

Veille de l'IREDU



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Acquisition de compétences

Adamczyk, W., Ehrl, P., & Monasterio, L. (2024). **Compétences et transitions professionnelles au Brésil**. *Revue Internationale Du Travail*, 163(2), 219-249. <https://doi.org/10.1111/ilrf.12309>

Les auteurs font appel à l'apprentissage profond et au traitement du langage naturel pour construire des indicateurs de compétences et de distance professionnelle comparables entre pays, qu'ils utilisent pour produire des faits descriptifs sur les transitions professionnelles et la distribution des salaires au Brésil. À partir de données sur l'ensemble des contrats de travail formels conclus entre 2003 et 2018, ils constatent que les travailleurs mobilisant surtout des compétences cognitives non routinières sont mieux lotis en termes d'emploi, de salaire et de transition professionnelle. Ils observent des signes de progrès technologique biaisé et de polarisation de l'emploi après la crise économique brésilienne de 2014.

Andreu, S., Bret, A., Campbell, A., Faure, M., Forichon, B., Gill-Sotty, C., ... Zitouni, M. (2024). **CEDRE Collège Sciences expérimentales 2018 : analyse des résultats** (N° 2024-E07; p. 272). Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/cedre-college-sciences-experimentales-2018-414556>

En mai 2018, les élèves de troisième ont été évalués en physique-chimie et SVT. Les performances en sciences de ces élèves sont en baisse alors qu'elles étaient restées stables en 2007 et 2013.

Aparicio, X. (2024, juin 3). **Les bilingues sont-ils plus forts en maths ?** Consulté 10 juin 2024, à l'adresse The Conversation website: <http://theconversation.com/les-bilingues-sont-ils-plus-forts-en-maths-217991>

La maîtrise de la langue joue un rôle important dans l'apprentissage des maths. Les élèves bilingues auraient-ils alors une longueur d'avance dans cette matière ? Que dit la recherche ?

Arani, M. R. S., Gao, Y., Wang, L., Shibata, Y., Lin, Y., Kuno, H., & Chichibu, T. (2024). **From "content" to "competence": A cross-cultural analysis of pedagogical praxis in a Chinese science lesson**. *PROSPECTS*, 54(1), 155-173. <https://doi.org/10.1007/s11125-022-09630-9>

This research is based on an approach that looks at cross-cultural research design as a "lens" for a deeper understanding of what goes on in the classroom. The research question is how a cross-cultural study like this one can lead to identifying the cultural script of teaching and help educators reflect on their practice. In this context, Chinese lessons could be described as a case-based study of pedagogical reasoning that drives a shift from focusing on "content" to "competence". This article draws on qualitative data collected by the researchers and a cross-cultural analysis of a science lesson in an elementary school in Beijing, China. Using the Japanese educators' critiques and Chinese reviews, the article determines the cultural script of teaching science (the first research question) and the way Chinese teachers reflect on their practice through the Japanese lens (the second research question). This study exposes the importance of teachers' understanding and reflecting on their practice, technically, practically, and critically. The analysis results show how teachers learn to change their lenses, to reflect on their teaching and reconstruct their understanding

about teacher professionalism through at least four basic elements: didactics, praxis, pedagogy, and theory.

Bertolin, J., Tavares, O., & Sin, C. (2024). **Towards a democratic and fair society: Civic competences of Brazilian graduates.** *Education, Citizenship and Social Justice*, 19(2), 313-328. <https://doi.org/10.1177/17461979221131148>

This article analyses whether Brazilian graduates feel that their higher education programmes have contributed to the development of civic competences (ethics, critical thinking and respect for diversity), necessary to become active citizens in a democratic and fair society. The analysis considers disciplines and students' socioeconomic and cultural background, employing official data (2014, 2015 and 2016) from the National Test of Student Performance (Enade). Findings show that students of higher socioeconomic backgrounds tend to concentrate in programmes which lead to more prestigious and powerful positions in society. Curiously, it is these students who feel less confident that their degree contributed to the development of the above civic competences than their colleagues from lower socioeconomic backgrounds. These findings question whether higher education fulfils its mission to promote holistic human development for all students. These competences are particularly critical for privileged students who will be better positioned professionally to tackle societal injustices.

Blankenberger, B., Kerr, R., & Dooley, T. (2024). **Competency Based Education Pilot in Illinois: Preliminary Findings.** *Educational Policy*, 38(5), 1229-1256. <https://doi.org/10.1177/08959048231198819>

In this study we employed regression analysis and between-group matched pair design to analyze whether participation in a competency-based education pilot was associated with improved high school completion and postsecondary entry. Data were obtained for high schools participating in a CBE pilot program in Illinois. Results of the matched pair design showed that CBE participation was significantly associated with higher rates of high school graduation for seniors across all groups with differences significant overall (97.2% for CBE vs. 93.1% for non-CBE), for White students (97.2% vs. 92.7%), and for students eligible for Free and Reduced Lunch (96.3% vs. 90.3%). Graduation rate for seniors was also higher for African American students and for Hispanic-Latinx students, but the differences were not statistically significant. In the matched pair design, CBE participation was not significantly associated with entry into college within 12 months of high school.

Bret, A., Lacroix, A., M'Bafoumou, A., Salles, F., Sathicq, V., Andreu, S., ... Vourc'h, R. (2024). **Résultats du test de positionnement en « littératie » et « numératie » des élèves de première année de CAP à la rentrée 2023.** *Note d'Information*, (24.22), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/resultats-du-test-de-positionnement-en-litteratie-et-numeratie-des-eleves-de-premiere-annee-de-cap-414549>

En septembre 2023, près de 50 000 élèves en première année de certificat d'aptitude professionnelle (CAP) sous statut scolaire ont passé un test de positionnement permettant aux équipes pédagogiques de disposer d'un outil de diagnostic standardisé des compétences liées à la « littératie » et à la « numératie ».

Can, H. C., Zorba, E., & Işim, A. T. (2024). **The effect of blended learning on 21st-Century skills and academic success in education of physical education teachers: A mixed**

method research. *Teaching and Teacher Education*, 145, 104614.
<https://doi.org/10.1016/j.tate.2024.104614>

The aim of this study is to examine the effects of the teaching intervention with blended learning model on the 21st century skills, academic achievement levels and permanent learning of pre-service physical education teachers. For this purpose, the nested design was preferred among the mixed method research designs, case study approach was chosen for the qualitative dimension of the research, and quasi-experimental design method was preferred for the quantitative dimension. As regards the experimental intervention process, the experiment lasted for 12 weeks with the voluntary participation of 85 pre-service teachers who formed the control and comparison groups. As a result of the research, it is seen that blended learning affects the academic success and permanent learning levels of pre-service physical education teachers whereas it has no effect on the 21st century skills. Quantitative and qualitative findings are consistent with each other.

Chailloux, S. **Apprentissage des langues régionales: Proposition de loi pour une meilleure réussite scolaire des jeunes ultramarins grâce à l'apprentissage des langues régionales.** , Pub. L. No. 652 (2023-2024) (2024). <https://www.senat.fr/dossier-legislatif/pp123-652.html>

Proposition de loi pour une meilleure réussite scolaire des jeunes ultramarins grâce à l'apprentissage des langues régionales

Charles, S. (2024). **Compétences spatiales et performance en STIM au collège.** 13e rencontres scientifiques de l'ARDIST. Présenté à Montpellier, France. Consulté à l'adresse <https://hal.science/hal-04608447>

L'évaluation des habiletés spatiales est au centre de questions sur le développement cognitif d'élèves et leur performance scolaire (Mix et al., 2016). Si ces habiletés ont été liées à la performance en mathématiques pour des élèves de maternelle, d'école primaire et de collège, elles sont aussi prédictives de réussite dans les filières académiques et professionnelles en Sciences, Technologie, Ingénierie et Mathématiques (STIM) (Wai et al., 2009). Dans le cadre du programme e-FRAN EXAPP_3D, notre recherche s'est portée sur les possibles contributions des compétences spatiales à la performance dans les études d'ingénierie (Charles, 2023). Elle a confirmé le caractère prédictif de la performance à des tests spatiaux de la performance à des évaluations en première année d'école d'ingénieurs (Charles et al., 2029). Après avoir construit notre protocole expérimental auprès d'étudiants ingénieurs, nous l'avons mis à l'échelle pour notre cible principale, les élèves du collège, à l'aide d'outils de mesure des compétences spatiales adaptés. Nos résultats confirment le lien entre performance spatiale et performance scolaire en STIM pour des élèves de sixième.

de Guevara Rodríguez, M. L., Lopez-Agudo, L. A., & Marcenaro-Gutierrez, O. D. (2024). **Education policy reform and the impact of free preschool education on boys' and girls' reading competence.** *International Social Science Journal*, 74(252), 477-499.
<https://doi.org/10.1111/issj.12468>

Numerous authors have reported a positive relationship between preschool enrolment and academic performance in later years, even helping to reduce the academic gap existing between students from different socio-economic backgrounds. In this context, this paper goes further by analysing the impact that early childhood education (from 3 to 6 years) has on Spanish boys' and girls' reading achievement when they are in fourth

grade (10 years). For this purpose, we take advantage of the 2006 Spanish education reform that promoted free second stage preschool education by using data from Progress in International Reading Literacy Study 2011 and 2016 and an instrumental variable approach, in order to get closer to causality than previous literature for Spain. We find that attending preschool has a positive influence on reading achievement, well above the impact found when using simple ordinary least squares estimates, being higher for girls than for boys.

Demangeon, A., Faedda, S., Fleck, S., & Dinot, J. (2024, juin). **Soutenir le développement et l'apprentissage des compétences psychosociales (CPS) des élèves par le biais de dispositifs pédagogiques numériques pour favoriser le bien-être scolaire**. Consulté à l'adresse <https://hal.science/hal-04604963>

Di Mitri, D., Limbu, B., Schneider, J., Iren, D., Giannakos, M., & Klemke, R. (2024). **Multimodal and immersive systems for skills development and education**. *British Journal of Educational Technology*, 55(4), 1456-1464. <https://doi.org/10.1111/bjet.13483>

Eliot, L. B. E., Galigao, J. D., Ortiz, T. V., Gaddi, J. A. G., Pongcol, A. M. P., & Entendez, C. E. (2024). **Influence of Colors to the Memorization Skill of the Senior High School Students**. *International Journal of Current Science Research and Review*, 7(6), 3702-3709. <https://doi.org/10.47191/ijcsrr/V7-i6-17>

This study aimed to investigate the influence of colors on the memorization skills of senior high school students at St. Paul University Surigao. This study applied the quantitative research design employing a descriptive survey technique with 272 participants. The main instrument employed in gathering necessary data was the researcher-made questionnaire. The gathered data were treated using sample percentage, mean, standard deviation, and analysis of variance (ANOVA). Based on the results, the influence of colors on the memorization skill of senior high school students got an average mean of 3.28, and a standard deviation of 0.71 which can be verbally interpreted as Strongly Agree and qualitatively described as Always. When participants are grouped according to their sex and strand, it was revealed that there is a significant difference in terms of influence of colors on the memorization skill of the senior high school students.

Équipe CSE. (2024). **Un cadre national de qualification pour reconnaître, comparer et soutenir le développement des compétences au Québec** (p. 108). Consulté à l'adresse Conseil Supérieur de l'Éducation website: <https://www.cse.gouv.qc.ca/publications/cadre-national-qualification-50-0565/>

Ferraton, C., & Michun, S. (2024). **Vers une reconnaissance du pouvoir d'agir des intervenantes dans la branche de l'aide à domicile?** [Working Paper]. Consulté à l'adresse <https://www.cereq.fr/branche-aide-a-domicile-soins>

Flandrin, C., Gandon, C., & Quéré, N. (2024). **Communautés et Approche par compétences: Comment mobiliser de nouvelles communautés pour favoriser l'engagement des équipes pédagogiques dans une démarche APC?** *AIPU 24: L'enseignement supérieur et les communautés: des dynamiques interconnectés*, 8. Consulté à l'adresse <https://hal.science/hal-04600279>

In France, the Competency-Based Approach (henceforth referred to as CBA) is a reality that all higher education establishments are facing up to in order to build an attractive, coherent range of courses that are more in tune with students' expectations and developments in the socio-economic world. At a time when calls for academic projects and reforms are multiplying, this paradigm shift means that action plans need to be put in place to roll out the CBA. A number of educational engineers and advisers working in higher education establishments in the west of France (Université Bretagne Ouest, Nantes, Limoges, La Rochelle, Angers) have joined forces in an informal community of practice to discuss their respective missions and to develop their professional knowledge of the CBA. Various initiatives have been put in place to support teaching teams: meetings/workshops to raise awareness of CBA, training in CBA methodology, collective support, feedback, calls for projects to support pedagogical transformation, recognition of the teachers involved, etc. Despite these efforts and the resources invested, these engineers and pedagogical advisers report a common problem: the difficulty of mobilising teaching teams on the subject. This situation raises questions about the methods currently used and prompts us to consider new avenues: Why, despite all the initiatives undertaken, are so few teams committed to this approach? What new avenues could be explored to encourage greater team involvement? How can we make our actions more effective? Is it necessary to continue our current efforts? Should we question our practices? Should we involve other players inside and outside the school in this transformation process? Reflective analysis of our practices shows that the actions we take are essentially focused on the community of teachers and lecturers in our institutions. This llab proposes to collectively question the value of broadening our fields of action by mobilising other communities (internal or external to the institution) and to reflect on specific strategies for these audiences which, in our opinion, can be real levers for encouraging the commitment of teachers and teaching teams.

García, E., & Shafiq, M. N. (2024). **Do home computers and Internet access harm academic and psychological outcomes? Statistical evidence from Brazil, Mexico, Morocco, Thailand, and Turkey.** *PROSPECTS*, 54(1), 137-153.
<https://doi.org/10.1007/s11125-023-09669-2>

Recent research from high-income countries and dated research from middle-income countries suggest that home computers and Internet (HCI) may cause more harm than good on students' academic and psychological outcomes. We consider the Program for International Student Assessment 2018 data for 15-year-old students in five middle-income countries with low shares of HCI access: Brazil, Mexico, Morocco, Thailand, and Turkey. We find no negative and statistically significant regression coefficients between HCI access and mathematics, reading, self-reported well-being, and resilience scores. Instead, most HCI coefficients are positive and statistically significant. Therefore, we cannot conclude that HCI access harms the academic and psychological outcomes for the students and countries considered in the study.

Guest, J. D., Ross, R. A., Childs, T. M., Ascetta, K. E., Curcio, R., Iachini, A., & Griffiths, L. (2024). **Embedding social emotional learning from the bottom up in multi-tiered services and supports frameworks.** *Psychology in the Schools*, 61(7), 2745-2761.
<https://doi.org/10.1002/pits.23183>

Student mental health needs continue to rise across the United States and many students and families rely on schools to provide services to meet these needs. Yet, an

overwhelming number of available frameworks and approaches to school mental health (SMH) and overlapping terminology surrounding SMH supports like trauma-informed (TI) approaches, social and emotional learning (SEL), and others can lead to confusion and potentially less effective implementation of services and supports for students. In this paper, we aim to mitigate this confusion and offer a solution that integrates several of these approaches into a single complementary model with a special emphasis on the role of SEL. We first present an overview of commonly used SMH frameworks. Next, we present the Trauma-Informed Multi-Tiered Systems of Support Model (TI-SEL MTSS)—an adaptation of the TITI-SEL MTSS—to include and emphasize the specific role of SEL as a critical foundational layer within a multi-tiered system of support. The proposed adapted model maintains the key structure of a MTSS while highlighting the importance of embedding SEL pedagogy in daily teaching practices and all aspects of school life. A case study is used to illustrate how the proposed model adaptations can be used in practice and in tandem with TI and SMH services without being conflated as the same service as SEL. Practical implications for implementation are discussed.

Khalil, M., Wong, J., Wasson, B., & Paas, F. (2024). **Adaptive support for self-regulated learning in digital learning environments.** *British Journal of Educational Technology*, 55(4), 1281-1289. <https://doi.org/10.1111/bjet.13479>

Abstract A core focus of self-regulated learning (SRL) research lies in uncovering methods to empower learners within digital learning environments. As digital technologies continue to evolve during the current hype of artificial intelligence (AI) in education, the theoretical, empirical and methodological nuances to support SRL are emerging and offering new ways for adaptive support and guidance for learners. Such affordances offer a unique opportunity for personalised learning experiences, including adaptive interventions. Exploring the application of adaptivity to enhance SRL is an important and emerging area of research that requires further attention. This editorial introduces the contributions of seven papers for the special section on adaptive support for SRL within digital learning environments. These papers explore various themes related to enhancing SRL strategies through technological interventions, offering valuable insights and paving the way for future advancements in this dynamic area.

King, S., Estapa, A., Bell, T., & Boyer, J. (2024). **Behavioral Skills Training Through Smart Virtual Reality: Demonstration of Feasibility for a Verbal Mathematical Questioning Strategy.** *Journal of Behavioral Education*, 33(2), 396-420. <https://doi.org/10.1007/s10864-022-09492-3>

Researchers increasingly identify virtual reality (VR) simulations as a potentially effective professional development tool. However, simulations used in education and behavior analysis typically require active oversight from technicians and instructors. "Smart" VR integrated with artificial intelligence could independently administer simulation components, alleviate logistical challenges associated with high-quality professional development such as behavioral skills training (BST), and provide trainees with opportunities to extensively practice skills across a range of disciplines. The limited research in this area has yet to demonstrate a functional smart VR application with the ability to provide instruction related to a primarily vocal skill. The current study used a randomized, combined multiple probe across behaviors and participants design to examine a smart VR application's ability to deliver components of BST and assess

participants (n=2) acquisition of a mathematical questioning strategy designed to examine covert student problem solving in general education settings. Results suggest that automated assessment of participants corresponded with results of direct observation. Although insufficient to demonstrate a functional relation between training and participant performance, the iterative experiment provides qualified support for the use of automated BST as a tool for skill acquisition. Findings indicate smart VR represents a promising means of improving professional development and a fruitful area of interdisciplinary collaboration.

Koster, F. (2024). **Et nous? Étude par vignettes expliquant les préférences en matière de formation par le type de contrat et la nature des compétences visées.** *Revue Internationale Du Travail*, 163(2), 251-273. <https://doi.org/10.1111/ilrf.12316>

Résumé L'auteur présente une expérimentation par vignettes sur les préférences des travailleurs en matière de formation aux Pays-Bas. S'appuyant sur la théorie du capital humain, la théorie du signal et la thèse de la «nouvelle relation d'emploi», il postule que ces préférences dépendent du type de compétences ciblées par la formation et du type de contrat de travail. Ses résultats confirment cette hypothèse et indiquent que les salariés permanents ont certes une préférence relative plus forte pour l'acquisition de compétences spécifiques à une organisation que les travailleurs temporaires - qui privilégient l'enrichissement de leurs compétences générales -, mais que les travailleurs dans leur ensemble préfèrent la formation ciblant les compétences générales. L'article révèle aussi que les travailleurs temporaires se forment moins qu'ils le souhaiteraient.

Lacasse, M., & Héon, L. (2024). **Référentiels de compétences professionnelles de directions d'établissement d'enseignement et technologies numériques: une analyse documentaire, structurale et sémantique.** *Canadian Journal of Educational Administration and Policy*, (204), 127-156. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77542>

L'impact du développement des technologies numériques sur l'éducation fait l'objet de recherches soutenues (Huang et al., 2020), mais ce sujet n'est pas systématiquement pris en compte dans les documents d'orientations gouvernementales destinés au personnel de direction d'établissement d'enseignement (DÉ). Afin de comprendre ce qui peut expliquer l'absence d'une référence aux technologies numériques dans des référentiels de compétences des DÉ, il importe de s'attarder aux exigences liées à cette fonction. Dans le cadre d'un projet de recherche s'inscrivant dans un parcours doctoral, l'analyse documentaire de 24 référentiels de compétences a permis d'identifier les endroits où nous trouvons des références aux technologies numériques. Également, l'analyse structurale et sémantique des énoncés liés aux compétences et repérés dans ces référentiels a permis d'identifier les habiletés et les connaissances associées aux technologies numériques.

Lachapelle, J. (2024). **Analyse des relations entre la qualité de l'environnement éducatif à l'éducation préscolaire et l'engagement des enfants dans les situations de développement et d'apprentissage en émergence de l'écrit** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/17675/>

Cette recherche s'intéresse aux relations entre la qualité de l'environnement éducatif en soutien à l'émergence de l'écrit et l'engagement des enfants en classe d'éducation préscolaire 4 ans et 5 ans. Dans le but de favoriser le développement

global des enfants, dont le développement langagier, il importe de mettre en place des pratiques éducatives de qualité qui soutiennent le langage oral et le langage écrit, ce qui contribue à la réussite éducative présente et ultérieure (Charron et al., 2022b; Duncan et al., 2007). La qualité de l'environnement éducatif de la classe inclut la dimension physique (p. ex. mobilier, jeux, livres, matériel d'écriture, affiches) et la dimension interactive (p. ex. interactions entre l'enseignante et les enfants et entre les enfants; conversations soutenues; activités autour de l'écrit). Un autre déterminant à considérer est l'engagement des enfants, notamment dans les situations de développement et d'apprentissage en soutien à l'émergence de l'écrit (Baroody et Diamond, 2016). L'engagement fait référence aux interactions des enfants avec l'enseignante et avec les pairs, à l'orientation sur la tâche et aux interactions négatives. Des observations directes ont été effectuées dans 7 classes de maternelle 4 ans et dans 23 classes de maternelle 5 ans, et auprès de 150 enfants de ces classes. L'outil Early Language and Literacy Classroom Observation – Pre-K (Smith et al., 2008) a été utilisé pour mesurer la qualité de l'environnement éducatif, tandis que l'outil Individualized Classroom Assessment Scoring System (Downer et al., 2010), a permis de mesurer l'engagement des enfants. Les résultats soulèvent que les pratiques qui soutiennent le langage oral et écrit sont généralement considérées de base, que ce soit pour le programme éducatif, l'environnement langagier, les livres et la lecture, de même que l'écrit et l'écriture émergente. Seul le domaine de la structure de la classe tend vers une qualité élevée. Par ailleurs, de faibles niveaux d'engagement sont observés avec l'enseignante et avec les pairs, alors que l'engagement dans les tâches s'avère moyen. Les interactions négatives demeurent à un faible niveau. Toutefois, aucune association significative n'a été décelée entre la qualité de l'environnement éducatif en matière d'émergence de l'écrit et le niveau d'engagement des enfants. Certaines variables de contrôle (indice de milieu socioéconomique, nombre d'enfants dans le groupe et âge des enfants) sont associées à des domaines de l'engagement des enfants. Les faibles niveaux généralement observés au regard de la qualité de l'environnement éducatif et de l'engagement des enfants incitent à mettre en place de meilleures pratiques éducatives lors de la formation initiale et continue des enseignantes à l'éducation préscolaire. Ainsi, il importe de mieux soutenir le développement du langage oral et écrit des enfants et d'étudier les contextes d'apprentissage qui permettront d'augmenter le niveau d'engagement des enfants dès l'éducation préscolaire.

MOTS-

CLÉS DE L'AUTEUR: éducation préscolaire, maternelle 4 ans, maternelle 5 ans, émergence de l'écrit, langage oral, langage écrit, engagement, environnement éducatif, qualité éducative

Lim, L., Bannert, M., van der Graaf, J., Fan, Y., Rakovic, M., Singh, S., ... Gašević, D. (2024). **How do students learn with real-time personalized scaffolds?** *British Journal of Educational Technology*, 55(4), 1309-1327. <https://doi.org/10.1111/bjet.13414>

Abstract Scaffolds that support self-regulated learning (SRL) have been found to improve learning outcomes. The effects of scaffolds can differ depending on how learners use them and how specific scaffolds might influence learning processes differently. Personalized scaffolds have been proposed to be more beneficial for learning due to their adaptivity to learning progress and individualized content to learning needs. The present study investigated finer-grained effects of how personalized scaffolds driven by a rule-based artificial intelligence system influenced SRL processes,

especially how students learned with them. Using a pre-post experimental design, we investigated personalized scaffolds based on university students' real-time learning processes in a technologically enhanced learning environment. Students in the experimental group (n=30) received personalized scaffolds, while the control group (n=29) learned without scaffolds. All students completed a 45-minute learning task with trace data recorded. Findings indicated scaffold effects on students' subsequent learning behaviour. Additionally, only scaffold interaction correlated to essay performance and suggests that the increase in frequencies of SRL activities alone does not contribute directly to learning outcomes. As guidelines for real-time SRL support are lacking, this study provides valuable insights to enhance SRL support with adaptive learning technologies. Practitioner notes What is already known about this topic Self-regulated learning scaffolds, especially adaptive scaffolds, improve learning. Personalized scaffolds have effects on self-regulated learning activities. Past research focused on aggregated effects of scaffolds. What this paper adds Investigates how students learn with personalized scaffolds in terms of frequencies of learning activities and scaffold interaction. Takes a closer look at which learning activities and when the effects of personalized scaffolds occur. Examines how finer-grained effects of personalized scaffolds correspond to learning outcomes. Implications for practice and/or policy Personalized scaffold effects vary across learning, and future research should consider finer-grained investigations of SRL support in order to better understand their influence on learning. The number of personalized scaffolds provided should be reconsidered in the future as students only use some of the support provided, especially when task demands increase. Personalized scaffold interaction is linked to improvement in task performance, so future research should also focus on students' appropriate use of self-regulated learning support.

M'Bafoumou, A., Pac, S., & Thumerelle, J. (2024). **Évaluation des compétences numériques en fin de troisième 2022** (N° N°2024-E05; p. 44). Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/evaluation-des-competences-numeriques-en-fin-de-troisieme-2022-414554>

En 2022, le premier cycle d'évaluation des Compétences Numériques en fin de troisième a été initié. Cette évaluation a été développée au format « numérique » et a été intégrée dans l'enquête Socle, en fin de collège. Ce document présente les résultats détaillés de 11 items passés par les élèves sur les compétences numériques.

Millot, P., Maserati, C., & Torrealba-Ortigoza, A. (2022). “ **B2 or not B2** ” ou la mise en place de badges numériques pour attester des compétences en anglais de spécialité. *Recherche et pratiques pédagogiques en langues de spécialité - Cahiers de l'APLIUT*, 41(1). <https://doi.org/10.4000/apliut.9674>

Murat, F. (2024). **Évolution des inégalités sociales de compétences au fil du temps et de la scolarité**. *Note d'Information*, (24.21), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evolution-des-inegalites-sociales-de-competences-au-fil-du-temps-et-de-la-scolarite-414492>

Les compétences des élèves diffèrent selon l'origine sociale à l'entrée en sixième : en 2022, 41 % des enfants ayant des parents cadres ont de bons résultats en français, contre 6 % des enfants d'inactifs et 10 % des enfants d'ouvriers ; à l'inverse, 45 % des enfants d'inactifs et 26 % des enfants dans un ménage ouvrier sont en difficulté, contre 5 % des enfants de cadres supérieurs. Le constat est le même en mathématiques.

L'ampleur des inégalités sociales évolue peu en français entre le CP et la sixième. En mathématiques, elles sont moindres en CP, mais s'amplifient à l'école primaire.

Ng, D. T. K., Tan, C. W., & Leung, J. K. L. (2024). **Empowering student self-regulated learning and science education through ChatGPT: A pioneering pilot study.** *British Journal of Educational Technology*, 55(4), 1328-1353. <https://doi.org/10.1111/bjet.13454>

In recent years, AI technologies have been developed to promote students' self-regulated learning (SRL) and proactive learning in digital learning environments. This paper discusses a comparative study between generative AI-based (SRLbot) and rule-based AI chatbots (Nemobot) in a 3-week science learning experience with 74 Secondary 4 students in Hong Kong. The experimental group used SRLbot to maintain a regular study habit and facilitate their SRL, while the control group utilized rule-based AI chatbots. Results showed that SRLbot effectively enhanced students' science knowledge, behavioural engagement and motivation. Quantile regression analysis indicated that the number of interactions significantly predicted variations in SRL. Students appreciated the personalized recommendations and flexibility of SRLbot, which adjusted responses based on their specific learning and SRL scenarios. The ChatGPT-enhanced instructional design reduced learning anxiety and promoted learning performance, motivation and sustained learning habits. Students' feedback on learning challenges, psychological support and self-regulation behaviours provided insights into their progress and experience with this technology. SRLbot's adaptability and personalized approach distinguished it from rule-based chatbots. The findings offer valuable evidence for AI developers and educators to consider generative AI settings and chatbot design, facilitating greater success in online science learning. Practitioner notes

What is already known about this topic AI technologies have been used to support student self-regulated learning (SRL) across subjects. SRL has been identified as an important aspect of student learning that can be developed through technological support. Generative AI technologies like ChatGPT have shown potential for enhancing student learning by providing personalized guidance and feedback. What this paper adds This paper reports on a case study that specifically examines the effectiveness of ChatGPT in promoting SRL among secondary students. The study provides evidence that ChatGPT can enhance students' science knowledge, motivation and SRL compared to a rule-based AI chatbot. The study offers insights into how ChatGPT can be used as a tool to facilitate SRL and promote sustained learning habits. Implications for practice and/or policy The findings of this study suggest that educators should consider the potential of ChatGPT and other generative AI technologies to support student learning and SRL. Educators and students should be aware of the limitations of AI technologies and ensure that they are used appropriately to generate desired responses. It is also important to equip teachers and students with AI competencies to enable them to use AI for learning and teaching.

Nkonkonya Mpuangnan, K. (2024). **Determining skills of basic schoolteachers in test item construction.** *Review of Education*, 12(2), e3478. <https://doi.org/10.1002/rev3.3478>

Assessment practices play a crucial role in fostering student learning and guiding instructional decision-making. The ability to construct effective test items is of utmost importance in evaluating student learning and shaping instructional strategies. This study aims to investigate the skills of Ghanaian basic schoolteachers in test item construction. The study focused on the revised Bloom's taxonomy. A cross-sectional survey design was employed, and a questionnaire was developed and used to collect

the needed data. The data were collected from 560 basic schoolteachers selected by using a simple random sampling technique. The participants comprised 280 male teachers and 280 female teachers. The data were collected and subjected to descriptive statistics analysis via mean, and standard deviation. While the p-value ($\alpha \leq 0.05$) was used to determine the differences in the teachers' test item construction skills, the independence t-test was used to compare the differences between the proficiency of male and female participants. The analysis revealed a notable contrast in how participants perceived their abilities in constructing test items, indicating a statistically significant difference. Specifically, female teachers demonstrated a stronger proficiency in test item construction skills compared to their male counterparts. Also, most teachers prioritised the lower levels within Bloom's taxonomy while crafting test items. Regular in-service training on test item construction was recommended at the district level for teachers to update and upgrade their skills.

Osakwe, I., Chen, G., Fan, Y., Rakovic, M., Singh, S., Lim, L., ... Gašević, D. (2024). **Towards prescriptive analytics of self-regulated learning strategies: A reinforcement learning approach.** *British Journal of Educational Technology*, 55(4), 1747-1771. <https://doi.org/10.1111/bjet.13429>

Abstract Self-regulated learning (SRL) is an essential skill to achieve one's learning goals. This is particularly true for online learning environments (OLEs) where the support system is often limited compared to a traditional classroom setting. Likewise, existing research has found that learners often struggle to adapt their behaviour to the self-regulatory demands of OLEs. Even so, existing SRL analysis tools have limited utility for real-time or individualised support of a learner's SRL strategy during a study session. Accordingly, we explore a reinforcement learning based approach to learning optimal SRL strategies for a specific learning task. Specifically, we utilise the sequences of SRL processes acted by 44 participants, and their assessment scores for a prescribed learning task, in a purpose-built OLE to develop a long short-term memory (LSTM) network based reward function. This is used to train a reinforcement learning agent to find the optimal sequence of SRL processes for the learning task. Our findings indicate that the developed agents were able to effectively select SRL processes so as to maximise a prescribed learning goal as measured by predicted assessment score and predicted knowledge gains. The contributions of this work will facilitate the development of a tool which can detect sub-optimal SRL strategy in real-time and enable individualised SRL focused scaffolding. Practitioner notes What is already known about this topic Learners often fail to adequately adapt their behavior to the self-regulatory demands of e-Learning environments. In order to promote effective Self-regulated learning (SRL) capabilities, researchers and educators need tools that are able to analyze and diagnose a learner's SRL strategy use. Current methods for SRL analysis are more often descriptive as opposed to prescriptive and have limited utility for real-time analysis or support of a learner's SRL behavior. What this paper adds This paper proposes the use of Reinforcement Learning for prescriptive analytics of SRL. We train a Reinforcement Learning agent on sequences of SRL processes acted by learners in order to learn the optimal SRL strategy for a given learning task. Implications for practice and/or policy Our work will facilitate the development of a tool which can detect sub-optimal SRL strategy in real-time and enable individualized SRL focused scaffolding. The implications of our work can aid in course design by predicting the self-regulatory load imposed by a given task. The ability to model SRL strategies using Reinforcement Learning can be extended to simulate or test SRL theories.

Roy, E. (2024, juin). **Créativité et conception dans l'éducation professionnelle : vers une approche inclusive**. Consulté à l'adresse <https://hal.science/hal-04600883>

Cette proposition de poster examine la perception de la créativité parmi les élèves de lycées professionnels, en mettant en lumière son rôle dans l'enseignement des arts appliqués et cultures artistiques et son impact sur l'éducation inclusive. L'objectif est d'éclairer les différentes façons dont les élèves perçoivent la créativité et de comprendre comment cette perception évolue au cours de leur formation. Cette recherche s'aligne sur les objectifs de l'OCDE pour 2030, soulignant l'importance de la créativité dans les processus éducatifs. Nous avons adopté une méthodologie mixte, combinant une enquête quantitative auprès de 596 élèves et des entretiens qualitatifs avec 40 élèves de lycées professionnels de l'académie d'Aix-Marseille. La phase quantitative a impliqué la distribution de questionnaires en ligne, tandis que la phase qualitative a consisté en des entretiens directifs. Cette approche a permis une exploration approfondie des représentations des élèves à l'égard de la créativité et de leur évolution au cours de leur formation. Les résultats montrent que la créativité est perçue de diverses manières par les élèves, allant d'un processus à une compétence, une source d'inspiration, et une action de réalisation. Les élèves ont associé la créativité à des termes comme l'innovation, la conception, et l'originalité, reflétant une compréhension large et variée de ce concept. Notre étude révèle également que l'enseignement d'arts appliqués joue un rôle significatif dans le développement des perspectives créatives des élèves, soulignant son importance dans la formation professionnelle. La discussion met en avant la pertinence de la créativité dans l'éducation professionnelle, non seulement comme compétence technique, mais aussi comme moyen de favoriser l'empathie et l'inclusivité. Les implications pour les programmes éducatifs sont nombreuses, notamment la nécessité d'intégrer des approches créatives pour répondre aux défis de l'éducation du 21^e siècle. Cette proposition contribue à une meilleure compréhension de la place de la créativité dans l'éducation professionnelle et met en évidence son rôle dans la préparation des élèves à un monde en constante évolution. Elle offre une nouvelle perspective sur l'intégration de la créativité dans les stratégies d'éducation inclusive et ouvre la voie à de futures recherches dans ce domaine.

Schaer, C., Maitre, J.-P., & Glauser, V. (2024). **Les difficultés de lecture en faculté des Lettres perçues par les étudiant e s et leurs enseignant e s: le grand écart?** *Swiss Journal of Educational Research*, 46(1), 61-73. <https://doi.org/10.24452/sjer.46.1.5>

This article focuses on students' difficulties reading at the university level. After summarizing the limited literature on the subject and outlining its links with the literature on academic literacy, our contribution presents an empirical study conducted in the humanities department at a university in the French-speaking part of Switzerland. The study focuses on the difficulties of university level reading as they are perceived by students, on the one hand, and by instructors, on the other. The results indicate that the instructors perceive more difficulties than students, whether these difficulties are considered as a whole or are examined individually. Given the sparse existing literature on the topic, this large discrepancy suggests that further studies as well as a standardization of definitions and methodologies are necessary.

Semerçi, N., Semerçi, Ç., Ünal, F., Yılmaz, E., & Yılmaz, Ö. (2024). **Higher education students' perceptions on their barriers to critical thinking**. *Psychology in the Schools*, 61(7), 2949-2967. <https://doi.org/10.1002/pits.23198>

This study aimed at identifying undergraduate students' barriers to critical thinking. This descriptive study adopted a cross-sectional research method. Data were collected from 3rd and 4th grade students in a state university in the Black Sea Region of Turkey. Data were collected via the critical thinking barriers scale. The data obtained in the study were analyzed using SPSS 22. The mean scores, t-test, and analysis of variance were employed in data analysis. The results of the study revealed that students slightly agree that they are unable to reason, are egocentric, overconfident, and rely on authority. Also, students slightly agree that they have some barriers to critical thinking. The study also demonstrated that grade slightly affects students' barriers to critical thinking, whereas gender and faculty have relatively deeper effects. This study concluded that students don't have significant barriers to critical thinking.

