaking to the constraints of academic audiences. However, faculty often described their audiences as being educated, being educators, and being passionate about education—identities that they held—possibly perpetuating a public echo chamber between education faculty and educators in the public sphere. Implications for faculty development and public scholarship are addressed.

Termaat, A. (2024). **Framing, classification, and conceptual linkages: What can interdisciplinary practice in small secondary schools contribute to the curriculum conversation?** *The Curriculum Journal, 35*(2), 145-167. https://doi.org/10.1002/curj.229
This article reports on the design of interdisciplinary units in five International Baccalaureate schools in Norway and Denmark, each with fewer than 100 students in their Middle Years Programme. The mixed methods study describes subject combinations and time frames of 37 enacted units and 111 hypothetical interdisciplinary units, and the qualitative perspectives of nine teachers, representative of the curriculum frameworks' eight subject groups, on the contribution of these school-based units to student learning. In the special context of schools with logistically simple staffing structures, interdisciplinary units were consistently conceived and enacted as substantial units, typically implemented over 8 weeks. Subjects were usually paired using a common Key Concept and differentiated by Related Concepts. Although framing and classification were considerations in interdisciplinary planning, the quantitative data found nearly every pairing of the subject groups was feasible. Interdisciplinary units were consistently valued by teachers for helping students connect disciplinary knowledge and developing metacognitive skills that supported their future learning, and for enriching teachers' own pedagogical practice. As a pragmatic, sustainable approach that resolves the tensions posed by assessment of disciplinary and interdisciplinary perspectives, the strategies reported in this study suggest a 'middle way' for countering the disciplinary fragmentation associated with junior secondary education.

Torres-Torres, Y.-D., Román-González, M., & Perez-Gonzalez, J.-C. (2024). **Didactic strategies for the education of computational thinking from a gender perspective: A systematic review**. *European Journal of Education, 59*(2), e12640. https://doi.org/10.1111/ejed.12640
Computational Thinking (CT) is crucial for the advancement of the STEM field, where there continues to be a lack of female representation. Teaching and learning (T/L) of CT should incorporate didactic strategies that aim to eliminate gender biases and integrate girls/women into this context. In response to the question, "What didactic strategies have been implemented in the T/L of CT in primary and secondary education?". A systematic review was conducted following a PRISMA protocol specifically designed for this review. The study analysed Didactic Strategies (DS) and examined whether they incorporated the so-called "minimum actions" (MA) proposed in this article as a strategy to integrate females into CT. The findings revealed a limited number of studies that implemented these actions. In conclusion, there is an urgent need to continue developing DS that incorporate these MA to effectively integrate girls and women into CT, allowing them to play a central role in its advancement and development.

Trent, J. (2024). **The struggle for pedagogical recognition in higher education: short stories of tension and triumph in the professional identity construction of an English for Academic Purposes (EAP) practitioner in Hong Kong**. *Educational Research for Policy and Practice, 23*(2), 251-269. https://doi.org/10.1007/s10671-023-09365-0
A considerable body of work now exists on the role that identity plays in understanding teachers and teaching. Developing and sustaining teacher identities in higher education can, however, be challenging given the subordinate positioning of teaching in some educational contexts. Despite the growth of English for Academic Purposes (EAP) programmes in many parts of the world, recent research suggests that EAP practitioners are especially vulnerable to being assigned marginalized identities within the academy.

Therefore, this paper reports the results of a study which used a short story approach to investigate the tensions and triumphs one EAP practitioner in Hong Kong experienced in constructing her language teacher identities (LTIs). Findings suggest that her identity tensions and struggles take place across space and time and play out at different scales, including classrooms, educational institutions, and within broader societal discourses. However, the short stories presented in this paper speak not only of tension and struggle, but also of determination and resilience to construct LTIs in the academy. Consequently, the results of this study can help to raise awareness amongst stakeholders, including policy makers, leaders of higher education institutions, and language teaching practitioners, of how they can support and sustain the construction of LTIs within the academy. Implications for professional learning for language teaching practitioners and suggestions for future research are considered.

Tsang, A., & Fung, D. (2024). **Compulsory versus voluntary extensive reading: Investigating English learners' perceptions, proficiency and school banding**. *The Curriculum Journal*, *35*(2), 168-183. https://doi.org/10.1002/curj.218
Reading is a core element in language education. Despite extensive research in second/foreign language (L2/FL) reading, relatively little is known about the differences between two common practices: Compulsory reading (i.e. reading assigned by teachers) and voluntary reading (i.e. self-initiated reading). This article reports two related quantitative studies (n = 124; n = 498) investigating learners' out-of-class compulsory and voluntary English-as-a-foreign-language (EFL) story reading frequencies in Hong Kong. Learners' perceptions, EFL proficiency and school banding were analysed in relation to reading frequencies. It was found that the frequencies of engaging in both kinds of reading were very low. Reading frequencies and favourability towards story reading were found to be mildly to moderately correlated with proficiency. Among these variables, however, only voluntary reading significantly predicted proficiency. Students who were academically more competent showed greater favourability while those in the middle school banding reported a higher frequency of reading. The findings are discussed and implications are drawn.

Valentin, J. (2023). *La liaison chimique : analyse épistémologique et didactique. Étude de pratiques d'enseignants-chercheurs en licence première année* (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse https://theses.hal.science/tel-04573937
Cette thèse porte sur les pratiques d'enseignants-chercheurs (EC) de chimie lorsqu'ils dispensent des cours sur les modèles de liaison chimique en licence première année. Nous effectuons préalablement une analyse épistémologique et didactique du savoir fondée sur un cadre mettant en relation théorie, modèle et réalité. Nous montrons que toute liaison chimique s'explique par un modèle unificateur d'interactions électromagnétiques entre articles du niveau submicroscopique, validé au cours d'un entretien par deux EC experts du thème de la liaison chimique. Une analyse approfondie, dédiée au modèle de Lewis, révèle que le modèle actuel est axé sur les représentations symboliques que le modèle originel. Nous abordons également le statut des images de résolution atomique, les considérant comme preuves d'un registre empirique submicroscopique. Notre recherche repose sur l'hypothèse essentielle qu'un cours dispensé par des EC, peu contraints par l'institution et ayant une pratique quotidienne du laboratoire, constitue un potentiel permettant de dépasser une présentation segmentée par type de liaison chimique tout en favorisant les liens entre modèle et

réalité. Le cadre méthodologique de la double approche didactique et ergonomique est mobilisé pour analyser ce que disent et font les EC lorsqu'ils introduisent les modèles de liaison chimique aux étudiants. À travers l'analyse croisée d'ouvrages, du discours des EC et d'entretiens, nous mettons en évidence que le contenu des cours est modelé par des habitudes d'enseignement et des contraintes organisationnelles, mais semble peu affecté par la mission de recherche des enseignants. En conclusion, nous formulons des propositions pour l'enseignement de la liaison chimique.

Vilppu, H., Laakkonen, E., Laine, A., Lähteenmäki, M., Metsäpelto, R.-L., Mikkilä-Erdmann, M., & Warinowski, A. (2024). **Learning strategies, self-efficacy beliefs and academic achievement of first-year preservice teachers: a person-centred approach**. *European Journal of Psychology of Education*, 39(2), 1161-1186. https://doi.org/10.1007/s10212-023-00729-x

As teacher profession can be seen as a learning profession, it is crucial that teacher education equips future teachers with high-level skills to update and increase their proficiency and expertise throughout their career. In this aim, cognitive processing strategies and metacognitive regulation strategies as well as academic self-efficacy beliefs play a crucial role. This study examined Finnish first-year preservice teachers' (N = 538) initial learning profiles in terms of their learning strategies and self-efficacy beliefs upon entry to teacher education. Furthermore, the association between the profiles and pre-entry factors (age, written entrance exam) as well as first-year achievement was studied. The data were gathered via questionnaire from four universities and their student registers. The person-centred approach utilising a latent profile analysis was applied to identify learning profiles among preservice teachers. Three distinct learning profiles were identified: unregulated students with low self-efficacy (37.5%), average strategists with low self-efficacy (33.1%) and self-regulated and deep learners with high self-efficacy (29.4%). The first profile performed worst in the first-year studies, whereas the last profile was characterised by the oldest students and best performers in the written entrance exam. The findings expand our understanding of the initial learning profiles of preservice teachers and thus offer valuable information for teacher educators to support teaching practices and curriculum design. Practical implications of the results are discussed.

Volf, V., & Roubin, S. (2023). **Le rapport au temps dans les recherches collaboratives du réseau des LéA-IFÉ**. *3ème Congrès de La TACD – Coopération et Dispositifs de Coopération*. Présenté à Brest, France. Consulté à l'adresse https://hal.science/hal-04341687

The practices of researchers and educational actors maintain reciprocal influence with their conception of access to knowledge, their practical epistemology. We will use the concept of form, school form, training form or research form, to discusspropos these practices. We will look at the temporal dimension of this form and see how it can be modified by actors engaged in collaborative research. We will exemplify these statements through the research carried out in the network LéA-IFÉ (Associated Places of Education of the French Institute of Education).