Vígh, T. (2024). **Development of research skills through research-focused microteaching lesson study in preservice teacher education**. *Teaching and Teacher Education*, 145, 104618. <https://doi.org/10.1016/j.tate.2024.104618>

This article presents the findings of an action research project that developed, implemented, and analyzed the efficacy of a model combining microteaching lesson study with research-focused activities. The research involved 45 preservice student-teachers. Data were collected from their research reports, and their research skills, individual differences, and experiences were examined using statistical and content analysis. The student-teachers performed better at analyzing the microteaching lesson study than at formulating research aims and questions, drawing conclusions, or conducting literature reviews. The research-focused microteaching lesson study helped them connect theory with practice, develop pedagogical knowledge, and become familiar with research-based teaching practice.

Ye, Y., & Kaplan-Rakowski, R. (2024). **An exploratory study on practising listening comprehension skills in high-immersion virtual reality**. *British Journal of Educational Technology*, 55(4), 1651-1672. <https://doi.org/10.1111/bjet.13481>

Abstract Holding learners' attention is challenging, especially when they are asked to listen to long passages. High-immersion virtual reality (VR) can immerse learners in listening tasks, even in such complex languages as Chinese. This exploratory study examined the effect of VR on 43 Chinese language learners' listening comprehension, enjoyment, sense of presence, and cognitive load. Participants were self-selected into two groups without knowing the purpose of the study or the details of their activity. The experimental group (n1=?23) experienced an interactive multimedia story in VR, and the comparison group (n2=?20) watched a screencast video recording of the same story. Multivariate analysis of covariance (MANCOVA) indicated that VR may have a positive effect on the development of listening skills. Compared with the video group, the VR group had significantly higher listening comprehension scores, reported significantly more enjoyment and sense of presence, and reported experiencing less cognitive load. Thus, the findings suggest that VR could be used as a pedagogical tool to enhance foreign language listening skills. Practitioner notes What is already known about this topic Practising listening skills is key for language development. Virtual reality (VR) is motivational and engaging. Research on practising listening skills in VR is scarce. What this paper adds VR can be beneficial for practising listening skills. Language

learners highly enjoy practising listening in VR. Interactivity can improve engagement and support listening comprehension. Implications for practice and/or policy Learners should be provided pretraining and scaffolding prior to using VR. The duration of VR activities should be considered. Interactivity in VR may increase its effectiveness in attending listening tasks.

Zeng, X., Cojean, S., & Pansu, P. (2024, juin 16). **The Impact of Computer-Based Feedback Strategies on Students' Learning: A Network Meta-Analysis**. Présenté à International Society for the Study of Behavioural Development (ISSBD). Consulté à l'adresse <https://univ-rennes2.hal.science/hal-04607898>

Feedback to learners is considered as a crucial component of successful learning. Elaborated feedback (EF) and Answer-Until-Correct feedback (AUC) have been identified among the most effective for learning in a computer-based environment. Based on 46 studies with samples from 11 countries, the current study used frequentist network meta-analysis to investigate the effectiveness of different EF and AUC strategies on students' learning outcomes among high school, university, and adult students according to their prior knowledge level. We used 117 effects size to compare the following strategies: EF with explanation (EFE), EF with hints, guidance or cues (EFH), EF with worked examples (EFW), AUC with knowledge of correct response (AUCK), AUC with hints or guidance (AUCH), and AUC with explanations (AUCE). Results showed (1) all types investigated feedback produced positive significant effects on students' learning outcomes except EFH, (2) AUCE seemed to be the most effective feedback strategy for enhancing students' learning, (3) EFE is the only types of feedback that produced a positive significant effect on low prior knowledge students' performance, while (4) all types investigated feedback produced positive significant effects on high prior knowledge students' performance except EFH, and (5) the effects of feedback vary according to the investigated moderators: learning order level, learning domain, and test format. These findings suggest more studies on feedback strategy with explanation (EFE and AUCE) among students needed to be conducted.

Zhang, Y. S., Frankenberg, E., & Thomas, D. (2024). **Education and Adult Cognition in a Low-income Setting: Differences among Adult Siblings** (NBER Working Paper N° 32362). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/32362.htm>

The relationship between completed education and adult cognition is investigated using data from the Indonesia Family Life Survey. We compare adult siblings to account for shared, difficult-to-measure characteristics that likely affect this relationship, including genetics and parental preferences and investments. After establishing the importance of shared family background factors, we document substantively large, significant impacts of education on cognition in models with sibling fixed effects. In contrast, the strong positive correlation between education and adult height is reduced to zero in models with sibling fixed effects, suggesting little contamination in the education-height association beyond factors common to siblings.

Aspects économiques de l'éducation

Akchurin, M., & Chouhy, G. (2024). **Designing Better Access to Education? Unified Enrollment, School Choice, and the Limits of Algorithmic Fairness in New Orleans School**

Admissions. *Qualitative Sociology*, 47(2), 281-323. <https://doi.org/10.1007/s11133-024-09565-x>

Economic sociologists have long recognized that markets have moral dimensions, but we know less about how everyday moral categories like fairness are reconciled with competing market principles like efficiency, especially in novel settings combining market design and algorithmic technologies. Here we explore this tension in the context of education, examining the use of algorithms alongside school choice policies. In US urban school districts, market design economists and computer scientists have applied matching algorithms to build unified enrollment (UE) systems. Despite promising to make school choice both fair and efficient, these algorithms have become contested. Why is it that algorithmic technologies intended to simplify enrollment and create a fairer application process can instead contribute to the perception they are reproducing inequality? Analyzing narratives about the UE system in New Orleans, Louisiana, USA, we show that experts designing and implementing algorithm-based enrollment understand fairness differently from the education activists and families who use and question these systems. Whereas the former interpret fairness in narrow, procedural, and ahistorical terms, the latter tend to evaluate fairness with consequentialist reasoning, using broader conceptions of justice rooted in addressing socioeconomic and racial inequality in Louisiana, and unfulfilled promises of universal access to quality schools. Considering the diffusion of "economic styles of reasoning" across local public education bureaucracies, we reveal how school choice algorithms risk becoming imbued with incommensurable meanings about fairness and justice, compromising public trust and legitimacy. The study is based on thirty interviews with key stakeholders in the school district's education policy field, government documents, and local media sources.

Albiez, J., Strazzeri, M., & Wolter, S. (2024). ***Students' grit and their post-compulsory educational choices and trajectories: Evidence from Switzerland*** (Economics of Education Working Paper Series N° 0215). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://econpapers.repec.org/paper/isoeducat/0215.htm>

We examine the association between the personality trait grit and post-compulsory educational choices and trajectories using a large survey linked to administrative student register data. Exploiting cross sectional variation in students' self-reported grit in the last year of compulsory school, we find that an increase in students' grit is associated with a higher likelihood to start a vocational education instead of a general education. This association is robust to the inclusion of cognitive skill measures and a comprehensive set of other students' background characteristics. Moreover, using novel data on skill requirements of around 240 vocational training occupations, we find that grittier vocational education students sort into math-intensive training occupations. Similarly, students in general education with more grit select themselves more often into the math-intensive track. Finally, we do not find evidence that students with a higher grit have lower dropout rates in post-compulsory education.

Amanzadeh, N., Kermani, A., & McQuade, T. (2024). ***Return Migration and Human Capital Flows*** (NBER Working Paper N° 32352). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/32352.htm>

We bring to bear a novel dataset covering the employment history of about 450 million individuals from 180 countries to study return migration and the impact of skilled international migration on human capital stocks across countries. Return migration is a common phenomenon, with 38% of skilled migrants returning to their origin countries within 10 years. Return migration is significantly correlated with industry growth in the origin and destination countries, and is asymmetrically exposed to negative firm employment growth. Using an AKM-style model, we identify worker and country-firm fixed effects, as well as the returns to experience and education by location and current workplace. For workers in emerging economies, the returns to a year of experience in the United States are 59-204% higher than a year of experience in the origin country. Migrants to advanced economies are positively selected on ability relative to stayers, while within this migrant population, returnees exhibit lower ability. Simulations suggest that eliminating skilled international migration would have highly heterogeneous effects across countries, adjusting total (average) human capital stocks within a range of -60% to 40% (-3% to 4%).

Aucejo, E., Perry, A. S., & Zafar, B. (2024). **Assessing the Costs of Balancing College and Work Activities: The Gig Economy Meets Online Education** (NBER Working Paper N° 32357). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/32357.htm>

Balancing the demands of work and schooling is a challenging task for an increasing number of students who have to pay their way through college and for workers who intend to upgrade their skills. However, flexible learning and working environments could play an important role in easing many frictions associated with performing both activities simultaneously. Using detailed (work and study effort) data -- from a partnership between Arizona State University and Uber that allows eligible drivers to enroll in online college courses for free -- we analyze how labor supply and study efforts respond to changes in labor market conditions and college activities/tasks. Our findings indicate that a 10% increase in average weekly online college activities reduces weekly time spent on the Uber platform by about 1%, indicating a low "short run" opportunity cost of studying when working. We also show that study time is not particularly sensitive to changes in labor market conditions, where a 10% increase in average weekly pay reduces study hours by only 2%. Consistent with these results, we find that workers take advantage of their flexible schedules by changing their usual working hours when their college courses are more demanding. We do not find adverse effects of work hours on academic performance in this context, or of study hours on workplace performance (as measured by driver ratings or tips). Finally, the (elicited) value assigned to flexible working and educational formats is high among the students in our sample, who view online education as an important vehicle for increasing expected future income. Overall, this study underscores that combining flexible working and learning formats could constitute a suitable path for many (lowSES) students who work to afford an increasingly expensive college education and for workers aiming to improve their skill set.

Birkelund, J. F. (2024). **Economic returns to reproducing parents' field of study**. *The British Journal of Sociology*, 75(3), 303-321. <https://doi.org/10.1111/1468-4446.13090>

Research on the influence of family background on college graduates' earnings has not considered the importance of the match between parents' and children's field of study. Using a novel design based on within-family comparisons, I examine long-term

earnings returns to reproducing parents' field of study in Denmark. I find that individuals whose field of study matches that of a parent have earnings that are 2 percent higher than those of their siblings with college degrees in different fields, on average. Earnings returns to field inheritance are highest in the fields of law (9 percent), medicine (6 percent), and engineering (4 percent) and are driven mainly by income from self-employment. I find no direct evidence of nepotism as the earnings advantage does not arise from inheritance of parents' firms or employment in parents' occupational network. My findings indicate that, although a college degree generally equalizes family background differences in economic outcomes, there are additional payoffs to field inheritance, particularly in traditional fields characterized by a high degree of social closure and self-employment.

Brade, R. (2024). **Short-Term Events, Long-Term Friends? Freshman Orientation Peers and Academic Performance** (CESifo Working Paper Series N° 11046). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11046.htm>

Many organizations use onboarding programs to assist newcomers with the transition process. Are brief social interactions during such programs sufficient to create lasting performance spillovers? Exploiting quasi-random assignment to groups of a two-day freshman orientation program for university students, I find that higher ability peers generate positive effects even three years later. A one SD increase in peer ability improves the academic performance of business administration students by 0.05 to 0.08 SD. I provide evidence that the effects result from the formation of lasting social ties, and that performance spillovers are moderated by the broader social environment of the organization.

Delaney, T., & Marcotte, D. E. (2024). **The Cost of Public Higher Education and College Enrollment.** *The Journal of Higher Education*, 95(4), 496-525. <https://doi.org/10.1080/00221546.2023.2216610>

How have changes in the price of enrolling full time at public 2- and 4-year colleges affected student decisions about whether and where to enroll in college? Using local differences in the growth of tuition at community colleges and public 4-year colleges, we study the impact of public higher education tuition prices on the post-secondary enrollment decisions of high school graduates over three decades. We model prospective students' decisions about whether to attend community college, a public four-year university in their state of residence, other colleges, or no college at all, as relative prices change. We identify enrollment impacts by instrumenting tuition prices using policy variation imposed by state appropriations and tuition caps. We estimate that in counties where local community college tuition doubled (about an average for the study period), the likelihood of post-secondary enrollment fell by about 0.05, on a mean of about 0.80. In addition to reducing college enrollment overall, rising tuition at community colleges diverted other students to four-year colleges. Rising relative prices of four-year public colleges similarly diverted some students toward community colleges but did not limit college attendance in the aggregate. We also find evidence of endogeneity in tuition-setting at the institution level.

Gaviria, S. (2024, février 25). **Rechercher un logement : les étudiants face aux inégalités.** Consulté 17 juin 2024, à l'adresse The Conversation website: <http://theconversation.com/rechercher-un-logement-les-etudiants-face-aux-inegalites-223497>

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

Hazans, M., Holmen, R. B., Upenieks, J., & Žabko, O. (2024). **Regional inequalities in access to STEM-oriented secondary education in Latvia** [MPRA Paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://econpapers.repec.org/paper/pramprapa/120646.htm>

Education scholars and human geographers have extensively studied spatial disparities in access to secondary education, both in developing countries and in advanced economies. However, very few studies have analysed access to specific types of secondary education, particularly programs oriented toward Science, Technology, Engineering, and Mathematics (STEM-oriented programs). This paper aims to fill this gap using rich geodata and administrative data on Latvia. An overview of the supply of STEM-related skills in the Nordic-Baltic region suggests that in this regard Latvia performs the worst in terms of both recent university graduates and working-age population in general. We show that 43 percent of youth aged 15 to 18 cannot reach a STEM program within 30 minutes by walking. Furthermore, estimates of earnings differentials by access time, between program types, and between two modes of travel suggest that children from wealthier families have better access to STEM programs. More densely populated settlements feature better access to STEM programs, as well as better exam results in STEM disciplines, while language exam results do not show such a pattern.

Liu, K., Rusch, H., Seel, C., & Terstiege, S. (2024). **Competition in Higher Education: Sorting, Ranking and Fees** (Research Memorandum N° 005). Consulté à l'adresse Maastricht University, Graduate School of Business and Economics (GSBE) website: <https://econpapers.repec.org/paper/unmumagsb/2024005.htm>

We model student enrollment in markets for higher education where public universities, private non-profit universities, and private for-profit universities compete. Universities differ with respect to their capacity, graduation probability, and profit objective; students differ in ability. The value of a diploma at each university depends on its endogenous ranking based on average student ability. In every equilibrium, the private for-profit university attracts the least able students. Under additional conditions, the private non-profit university attracts the top students. Paradoxically, a higher capacity at the public university might decrease its equilibrium market share as it incentivizes the for-profit university to compete more aggressively. The for-profit university benefits from an increased enrollment in higher education.

McNally, S., Schmidt, L., & Valero, A. (2024). **Do management practices matter in further education?** *Economica*, 91(363), 740-769. <https://doi.org/10.1111/ecca.12520>

Further education and sixth form colleges are key institutions for facilitating skill acquisition among 16–19 year olds in the UK. They enrol half a school cohort after completion of their lower secondary education, and this includes a disproportionate number from low-income backgrounds. Yet little is known about what could improve performance in these institutions. We conduct the world's first management practices survey in such institutions, and match this to administrative longitudinal data on over 40,000 students. Value-added regressions with rich controls suggest that structured management matters for educational outcomes, especially for students from low-

income backgrounds. For this group, in a hypothetical scenario where an individual is moved from a college at the 10th percentile of management practices to the 90th, this would be associated with 8% higher probability of achieving a good high school qualification, nearly half of the educational gap between those from poor and non-poor backgrounds. Hence improving management practices may be an important channel for reducing inequalities.

Nwachukwu, G. O. (2024). **Human Capital Development: A Driver for Educational Improvement in Nigeria**. *British Journal of Education*, 12(6). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-6-2024/human-capital-development-a-driver-for-educational-improvement-in-nigeria/>

This article explored the potential of human capital development as a driving force for educational improvement in Nigeria. The analysis delved into the fundamental principles of education, human capital development, and how the synergy between these elements can foster improvements in the Nigerian educational landscape. The implications for education are manifold, with a particular focus ... Human Capital Development: A Driver for Educational Improvement in Nigeria Read More»

Romero, M., Bedoya, J., Yanez-Pagans, M., Silveyra, M., & de Hoyos, R. (2024). **The effect of school grants on test scores: experimental evidence from Mexico**. *Economica*, 91(363), 980-995. <https://doi.org/10.1111/ecca.12523>

We use a randomized experiment (across 200 public primary schools in Puebla, Mexico) to study the impact of providing schools with cash grants on student test scores. Treated schools received on average ~ sim 16 USD per student each year for two years, an increase of ~ sim 20% in public spending per child, after teacher salaries. Overall, the grants had no impact on student test scores. Lack of a treatment effect does not seem to be driven by poor implementation or a substitution away from other inputs (e.g. household expenditure).

Aspects psychologiques de l'éducation

Albiez, J., Strazzeri, M., & Wolter, S. (2024). **Students' grit and their post-compulsory educational choices and trajectories: Evidence from Switzerland** (Economics of Education Working Paper Series N° 0215). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://econpapers.repec.org/paper/isoeducat/0215.htm>

We examine the association between the personality trait grit and post-compulsory educational choices and trajectories using a large survey linked to administrative student register data. Exploiting cross sectional variation in students' self-reported grit in the last year of compulsory school, we find that an increase in students' grit is associated with a higher likelihood to start a vocational education instead of a general education. This association is robust to the inclusion of cognitive skill measures and a comprehensive set of other students' background characteristics. Moreover, using novel data on skill requirements of around 240 vocational training occupations, we find that grittier vocational education students sort into math-intensive training occupations. Similarly, students in general education with more grit select themselves more often into the math-intensive track. Finally, we do not find evidence that students with a higher grit have lower dropout rates in post-compulsory education.

Aldabbagh, R., Glazebrook, C., Sayal, K., & Daley, D. (2024). **Systematic Review and Meta-Analysis of the Effectiveness of Teacher Delivered Interventions for Externalizing Behaviors.** *Journal of Behavioral Education*, 33(2), 233-274. <https://doi.org/10.1007/s10864-022-09491-4>

This systematic review and meta-analysis explores the effectiveness of teacher interventions supporting children with externalizing behaviors based on teacher and child outcomes. A systematic search was conducted using 5 electronic databases. From 5714 papers, 31 papers that included interventions delivered directly to teachers and aimed to benefit either teachers and/or children with externalizing behaviors were included. The review focused on qualified teachers working with children aged 2–13. The results of the current meta-analysis revealed a positive effect of teacher intervention on teacher and child outcomes, including the increased use of teacher-appropriate strategies, as well as significant and moderate improvements in teacher–child closeness, and small reductions in teacher–child conflict. For child outcomes, the interventions reduced externalizing behavior problems and ADHD symptoms and enhanced prosocial behavior. Only one fully blinded analysis for conduct problems was possible and revealed a moderate but significant reduction in favor of intervention. These findings provide evidence to support the role of teacher interventions for both teachers and children with externalizing behaviors. Future research should include more PBLIND measurements so that MPROX findings can be confirmed. More research should be done to evaluate the influence of teacher interventions on teachers' well-being.

Allen, A. A., Smith, R. A., Burns, M. K., & Lembke, E. S. (2024). **Early academic and behavior skills as predictors of later mathematics achievement.** *Psychology in the Schools*, 61(7), 3010-3025. <https://doi.org/10.1002/pits.23205>

Early academic skills and behavioral characteristics in students are predictive of later school achievement, but academics and behavior are commonly compartmentalized in research and practice. This study investigated to what extent first-grade early numeracy (EN), literacy, and behavior ratings predicted fourth-grade mathematics achievement. In fall of first-grade, 501 students were given EN and literacy measures and a behavior rating scale completed by their teachers. In spring of fourth-grade, students were given mathematics computation and concepts assessments. Regression analyses indicated EN, early literacy, and behavior uniquely predicted 39% of the variance in participants' fourth-grade mathematics achievement. Significant predictors were EN and behavior ratings ($p < .001$), which accounted for 29% and 9% of the variance in mathematics scores, respectively.

Bearden, A. G., Turnbull, B., Wallace, C., Prosser, S., & Vincent, A. (2024). **The effects of a course-based mindfulness intervention on college student perfectionism, stress, anxiety, self-compassion, and social connectedness.** *Psychology in the Schools*, 61(7), 2893-2911. <https://doi.org/10.1002/pits.23201>

Rising perfectionism levels within post-secondary students could be one reason for students' challenges with adaptation to post-secondary. Recent research has suggested mindfulness-based interventions may be a promising avenue for mitigating high perfectionism, in addition to improving emotional and social well-being. The objective of this study was to assess the effects of 8 weeks of a mindfulness course on post-secondary students (compared to a non-meditating control group). Variables of interest were mindfulness, multidimensional perfectionism (self-oriented, other-oriented,

and socially prescribed types), stress, anxiety, self-compassion, and social connectedness. Students self-enrolled into a mindfulness class offered at a college in Alberta, Canada ($n = 15$). The experimental sample, aged 18–54 ($M = 25.27$, $SD = 11.47$), were 96.7% female. A control group was recruited from first- and second-year psychology classes ($n = 30$), with ages ranging from 17 to 38 ($M = 21.70$, $SD = 5.36$) and 70% identifying as female. Students completed in-person surveys near the beginning of the term and again after 8 weeks. ANOVAs and linear regression analyses were conducted. In line with previous studies, results indicated that college students practicing mindfulness evidenced lower perfectionism (self-oriented and other-oriented types), stress, and anxiety, along with higher mindfulness and self-compassion. Additionally, interpersonal benefits were revealed as the mindfulness group increased in social connectedness. Perplexing results suggest two routes to social connection, as the control group also showed an increase in social connection, potentially motivated by higher stress and self-criticism. Findings from the current study are impressive (given the small sample size and the high-stress time of the term during which post-test measures were taken) and suggest that integrating mindfulness practices into the curriculum can enhance emotional and social well-being for postsecondary students.

Bi, T., Qiye, L., Li, X., He, Y., Xie, Q., & Kou, H. (2024). **The impact of mindfulness training on the attention to facial expressions among undergraduates.** *Psychology in the Schools*, 61(7), 2992-3009. <https://doi.org/10.1002/pits.23199>

The improvements in attention by mindfulness training have been proved. However, the effects of mindfulness training on attention to emotional stimuli were mixed. We employed a randomized, controlled design to investigate the effects of mindfulness training on attention to emotional expressions, and investigated whether baseline levels of dispositional mindfulness and emotional intelligence would moderate the intervention effects. Forty participants received 8-week mindfulness training, and another forty participants attended two lectures about mindfulness. All participants completed the visual search task, the Five Facet Mindfulness Questionnaire, and the Emotional Intelligence Scale at both pre-training and post-training. The results showed that the improvements in search efficiencies were larger in the mindfulness group than those in the control group for sad and angry faces, but not for happy faces. In addition, baseline emotional intelligence but not dispositional mindfulness played a significant moderating role in the relationship between mindfulness training and emotional attention to sadness and anger. The search efficiencies of negative emotions (i.e., anger and sadness) but not positive emotions (i.e., happiness) were significantly improved by mindfulness training. Individuals with a high level of baseline emotional intelligence showed significant improvement in search efficiencies relative to those with a low level of emotional intelligence.

Bowen, D. H., & Kisida, B. (2024). **Investigating Arts Education Effects on School Engagement and Climate.** *Educational Policy*, 38(5), 1077-1107. <https://doi.org/10.1177/08959048231174880>

There is a renewed focus on what constitutes a well-rounded education, as well as a growing interest in broader indicators of educational success, including social and emotional development and school engagement. However, identifying educational practices that improve such outcomes has proven elusive. We explore the role of arts education on a broad range of educational outcomes using administrative and survey data from Boston's public schools. We find that students receiving the arts in school

attend more, are more engaged, and their parents and teachers are more likely to participate and be engaged at school, with larger effects for students with individualized education plans, students with lower standardized test scores, and students with a history of chronic absenteeism. These findings call attention to the pivotal role of the arts in providing students with socially and emotionally supportive learning environments that enhance relationships between students and schools.

Brown, J. A., Snider, K. M., Hall, H. G., Rotzal, J. L., & Gow, M. M. (2024). **School psychologists' training and experience in providing grief support.** *Psychology in the Schools*, 61(7), 2722-2744. <https://doi.org/10.1002/pits.23185>

School-based mental health professionals consistently report that they are either not prepared to support grieving students, or do not have time to integrate crisis intervention support into their hectic schedule. Given that inadequate school mental health services can increase a bereaved student's risk of developing emotional problems, it is critical that school psychologists increase their comfort in grief. This study surveyed 75 school psychologists in the Northwestern United States regarding their training and experience in grief support. A reflexive thematic analysis identified four themes related to the challenges and recommendations in grief support: lack of training, limited role of the school psychologist, lack of formalized grief response system, and lack of school and community resources. Furthermore, only 3% of participants reported taking the lead in providing grief support and 64% provide grief support fewer than five times a year. The majority (81%) reported that they had zero courses devoted to grief support during their graduate degree, with more participants (67%) obtaining grief training postdegree. Study limitations, areas for further research, and implications for schools and school psychologists are also discussed.

Çimşir, E., Akdoğan, R., & Akbayrak, A. (2024). **Turkish adolescents' anonymous use of social networking sites (SNSs): A phenomenological study.** *Psychology in the Schools*, 61(7), 2912-2929. <https://doi.org/10.1002/pits.23200>

Despite the surging anonymous social media use among adolescents living in non-Western countries, such as Turkey, existing studies have been conducted in a Western context and do not provide a holistic understanding of adolescents' lived experiences of anonymous social networking site (SNS) interactions. As a result, Turkish adolescents aged 12–15 years (N = 20) were interviewed about their lived experiences of anonymous SNS interactions, using a phenomenological qualitative approach. The authors identified 10 themes. Four themes address circumventing social norms and avoiding repercussions: mocking friends, seeking revenge, engaging in activism, and exploring and expressing self. Four themes pertain to initiating, developing, and testing relationships: exploring romantic relationships, testing friendships, seeking information about others, and gaining attention and/or popularity. Reflecting a major intrapersonal dynamic, another theme describes low self-confidence/esteem. The final theme addresses a significant risk associated with the anonymous use of SNSs: increased risk of child sexual exploitation. The results provide important insights into the roles of anonymous online interactions in satisfying adolescents' developmental needs and indicate the importance of providing them with support and education to help them navigate the online world safely and responsibly.

Cleofas, J. V. (2024). **Family, friends, school and nation: Socio-ecological determinants of mental health among Filipino college students post-lockdown.** *International Social Science Journal*, 74(252), 319-338. <https://doi.org/10.1111/issj.12459>

As societies recover from the systemic socio-economic impacts of the 2019 novel coronavirus disease pandemic, the mental health of the youth must be monitored as they transition back to on-campus learning. This study sought to determine the socio-ecological determinants of mental health among Filipino college students after a 2-year lockdown (i.e., community quarantine). A total of 1204 students aged 18–24 participated in this cross-sectional online survey research. Multi-level socio-ecological determinants were measured, such as individual (age, gender), micro/mesosystem (family, friends and school), exo/macrosystem (national resilience) and chronosystem (life satisfaction change over time). Findings suggest that male students who identify as cisgender (cisgender, which refers to gender identity that aligns with biological sex, and heterosexual, which refers to sexual attraction exclusively for the opposite sex), with higher ratings for family, school community, national identity, trust in public institutions and improvements in life satisfaction post-lockdown, demonstrated higher mental well-being. Meanwhile, female, gender and sexual minorities, with lower ratings for family, respect for diversity in school and decline in life satisfaction post-lockdown, reported higher psychological distress.

Criss, C. J., Konrad, M., Alber-Morgan, S. R., & Brock, M. E. (2024). **A Systematic Review of Goal Setting and Performance Feedback to Improve Teacher Practice.** *Journal of Behavioral Education*, 33(2), 275-296. <https://doi.org/10.1007/s10864-022-09494-1>

Performance feedback has been identified as an evidence-based practice to improve teacher implementation fidelity. The efficacy of performance feedback might be enhanced with ancillary strategies such as goal setting. In this paper, we systematically reviewed 22 experimental studies in which a combination of goal setting and performance feedback was used to improve teacher implementation of practices. We summarized effects and explored which aspects of goal setting and performance feedback were associated with improved performance. Overall, we found the combination of goal setting and performance feedback was highly effective. We found that the features associated with consistent positive effects included visual presentation of data, verbal feedback, teacher-created goals, measurement of progress toward goals, and discussion of goals during feedback. We discuss why these particular features might be efficacious, and how administrators and teacher trainers can integrate them into their efforts to support teachers to improve their practice.

Demangeon, A., Faedda, S., Fleck, S., & Dinot, J. (2024, juin). **Soutenir le développement et l'apprentissage des compétences psychosociales (CPS) des élèves par le biais de dispositifs pédagogiques numériques pour favoriser le bien-être scolaire.** Consulté à l'adresse <https://hal.science/hal-04604963>

ElAtia, S., & Essiome, K. (2024). **Les diplômés d'immersion française et leurs motivations liées au choix de la langue dans la poursuite des études postsecondaires.** *Canadian Journal of Educational Administration and Policy*, (204), 157-174. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/78551>

Cette étude de cas à méthodes mixtes vise à comprendre auprès des diplômés d'immersion française (IF) qui étudient à l'Université de l'Alberta, leurs motivations liées au choix de la langue dans la poursuite des études postsecondaires. Nos résultats ont

révélé que les élèves qui poursuivent une éducation postsecondaire dans les programmes francophones sont altruistes et manifestent des motivations instrumentales par rapport à la langue française (par exemple : perspectives d'emplois encourageantes pour les personnes bilingues, sauvegarde des acquis linguistiques). De plus, ces personnes ont une régulation identifiée (prise de conscience de l'importance du français pour atteindre des buts personnels) supérieure à celle de leurs collègues qui étudient en langue anglaise. Néanmoins, la notoriété perçue des établissements offrant des programmes francophones, ainsi que l'identité linguistique construite par ces élèves durant leur séjour en IF exercent une réelle influence sur leur processus décisionnel.

Flandrin, C., Gandon, C., & Quéré, N. (2024). **Communautés et Approche par compétences : Comment mobiliser de nouvelles communautés pour favoriser l'engagement des équipes pédagogiques dans une démarche APC ?** *AIPU 24 : L'enseignement supérieur et les communautés : des dynamiques interconnectés*, 8. Consulté à l'adresse <https://hal.science/hal-04600279>

In France, the Competency-Based Approach (henceforth referred to as CBA) is a reality that all higher education establishments are facing up to in order to build an attractive, coherent range of courses that are more in tune with students' expectations and developments in the socio-economic world. At a time when calls for academic projects and reforms are multiplying, this paradigm shift means that action plans need to be put in place to roll out the CBA. A number of educational engineers and advisers working in higher education establishments in the west of France (Université Bretagne Ouest, Nantes, Limoges, La Rochelle, Angers) have joined forces in an informal community of practice to discuss their respective missions and to develop their professional knowledge of the CBA. Various initiatives have been put in place to support teaching teams: meetings/workshops to raise awareness of CBA, training in CBA methodology, collective support, feedback, calls for projects to support pedagogical transformation, recognition of the teachers involved, etc. Despite these efforts and the resources invested, these engineers and pedagogical advisers report a common problem: the difficulty of mobilising teaching teams on the subject. This situation raises questions about the methods currently used and prompts us to consider new avenues: Why, despite all the initiatives undertaken, are so few teams committed to this approach? What new avenues could be explored to encourage greater team involvement? How can we make our actions more effective? Is it necessary to continue our current efforts? Should we question our practices? Should we involve other players inside and outside the school in this transformation process? Reflective analysis of our practices shows that the actions we take are essentially focused on the community of teachers and lecturers in our institutions. This llab proposes to collectively question the value of broadening our fields of action by mobilising other communities (internal or external to the institution) and to reflect on specific strategies for these audiences which, in our opinion, can be real levers for encouraging the commitment of teachers and teaching teams.

Francomme, O., & Morin, D. (Éd.). (2024). **Éducation, cognition, coopération**. Consulté à l'adresse [https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&raz\\$alClone=1 &no=80085](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&raz$alClone=1 &no=80085)

L'objet de cet ouvrage est de restituer en partie les débats, confrontations et témoignages qui ont émaillé deux colloques organisés par l'AFIRSE section française (devenue l'AIRSPÉ). Ces débats ont été organisés avec l'ICEM et l'ESPE d'Aquitaine pour le premier (« La pédagogie Freinet face aux défis du XXI^e siècle », Bordeaux 2017), et l'ENSC (École nationale supérieure de cognitive) pour le second (« Éducation et Cognition — des éléments théoriques amenés par les diverses modélisations à la pédagogie Freinet », Bordeaux 2019). La plus grande partie des interventions est publiée par les numéros 2018 et 2020 de l'Année de la recherche en sciences de l'éducation.

García, E., & Shafiq, M. N. (2024). **Do home computers and Internet access harm academic and psychological outcomes? Statistical evidence from Brazil, Mexico, Morocco, Thailand, and Turkey.** *PROSPECTS*, 54(1), 137-153. <https://doi.org/10.1007/s11125-023-09669-2>

Recent research from high-income countries and dated research from middle-income countries suggest that home computers and Internet (HCI) may cause more harm than good on students' academic and psychological outcomes. We consider the Program for International Student Assessment 2018 data for 15-year-old students in five middle-income countries with low shares of HCI access: Brazil, Mexico, Morocco, Thailand, and Turkey. We find no negative and statistically significant regression coefficients between HCI access and mathematics, reading, self-reported well-being, and resilience scores. Instead, most HCI coefficients are positive and statistically significant. Therefore, we cannot conclude that HCI access harms the academic and psychological outcomes for the students and countries considered in the study.

Garçon, M. P. E., & Ali, M. (2024). **Combiner l'approche sociologique et psychométrique pour étudier les performances scolaires : le cas du calcul mental au Sénégal.** *Journée d'études des jeunes chercheurs en éducation (JCE2024)*. Présenté à Fort-de-France, Martinique. Consulté à l'adresse <https://hal.science/hal-04191990>

Plusieurs études montrent que les représentations sociales associées aux mathématiques ont un impact sur les performances scolaires des élèves dans cette discipline. Ces représentations –en tant que produit d'une culture dominante – émergent au sein d'un écosystème d'apprentissage et dépendent de facteurs socio-économiques : dans certains territoires, elles sont modelées par des préjugés et des stéréotypes hérités du passé colonial, comme dans plusieurs pays d'Afrique. Cet article présente les résultats d'une enquête psychométrique (basée sur le Test de Repérage des Difficultés en Mathématiques) réalisée au Sénégal en novembre 2021 auprès de 2973 élèves de l'école primaire afin d'évaluer les performances en calcul mental. L'étude a été complétée par une enquête sociologique sur les représentations associées aux mathématiques à laquelle ont participé 470 enfants. L'analyse des résultats des deux enquêtes, parfois contradictoires, a requis une approche épistémologique complexe mais elle permis d'identifier des pistes concrètes permettant d'imaginer des stratégies didactiques plus contextualisées et plus efficaces pour l'apprentissage des mathématiques (et du calcul mental).

Garman-McClaine, B. (2024). **A comparison of general and special education teachers' attitudes toward evidence-based practices for students with autism spectrum disorder.** *Psychology in the Schools*, 61(7), 2880-2892. <https://doi.org/10.1002/pits.23195>

Students identified with autism spectrum disorder (ASD) benefit from the implementation of evidence-based practices (EBPs) in all educational settings, including general education classrooms. Research indicates that EBPs are not consistently implemented across educational placements, nor are they always implemented with fidelity. One contextual factor that can influence successful EBP implementation is teacher attitudes toward an EBP. This study examined and compared the attitudes of general education and special education teachers toward EBPs. Study results suggest that special education teachers have more positive attitudes toward EBPs, while general education teachers are more likely to diverge from EBPs to support students with ASD. These findings have implications for improving the implementation of EBPs in both general and special education classrooms for students with disabilities, particularly students with ASD.