Wang, S., & Zhang, D. (2024). **The loss outweighs the gain: teacher criticism as a moderator in the relations between pathological internet use, learning maladaptation, and academic performance**. *European Journal of Psychology of Education*, 39(2), 751-766. https://doi.org/10.1007/s10212-023-00719-z

This study is to determine how learning maladaptation and teacher criticism affect the relationship between pathological Internet use and academic performance. Results indicated that pathological Internet use could negatively predict students' academic performance. Learning maladaptation had a mediating effect on the relations between pathological Internet use and academic performance. In addition, teacher criticism played a moderating role in the relations between pathological Internet use and learning maladaptation. As a moderator, although teacher criticism could alleviate the impact of pathological Internet use on learning maladaptation, using criticism might cause the loss outweighs the gain and directly worsen students' learning maladaptation more.

Woolhouse, C. (2024). **Technologies of the self and narrating an ethical teacher identity, or how to tell stories of a life well lived**. *International Journal of Qualitative Studies in Education*, *37*(5), 1511-1527. https://doi.org/10.1080/09518398.2023.2181453
I consider how teachers discursively instantiate their identities through narrative work, which I frame using the metaphor of weaving a tapestry of the self, and drawing together a conceptualisation of technologies of the self with ideas around performativity, agency and psycho-technologies. I have included data from my analysis of sixteen life history narrative interviews conducted in North West England with teachers at different stages of their careers. My analysis contributes to the burgeoning area of international research which has indicated the need to better understand teachers' sense of self, and intercedes with a unique insight into re-conceptualising identity development as discursive and performative. Three key aspects are addressed: how technologies of the self are instantiated via construction of the teaching self; how this self is performed as ethical with reference to normalised educational values; and how risk to this performance is "repaired".

Zapletal, A. L., Bell, K. A., Sanchez, A., Tobia, J., & Hunnicutt, M. (2024). **LGBTQ+ Inclusion: A Pilot Interdisciplinary Professional Development Program for Faculty, Clinicians, and Administrators in Higher Education**. *Innovative Higher Education*, *49*(3), 495-518. https://doi.org/10.1007/s10755-023-09683-4
LGBTQ+ communities experience significant healthcare and academic success disparities due to barriers in care, negative attitudes towards them, and lack of awareness among healthcare providers and educators. Addressing the unique health and wellbeing concerns of LGBTQ+ individuals in the classroom and clinic requires cultural competency among educators and health professionals, yet knowledge and training in this content is lacking. Thus, we created, piloted, and assessed a six-month interdisciplinary professional development program to enhance knowledge, attitudes, awareness, and cultural humility around LGBTQ+ health for educators, administrators, and clinicians in higher education. Participants were surveyed with standardized assessments pre- and post-program to measure their knowledge, skills, and readiness to teach these topics and incorporate them into their curricula and practice. Participants (n = 33) completed LGBTQ+ inclusivity training including six structured learning sessions, small group mentoring meetings, and a virtual visit to an LGBTQ+ community center. Participants consistently displayed interest and engaged actively in training sessions. In a follow-up survey seven months post-intervention, respondents reported changes in their practice to create inclusive environments. Data analysis demonstrated improved knowledge and comfort with LGBTQ+ care and readiness and willingness to integrate LGBTQ+ care into their curricula and interactions with students. These findings suggest

that this interdisciplinary professional development pilot offers a useful program to enable educators and clinicians to support the unique needs of LGBTQ+ communities.

Zhang, J., & Schmidt, W. H. (2024). **What Mathematics Content Do Teachers Teach? Optimizing Measurement of Opportunities to Learn in the Classroom**. *Educational Measurement: Issues and Practice*, *43*(2), 40-54. https://doi.org/10.1111/emip.12603
Measuring opportunities to learn (OTL) is crucial for evaluating education quality and equity, but obtaining accurate and comprehensive OTL data at a large scale remains challenging. We attempt to address this issue by investigating measurement concerns in data collection and sampling. With the primary goal of estimating group-level OTLs for large populations of classrooms and the secondary goal of estimating classroom-level OTLs, we propose forming a teacher panel and using an online log-type survey to collect content and time data on sampled days throughout the school year. We compared various sampling schemes in a simulation study with real daily log data from 66 fourth-grade math teachers. The findings from this study indicate that sampling 1 day per week or 1 day every other week provided accurate group-level estimates, while sampling 1 day per week yielded satisfactory classroom-level estimates. The proposed approach aids in effectively monitoring large-scale classroom OTL.

Relation formation-emploi

Kroupova, K., Havranek, T., & Irsova, Z. (2024). **Student Employment and Education: A Meta-Analysis**. *Economics of Education Review*, *100*, 102539. https://doi.org/10.1016/j.econedurev.2024.102539
Educational outcomes have many determinants, but one that most young people can readily control is choosing whether to work while in school. Sixty-nine studies have estimated the effect, but results vary from large negative to positive estimates. We show that the results are systematically driven by context, publication bias, and treatment of endogeneity. Studies neglecting endogeneity suffer from an upward bias, which is almost fully compensated by publication selection in favor of negative estimates. Overall the literature suggests a negative but economically inconsequential mean effect. The effect is more substantive for decisions to drop out. To derive these results we collect 861 previously reported estimates together with 32 variables reflecting estimation context, use recently developed techniques to correct for publication bias, and employ Bayesian model averaging to assign a pattern to the heterogeneity in the literature.

Oliveira, A. A. A. de, & Monsueto, S. E. (2024). **The sorting effect on wages in the formal labor market: An analysis of administration, accounting and economics graduates from a public university in Brazil**. *International Journal of Educational Development*, *107*, 103033. https://doi.org/10.1016/j.ijedudev.2024.103033
This article tests the hypothesis of the existence of a sorting effect on the remuneration of graduates in a Brazilian public university, combining identifiable data of graduates and records of the formal labor market in 2017. The estimation of remuneration equations and the decomposition of Oaxaca allow to observe higher remunerations for the graduates in the institution, in comparison to other workers of similar characteristics and occupations. The results are compatible with the hypothesis of a sorting effect, in which the institution's diploma reveals innate characteristics of workers to employers.

Réussite scolaire

Benoit, H. (2024, avril). *Itinéraires de Développement Pédagogique dans l'enseignement Supérieur*. Consulté à l'adresse https://hal.science/hal-04593616

Bikie, N. (2024). **Rapport non traditionnel aux études chez la population étudiante internationale collégiale : portrait de situation et défis pour le personnel enseignant des régions éloignées et à faible diversité ethnoculturelle**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04596006

Blanco-Varela, B., Amoedo, J. M., & Sánchez-Carreira, M. C. (2024). **Analysing ability grouping in secondary school: A way to improve academic performance and mitigate educational inequalities in Spain?** *International Journal of Educational Development*, *107*, 103028. https://doi.org/10.1016/j.ijedudev.2024.103028
Socio-educational vulnerability refers to the circumstances in which students face difficulties or challenges arising from socio-economic or contextual factors, such as a lack of resources or adverse family environments. Ability grouping during secondary school is widely used to improve student performance. The methodology tailored to students performance levels aims at providing improvements in their scores. This paper explores the complex relationship between ability grouping and socio-educational vulnerability. More specifically, it investigates how different student groups are affected by attending schools that implement ability grouping as compared to those that do not. The study is conducted in Spain, using the Programme for International Student Assessment (PISA) database and Propensity Score Matching methodology. The findings suggest that the ability grouping policy hinder equal opportunities for academically disadvantaged students, resulting in decreasing their abilities.

Carnoy, M., & Rodrigues, E. (2024). **Achievement gains in an unequal society: Analyzing academic performance among Brazilian school districts, 2007–2017**. *International Journal of Educational Development*, *107*, 103049. https://doi.org/10.1016/j.ijedudev.2024.103049
Since the early 2000 s, average standardized test scores of Brazilian public primary and middle school students in both reading and mathematics on the national test, the SAEB, have risen substantially. Although the increases cut across all race and socioeconomic groups, the increases were unequal across groups and varied greatly across states and municipalities/school districts. In this paper, we describe student achievement gains in Brazil among municipalities in 2007–2017, with the goal of understanding the variation in these gains and the socioeconomic, race, and school resource correlates of that variation. Our results suggest that student social class and race were highly correlated with municipal test score gains: those municipalities with higher social class and proportionately more White students made significantly larger gains. However, municipalities with greater social class inequality made smaller gains. Certain average characteristics of teachers in a municipality and the incidence of school violence were also significantly related to student performance gains. Thus, our estimates suggest that it may be possible to soften the effects of social structural inequality among and within districts by increasing the quality of teacher resources and reducing school violence in lower academically gaining districts.

Cho, K. W., & Permzadian, V. (2024). **The impact of open educational resources on student achievement: A meta-analysis**. *International Journal of Educational Research*, *126*, 102365. https://doi.org/10.1016/j.ijer.2024.102365
The cost of course materials has continued to increase over time. Consequently, the use of Open Education Resources (OER) have become increasingly popular among instructors and institutions as a method of reducing college costs. Furthermore, using OER also reduces inequity in higher education by increasing the accessibility of course materials to all students. The present study investigated the efficacy of courses that used OER compared to those that did not on student achievement. Twenty-six articles were included in this meta-analysis. In OER courses, there was a higher completion rate with students earning at least a C (k = 12; d = 0.29) or at least a D (k = 6; d = 0.61). Furthermore, OER courses were associated with a higher course grade (k = 26; d = 0.17). These findings suggest that adopting OER can be a scalable, cost-effective, powerful, and successful method for educators and institutions to reduce the cost of attending college while bolstering student success.

de La Higuera, C. (2024, avril). *Diversité et réussite [s] avec les REL et l'IA?* Consulté à l'adresse https://hal.science/hal-04593620

Deledalle, A., Duflos, M., Thibaud, P., & Mocquard, V. (2024). **Impulser une dynamique pour améliorer la réussite à Nantes Université : Stratégies, Actions et Perspectives Issues d'une Collaboration Internationale**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595968

Detroz, P., & Leduc, L. (2024). **ADA Compétences : Développer un test d'orientation sur base de compétences cognitives non disciplinaires**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04594699

Dirani, A. (2024). **Caractéristiques socio-scolaires étudiantes : quelle incidence sur la réussite en Licence entre 2006 et 2018 ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04594702

Duguet, A., & de Clercq, M. (2024). **Diversité des pratiques pédagogiques en cours magistral et triangulation des données : une analyse psychométrique**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595949

Galve-González, C., Bernardo, A. B., & Castro-López, A. (2024). **Understanding the dynamics of college transitions between courses: Uncertainty associated with the decision to drop out studies among first and second year students**. *European Journal of Psychology of Education*, *39*(2), 959-978. https://doi.org/10.1007/s10212-023-00732-2
University dropout is a phenomenon of growing interest due to its negative consequences. Various variables have been studied in order to understand why this problem occurs. Satisfaction with the degree choice, self-regulation strategies and engagement within the university are some of the variables that have been studied in order to understand why students decide to drop out university. In this sense, it is also important to consider uncertainty, which refers to the level of certainty that students have

about these variables to understand the decisions to drop out. Therefore, the aim of this research is to analyse the uncertainty associated with the decision to drop out studies among first year and second-year students, based on these three variables using Multiple Criteria Decision-Making. We performed descriptive analyses and FTOPSIS method on a sample of 719 students from a university in the north of Spain. We saw a relationship between the three variables studied and the intention to persist, as well as being a first-year student. In conclusion, it is important to continue studying the variables that influence this phenomenon in greater depth. In addition, this type of analysis could help in future research to understand in greater depth the influence of other variables on dropout rates.

Gentil, A. (2024). ***Classe réparatoire - Un chemin pour se réconcilier avec l'école***. Consulté à l'adresse https://www.pug.fr/produit/2112/9782706154973/classe-reparatoire Ce livre est un de ces ouvrages qui vous attrape et ne vous lâche plus. Dans un texte d'une grande qualité littéraire, il combine la sensibilité et l'émotion de l'expérience partagée à la fluidité d'une réflexion argumentée sur un sujet majeur de société : comment rattraper au sein du système éducatif ces jeunes en difficulté, en rupture, en voie de déscolarisation ? Appuyé sur des années de pratiques pédagogiques auprès des détenus, en Itep, puis dans un dispositif unique innovant, nourri d'exemples et de témoignages au plus près du quotidien de l'enseignant, Antoine Gentil livre un essai magistral. Il nous offre un ouvrage puissant, traversé par la vie, qui se lit comme un roman et dessine une proposition pédagogique inspirée qui éclairera la pratique des centaines de milliers de professeurs.

Guerin-Jequier, S. (2024). **Accroître les conditions de réussite en cursus scientifique avec les dispositifs Unisciel**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04594692

Guichard, A. (2024). **L'étudiant pluriel face aux dispositifs d'accompagnement personnalisé**. *Colloque international "Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)"*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595970

Hélène, R.-C., & Anne-Céline, G. (2024). **Le projet tuteuré, apprentissage expérientiel levier de la réussite étudiante ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*, 19-33. https://doi.org/10.3917/dunod.carre.2019.02.0019

Hu, Q., Zhou, Y., Xu, C., Xu, C., Hu, F., English, A. S., … Zhang, Q. (2024). **The Relationship between Socioeconomic Status and Academic Achievement is Mediated and Moderated by Executive Functions**. *Journal of Youth and Adolescence, 53*(7), 1593-1604. https://doi.org/10.1007/s10964-024-01941-8
Executive function is an underlying mechanism linking family socioeconomic status (SES) and academic achievement. Previous studies mainly investigated either the mediating or moderating role of executive function within this relationship, which either overlook the individual differences that are independent of the environment or neglect the influence of the environment on shaping personal factors. To avoid a piecemeal approach to theory, the current study aimed to test the mediating and moderating roles of executive function in a single analytic model. Two hundred and thirty-six Chinese fifth graders (Mage = 10.70 years, SD = 0.49, range = 10.23–11.75 years, and 40.30% girls) were

recruited. Their executive function performance was measured using eight different tasks, and their Chinese literacy skills and mathematics achievement were assessed by routine school evaluations. One year after the initial assessment, children's academic achievements were evaluated again. Results demonstrated that parental SES positively predicted children's academic achievement when controlling for prior academic achievement, and children's executive function mediated this relationship. Also, executive function moderated the association between SES and academic achievement in that, the negative predictive effect of low SES on academic achievement was only significant for children with lower levels of executive function, which is not shown in children with higher levels of executive function. By demonstrating the dual roles of executive function in the SES-achievement link, this work provides evidence for supporting the optimal development of children from diverse socioeconomic backgrounds and emphasizes the significance of developing individualized intervention strategies on executive function to mitigate the negative effect of low SES on children's academic achievement.

Jeong, D. W., Moon, H., Jeong, S. M., & Moon, C. J. (2024). **Digital capital accumulation in schools, teachers, and students and academic achievement: Cross-country evidence from the PISA 2018**. *International Journal of Educational Development*, *107*, 103024. https://doi.org/10.1016/j.ijedudev.2024.103024
The global unpreparedness for digital education became evident during the COVID-19 pandemic. To reassess the effectiveness of educational technology, we analyze PISA 2018 data using a framework of digital capital, encompassing the accumulation of technology and digital competencies embodied as hardware/software infrastructure and user competencies. We investigate the relationship between digital capital accumulated in schools, teachers, and students and academic achievement. Our results show that not all advanced ICT development in a country necessarily translates to teachers' ICT integration in the classroom and students' digital competence. Students' digital readiness significantly affects their achievement, and when coupled with teachers' ICT integration, students' embodied digital capital has an even greater relation to academic performance.

Jeynes, W. H. (2024). **A Meta-Analysis: The Association Between Relational Parental Involvement and Student and Parent Outcome Variables**. *Education and Urban Society*, *56*(5), 564-600. https://doi.org/10.1177/00131245231179674
This paper shares the results of a meta-analysis on the parental-relational component of parental-involvement and its association with the academic and behavioral outcomes of urban students. This meta-analysis includes 76 quantitative studies. The results indicated that statistically significant effects emerged across students of different backgrounds, including differences by age groups, race, gender, and nationality. The results were also substantial in the highest quality studies. The significance of these results is discussed.

Kitchin, J. L., & Karlin, N. J. (2024). **The social ecology of academic achievement: modeling social sources of protection**. *European Journal of Psychology of Education*, *39*(2), 475-502. https://doi.org/10.1007/s10212-023-00702-8
The academic achievement gap in the USA persists, despite significant effort made to close it. This has led many researchers to investigate individual and social characteristics that reliably predict academic success in the face of adversity. Structural equation modeling was used to investigate six models with the aim of clarifying the

interrelationships between dispositional, social, and school-based social protective factors and academic achievement with 535 college undergraduate students (mean age = 22.45). Determination, self-esteem, self-concept, and connection to school were found to have a positive relationship to academic achievement. Inconsistent with a large body of past research, several negative relationships were found in models involving self-esteem and self-concept between protective factors. Significant, cross-system, relationships were evident for protective factors. Results of this study provide support for the use of the social ecological model of resilience in academic achievement research so that interventions can be developed to help all students succeed.