Garner, P. W., Legette, K., & Shadur, J. M. (2024). **A mixed-methods approach to identify elements of culturally-attuned teacher–student relationship interventions.** *Psychology in the Schools, 61*(7), 2968-2991. <https://doi.org/10.1002/pits.23197>

We employed a mixed-methods design to identify intervention elements that may improve relational inclusion in classrooms through equity-framed and culturally-attuned teacher–student relationship interventions. Quantitative and qualitative data were collected from 29 (26 female) school mental health professionals and 19 parents (mostly mothers) of racially, ethnically, and culturally diverse students. Using a convergent mixed-methods design, we first analyzed the individual data points and then integrated the quantitative and qualitative data in the interpretation and discussion of the results. Our findings showed that, for school mental health professionals, the quantitative data largely complemented the qualitative results, which represented four themes: School–family partnerships, critical consciousness, educator preparation, and transformational social-emotional learning. Parents of minoritized students identified unique elements, including microaggressions, color evasion, recognition of bias, storytelling, and systemic change as important for the development of culturally-attuned interventions. The two groups had parallel and contrasting recommendations about elements that may contribute to improved classroom relational inclusion for minoritized students. Results illustrate how merging professional and parent perspectives could contribute to the development of teacher–student relationship interventions that appropriately address issues of equity and culture in ways that are meaningful to end users and other stakeholders.

Ghasemi, F. (2024). **Time-lagged effects of student misbehavior on teacher counterproductive work behaviors: The role of negative affect and regulatory focus.** *Psychology in the Schools, 61*(7), 2845-2863. <https://doi.org/10.1002/pits.23193>

Student misbehavior is a significant occupational stressor for educators, with numerous emotional consequences threatening their mental well-being. However, research to date has failed to study the behavioral consequences of student misbehavior among teachers, as such stressors may lead to counterproductive workplace behaviors (CWB) that could decline teachers' performance and school functioning. The current study builds on the stressor–emotion model and frustration-aggression theory to fill this major gap in the literature. The proposed research model examines the association between student misbehavior and teacher CWB through two indirect pathways. It was hypothesized that job-related negative affect would mediate the relationship between student misbehavior and CWB, and regulatory prevention focus would moderate the

path from student misbehavior to CWB. Data collected from a sample of 330 teachers at two time points revealed that student misbehavior was directly associated with CWB and was indirectly associated with CWB through job-related negative affect. Additionally, the regulatory prevention focus moderated the relationship between student misbehavior and CWB. The findings of the study help clarify the processes underlying the stressor-behavior link, as well as the boundary conditions of these processes, which could provide a framework for schools to guide policies and practices regarding supporting educators in their interpretation and response to classroom misbehavior.

Guest, J. D., Ross, R. A., Childs, T. M., Ascetta, K. E., Curcio, R., Iachini, A., & Griffiths, L. (2024). **Embedding social emotional learning from the bottom up in multi-tiered services and supports frameworks.** *Psychology in the Schools, 61*(7), 2745-2761. <https://doi.org/10.1002/pits.23183>

Student mental health needs continue to rise across the United States and many students and families rely on schools to provide services to meet these needs. Yet, an overwhelming number of available frameworks and approaches to school mental health (SMH) and overlapping terminology surrounding SMH supports like trauma-informed (TI) approaches, social and emotional learning (SEL), and others can lead to confusion and potentially less effective implementation of services and supports for students. In this paper, we aim to mitigate this confusion and offer a solution that integrates several of these approaches into a single complementary model with a special emphasis on the role of SEL. We first present an overview of commonly used SMH frameworks. Next, we present the Trauma-Informed Multi-Tiered Systems of Support Model (TI-SEL MTSS)—an adaptation of the TITI-SEL MTSS—to include and emphasize the specific role of SEL as a critical foundational layer within a multi-tiered system of support. The proposed adapted model maintains the key structure of a MTSS while highlighting the importance of embedding SEL pedagogy in daily teaching practices and all aspects of school life. A case study is used to illustrate how the proposed model adaptations can be used in practice and in tandem with TI and SMH services without being conflated as the same service as SEL. Practical implications for implementation are discussed.

Karataş, S., Aksoy, B., Göçer, O., At, E., Çiftçi, S., & Caner, M. (2024). **The power of the communicative approach: An investigation of classroom practices of English teachers working in vocational high schools.** *Psychology in the Schools, 61*(7), 2778-2799. <https://doi.org/10.1002/pits.23191>

This research examines classroom methodologies aligned with the communicative approach, gauging the perspectives of English teachers working within vocational high schools (VHSs). The study, employing a qualitative case study research design, engaged 10 teachers from diverse backgrounds. The participants volunteered for the study and were selected through a maximum diversity sampling technique, a purposeful sampling method. The research methodology encompassed data collection through interviews, observations, and document analysis. Content analysis was applied to scrutinize interview data, whereas observational and document-based findings were subjected to descriptive analysis techniques. The study revealed a prevalent utilization of teacher-controlled activities and a predominant teacher-centric classroom layout among teachers. Notably, a considerable proportion of in-class time was allocated to grammar instruction, whereas comparatively lesser emphasis was placed on fostering

reading, speaking, writing, and listening skills. Moreover, it was found that multiple-choice tests and alternative assessment formats such as performance evaluations and projects were exclusively employed; using other alternative assessment approaches like observations, interviews, learning diaries, and portfolios was rare. It is also found that English instruction in VHSs heavily relies on textbooks, supplemented by the occasional integration of audiovisual materials. Overall, teachers expressed a consensus that there exists a need for enhancement in curricular frameworks, teaching aids, as well as assessment and evaluation tools within the English instruction domain.

Kenny, M. E., Wu, X., Guterres, K. M. P., Gordon, P., Schmidtberger, R., Masters, A., ... Cunningham, S. (2024). **Youth Perspectives on Decent Education and College and Career Readiness.** *Journal of Career Assessment*, 32(3), 598-618. <https://doi.org/10.1177/10690727231217108>

Decent education is conceptualized as playing an important role in preparing young people for college and career and eventual access to decent and satisfying work. While this is a promising extension of psychology of working theory for youth (PWT), the construct was derived from a review of literature, and needs to be informed by research, including youth perspectives. To address this gap and to advance research on youth PWT, we interviewed 17 high school seniors (11 female, four male, two non-binary) with diverse racial/ethnic identities and levels of caretaker educational attainment. Interviews were conducted in the year following the outbreak of COVID-19 with students attending innovative schools that feature student-centered learning, workplace internships, and close relationships with advisors and workplace mentors. Analyses conducted through Consensual Qualitative Research highlight youth perceptions of how relational supports and learning experiences at school and in workplace internships can promote a range of academic, vocational, social skills and psychological resources relevant for college and career readiness. The findings amplify youth understanding of decent education and extend knowledge of psychological resources, including youth purpose, self-efficacy, and critical consciousness, aligned with youth PWT.

King, S., Estapa, A., Bell, T., & Boyer, J. (2024). **Behavioral Skills Training Through Smart Virtual Reality: Demonstration of Feasibility for a Verbal Mathematical Questioning Strategy.** *Journal of Behavioral Education*, 33(2), 396-420. <https://doi.org/10.1007/s10864-022-09492-3>

Researchers increasingly identify virtual reality (VR) simulations as a potentially effective professional development tool. However, simulations used in education and behavior analysis typically require active oversight from technicians and instructors. "Smart" VR integrated with artificial intelligence could independently administer simulation components, alleviate logistical challenges associated with high-quality professional development such as behavioral skills training (BST), and provide trainees with opportunities to extensively practice skills across a range of disciplines. The limited research in this area has yet to demonstrate a functional smart VR application with the ability to provide instruction related to a primarily vocal skill. The current study used a randomized, combined multiple probe across behaviors and participants design to examine a smart VR application's ability to deliver components of BST and assess participants (n=2) acquisition of a mathematical questioning strategy designed to examine covert student problem solving in general education settings. Results suggest that automated assessment of participants corresponded with results of direct

observation. Although insufficient to demonstrate a functional relation between training and participant performance, the iterative experiment provides qualified support for the use of automated BST as a tool for skill acquisition. Findings indicate smart VR represents a promising means of improving professional development and a fruitful area of interdisciplinary collaboration.

Kingsdorf, S., Pancocha, K., Vadurova, H., & Dosedel, T. (2024). **Piloting an E-Learning Applied Behavior Analysis Course for Caregivers of Children with Autism in the Czech Republic.** *Journal of Behavioral Education*, 33(2), 421-452. <https://doi.org/10.1007/s10864-022-09493-2>

The telehealth model can allow for cost-effective supports in areas where limited applied behavior analysis (ABA) services are available. As a result, e-learning programs for parents of children with autism have become part of the telehealth paradigm. In the Czech Republic, one of the many places where there are limited ABA supports and no available ABA e-learning courses for families, the development of an e-learning course that is freely available, and linguistically and culturally appropriate, is needed. It was anticipated that this course could mirror some of the free e-learning materials available to English-speaking caregivers and provide foundational knowledge to later support more intensive ABA services. Therefore, a pilot study was developed to assess an ABA e-learning course for caregivers in the Czech Republic with the aim of validating its efficacy and assessing whether a synchronous component was needed for the best outcomes. The materials were not meant to replace best practices in more intensive caregiver training but provide foundational skills for later more successful local services. Results demonstrated that a total of 33 caregivers completed the course, making statistically significant gains in their ABA knowledge and rating the course highly. Interestingly, the addition of the synchronous component only impacted the knowledge gain outcome. Suggestions for supporting caregivers in e-learning course completion and directions for future research are additionally explored.

Kurker, F., & Surucu, A. (2024). **Social media addiction mediates the relationship between basic psychological needs satisfaction and academic procrastination.** *Psychology in the Schools*, 61(7), 2701-2721. <https://doi.org/10.1002/pits.23190>

Academic procrastination is the failure to perform academic tasks on time or not doing at all. It can cause undesirable consequences for students' academic development and mental health. It has a complex structure that includes cognitive and emotional components in addition to its behavioral dimension. This study seeks to answer whether social media addiction mediates the relationship between satisfaction of basic psychological needs and academic procrastination. The participants were 647 university students (70.6% female and 29.4% male) representative of all the programs in the College of Education at a public university in Turkey. We used two analytic approaches to test the mediation effect (regression with bootstrap and structural equation modeling) and arrived the same conclusion. Results showed that social media addiction partially mediated the relationship between university students' basic psychological needs and academic procrastination. While greater satisfaction of basic psychological needs was directly related to a reduction in academic procrastination, indirectly, it was associated with a further decrease in academic procrastination through social media addiction. Thus, we suggest that preventive and curative psychological services should focus on enhancing the satisfaction of basic psychological needs (autonomy, competence, and relatedness) to help mitigate the

development of social media addiction, which further reduces academic procrastination.

Kuscuoglu, A., & Hartas, D. (2024). **Academic self- concept, self-esteem and school attitudes in pre and mid adolescents: gender, SES and parenting.** *Research Papers in Education*, 39(3), 492-515. <https://doi.org/10.1080/02671522.2022.2150885>

Children undergo significant changes as they enter secondary school, a time during which their social and academic self-concept is fluid and the pressures to adjust and show positive attitudes and behaviours are intense. Utilising data from the Millennium Cohort Study (Waves 4 and 5) the purpose of this study was two-fold: to examine longitudinal changes in academic self-concept, self-esteem and school attitudes in pre and mid adolescents through the lenses of gender and SES; and to trace the unique and cumulative effects of SES, gender and parenting on academic self-concept, self-esteem and school attitudes in 14- year-olds. The findings showed that academic self-concept, self-esteem and positive school attitudes decreased considerably between the ages of 11 and 14, and that girls rated themselves lower in self-esteem and school attitudes than did boys. The observed drop in academic self-concept was sharper in 14-year-olds from economically less well-off families. Parent behaviour and practices and the home learning environment contributed significantly to 14-year-olds' school attitudes, self-esteem and self-concept. These findings have implications for developing school policies that support self-esteem especially during the first years of secondary education.

Lachapelle, J. (2024). **Analyse des relations entre la qualité de l'environnement éducatif à l'éducation préscolaire et l'engagement des enfants dans les situations de développement et d'apprentissage en émergence de l'écrit** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/17675/>

Cette recherche s'intéresse aux relations entre la qualité de l'environnement éducatif en soutien à l'émergence de l'écrit et l'engagement des enfants en classe d'éducation préscolaire 4 ans et 5 ans. Dans le but de favoriser le développement global des enfants, dont le développement langagier, il importe de mettre en place des pratiques éducatives de qualité qui soutiennent le langage oral et le langage écrit, ce qui contribue à la réussite éducative présente et ultérieure (Charron et al., 2022b; Duncan et al., 2007). La qualité de l'environnement éducatif de la classe inclut la dimension physique (p. ex. mobilier, jeux, livres, matériel d'écriture, affiches) et la dimension interactive (p. ex. interactions entre l'enseignante et les enfants et entre les enfants; conversations soutenues; activités autour de l'écrit). Un autre déterminant à considérer est l'engagement des enfants, notamment dans les situations de développement et d'apprentissage en soutien à l'émergence de l'écrit (Baroody et Diamond, 2016). L'engagement fait référence aux interactions des enfants avec l'enseignante et avec les pairs, à l'orientation sur la tâche et aux interactions négatives. Des observations directes ont été effectuées dans 7 classes de maternelle 4 ans et dans 23 classes de maternelle 5 ans, et auprès de 150 enfants de ces classes. L'outil Early Language and Literacy Classroom Observation – Pre-K (Smith et al., 2008) a été utilisé pour mesurer la qualité de l'environnement éducatif, tandis que l'outil Individualized Classroom Assessment Scoring System (Downer et al., 2010), a permis de mesurer l'engagement des enfants. Les résultats soulèvent que les pratiques qui soutiennent le langage oral et écrit sont généralement considérées de base, que ce soit pour le

programme éducatif, l'environnement langagier, les livres et la lecture, de même que l'écrit et l'écriture émergente. Seul le domaine de la structure de la classe tend vers une qualité élevée. Par ailleurs, de faibles niveaux d'engagement sont observés avec l'enseignante et avec les pairs, alors que l'engagement dans les tâches s'avère moyen. Les interactions négatives demeurent à un faible niveau. Toutefois, aucune association significative n'a été décelée entre la qualité de l'environnement éducatif en matière d'émergence de l'écrit et le niveau d'engagement des enfants. Certaines variables de contrôle (indice de milieu socioéconomique, nombre d'enfants dans le groupe et âge des enfants) sont associées à des domaines de l'engagement des enfants. Les faibles niveaux généralement observés au regard de la qualité de l'environnement éducatif et de l'engagement des enfants incitent à mettre en place de meilleures pratiques éducatives lors de la formation initiale et continue des enseignantes à l'éducation préscolaire. Ainsi, il importe de mieux soutenir le développement du langage oral et écrit des enfants et d'étudier les contextes d'apprentissage qui permettront d'augmenter le niveau d'engagement des enfants dès l'éducation préscolaire.

Laslo-Roth, R., George-Levi, S., Iwański, R., Watejko, M., & Margalit, M. (2024). **Loneliness, gratitude, and entitlement among Israeli and Polish college students: A serial mediation model.** *Psychology in the Schools*, 61(7), 2762-2777. <https://doi.org/10.1002/pits.23188>

Loneliness has recently been defined as a public health problem, and college students from various cultures are considered a vulnerable group. As college students must cope with new personal, social, and academic challenges, their perceptions regarding their entitlement from their environment, and their gratefulness for the assistance they receive, may make a unique contribution to their experience of loneliness. In the current study we examined the associations between loneliness, gratitude, and two types of entitlement (active and academic) among college students in two countries: Israel and Poland. A total of 313 Israeli students and 275 Polish students completed a series of questionnaires. The results indicated that Israeli students experienced lower levels of loneliness and academic entitlement, and higher levels of active entitlement and gratitude, in comparison to Polish students. The two types of entitlement and gratitude mediated the association between students' country and loneliness. Active entitlement predicted more gratitude, which predicted lower levels of loneliness. However, academic entitlement predicted lower levels of gratitude, which predicted more loneliness. Our focus on entitlement, gratitude, and loneliness offers insights into the understanding of the psychological and social dynamics among college students in two countries, with implications for theoretical understanding and intervention planning in higher education.

Li, K., Wang, H., Siu, O.-L., & Yu, H. (2024). **How and When Resilience can Boost Student Academic Performance: A Weekly Diary Study on the Roles of Self-Regulation Behaviors, Grit, and Social Support.** *Journal of Happiness Studies*, 25(4), 36. <https://doi.org/10.1007/s10902-024-00749-4>

Resilience has been found to have positive impacts on college students' well-being and mental health. However, we still lack knowledge on how and under what conditions resilience can help to facilitate college students' academic performance. Based on the conservation of resources theory, this study investigated how resilience could be positively linked to college students' academic performance through increasing self-regulation behaviors, and to what extent this indirect effect could be

strengthened by individual grit and social support. Using 74 Chinese college students with a four-week longitudinal survey (296 observations in total), we confirmed our hypotheses. The results of multilevel moderated mediation showed that weekly self-regulation behaviors mediated the positive relationship between weekly resilience and college students' weekly academic performance and that this positive indirect effect became stronger for those who had a higher level of grit and perceived a higher level of social support. Further, we found that weekly resilience was also positively related to the next week's self-regulation behaviors, which in turn, increased next week's academic performance. Social support can strengthen such a carry-over impact of resilience on next week's self-regulation behaviors (but not for grit). To conclude, our study uncovered the short-term fluctuations of resilience and its impacts on students' study outcomes. We highlight the important roles of personal resources (grit) and social resources (social support) that can leverage the positive effects of resilience on students' weekly basis.

Liu, L., Liu, P., Yang, H., Yao, H., & Thien, L. M. (2024). **The relationship between distributed leadership and teacher well-being: The mediating roles of organisational trust.** *Educational Management Administration & Leadership*, 52(4), 837-853. <https://doi.org/10.1177/17411432221113683>

Teacher well-being plays an important role in education reform because it marks teachers' positive evaluation of and healthy functioning in their work environment. However, there has been insufficient research on the relationship between distributed leadership and teacher well-being and on how organisational trust works as a mediator between these two constructs. Based on responses from 587 teachers in primary schools in southwest China, this study examined how distributed leadership contributes to teacher well-being with attention to the mediating role of organisational trust. Using structural equation modelling and bootstrapping tests, the analysis showed a nonsignificant direct effect between distributed leadership and teacher well-being. Organisational trust and its two dimensions, namely trust in the working team and trust in the principal, had significant mediating effects on the relationship between distributed leadership and teacher well-being. However, the dimension of trust in the work setting did not appear to be a significant mediator. This study contributes to a better understanding of the transferability of leadership theories across cultures and to a deepening comprehension of strategies for improving teacher well-being in Chinese schools and similar contexts. Implications of the study and future research direction are presented.

Lozano, L. A., Villalobos, B. T., Castro, V., & Hernandez Rodriguez, J. (2024). **What's the Right Move? The Relation Between Relocating and Psychosocial Outcomes Among Latinx College Students.** *Journal of Hispanic Higher Education*, 23(3), 195-210. <https://doi.org/10.1177/15381927241228492>

The study investigated the role of relocating on the mental health, psychosocial stress, and social support of 159 first- and second-year Latinx college students. Findings revealed students who relocated for college had significantly higher self-reported sense of campus belonging, and social support compared to students who did not relocate. Implications for college readiness organizations and universities with commuter populations are discussed. Future directions to enhance the understanding of Latinx students' transitional experiences are also reviewed.

McNamara, S. W. T., & Min, S. D. (2024). **Understanding why educational professionals engage with podcasts: Educational Podcasts Motivational Scale development and validation.** *British Journal of Educational Technology*, 55(4), 1728-1746. <https://doi.org/10.1111/bjet.13428>

Abstract Educational podcasts have become an increasingly prevalent media used to disseminate profession-specific information through easily accessible means. Despite the potential of educational podcasts as convenient and effective medium, there is a dearth of literature dedicated to the topic. Thus, using the Uses and Gratification framework, the psychometric properties of the Educational Podcasts Motivation Scale were examined, as well as the motivational factors that influence intention to listen to educational podcasts and recommend podcasts to others were explored. A sample of individuals in the field of education ($n=606$), such as in-service K-12 teachers and higher education professors, were recruited for this study. This sample were randomly divided, and an exploratory factor analysis (EFA) was conducted with the first set ($n=312$) to identify underlying constructs, and confirmatory factor analysis (CFA) and structural equation modelling (SEM) were employed with the second set ($n=294$). The scale demonstrated strong psychometric properties and five distinct motivational factors were identified: Information Gathering, Flexibility in Use, Social Interaction, Entertainment, and Professional Encouragement. Several motivational factors had significant associations with the constructs of 'intention' and 'word-of-mouth'. This paper demonstrates both the unique motivational factors related to listening to educational podcasts and the motivational factors that overlap with other forms of media. Further examination of the underlying motivations to listen to educational podcasts is warranted. Practitioner notes What is already known about this topic Educational podcasts have become an increasingly prevalent media used to disseminate information to specific professions and fields that provide current practices and research information through easily accessible means. Educational podcasts have been found to be an effective tool to improve self-efficacy and knowledge around topics with educators and college students, as well as a means to develop communities of practice where educators share knowledge and experiences. Results of studies using the uses and gratifications framework to examine the gratifications for listening to podcasts have found an array of overlapping, and sometimes conflicting, gratifications from the use of podcasts. Those most often identified include entertainment, multitasking and convenience, social interaction, escapism and educational purposes. What this paper adds This paper outlined the development of the Educational Podcasts Motivation Scale and used an exploratory factor analysis, confirmatory factor analysis and structural equation modelling to demonstrate its strong psychometric properties. Five distinct motivational factors for why educators engage with educational podcasts were identified: (a) Information Gathering, (b) Flexibility in Use, (c) Social Interaction, (d) Entertainment and (e) Professional Encouragement. This paper identifies that educators are often most motivated to listen to educational podcasts due to constructs such as social interaction, flexibility in use and information gathering. Implications for practice and/or policy The findings in this paper demonstrate the perceived benefits and uses of educational podcasts as a learning tool, further establishing educational podcasts as a useful tool that should be incorporated into learning environments. The findings in this paper indicate that those embedding educational podcasts within learning activities and professional development should consider how to emphasise the flexibility, social interactions and learning aspects of these tools to promote the attractive features of this tool. Although this study sheds light

on the reasons those in the field of education use this medium, additional research is needed to explore how and why these individuals engage with educational podcasts.

Ozyildirim, G. (2024). **Teachers' occupational health: A structural model of work-related stress, depressed mood at work, and organizational commitment.** *Psychology in the Schools*, 61(7), 2930-2948. <https://doi.org/10.1002/pits.23202>

Organizations, employees, and individuals suffer from adverse outcomes due to a lack of occupational health, impacting everything from organizational performance to psychological and physical health, and they are a prevalent phenomenon for various jobs, including teaching. The aims of the current study are two-fold: to determine the state of occupational health (i) and its structure among 470 Turkish teachers at all school levels, including 338 female teachers (71.9%) and 132 male teachers (28.1%), specifically in terms of stress, the depressed mood at work, and organizational commitment variables (ii). A structural model for occupational health is developed and examined through the AMOS 22 program. The findings of this study indicate that stress predicts a negative impact on organizational commitment (-0.42), whereas it has a positive effect on depressed mood at work (0.74). Additionally, organizational commitment is shown to have a negative impact on depressed mood at work (-0.15). Overall, policymakers, school administrators, and leaders should prioritize strategies to reduce stress, create a healthier work environment, and address the need for proactive efforts to promote a positive emotional climate that improves teacher occupational health. Additionally, further research should explore the other factors that enable to prevent and reduce depression mood at work.

Palminteri, S. (2024, juin 11). **Quand les psychologues décryptent le raisonnement des intelligences artificielles.** Consulté 13 juin 2024, à l'adresse The Conversation website: <http://theconversation.com/quand-les-psychologues-decryptent-le-raisonnement-des-intelligences-artificielles-228528>

En matière d'intelligence artificielle, les « grands modèles de langage » comme ChatGPT sont si complexes que leurs créateurs peinent à prévoir leurs comportements. La psychologie peut les y aider.

pédagogique, C. (2024, juin 4). **L'intelligence, ça s'apprend ?** Consulté 10 juin 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/06/04/lintelligence-ca-sapprend/>

Marie Duru-bellat, sociologue, et Sébastien Goudeau, maître de conférences en psychologie sociale, signent un court livre au titre percutant « L'intelligence, ça s'apprend ? ». En un peu

Ramírez Luelmo, S. I., El Mawas, N., Bachelet, R., & Heutte, J. (2024). **Detection and Asynchronous Flow Prediction in a MOOC.** *SN Computer Science*, 5(5), 599. <https://doi.org/10.1007/s42979-024-02838-w>

Flow is a human psychological state positively correlated to self-efficacy, motivation, engagement, and academic achievement. In a MOOC, flow detection and prediction would potentially allow for learners' content personalization, fostering engagement and increasing already-low completion rates. In this study, we propose a Machine Learning flow-predicting model by pairing the results of the EduFlow-2 and Flow-Q measure instruments issued to participants of a MOOC (n=1589, 2-year data collection). The resulting flow-predicting-model detects flow in an automatic,

asynchronous fashion by applying only the EduFlow-2 measurement instrument. Our model proposal predicts flow presence with greater precision than it detects flow absence.

Saqr, M., & López-Pernas, S. (2024). **Mapping the self in self-regulation using complex dynamic systems approach.** *British Journal of Educational Technology*, 55(4), 1376-1397. <https://doi.org/10.1111/bjet.13452>

Complex dynamic systems offer a rich platform for understanding the individual or the person-specific mechanisms. Yet, in learning analytics research and education at large, a complex dynamic system has rarely been framed, developed, or used to understand the individual student where the learning process takes place. Individual (or person-specific) methods can accurately and precisely model the individual person, create person-specific models, and devise unique parameters for each individual. Our study used the latest advances in complex systems dynamics to study the differences between group-based and individual self-regulated learning (SRL) dynamics. The findings show that SRL is a complex, dynamic system where different sub-processes influence each other resulting in the emergence of non-trivial patterns that vary across individuals and time scales, and as such far from the uniform picture commonly theorized. We found that the average SRL process does not reflect the individual SRL processes of different people. Therefore, interventions derived from the group-based SRL insights are unlikely to be effective in personalization. We posit that, if personalized interventions are needed, modelling the person with person-specific methods should be the guiding principle. Our study offered a reliable solution to model the person-specific self-regulation processes which can serve as a ground for understanding and improving individual learning and open the door for precision education. Practitioner notes What is already known about this topic Self-regulation is a catalyst for effective learning and achievement. Our understanding of SRL personalization comes from insights based on aggregate group-based data. What this paper adds Every student has their own unique SRL process that varies from the average in non-trivial ways. We offer a credible method for mapping the individualized SRL process. SRL dynamics vary across time scales. That is, the trait dynamics are different from the state dynamics, and they should be supported differently. Implications for practice and/or policy Personalization can best be achieved if based on unique person-specific idiographic methods. Supporting learning and SRL in particular can be more efficient when we understand the differences across time scales and persons and apply insights accordingly. The general SRL average should not be expected to work for everyone.

Sarrazin, P., Isoard-Gauthier, S., & Lefebvre du Grosriez, S. (2022, novembre 13). **Concilier études et sport de haut niveau : un investissement et un défi.** Consulté 14 juin 2024, à l'adresse The Conversation website: <http://theconversation.com/concilier-etudes-et-sport-de-haut-niveau-un-investissement-et-un-defi-191391>

Les rôles d'étudiant et de sportif de haut niveau peuvent créer des conflits personnels mais aussi s'enrichir mutuellement à condition de bien gérer ses engagements.

Semerci, N., Semerci, Ç., Ünal, F., Yılmaz, E., & Yılmaz, Ö. (2024). **Higher education students' perceptions on their barriers to critical thinking.** *Psychology in the Schools*, 61(7), 2949-2967. <https://doi.org/10.1002/pits.23198>

This study aimed at identifying undergraduate students' barriers to critical thinking. This descriptive study adopted a cross-sectional research method. Data were collected

from 3rd and 4th grade students in a state university in the Black Sea Region of Turkey. Data were collected via the critical thinking barriers scale. The data obtained in the study were analyzed using SPSS 22. The mean scores, t-test, and analysis of variance were employed in data analysis. The results of the study revealed that students slightly agree that they are unable to reason, are egocentric, overconfident, and rely on authority. Also, students slightly agree that they have some barriers to critical thinking. The study also demonstrated that grade slightly affects students' barriers to critical thinking, whereas gender and faculty have relatively deeper effects. This study concluded that students don't have significant barriers to critical thinking.

Sezgin, E., & Şener, T. (2024). **An examination of the psychological resilience of preschool children with and without Montessori education.** *Review of Education*, 12(2), e3471. <https://doi.org/10.1002/rev3.3471>

This study aims to compare the psychological resilience of children who receive Montessori education with those who do not receive Montessori education (the group attends a school where education is provided according to the Preschool Education Programme of the Ministry of National Education). The study used the Relational Scanning Model Comparison Types to compare the psychological resilience of children who received Montessori education with those who did not. The research involved 99 children aged 3–6 years who received regular preschool and Montessori education during the 2021–2022 academic year. It is reported that no developmental or neurological defects were observed in any of the participants. The study group comprised 50 children aged 3–6 years from a private kindergarten affiliated with National Education in Nilüfer district and 49 children aged 3–6 years from a private Montessori kindergarten in Nilüfer district. According to the study, children who received Montessori education demonstrated comparatively higher levels of psychological resilience than those who did not receive Montessori education. It has been observed that there exists a weak but meaningful correlation between the psychological resilience of children and their social relationships/social performance, particularly in those who have received Montessori education for an extended duration. As a result, it can be inferred that Montessori education positively impacts children's psychological resilience.

Sharma, K., Nguyen, A., & Hong, Y. (2024). **Self-regulation and shared regulation in collaborative learning in adaptive digital learning environments: A systematic review of empirical studies.** *British Journal of Educational Technology*, 55(4), 1398-1436. <https://doi.org/10.1111/bjet.13459>

Abstract Adaptive learning technologies are closely related to learners' self-regulatory processes in individual and collaborative learning. This study presents the outcomes of a systematic literature review of empirical evidence on adaptive learning environments to foster self-regulation and shared regulation of learning in collaborative settings. We provide an overview of what and how adaptive technologies have been used to understand and promote self-regulated learning in collaborative contexts. A search resulted in 38 papers being analysed. Specifically, we identified the seven main objectives (feedback and scaffolding, self-regulatory skills and strategies, learning trajectories, collaborative learning processes, adaptation and regulation, self-assessment, and help-seeking behaviour) that the adaptive technology research has been focusing on. We also summarize the implications derived from the reviewed papers and frame them within seven thematic areas. Finally, this review stresses that

future research should consider developing a converging theoretical framework that would enable concrete monitoring and support for self-regulation and socially shared regulation of learning. Our findings set a baseline to support the adoption and proliferation of adaptive learning technology within self-regulated learning research and development. Practitioner notes What is already known about this topic By providing personalized and learner-centric adaptive learning environments (ADLEs), adaptive learning technology can support and foster self-regulated learning (SRL) practices. It is possible to create a more student-centred and effective learning environment by combining adaptive learning and collaborative learning. Socially shared regulatory activities can involve planning, monitoring, controlling and reflecting on a group's learning processes. What this paper adds Provides a systematic literature review of empirical evidence on ADLEs, SRL and socially shared regulation of learning (SSRL) in collaborative contexts. Summarizes the insights on (S)SRL through ADLEs in collaborative learning. Identifies challenges and opportunities for ADLEs to support (S)SRL in collaborative learning. Implications for practice and/or policy Learning analytics and educational technology researchers will be able to use the systematic review as a guide for future research. Learning analytics and educational technology practitioners will be able to use the systematic review as a summary of the field's current state.

Shkempi, F., Treska, V., & Xhomara, N. (2024). **Standardization and the Impact of Emotional Intelligence Test Subscales on Academic Progress**. *British Journal of Education*, 12(6). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-6-2024/standardization-and-the-impact-of-emotional-intelligence-test-subscales-on-academic-progress/>

The study aims to assess the underlying structure and psychometric properties of the Emotional Intelligence Test among students of different study programs. The study also aimed to measure the impact of self-awareness, self-management, social awareness, relationship management, and self-motivation on the academic progress of the students. Data was obtained from 946 respondents from the student ... Standardization and the Impact of Emotional Intelligence Test Subscales on Academic Progress Read More »

Silva, R. F. da. (2023). **Place et rôle de l'affectivité dans la formation initiale des enseignant-es au Brésil et en France : analyse des représentations des formateurs et de leurs pratiques pédagogiques** (Phdthesis, Université Lumière - Lyon II; Universidade estadual paulista (São Paulo, Brésil)). Consulté à l'adresse <https://theses.hal.science/tel-04609223>

Le présent travail s'inscrit dans le domaine de recherche « culture, cognition et affectivité » et son objectif principal était d'étudier la place et le rôle de l'affectivité dans les cours de formation initiale des enseignants, au Brésil et en France. Les aspects contextuels nous ont amenés à constater la croissance de certains phénomènes dans les classes, tels que la violence entre les élèves, le harcèlement et la violence contre les enseignants, ce qui nous a amenés à repenser l'importance accordée à l'affectivité dans la formation initiale des enseignants. Nous sommes partis de l'hypothèse que la formation aux compétences affectives est subordonnée à la formation des enseignants en ce qui concerne les contenus et les compétences professionnels. Pour étudier notre hypothèse initiale, nous cherchons à comprendre comment l'affectivité est comprise et travaillée par les formateurs d'enseignants, acteurs centraux du processus de

formation. En ce qui concerne les procédures théoriques et méthodologiques, nous nous basons sur les contributions théoriques de Wallon (1968), Vygotsky (1998) et Damasio (2012) concernant le champ affectif et les contributions de Freire (1997) pour la formation des enseignants. Notre cadre méthodologique était basé sur une fertilisation croisée appuyée sur la jonction des méthodes quali-quantitatives de construction, de traitement et d'analyse des données. Les données ont été collectées dans un échantillon d'INSPÉ (Institut National Supérieur du Professorat et de l'Éducation), dans les académies de Lyon, Marseille et Paris, et dans les campus de l'UNESP, dans les villes de Marília, Bauru et Presidente Prudente et São José do Rio Preto. Pour atteindre nos objectifs, nous avons collecté des données à trois niveaux : au niveau macro, nous avons analysé les référentiels institutionnels et les lignes directrices des programmes nationaux de formation des enseignants. Au niveau méso, nous avons analysé les projets pédagogiques et les contenus enseignés dans les matières de psychologie de l'éducation (développement et apprentissage) au Brésil et dans les unités d'enseignement liées à la psychologie en France. Nous avons collecté des informations au moyen d'un questionnaire électronique via LimeSurvey, dans le but de construire des données plus larges sur les représentations des formateurs de la présence et de l'importance de la question affective. Un questionnaire a également été envoyé aux enseignants en formation (étudiants) via GoogleForms®, dans le but de comprendre si l'affectivité était un thème de travail durant la formation. Au niveau micro, nous avons réalisé des entretiens avec les formateurs et des observations de classes. Les données ont été traitées avec les programmes SPAD 9.2, pour les données textuelles basées sur la lexicométrie, et par le programme CHIC 7, basé sur le cadre de l'analyse statistique implicative (ASI). Les résultats ont mis en évidence la présence modeste des composantes du champ affectif dans les lois, les plans d'enseignement et les maquettes de formation. Les formateurs d'enseignants, dans leur majorité, ont présenté dans leurs discours conscience de l'importance de l'affectivité pour la formation des enseignants, mais ils ont également reconnu que ces compétences ne sont pas prioritaires dans la formation initiale en raison de la faible charge de travail et de la structure des programmes d'études actuels. Il n'a pas été possible de percevoir dans les observations une attitude consciente liée à la micro-gestion de l'expression professionnelle qui favoriserait le développement des compétences affectives. De même, les étudiants en formation ne se sentent pas préparés, du point de vue des compétences affectives, à exercer leurs fonctions professionnelles.