Lepage, A., Heilporn, G., Chamberland, J., & Raynault, A. (2024). **Conception d'un parcours d'apprentissage personnalisé dans un cours sur le numérique pour l'enseignement au secondaire**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04594712

Lepage, A., Paquelin, D., & Roy, N. (2024). **Étude de l'adoption d'outils d'IA pour le profilage et la prédiction de la réussite par les enseignants du postsecondaire**. *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595961

Lièvre, A. (2024a). **Parcours et réussite en section de technicien supérieur : les indicateurs incluant la session 2023**. *Note Flash du SIES*, (2024-10), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-en-section-de-technicien-superieur-les-indicateurs-incluant-la-session-2023-96249
Parmi les inscrits en 1ère année de section de technicien supérieur à la rentrée 2020, 60 % ont obtenu un BTS en deux ou trois ans (un taux de réussite en repli de 9 points en un an).

Lièvre, A. (2024b). **Résultats des brevets de techniciens supérieurs - Session 2023**. *Note Flash du SIES*, (2024-09), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/resultats-des-brevets-de-techniciens-superieurs-session-2023-96246
Près de 140 000 étudiants ont obtenu un BTS à la session 2023, avec un taux de succès stable (75 %) parmi l'ensemble des 186 000 candidats.

Luflade, M., & Zaiem, M. (2024). **Do elite schools improve students performance? Evidence from Tunisia**. *Economics of Education Review*, *100*, 102542. https://doi.org/10.1016/j.econedurev.2024.102542
This paper is concerned with identifying whether selective high schools may have an effect on students' post-secondary trajectories and labor market prospects. It uses data from Tunisia, a country in which unemployment rates for post-secondary graduates are higher than for non-graduates, particularly for women—although there is significant variation across types of diplomas and fields of study. Our main finding is that admission to an elite high school raises students' probability to eventually get assigned to a university program associated with a lower post-graduation unemployment rate. This is particularly true for women. Focusing then on students who would have applied to post-secondary programs regardless of admission to an elite high school, we show that this effect is the result of an increase in the competitiveness of their applications rather than of a change in their probability to apply to programs lower post-graduation unemployment rate.

Maddawin, A., Morgan, P., Park, A., Suryadarma, D., Long, T. Q., & Vandenberg, P. (2024). **Learning disruptions during the COVID-19 pandemic: Evidence from household surveys in Southeast Asia**. *International Journal of Educational Development*, *107*, 103053. https://doi.org/10.1016/j.ijedudev.2024.103053
We study children's access to remote learning when schools were closed during the COVID-19 pandemic and their parents' perceptions about learning progress in seven Southeast Asian countries. This is the first regional analysis to systematically document students' access to remote learning based on survey data and to investigate how school closures and remote learning access affected children's learning progress. The results are based on survey responses from 2200 households. We find that 79% of the respondents felt that their children's learning progress was slower during school closures than it would have been with in-person schooling. Slightly less than half of all children experienced very little or no learning progress. Three characteristics were strongly correlated with learning progress. First, boys were more likely than girls to experience very little or no progress. Second, children from households in the top 30% of the income distribution were more likely to progress at the same rate as in-person classes, compared to children from lower income households. Third, comparing the different remote learning modes, internet-based learning or multiple learning modes provided children with a better chance of maintaining learning progress than other single modes.

Marrero, G. A., Palomino, J. C., & Sicilia, G. (2023). **Inequality of opportunity in educational achievement in Western Europe: contributors and channels**. *The Journal of Economic Inequality*, *22*, 383-410. https://doi.org/10.1007/s10888-023-09595-5
We study the contribution of students' circumstances to inequality of opportunity in educational achievement (IOpE) in Western Europe and explore the role of intermediate channelling variables in translating differences in circumstances into educational inequalities. Using the 2018 Programme for International Student Assessment (PISA) database, we find that differences in households' cultural environment and in parental occupation are the most important contributing circumstances, with school's circumstances being relevant mostly in Central Europe. Our results show that the relevant channels of IOpE in most countries are students' educational and occupational expectations, their reading habits and skills, and grade repetition in previous years. These findings can provide policymakers with key insights to aid in designing educational interventions that effectively increase educational opportunities across European countries.

Martínez-López, Z., Moran, V. E., Mayo, M. E., Villar, E., & Tinajero, C. (2024). **Perceived social support and its relationship with self-regulated learning, goal orientation self-management, and academic achievement**. *European Journal of Psychology of Education*, *39*(2), 813-835. https://doi.org/10.1007/s10212-023-00752-y
Self-regulated learning is recognized as a core competence for academic success and life-long formation. The social context in which self-regulated learning develops and takes place is attracting growing interest. Using cross-sectional data from secondary education students (n = 561), we aimed to formulate explanatory arguments regarding the effect of social support on metacognitive knowledge, metacognitive and cognitive learning strategies, and academic achievement, considering the potential mediating role of goal orientation self-management. Structural Equation Modelling yielded a conceptually consistent and statistically satisfactory empirical model, explaining a

moderate-high percentage of the variance in self-regulated learning and academic achievement. The results showed that perceived support from teachers and family positively predicted metacognitive knowledge, metacognitive and cognitive learning strategies, and mastery self-talk and negatively predicted work-avoidance self-talk. Moreover, mastery self-talk and work-avoidance self-talk directly and indirectly (through metacognitive knowledge) predicted academic achievement. Perceived social support is proposed as a marker of vulnerability/protection and as a resource for facing challenges in the academic context.

Mayes, R. D., Lowery, K. P., Mims, L. C., Rodman, J., & Dixon-Payne, D. (2024). **"My Greatness Made a Difference There": Exploring the High School Experiences of High Achieving Black Girls**. *Education and Urban Society*, *56*(6), 728-755. https://doi.org/10.1177/00131245231195001
Recent studies have provided insight into the schooling experiences and lives of Black girls. These studies highlight the challenges that Black girls face in the school environment including underachievement, disproportionality in school discipline, deficit ideologies, and educator and counselor bias. The current study centers the voices on high achieving Black girls in an effort to center their unique and nuanced experiences in high school. Data was collected using in-depth individual interviews and analyzed using Interpretive Phenomenological Analysis. We found that high achieving Black girls must navigate deficit thinking and negative stereotypes similar to their peers while they also pull strength and resilience from their intersecting identities. Further, high achieving Black girls were tenacious in their pursuits and found familial and teacher relationships to be paramount in their success. These findings support the importance of developing intentional and systemic supports to counter intersectional oppression to meet the needs of high achieving Black girls.

Montolio, D., & Brutti, Z. (2024). *Muddying the waters: How grade distributions change when university exams go online* (Working Paper N° 2024/03). Consulté à l'adresse Institut d'Economia de Barcelona (IEB) website: https://econpapers.repec.org/paper/iebwpaper/doc2024-03.htm
We analyse how grade distributions change when higher education evaluations transition online and disentangle the mechanisms that help to explain the change observed in students' results. We leverage administrative panel data, survey data and data on course plans from a large undergraduate degree at the University of Barcelona. We show that grade averages increase and their dispersion reduce. Changes are driven by students from the lower end of the performance distribution and by a reduction in the occurrence of fail grades; however, we do not find evidence for artificial `grade adjusting' to explain the phenomenon. We are also able to dismiss shifts in the composition of test takers, improvements in teaching quality or in learning experiences and increases in student engagement. While changes in the assessment formats employed do not appear to mediate the causal relationship between online evaluation and higher grades, we identify more dispersed evaluation opportunities and increased cheating as explanatory factors.

Morton, E., Thompson, P. N., & Kuhfeld, M. (2024). **A multi-state, student-level analysis of the effects of the four-day school week on student achievement and growth**. *Economics of Education Review*, *100*, 102524. https://doi.org/10.1016/j.econedurev.2024.102524

Four-day school weeks are becoming increasingly common in the U.S., but prior research is ambiguous regarding their impacts on achievement. Using a difference-in-differences approach, we conduct the most representative student-level analysis to date of the effects of four-day weeks on student achievement and within-year growth using NWEA MAP Growth data. We estimate significant negative effects of the schedule on spring reading achievement (-0.07 SD) and fall-to-spring gains in math (-0.05 SD) and reading (-0.06 SD). The negative effects of the schedule are disproportionately driven by adoptions in non-rural schools and are larger for female students. For policymakers and practitioners, this study provides evidence supporting concerns about four-day school weeks' effects on student achievement and growth, particularly in non-rural areas.

Nie, Q., Teng, Z., Yang, C., Griffiths, M. D., & Guo, C. (2024). **Longitudinal Relationships Between School Climate, Academic Achievement, and Gaming Disorder Symptoms Among Chinese Adolescents**. *Journal of Youth and Adolescence*, 53(7), 1646-1665. https://doi.org/10.1007/s10964-024-01952-5
Despite growing concerns regarding the development of gaming disorder symptoms among adolescents, the longitudinal relationship between school factors and gaming disorder symptoms remains far from being fully understood. This two-year longitudinal study examined the relationship between school climate perceptions, academic achievement, and gaming disorder symptoms among three distinct demographic cohorts: preadolescents (n = 1513; 46.9% girls, Mage = 10.64 years, SD = 0.56), early adolescents (n = 1771; 48.3% girls, Mage = 13.54 years, SD = 0.70), and late adolescents (n = 2385; 50.1% girls, Mage = 16.41 years, SD = 0.59). A four-wave study was conducted (six months apart) using random intercept cross-lagged panel models (RI-CLPMs) to separate the within-person (state level) from the between-person (trait level) effects. The results obtained from the RI-CLPMs indicated that fluctuations in school climate perceptions negatively predicted subsequent changes in gaming disorder symptoms among preadolescents at the within-person level, but not among early and late adolescents. Fluctuations relating to gaming disorder symptoms also negatively predicted subsequent changes regarding academic achievement in late adolescents, but not in preadolescents and early adolescents. The effect of school-related factors on gaming disorder symptoms varies across different developmental stages. While preadolescents may represent a particularly susceptible subgroup for gaming disorder in terms of being predicted by their school environment, late adolescents appear to be more vulnerable to predictors of gaming disorder symptoms. The current study also discusses the implications of school-wide programs aimed at improving school climate and preventing the development of gaming disorder symptoms during key developmental periods.

OCDE : Organisation de coopération et de développement économiques. (2024). ***Élèves et écrans : performance académique et bien-être***. Consulté à l'adresse https://www.oecd.org/pisa/aboutpisa/French%20V3_WEB.pdf

Ozdemir, N. K., Kemer, F. N. A., Arslan, A., & Tuna, B. (2024). **A Qualitative Study of Unveiling School Dropout Complexity in Türkiye**. *Child Indicators Research*, 17(3), 1001-1021. https://doi.org/10.1007/s12187-024-10116-7
This study investigates school dropout, particularly the shift to open high schools in Türkiye during the pandemic, through a multi-stakeholder lens. Using grounded theory, data was collected via semi-structured interviews with 12 students, 15 teachers, and 20 school

administrators. Results reveal a model linking themes: predictive reasons for transferring to open high school, both pandemic-related and unrelated, positive/negative consequences of the transition, pandemic's impact on formal education continuity, essential open high school skills, and strategies to reduce such preferences. Findings highlight the sway of exam-focused education on open high school interest, regardless of COVID-19, and emphasize the need for equitable education amidst Türkiye's pandemic challenges. Theoretical implications may infer the necessity of approaching school dropout as a multilayered dynamic issue within the cultural context. The implications also may convey the significance of policies and systems not only to reduce the rates of school dropout but also critically unpack underlying reasons to make improvements.

Peixoto, F., Mata, L., Campos, M., Caetano, T., Radišić, J., & Niemivirta, M. (2024). **'Am I to blame because my child is not motivated to do math?': Relationships between parents' attitudes, beliefs and practices towards mathematics and students' mathematics motivation and achievement**. *European Journal of Psychology of Education*, 39(2), 1561-1586. https://doi.org/10.1007/s10212-023-00774-6
Research on parental involvement is broad and specifies diverse kinds of parental practices that have specific associations with children's learning outcomes. However, the involvement of parents in education, the dynamics of parent–child interactions and the actions and practices they employ and their impact on student's motivation and achievement are intricate processes characterised by numerous intervening variables that require further clarification.

Perez, M., & Maillart, C. (2024). **Différencier la communication pour mieux accompagner les étudiants : comment utiliser les taux de réussite après la 1re session d'examen en enseignement supérieur ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595946
Radišić, J., Krstić, K., Blažanin, B., Mićić, K., Baucal, A., Peixoto, F., & Schukajlow, S. (2024). **Am I a math person? Linking math identity with students' motivation for mathematics and achievement**. *European Journal of Psychology of Education*, 39(2), 1513-1536. https://doi.org/10.1007/s10212-024-00811-y
Based on the expectancy-value perspective on identity and identity formation, this paper explores the relationship between math identity (MI) and the dimensions of motivation (i.e. intrinsic value, attainment value, utility value and perceived competence) and math achievement in primary school. An additional aim of our research was to explore these relationships in different cultural contexts and investigate potential gender and grade differences concerning MI. The participants were 11,782 primary school students from Norway, Sweden, Estonia, Finland, Portugal and Serbia. All predictors from the motivation spectrum were significant for students' MI across the examined countries and had a stronger association with MI than math achievement. Among the motivational dimensions, intrinsic value had the strongest association with students' MI. Boys had significantly more positive math identities than girls in Estonia, Finland, Norway and Portugal. The results showed that the grade 4 students perceived themselves less as "math persons" than their grade 3 peers in all countries.

Roberts, A. C., Booth, M. Z., & Creamer, E. T. (2024). **The Adolescent Self-System and Academic Achievement: Youth Predictors of College Enrollment**. *Youth & Society*, 56(5), 834-860. https://doi.org/10.1177/0044118X231201678

This study takes a social cognitive approach in examining the relationship between elements of the adolescent self-system (self-efficacy, self-esteem, ethnic-racial identity, and hope) in addition to state-mandated graduation tests, with students' later participation in higher education. The quantitative investigation of 733 tenth-grade White (462) and Ethnically Minoritized (271) students and a sub-sample of 29 qualitatively studied adolescents in a semi-rural town in Ohio used a concurrent mixed-methods longitudinal approach. A logistic regression analysis found only adolescent math scores positively predicted later enrollment in higher education; but self-efficacy negatively predicted later college enrollment. Triangulation of additional analyses, including t-tests, and in-depth interviews, suggest how perceptions of the self-system may differ among White and Ethnically Minoritized populations. These differences may be influenced by the degree to which youth pay attention to academic success as a contributing factor to their own self-analysis of their self-system.

Rousseau, N., Voyer, D., & Espinosa, G. (2024). *Le bien-être et la réussite de l'élève à l'école. Perspective internationale*. Consulté à l'adresse https://www.puq.ca/catalogue/livres/bien-etre-reussite-eleve-ecole-4422.html
La biodiversité est unanimement considérée comme une richesse naturelle inestimable. Elle renforce les écosystèmes et les rend plus résilients. Mais qu'en est-il de la diversité à l'école ? Peut-elle devenir cette richesse qui rendrait l'école plus forte et plus résiliente ? Ce collectif porte un regard sur le bien-être et la réussite à partir de perspectives variées provenant de contextes ciblés, soit des provinces canadiennes, de la France, de la Roumanie et de la Suisse. Si la réussite des élèves est la mission première de tous les systèmes éducatifs, quelle place est accordée au bien-être des élèves dans la mise en œuvre de cette mission ? Cet ouvrage, par son caractère international, permet de discuter de ces enjeux.

Ryan, S., Ream, R. K., Martin, M., Shim, J. K., Brooks, M. S., & Yen, I. H. (2024). **Adverse Childhood Experiences and the Process(es) of Frequent K–12 Student Mobility in Urban Contexts**. *Education and Urban Society*, *56*(6), 655-681. https://doi.org/10.1177/00131245231193406
As part of a larger project focused on the intersection of educational and health trajectories over the life course, we use in-depth interviews with 28 adults who experienced multiple non-promotional school changes during the course of their K-12 schooling in three U.S. urban centers to advance understanding of frequent student mobility. Prior research focuses predominantly on isolating the impact of student mobility while saying little about processes through which mobility influences educational trajectories in particular contexts. Frequent student mobility was intertwined with adverse childhood experiences and access to coping resources, and these forces shaped participants' trajectories in patterned ways. Supporting frequently mobile students, almost a third of school-age children in the United States, will require greater attention to the reasons for, processes of, and contexts of student mobility.

Salifu, I., & Kala, M. (2024). **Improving pupil performance in rural Ghana basic schools: Principals' leadership challenges**. *International Journal of Educational Development*, *108*, 103061. https://doi.org/10.1016/j.ijedudev.2024.103061
This research used the multiple qualitative case study design, aiming to explore the leadership challenges of principals of basic schools in rural Ghana. Specifically, the study was to uncover the latent conditions frustrating the efforts of the principals to improve

pupil performance and to explore leadership practices of school principals that could address the challenges and boost rural pupil performance. The study utilised multiple sources to obtain data from 33 participants accidentally selected. The study found that the principals could not do much to improve rural pupil performance because of ill-equipped learning environments, school indiscipline, ineffective instructional supervision, parents' casual attitudes towards formal education, and mass promotion. The research revealed further that, to salvage the situation, the leaders needed to engage in practices such as vision-driven leadership, people-centered leadership, leadership based on resourcefulness, autonomous leadership, and decisive leadership. The significance of the study, both locally and internationally, was explored.