Sobocinski, M., Dever, D., Wiedbusch, M., Mubarak, F., Azevedo, R., & Järvelä, S. (2024). **Capturing self-regulated learning processes in virtual reality: Causal sequencing of multimodal data.** *British Journal of Educational Technology*, 55(4), 1486-1506. <https://doi.org/10.1111/bjet.13393>

This study examines the embodied ways in which learners monitor their cognition while learning about exponential functions in an immersive virtual reality (VR) based game, Pandemic by Prisms of Reality. Traditionally, metacognitive monitoring has been assessed through behavioural traces and verbalised instances. When learning in VR, learners are fully immersed in the learning environment, actively manipulating it based on affordances designed to support learning, offering insights into the relationship between physical interaction and metacognition. The study collected multimodal data from 15 participants, including think-aloud audio, bird's-eye view video recordings and physiological data. Metacognitive monitoring was analysed through qualitative coding of the think-aloud protocol, while movement was measured via optical flow analysis

and cognitive load was assessed through heart rate variability analysis. The results revealed embodied metacognition by aligning the data to identify learners' physical states alongside their verbalised metacognition. The findings demonstrated a temporal interplay among cognitive load, metacognitive monitoring, and motion during VR-based learning. Specifically, cognitive load, indicated by the low- and high-frequency heart rate variability index, predicted instances of metacognitive monitoring, and monitoring predicted learners' motion while interacting with the VR environment. This study further provides future directions in understanding self-regulated learning processes during VR learning by utilizing multimodal data to inform real-time adaptive personalised support within these environments. Practitioner notes What is already known about this topic Immersive virtual reality (VR) environments have the potential to offer personalised support based on users' individual needs and characteristics. Self-regulated learning (SRL) involves learners monitoring their progress and strategically regulating their learning when needed. Multimodal data captured during VR learning, such as birds-eye-view video, screen recordings, physiological changes and verbalisations, can provide insights into learners' SRL processes and support needs. What this paper adds Provides insights into the embodied aspects of learners' metacognitive monitoring during learning in an immersive VR environment. Demonstrates how SRL processes can be captured via the collection and analysis of multimodal data, including think-aloud audio, bird's-eye view video recordings and physiological data, to capture metacognitive monitoring and movement during VR-based learning. Contributes to the understanding of the interplay between cognitive load, metacognitive monitoring, and motion in immersive VR learning. Implications for practice and/or policy Researchers and practitioners can use the causal relationships identified in this study to identify instances of SRL in an immersive VR setting. Educational technology developers can consider the integration of online measures, such as cognitive load and physiological arousal, into adaptive VR environments to enable real-time personalised support for learners based on their self-regulatory needs.

Sutter, C. C., Givvin, K. B., Solomon, P. L., & Leandro-Ramos, A. (2024). **Latine Students' Motivational and Emotional Experiences Related to Their Introductory Statistics Course: Differences by Institution Type Necessitate Tailored Interventions.** *Journal of Hispanic Higher Education*, 23(3), 172-194. <https://doi.org/10.1177/15381927231225416>

The study compared concerns, anxiety, mindsets, and belonging in introductory statistics among Latine students across three higher education institutions. Students at the Predominantly White Institution voiced more concerns about R-coding and lack of prior knowledge. Students at the Hispanic-Serving Institutions voiced more concerns about math anxiety and social comparison and had more fixed mindsets, yet higher levels of belonging—pointing toward the value of exploring Latine students' experiences across different contexts and providing tailored interventions.

Thomas, C., & Melendez-Torres, G. J. (2024). **The experiences of menstruation in schools in high income countries: A systematic review and line-of-argument synthesis.** *Psychology in the Schools*, 61(7), 2820-2844. <https://doi.org/10.1002/pits.23192>

Menstruation is a global public health issue with negative discourses of shame, embarrassment, and disgust. There is growing anecdotal evidence linking negative menstruation experiences at school to absenteeism. This systematic review and line-of-argument synthesis aims to develop a conceptual understanding of menstruation experiences in schools in high-income countries. MEDLINE (Ovid), PsycINFO (Ovid),

EMBASE (Ovid), HMIC (Ovid), and ERIC databases were searched. NVivo was used for thematic synthesis and reciprocal translation to generate third-order constructs: overarching themes that interpretatively describe social processes around menstruation in schools. One thousand three hundred and thirty-three studies were screened, with 19 meeting inclusion criteria. Six third-order constructs were identified and integrated into a synthesized line-of-argument illustrating menstrual injustice at school. To ensure menstruating students do not face academic disadvantage because of schools' failure to accommodate menstrual needs, schools should challenge stigma, provide facilities to improve students' capability and confidence to manage menstruation, and provide academic support to menstruating students who miss classes. Future research should explore experiences of period poverty in HIC schools, examining the influence of gender identity, disability, race, and class on menstruation experiences.

Wen, Q., & Cai, J. (2024). **Applying structural equation modeling to examine the role of teacher beliefs and practices in differentiated instruction in physical education: Multiple mediation analyses.** *Psychology in the Schools*, 61(7), 3045-3062. <https://doi.org/10.1002/pits.23206>

Differentiated instruction remains one of the most important frameworks for the global education community to achieve sustainable educational development goals and inclusive education. It is also one of the most critical challenges for teachers in different subjects. This study used structural equation modeling to examine the role of teachers' practices and beliefs in implementing differentiated instruction in physical education. Using a sample of 527 preservice teachers, we found that a growth mindset was the strongest predictor of differentiated instruction, followed by flexible grouping and differentiating the curriculum. In addition, multiple mediation analyses revealed that differentiating the curriculum and flexible grouping mediated the relationship between a growth mindset and differentiated instruction. We also guide teacher educators to develop teachers' growth mindsets and help teachers better understand differentiated instruction in physical education.

Xu, J. (2024). **Student perceptions of teacher feedback quality in homework: Individual and class-level factors.** *Psychology in the Schools*, 61(7), 3026-3044. <https://doi.org/10.1002/pits.23203>

This study aimed to examine multilevel models posited to predict student perceptions of teacher feedback quality. A cross-sectional survey design was used, involving 1072 middle school students. We incorporated two clusters of variables: (a) student characteristics (gender, prior knowledge, parent education, homework expectancy, homework value, homework cost, and help seeking) and (b) the characteristics of the classroom context (perceived homework quality, autonomy support, and teacher monitoring). Perceived feedback quality was positively related to perceived autonomy support and homework quality at the individual and class levels. Meanwhile, perceived feedback quality was positively related to homework expectancy, homework value, and help seeking at the individual level.

Yi, S., Zhang, Y., Lu, Y., & Shadiey, R. (2024). **Sense of belonging, academic self-efficacy and hardiness: Their impacts on student engagement in distance learning courses.** *British Journal of Educational Technology*, 55(4), 1703-1727. <https://doi.org/10.1111/bjet.13421>

Abstract The purpose of this study was to investigate how postgraduate engagement is affected by the sense of belonging, academic self-efficacy and academic hardiness. The validated self-reported scales were used to survey 308 postgraduate students in Mainland China who had taken distance learning courses. The proposed research model exhibited high predictive performance, confirming the established 10 hypotheses. The results indicated that sense of belonging positively and significantly influenced academic self-efficacy, academic hardiness and postgraduates' emotional engagement. Academic self-efficacy and academic hardiness had a positive and statistically significant impact on postgraduates' cognitive, emotional and behavioural engagement. Therefore, sense of belonging directly impacted postgraduates' emotional engagement and indirectly impacted postgraduates' cognitive and behavioural engagement. We also found a significant mediation effect of academic self-efficacy and academic hardiness in distance learning courses. Overall, our proposed research model revealed the influence mechanism of sense of belonging, academic self-efficacy and academic hardiness in postgraduate engagement in distance learning courses. These factors need to be considered when designing and implementing distance learning courses, teachers and researchers need to be aware of these interdependencies in order to maximize learning effects in the distance learning environment.

Zellweger, F., Brahm, T., & Kocher, M. (2024). **Factors supporting the engagement of first-semester students in teacher education.** *Swiss Journal of Educational Research*, 46(1), 47-60. <https://doi.org/10.24452/sjer.46.1.4>

As the transition to higher education can be challenging for students, it is easy to see how the (partial) closure of higher education institutions during the Covid pandemic posed an even greater challenge to engaging in more self-regulated learning and connecting with faculty and peers. Building on Kahu & Nelson's (2018) framework, the aim of our study is to better understand student engagement. In the autumn semester of 2020, students on two programmes at a Swiss University of Teacher Education participated in a survey (n=291). Overall, students reported rather low levels of engagement. Our analyses show that factors of the learning environment, such as missed contact with peers as well as educational interface variables (self-efficacy, enjoyment, belonging), can explain differences in engagement.

Aspects sociaux de l'éducation

Agnoux, P., & Guérait, É. (2024a, juin 11). **Les jeunes rurales face aux études supérieures : au-delà du déterminisme territorial, le milieu social et le genre.** Consulté 12 juin 2024, à l'adresse The Conversation website: <http://theconversation.com/les-jeunes-rurales-face-aux-etudes-superieures-au-dela-du-determinisme-territorial-le-milieu-social-et-le-genre-221897>

Pour comprendre les obstacles à la poursuite d'études, on ne peut se contenter d'opposer la jeunesse des campagnes à celles des villes. D'autres inégalités sociales doivent être prises en compte.

Agnoux, P., & Guérait, É. (2024b, juin 11). **Les jeunes rurales face aux études supérieures : au-delà du déterminisme territorial, le milieu social et le genre.** Consulté 17 juin 2024, à l'adresse The Conversation website: <http://theconversation.com/les-jeunes-rurales-face-aux-etudes-superieures-au-dela-du-determinisme-territorial-le-milieu-social-et-le-genre-221897>

[jeunesses-rurales-face-aux-etudes-superieures-au-dela-du-determinisme-territorial-le-milieu-social-et-le-genre-221897](#)

Pour comprendre les obstacles à la poursuite d'études, on ne peut se contenter d'opposer la jeunesse des campagnes à celles des villes. D'autres inégalités sociales doivent être prises en compte.

Birkelund, J. F. (2024). **Economic returns to reproducing parents' field of study**. *The British Journal of Sociology*, 75(3), 303-321. <https://doi.org/10.1111/1468-4446.13090>

Research on the influence of family background on college graduates' earnings has not considered the importance of the match between parents' and children's field of study. Using a novel design based on within-family comparisons, I examine long-term earnings returns to reproducing parents' field of study in Denmark. I find that individuals whose field of study matches that of a parent have earnings that are 2 percent higher than those of their siblings with college degrees in different fields, on average. Earnings returns to field inheritance are highest in the fields of law (9 percent), medicine (6 percent), and engineering (4 percent) and are driven mainly by income from self-employment. I find no direct evidence of nepotism as the earnings advantage does not arise from inheritance of parents' firms or employment in parents' occupational network. My findings indicate that, although a college degree generally equalizes family background differences in economic outcomes, there are additional payoffs to field inheritance, particularly in traditional fields characterized by a high degree of social closure and self-employment.

Briscoe, K. L. (2024). **Black Graduate Students' Counternarratives and Interrogations of a Hate Crime**. *The Journal of Higher Education*, 95(4), 425-449. <https://doi.org/10.1080/00221546.2023.2217741>

Hate crimes across the country are becoming more prevalent, and there are growing concerns for higher education and college campuses. White supremacy has been noted as a potential driving force escalating hate and discrimination at disproportionate levels, especially for Black students on predominantly white campuses. This qualitative study described the murder of 2nd Lieutenant Richard Collins III by a white supremacist student, Sean Urbanski at a bus stop at the University of Maryland College Park. I used critical race theory in education and critical race methodology to analyze Black graduate students' counternarratives and interrogations of a hate crime through semi-structured interviews. I described how the juxtaposition of this hate crime influenced campus and national conversations about Black students' proximity to white supremacy. Lastly, participants' counternarratives attested to widespread trauma, which adds a new layer to existing literature on Black graduate students' experiences. Implications for this scholarship offer practice, policy, and research recommendations to eradicate hate crimes on college campuses.

Brossel, C. (2024, mars 27). **Mixité sociale dans les établissements d'enseignement publics et privés**. Consulté 10 juin 2024, à l'adresse Sénat website: <https://www.senat.fr/dossier-legislatif/pp123-471.html>

proposition de loi visant à assurer la mixité sociale et scolaire dans les établissements d'enseignement publics et privés sous contrat du premier et du second degrés

Chowdhury, S. K., Keary, A., & Saito, E. (2024). **Rohingya students' voices on the experience of inclusion/exclusion in the non-formal schooling: How do issues about**

being displaced, with(out) disability, having behavioral problems, and gender itself matter? *Teaching and Teacher Education*, 145, 104615. <https://doi.org/10.1016/j.tate.2024.104615>

Utilizing intra-categorical intersectionality and a feminist gender lens, this study delved into the nuanced inclusion/exclusion experiences of 20 Rohingya students in Kutupalong camps. Employing individual interviews, focus groups, and photo-elicitation methods, it unveiled diverse responses among boys, reinforcing privileged masculinity for some, while others, labeled with behavioral issues, faced distinct challenges. Disabled girls encountered dual marginalization through bullying and stereotyping. Findings underscores the imperative for tailored interventions and inclusive policies, emphasizing teacher sensitization training. Future research on longitudinal displacement impacts and cross-context comparisons is recommended. Despite context-specific findings and subjective self-reporting, the study informs policymaking, emphasizing intersectional lenses in education.

Cleofas, J. V. (2024). **Family, friends, school and nation: Socio-ecological determinants of mental health among Filipino college students post-lockdown.** *International Social Science Journal*, 74(252), 319-338. <https://doi.org/10.1111/issj.12459>

As societies recover from the systemic socio-economic impacts of the 2019 novel coronavirus disease pandemic, the mental health of the youth must be monitored as they transition back to on-campus learning. This study sought to determine the socio-ecological determinants of mental health among Filipino college students after a 2-year lockdown (i.e., community quarantine). A total of 1204 students aged 18–24 participated in this cross-sectional online survey research. Multi-level socio-ecological determinants were measured, such as individual (age, gender), micro/mesosystem (family, friends and school), exo/macrosystem (national resilience) and chronosystem (life satisfaction change over time). Findings suggest that male students who identify as cisheterosexual (cisgender, which refers to gender identity that aligns with biological sex, and heterosexual, which refers to sexual attraction exclusively for the opposite sex), with higher ratings for family, school community, national identity, trust in public institutions and improvements in life satisfaction post-lockdown, demonstrated higher mental well-being. Meanwhile, female, gender and sexual minorities, with lower ratings for family, respect for diversity in school and decline in life satisfaction post-lockdown, reported higher psychological distress.

dos Santos, S., Dieckhoff, M., Ehlert, M., & Mertens, A. (2024). **Does training beget training over the life course? Cumulative advantage in work-related non-formal training participation in Germany and the UK.** *European Sociological Review*, 40(3), 464-478. <https://doi.org/10.1093/esr/jcae022>

Continuous training participation over the career becomes ever more important. However, most existing research mainly analyzed training at single points in time. This article investigates training dynamics and hence asks the question of whether training begets training. We provide two contributions to the literature: First, we analyze if previous training participation has an effect on later participation, leading to strict cumulative advantages. Second, by comparing Germany and the United Kingdom, we aim to explore whether these processes differ between countries with divergent skill formation systems. Using dynamic random effects probit models, which control for time-constant unobserved factors, and panel data (NEPS and UKHLS), we find that the accumulation of training experiences is mainly determined by initial education as well

as job and firm characteristics. Still, previous participation plays a secondary yet noteworthy role, signifying dynamic growth in both countries, with higher effects for the United Kingdom. Thus, we show that only considering worker, job, and firm characteristics when analyzing inequality in training participation neglects a significant further mechanism that is rooted in previous training participation. We come to three main conclusions: (i) There is a potential amplification of early inequalities over time. Individuals who are initially on career paths that promote regular training participation are likely to keep and even enhance their advantage over time. (ii) On the other hand, our results also suggest the potential for individuals to break free from non-participation patterns. (iii) The inequality-generating pathways can be influenced by institutions.

Francomme, O., & Morin, D. (Éd.). (2024). **Éducation, cognition, coopération**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=80085

L'objet de cet ouvrage est de restituer en partie les débats, confrontations et témoignages qui ont émaillé deux colloques organisés par l'AFIRSE section française (devenue l'AIRSPÉ). Ces débats ont été organisés avec l'ICEM et l'ESPE d'Aquitaine pour le premier (« La pédagogie Freinet face aux défis du XXI^e siècle », Bordeaux 2017), et l'ENSC (École nationale supérieure de cognitive) pour le second (« Éducation et Cognition — des éléments théoriques amenés par les diverses modélisations à la pédagogie Freinet », Bordeaux 2019). La plus grande partie des interventions est publiée par les numéros 2018 et 2020 de l'Année de la recherche en sciences de l'éducation.

Garcon, M. P. E., & Ali, M. (2024). **Combiner l'approche sociologique et psychométrique pour étudier les performances scolaires : le cas du calcul mental au Sénégal**. *Journée d'études des jeunes chercheurs en éducation (JCE2024)*. Présenté à Fort-de-France, Martinique. Consulté à l'adresse <https://hal.science/hal-04191990>

Plusieurs études montrent que les représentations sociales associées aux mathématiques ont un impact sur les performances scolaires des élèves dans cette discipline. Ces représentations –en tant que produit d'une culture dominante – émergent au sein d'un écosystème d'apprentissage et dépendent de facteurs socio-économiques : dans certains territoires, elles sont modelées par des préjugés et des stéréotypes hérités du passé colonial, comme dans plusieurs pays d'Afrique. Cet article présente les résultats d'une enquête psychométrique (basée sur le Test de Repérage des Difficultés en Mathématiques) réalisée au Sénégal en novembre 2021 auprès de 2973 élèves de l'école primaire afin d'évaluer les performances en calcul mental. L'étude a été complétée par une enquête sociologique sur les représentations associées aux mathématiques à laquelle ont participé 470 enfants. L'analyse des résultats des deux enquêtes, parfois contradictoires, a requis une approche épistémologique complexe mais elle permis d'identifier des pistes concrètes permettant d'imaginer des stratégies didactiques plus contextualisées et plus efficaces pour l'apprentissage des mathématiques (et du calcul mental).

Gaviria, S. (2024, février 25). **Rechercher un logement : les étudiants face aux inégalités**. Consulté 17 juin 2024, à l'adresse The Conversation website: <http://theconversation.com/rechercher-un-logement-les-etudiants-face-aux-inegalites-223497>

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

Gil, E., & Parnter, C. (2024). **Exploring the Mutual Benefits of Reciprocal Mentorship in a Community-Based Program: Fostering Community Cultural Wealth of Latino Students and Families.** *Journal of Hispanic Higher Education*, 23(3), 155-171. <https://doi.org/10.1177/15381927231224451>

This case study examines reciprocal mentoring in a community-based program (CBP) serving immigrant Latino families with school-aged children. University student volunteers shared technological and college knowledge and grew in leadership skills. Simultaneously, they gained familial and cultural support and belonging from program families. The CBP fostered all forms of community cultural wealth capital. Study findings can inform educational leaders seeking to develop mutually beneficial partnerships between education institutions and community organizations to support student success.

Gouvernement. (2024a). **Indices de position sociale (IPS) des collèges (à partir de 2023).** Consulté 10 juin 2024, à l'adresse data.education.gouv.fr website: https://data.education.gouv.fr/explore/dataset/fr-en-ips-colleges-ap2023/table/?disjunctive.rentree_scolaire&disjunctive.academie&disjunctive.code_du_departement&disjunctive.departement&disjunctive.nom_de_la_commune&disjunctive.code_insee_de_la_commune&disjunctive.secteur

Quel est le niveau social moyen d'un établissement scolaire ? Quel est le degré d'hétérogénéité sociale des élèves qu'il accueille ? Comment comparer cet établissement à un autre, du point de vue de leur situation sociale ? L'indice de position sociale (IPS) est un outil construit par la DEPP pour répondre à ce type de questions.

Gouvernement. (2024b). **Indices de position sociale (IPS) des lycées (à partir de 2023).** Consulté 10 juin 2024, à l'adresse data.education.gouv.fr website: <https://data.education.gouv.fr/explore/dataset/fr-en-ips-lycees-ap2023/table/>

Quel est le niveau social moyen d'un établissement scolaire ? Quel est le degré d'hétérogénéité sociale des élèves qu'il accueille ? Comment comparer cet établissement à un autre, du point de vue de leur situation sociale ? L'indice de position sociale (IPS) est un outil construit par la DEPP pour répondre à ce type de questions.

Hammond, M. S., Girresch-Ward, S., Rochester, N., Lehmann, J. S., Leachman, R., Kepley, L. N., & Roberts, T. N. (2024). **Validating the Engineering Fields Questionnaire for Use With African American Science, Technology, Engineering, and Mathematics Students.** *Journal of Career Assessment*, 32(3), 482-503. <https://doi.org/10.1177/10690727231205303>

Lent's (2003) Engineering Fields Questionnaire assesses major components of Social Cognitive Career Theory (SCCT) and includes measures of self-efficacy, coping efficacy, outcome expectations, technical interests, and educational goals. These measures have demonstrated good internal consistency in previous research, but validation information is more limited for use with African American STEM students. This paper discusses a validation study of an adapted version of Lent's Engineering Fields Questionnaire, entitled the STEM Fields Questionnaire, with a sample of African American undergraduate STEM students (n = 526). Validating the STEM Fields

Questionnaire for African Americans is particularly important given the role of cultural values and certain experiences in career development among this population. Seven factors resulted from an exploratory factor analysis conducted in the present study: engineering/technology interests, outcome expectations, self-efficacy, STEM coping, goals, bio-chemical sciences interest/self-efficacy, and mathematics interest/self-efficacy, with four of six original subscales represented. Implications for research and practice were discussed.

Hazans, M., Holmen, R. B., Upenieks, J., & Žabko, O. (2024). **Regional inequalities in access to STEM-oriented secondary education in Latvia** [MPRA Paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://econpapers.repec.org/paper/pramprapa/120646.htm>

Education scholars and human geographers have extensively studied spatial disparities in access to secondary education, both in developing countries and in advanced economies. However, very few studies have analysed access to specific types of secondary education, particularly programs oriented toward Science, Technology, Engineering, and Mathematics (STEM-oriented programs). This paper aims to fill this gap using rich geodata and administrative data on Latvia. An overview of the supply of STEM-related skills in the Nordic-Baltic region suggests that in this regard Latvia performs the worst in terms of both recent university graduates and working-age population in general. We show that 43 percent of youth aged 15 to 18 cannot reach a STEM program within 30 minutes by walking. Furthermore, estimates of earnings differentials by access time, between program types, and between two modes of travel suggest that children from wealthier families have better access to STEM programs. More densely populated settlements feature better access to STEM programs, as well as better exam results in STEM disciplines, while language exam results do not show such a pattern.

Heglum, M. A. (2024). **Transformed 'postmodern' life courses? Continuity and change in young adults' labour market trajectories in Norway**. *European Sociological Review*, 40(3), 417-433. <https://doi.org/10.1093/esr/jcad043>

Accounts of contemporary youth often take increased variability in the young adult life course for granted. However, we lack studies examining variability in the labour market domain during the rapid globalization of the three most recent decades. Employing the theoretical concepts of differentiation and de-standardization, cross-cohort change is evaluated for young adults in Norway, separately by gender and social origin. Using high-quality registry data (N = 1,081,702), 20 complete birth cohorts are followed from age 22 to 31, spanning the years 1993–2017. Adding to the theoretical discussion of life-course change, variability is evaluated alongside changes in the specific valued content of trajectories—denoted as the quality of labour market attachment. Results show modestly declining trajectory variability. Simultaneously, the quality of male and female labour market attachment changes in opposing normative directions. Female trajectories remain more complex and insecure than men's but show improvements across the 1990s. Among men, especially those of low social origin, labour market trajectories become more precarious. Results challenge the common notion that young adults generally go through increasingly insecure school-to-work trajectories. Instead, findings indicate that social origin interacts with historical time in differing ways among men and women, producing intersectional patterns of continuity and change.

Hernandez, M. E. (2024). **La Familia: Faith, Identity, and Politics in A Latino Bible Study.** *Journal of Hispanic Higher Education*, 23(3), 140-154. <https://doi.org/10.1177/15381927231209934>

This ethnographic case study utilizes intersectionality and sense of belonging to understand students' experiences in a Latino Bible study and how it contributes to their overall college experience. The findings suggest that the Bible study offers a unique space for students to explore faith, ethnic identity, and politics in a culturally appropriate format that helps them feel like family. This study helps demonstrate the value and role of student groups in students' college experience.

Hughes, J., & Loader, R. (2024). **Is academic selection in Northern Ireland a barrier to social cohesion?** *Research Papers in Education*, 39(3), 420-438. <https://doi.org/10.1080/02671522.2022.2135016>

Northern Ireland has a deeply divided education system with demarcation most notable along ethno/religious and social class lines. The former is largely attributable to the historical organisation of the schools estate based on religion, and the latter is associated with a system of academic selection that filters children into grammar and non-selective post-primary schools according to their performance in tests taken during the final year of primary school. Academic selection, and the grammar school system that underpins it, has come under some considerable scrutiny, with much of the research evidence pointing to a negative relationship between the selective system and equality of opportunity in education. The suitability of this system in a transitioning society that has become more ethnically diverse in post-conflict years has, however, received less attention. Drawing on social cohesion theory, we reflect on the grammar school system to argue that the cross-community class interests animating it not only perpetuate inequalities within respective communities but may also present a significant barrier to peacebuilding efforts in education, and ultimately impede progress towards a more socially cohesive society.

Iannelli, C., Breen, R., & Duta, A. (2024). **Following in the parents' footsteps? Using sibling data to analyse the intergenerational transmission of social (dis)advantage in Scotland.** *European Sociological Review*, 40(3), 390-402. <https://doi.org/10.1093/esr/jcad056>

This study provides new evidence about the extent to which individual occupational status is determined by family of origin (ascription) and by educational attainment (achievement). Using linked administrative data from the Scottish Longitudinal Study, we measure intergenerational mobility using sibling correlations and we assess the effect of siblings' education on their occupational status by examining between- and within-sibling differences. We show that about 36 per cent of siblings' variation in occupational status in Scotland is attributable to shared family factors. Our observed measures of family background explain about 40 per cent of the shared family effect, meaning that family-based advantages in the Scottish labour market largely arise from unmeasured factors. We also find that siblings' educational attainment accounts for 80 per cent of the variation between families in occupational status. While this may suggest that the Scottish labour market is highly meritocratic, previous research that showed a very strong family effect on educational attainment leads us to a different interpretation, namely that social inequalities in education are the main mechanism through which inequalities between families are reproduced (and perhaps legitimated) in the Scottish labour market.

Jahan, S. (2024). **Challenges to female college principals and vice principals: Patriarchal gender beliefs in Khyber Pakhtunkhwa Pakistan.** *Educational Management Administration & Leadership*, 52(4), 798-814. <https://doi.org/10.1177/17411432221115521>
The purpose of this study is to provide an insight view about the challenges to female government college principals and vice principals in Chitral, Pakistan. The study uses in-depth interviews for data collection and on the basis of predetermined criteria, the study participants were selected. The findings of the study explain that in district Chitral female government college principals and vice principals face socio-cultural, religious, and political challenges in their work place and remain under tremendous pressure that leads to limit their efficiency and restrict their professional growth. However, very few principals and vice principals are satisfied with their jobs because of supportive families. Therefore, the study recommends that these aspects be placed before forums for consideration to rightly empower the female principalship/education leadership for assurance of quality female education in Chitral and Pakistan, through real delegation of power with a conducive environment to female government college principals and vice principals.

Johnson, B. (2024). **Exploring the impact of panoptic heteronormativity on UK primary teachers advocating for LGBTQ+ inclusive education.** *Education, Citizenship and Social Justice*, 19(2), 202-217. <https://doi.org/10.1177/17461979231151615>
Since the repeal of Section 28 in 2003, research and policy reform has explored how to reduce homo/bi and transphobia to make schools more LGBTQ+ inclusive places. However, heteronormativity continues to manifest in increasingly subtle ways. This article argues that teachers must remain vigilant towards the 'Panopticon of Heteronormativity' which subtly impacts efforts to foster LGBTQ+ inclusivity. An Interpretive Phenomenological Analysis (IPA) was undertaken to capture the experience of 12 participants who advocate for LGBTQ+ inclusivity in UK primary schools. This article finds that teachers advocating for LGBTQ+ inclusivity still reinforce heteronormativity through discourses which regulate children's exposure to 'appropriate' identities, express concern about pushing an 'agenda' and LGBTQ+ teachers can experience a 'double consciousness' which complicates their efforts to disrupt heteronormativity. Recommendations include improving teacher training and practitioner awareness to critically reflect upon the subtle ways heteronormativity manifests in the classroom.

Jones, S. E., Eady, S., & Craig, L. (2024). **Considering social justice: Lived experiences of education students during the first course year.** *Education, Citizenship and Social Justice*, 19(2), 218-235. <https://doi.org/10.1177/17461979221138737>
Increasing research focus is placed on how to embed social justice within Education degrees. This paper reports findings from the first two phases of a cohort study completed just before and at the start of the pandemic, which track Scottish Education students' reflections on social justice at one university. We used three focus groups (n=14) and surveys to analyse students' (n=45) definitions of social justice. Using Bronfenbrenner's Ecological System's Theory and Saldana's Analytical Coding framework we found that themes around prejudice, culture, policy and emerging professional identity captured participants' reflections as both beginning teachers and students of educational studies. Key to our findings was that fewer reflections of social justice were cited to global than to local contexts. This paper highlights ways in which

university educators may conceive of social justice such that it is considered by students in both their immediate and in global contexts.

Karlson, K. B., & Birkelund, J. F. (2024). **Origins of attainment: do brother correlations in occupational status and income overlap?** *European Sociological Review*, 40(3), 379-389. <https://doi.org/10.1093/esr/jcad030>

We study the overlap in the overall impact of family background on two widely studied labour market outcomes by considering whether brother similarities in occupational status are rooted in the same underlying family characteristics that affect brother similarities in income. We extend previous research using sibling correlations as an omnibus measure of total family background impact on a given outcome by directly quantifying how brother correlations in occupational status and income overlap. We apply a novel variance components model to data from Denmark and the United States, two countries known to follow a contradictory pattern: While income mobility is much lower in the United States, occupational mobility is virtually similar. Apart from confirming this pattern, we find a substantial overlap, around 70 per cent, in brother similarities in income and occupational status in both countries. Conventional family background variables account for less than one-fifth of this overlap in each country, suggesting that shared family origins of attainment in these two domains are constituted by largely unknown family characteristics. We speculate what these characteristics might be.

Kuscuoglu, A., & Hartas, D. (2024). **Academic self- concept, self-esteem and school attitudes in pre and mid adolescents: gender, SES and parenting.** *Research Papers in Education*, 39(3), 492-515. <https://doi.org/10.1080/02671522.2022.2150885>

Children undergo significant changes as they enter secondary school, a time during which their social and academic self-concept is fluid and the pressures to adjust and show positive attitudes and behaviours are intense. Utilising data from the Millennium Cohort Study (Waves 4 and 5) the purpose of this study was two-fold: to examine longitudinal changes in academic self-concept, self-esteem and school attitudes in pre and mid adolescents through the lenses of gender and SES; and to trace the unique and cumulative effects of SES, gender and parenting on academic self-concept, self-esteem and school attitudes in 14- year-olds. The findings showed that academic self-concept, self-esteem and positive school attitudes decreased considerably between the ages of 11 and 14, and that girls rated themselves lower in self-esteem and school attitudes than did boys. The observed drop in academic self-concept was sharper in 14-year-olds from economically less well-off families. Parent behaviour and practices and the home learning environment contributed significantly to 14-year-olds' school attitudes, self-esteem and self-concept. These findings have implications for developing school policies that support self-esteem especially during the first years of secondary education.

Lehner, P., Lehoux, E., Oller, A., & Pin, C. (2024). **L'accompagnement à l'orientation en Terminale : quels leviers pour l'égalité des chances ?** *LIEPP Policy Brief*, (72). Consulté à l'adresse <https://sciencespo.hal.science/hal-04595832>

Ce Policy Brief présente les résultats d'une enquête qualitative pour caractériser la diversité des conceptions et des pratiques d'accompagnement à l'orientation en classe de Terminale au regard des objectifs d'égalité des chances. Les données recueillies dans quatre lycées d'Ile-de-France documentent les politiques

d'établissement ainsi que l'engagement des professeurs principaux. Elles permettent d'étudier l'accompagnement mis en œuvre en distinguant par hypothèse deux variantes de la notion d'égalité des chances, l'une néolibérale, l'autre sociale. L'analyse aboutit à deux ensembles de résultats, l'un portant sur les arbitrages possibles des équipes de direction des lycées, l'autre sur une typologie des postures d'accompagnement des professeurs principaux.

Liu, S., Ying, J., Wang, X., Shi, J., & Wu, X. (2024). **Parent-child gender effect in the associations among problematic internet use, parent-adolescent conflict, and academic engagement.** *Family Relations*, 73(3), 1536-1549. <https://doi.org/10.1111/fare.12958>

Objective In this study, we explored whether and how the indirect effects of father- and mother-adolescent conflict between PIU and academic engagement differ between female and male adolescents. **Background** Problematic internet use (PIU) is an important health issue for adolescents. It has been found to be related to severe impairment in their interpersonal relationships (e.g., parent-child relationships) and academic outcomes (e.g., academic engagement), particularly during the COVID-19 pandemic. **Method** A national survey was conducted in diverse regions of the Chinese mainland, and a total of 2,688 adolescents between 10 and 19 years old (52.8% girls, Mage = 14.06 ± 2.47) participated in the study. Correlation and mediation analyses were conducted and were stratified by gender. **Results** Multigroup analysis indicated that PIU was similarly and positively associated with father- and mother-adolescent conflict in adolescent boys and girls, whereas only father-adolescent conflict was negatively related to boys' academic engagement and only mother-adolescent conflict was negatively related to girls' academic engagement. **Conclusion** These results support the same-gender matching model in parent-adolescent conflict and expand the same-gender effect to Chinese culture. **Implications** These findings have important implications for understanding the mechanisms of how adolescent PIU impedes academic engagement through parent-adolescent conflict in father-son, father-daughter, mother-son, and mother-daughter dyads, indicating that family interventions focused on father-son and mother-daughter relationships may largely facilitate adolescents' academic engagement.

Maiti, S. N. (2024). **Gaps in education and marital dissolution: Evidence from India.** *International Social Science Journal*, 74(252), 277-298. <https://doi.org/10.1111/issj.12458>

India has had a low divorce rate only recently, but the divorce rate is rising following the international trend. The rising divorce rate has gained considerable attention among social scientists. The paper identifies gaps in spouses' educational attainment as a potential cause of rising failed marriages in India. Using a nationally representative large survey dataset, namely the fourth round of the District Level Household Survey, we show that the likelihood of divorce and separation is higher among women who are comparatively more educated than their partners. Moreover, the likelihood increases as the positive education gap increases. The incidences of divorce are significant among those residing in rural areas, educated up to secondary and beyond, and unemployed despite being more educated than their husbands. Although the results show that women are gaining autonomy in deciding whether to move out of marriages, the government must provide free education for women, at least up to the secondary standard, as being more educated than their partner does not provide

them the autonomy to dissolve their marriages unless they are educated at least up to secondary standard.

Mears, A., & Mooney, H. (2024). **Getting In: Status Stratification and the Pursuit of the Good College Party.** *Qualitative Sociology*, 47(2), 221-247.
<https://doi.org/10.1007/s11133-024-09564-y>

How do social hierarchies emerge from symbolic boundaries? Based on an ethnography of a college party scene, we consider “Who parties with whom” as a way to trace the micro-interactional bases of status stratification. Based on field observations and 60 interviews with college women and men in Boston, USA, we identify two main modes of partying: “crawling” and “climbing.” Crawling is the search for a low-status house party to attend, often leading to subpar experiences in poorly-maintained frat houses. Climbing, in contrast, describes the aspirational movement into superior parties at elite institutions, an experience potentially marked with feelings of shame. Regardless of their frequently bad experiences, students continue to go out with the goal of “getting in,” which we analyze as an exchange of capitals—bodily, cultural, and social—for access to exclusive spaces. The pursuit of college parties, we discovered, forces students to position themselves in hierarchies of desirability, and through this process, they learn to connect wealth, status, and campus affiliation.

Mordechay, K., & Terbeck, F. J. (2024). **Moving Toward Integration or Segregation? Racial Change in Suburban Public Schools.** *Educational Policy*, 38(5), 1108-1138.
<https://doi.org/10.1177/08959048231178021>

Suburbs across the US are experiencing demographic shifts with consequences for suburban schools. While scholars have expressed concern about rising segregation among suburban public schools, we extend this work by examining changes in racial/ethnic school segregation across a typology of suburban municipalities in the Chicago-Naperville-Elgin metropolitan area between 2007 and 2018. Our findings are mixed- contingent on the measure of segregation employed. We find that Black-white and Hispanic-white segregation in mature suburbs is rising, but is at least in part driven by shifting demographics. The results suggest intra-suburban variation in segregation, highlighting the connection between race and neighborhood change.