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

Il y a une petite dizaine d'années, les universités composant le réseau de l'UOH faisaient le constat que les compétences en français écrit des étudiantes et étudiants satisfaisaient de moins en moins aux exigences de l'enseignement supérieur. Face à cette situation, il est apparu pertinent à 13 d'entre-elles de développer un dispositif national d'évaluation, de formation et de certification des compétences d'expression et de compréhension écrites en français. Ce dispositif fondé sur la co-construction met à disposition un ensemble de services en ligne partagés et permet la mise en place de formations consacrées au développement des compétences en français écrit des étudiantes et étudiants de français langue maternelle. Rendus disponibles à tous les établissements qui le souhaitent, les outils et ressources d'écri+ ont d'emblée été pensés comme devant répondre aux besoins de toutes les étudiantes et tous les étudiants, quel que soit leur niveau de compétence, et aux attentes de tous les établissements ou composantes, quel que soit leur niveau d'exigence. La différenciation pédagogique, la flexibilisation des parcours et l'individualisation des expériences d'apprentissage sont au coeur du dispositif. De fait, la plate-forme d'entrainement développée par le projet est auto-adaptative et véhicule un discours bienveillant quel que soit le niveau d'exercice, les enseignements qui en découlent sont laissés à la liberté des institutions et les accompagnements proposés sont très souvent personnalisés. Un terrain pour les sciences de l'éducation Ce symposium ne présente pas une recherche, mais une variété d'expérimentations d'un même dispositif. En effet, par la liberté d'usages qu'il offre, écri+ donne à voir des différenciations multiples, que ce soit en termes - de déploiements et mises en oeuvre pédagogiques o plus ou moins généralisés et/ou centralisés au niveau de l'établissement o plus ou moins hybrides en termes d'enseignement o faisant ou non appel au tutorat - d'expériences et pratiques d'apprentissages o chaque parcours sur la plate-forme est personnalisé et l'apprenant est laissé libre des compétences qu'il travaille o l'accompagnement proposé dans les établissements est le plus souvent fonction des besoins de chacun - de reconnaissance des réussites o toutes les compétences sont valorisées quel que soit leurs niveaux o de plus en plus d'enseignants vont vers une évaluation adaptative des compétences tenant compte de la progression, du niveau, voire de l'assiduité La diversité des enseignements, des dispositifs d'accompagnement et des modalités d'évaluation s'expriment à travers le panel d'expérimentations proposées dans le symposium. Celles-ci sont complémentaires car donnent à voir la multiplicité des pratiques pédagogiques dans plusieurs dimensions de la formation. Les présentations font état de données de terrain n'ayant pas encore pu

être analysées de façon globale et qui sont à la disposition de qui souhaite s'en emparer dans la logique collaborative qui est celle d'écri+.

Stang-Rabrig, J., Vogel, S. N. T., Forciniti, M., & McElvany, N. (2024). **Students' school success in challenging times: importance of central personal and social resources during the COVID-19 pandemic**. *European Journal of Psychology of Education*, 39(2), 1261-1281. https://doi.org/10.1007/s10212-023-00739-9
Students' well-being, learning activities, and learning success are key student outcomes that can be affected by challenging times such as the COVID-19 pandemic. Thus, it is vital to investigate the role of important personal (resilience, self-efficacy) and social resources (support from family, friends, teachers, important other) for central student outcomes (life satisfaction as a vital aspect of well-being, learning activities, and learning success) alongside perception of the COVID-19 situation. While the pandemic affected all of society, adolescents as a group who face core developmental challenges were especially vulnerable towards being negatively affected by the pandemic. Thus, analyses are based on 220 adolescent students (60.9% female, 37.7% male, 1.4% diverse) in Germany who were 16.21 years old on average (SD = 0.88) at time of data collection in May 2021. Students filled out an online questionnaire on sociodemographics and variables of interest. Path models revealed that perceiving the COVID-19 pandemic as stressful was negatively related to life satisfaction (β = -.27). Furthermore, perceiving the COVID-19 pandemic as stressful was negatively related to students' self-efficacy (β = -.22) and positively to support from an important other (β = .32). Moreover, several resources were mainly positively related to our central student outcomes (β = .13-.41), and perception of the COVID-19 situation mediated two of those relations. Results underscore the importance of students' self-efficacy, which was related to all student outcomes. Furthermore, the results and methodological issues can impact further research and practice.

Stelzer, F., Vernucci, S., Aydmune, Y., del Valle, M., Andres, M. L., & Introzzi, I. M. (2024). **Mathematics achievement in the last year of primary school. Longitudinal relationship with general cognitive skills and prior mathematics knowledge**. *European Journal of Psychology of Education*, 39(2), 517-533. https://doi.org/10.1007/s10212-023-00700-w
The aim of this study was to analyze the joint, relative, and unique predictive value of students' prior knowledge of mathematics (knowledge of fractions and ability to divide natural numbers) and general cognitive ability (fluid intelligence and working memory) upon general mathematics achievement in the last year of primary school. Seventy-five students participated (M age = 11.2 years old, SD = 0.40). Hierarchical regression analysis showed that the ability to divide and fractions knowledge accounted for 41% of the variance in mathematics achievement, both acting as significant predictors. By incorporating working memory and fluid intelligence into the model, fraction knowledge showed to be no longer a significant predictor. These general cognitive skills explained an additional 8% of the variance in mathematics knowledge, both being significant predictors and contributing to mathematics achievement in a unique way. The implications of these results for mathematics teaching are discussed.

Van Den Berghe, L., Naert, J., Vandevelde, S., & De Pauw, S. S. W. (2024). **Supporting second chance education: Drop-in students' views on educational barriers and needs to study**. *European Journal of Education*, 59(2), e12644. https://doi.org/10.1111/ejed.12644

In many Western societies, earning a degree is considered an ultimate educational achievement. Second chance education (SCE) serves as a distinct pathway for those who have dropped out of school, allowing them to re-enter the educational system. Understanding the specific obstacles and needs of students in SCE is crucial for providing better-tailored support. However, limited knowledge exists about the challenges faced by students seeking to enrol in SCE. This qualitative study conducted in-depth interviews with 28 drop-in students (Mage = 30) to explore these barriers and needs. Identified barriers span institutional, situational, environmental, and life-course levels. Primary needs centre around warm and accessible teachers, as well as flexible, student-focused learning options. The results underscore the value and significance of second chance education as a unique pedagogical context for drop-in students. It also emphasizes that the insights gained from SCE can inform improvements in regular, first-chance education, serving diverse student populations. Lastly, SCE serves as a societal mirror, urging a re-evaluation of the broader discourse in education. Overall, this study calls for more appreciation of SCE, acknowledging and recognizing its unique pedagogical context, dedicated teachers, and determined students.

Vilppu, H., Laakkonen, E., Laine, A., Lähteenmäki, M., Metsäpelto, R.-L., Mikkilä-Erdmann, M., & Warinowski, A. (2024). **Learning strategies, self-efficacy beliefs and academic achievement of first-year preservice teachers: a person-centred approach**. *European Journal of Psychology of Education*, *39*(2), 1161-1186. https://doi.org/10.1007/s10212-023-00729-x

As teacher profession can be seen as a learning profession, it is crucial that teacher education equips future teachers with high-level skills to update and increase their proficiency and expertise throughout their career. In this aim, cognitive processing strategies and metacognitive regulation strategies as well as academic self-efficacy beliefs play a crucial role. This study examined Finnish first-year preservice teachers' (N = 538) initial learning profiles in terms of their learning strategies and self-efficacy beliefs upon entry to teacher education. Furthermore, the association between the profiles and pre-entry factors (age, written entrance exam) as well as first-year achievement was studied. The data were gathered via questionnaire from four universities and their student registers. The person-centred approach utilising a latent profile analysis was applied to identify learning profiles among preservice teachers. Three distinct learning profiles were identified: unregulated students with low self-efficacy (37.5%), average strategists with low self-efficacy (33.1%) and self-regulated and deep learners with high self-efficacy (29.4%). The first profile performed worst in the first-year studies, whereas the last profile was characterised by the oldest students and best performers in the written entrance exam. The findings expand our understanding of the initial learning profiles of preservice teachers and thus offer valuable information for teacher educators to support teaching practices and curriculum design. Practical implications of the results are discussed.

Vohl, P., & Loye, N. (2023). **Portrait des écarts d'anxiété mathématique selon le genre et du lien anxiété mathématique/performances en mathématiques chez les élèves québécois francophones de 15 ans ayant participé au PISA de 2003 et de 2012**. *Mesure et évaluation en éducation*, *46*(2), 128-170. https://doi.org/10.7202/1111101ar

Cet article brosse le portrait des écarts d'anxiété mathématique selon le genre et du lien anxiété mathématique/performances en mathématiques chez les élèves québécois francophones de 15 ans ayant participé au PISA de 2003 et de 2012. Après avoir vérifié l'invariance métrique et scalaire de la mesure d'anxiété mathématique du PISA, entre

les garçons et les filles, les résultats de cet article révèlent qu'en moyenne, les filles francophones de 15 ans du Québec font état d'un niveau d'anxiété mathématique statistiquement plus élevé que les garçons. En outre, les résultats de 2003 et de 2012 montrent que le lien négatif anxiété mathématique/performances en mathématiques est équivalent chez les garçons et chez les filles et donc, qu'il ne semble pas y avoir d'effet de modération de ce lien, par le genre. De là, l'article se penche sur les stratégies d'intervention qui pourraient permettre de réduire l'importance du lien négatif anxiété mathématique/performances en mathématiques, chez les personnes qui se disent anxieuses à l'égard des mathématiques.