Müller, C. (2024). **Technological change, training, and within-firm wage inequality in Germany.** *European Sociological Review*, 40(3), 450-463.
<https://doi.org/10.1093/esr/jcad051>

Technological change increases the demand for higher skills and fosters wage inequality. Studies on technological change often emphasize the importance of training to adapt workers' skills to technology use and mitigate inequality. However, we know little about firms' training activities and their consequences for inequality in the context of technological change. This article investigates, first, whether firms' decisions to invest in information technology (IT) are associated with skill bias in firms' training activities, whether this is conditional on the job tasks of workers, and, whether the relationship between IT investments and training activities affects the wage gap within firms. Using linked employer–employee data containing detailed information about investments and training, I show that firms' IT investments have a large positive effect on the training participation of high-skilled workers. In contrast, the positive effect on low-skilled workers is smaller, short lasting and conditional on workers job tasks. Additional investigations show that the training of high-skilled workers mediates approximately 5

per cent of the effect of IT investments on wage inequality within firms. In the conclusions, I highlight the broader implications of these findings for the effects of technological change for inequality in training opportunities.

Murat, F. (2024). **Évolution des inégalités sociales de compétences au fil du temps et de la scolarité.** *Note d'Information*, (24.21), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/evolution-des-inegalites-sociales-de-competences-au-fil-du-temps-et-de-la-scolarite-414492>

Les compétences des élèves diffèrent selon l'origine sociale à l'entrée en sixième : en 2022, 41 % des enfants ayant des parents cadres ont de bons résultats en français, contre 6 % des enfants d'inactifs et 10 % des enfants d'ouvriers ; à l'inverse, 45 % des enfants d'inactifs et 26 % des enfants dans un ménage ouvrier sont en difficulté, contre 5 % des enfants de cadres supérieurs. Le constat est le même en mathématiques. L'ampleur des inégalités sociales évolue peu en français entre le CP et la sixième. En mathématiques, elles sont moindres en CP, mais s'amplifient à l'école primaire.

Nielsen, M. W., Pedersen, J. V., & Larregue, J. (2024). **Getting ahead in the social sciences: How parenthood and publishing contribute to gender gaps in academic career advancement.** *The British Journal of Sociology*, 75(3), 322-346. <https://doi.org/10.1111/1468-4446.13088>

How do parenthood and publishing contribute to gender gaps in academic career advancement? While extensive research examines the causes of gender disparities in science, technology, engineering, and mathematics (STEM) careers, we know much less about the factors that constrain women's advancement in the social sciences. Combining detailed career- and administrative register data on 976 Danish social scientists in Business and Management, Economics, Political Science, Psychology, and Sociology (5703 person-years) that obtained a PhD degree between 2000 and 2015, we estimate gender differences in attainment of senior research positions and parse out how publication outputs, parenthood and parental leave contribute to these differences. Our approach is advantageous over previous longitudinal studies in that we track the careers and publication outputs of graduates from the outset of their PhD education and match this data with time-sensitive information on each individual's publication activities and family situation. In discrete time-event history models, we observe a ~24 per cent female disadvantage in advancement likelihoods within the first 7 years after PhD graduation, with gender differences increasing over the observation period. A decomposition indicates that variations in publishing, parenthood and parental leave account for ~ 40 per cent of the gender gap in career advancement, suggesting that other factors, including recruitment disparities, asymmetries in social capital and experiences of unequal treatment at work, may also constrain women's careers.

Oyediran, A. O. (2024). **Civil Servant's Socio-Cultural Beliefs About the Aged Population: Implication for Counselling Practices.** *British Journal of Education*, 12(6). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-6-2024/civil-servants-socio-cultural-beliefs-about-the-aged-population-implication-for-counselling-practices/>

Ageing is a universal human trait since it is something everyone in every culture and nation experiences and the belief people hold on to about ageing is largely influenced by their culture. Many cultures have different perceptions and belief of their aged individuals. This research work is therefore based on civil servants' socio-cultural beliefs

about ... Civil Servant's Socio-Cultural Beliefs About the Aged Population: Implication for Counselling Practices Read More»

pédagogique, C. (2024, juin 4). **L'intelligence, ça s'apprend ?** Consulté 10 juin 2024, à l'adresse Le Café pédagogique website:

<https://www.cafepedagogique.net/2024/06/04/lintelligence-ca-sapprend/>

Marie Duru-bellat, sociologue, et Sébastien Goudeau, maître de conférences en psychologie sociale, signent un court livre au titre percutant « L'intelligence, ça s'apprend ? ». En un peu

Philion, R., & Lebel, C. (2024). **Les enjeux associés à la formation en stage des personnes étudiantes issues de l'immigration et des personnes étudiantes en situation de handicap.** *Éducation et francophonie*, 52(1). <https://doi.org/10.7202/1111728ar>

Un article de la revue *Éducation et francophonie*, diffusée par la plateforme Érudit.

Rivera Valles, L., & Martirosyan, N. M. (2024). **Latino Men's Sense of Belonging Experiences in a Community College Developmental Mathematics Classroom.** *Journal of Hispanic Higher Education*, 23(3), 123-139. <https://doi.org/10.1177/15381927231206403>

Using a phenomenological approach, we examined the sense of belonging for first-generation Latino men enrolled in a developmental mathematics course at a Hispanic-Serving Institution. The focus was on faculty-student interactions that fostered a sense of belonging. Data were collected through individual, semistructured interviews. Participants revealed specific instructor practices and qualities that created a sense of belonging. The results inform faculty on experiences that create a sense of belonging within a mathematics classroom.

Stamelos, G. (2024). **La démocratisation de l'enseignement supérieur en Europe: Le cas hellénique.** Consulté à l'adresse <https://www.editions-harmattan.fr/livre-la-democratisation-de-l-enseignement-superieur-en-europe-le-cas-hellenique-georgios-stamelos-9782336446455-80023.html>

La politique de démocratisation de l'enseignement supérieur (ES) a dominé les pays européens au cours du dernier demi-siècle. Elle a pris des formes diverses dans des contextes sociaux différents. Le paradoxe est le résultat commun : la démocratisation quantitative. Dès 1990, le développement des politiques de l'Union européenne (et leur financement) semble avoir un impact sur les politiques nationales. Parallèlement, des résultats inattendus sont produits et créent les enjeux actuels : l'abandon d'études, les problèmes de chômage ou de sous-emploi, les salaires insatisfaisants des diplômés, etc. Le développement du secteur privé, la relation secteur public et privé de l'ES, le traitement de l'ES comme marchandise sont des enjeux contemporains. Mais l'enjeu majeur est la frustration et la déception sociale face aux politiques sociales. Ainsi, un fossé apparaît entre la société et les politiques publiques contribuant à une crise de confiance pour les institutions et la politique.

Tangonyire, R., Nyame, G., Bediako Asare, K., & Jangu Alhassan, A. (2024). **The experiences of female headteachers of boys' senior high schools in Ghana.** *Educational Management Administration & Leadership*, 52(4), 815-836. <https://doi.org/10.1177/17411432221111659>

This study examines the experiences of the only three female headteachers leading boys' senior high schools (SHS) in Ghana to understand the uniqueness of their career journeys, on-the-job experiences and the leadership strategies. Qualitative phenomenological approach was used for the study. The three women were interviewed multiple times over a period of five months between November 2020 and March 2021. The data were inductively and deductively analysed to identify themes that help to tell their story. The results of this study show that early exposure to role models and socialisation into the power of positive thinking at the family, school and societal levels imprint values that inspired the participants to top leadership positions and the strategies they deployed – blending of motherliness and professionalism, networking and ethical leadership. The female headteachers are bridge builders and transformational leaders who are suitable for leadership in the twenty-first century. This study identifies several implications for female headteachership including: initial preparation for aspirants of school leadership positions, ongoing professional development, and support of female school leaders. The Ministry of Education should provide women with more headteachership or leadership opportunities in schools.

Tarkiainen, L., Kemppainen, T., Lahtinen, H., Bernelius, V., & Martikainen, P. (2024). **The effect of cumulative childhood exposure to neighbourhood socioeconomic disadvantage on school performance—a register-based study on neighbourhoods, schools, and siblings.** *European Sociological Review*, 40(3), 403-416. <https://doi.org/10.1093/esr/jcad058>

Several studies show that exposure to neighbourhood disadvantage predicts poorer educational outcomes among adolescents. Selective sorting into neighbourhoods, other unobserved childhood family characteristics, and failing to account for other relevant social contexts such as schools inhibit strong causal inference from the associations reported in previous studies. Based on longitudinal register data on the total population of Finnish children in major cities, we studied the extent to which variation in grade point average (GPA) was attributable to schools, neighbourhoods, and families. We also sought to determine whether exposure to neighbourhood disadvantage predicted GPA after accounting for non-random selection into neighbourhoods by comparing siblings with differential exposure to neighbourhoods. Overall, we observed no effect of neighbourhood disadvantage on GPA after accounting for observed and unobserved family characteristics in the general population. However, we did observe a non-negligible but not statistically significant effect of neighbourhood disadvantage among children of parents with only basic education. Family factors accounted for most of the variation in GPA, and only around 1 per cent of the variance was attributable to the neighbourhood. This weak relevance of the neighbourhood to educational outcomes may reflect the success of educational and other social policies limiting the emergence of neighbourhood effects.

van de Waal, W., Ashon, M. A., & Comings, J. P. (2024). **A case study of support for girls' access to primary school in Ghana.** *PROSPECTS*, 54(1), 241-253. <https://doi.org/10.1007/s11125-022-09626-5>

The Strategic Approach to Girls' Education (STAGE) project developed and implemented an intervention that helped marginalized out-of-school girls in the northern regions of Ghana enter and be successful in primary school. STAGE builds on the Government of Ghana's Complementary Basic Education policy, which supports an accelerated learning program that provides literacy and numeracy classes in

mother tongue to out-of-school girls between 8 and 14 years of age. This article reviews the literature that informed the design of STAGE, describes the intervention, reports on the impact on its participants, and suggests a model for replicating this intervention in Ghana and adapting it for implementation in other countries.

Yao, C. W., Gause, S., Hall, K., & Dou, J. (2024). **“Why is This Still Happening?”: International Students of Color’s Racial Sensemaking and Perceptions of Racial Conflicts and Racial Movements in 2020.** *The Journal of Higher Education*, 95(4), 450-472. <https://doi.org/10.1080/00221546.2023.2203627>

The purpose of this study was to examine international students' racial sensemaking and perceptions of race, racism, and racial conflict in the United States in the years 2020/2021. The past year was one filled with contention, including the politicizing of a global virus and racial conflict from anti-Blackness and anti-Asian violence. Although racism felt far removed from many participants' personal sphere until the arrival of the pandemic and racial conflicts in the year 2020, George Floyd's murder served a critical incident that elicited reactions to U.S. racial dynamics, the Black Lives Matter movement, and racial protests. The participants' experiences challenged what they thought they knew about race and shaped how they moved forward while living and learning in the United States.

Zaragoza, M., & Garcia, G. A. (2024). **Latina Faculty at a Catholic Hispanic-Serving Institution: Critical Counter-Stories About Racialized & Gendered Experiences and Servingness.** *The Journal of Higher Education*, 95(4), 473-495. <https://doi.org/10.1080/00221546.2023.2217740>

Studies have shown that Latina faculty have negative racialized and gendered experiences while teaching at their institutions. An emerging body of research shows that these experiences also occur at Hispanic Serving Institutions (HSIs). The purpose of this study was to explore the experiences of Latina faculty at one small, private, four-year Catholic HSI (C-HSI) that was trying to make sense of its C-HSI identity. Using a counter-storytelling approach and one-on-one interviews, we came to understand the racialized and gendered experiences of four Latina faculty through the themes of preservation, the act of being pushed out of the institution, and elusive administrative support. With a national call to recruit more faculty of Color to work in HSIs we argue for a focused effort on supporting currently employed faculty of Color, and specifically Latina faculty, as an aspect of servingness. Arguably, HSIs should serve (and humanize) Latine faculty too, not just students. Implications are offered for research and practice.

Zhang, Y. S., Frankenberg, E., & Thomas, D. (2024). **Education and Adult Cognition in a Low-income Setting: Differences among Adult Siblings** (NBER Working Paper N° 32362). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/32362.htm>

The relationship between completed education and adult cognition is investigated using data from the Indonesia Family Life Survey. We compare adult siblings to account for shared, difficult-to-measure characteristics that likely affect this relationship, including genetics and parental preferences and investments. After establishing the importance of shared family background factors, we document substantively large, significant impacts of education on cognition in models with sibling fixed effects. In contrast, the strong positive correlation between education and adult height is

reduced to zero in models with sibling fixed effects, suggesting little contamination in the education-height association beyond factors common to siblings.

Climat de l'école

Alexandra, S. (2024). **Scoping literature review of well-being of students at school: Implications for designing evidence-based interventions.** *Review of Education*, 12(2), e3479. <https://doi.org/10.1002/rev3.3479>

This paper reviews the literature to clarify the image of a student with a high level of well-being (WB) for a future systematic literature review and evidence-based interventions to promote student WB. It presents a holistic approach to the analysis of definitions, operationalisation and indicators with interpretative phenomenological analyses (IPA). The main question of the paper is what image of student WB can be constructed from the components and indicators of WB that have been highlighted in the literature. Overall, 50 publications were coded before the subjectively evaluated saturation was reached and 641 mentions of the different components of WB were coded that were distributed among seven categories: 'individual psychological indicators' (319 units), 'social contacts, relationships' (136 units), 'health' (78 units), 'school life' (63 units), 'standard of living' (26 units), 'spirituality, moral competence, values' (12 units) and 'general mentions' of WB (7 units). It is argued that individual psychological state, quality of relationships, health, school-related features, objective indicators, and moral and spiritual aspects are features of students with a high level of WB. The implications for further research, practical usage and the limitations of the study are offered in the Discussion section.

Context and implications

Rationale for this study

Developing high levels of student WB is an important aim of schools, but for it to be something more than just a declaration, some measures should be taken. To be effective, such measures should be based on scientific knowledge. This paper reviews the literature for future practical application.

Why the new findings matter

The research field of WB is diverse. Mostly, for evidence-based measures, one specific approach to WB is used. This paper argues that it is important to look holistically at all theories of WB as they present different facets of one holistic construct.

Implications for practitioners and policy makers

This paper will be useful for practitioners and policy makers as it provides both a scientific section where data, methods and results are presented, and an interpretation of the information for practical usage. It provides a wide range of data and covers several theories of WB and the operationalisation of WB and shows from which indexes these theories and operationalisations originate and why.

Bowen, D. H., & Kisida, B. (2024). **Investigating Arts Education Effects on School Engagement and Climate.** *Educational Policy*, 38(5), 1077-1107. <https://doi.org/10.1177/08959048231174880>

There is a renewed focus on what constitutes a well-rounded education, as well as a growing interest in broader indicators of educational success, including social and emotional development and school engagement. However, identifying educational practices that improve such outcomes has proven elusive. We explore the role of arts education on a broad range of educational outcomes using administrative and survey data from Boston's public schools. We find that students receiving the arts in school attend more, are more engaged, and their parents and teachers are more likely to participate and be engaged at school, with larger effects for students with individualized education plans, students with lower standardized test scores, and

students with a history of chronic absenteeism. These findings call attention to the pivotal role of the arts in providing students with socially and emotionally supportive learning environments that enhance relationships between students and schools.

Cowen Forssell, R., Ringblom, L., Jönsson, S., & Berthelsen, H. (2024). **Work-related cyber mistreatment from guardians, members of the public, and pupils in the context of educational work – From incivility to aggression.** *Teaching and Teacher Education*, 145, 104603. <https://doi.org/10.1016/j.tate.2024.104603>

This study explores the nature of work-related cyber mistreatment from guardians, pupils, and members of the public as experienced by educational workers. Thematic analysis of data collected by semi-structured interviews with 31 teachers and principals resulted in two overarching themes; directly addressed cyber mistreatment in email and unwanted negative exposure on social media. The data spans over different types of cyber mistreatment, ranging from cyber incivility to cyberaggression. Educational workers typically feel powerless when exposed to mistreatment, and require support to manage these complex, novel, and distressing situations.

Demsky-Cohen, S., & Cohen, A. (2024). **Promoting equity in civics education: Teaching marginalized students in Israel's remote areas.** *Teaching and Teacher Education*, 145, 104616. <https://doi.org/10.1016/j.tate.2024.104616>

Significant civic education transpires through establishing connections with students' local realities. Nevertheless, a literature gap exists concerning civic education in rural settings, which introduces concerns regarding equity influenced by the neoliberal educational paradigm. Through interviews with twelve Israeli civics teachers working in the country's peripheral regions, we investigated their perspectives on classroom practices. We identified four primary approaches: Spoon-feeding, Redeeming, Demanding, and Empowering. These perceptions of practices contribute to the development of a theoretical model that advocates for a place-based approach. This model promotes equitable practices by concentrating on the unique needs and contexts of students in peripheral areas.

Heinla, E., & Kuurme, T. (2024). **The impact of school culture, school climate, and teachers' job satisfaction on the teacher-student relationship: a case study in four Estonian schools.** *Research Papers in Education*, 39(3), 439-465. <https://doi.org/10.1080/02671522.2022.2150883>

Teachers in Estonia are working in a tense environment of conflicting expectations which, on the one hand, involves a neoliberal approach to standards and, on the other, the humanistic values of education and well-being of students. The purpose of the study was to identify the factors of school climate which ensure both the job satisfaction of teachers and the satisfaction of students, and to analyse the impact of these factors on the teacher-student relationship. The findings are based on the results of interviews with teachers (n=40) and students (n=39) and the results of student questionnaires (n=139) conducted in four schools. The teachers and students who were satisfied with the school and their job perceived the teacher-student relationship through the following aspects: the potential of students, openness to knowledge, the recognition of personal qualities, equal treatment and taking students into account. Despite the external turbulence in the Estonian school system, all schools still have the autonomy to transform their school into an oasis where all parties feel satisfied.

Muller, L., & Perez, J.-M. (2024). **Comprendre les micro-violences en éducation. Un impensé de l'institution scolaire**. Consulté à l'adresse <https://champsocial.com/book-comprendre-les-micro-violences-en-education-un-impense-de-l-institution-scolaire,1330.html>

Ce livre s'adresse à tous celles et ceux qui, au sein de l'institution scolaire, ressentent une tension entre ce qui se dit dans les textes officiels, ce qui se fait dans les pratiques éducatives et ce qui se vit dans l'ordinaire du quotidien. Des valeurs revendiquées dans les lois d'orientation (« bienveillance », « confiance ») aux pratiques associées, comment en arrive-t-on à un fonctionnement des institutions « susceptible en lui-même d'induire ou d'amplifier les violences faites aux enfants dont elles ont la charge » (Toubon, 2019) ? Les micro-violences, « petits rien » qui ne sont pas « rien », si aisées à minimiser et à banaliser, ne constituent pas des accidents : elles émergent là où une organisation institutionnelle travaille dans l'implicite au service, non pas de l'intérêt supérieur de l'enfant, mais de sa propre pérennité (#pasdevague). Ni nécessaires ni fatales, les auteurs montrent que les micro-violences relèvent d'une culture marquée par un déni de responsabilité des agents (avec les stratégies de banalisation associées), ainsi que par des normes institutionnelles (uniformité, centralisation et mode de gouvernance « top-down ») qui méritent d'être interrogés de manière critique. Adossé à des analyses interdisciplinaires, l'ouvrage propose de faire un pas de côté non seulement pour penser, mais aussi pour comprendre et lever ces obstacles ordinaires à l'épanouissement des élèves, des éducateurs, afin d'œuvrer au service du devenir humain.

Tandika Basil, P., Ndibalema, P., Lawrent, G., Gabrieli, P., & Mbepera, J. (2024). **Early grade teachers' professional development programs for promoting school safety: Does it make a difference?** *Teaching and Teacher Education*, 145, 104613. <https://doi.org/10.1016/j.tate.2024.104613>

This study explored the influence of training on helping teachers to promote greater school safety. A qualitative case study design was adopted, and 213 early grade teachers from Tanzania Mainland and Zanzibar took part in the study. Data were gathered through individual semi-structured interviews before being thematically analysed. It was evident that teachers were inadequately prepared in terms of autonomy and supportive communication to help their pupils develop crucial skills for creating a safe learning environment. In-service professional development programs related to social and emotional learning would enhance teachers' ability to support their pupils to address school safety concerns.

Zhu, Q., & Wang, C. (2024). **Bullying prevention training for Chinese preservice teachers' efficacy and beliefs toward bullying**. *Psychology in the Schools*, 61(7), 2864-2879. <https://doi.org/10.1002/pits.23194>

Bullying is prevalent in many schools worldwide. Providing bullying prevention training to preservice teachers can make a significant difference in preventing school bullying. There is a lack of training in bullying prevention for preservice teachers in China, and the effectiveness of such training for bullying prevention has not yet been established. The present study examined the effectiveness of bullying prevention training on antibullying self-efficacy and incorrect beliefs about bullying among Chinese preservice teachers. A total of 139 preservice teachers (Mage = 20.76 years, SD = 0.80 years, ranging from 19 to 23 years; 90.6% women) were randomly assigned to the bullying prevention training (n = 73) or the control group (n = 66). Preservice teachers

completed pre- and posttraining surveys. The participants in the treatment group completed a 5-week bullying prevention training program (1.5 h per week). Measures of antibullying self-efficacy and incorrect beliefs about bullying were used to evaluate the effectiveness of the bullying prevention training. Results indicated that the training increased preservice teachers' antibullying self-efficacy but did not decrease their incorrect beliefs about bullying. Practical implications, limitations, and future directions of these findings are discussed.

Évaluation des dispositifs d'éducation-formation

Faye, A., Charalampopoulou, C., & Prévot, C. (2024). **Analyse d'un dispositif de remédiation à l'université. Compte-rendu d'expériences et questionnements pédagogiques.** In L'Harmattan (Éd.), *Éducation, cognition, coopération*. Consulté à l'adresse <https://hal.science/hal-04596704>

Flandrin, C., & Legrand, I. (2024). **Transition lycées-universités : l'engagement des communautés pour favoriser la réussite en licence à la Faculté des Sciences et des Techniques de Nantes université.** *AIPU 24: L'enseignement supérieur et les communautés: des dynamiques interconnectés*, 10. Consulté à l'adresse <https://hal.science/hal-04600263>

The transition between secondary school and higher education is recognized as a difficult stage in the educational pathway of young adults. Ruptures are marked both academically (differences in teaching methods, assessment procedures and supervision) and psychologically, socially and/or economically: isolation, family estrangement, rebuilding a peer network, autonomy, financial emancipation.... The result is adjustment difficulties for new students which can lead to undergraduate failure (Michaud, 2012). Faced with the challenges of massification, French higher education has equipped itself with a legal, strategic and operational arsenal to improve undergraduate students' success. The March 18, 2018 law on Student Orientation and Success, known as the ORE law, aims to offer greater readability of training courses, opens up the field of mobility for every student and gives universities all the tools to better adapt undergraduate students' needs. In this context, Nantes University, and in particular the Faculty of Sciences and Technology, offers high school students, future university students, a range of facilities designed to help them gradually to have a good knowledge of the university and to help them to integrate as soon as they start the academic year. Over the years, more and more players have become involved in the development of this ecosystem. This paper will question the involvement of the different university communities in the different phases of the high school - university transition process. It will be based on experiments carried out at Nantes University's Faculty of Sciences and Technology.

McWilliams, G., Leslie, J. C., & McDowell, C. (2024). **Evaluation of a School-Based Headsprout Intervention for Improving Literacy.** *Journal of Behavioral Education*, 33(2), 358-373. <https://doi.org/10.1007/s10864-022-09489-y>

Headsprout Early Reading is a computer-based program designed on behavioral principles to enhance the basic skills that underpin the initial development of reading. In a within and between groups design, and using primary schools within Northern Ireland that had a currently high proportion of disadvantaged pupils, children who were behind their peers in progress with reading were randomly allocated to an

intervention group (n = 79), where the target was to work through 80 reading training episodes within a school year, or a teaching as usual group (n = 44). Reading skills were assessed in all children before, at the midpoint, and after the intervention using a flashcard-based phonics identification test with three levels of difficulty, and before and after intervention using a standardized reading assessment, which generated a sentence reading age and a phonics reading age. Both groups showed increased scores on all measures over the 6 months of the study, but the intervention group showed markedly greater improvement. Importantly, the mean scores on sentence reading age and phonics reading age for the intervention group increased by over 17 months and 12.1 months, respectively, as opposed to 7.6 months and 7.8 months with the control group. These findings also validated the use of the flashcard-based phonics identification test with this population. This study indicates that widespread use of Headsprout Early Reading in mainstream education could be highly effective.

Rousselot, F. (2024, mai 28). **Quelle place pour les étudiants tuteurs ?** Présenté à AIPU 24 : L'enseignement supérieur et les communautés: des dynamiques interconnectés. Consulté à l'adresse <https://nantes-universite.hal.science/hal-04600086>

Ce colloque représente l'occasion de présenter ce travail de recherche doctorale financé par un PIA3 (Thélème). Cette recherche a permis d'étudier le dispositif de tutorat entre pairs mis en place à Le Mans Université. En effet, aujourd'hui, le tutorat représente une pièce maîtresse des mesures prises afin de lutter contre l'échec massif en premier cycle. Ce dispositif consiste en l'accompagnement régulier ou occasionnel d'un groupe d'étudiants par des tuteurs, plus avancés qu'eux dans le cursus universitaire. Les objectifs du tutorat sont multiples. Il permet un encadrement qui accompagne la transition entre le secondaire et le supérieur et il vise à apporter une aide à la fois sur la maîtrise des connaissances et sur l'acquisition de méthodes de travail. Plusieurs auteurs en sciences de l'éducation se sont intéressés à la pertinence du dispositif dans un contexte de lutte contre l'échec en premier cycle. Ici, nous réaliserons une focale sur la place de l'étudiant tuteur au sein de l'université pour cela nous nous appuyons sur une enquête qualitative réalisée auprès de tuteurs, de tutorés et d'enseignant.

Sipila-Thomas, E. S., Brodhead, M. T., & Walker, A. N. (2024). **The Effects of Email Performance-Based Feedback on Teacher Candidate Implementation of a Multiple Stimulus Without Replacement Preference Assessment.** *Journal of Behavioral Education*, 33(2), 297-319. <https://doi.org/10.1007/s10864-022-09496-z>

The purpose of this study was to evaluate the effects of performance-based feedback delivered via email on teacher candidates' implementation of a multiple stimulus without replacement (MSWO) preference assessment with an adult confederate. Six participants enrolled in a special education teacher preparation program were recruited to participate. After exposure to an introductory MSWO training video, participant fidelity of MSWO administration was measured. Following baseline, performance feedback was delivered via e-mail to each participant after the completion of each research session. Results indicate that performance feedback delivered via e-mail improved fidelity of implementation for all six participants. Implications and future directions are discussed.

Trowsdale, J., McKenna, U., & Francis, L. J. (2024). **Quantitative evaluation of The Imagineerium education project by students: Introducing the trowsdale index of**

confidence in experiential learning. *Research in Education*, 118(1), 108-118.
<https://doi.org/10.1177/00345237231216992>

The Imagineerium is an arts and engineering based curriculum project designed to enhance student confidence in learning. This study reports on the development of the Trowsdale Index of Confidence in Experiential Learning, an instrument designed to conceptualise and operationalise a four-component model of confidence in experiential learning appropriate for upper primary school students, embracing confidence in creativity, confidence in competence, confidence in collaboration, and confidence in learning. Data provided by 140 9- to 10-year-old students both before and after participating in the 10-week programme, demonstrated a significant increase in scores on this measure at time two, although there was no increase in scores on a control variable hypothesised not to be influenced by the intervention.

Formation continue

dos Santos, S., Dieckhoff, M., Ehlert, M., & Mertens, A. (2024). **Does training beget training over the life course? Cumulative advantage in work-related non-formal training participation in Germany and the UK.** *European Sociological Review*, 40(3), 464-478.
<https://doi.org/10.1093/esr/jcae022>

Continuous training participation over the career becomes ever more important. However, most existing research mainly analyzed training at single points in time. This article investigates training dynamics and hence asks the question of whether training begets training. We provide two contributions to the literature: First, we analyze if previous training participation has an effect on later participation, leading to strict cumulative advantages. Second, by comparing Germany and the United Kingdom, we aim to explore whether these processes differ between countries with divergent skill formation systems. Using dynamic random effects probit models, which control for time-constant unobserved factors, and panel data (NEPS and UKHLS), we find that the accumulation of training experiences is mainly determined by initial education as well as job and firm characteristics. Still, previous participation plays a secondary yet noteworthy role, signifying dynamic growth in both countries, with higher effects for the United Kingdom. Thus, we show that only considering worker, job, and firm characteristics when analyzing inequality in training participation neglects a significant further mechanism that is rooted in previous training participation. We come to three main conclusions: (i) There is a potential amplification of early inequalities over time. Individuals who are initially on career paths that promote regular training participation are likely to keep and even enhance their advantage over time. (ii) On the other hand, our results also suggest the potential for individuals to break free from non-participation patterns. (iii) The inequality-generating pathways can be influenced by institutions.

Gravani, M. N., Slade, B., Brown, M., Jögi, L., & Borg, C. (2024). **From Learner-Centered Education (LCE) to Emancipatory Learner-Centered Education (ELCE): A comparative case study of language education for adult migrants in four European countries.** *PROSPECTS*, 54(1), 175-190. <https://doi.org/10.1007/s11125-023-09633-0>

This article discusses the findings of qualitative case-study research that looks at pedagogical contexts of adult education programs for migrants in Cyprus, Scotland, Malta, and Estonia. The goal of this research is to understand how Learner-Centered Education (LCE) is promoted within a human-rights framework and implemented as an

approach to emancipatory social change. The findings show significant discrepancies in the implementation of LCE. Differences emerged between educational interventions that influence the language-learning and assimilation-integration processes of adults with migrant backgrounds. Informed by these findings, this article builds a case for Emancipatory Learner-Centered Education (ELCE)—a pedagogical approach that goes beyond course adaptations, to engage migrants in consciousness-raising and confidence-building, while fostering communal action between migrants and adult educators.

Morrisette, J., Malo, A., Larochelle, M., Mahjoubi, O., & Youyou, D. (2024). **Enjeux au coeur des stages de professionnelles et professionnels formés à l'étranger : les savoirs de référence et le rapport de places en droit, en enseignement et en physiothérapie.** *Éducation et francophonie*, 52(1). <https://doi.org/10.7202/1111729ar>

En raison des politiques d'immigration au Québec et de l'importante pénurie de main-d'oeuvre dans différents secteurs de l'économie, les professionnelles et professionnels francophones formés à l'étranger sont de plus en plus nombreux à s'inscrire à des programmes universitaires d'actualisation de leurs compétences afin de poursuivre leur carrière dans la province. Les expériences de ces personnes formées à l'étranger ne sont pas toujours ajustées aux attentes des milieux où elles doivent faire des stages obligatoires menant à l'autorisation de travailler au Québec, car ces professionnelles et professionnels ont été scolarisés et ont travaillé au préalable dans un autre contexte national. Nous avons conduit une enquête qualitative dans les disciplines où ils sont les plus nombreux à être inscrits dans les programmes universitaires : le droit, l'enseignement et la physiothérapie. L'enquête reposant sur des entretiens individuels et collectifs a permis de documenter deux principaux enjeux soulevés par les interactions spécifiques des professionnelles et professionnels formés à l'étranger avec leur maître de stage, lesquels ont trait aux savoirs de référence pour l'action professionnelle et au rapport de places. L'analyse de ces enjeux conduit à discuter de l'importance du contexte de stage et des rapports de pouvoir qui s'exercent entre les cultures.

Philion, R., & Lebel, C. (2024). **Les enjeux associés à la formation en stage des personnes étudiantes issues de l'immigration et des personnes étudiantes en situation de handicap.** *Éducation et francophonie*, 52(1). <https://doi.org/10.7202/1111728ar>
Un article de la revue *Éducation et francophonie*, diffusée par la plateforme Érudit.

Thomas, C., Koehn, J., & Turner, J. (2024). **Promising Practices for Leadership Development: Exploring a Collaborative Professional Learning and Coaching Program.** *Canadian Journal of Educational Administration and Policy*, (204), 88-103. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/76876>

Given the substantial impact school leaders have on school improvement, the imperative for continuous professional learning for leaders is evident. In this two-year action research study, researchers collaborated with a school division, forming a research-practice partnership, to design and explore a collaborative professional learning and coaching program. The primary objective of this program was to align with local leadership standards and foster leadership development. The central research question was: How does implementation of a collaborative professional learning and coaching program contribute to leadership development? Data were collected from district and school leaders and included pre and post surveys,

interviews, and focus groups. The findings of this study indicate that district leadership practices show promising potential in fostering inservice opportunities for leadership development. These practices include the following: (a) ensure programs are sustained with a consistent focus, (b) utilize collaborative learning approaches, (c) assess growth through reflection and feedback, and (d) use action research to support continual improvement. This study aims to provide valuable insights to school districts and researchers regarding the implementation of sustained and job-embedded professional development for school leaders, with a specific focus on leadership development.

Marché du travail

Adamczyk, W., Ehrl, P., & Monasterio, L. (2024). **Compétences et transitions professionnelles au Brésil.** *Revue Internationale Du Travail*, 163(2), 219-249. <https://doi.org/10.1111/ilrf.12309>

Les auteurs font appel à l'apprentissage profond et au traitement du langage naturel pour construire des indicateurs de compétences et de distance professionnelle comparables entre pays, qu'ils utilisent pour produire des faits descriptifs sur les transitions professionnelles et la distribution des salaires au Brésil. À partir de données sur l'ensemble des contrats de travail formels conclus entre 2003 et 2018, ils constatent que les travailleurs mobilisant surtout des compétences cognitives non routinières sont mieux lotis en termes d'emploi, de salaire et de transition professionnelle. Ils observent des signes de progrès technologique biaisé et de polarisation de l'emploi après la crise économique brésilienne de 2014.

Allan, B. A., Kim, T., & Pham, J. (2024). **Disentangling Underemployment and Precarious Work: A Latent Profile Analysis.** *Journal of Career Assessment*, 32(3), 560-577. <https://doi.org/10.1177/10690727231212187>

As global labor markets become increasingly unstable, scholars have attempted to operationalize and categorize different forms of poor-quality work, such as with underemployment and precarious work. While these have significant implications for mental health and other outcomes, scholars have mostly studied different forms of underemployment using variable-centered assumptions, which assume homogeneity among workers. However, person-centered approaches may be better suited to studying underemployment because of varying patterns of employment in different industries and occupational categories. Therefore, with a sample of working adults (N = 1,016), we used latent profile analysis to identify profiles of subjective underemployment using seven indicators. We found three distinct profiles: Fully employed, stable underemployed, and precarious workers. Subsequent analyses exploring symptoms of distress, meaningful work, decent work, occupational classification, and level of education revealed key distinctions among the groups, such as precarious workers having the greatest distress and poorest working conditions. Taken together, this study provides a meaningful distinction between underemployed and precarious workers, while highlighting the relevance of these employment groups for several key outcomes.

Égert, B., & Mourougane, A. (2024). **L'incidence des politiques du marché du travail et de la fiscalité sur l'emploi indépendant: nouvel éclairage à partir de données**

européennes. *Revue Internationale Du Travail*, 163(2), 327-357.
<https://doi.org/10.1111/ilrf.12315>

Résumé Les auteurs utilisent des régressions de données de panel sur la période 1995-2022 pour identifier les principales politiques économiques qui influent sur le travail indépendant dans les pays européens de l'OCDE. Ils mettent en évidence des effets hétérogènes selon que les travailleurs indépendants exercent à leur compte ou emploient des salariés, et en fonction du sexe, de l'âge et du niveau de compétences. Le salaire minimum et la législation sur la protection de l'emploi sont fortement associés à la part à long terme des travailleurs à leur compte, tandis que la part des indépendants employeurs est sensible à l'évolution du coin fiscal et de l'indemnisation du chômage. La désindustrialisation est corrélée positivement à l'emploi indépendant, lequel présente également des propriétés cycliques.

Ezema, G. N., & Autin, K. L. (2024). **Examining predictors and outcomes of future decent work perception among Nigerian emerging adults.** *Journal of Career Assessment*, 32(3), 445-461. <https://doi.org/10.1177/10690727231201958>

High levels of poverty and unemployment are pervasive barriers to Nigerian emerging adults entering the job market. The current study employed the Psychology of Working Theory to explore career engagement, academic satisfaction, and life satisfaction predictors in a nation experiencing the intersections of high poverty and high unemployment rate. We tested a model predicting these outcomes from economic constraints and marginalization mediated by work volition, career adaptability, and perceptions of future decent work. We administered online surveys to 310 undergraduates in Nigeria. Career adaptability and work volition predicted the perception of future access to decent work. Also, those who reported higher chances of securing decent work after graduation reported greater academic and life satisfaction and career engagement. While economic constraints predicted career adaptability in this model, marginalization did not predict career adaptability. In contrast with previous studies, economic constraints, and marginalization were not predictive of work volition or future decent work perception. We also found a positive relationship between economic challenges and career adaptability against the propositions of the Psychology of Working Theory (PWT). The implications of our findings were discussed.