Zhang, Y., Wu, X., Cui, C., Chen, S., He, Y., & Wang, L. (2024). **Effect of private tutoring on students' non-cognitive mathematics learning outcomes in China**. *International Journal of Educational Development*, *107*, 103029. https://doi.org/10.1016/j.ijedudev.2024.103029
This study examines the effectiveness of private tutoring (PT) on students' non-cognitive achievement by assessing student-report questionnaires and school reports of mathematics achievement from approximately 1500 secondary school students in China to track retrospective longitudinal variations of PT over a year. The results of propensity score matching analysis indicated that a whole year of PT participation did not positively affect students' interest, habits, and attitudes towards mathematics. This result raises questions concerning the role and effectiveness of PT. Thus, the study provides an evidence-based assessment of the effectiveness of PT and highlights the implications for educational practice and future research.

Zhao, L., Yuan, H., & Wang, X. (2024). **Impact of homework time on adolescent mental health: Evidence from China**. *International Journal of Educational Development*, *107*, 103051. https://doi.org/10.1016/j.ijedudev.2024.103051
Fierce competition in China's basic education system results in students spending too much time on homework. However, few studies have explored the mental health effects of homework time. Using data from the China Education Panel Survey (CEPS), this paper empirically examines the impact of homework time on adolescent mental health through the fixed-effects model and instrumental variables regression. Additionally, this study explores the moderating effects of teacher support and parent involvement. The results indicate that homework time has a negative effect on adolescent mental health, but only when the amount of time spent on homework exceeds about 1 hour and 15 minutes. Overall, there is a non-linear relationship between homework time and adolescent mental health. Teacher support, particularly emotional support, can mitigate the adverse mental health effects of excessive homework time, whereas parental involvement does not show the same positive effect. The analysis of heterogeneity reveals that adolescents from rural schools or medium family economic backgrounds experience a more pronounced negative impact from excessive homework time compared to those from urban schools, poorer or richer family backgrounds. Furthermore, students with outstanding academic performance are affected more significantly than their peers with poor academic performance. The empirical results echo the targets of the Chinese « double reduction policy » which requires strict control of homework time. Education policymakers should reasonably regulate homework time and systematically explore education concepts and teaching methods that are compatible with the reduction of homework time.

Zimmermann, P., Kennel, S., & Plateau, J.-F. (2024). **Le Diplôme d'Accès aux Études Universitaires : un dispositif favorisant la réussite de la reprise d'études ?** *Diversité, Réussite[s] dans l'Enseignement Supérieur (2024)*. Présenté à Nantes, France. Consulté à l'adresse https://hal.science/hal-04595988

Valeurs

Bai, Y., Wang, Y., & Ding, B. (2024). **Institutional determination or teacher bias? Examining the mechanisms of cultural capital in China**. *European Journal of Education*, 59(2), e12634. https://doi.org/10.1111/ejed.12634
Empirical research conducted in numerous countries provides substantial evidence supporting the pivotal role of cultural capital in comprehending educational inequality. However, the operation of cultural capital varies across certain regions in East Asia due to distinct educational systems. This study integrates micro-level mechanisms of cultural capital, teacher bias, and the Chinese educational system to identify its determinants. Findings from the China Education Panel Survey indicate that families with high socioeconomic status tend to cultivate cultural capital but downplay its importance during critical exams. Teachers tend to favour students with cultural capital, which can indirectly enhance academic performance. However, the standardized examination system ultimately suppresses this effect and leads to an overall negative impact. This study suggests that the educational system plays a pivotal role in determining cultural capital and highlights the necessity for further discussions on its relationship with institutions.

Barthes, A., & Lange, J.-M. (2024). **L'éducation au développement durable : entre internationalisation et effets locaux. Introduction**. *Revue internationale d'éducation de Sèvres*, (95), 51-59. https://doi.org/10.4000/11o8n
Les prescriptions éducatives locales incitent à prendre en charge les problèmes sociétaux globaux et évoluent en fonction des préconisations politiques internationales. Dans ce jeu d'influences réciproques, les curriculums, les finalités et les valeurs de l'éducation au développement durable diffèrent selon le positionnement géopolitique des pays, et ce, en interférence avec les crises politiques, sociales et environnementales locales. Devant les urgences climatiques et l'érosion de la biodiversité, on relève dans de nombreux pays une demande sociale de justice et un souhait de transformer les modèles de développement qui interpellent de façon critique la conception et la mise en œuvre de l'éducation au développement durable dans les systèmes d'enseignement. Ce dossier à visée comparatiste présente neuf études de cas révélatrices du décalage, ou tout au moins de la tension qui existe entre contextes locaux et injonctions internationales, et met en évidence des dispositifs et des pratiques spécifiques sur quatre continents.

Belhaddioui, M. (2024). **Les pratiques d'enseignement à distance du français à l'université marocaine : entre considérations théoriques et réalités**. *Revue de l'École Supérieure de l'Éducation et de la Formation*, (2), 79-94. https://doi.org/10.60481/revue-rise.N2.7
Dans le cadre de la transition urgente et nécessaire vers l'enseignement à distance suite à la propagation du corona virus, cet article propose une analyse de la perception des enseignants de langue française et de communication, à l'université Moulay Ismail-Meknès -Maroc, sur leurs pratiques d'enseignement à distance, leurs contraintes et leurs difficultés rencontrées ainsi que sur les remédiations proposées. Après une phase

d'enquête sur terrain et la réalisation d'entretiens semi-directifs, les résultats ont montré que les pratiques mobilisées par les enseignants sont différenciées ainsi que les modalités d'organisation des formations et des supports. , nous pensons que l'efficacité recherchée de l'enseignement à distance pourrait être obtenue à deux conditions : une réorganisation institutionnelle, pédagogique et matérielle ; des dispositifs de formation à distance et une amélioration de l'accompagnement en formation continue des enseignants et étudiants. (le résumé doit également indiquer la méthodologie mise en œuvre et le principal résultat obtenu).

Dunn, A. H. (2024). **"Why did we never learn this?": preparing educators to teach for justice and equity on days after**. *International Journal of Qualitative Studies in Education*, *37*(5), 1481-1495. https://doi.org/10.1080/09518398.2023.2181456
This research explores teachers' development of their understandings of teaching for justice and equity on days after critical current events, traumas, and tragedies. In particular, I ask: How, if at all, are teachers prepared to engage in Days After Pedagogy? How do their preparation experiences influence their feelings about utilizing Days After Pedagogy in their classrooms? Grounded in the theory of Days After Pedagogy and grounded in the literature on social justice teacher preparation, this qualitative study of more than 50 social justice oriented pre- and in-service teachers around the U.S. reveals four key findings about teachers' (lack of) preparation to engage in DAP and the implications of this for equitable education in current and future classrooms.

European Commission. European education and culture executive agency. (2024). **Learning for sustainability in Europe. Building competences and supporting teachers and schools**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3943* [Report]. Consulté à l'adresse Eurydice (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/dc327457-f875-11ee-a251-01aa75ed71a1/language-en/format-PDF/source-315521069
Education has an important role to play in advancing the green transition and building a sustainable future for Europe's societies and economies. This Eurydice report examines how European countries integrate learning for sustainability in teaching and school life in 39 education systems. The report investigates which sustainability-related competences are included in the school curricula, and whether this is done following a cross-curricular approach or integrated into specific subjects. It examines how European countries prepare and support teachers in their endeavour to build and develop these competences in their students. It analyses the support offered to schools to implement whole-school approaches and to promote learning for sustainability. Overall, most European countries integrate sustainability-related competences in the school curricula, provide dedicated training, teaching resources, learning materials and guidelines to help teachers to deliver sustainability education, and support schools in various ways. However, progress can still be made in embedding sustainability competences more extensively and in greater detail across the whole curriculum; in reinforcing targeted support, guidance and training opportunities for teachers and school leaders; or in providing more financial and non-financial support for specific school activities.