Kim, J.-H., Kim, H. J., Duffy, R. D., & Lee, K.-H. (2024). **Relative Importance of Work Need Satisfaction Among Working Adults in the United States and South Korea: A Cross-Cultural Study.** *Journal of Career Assessment*, 32(3), 504-521.
<https://doi.org/10.1177/10690727231205300>

According to the Psychology of Working Theory (PWT), work need satisfaction is a key predictor of positive outcomes, such as well-being and work fulfillment. However, important cultural differences may exist regarding the relative importance of different types of needs in predicting well-being and work fulfillment. To address this idea, we collected data from workers in the U.S. and Korea and conducted a relative weight analysis with employed adults, comparing how well specific needs predicted the four proposed PWT outcomes. For American workers (n = 281), the five need constructs were more predictive of work and well-being outcomes than for Korean workers (n = 327). The most notable differences were prediction of work meaning and physical health, with social contribution and relatedness need satisfaction being much more predictive of these outcomes in the U.S. than Korean sample, respectively. Overall, the findings

suggest that work need satisfaction may promote workers' well-being in both countries; however, these relationships may differ somewhat depending on the culture. Practical implications and future research directions based on these findings are discussed.

Moens, E., Verhofstadt, E., Van Ootegem, L., & Baert, S. (2024). **Décrypter l'attrait du télétravail pour les salariés: une expérience d'enquête factorielle.** *Revue Internationale Du Travail*, 163(2), 359-384. <https://doi.org/10.1111/ilrf.12318>

Résumé Cet article analyse l'attrait du télétravail par le biais d'une expérience d'enquête factorielle dans laquelle les salariés évaluent des offres d'emploi présentant des caractéristiques divergentes, incluant une large variation dans la possibilité de télétravailler. La relation entre la possibilité de télétravailler et l'attrait de l'emploi s'avère approximativement linéaire: 10 points de pourcentage supplémentaires d'heures de télétravail entraînent une augmentation de 2,2 points de pourcentage de l'attrait et, par conséquent, la volonté de renoncer à une augmentation de salaire de 2,2 points de pourcentage dans le nouvel emploi. La conception expérimentale permet également d'étudier de manière structurée et approfondie les mécanismes sous-jacents et les modérateurs de cette relation.

Stremersch, J., Bouckenoghe, D., & Kanar, A. M. (2024). **Exploring job seeker profiles through latent profile analysis.** *Journal of Career Assessment*, 32(3), 427-444. <https://doi.org/10.1177/10690727231201670>

Primarily using a variable-centered approach, job search research explores the connections between antecedents, processes, and outcomes. A person-centered approach, however, categorizes individuals based on personal and contextual elements. This study used CSM as a theoretical framework to identify job seeker profiles by exploring configurations of job search self-efficacy, conscientiousness, financial need, social pressure, and job search quality and intensity. We examined how these profiles correspond with sociodemographic variables and job search outcomes such as rumination, interviews, and job offers. In a sample of 300 job seekers, four profiles emerged: casual job search contemplator, financially burdened job seeker, financially secure job seeker, and multifaceted job search strategist. The contemplator profile correlated with the fewest interviews, while the financially burdened job seeker had the most. These findings suggest career counselors need to recognize distinctive job seeker patterns requiring tailored counseling approaches, underscoring the potential of the person-centered approach for further job search research.

Métiers de l'éducation

Adler, I., & Akad, I. (2024). **New roles for science teachers: A cultural-historical activity theory intervention to support education for health, wellbeing, and citizenship.** *Teaching and Teacher Education*, 145, 104635. <https://doi.org/10.1016/j.tate.2024.104635>

For formal education to play a significant role in efforts for sustainable development, teachers must assume new roles, transform their beliefs about the essence of teaching and learning, and implement innovative pedagogies. Through a multiple-case study methodology, three patterns of shifts were identified in the beliefs of twelve high-school biology teachers who participated in a cultural-historical activity theory intervention aimed at supporting their transformative agency. These patterns corresponded with the tensions the teachers experienced and the mediating tools appropriated. These results

highlight the role of contradictions and mediating tools when aiming for educational reforms to support health, well-being, and citizenship.

Ai, J., Zhao, M., Behrens, S., & Horn, E. M. (2024). **Professional Development Improves Teachers' Embedded Instruction and Children's Outcomes in a Chinese Inclusive Preschool.** *Journal of Behavioral Education*, 33(2), 374-395. <https://doi.org/10.1007/s10864-022-09490-5>

This study examined the effects of a professional development (PD) intervention on inservice teachers' use of embedded instruction practices within inclusive preschool classrooms. The results of a multiple baseline across participants design suggested the PD intervention was effective in increasing teachers' implementation fidelity of embedded instruction learning trials (ELTs) to address individualized learning objectives of preschoolers with autism spectrum disorder. Teachers generalized and maintained their use of ELTs to novel children with disabilities within novel settings during follow-up sessions three months after the PD ended. Positive outcomes of individualized learning objectives were also observed across children.

Akue, M. R., Perrier, R., Redondo, C., Messaoui, A., & Drot-Delange, B. (2024). **Les Ingénieurs et Conseillers Pédagogiques en IUT, des acteurs du processus de conception des ressources au service des transitions pédagogiques.** *DIDACTIFEN: Supports didactiques, ressources pédagogiques Formes, (in-)égalités, autorités et pratiques.* Présenté à Liège (Belgique), Belgium. Consulté à l'adresse <https://hal.science/hal-04602676>

Notre communication s'est appuyée sur une étude constitutive du projet ANR RENOIR IUT (Perrier et Al, 2023), s'est centrée sur le rôle des Ingénieurs et Conseillers Pédagogiques (IgCP) en Institut Universitaire de Technologie (IUT) dans la participation au processus de création, d'adaptation, d'utilisation et de diffusion de ressources pédagogiques directes ou intermédiaires. L'étude met en lumière la manière dont les IgCP procèdent pour accompagner la transformation des pratiques pédagogiques en réponse aux réformes de l'enseignement supérieur, notamment à travers l'approche par compétences introduite par la réforme du Bachelor Universitaire de Technologie (BUT). Elle met en évidence le rôle des IgCP dans la conception de supports didactiques et de ressources pédagogiques et souligne les contributions et les limites auxquelles ils font face durant ce processus pour encourager l'évolution des pratiques et les transitions pédagogiques dans l'enseignement supérieur.

Allaire, S., & Deschenaux, F. (2024). **L'université du futur: Idées et réflexions à l'intention des professeurs de demain.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/universite-futur-4382.html>

L'université est marquée depuis nombre d'années par des tendances qui en accélèrent le changement. La situation est telle qu'à la demande du gouvernement, une vaste consultation a été déployée au Québec en 2019. Il en a découlé un rapport articulé autour de trois enjeux : collaborer tous azimuts pour optimiser les apports novateurs à la société ; captiver pour réussir la formation ; orchestrer savoir et société. Cet ouvrage collectif rassemble une dizaine de textes qui, sous des angles tout aussi diversifiés que complémentaires, proposent des réflexions sur l'avenir de l'université. On y aborde notamment des thèmes comme l'insertion professionnelle, l'équité entre les genres, les frontières entre les disciplines, la collaboration, le bien-être et la persévérance dans les études, la place du numérique et de l'intelligence

artificielle, etc. Nous reprenons la formule éprouvée dans le cadre d'un précédent ouvrage collectif, à savoir un format d'écriture décontracté, en comparaison avec le classicisme des articles de recherche. Le présent ouvrage se veut une invitation à l'intention particulière de la relève professorale, mais concerne évidemment toute personne intéressée par le futur de l'université. Il propose des jalons pour alimenter échanges et débats sur les finalités qu'on devrait y poursuivre ainsi que les modalités pour les atteindre. Le tout, espérons-le, dans une conviviale collégialité.

Berkovich, I., & Hassan, T. (2024). **Principals' digital instructional leadership during the pandemic: Impact on teachers' intrinsic motivation and students' learning.** *Educational Management Administration & Leadership*, 52(4), 934-954. <https://doi.org/10.1177/17411432221113411>

The COVID-19 pandemic caused education systems to embrace remote schooling and online learning. In the context of this dramatic change, the principal's role has also changed. Instead of interacting face to face, school leaders had to become distant leaders operating digitally. The field has no knowledge of digital instructional leadership. The study used new and adapted measures to explore principals' digital instructional leadership, its mechanisms of operation, and its outcomes. In particular, the research examined how digital instructional leadership affects perceived student learning in online settings through teachers' intrinsic motivation for digital instruction (i.e. the mediator). The study used data from 380 teachers in Bahrain. Results indicated support for mediation. This is an empirical exploratory study, and therefore it is limited in scope. Nevertheless, its concepts, measures, and findings offer valuable contributions to research and practice. The limitations, findings, and implications of the study are discussed. The significance of the study derives from the growing incorporation of hybrid schooling in education and digital instructional leadership practices in mainstream principalship.

Berman, M., & DeFeo, D. J. (2024). **Equitable Compensation to Attract and Retain Qualified Teachers in High-Need Alaska Public Schools.** *Educational Policy*, 38(5), 1139-1175. <https://doi.org/10.1177/08959048231174883>

Measuring the appropriate level of teacher compensation for different working conditions requires overcoming a number of empirical challenges, including defining and measuring differences in qualifications, effects of non-wage compensation, financial constraints, and lack of market clearing. We address those challenges in a study of teacher compensation in Alaska's 462 public schools in 53 districts. Each of our three linked empirical specifications produces a set of different compensation adjustments needed to offset differences in working conditions across schools and communities. However, an overall pattern is clear: if districts wish to attract and retain teachers of similar qualifications across all schools, schools serving mainly racially minoritized and low-income populations will need to pay substantially more than they currently do. Estimated required compensation adjustments are quite large in some cases, illustrating the need to address working conditions and other factors that affect teachers' choices to accept and stay in jobs at high-need schools.

Billon, A., & Brisson, M. (2024). **Formation initiale et continuée des professeurs : au-delà des effets d'annonce, bâtir sur la durée une formation de qualité fondée sur la simultanéité des apprentissages académiques et des pratiques professionnelles :**

synthèse (p. 12). Consulté à l'adresse Sénat website: <https://www.senat.fr/rap/r23-683/r23-683-syn.pdf>

Bordignon, M. D. G., & Viczko, M. (2024). **Academic Women's Labour During the COVID-19 Pandemic: A Review and Thematic Analysis of the Literature**. *Canadian Journal of Educational Administration and Policy*, (204), 104-126. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/76482>

The COVID-19 pandemic has impacted academic labour, with women being disproportionately negatively affected. This scoping review provides an exploratory snapshot into the corpus of literature investigating the impact of the pandemic on academic labour. We used a set of criteria to first identify the 86 titles from which we selected 45 as the data set. We analyzed the data on characteristics of location, investigative methods, publication information, and discipline. The findings showed that most of the data were global in context; used primarily qualitative methodologies; published in a wide variety of journals; and spanned diverse disciplines, including science and health, education, business, sociology, and political sciences. We then analyzed the data thematically. The themes we identified were gender inequity, identities and intersectionality, performing work-home binaries, and invisible labour. We added a fifth theme, lived experiences, consisting of women academics' firsthand accounts. We consider this theme unique, despite its overlap with the other themes, because it is evidence of women academics telling their personal stories. We discuss how our findings show that pandemic conditions worsened existing inequities. The solutions most often cited in the data place emphasis and responsibility on the individual, but we argue that institutions should instead be responsible to redress inequities through improving workplace labour processes. Our research can aid future research on how policy theory can inform socially just policies and practices in the post-pandemic university.

Bush, T. (2024). **Principals and vice-principals: Hierarchy or teamwork?** *Educational Management Administration & Leadership*, 52(4), 777-779. <https://doi.org/10.1177/17411432241253071>

Cabanac, G., & Besançon, L. (2024, juin 14). **Découverte d'une fraude scientifique pour booster artificiellement l'impact des recherches**. Consulté 17 juin 2024, à l'adresse The Conversation website: <http://theconversation.com/decouverte-dune-fraude-scientifique-pour-booster-artificiellement-limpact-des-recherches-232313>

Pour mesurer l'impact d'un article scientifique, on peut compter combien d'autres papiers y font référence. Des chercheurs viennent de détecter une fraude aux citations.

Çarkit, E. (2024). **Job Satisfaction of Turkish School Counselors: A Social Cognitive Career Theory Perspective**. *Journal of Career Assessment*, 32(3), 522-538. <https://doi.org/10.1177/10690727231208464>

Building on the Social Cognitive Career Theory, this study investigated the mediating role of goal progress and the moderating role of trait positive affect in the link between work-related self-efficacy and job satisfaction. Employing a sample of 366 Turkish school counselors, results show that work-related self-efficacy was positively linked to job satisfaction, and this link was mediated by work goal progress. Moreover, results show that trait positive affect was a significant moderator in the link between work-related

self-efficacy and job satisfaction. Specifically, self-efficacy negatively links job satisfaction in school counselors with low trait positive affect. The present results provide preliminary evidence for the proposition that the strength and direction of work-related self-efficacy on job satisfaction is dependent on trait positive affect levels among school counselors. Theoretical and practical implications are presented.

Croizier, C. (2024, mars 10). **Démissions d'enseignants : une question qui reste taboue**. Consulté 10 juin 2024, à l'adresse The Conversation website: <http://theconversation.com/demissions-denseignants-une-question-qui-reste-taboue-223754>

Alors qu'on parle souvent des difficultés à recruter des enseignants, un autre phénomène, tout aussi préoccupant, reste sous-estimé : celui des démissions de personnels de l'Éducation nationale.

Dintrich, M. (2023). **L'inclusion scolaire des élèves en situation de handicap dans le premier degré : quelles ressources pour la formation et pour les enseignants ?** (Phdthesis, Aix marseille université). Consulté à l'adresse <https://theses.hal.science/tel-04604273>

L'inclusion scolaire des élèves en situation de handicap dans les écoles du premier degré nécessite des adaptations en classe et engendre des besoins en formation des enseignants. Cette recherche s'intéresse au processus d'évolution du curriculum de la formation des enseignants à l'école inclusive depuis sa mise à l'épreuve sur le terrain à travers les ressources utilisées et leurs processus d'actualisations. Afin d'étudier la question de l'offre de ressources élaborées à l'attention et par les enseignants pour l'inclusion scolaire des élèves en situation de handicap au sein de leurs classes, le cadre de référence théorique privilégié est l'approche didactique et plus particulièrement la théorie anthropologique du didactique, proposée par Chevallard (2007). Ce cadre conceptuel est pris comme base pour une recherche qui s'inscrit dans une démarche compréhensive et interdisciplinaire des phénomènes déterminant la diffusion et de transposition didactique (des savoirs et des praxéologies) observables pour la production et l'actualisation de ressources didactiques à destination des enseignants en formation initiale et continue. L'enquête s'appuie sur une méthode de recherche mixte articulant des démarches qualitatives et quantitatives. D'une part, une enquête par entretiens afin de connaître la nature des rapports aux ressources ainsi que les perceptions des ressources relatives à l'inclusion scolaire grâce aux discours libres des formateurs d'Instituts Nationaux Supérieurs du Professorat des Écoles (INSPE) et des professionnels de Centres Médico Psychopédagogiques (CMPP). D'autre part, une enquête par questionnaire recueillant 814 participations, afin d'élargir la compréhension de la diffusion et la perception de ces ressources au sein d'une population enseignante élargie. Les résultats mettent en lumière qu'il existe une prédominance de rapports personnels aux questions que suscite l'école inclusive, sur des rapports institutionnels qui peinent à se construire et à être diffusés, là où les enseignants témoignent de formations lacunaires ou absentes. En ce sens, les praxéologies développées par les formateurs d'INSPE pour dispenser les enseignements relatifs à l'école inclusive, celles aussi développées par les enseignants pour assurer l'inclusion scolaire des ESH en classe et celles enfin développées par les professionnels de CMPP pour accompagner les enfants en situation de handicap et collaborer avec les enseignants, ne sont pas homogènes ; du fait des rapports personnels entretenus avec l'inclusion scolaire, d'un manque de partage et d'une diversification nécessaire

pour s'adapter aux caractéristiques des situations et des contextes. Ce qui complexifie l'identification de savoirs de référence, voire de ressources de référence, permettant de proposer une formation adéquate aux besoins du terrain.

Duressa, W. T., & Kidane, B. Z. (2024). **The effects of leadership behaviours on departmental performance in Ethiopian public research universities.** *Review of Education*, 12(2), e3474. <https://doi.org/10.1002/rev3.3474>

Despite the abundance of research linking leadership behaviours to organisational effectiveness in various sectors, there is a lack of empirical studies that investigate how leadership behaviours influence performance in the context of research universities. The present study examined the effects of leadership behaviours on departmental performance in public research universities in Ethiopia. The study employed a quantitatively driven embedded type of mixed methods design. The participants of the study were 1176 academic staff (969 instructors and 207 department heads). They were selected from four public research universities using a simple random sampling technique. In addition, 14 key informants were selected using a purposive sampling technique based on their teaching-learning, research and leadership lived experiences in higher education institutions and interviewed using semi-structured guiding questions. Quantitative data were collected using questionnaires composed of demographic questions and adapted versions of two scales: Multifactor Leadership Questionnaires and a new tool for measuring global academic performance. The quantitative data were analysed using frequency, percentage, multiple correlations and regression, one sample t-test, exploratory factor analysis and confirmatory factor analysis. Version 23.0 of Analysis of Moment Structures (AMOS) and SPSS-23 were used for data analyses. Qualitative data were analysed thematically using open code version 4.03 software. The analyses showed that transactional leadership dimension and teaching-learning dimension of departmental performance were practised predominantly. Dimensions of leadership behaviour were found to be positively and significantly related to dimensions of departmental performance. The joint contributions of dimensions of leadership behaviour were larger than their separate contributions, thereby supporting the formulated alternative hypotheses. Implications of the findings were discussed.

Context and implications

Rationale for the study

Leadership is one of the indispensable factors that determine organisational success. However, empirical study findings that show the effects of leadership behaviours on departmental performance in public higher education institutions were scarce.

Why the new findings matter

The new findings matter because the transactional leadership dimension of leadership behaviours and the teaching-learning dimension of departmental performance are practiced predominantly in the sampled research universities. The findings demonstrated that the stated dimensions of leadership behaviour are positively and significantly related to departmental performance. It is more informative and contributes to knowledge and practice that the combined contributions of leadership behaviours are larger than their separate contributions.

Implications for practitioners

The findings of the study have policy and practical implications for improving effectiveness of higher education leadership and departmental performance dimensions: the teaching-learning process, research and community services in the context of Ethiopian public research universities. This finding further implies that schools and department heads need to use a combination of appropriate leadership behaviours in order to improve departmental performance dimensions.

Edwards, W., Kirksey, J. J., Burden, K. Q. L., & Miller, A. (2024). **Teaching close to home: Exploring new teachers' geographic employment patterns and retention outcomes.** *Teaching and Teacher Education*, 145, 104606.
<https://doi.org/10.1016/j.tate.2024.104606>

In this quantitative study, we explored the demographic and educational backgrounds of hometown novice teachers, those employed geographically close to their high school alma mater. Drawing on a sample of over 80,000 teachers from the state of Texas in the U.S., we investigated whether hometown novice teachers had higher predicted retention rates, compared to other novices. Results suggest that hometown novices were more likely to remain in their current school in subsequent years. This study offers insights for diverse U.S. states like Texas but also lays the groundwork for similar research and policy efforts in other regions across the world.

Gravelle, F. (2024a). **Partage de récits professionnels de directions d'établissement d'enseignement et de résultats de recherches en gestion de l'éducation: une combinaison gagnante menant vers la RÉUSSITE!** Consulté à l'adresse <http://www.editionsjfd.com/boutique/partage-de-recits-professionnels-de-directions-detablissement-denseignement-et-de-resultats-de-recherches-en-gestion-de-leducation--une-combinaison-gagnante-menant-vers-la-reussite--11798>

Depuis le début du 21^e siècle, les milieux scolaires ont été soumis à des transformations constantes, influencées par les avancées technologiques, les enjeux sociaux et économiques complexes, ainsi que par une recherche continue d'innovation. Les directions d'établissement d'enseignement et les personnels de direction jouent des rôles cruciaux dans cette évolution, guidant les établissements à travers les défis du changement, de la diversité et de l'innovation, tout en exigeant une vision claire et une stratégie éclairée. Dans ce monde en mouvement perpétuel, ces leaders éducatifs doivent anticiper les évolutions pédagogiques, évaluer les besoins de la société et aligner les établissements sur une voie d'excellence éducative. Ils favorisent un environnement éducatif propice à la réussite en encourageant la créativité pédagogique et en promouvant une culture de l'apprentissage continu parmi les enseignants et le personnel scolaire. La complexité croissante de l'éducation, allant des approches pédagogiques variées à la diversité et l'inclusion, nécessite des réponses adaptées des directions d'établissement d'enseignement et du personnel de direction. L'inclusion est devenue un pilier de l'éducation moderne, exigeant la création d'environnements d'apprentissage où chaque élève se sent valorisé et soutenu. Un leadership partagé, combiné à une formation continue pour les enseignants et le personnel administratif, est essentiel pour relever ces défis. Les directions d'établissement d'enseignement et les personnels de direction doivent également être des visionnaires technologiques, intégrant les outils numériques dans l'enseignement, tout en préservant l'importance des interactions humaines. Enfin, ces leaders éducatifs doivent comprendre les besoins locaux et collaborer avec la communauté pour garantir une éducation de qualité. Ils doivent adapter les programmes éducatifs pour doter les élèves des compétences nécessaires à un monde en constante évolution. Ainsi, les fonctions de direction d'établissement d'enseignement et de personnel de direction dépassent largement le simple rôle administratif, façonnant l'avenir de l'apprentissage et contribuant à un monde meilleur. Grâce à leur engagement passionné et leur leadership éclairé, ils sont des Capitaines de navire un jour, Capitaines de navire toujours !

Gravelle, F. (2024b). **Récits professionnels de directions d'établissement d'enseignement et recherches en gestion de l'éducation: un combo irréfutable.** Consulté à l'adresse <https://www.editionsjfd.com/boutique/recits-professionnels-de-directions-detablissement-denseignement-et-recherches-en-gestion-de-leducation-11772>

Au cours du XXI^e siècle, l'éducation a été soumise à des changements constants, façonnés par la technologie, des enjeux socio-économiques complexes et une quête d'innovation. Au centre de cette transformation se trouve le rôle essentiel des directions d'établissement d'enseignement. Elles dirigent ces établissements à travers les défis du changement, de la diversité et de l'innovation, nécessitant une vision claire et une stratégie éclairée. Les directions anticipent les tendances, évaluent les besoins sociaux et guident leurs établissements vers l'excellence académique et le développement complet des élèves. Elles jouent un rôle crucial en créant des environnements éducatifs favorables à la réussite, en encourageant la créativité pédagogique et en soutenant l'innovation continue. Le XXI^e siècle a apporté une complexité croissante, de la diversité des approches pédagogiques à l'inclusion. Les directions doivent relever des défis tels que la diversité culturelle, l'intégration technologique et la création d'environnements inclusifs. Le leadership partagé, la formation continue des enseignants et l'intégration des technologies sont essentiels pour favoriser la réussite des élèves. De plus, les établissements sont intégrés à la communauté, nécessitant des collaborations avec les parents et les entreprises pour répondre aux besoins locaux. Face à l'automatisation et à l'intelligence artificielle, les directions doivent redéfinir les compétences essentielles, telles que la pensée critique et la collaboration, afin de préparer les élèves à un monde en évolution. En fin de compte, les directions jouent un rôle clé dans la transformation éducative en favorisant l'inclusion, en gérant la complexité et en préparant les élèves pour l'avenir, contribuant ainsi à façonner un milieu éducatif meilleur !

Hambacher, E., Turner, J., & Desrosiers, D. (2024). **"It's a form of psychological warfare against educators": Protective factors for sustaining social justice education in contentious times.** *Teaching and Teacher Education*, 145, 104612. <https://doi.org/10.1016/j.tate.2024.104612>

The recent onslaught of divisive concepts legislation in the U.S. threatens the psychological safety of social justice educators in the workplace and the preparation of K-12 students for participation in a diverse democratic society and global community. This study identifies supports that sustain social justice educators' commitment to teaching for justice and how these supports function as protective factors against external opposition. From interviews of 17 justice-oriented teachers and administrators, ethnographic field notes and documents, findings indicate five types of support that function as protective factors in contentious political times: community-oriented, educational/instructional, structural, legal, and declarative.

Heinla, E., & Kuurme, T. (2024). **The impact of school culture, school climate, and teachers' job satisfaction on the teacher-student relationship: a case study in four Estonian schools.** *Research Papers in Education*, 39(3), 439-465. <https://doi.org/10.1080/02671522.2022.2150883>

Teachers in Estonia are working in a tense environment of conflicting expectations which, on the one hand, involves a neoliberal approach to standards and, on the other, the humanistic values of education and well-being of students. The purpose of

the study was to identify the factors of school climate which ensure both the job satisfaction of teachers and the satisfaction of students, and to analyse the impact of these factors on the teacher-student relationship. The findings are based on the results of interviews with teachers (n=40) and students (n=39) and the results of student questionnaires (n=139) conducted in four schools. The teachers and students who were satisfied with the school and their job perceived the teacher-student relationship through the following aspects: the potential of students, openness to knowledge, the recognition of personal qualities, equal treatment and taking students into account. Despite the external turbulence in the Estonian school system, all schools still have the autonomy to transform their school into an oasis where all parties feel satisfied.

Ho, J., & Kang, T. (2024). **Shaping the leadership configuration of principals and vice-principals: The principal socialising agent.** *Educational Management Administration & Leadership*, 52(4), 780-797. <https://doi.org/10.1177/17411432221116208>

This article examines how principals socially construct the leadership configuration of principals and vice-principals in Singapore and what factors influenced the principal's shaping of this configuration. The qualitative study, involving the interview of 10 principals, sought to understand how principals made sense of their vice-principals roles vis-a-vis their own roles, as well as what influenced their perspectives. Coding involved a mix of codes from the literature and grounded from the interviews. Findings revealed that principals perceived themselves as the main and final decision maker, guarding certain responsibilities, and needing to be in the know. They perceived the vice-principal's role to be mainly a supporting role, while simultaneously expecting the latter to challenge the principal's thinking. Principals varied in how they include vice-principals in work perceived as more the principal's responsibility. A high-power distance culture and the principals' own induction and experiences as vice-principals shaped the principals' crafting of the leadership configuration. The study highlights the principals' role as a community in reproducing the type of vice-principals that the system values, raising a concern that bounded empowerment limits the leadership and growth of vice-principals. However, there is some evidence that principals' agency can counter predominant socialising forces.

Hochbein, C. (2024). **Identification of the communication time demands of educational leaders.** *Educational Management Administration & Leadership*, 52(4), 955-973. <https://doi.org/10.1177/17411432221103681>

Email has become a prominent communication tool for principals. Although principals have reported benefits of communicating via email, they have also indicated that it has intensified their workload. Specifically, principals have indicated that they receive a large volume of email, which contributes to extending and fragmenting their workdays. From actual email records, this study examined how email contributed to principal time demands and time use. Results indicated that the sample of principals received a substantial amount of email, which occurred during an extensive portion of the day, and also intensified during instructional hours. The comparisons of the timing of email activity revealed that principals experienced similar time demands from email, but used their time differently to address the demands. In addition, the email activities of principals exhibited descriptive differences from school district leaders. The findings indicated the need for more studies of principals' email activities and the time demands of principals, as well as suggested the need for principal preparation

programs to provide specific training related to email and other such information technology.

Jacq, G. (2024). **Enseigner en lycée professionnel: quelle(s) identité(s) ?** Consulté à l'adresse <https://hal.science/hal-04599524>

Si un élève sur trois du secondaire est scolarisé dans la voie professionnelle, un professeur sur dix y enseigne. Le corps des professeurs de lycée professionnel, par sa complexité, demande à être analysé pour comprendre sa singularité parmi l'ensemble des enseignants de l'Éducation nationale.

Jahan, S. (2024). **Challenges to female college principals and vice principals: Patriarchal gender beliefs in Khyber Pakhtunkhwa Pakistan.** *Educational Management Administration & Leadership*, 52(4), 798-814. <https://doi.org/10.1177/17411432221115521>

The purpose of this study is to provide an insight view about the challenges to female government college principals and vice principals in Chitral, Pakistan. The study uses in-depth interviews for data collection and on the basis of predetermined criteria, the study participants were selected. The findings of the study explain that in district Chitral female government college principals and vice principals face socio-cultural, religious, and political challenges in their work place and remain under tremendous pressure that leads to limit their efficiency and restrict their professional growth. However, very few principals and vice principals are satisfied with their jobs because of supportive families. Therefore, the study recommends that these aspects be placed before forums for consideration to rightly empower the female principalship/education leadership for assurance of quality female education in Chitral and Pakistan, through real delegation of power with a conducive environment to female government college principals and vice principals.

Kutsyuruba, B., Arghash, N., Kharyati, T., & Bosica, J. (2024). **Flourishing School Leadership: Perspectives of Canada's Outstanding Principals.** *Canadian Journal of Educational Administration and Policy*, (204), 17-40. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77552>

With research pointing to increased levels of stress and work demands on school leaders, attention has turned to examining the factors that contribute to their well-being. Studies have also shown that many school administrators not just survive but also thrive in their work and succeed despite work-related challenges. Furthermore, some principals experience flourishing at work, which is characterized by optimal functioning, feeling good, and achieving a balanced life. Our study examined the sense of flourishing of the national award-winning principals in the Canada's Outstanding Principals program, which recognized outstanding contributions of principals in publicly funded schools. In this article, we describe the participants' perceptions in relation to the following constructs in the overall flourishing: flow, thriving, resilience, and grit. This study highlights the conditions, behaviours, mindsets, and characteristics that are critical for the well-being of school administrators.

Lacasse, M., & Héon, L. (2024). **Référentiels de compétences professionnelles de directions d'établissement d'enseignement et technologies numériques: une analyse documentaire, structurale et sémantique.** *Canadian Journal of Educational Administration and Policy*, (204), 127-156. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77542>

L'impact du développement des technologies numériques sur l'éducation fait l'objet de recherches soutenues (Huang et al., 2020), mais ce sujet n'est pas systématiquement pris en compte dans les documents d'orientations gouvernementales destinés au personnel de direction d'établissement d'enseignement (DÉ). Afin de comprendre ce qui peut expliquer l'absence d'une référence aux technologies numériques dans des référentiels de compétences des DÉ, il importe de s'attarder aux exigences liées à cette fonction. Dans le cadre d'un projet de recherche s'inscrivant dans un parcours doctoral, l'analyse documentaire de 24 référentiels de compétences a permis d'identifier les endroits où nous trouvons des références aux technologies numériques. Également, l'analyse structurale et sémantique des énoncés liés aux compétences et repérés dans ces référentiels a permis d'identifier les habiletés et les connaissances associées aux technologies numériques.

Liu, L., Liu, P., Yang, H., Yao, H., & Thien, L. M. (2024). **The relationship between distributed leadership and teacher well-being: The mediating roles of organisational trust.** *Educational Management Administration & Leadership*, 52(4), 837-853. <https://doi.org/10.1177/17411432221113683>

Teacher well-being plays an important role in education reform because it marks teachers' positive evaluation of and healthy functioning in their work environment. However, there has been insufficient research on the relationship between distributed leadership and teacher well-being and on how organisational trust works as a mediator between these two constructs. Based on responses from 587 teachers in primary schools in southwest China, this study examined how distributed leadership contributes to teacher well-being with attention to the mediating role of organisational trust. Using structural equation modelling and bootstrapping tests, the analysis showed a nonsignificant direct effect between distributed leadership and teacher well-being. Organisational trust and its two dimensions, namely trust in the working team and trust in the principal, had significant mediating effects on the relationship between distributed leadership and teacher well-being. However, the dimension of trust in the work setting did not appear to be a significant mediator. This study contributes to a better understanding of the transferability of leadership theories across cultures and to a deepening comprehension of strategies for improving teacher well-being in Chinese schools and similar contexts. Implications of the study and future research direction are presented.

Lizier, A., Brooks, F., & Bizo, L. (2024). **Importance of clarity, hierarchy, and trust in implementing distributed leadership in higher education.** *Educational Management Administration & Leadership*, 52(4), 901-915. <https://doi.org/10.1177/17411432221105154>

University leaders are increasingly focused on management tasks and metrics, and distributed leadership has been broadly adopted as a way for leaders to navigate corporate management demands while also maintaining the collegial and communitarian character of the academy. This article discusses the findings of an indicative case study within a Faculty of an Australian University exploring the experiences of academic leaders in adopting distributed leadership. The findings highlight how a lack of agreed definitions, aims, and goals of distributed leadership constrained its adoption. The case study also contributes to understanding the roles of trust and hierarchy in how distributed leadership is experienced and their role in enabling or constraining distributed leadership. In the Faculty, academic leaders within Schools experienced distributed leadership as an exercise in delegating duties. In

contrast, Faculty leaders were likely to perceive leadership as distributed although with varying degrees of success, with trust playing a key role in both groups. In highlighting the importance of clarity, hierarchy, and trust, the case study shows that there must be clarity around what distributed leadership is, what is being distributed, how it will be distributed, and trust in the implementation process and colleagues.

Lyle, A. M., & Peurach, D. J. (2024). **Changing notions of teacher autonomy: The intersection of teacher autonomy and instructional improvement in the US.** *Research in Education*, 118(1), 3-25. <https://doi.org/10.1177/00345237211055843>

Historically, teachers had been delegated the primary responsibility for the organization and management of classroom instruction in US public schools. While this delegation afforded teachers professional autonomy in their work, it has also resulted in disparities in students' educational experiences and outcomes within and between classrooms, schools, and systems. In the effort to improve instruction and reduce disparities for students on a large scale, one reform effort in the US has focused on building instructionally focused education systems (IFESs) where central office and school leaders collaborate with teachers to organize and manage instruction. These efforts are playing out in a variety of contexts in the US, including in public school districts, non-profits, and other educational networks, and it is shifting how teachers carry out the day-to-day work of instruction. In this comparative case study, we investigate two IFESs in which efforts to improve instruction pushed against historic norms of teacher autonomy. We found that these new systems are not at odds with teacher autonomy, but rather these systems reflect a transition to more interdependent notions of teacher autonomy.

Marianno, B. D., Woo, D. S., & Kennedy, K. (2024). **Collective Bargaining Agreement Restrictiveness in Unionized Charter Schools.** *Educational Policy*, 38(5), 1044-1076. <https://doi.org/10.1177/08959048231178024>

Although charter schools are frequently afforded flexibility from many state laws that govern traditional public schools, a growing number of charter school teachers have now unionized and introduced collective bargaining to the charter sector. Using data from a detailed content analysis of teacher CBAs from California, we compare the restrictiveness of CBAs in 75 unionized charter bargaining units to the restrictiveness of CBAs in 31 nearest neighbor traditional public school district bargaining units. We find that independent charter CBAs are much more flexible than the CBAs of traditional public school districts, but charter school CBAs of bargaining units combined with traditional public school districts are comparably restrictive.

McCluskey-Lavoie, M.-E. (2024). **Enquête sur les connaissances, la formation, les besoins, l'attitude et le sentiment d'efficacité personnelle des enseignants du secondaire relativement à l'inclusion en classe régulière des jeunes atteints d'ataxie récessive spastique autosomique de Charlevoix-Saguenay** (Engd, Université du Québec à Chicoutimi). Consulté à l'adresse <https://constellation.uqac.ca/id/eprint/9800/>

L'ataxie récessive spastique autosomique de Charlevoix-Saguenay (ARSACS) est une maladie neurodégénérative rare dont la prévalence est plus importante dans les régions du Saguenay-Lac-Saint-Jean et de Charlevoix. Depuis 1999, le contexte d'inclusion scolaire issu des réformes de l'éducation au Québec fait en sorte que les enseignants de ces régions sont plus susceptibles d'accueillir un ou des jeunes atteint(s)

de cette maladie dans leur classe régulière. Les déficits et incapacités variables inhérents à l'ARSACS sont à même d'exercer une influence importante sur les habitudes de vie et les rôles sociaux des élèves qui en sont atteints et peuvent entraîner une situation de handicap durant leur parcours scolaire. Parallèlement, de nombreuses études portant sur l'inclusion scolaire au Québec ont soulevé des limites et des préoccupations chez les enseignants du régulier au regard de l'inclusion des élèves en situation de handicap ou en difficulté d'adaptation ou d'apprentissage (EHDA). En vue de faire un premier pas pour répondre aux objectifs ministériels relativement à l'amélioration des services offerts aux EHDA dans les écoles, ce travail de recherche visait à décrire les connaissances, la formation, l'attitude, le sentiment d'efficacité personnelle ainsi que les besoins des enseignants du secondaire par rapport à l'inclusion scolaire des élèves atteints d'ARSACS. Pour ce faire, une enquête par sondage, à la fois qualitative et quantitative, a été réalisée. Un questionnaire en ligne (créé par l'équipe de recherche) a été utilisé pour la collecte de données. L'échantillon était composé de 17 enseignants du secondaire employés dans l'un des centres de services scolaire de la région du Saguenay-Lac-Saint-Jean. Ces derniers ont été recrutés en collaboration avec les directions des centres de services scolaire et par sollicitation via les réseaux sociaux. Les résultats démontrent qu'entre 68,75 % et 87,50 % des enseignants du secondaire ont peu ou pas de connaissances sur l'ARSACS et les stratégies à mettre en place pour en réduire les impacts. L'ensemble des enseignants sondés n'ont pas reçu de formation spécifique portant sur l'ARSACS. Toutefois, la plupart des participants (71,43 %) empruntent une attitude positive quant à l'inclusion scolaire des élèves atteints d'ARSACS. Le score moyen des enseignants à l'échelle d'efficacité personnelle correspond à un sentiment d'efficacité personnelle modéré. Néanmoins, 57,15 % des répondants anticipent que l'inclusion des élèves atteints d'ARSACS puisse nuire à leur satisfaction au travail. En ce qui a trait à leurs besoins, 61,54 % des enseignants font ressortir un manque de soutien, tant sur le plan des ressources humaines que financières. Enfin, plus du tiers des répondants (41,66 %) ont déclaré avoir « beaucoup » à « énormément » d'intérêt à avoir accès à une formation portant exclusivement sur l'ARSACS et l'inclusion scolaire des jeunes qui en sont atteints. Ces informations seront utiles pour justifier le développement de programmes de formation adaptés à la fois aux élèves atteints d'ARSACS et à leurs enseignants.

Messaoui, A., Perrier, R., Redondo, C., Akue, M. R., & Drot-Delange, B. (2024). **Accompagner la transformation pédagogique dans un contexte de réforme : quel rôle pour les ingénieurs et conseillers pédagogiques en IUT ?** *L'enseignement supérieur et les communautés : des dynamiques interconnectées*. Présenté à Sherbrooke, Canada. Consulté à l'adresse <https://hal.science/hal-04602648>

Un des objectifs de la réforme des Instituts Universitaires de Technologie (IUT) en France est la mise en œuvre de l'approche par compétences (APC) dans les programmes nationaux des 24 spécialités des IUT. Certains ingénieurs et conseillers pédagogiques (IgCP) ont été chargés d'accompagner les enseignants dans cette transformation. Afin de comprendre le rôle qu'ils ont tenu dans l'accompagnement à la transformation pédagogique, nous avons analysé 12 entretiens semi-directifs. Les résultats ont révélé un isolement des IgCP. Ils ont été peu associés à la réforme et ont développé des stratégies pour contrebalancer les difficultés induites par cette situation. Ils se sont formés à l'APC, ont repéré les besoins des enseignants et diffusé des informations et la création d'espaces pour renforcer le sentiment d'appartenance à une communauté. Les activités des IgCP incluent la conception de ressources, l'intervention directe

auprès des étudiants et l'essaimage de dispositifs pédagogiques. Malgré leur réactivité, des défis persistent, tels que le manque d'institutionnalisation des relations avec les enseignants et la difficulté à toucher tous les acteurs. Une collaboration précoce et une meilleure communication institutionnelle sont recommandées pour renforcer la confiance et faciliter la co-conception et la co-animation de ressources pédagogiques.

Meyers, C. V., Thessin, R. A., & Stosich, E. L. (2024). **An exploration of how district leaders organize to support principal supervisors for underperforming schools in mid-sized districts.** *Educational Management Administration & Leadership*, 52(4), 974-990. <https://doi.org/10.1177/17411432221111667>

The role of principal supervisor has been shifting from a focus on management to one that emphasizes support for principals. External partners can sometimes help with redesigning the role and other aspects of district organization. However, most research focuses on large urban districts with role conceptions and organizational structures that are not easily applied to midsized districts. In this study, we leverage contingency theory as a way to consider how contextual difference might matter in the use of principal supervisors to support and develop principals of underperforming schools. We interviewed district superintendents, principal supervisors, and principals in five mid-sized districts partnered with USSP, an in-service educational systems leadership provider with research evidence of impact on student achievement outcomes. We found that mid-sized districts commonly prioritized characteristics and traits regularly associated with good principal supervisors, but they were limited by district size and context in how they could initiate change. Despite some differences in how districts established the principal supervisor role, participants across levels described how principal supervisors were supported and, in turn, supported principals in intensive ways. Study results suggest that reorienting the principal supervisor's role, even in mid-sized districts, can build leadership capacity of principals leading underperforming schools.

Naji, G. (2024). **Les chefs de projet opérationnel des Cités Éducatives : tensions entre réussite éducative et nouvelle gestion publique.** 81. Consulté à l'adresse <https://dumas.ccsd.cnrs.fr/dumas-04555815>

Ce travail de recherche porte sur la thématique des chefs de projet opérationnel du label des cités éducatives. L'objectif est de comprendre quels effets peuvent avoir les recompositions liées à la mise en place de la nouvelle gestion publique sur les missions de ces professionnels à destination de la jeunesse, principaux destinataires des actions mises en place par ce label. Pour se faire, j'ai réalisé des observations directes et participantes ainsi que des entretiens semi-directifs avec les cheffes de projets exerçant dans le département. Il ressort tout d'abord comme conclusion qu'il existe un manque de cadre global autour de la profession de ces CPO qui engendre une confusion dans leurs missions en direction des jeunes. Cette indéfinition semble être une des conséquences directes de l'implantation de la nouvelle gestion publique, parmi d'autres. Il est également observable qu'il y a une occultation de la partie éducative au profit du politique, au sein d'un label censé faire de la réussite éducative sa priorité.

Nkonkonya Mpuangnan, K. (2024). **Determining skills of basic schoolteachers in test item construction.** *Review of Education*, 12(2), e3478. <https://doi.org/10.1002/rev3.3478>
Assessment practices play a crucial role in fostering student learning and guiding instructional decision-making. The ability to construct effective test items is of utmost

importance in evaluating student learning and shaping instructional strategies. This study aims to investigate the skills of Ghanaian basic schoolteachers in test item construction. The study focused on the revised Bloom's taxonomy. A cross-sectional survey design was employed, and a questionnaire was developed and used to collect the needed data. The data were collected from 560 basic schoolteachers selected by using a simple random sampling technique. The participants comprised 280 male teachers and 280 female teachers. The data were collected and subjected to descriptive statistics analysis via mean, and standard deviation. While the p-value ($\alpha \leq 0.05$) was used to determine the differences in the teachers' test item construction skills, the independence t-test was used to compare the differences between the proficiency of male and female participants. The analysis revealed a notable contrast in how participants perceived their abilities in constructing test items, indicating a statistically significant difference. Specifically, female teachers demonstrated a stronger proficiency in test item construction skills compared to their male counterparts. Also, most teachers prioritised the lower levels within Bloom's taxonomy while crafting test items. Regular in-service training on test item construction was recommended at the district level for teachers to update and upgrade their skills.

Ozyildirim, G. (2024). **Teachers' occupational health: A structural model of work-related stress, depressed mood at work, and organizational commitment.** *Psychology in the Schools*, 61(7), 2930-2948. <https://doi.org/10.1002/pits.23202>

Organizations, employees, and individuals suffer from adverse outcomes due to a lack of occupational health, impacting everything from organizational performance to psychological and physical health, and they are a prevalent phenomenon for various jobs, including teaching. The aims of the current study are two-fold: to determine the state of occupational health (i) and its structure among 470 Turkish teachers at all school levels, including 338 female teachers (71.9%) and 132 male teachers (28.1%), specifically in terms of stress, the depressed mood at work, and organizational commitment variables (ii). A structural model for occupational health is developed and examined through the AMOS 22 program. The findings of this study indicate that stress predicts a negative impact on organizational commitment (-0.42), whereas it has a positive effect on depressed mood at work (0.74). Additionally, organizational commitment is shown to have a negative impact on depressed mood at work (-0.15). Overall, policymakers, school administrators, and leaders should prioritize strategies to reduce stress, create a healthier work environment, and address the need for proactive efforts to promote a positive emotional climate that improves teacher occupational health. Additionally, further research should explore the other factors that enable to prevent and reduce depression mood at work.

Provencher, A. (2024). **Négociations identitaires d'une enseignante et d'un enseignant immigrants en stage probatoire au Québec.** *Éducation et francophonie*, 52(1). <https://doi.org/10.7202/1111730ar>

Au Québec, la voie d'accès principale vers l'enseignement est la formation initiale de quatre ans, au cours de laquelle les étudiantes et étudiants bénéficient de quatre stages supervisés. Ces stages font partie intégrante du parcours vers le brevet et représentent des expériences déterminantes pouvant influencer la persévérance professionnelle. Pour les enseignantes et enseignants détenteurs d'un diplôme obtenu à l'étranger, l'octroi du brevet d'enseignement est conditionnel à la réussite de cinq cours et d'un stage probatoire effectué en situation d'emploi évalué par la direction

d'école. Ayant une expérience dans leur pays d'origine, ces enseignantes et enseignants doivent par ailleurs s'adapter à de nouvelles façons d'enseigner, ainsi qu'à la culture d'accueil. Cela peut entraîner des questionnements et des doutes sur le plan de leur identité professionnelle. Il paraît donc nécessaire de s'intéresser aux défis qu'ils rencontrent afin de leur offrir un soutien adéquat. Cet article présente l'expérience d'une enseignante immigrante et d'un enseignant immigrant en stage probatoire au Québec. Leurs récits sont analysés à l'aide des concepts d'acculturation et d'identité professionnelle éclairant les postures de négociations identitaires des enseignantes et enseignants immigrants au Québec.

Silva, R. F. da. (2023). **Place et rôle de l'affectivité dans la formation initiale des enseignant-es au Brésil et en France : analyse des représentations des formateurs et de leurs pratiques pédagogiques** (Phdthesis, Université Lumière - Lyon II; Universidade estadual paulista (São Paulo, Brésil)). Consulté à l'adresse <https://theses.hal.science/tel-04609223>

Le présent travail s'inscrit dans le domaine de recherche « culture, cognition et affectivité » et son objectif principal était d'étudier la place et le rôle de l'affectivité dans les cours de formation initiale des enseignants, au Brésil et en France. Les aspects contextuels nous ont amenés à constater la croissance de certains phénomènes dans les classes, tels que la violence entre les élèves, le harcèlement et la violence contre les enseignants, ce qui nous a amenés à repenser l'importance accordée à l'affectivité dans la formation initiale des enseignants. Nous sommes partis de l'hypothèse que la formation aux compétences affectives est subordonnée à la formation des enseignants en ce qui concerne les contenus et les compétences professionnels. Pour étudier notre hypothèse initiale, nous cherchons à comprendre comment l'affectivité est comprise et travaillée par les formateurs d'enseignants, acteurs centraux du processus de formation. En ce qui concerne les procédures théoriques et méthodologiques, nous nous basons sur les contributions théoriques de Wallon (1968), Vygotsky (1998) et Damasio (2012) concernant le champ affectif et les contributions de Freire (1997) pour la formation des enseignants. Notre cadre méthodologique était basé sur une fertilisation croisée appuyée sur la jonction des méthodes quali-quantitatives de construction, de traitement et d'analyse des données. Les données ont été collectées dans un échantillon d'INSPÉ (Institut National Supérieur du Professorat et de l'Éducation), dans les académies de Lyon, Marseille et Paris, et dans les campus de l'UNESP, dans les villes de Marília, Bauru et Presidente Prudente et São José do Rio Preto. Pour atteindre nos objectifs, nous avons collecté des données à trois niveaux : au niveau macro, nous avons analysé les référentiels institutionnels et les lignes directrices des programmes nationaux de formation des enseignants. Au niveau méso, nous avons analysé les projets pédagogiques et les contenus enseignés dans les matières de psychologie de l'éducation (développement et apprentissage) au Brésil et dans les unités d'enseignement liées à la psychologie en France. Nous avons collecté des informations au moyen d'un questionnaire électronique via LimeSurvey, dans le but de construire des données plus larges sur les représentations des formateurs de la présence et de l'importance de la question affective. Un questionnaire a également été envoyé aux enseignants en formation (étudiants) via GoogleForms®, dans le but de comprendre si l'affectivité était un thème de travail durant la formation. Au niveau micro, nous avons réalisé des entretiens avec les formateurs et des observations de classes. Les données ont été traitées avec les programmes SPAD 9.2, pour les données textuelles basées sur la lexicométrie, et par le programme CHIC 7, basé sur le cadre de

l'analyse statistique implicative (ASI). Les résultats ont mis en évidence la présence modeste des composantes du champ affectif dans les lois, les plans d'enseignement et les maquettes de formation. Les formateurs d'enseignants, dans leur majorité, ont présenté dans leurs discours conscience de l'importance de l'affectivité pour la formation des enseignants, mais ils ont également reconnu que ces compétences ne sont pas prioritaires dans la formation initiale en raison de la faible charge de travail et de la structure des programmes d'études actuels. Il n'a pas été possible de percevoir dans les observations une attitude consciente liée à la micro-gestion de l'expression professionnelle qui favoriserait le développement des compétences affectives. De même, les étudiants en formation ne se sentent pas préparés, du point de vue des compétences affectives, à exercer leurs fonctions professionnelles.

Spooner, N. (2024). **An Examination of Educational Leadership Preparation in Ontario: Are Principals Prepared to Lead Equitably?** *Canadian Journal of Educational Administration and Policy*, (204), 41-54. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/76354>

In response to the changing demographics of schools in Canada and efforts to better equip principals to challenging inequity, leadership preparation programs have adopted new policies focused more on leading with an equity lens. However, studies have demonstrated a disconnect between what is covered in these leadership programs and how school principals actually perceive their ability to lead equitably and work with diverse learners. Six current school principals and vice principals in Ontario, Canada who have successfully completed a Principal Qualification Program (PQP) course were interviewed to understand their perceptions on the program's ability to prepare them to lead, and their perceptions on concepts of equity, diversity, and inclusion (EDI). The racial experiences and identities of each participant shaped their definitions of EDI, as well as their understandings of difference. Study findings indicate several critical areas of change for principal preparation programs in Ontario: training guidelines, efforts to prepare educators to be equitable leaders, and the educators' perceptions on their preparedness to lead. Utilization of Critical Race Theory in Education and Applied Critical Leadership additionally help frame analysis and support the need to integrate culturally relevant pedagogical practice into leadership preparation programs.

Staudt Willet, K. B., & He, D. (2024). **Educators' invisible labour: A systematic review.** *Review of Education*, 12(2), e3473. <https://doi.org/10.1002/rev3.3473>

The hidden or overlooked nature of many of educators' professional activities complicates the already difficult task of supporting educators' labour—in both K-12 and higher education settings. These efforts can be understood as types of invisible labour. Following PRISMA standards, we conducted a systematic literature review to answer a single research question: How have scholars framed educators' professional activities in terms of invisible labour? This systematic review searched 10 educational databases and identified 16 peer-reviewed journal articles spanning 2011–2021. From thematic analysis of these studies, we developed a model of five types of invisibility that intersect and mask educators' professional efforts: background, care, precarious, identity and remote labour. The review also showed several overall themes related to educators' invisible labour, which we discuss in connection to the literature: effort is often semivisible, invisibility is subjective, effort by marginalised educators is often overlooked, labour in unexpected places often means effort is overlooked, and there are layers of

factors masking effort. We then discuss implications for practice, starting with five invisible labour questions to prompt reflection, then how to apply invisible labour as an improvement lens for identifying needs, allocating resources, analysing jobs and tasks, and evaluating performance.

Tandika Basil, P., Ndibalema, P., Lawrent, G., Gabrieli, P., & Mbepera, J. (2024). **Early grade teachers' professional development programs for promoting school safety: Does it make a difference?** *Teaching and Teacher Education*, 145, 104613. <https://doi.org/10.1016/j.tate.2024.104613>

This study explored the influence of training on helping teachers to promote greater school safety. A qualitative case study design was adopted, and 213 early grade teachers from Tanzania Mainland and Zanzibar took part in the study. Data were gathered through individual semi-structured interviews before being thematically analysed. It was evident that teachers were inadequately prepared in terms of autonomy and supportive communication to help their pupils develop crucial skills for creating a safe learning environment. In-service professional development programs related to social and emotional learning would enhance teachers' ability to support their pupils to address school safety concerns.

Tangonyire, R., Nyame, G., Bediako Asare, K., & Jangu Alhassan, A. (2024). **The experiences of female headteachers of boys' senior high schools in Ghana.** *Educational Management Administration & Leadership*, 52(4), 815-836. <https://doi.org/10.1177/17411432221111659>

This study examines the experiences of the only three female headteachers leading boys' senior high schools (SHS) in Ghana to understand the uniqueness of their career journeys, on-the-job experiences and the leadership strategies. Qualitative phenomenological approach was used for the study. The three women were interviewed multiple times over a period of five months between November 2020 and March 2021. The data were inductively and deductively analysed to identify themes that help to tell their story. The results of this study show that early exposure to role models and socialisation into the power of positive thinking at the family, school and societal levels imprint values that inspired the participants to top leadership positions and the strategies they deployed – blending of motherliness and professionalism, networking and ethical leadership. The female headteachers are bridge builders and transformational leaders who are suitable for leadership in the twenty-first century. This study identifies several implications for female headteachership including: initial preparation for aspirants of school leadership positions, ongoing professional development, and support of female school leaders. The Ministry of Education should provide women with more headteachership or leadership opportunities in schools.

Thien, L. M., Uthai, M., & Yeap, S. B. (2024). **Does middle leaders' learning-centred leadership matter in promoting teacher professional learning? A partial least squares analysis.** *Educational Management Administration & Leadership*, 52(4), 854-877. <https://doi.org/10.1177/17411432221115522>

The ignorance of the role of middle leaders as a 'key broker' between school principals and teachers in the literature has motivated this study to investigate the effects of middle leaders' learning-centred leadership on teacher professional learning through teacher mastery goals and their self-efficacy with the moderating effect of the quality of communication between middle leaders and teachers. A total of 453 data were

collected from 24 primary and secondary school teachers in six districts in Kedah. This study employed partial least squares structural equation modelling approach. Findings revealed that learning-centred leadership has a significant and positive effect on teacher professional learning. Teacher mastery goals and teacher self-efficacy have significant mediating effects on teacher professional learning. The effect of learning-centred leadership on teacher professional learning is stronger when the levels of quality of communication between leaders and teachers are higher compared to their counterparts. Hence, future principal preparation programmes should equip future principals with the knowledge of learning-centred leadership that could facilitate teacher learning happening and flourishing.

Thomas, C., Koehn, J., & Turner, J. (2024). **Promising Practices for Leadership Development: Exploring a Collaborative Professional Learning and Coaching Program.** *Canadian Journal of Educational Administration and Policy*, (204), 88-103. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/76876>

Given the substantial impact school leaders have on school improvement, the imperative for continuous professional learning for leaders is evident. In this two-year action research study, researchers collaborated with a school division, forming a research-practice partnership, to design and explore a collaborative professional learning and coaching program. The primary objective of this program was to align with local leadership standards and foster leadership development. The central research question was: How does implementation of a collaborative professional learning and coaching program contribute to leadership development? Data were collected from district and school leaders and included pre and post surveys, interviews, and focus groups. The findings of this study indicate that district leadership practices show promising potential in fostering inservice opportunities for leadership development. These practices include the following: (a) ensure programs are sustained with a consistent focus, (b) utilize collaborative learning approaches, (c) assess growth through reflection and feedback, and (d) use action research to support continual improvement. This study aims to provide valuable insights to school districts and researchers regarding the implementation of sustained and job-embedded professional development for school leaders, with a specific focus on leadership development.

Tulowitzki, P., Pietsch, M., Grigoleit, E., & Sposato, G. (2024). **Der Einfluss von sozialer Unterstützung und Arbeitsengagement auf transformationale Führung an Schweizer Schulen in sozial benachteiligter und begünstigter Lage – Befunde einer nationalen Befragung von Schulleitungen.** *Swiss Journal of Educational Research*, 46(1), 30-46. <https://doi.org/10.24452/sjer.46.1.3>

This study investigates the influence of social support and work engagement on transformational leadership among 2,011 school principals in Swiss schools, located in socially disadvantaged and non-disadvantaged settings. The results indicate that work engagement and social support are linked to transformational leadership, regardless of school location. However, principals in socially disadvantaged schools show lower work engagement, which leads to less pronounced transformational leadership. Social support is positively related to the principals' work engagement. That is, principals who experience stronger support from their colleagues show higher work engagement and thus more pronounced transformational leadership.

Veillard, H. (2024). **Les lauréat es : ce que l'ERC fait aux professions scientifiques. Les cas des sciences de l'univers et de l'histoire en France** (Phdthesis, Université Paris-Saclay). Consulté à l'adresse <https://theses.hal.science/tel-04589700>

À l'intersection d'une sociologie des professions scientifiques, des sciences et de l'action publique, cette thèse analyse les interactions entre un dispositif particulier de financement sur projet de la recherche européenne d'«excellence», celui de l'European Research Council (ERC), et les logiques de carrières professionnelles des chercheur·es en sciences de l'univers et en histoire, ceci dans le contexte universitaire français. Ancrée dans les travaux étudiant les modifications de la recherche sous l'effet de ce mode de management du financement sur projet, cette thèse étudie la façon dont les identités des chercheur·es, mais aussi les relations individuelles et collectives de la science se reconfigurent à partir de l'appel à projet spécifique que constitue l'ERC. Ainsi, à partir du cas de la sélection d'individus et de projets d'«excellence», ce travail interroge la fabrique des «lauréat·es» à travers un jeu intriqué d'incitations institutionnelles au dépôt de projets, de configurations de marchés universitaires nationaux et internationaux, ainsi que de logiques de fonctionnement et de cultures épistémiques plurielles. Alors que le dispositif sociotechnique de l'ERC à l'échelle européenne et les mesures incitatives au niveau national concourent à renforcer le financement d'une recherche exploratoire, individuelle et d'«excellence», comment dans ce cadre les scientifiques lauréat·es conçoivent-ils·elles leur candidature et l'obtention du projet à l'ERC ? En prenant le parti de suivre les cheminements et les différentes étapes suivies par les lauréat·es dans le cours de «leurs» projets, cette thèse scrute les cheminements individuels vers le statut de candidat·e en identifiant quatre logiques d'engagement (idée, financement, indépendance et carrière). La rédaction du projet questionne quant à elle les formes d'adéquation, d'adaptation et de traduction de soi et de son projet dans la candidature selon la perception des attendus du financeur. Le projet obtenu, c'est à la question de l'identité de chercheur·e des lauréat·es à laquelle nous nous intéressons en analysant les modalités de mise en œuvre d'un «collectif personnalisé en mode projet», non exempt d'un souci du collectif et des carrières d'autrui. Enfin, l'analyse revient de façon plus générale sur les effets de l'ERC sur les trajectoires des scientifiques des deux disciplines observées depuis le point de vue des enquêté·es, interrogeant ainsi l'émergence de voies contemporaines de carrières scientifiques renouvelées.

Vian, T. (2024). **Les nouvelles ÉNSP (Écoles Normales Supérieures du Professorat). Idées et propositions pour la formation et le recrutement des professeurs des écoles**. Consulté à l'adresse <https://hal.science/hal-04608657>

Cette recherche s'inscrit dans le cadre de la création future, prévue pour la rentrée 2025, des Écoles Normales Supérieure du Professorat (ÉNSP) , également appelée «Écoles normales du XXIe siècle», qui se donnent pour objectif la formation et le recrutement des futurs professeurs dans un contexte de crise des vocations enseignantes. L'avantage de cette perspective est double : d'abord permettre le recrutement par concours dès la fin de la licence, au lieu de la fin du master. L'obtention du master était exigée dans le précédent modèle depuis la mise en pratique à partir de la rentrée 2010-2011 de la réforme de la masterisation, décidée par le gouvernement de Nicolas Sarkozy. Le deuxième avantage consiste dans la progressivité des deux années de formation théorique et pratique post-concours du nouveau modèle, sous statut d'élève-fonctionnaire pendant la première année de master (rémunérée environ 900 euros/mois) puis de fonctionnaire-stagiaire au cours de

la deuxième année de master (rémunérée environ 1800 euros/mois). Nous baserons notre recherche sur le document de travail publié par le ministère de l'Éducation nationale (mars 2024) afin de proposer idées et perspectives fécondes, susceptibles de répondre à trois défis : Attirer, former, fidéliser les meilleurs candidats ; concevoir un concours ouvert, de haut niveau, avec une dimension pratique matérialisée par des épreuves d'enseignement ; offrir des perspectives stimulantes telles une grande liberté académique à l'ÉNSP, une année d'enseignement à l'étranger, des évolutions pléthoriques.

Vígh, T. (2024). **Development of research skills through research-focused microteaching lesson study in preservice teacher education.** *Teaching and Teacher Education*, 145, 104618. <https://doi.org/10.1016/j.tate.2024.104618>

This article presents the findings of an action research project that developed, implemented, and analyzed the efficacy of a model combining microteaching lesson study with research-focused activities. The research involved 45 preservice student-teachers. Data were collected from their research reports, and their research skills, individual differences, and experiences were examined using statistical and content analysis. The student-teachers performed better at analyzing the microteaching lesson study than at formulating research aims and questions, drawing conclusions, or conducting literature reviews. The research-focused microteaching lesson study helped them connect theory with practice, develop pedagogical knowledge, and become familiar with research-based teaching practice.

Wei, G., & Xing, X. (2024). **Betwixt and between: A narrative inquiry into Chinese university leaders' intercultural competence in leadership.** *Educational Management Administration & Leadership*, 52(4), 916-933. <https://doi.org/10.1177/17411432221105980>

This narrative inquiry explores three Chinese university leaders' intercultural competence as a key dimension of their leadership that overseas leadership development programmes enabled them to develop. The leaders visited three different countries – namely, the United States, the United Kingdom and Canada – storied their experiences in the programmes and connected their reflections to leadership in the Chinese higher education system. Our narrative analyses show that the overseas leadership development programmes were mediators in the construction of leadership, for which there were two focal themes: (1) leadership as a personal and contextual construction process and (2) intercultural competence as a key dimension of university leaders' leadership. Betwixt and between different higher education systems in different cultural contexts, the reconceptualisation of leadership with intercultural competence is unfurled in the liminal space, which goes beyond the functionalist paradigm of leadership and is also of international interest and value in the global communication of higher education.

Zaragoza, M., & Garcia, G. A. (2024). **Latina Faculty at a Catholic Hispanic-Serving Institution: Critical Counter-Stories About Racialized & Gendered Experiences and Servingsness.** *The Journal of Higher Education*, 95(4), 473-495. <https://doi.org/10.1080/00221546.2023.2217740>

Studies have shown that Latina faculty have negative racialized and gendered experiences while teaching at their institutions. An emerging body of research shows that these experiences also occur at Hispanic Serving Institutions (HSIs). The purpose of this study was to explore the experiences of Latina faculty at one small, private, four-

year Catholic HSI (C-HSI) that was trying to make sense of its C-HSI identity. Using a counter-storytelling approach and one-on-one interviews, we came to understand the racialized and gendered experiences of four Latina faculty through the themes of preservation, the act of being pushed out of the institution, and elusive administrative support. With a national call to recruit more faculty of Color to work in HSIs we argue for a focused effort on supporting currently employed faculty of Color, and specifically Latina faculty, as an aspect of servingness. Arguably, HSIs should serve (and humanize) Latine faculty too, not just students. Implications are offered for research and practice.

Numérique et éducation

Adigun, T. A., & Igboechesi, G. P. (2024). **Advancement of Smart Academic Libraries in Northern Nigeria: Issues and Way Forward.** *British Journal of Education*, 12(6). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-6-2024/advancement-of-smart-academic-libraries-in-northern-nigeria-issues-and-way-forward/>

The 21st century is known as the beginning of the knowledge age; a millennium characterized by leveraging on information to stay ahead using technology. The library occupies a critical place in the quality of information accessed and leveraged on by researchers and students. Academic libraries in Nigeria are not disconnected from this technology-based-information revolution.

Almerich, G., Gargallo-Jaquotot, P., & Suárez-Rodríguez, J. (2024). **ICT integration by teachers: A basic model of ICT use, pedagogical beliefs, and personal and contextual factors.** *Teaching and Teacher Education*, 145, 104617. <https://doi.org/10.1016/j.tate.2024.104617>

The aim of this study is to determine the influence of pedagogical beliefs on non university teachers' technological resources use because both constructs contribute to ICT integration. A quantitative correlational study was conducted with a sample of 1002 Primary and Secondary Education teachers. The results show that the designed model relates the constructivist conception, and not the traditional one, to technological resources use with students in the classroom. Likewise, personal-professional use is a predictor of such use. Therefore, teachers plan technological resources use for teaching from a constructivist conception and then integrate them into the classroom.

Aslan, S., Durham, L. M., Alyuz, N., Chierichetti, R., Denman, P. A., Okur, E., ... Nachman, L. (2024). **What is the impact of a multi-modal pedagogical conversational AI system on parents' concerns about technology use by young children?** *British Journal of Educational Technology*, 55(4), 1625-1650. <https://doi.org/10.1111/bjet.13399>

Abstract Previous research showed that the parents acknowledged the technology's benefits for their young children's learning, however, they are still worried about the extended screen time, lack of physical activity and lack of social interactions. To address these concerns, we developed Kid Space to enable pedagogically appropriate technology use for children in early childhood education by combining various sensing technologies with a multi-modal conversational artificial intelligence system that can interact with children, understand individual progress and provide personalised learning experiences. To understand the impact of Kid Space on the parents' initial concerns about technology use by their young children, we conducted a multi-method user study: (1) a quasi-experimental design and (2) formative research method using an exploratory case study with a set of children and their parents

experiencing Kid Space in their homes. The results show that after experiencing Kid Space with their children, the parents felt significantly less concerned about screen time, social interactions and physical activity and reported positive perceptions towards pedagogical value of Kid Space. Detailed analysis on the multi-modal data quantitatively and qualitatively validated why Kid Space alleviated these concerns. Future research is needed to validate long-term educational value of Kid Space and generate insights for improvement for next iterations. Practitioner notes What is already known about this topic Play-based learning is critical for young children's education, but digital games create major concerns around extended screen time, lack of physical activity and lack of social interactions. Blending digital and physical spaces could support pedagogically appropriate technology use for young children. Towards this end, there are some exemplary studies in the state-of-the-art reporting positive educational outcomes as an effect of utilising such spaces. However, none of these studies supported children's most natural mode of communication in their interactions with the systems-speaking. Pedagogical conversational agents (PCAs) are promising, but they are tricky when it comes to young children's speech because of unique technical challenges resulted from how children use language and communicate with digital systems. What this paper adds To our best knowledge, Kid Space is one of the earliest implementations of a PCA with a multi-modal artificial intelligence (AI) system utilising physical and digital learning manipulatives for maths learning with a focus on early childhood education. The key contributions of this paper are (1) the design and development of an end-to-end multi-modal system enabling Wizard-of-Oz experimentation for initial evaluations with users, (2) the creation of a multi-modal, in-the-wild labelled dataset with children-agent, children-parent and children-physical/digital space interactions enabling advancements for AI components for later evaluations with users and (3) the generation of rich insights from an initial research study on user perceptions and engagement as well as actionable findings to improve Kid Space experiences for next iterations and inform key design features for similar systems. Implications for practice and/or policy The results of the study implied a set of areas for improvement-or design features-for Kid Space and other similar pedagogical conversational systems developed for children's home usages: (1) easier setup and usage with optimised setup size addressing diverse space limitations at homes, (2) minimised latency between Oscar (the conversational pedagogical agent) and child interactions (eg, adding multimodal dialogue system to reduce the need for a human wizard), (3) more advanced personalisation, social (including more verbal interactions) and pedagogical skills for Oscar with increased contextual awareness (eg, sending children's engagement), (4) scalability and higher visual quality of content with diverse games and learning outcomes, (5) parental control features over Kid Space platform and Oscar (eg, time limit, content, etc.) and (6) accessibility features (eg, captions turned on for multilingual children) and support for neurodiversity.

Berkovich, I., & Hassan, T. (2024). **Principals' digital instructional leadership during the pandemic: Impact on teachers' intrinsic motivation and students' learning.** *Educational Management Administration & Leadership*, 52(4), 934-954.
<https://doi.org/10.1177/17411432221113411>

The COVID-19 pandemic caused education systems to embrace remote schooling and online learning. In the context of this dramatic change, the principal's role has also changed. Instead of interacting face to face, school leaders had to become distant

leaders operating digitally. The field has no knowledge of digital instructional leadership. The study used new and adapted measures to explore principals' digital instructional leadership, its mechanisms of operation, and its outcomes. In particular, the research examined how digital instructional leadership affects perceived student learning in online settings through teachers' intrinsic motivation for digital instruction (i.e. the mediator). The study used data from 380 teachers in Bahrain. Results indicated support for mediation. This is an empirical exploratory study, and therefore it is limited in scope. Nevertheless, its concepts, measures, and findings offer valuable contributions to research and practice. The limitations, findings, and implications of the study are discussed. The significance of the study derives from the growing incorporation of hybrid schooling in education and digital instructional leadership practices in mainstream principalship.

Buseyne, S., Rajagopal, K., Danquigny, T., Depaepe, F., Heutte, J., & Raes, A. (2024). **Assessing verbal interaction of adult learners in computer-supported collaborative problem solving.** *British Journal of Educational Technology*, 55(4), 1465-1485. <https://doi.org/10.1111/bjet.13391>

Abstract The objective of this study is to explore new ways of assessing collaborative problem solving (CPS) processes based on different modalities of audio data and their combination. The data collection took place in an educational lab setting during an experiment with adult teams from professional contexts who collaboratively solved multiple problems as part of a CPS training. From audio data, both verbal (ie, speech) and non-verbal (ie, pitch) aspects were extracted. Four analysis methods were used, including (a) content analysis; (b) linguistic inquiry and word count; (c) verbal entrainment analysis; and (d) acoustic?prosodic entrainment based on pitch data. Insights are given into the CPS processes of the participating groups using these measures and relevant relationships between some of these measures are further investigated. Based on content analysis, it was found that most of the interactions during the CPS process are task oriented, whereas team-oriented interactions are less present. Second, three measures of proportion of contribution in CPS were investigated and clear differences in participation patterns between and within teams were found. We suggest that a combination of utterance count and words per sentence could provide valuable insights for quantity and equality of participation. Third, the study explored pronoun use and found that the most frequently used personal pronouns were first-person singular. Next, the results indicated a relationship between pronoun use and the relative frequency of interactions. Fourth, a rather weak relationship between lexical entrainment measures and the acoustic?prosodic measures were found, suggesting that these measures are indicative of separate communicative aspects in CPS. This study contributes to a better understanding of which type of audio-based data is most informative to teachers and students as a feedback or assessment tool. This study complements previous research as it focuses on spoken human-to-human communication collected in an authentic context. Practitioner notes What is already known about this topic Support and guidance systems for learning coaches, teachers and learners are needed to foster the educational quality of collaborative problem solving (CPS) activities. CPS is a complex process and measuring the quality of CPS processes remains challenging. Multimodal learning analytics, focusing on verbal and non-verbal data sources and using content analysis, linguistic inquiry and word count and verbal and acoustic entrainment measures could be valuable to measure the quality of CPS. What this paper adds The majority of interactions during CPS processes

are task oriented or cognitive of nature, whereas team-oriented interactions are less present. Utterance count and words per sentence should be used in combination, as they are indicative of different aspects. Pronoun use in learners' discourse is related to the types of CPS interactions. Lexical entrainment measures and acoustic?prosodic are indicative of distinctive communicative aspects in CPS. Implications for practice and/or policy Quality indicators of CPS processes should include both verbal and non-verbal measures of students' interactions. Educational researchers and the (Edtech) industry should further leverage their forces to foster the development of (semi-)automated systems for measuring the quality of CPS processes. It should be further investigated how quality indicators of CPS processes can be most meaningful to trainers, teachers and learners, for example, through the use of dashboards.