Gallayová, Z., & Trochanová, K. (2024). **Le programme École verte au centre de l'éducation au développement durable en Slovaquie**. *Revue internationale d'éducation de Sèvres*, (95), 91-100. https://doi.org/10.4000/11o8r

Dans la pratique pédagogique slovaque, le terme d'éducation à l'environnement est préféré à celui d'éducation au développement durable (EDD) et fait partie du curriculum en tant que thème transversal. Cette approche offre la possibilité d'étudier la complexité des problèmes environnementaux et de trouver des solutions sous différentes perspectives. Cela est bénéfique pour les élèves, mais exigeant pour les enseignants, en matière de connaissances, de compétences et de pratiques méthodologiques. Les objectifs de l'École verte sont définis ainsi : « nous faisons ce que nous enseignons », « nous enseignons différemment » et « nous faisons le changement ensemble ». L'article décrit les principes du programme de l'École verte en Slovaquie et fournit des exemples de bonnes pratiques pédagogiques.

Lausselet, N., Pache, A., & Hertig, P. (2024). **Enjeux et réalités de l'éducation au développement durable en Suisse romande**. *Revue internationale d'éducation de Sèvres*, (95), 141-150. https://doi.org/10.4000/11o8w
Le Plan d'études romand (PER) définit les grandes orientations de la scolarité obligatoire en Suisse francophone et fait de l'éducation en vue d'un développement durable (EDD) l'une de ses finalités centrales, en affirmant notamment qu'elle « teinte l'ensemble du projet de formation ». La Suisse étant un État fédéraliste, l'autonomie cantonale reste considérable dans la mise en œuvre du PER, ce qui conduit à des inscriptions curriculaires de l'EDD assez différentes d'un canton à l'autre. Après l'analyse des finalités prescrites et des formes curriculaires, l'article se focalise sur les constats tirés de recherches portant sur les pratiques de l'EDD au primaire et au secondaire ainsi que sur des enquêtes menées auprès d'enseignants en formation ou déjà titularisés et de membres de direction, avant d'évoquer les dispositifs de formation mis en place dans le canton de Vaud et de conclure sur quelques enjeux de formation des enseignants.

Lee, J., & Kim, H. (2024). **Vers une civilisation écologique : former l'écocitoyen terrestre en Corée du Sud**. *Revue internationale d'éducation de Sèvres*, (95), 73-80. https://doi.org/10.4000/11o8p
En Corée du Sud, depuis l'institutionnalisation de la discipline « environnement » lors de la réforme du curriculum national de 1992, l'éducation à l'environnement suit une double approche, disciplinaire et transversale. En 2021, cette éducation a été renforcée sur les plans législatif, pratique et académique afin d'englober l'éducation dans et hors l'école. Désormais, l'État doit garantir à tous le droit à l'éducation à l'environnement et mettre en place l'éducation à la transition écologique. En outre, le gouvernement a publié en 2022 un référentiel national des compétences en matière d'éducation à l'environnement qui se prête facilement à l'adaptation à chaque contexte éducatif. Bien que ces nouvelles mesures se heurtent à l'inertie d'un système scolaire régi par une logique disciplinaire et concurrentielle, les initiatives des autorités éducatives locales et des établissements scolaires créent une dynamique positive.

OECD : Organisation for Economic Co-operation and Development. (2024). *Building competencies for digital and green innovation in higher education*. Consulté à l'adresse https://www.oecd-ilibrary.org/education/building-competencies-for-digital-and-green-innovation-in-higher-education_d3869c1f-en;jsessionid=8pE1GnMoElKblVzC1NtKwgTfRz-rLVT_w8FAjwe-.ip-10-240-5-99
Ce document présente des enseignements clés et des exemples inspirants de politiques et de pratiques qui montre, de quelle manière les programmes d'enseignement supérieur traditionnels peuvent développer efficacement les compétences cruciales

pour l'innovation verte et numérique. Les gouvernements et les établissements d'enseignement supérieur peuvent notamment : 1. adopter une approche systématique du suivi de la demande et de l'offre de compétences afin d'identifier ce qui apparaît le plus important pour l'environnement et l'innovation numérique et de comprendre où se situent les principales lacunes ; 2. mettre à jour régulièrement les programmes d'études en fonction de l'évolution de l'économie et de la société ; 3. promouvoir les démarches transversales et disciplinaires ; 4. engager et motiver les apprenants à participer à des programmes et à des expériences favorisant l'innovation ; 5. promouvoir de manière fructueuse les partenariats avec les entreprises et l'industrie.

Oliveira, I. B. de. (2024). **Les créations curriculaires écologiques dans une école publique au Brésil**. *Revue internationale d'éducation de Sèvres*, (95), 133-140. https://doi.org/10.4000/11o8v
Censée être à l'ordre du jour au Brésil depuis plus d'une décennie, l'éducation au développement durable se limite en réalité, dans les documents curriculaires officiels, à quelques compétences et aptitudes prédéfinies, intégrées aux disciplines classiques, mais sans réelle éducation à l'environnement. Il existe toutefois des écoles et des enseignants qui tissent au quotidien des curriculums à partir de valeurs écologiques, afin de former des élèves conscients de leurs responsabilités environnementales et soucieux de construire une société plus durable. L'article présente un projet de pédagogie écologique mis en place dans une école publique de l'État de Rio de Janeiro. Les premiers résultats permettent de comprendre les défis affrontés et les stratégies utilisées.

Paivandi, S. (2024). **L'éducation au développement durable au prisme de la religion : le cas iranien**. *Revue internationale d'éducation de Sèvres*, (95), 101-110. https://doi.org/10.4000/11o8s
Le curriculum iranien a connu un tournant écologique progressif depuis les années 2000. Les thématiques environnementales se sont introduites dans le manuel d'études sociales et celui de sciences expérimentales. Au 11e grade, tous les élèves suivent une matière intitulée « humain et environnement ». Le texte propose une grille d'analyse thématique des contenus écologiques dans les manuels de 2023-2024. Dans un pays confronté à une crise écologique aiguë, les données collectées permettent de constater la vision assez réductrice du discours environnemental de l'école iranienne. Le curriculum tente de promouvoir une sorte d'éco-civisme en mettant l'accent sur la responsabilité individuelle. Il s'agit de se focaliser sur la gestion technique de l'environnement et l'éco-efficience en écartant les questions sociales et économiques. Cette orientation curriculaire doit être appréhendée et analysée dans le contexte d'un système éducatif « islamisé », imposant un endoctrinement religieux aux élèves.

Rampal, A., Menon, R., & Lausselet, N. (2024). **L'engagement en faveur de l'éducation au développement durable à l'école primaire en Inde** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (95), 61-71. https://doi.org/10.4000/11o8o
En Inde, les enjeux de justice sociale, d'équité et de justice écologique font depuis longtemps partie des préoccupations des experts du curriculum. Cet article s'intéresse à la façon dont, à partir de 2005, l'éducation au développement durable, associée à la pédagogie gandhienne, a été intégrée dans le curriculum indien ainsi que dans les manuels qui en ont découlé. Sont notamment examinés, au niveau de l'enseignement primaire, les thèmes et les approches utilisés pour les études environnementales et les mathématiques, ainsi que leur impact sur la formation des enseignants. L'article se

termine par le point sur la situation actuelle, avec un nouveau curriculum qui remet en question ces développements, et par une discussion de l'apport des études environnementales critiques et de leur focale sur la justice sociale au discours international sur l'éducation au développement durable.

Wagner, D.-A. (2024). **L'éducation au développement durable dans une société progressiste pétro-dépendante : le cas de la Norvège**. *Revue internationale d'éducation de Sèvres*, (95), 111-120. https://doi.org/10.4000/11o8u
Le cas de l'éducation au développement durable (EDD) en Norvège est intéressant, car le pays souhaite être à la pointe en matière environnementale, tout en étant un important producteur d'hydrocarbures. De fait, l'EDD a été intégrée en profondeur à tous les niveaux du curriculum et promue thématique transversale commune à toutes les matières enseignées. L'ambition est de développer chez les élèves tant une compréhension profonde des enjeux environnementaux que des compétences pratiques pour agir. Cependant, la grande part de liberté et de responsabilité laissée aux enseignants ainsi que le fort accent porté sur la responsabilité individuelle de chacun et sur les enjeux environnementaux et sociaux, plutôt qu'économiques, semblent aussi porteurs de défis, présents et à venir.

Yogo, E. M. (2024). **L'éducation au développement durable au Burkina Faso : orientations et contraintes**. *Revue internationale d'éducation de Sèvres*, (95), 81-90. https://doi.org/10.4000/11o8q
La nécessité de construire un monde plus responsable mobilise de plus en plus la communauté internationale et le Burkina Faso n'est pas en reste. Ce pays sahélo-saharien s'évertue à intégrer les principes, les valeurs et les pratiques du développement durable dans son système d'éducation et de formation. La prise en compte des préconisations de la communauté internationale et celle des orientations propres à la situation géo-climatique que connaît le Burkina Faso se côtoient et sont portées par des acteurs divers. La dynamique enclenchée ces dernières années permet d'entrevoir la co-construction d'un curriculum plus formel d'éducation au développement durable, en dépit du contexte de crise sécuritaire et humanitaire qui affecte l'éducation.