Cardenas Hernandez, F. P., Schneider, J., Di Mitri, D., Jivet, I., & Drachsler, H. (2024). **Beyond hard workout: A multimodal framework for personalised running training with immersive technologies.** *British Journal of Educational Technology*, 55(4), 1528-1559. <https://doi.org/10.1111/bjet.13445>

Abstract Training to run is not straightforward since without proper personalised supervision and planning, people will not improve their performance and will increase the risk of injuries. This study aims to identify the different factors that influence running training programmes, examining the benefits, challenges or limitations of personalised plans. Moreover, this study explores how multimodal, immersive and artificial intelligence technologies can support personalised training. We conducted an exploratory sequential mixed research consisting of interviews with 11 running coaches from different countries and a survey of 12 running coaches. Based on the interviews and survey analysis, we identified and extracted relevant factors of the training process. We identified four relevant aspects for running training: physical, technical, mental and body awareness. Using these aspects as a reference, we derived a framework using a bottom-up approach. This framework proposes multimodal, immersive and artificial intelligence technologies to facilitate personalised running training. It also allows coaches to personally guide their athletes on each aspect. Practitioner notes What is already known about this topic Running is a popular sport that provides health benefits and is practised by many people around the world. Training is a process that enables athletes to improve their development in various aspects of their sport; in the case of running, it helps them to increase their speed and endurance. Personalised training supports the needs and abilities of athletes, by helping them to achieve their potential through individualised activities or programmes. Sports science research indicates that personalised training can be improved by applying technology to tackle its challenges and limitations. What this paper adds We show that personalising the training requires not only focusing on the runners' physical condition but also on their mental, technical and body awareness aspects, where each of them has a different adaptation to training. We show that multimodal and immersive technologies offer suitable and portable ways to measure and target the mental and body awareness aspects during running training. Implications for practice and/or policy This paper presents a list of factors, measures and devices that coaches can use to plan and design their training sessions in a more personalised manner. This study can serve as a foundation for future research that aims to identify and target the various factors that influence the learning and training of sports.

Casebourne, I. (2024). **Left to their own devices: An exploration of context in seamless work-related mobile learning.** *British Journal of Educational Technology*, 55(4), 1772-1789. <https://doi.org/10.1111/bjet.13410>

Abstract This study investigated the seamless mobile learning practices of UK government workers at various life stages, to understand how context impacted decisions about how, when and where learning was undertaken. Following Hedegaard, the context was understood as involving settings embedded within institutions. Drawing on analysis of data from public domain blogs and reports and anonymised trace data showing e-learning visits via a mobile device, a picture of institutional practice and values was developed. Against this backdrop, a survey of 50 individuals followed by semi-structured interviews provided information about seamless mobile learning projects. Mobile learning was often fragmented and ad hoc, rather than part of a longer, seamless learning project. A distinction between just-in-time learning and just-in-case learning was apparent, with the latter often postponed. For mobile workers, mobile learning focused on current work setting, whereas workers who could work in many interchangeable settings might move to somewhere they could concentrate. Mobile learning was sometimes motivated by a sense of a lack of time and a need to stay on top of things as much as by interest in a topic. Sustained seamless mobile learning projects occurred if there was institutional support for learning that was also of individual interest and if learners had the ability to orchestrate their learning. Learners reported these seamless mobile learning projects to be enjoyable and compelling. This paper contributes to the evidence of seamless mobile learning practice over the life course and illustrates the value of considering an individual's relation to various institutions in conceptualisations of seamless mobile learning. It also offers pointers for the future design of seamless mobile learning tools including a need to offer learners the opportunity to sometimes separate ongoing learning which is related to distinct institutions. Practitioner notes What is already known about this topic Mobile devices accompany their owners across settings that were previously considered separate, such as work, college and households. This has the potential to impact work/home and other boundaries. From a pedagogical perspective, mobile devices may support seamless learning, in which experiences across distinct settings result in a holistic and unified understanding. What this paper adds It introduces the concept of the institution to conceptions of seamless learning. It illustrates the ways in which different institutions (workplaces or educational institutions) can shape individual experiences and decisions about when and where to learn. It provides evidence that some working adults engage in seamless learning projects and describe this as compelling and enjoyable, but that others prefer to separate distinct life spheres. Implications for practice and/or policy There may be value in institutions and designers supporting people who want to engage in seamless mobile learning. However, it is important to be aware that not everyone wants to engage in seamless learning. Seamless learning is more likely to occur when individual and institutional priorities are aligned across several institutions, so there will be challenges for a single institution seeking to promote it.

Chawla, U., Sondhi, S. S., Jabbar, M. A., Mishra, V., & Singh, H. V. (2024). **How do benefits and challenges influence students' satisfaction with online education? The mediation effect of awareness.** *International Social Science Journal*, 74(252), 299-318. <https://doi.org/10.1111/issj.12457>

Traditional education is shifting towards online instruction, and the temporary closure of educational institutions due to COVID-19 has prompted its dramatic increase in the last

couple of years. With additional benefits, such as flexible schedule, low cost and anywhere learning, online education will determine the near future of education. Due to the increase in Internet reach in India, face-to-face instructional methods to which students are habituated to can be substituted. This study aims to analyse students' satisfaction with the parameters of awareness, challenges and benefits of using new technologies to learn online. With the help of a structured questionnaire and interactions with local inhabitants, the researchers obtained 430 samples from the outskirts of five different cities (Kolkata, Mumbai, Delhi, Chennai and Bengaluru) in India. A conceptual model was built around the constructs of awareness, challenges, benefits and student satisfaction, and their relationship was established and empirically tested. It is found that factors like challenges, benefits and awareness have a significant influence on student satisfaction with online learning. We also find that awareness helps in decreasing the challenges faced and increasing the value of benefits of online education for students.

Chejara, P., Kasepalu, R., Prieto, L. P., Rodríguez-Triana, M. J., Ruiz Calleja, A., & Schneider, B. (2024). **How well do collaboration quality estimation models generalize across authentic school contexts?** *British Journal of Educational Technology*, 55(4), 1602-1624. <https://doi.org/10.1111/bjet.13402>

Abstract Multimodal learning analytics (MMLA) research has made significant progress in modelling collaboration quality for the purpose of understanding collaboration behaviour and building automated collaboration estimation models. Deploying these automated models in authentic classroom scenarios, however, remains a challenge. This paper presents findings from an evaluation of collaboration quality estimation models. We collected audio, video and log data from two different Estonian schools. These data were used in different combinations to build collaboration estimation models and then assessed across different subjects, different types of activities (collaborative-writing, group-discussion) and different schools. Our results suggest that the automated collaboration model can generalize to the context of different schools but with a 25% degradation in balanced accuracy (from 82% to 57%). Moreover, the results also indicate that multimodality brings more performance improvement in the case of group-discussion-based activities than collaborative-writing-based activities. Further, our results suggest that the video data could be an alternative for understanding collaboration in authentic settings where higher-quality audio data cannot be collected due to contextual factors. The findings have implications for building automated collaboration estimation systems to assist teachers with monitoring their collaborative classrooms. Practitioner notes What is already known about this topic Multimodal learning analytics researchers have established several features as potential indicators for collaboration quality, e.g., speaking time or joint visual attention. The current state of the art has shown the feasibility of building automated collaboration quality models. Recent research has provided preliminary evidence of the generalizability of developed automated models across contexts different in terms of given task and subject. What does this paper add This paper offers collaboration indicators for different types of collaborative learning activities in authentic classroom settings. The paper includes a systematic investigation into collaboration quality automated model's generalizability across different tasks, types of tasks and schools. This paper also offers a comparison between different modalities' potential to estimate collaboration quality in authentic settings. Implications for practice The findings inform the development of automated collaboration monitoring systems for authentic

classroom settings. This paper provides evidence on across-school generalizability capabilities of collaboration quality estimation models.

Chen, A., Li, W., & Fu, W. (2024). **Unleashing digital superheroes: Unravelling the empathy factor in digital competence and online teacher autonomy support.** *British Journal of Educational Technology*, 55(4), 1790-1810. <https://doi.org/10.1111/bjet.13433>

Abstract Considerable research has been dedicated to studying teachers' digital competence, yet limited insights have been gained regarding its impact on online teacher autonomy support. Based on the Technological Pedagogical Content Knowledge (TPACK) framework, this study utilized a multiple regression analysis model to explore how teachers' digital competence affects online teacher autonomy support. Drawing on data from 652 Chinese primary school teachers, the study revealed that teachers' digital competence positively influenced online teacher autonomy support via teachers' cognitive empathy. Teachers' emotional empathy strengthened the direct effect of cognitive empathy on online teacher autonomy support, and its indirect effect on teachers' digital competence on online teacher autonomy support. The findings inform TPACK framework development and practical considerations in online teaching, deepening understanding of the impact of digital competence on online teacher autonomy support.

Practitioner notes What is already known about this topic Previous research has recognized the importance of teachers' digital competence in supporting learners' autonomy and enhancing their online learning experiences. Existing studies have explored different dimensions of teachers' digital competence, including technological proficiency, pedagogical knowledge and content expertise. Studies have also examined the role of empathy in online teaching and learning, emphasizing its importance in fostering positive teacher-student relationships and promoting student engagement and motivation. What this paper adds This study introduces digital competence as a novel and comprehensive assessment of technology integration in teaching, bridging an existing gap in the literature. This study recognizes the importance of socio-emotional skills in online teaching by including teachers' empathic traits within the expanded TPACK framework. Teachers' cognitive empathy acts as a mediator and emotional empathy functions as a moderator in the relationship between digital competence and online teacher autonomy support, offering new insights into the underlying mechanisms. Implications for practice and/or policy Teacher educators should find ways to support teachers' digital competence in facilitating learners' autonomy in online learning environments effectively. Teacher educators should incorporate teacher empathy development into teachers' professional development programmes for online teaching, offering tailored interventions to differentiate and enhance both cognitive and emotional empathy.

Coiffard Marre, C., Coupaud, M., Touzé, J., & Granda, R. (2024). **Mesure de l'impact d'une activité numérique sur le raisonnement probabiliste et évolutionniste de lycéens.** Consulté à l'adresse <https://hal.science/hal-04598422>

D'Angelo, C. M., & Rajarathinam, R. J. (2024). **Speech analysis of teaching assistant interventions in small group collaborative problem solving with undergraduate engineering students.** *British Journal of Educational Technology*, 55(4), 1583-1601. <https://doi.org/10.1111/bjet.13449>

Abstract This descriptive study focuses on using voice activity detection (VAD) algorithms to extract student speech data in order to better understand the collaboration of small group work and the impact of teaching assistant (TA) interventions in undergraduate engineering discussion sections. Audio data were recorded from individual students wearing head-mounted noise-cancelling microphones. Video data of each student group were manually coded for collaborative behaviours (eg, group task relatedness, group verbal interaction and group talk content) of students and TA?student interactions. The analysis includes information about the turn taking, overall speech duration patterns and amounts of overlapping speech observed both when TAs were intervening with groups and when they were not. We found that TAs very rarely provided explicit support regarding collaboration. Key speech metrics, such as amount of turn overlap and maximum turn duration, revealed important information about the nature of student small group discussions and TA interventions. TA interactions during small group collaboration are complex and require nuanced treatments when considering the design of supportive tools. Practitioner notes What is already known about this topic Student turn taking can provide information about the nature of student discussions and collaboration. Real classroom audio data of small groups typically have lots of background noise and present challenges for audio analysis. TAs have little training in how to productively intervene with students about collaborative skills. What this paper adds TA interaction with groups primarily focused on task progress and understanding of concepts with negligible explicit support on building collaborative skills. TAs intervened with the groups often which gave the students little time for uptake of their suggestions or deeper discussion. Student turn overlap was higher without the presence of TAs. Maximum turn duration can be an important real-time turn metric to identify the least verbally active student participant in a group. Implications for practice and/or policy TA training should include information about how to monitor groups for collaborative behaviours and when and how they should intervene to provide feedback and support. TA feedback systems should keep track of previous interventions by TAs (especially in contexts where there are multiple TAs facilitating) and the duration since previous intervention to ensure that TAs do not intervene with a group too frequently with little time for student uptake. Maximum turn duration could be used as a real-time metric to identify the least verbally active student in a group so that support could be provided to them by the TAs.

Demangeon, A., Faedda, S., Fleck, S., & Dinet, J. (2024, juin). **Soutenir le développement et l'apprentissage des compétences psychosociales (CPS) des élèves par le biais de dispositifs pédagogiques numériques pour favoriser le bien-être scolaire**. Consulté à l'adresse <https://hal.science/hal-04604963>

Demichelis, R. (2024). **L'Intelligence artificielle, ses biais et les nôtres: Pourquoi la machine réveille nos démons**. Consulté à l'adresse <https://editionsdufaubourg.fr/livre/lintelligence-artificielle-ses-biais-et-les-notres>

« L'informatique n'est pas à la hauteur de ses ambitions de neutralité. Comment se fait-il que les algorithmes reproduisent à ce point nos biais humains ? Que ce soit pour trier des CV, créer des images ou surveiller les populations, les algorithmes ne sont jamais innocents. Pire : loin du rêve de neutralité qui lui est attaché, l'intelligence artificielle reproduit, voire amplifie les biais humains. Comment dès lors empêcher que les discriminations se perpétuent dans la machine ? Ce livre puise dans les recherches les plus récentes en sciences de l'informatique et en psychologie, tout autant que dans la

tradition philosophique, pour démontrer avec limpidité que les biais, bons ou mauvais, restent nécessaires à la connaissance. À nous de choisir sur lesquels nous appuyer pour être à la hauteur de l'exigence éthique que l'époque nous impose.» En tant que journaliste, Rémy Demichelis couvre depuis plusieurs années les technologies (l'intelligence artificielle et la blockchain) pour le groupe Les Échos. Il vient de soutenir une thèse en philosophie et est membre de l'Institut de recherches philosophiques de l'Université Paris-Nanterre. Passionné par les enjeux à la frontière de la théorie de la connaissance et de l'éthique, et représentant de la tradition continentale dans la philosophie des technologies, il signe ici son 1er ouvrage.

Dever, D. A., Wiedbusch, M. D., Romero, S. M., & Azevedo, R. (2024). **Investigating pedagogical agents' scaffolding of self-regulated learning in relation to learners' subgoals.** *British Journal of Educational Technology*, 55(4), 1290-1308. <https://doi.org/10.1111/bjet.13432>

Abstract Intelligent tutoring systems (ITSs) incorporate pedagogical agents (PAs) to scaffold learners' self-regulated learning (SRL) via prompts and feedback to promote learners' monitoring and regulation of their cognitive, affective, metacognitive and motivational processes to achieve their (sub)goals. This study examines PAs' effectiveness in scaffolding and teaching SRL during learning with MetaTutor, an ITS on the human circulatory system. Undergraduates (N=118) were randomly assigned to a condition: Control Condition (i.e. learners could only self-initiate SRL strategies) and Prompt and Feedback Condition (i.e. PAs prompted learners to engage in SRL). Learners' log-file data captured when strategies were used, the initiator of the strategy (i.e. learner and PA), and the relevance of instructional content pages in relation to learner subgoals. While results showed that PAs were effective scaffolders of SRL in which they prompted learners to engage in SRL strategies more when content was relevant towards their subgoals and as time on page and task increased, there were mixed findings about the effectiveness of PAs as teachers of SRL. Findings show how production rules guiding PA prompts can improve their scaffolding and teaching of SRL across the learning task through contextualizing SRL strategies to the instructional content and in relation to the relevance of the content to learners' subgoals. Practitioner notes What is already known about this topic Most learners struggle to efficiently and effectively use self-regulated learning (SRL) strategies to attain goals and subgoals. There is a need for SRL to be scaffolded for learners to manage multiple goals and subgoals while learning about complex STEM topics. Intelligent tutoring systems (ITSs) typically incorporate pedagogical agents (PAs) to prompt learners to engage in SRL strategy and provide feedback. There are mixed findings on the effectiveness of PAs in scaffolding learners' SRL. What this paper adds We consider PAs not only scaffolders but also teachers of SRL. Results showed that while PAs encouraged the use of SRL strategies when the content was relevant to subgoals, they did not discourage the use of SRL strategies when the content was not relevant. Results for this study were mixed in their support of PAs as teachers of SRL. Learners increasingly depended on PAs to prompt SRL strategies as time on task progressed. Implications for practice and/or policy PAs are effective scaffolders of SRL with more research needed to understand their role as teachers of SRL. PA scaffolding is more essential as time on task progresses. When deploying specific cognitive and metacognitive SRL strategies, the relevance of the content to learners' subgoals should be taken into account.

Di Mitri, D., Limbu, B., Schneider, J., Iren, D., Giannakos, M., & Klemke, R. (2024). **Multimodal and immersive systems for skills development and education.** *British Journal of Educational Technology*, 55(4), 1456-1464. <https://doi.org/10.1111/bjet.13483>

Ertzscheid, O. (2024). **Les IA à l'assaut du cyberspace. Vers un Web synthétique.** In <https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1931>. Consulté à l'adresse <https://cfeditions.com/ia-cyberspace/>

« Le projet des grands capitaines d'industrie de la Tech, de Zuckerberg à Musk, n'est plus de permettre à l'humanité de se parler ni même de dialoguer avec des robots, mais de permettre à des robots de nous indiquer quoi faire, que dire et où regarder. » A l'heure de ChatGPT, la langue elle-même est devenue une production industrielle, accompagnant l'émergence d'un capitalisme linguistique. Olivier Ertzscheid part des usages de ce qu'on appelle abusivement « intelligence artificielle » pour en démonter les mécanismes. Il s'agit avant tout d'artefacts remplaçant le sens par la statistique, industrialisant la production documentaire et développant un Web synthétique. Sommes-nous à l'aube d'une nouvelle « lutte de classes linguistique » ?

García, E., & Shafiq, M. N. (2024). **Do home computers and Internet access harm academic and psychological outcomes? Statistical evidence from Brazil, Mexico, Morocco, Thailand, and Turkey.** *PROSPECTS*, 54(1), 137-153. <https://doi.org/10.1007/s11125-023-09669-2>

Recent research from high-income countries and dated research from middle-income countries suggest that home computers and Internet (HCI) may cause more harm than good on students' academic and psychological outcomes. We consider the Program for International Student Assessment 2018 data for 15-year-old students in five middle-income countries with low shares of HCI access: Brazil, Mexico, Morocco, Thailand, and Turkey. We find no negative and statistically significant regression coefficients between HCI access and mathematics, reading, self-reported well-being, and resilience scores. Instead, most HCI coefficients are positive and statistically significant. Therefore, we cannot conclude that HCI access harms the academic and psychological outcomes for the students and countries considered in the study.

Grolleau, A.-C., Gelly-Guichoux, S., Tanguy, E., Seveno, R., Nelson, E., Duquesne, C., ... Roques, A. (2024). **La co-conception d'une ressource éducative libre, levier de création d'une communauté ?** *AIPU 24: L'enseignement supérieur et les communautés: des dynamiques interconnectés*, 9. Consulté à l'adresse <https://hal.science/hal-04600238>

As part of the « Ouverture » project run by Nantes University, members of the Unesco Chair in Open Educational Resources & Artificial Intelligence, the Teaching Support Service, staff from the Common Documentation Service, the Digital Production and Innovation Service and lecturers have co-designed an online self-training module entitled « Discovering and creating open educational resources » (OER). The aims of the workshop we propose are for the participants to experiment this module, then to explore together the possible links between OER co-creation and community, what added value the emergence of a community can bring to the development of OER, and to identify benchmarks for action in this direction.

Guzar, K., & Bianchi-Laubsch, D. (2024). **Examining the Virtual Leadership of Leaders in Higher Education During the COVID-19 Pandemic: A Case Study.** *Canadian Journal of*

Educational Administration and Policy, (204), 70-87. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/76960>

During the COVID-19 pandemic, student services leaders needed to adapt to working entirely virtually, find creative solutions to adjust their service delivery, and change how they engaged with their teams. Before COVID-19, studies of virtual leadership focused on virtual teams developed because of the geographical distance between team members. This qualitative study investigated virtual leadership and virtual teams developed because of the move to virtual work during the COVID-19 pandemic. It examined how student services leaders changed their leadership behaviours in response to moving to the virtual work environment. Using data gathered through a questionnaire, interviews, and documentation, four themes reflecting how leaders changed their behaviours and practices were identified: reimagining communication, reconstructing work using technology, reframing team support, and reorienting toward hybrid work. Understanding how these leaders managed their virtual teams at a midsized university in southern Ontario provides insight into what practices might be helpful for teams that continue exclusively virtual work and those that transition to a hybrid work approach.

Hochbein, C. (2024). **Identification of the communication time demands of educational leaders**. *Educational Management Administration & Leadership*, 52(4), 955-973. <https://doi.org/10.1177/17411432221103681>

Email has become a prominent communication tool for principals. Although principals have reported benefits of communicating via email, they have also indicated that it has intensified their workload. Specifically, principals have indicated that they receive a large volume of email, which contributes to extending and fragmenting their workdays. From actual email records, this study examined how email contributed to principal time demands and time use. Results indicated that the sample of principals received a substantial amount of email, which occurred during an extensive portion of the day, and also intensified during instructional hours. The comparisons of the timing of email activity revealed that principals experienced similar time demands from email, but used their time differently to address the demands. In addition, the email activities of principals exhibited descriptive differences from school district leaders. The findings indicated the need for more studies of principals' email activities and the time demands of principals, as well as suggested the need for principal preparation programs to provide specific training related to email and other such information technology.

Kaplan-Rakowski, R., Cockerham, D., & Ferdig, R. E. (2024). **The impact of sound and immersive experience on learners when using virtual reality and tablet: A mixed-method study**. *British Journal of Educational Technology*, 55(4), 1560-1582. <https://doi.org/10.1111/bjet.13417>

Multisensory-rich VR experiences, which encompass visual, auditory, and haptic stimuli, have the potential to enhance engagement, motivation, and learning. However, extensive sensory stimuli could also compromise learning through sensory overload. In museum settings, visitors who are inundated with excessive stimuli such as unrelated background music or competing visual options may not experience optimal learning. This mixed-methods study addressed this potential problem by exploring the impact of sound on learning, enjoyment, sense of presence, and the development of interest among museum attendees (N=?255) who used two different types of technology:

high-immersion VR or a tablet. Results from a one-way MANOVA revealed that learning and sense of presence were unaffected by the technology used unless sound was added. Using a tablet with sound lowered the sense of presence. Participants in the VR condition with or without sound had significantly higher enjoyment scores than those in either tablet condition. The development of interest was not significantly affected by any condition, regardless of whether sound was used. The research findings have implications for implementing VR for learning in museum settings. For instance, VR can enhance a sense of presence in museum exhibits, but a sense of presence may be significantly diminished when museum visitors use tablets with sound. Additional recommendations for the use of multimodal VR in museums are provided. Practitioner notes What is already known about this topic VR can support an immersive and engaging experience for users. VR is more immersive than tablets. When designed effectively, sound can increase immersion and engagement. When integrated into the visual environment, sound can add authenticity to the learning content. VR can complement museum exhibits as it allows museum visitors to extend their learning experiences. What this paper adds VR enriched with sound can significantly and positively impact sense of presence. Compared with a soundless VR exhibition, VR enriched with sound enhances engagement of museum visitors by drawing their attention to the content of the exhibits. VR with and without sound can support learning and add enjoyment to museum visitor experiences. Implications for practice and/or policy Developers interested in adding sound to VR should ensure that the visual and auditory experiences are directly related to the desired content delivery. Museum exhibit creators and curators should consider the use of VR to provide dynamic learning experiences that increase enjoyment and presence.

Khalil, M., Wong, J., Wasson, B., & Paas, F. (2024). **Adaptive support for self-regulated learning in digital learning environments.** *British Journal of Educational Technology*, 55(4), 1281-1289. <https://doi.org/10.1111/bjet.13479>

Abstract A core focus of self-regulated learning (SRL) research lies in uncovering methods to empower learners within digital learning environments. As digital technologies continue to evolve during the current hype of artificial intelligence (AI) in education, the theoretical, empirical and methodological nuances to support SRL are emerging and offering new ways for adaptive support and guidance for learners. Such affordances offer a unique opportunity for personalised learning experiences, including adaptive interventions. Exploring the application of adaptivity to enhance SRL is an important and emerging area of research that requires further attention. This editorial introduces the contributions of seven papers for the special section on adaptive support for SRL within digital learning environments. These papers explore various themes related to enhancing SRL strategies through technological interventions, offering valuable insights and paving the way for future advancements in this dynamic area.

King, S., Estapa, A., Bell, T., & Boyer, J. (2024). **Behavioral Skills Training Through Smart Virtual Reality: Demonstration of Feasibility for a Verbal Mathematical Questioning Strategy.** *Journal of Behavioral Education*, 33(2), 396-420. <https://doi.org/10.1007/s10864-022-09492-3>

Researchers increasingly identify virtual reality (VR) simulations as a potentially effective professional development tool. However, simulations used in education and behavior analysis typically require active oversight from technicians and instructors. "Smart" VR

integrated with artificial intelligence could independently administer simulation components, alleviate logistical challenges associated with high-quality professional development such as behavioral skills training (BST), and provide trainees with opportunities to extensively practice skills across a range of disciplines. The limited research in this area has yet to demonstrate a functional smart VR application with the ability to provide instruction related to a primarily vocal skill. The current study used a randomized, combined multiple probe across behaviors and participants design to examine a smart VR application's ability to deliver components of BST and assess participants ($n=2$) acquisition of a mathematical questioning strategy designed to examine covert student problem solving in general education settings. Results suggest that automated assessment of participants corresponded with results of direct observation. Although insufficient to demonstrate a functional relation between training and participant performance, the iterative experiment provides qualified support for the use of automated BST as a tool for skill acquisition. Findings indicate smart VR represents a promising means of improving professional development and a fruitful area of interdisciplinary collaboration.

Latorre-Medina, M. J. (2024). **The evolution of scientific publications on Practicum and Information and Communication Technologies.** *Nordic Journal of Digital Literacy*, 19(2), 82-100. <https://doi.org/10.18261/njdl.19.2.3>

The purpose of this study is to evaluate the scientific production and performance of the concepts "Practicum" and "Information and Communication Technologies" (ICT) from 2000 to today through a bibliometric analysis. The study resorted to different processes to quantify, analyse, evaluate, and estimate the scientific output by means of specific software such as SciMAT, Analyze Results and Creation Citation Report. The concepts were run through 55 scientific publications dating from 2000 to 2022, extracted from the Web of Science (WoS) citation database. The findings suggest that the evolution of the study about Practicum and ICT is constant and continuous and has followed a stable trend. The results also highlight the research themes that are of greatest scientific interest throughout each of the decades, new methodologies being relevant in each of the timeframes analysed. Future works could build from this review to strengthen links between Practicum and ICT in enhancing quality teacher training.

Lim, L., Bannert, M., van der Graaf, J., Fan, Y., Rakovic, M., Singh, S., ... Gašević, D. (2024). **How do students learn with real-time personalized scaffolds?** *British Journal of Educational Technology*, 55(4), 1309-1327. <https://doi.org/10.1111/bjet.13414>

Abstract Scaffolds that support self-regulated learning (SRL) have been found to improve learning outcomes. The effects of scaffolds can differ depending on how learners use them and how specific scaffolds might influence learning processes differently. Personalized scaffolds have been proposed to be more beneficial for learning due to their adaptivity to learning progress and individualized content to learning needs. The present study investigated finer-grained effects of how personalized scaffolds driven by a rule-based artificial intelligence system influenced SRL processes, especially how students learned with them. Using a pre-post experimental design, we investigated personalized scaffolds based on university students' real-time learning processes in a technologically enhanced learning environment. Students in the experimental group ($n=30$) received personalized scaffolds, while the control group ($n=29$) learned without scaffolds. All students completed a 45-minute learning task with trace data recorded. Findings indicated scaffold effects on students' subsequent

learning behaviour. Additionally, only scaffold interaction correlated to essay performance and suggests that the increase in frequencies of SRL activities alone does not contribute directly to learning outcomes. As guidelines for real-time SRL support are lacking, this study provides valuable insights to enhance SRL support with adaptive learning technologies. Practitioner notes What is already known about this topic Self-regulated learning scaffolds, especially adaptive scaffolds, improve learning. Personalized scaffolds have effects on self-regulated learning activities. Past research focused on aggregated effects of scaffolds. What this paper adds Investigates how students learn with personalized scaffolds in terms of frequencies of learning activities and scaffold interaction. Takes a closer look at which learning activities and when the effects of personalized scaffolds occur. Examines how finer-grained effects of personalized scaffolds correspond to learning outcomes. Implications for practice and/or policy Personalized scaffold effects vary across learning, and future research should consider finer-grained investigations of SRL support in order to better understand their influence on learning. The number of personalized scaffolds provided should be reconsidered in the future as students only use some of the support provided, especially when task demands increase. Personalized scaffold interaction is linked to improvement in task performance, so future research should also focus on students' appropriate use of self-regulated learning support.

Liu, S., Ying, J., Wang, X., Shi, J., & Wu, X. (2024). **Parent-child gender effect in the associations among problematic internet use, parent-adolescent conflict, and academic engagement.** *Family Relations*, 73(3), 1536-1549. <https://doi.org/10.1111/fare.12958>

Objective In this study, we explored whether and how the indirect effects of father- and mother-adolescent conflict between PIU and academic engagement differ between female and male adolescents. **Background** Problematic internet use (PIU) is an important health issue for adolescents. It has been found to be related to severe impairment in their interpersonal relationships (e.g., parent-child relationships) and academic outcomes (e.g., academic engagement), particularly during the COVID-19 pandemic. **Method** A national survey was conducted in diverse regions of the Chinese mainland, and a total of 2,688 adolescents between 10 and 19 years old (52.8% girls, Mage = 14.06 ± 2.47) participated in the study. Correlation and mediation analyses were conducted and were stratified by gender. **Results** Multigroup analysis indicated that PIU was similarly and positively associated with father- and mother-adolescent conflict in adolescent boys and girls, whereas only father-adolescent conflict was negatively related to boys' academic engagement and only mother-adolescent conflict was negatively related to girls' academic engagement. **Conclusion** These results support the same-gender matching model in parent-adolescent conflict and expand the same-gender effect to Chinese culture. **Implications** These findings have important implications for understanding the mechanisms of how adolescent PIU impedes academic engagement through parent-adolescent conflict in father-son, father-daughter, mother-son, and mother-daughter dyads, indicating that family interventions focused on father-son and mother-daughter relationships may largely facilitate adolescents' academic engagement.

M'Bafoumou, A., Pac, S., & Thumerelle, J. (2024). **Évaluation des compétences numériques en fin de troisième 2022** (N° N°2024-E05; p. 44). Consulté à l'adresse DEPP

website: <https://www.education.gouv.fr/evaluation-des-competences-numeriques-en-fin-de-troisieme-2022-414554>

En 2022, le premier cycle d'évaluation des Compétences Numériques en fin de troisième a été initié. Cette évaluation a été développée au format « numérique » et a été intégrée dans l'enquête Socle, en fin de collège. Ce document présente les résultats détaillés de 11 items passés par les élèves sur les compétences numériques.

McNamara, S. W. T., & Min, S. D. (2024). **Understanding why educational professionals engage with podcasts: Educational Podcasts Motivational Scale development and validation.** *British Journal of Educational Technology*, 55(4), 1728-1746. <https://doi.org/10.1111/bjet.13428>

Abstract Educational podcasts have become an increasingly prevalent media used to disseminate profession-specific information through easily accessible means. Despite the potential of educational podcasts as convenient and effective medium, there is a dearth of literature dedicated to the topic. Thus, using the Uses and Gratification framework, the psychometric properties of the Educational Podcasts Motivation Scale were examined, as well as the motivational factors that influence intention to listen to educational podcasts and recommend podcasts to others were explored. A sample of individuals in the field of education ($n=606$), such as in-service K-12 teachers and higher education professors, were recruited for this study. This sample were randomly divided, and an exploratory factor analysis (EFA) was conducted with the first set ($n=312$) to identify underlying constructs, and confirmatory factor analysis (CFA) and structural equation modelling (SEM) were employed with the second set ($n=294$). The scale demonstrated strong psychometric properties and five distinct motivational factors were identified: Information Gathering, Flexibility in Use, Social Interaction, Entertainment, and Professional Encouragement. Several motivational factors had significant associations with the constructs of intention and word-of-mouth. This paper demonstrates both the unique motivational factors related to listening to educational podcasts and the motivational factors that overlap with other forms of media. Further examination of the underlying motivations to listen to educational podcasts is warranted. Practitioner notes What is already known about this topic Educational podcasts have become an increasingly prevalent media used to disseminate information to specific professions and fields that provide current practices and research information through easily accessible means. Educational podcasts have been found to be an effective tool to improve self-efficacy and knowledge around topics with educators and college students, as well as a means to develop communities of practice where educators share knowledge and experiences. Results of studies using the uses and gratifications framework to examine the gratifications for listening to podcasts have found an array of overlapping, and sometimes conflicting, gratifications from the use of podcasts. Those most often identified include entertainment, multitasking and convenience, social interaction, escapism and educational purposes. What this paper adds This paper outlined the development of the Educational Podcasts Motivation Scale and used an exploratory factor analysis, confirmatory factor analysis and structural equation modelling to demonstrate its strong psychometric properties. Five distinct motivational factors for why educators engage with educational podcasts were identified: (a) Information Gathering, (b) Flexibility in Use, (c) Social Interaction, (d) Entertainment and (e) Professional Encouragement. This paper identifies that educators are often most motivated to listen to educational podcasts due to constructs such as social interaction, flexibility in use and information

gathering. Implications for practice and/or policy The findings in this paper demonstrate the perceived benefits and uses of educational podcasts as a learning tool, further establishing educational podcasts as a useful tool that should be incorporated into learning environments. The findings in this paper indicate that those embedding educational podcasts within learning activities and professional development should consider how to emphasise the flexibility, social interactions and learning aspects of these tools to promote the attractive features of this tool. Although this study sheds light on the reasons those in the field of education use this medium, additional research is needed to explore how and why these individuals engage with educational podcasts.

Ng, D. T. K., Tan, C. W., & Leung, J. K. L. (2024). **Empowering student self-regulated learning and science education through ChatGPT: A pioneering pilot study.** *British Journal of Educational Technology*, 55(4), 1328-1353. <https://doi.org/10.1111/bjet.13454>

In recent years, AI technologies have been developed to promote students' self-regulated learning (SRL) and proactive learning in digital learning environments. This paper discusses a comparative study between generative AI-based (SRLbot) and rule-based AI chatbots (Nemobot) in a 3-week science learning experience with 74 Secondary 4 students in Hong Kong. The experimental group used SRLbot to maintain a regular study habit and facilitate their SRL, while the control group utilized rule-based AI chatbots. Results showed that SRLbot effectively enhanced students' science knowledge, behavioural engagement and motivation. Quantile regression analysis indicated that the number of interactions significantly predicted variations in SRL. Students appreciated the personalized recommendations and flexibility of SRLbot, which adjusted responses based on their specific learning and SRL scenarios. The ChatGPT-enhanced instructional design reduced learning anxiety and promoted learning performance, motivation and sustained learning habits. Students' feedback on learning challenges, psychological support and self-regulation behaviours provided insights into their progress and experience with this technology. SRLbot's adaptability and personalized approach distinguished it from rule-based chatbots. The findings offer valuable evidence for AI developers and educators to consider generative AI settings and chatbot design, facilitating greater success in online science learning. Practitioner notes What is already known about this topic AI technologies have been used to support student self-regulated learning (SRL) across subjects. SRL has been identified as an important aspect of student learning that can be developed through technological support. Generative AI technologies like ChatGPT have shown potential for enhancing student learning by providing personalized guidance and feedback. What this paper adds This paper reports on a case study that specifically examines the effectiveness of ChatGPT in promoting SRL among secondary students. The study provides evidence that ChatGPT can enhance students' science knowledge, motivation and SRL compared to a rule-based AI chatbot. The study offers insights into how ChatGPT can be used as a tool to facilitate SRL and promote sustained learning habits. Implications for practice and/or policy The findings of this study suggest that educators should consider the potential of ChatGPT and other generative AI technologies to support student learning and SRL. Educators and students should be aware of the limitations of AI technologies and ensure that they are used appropriately to generate desired responses. It is also important to equip teachers and students with AI competencies to enable them to use AI for learning and teaching.

OCDE. (2024). **Artificial intelligence, data and competition.** <https://doi.org/10.1787/e7e88884-en>

This paper discusses recent developments in Artificial Intelligence (AI), particularly generative AI, which could positively impact many markets. While it is important that markets remain competitive to ensure their benefits are widely felt, the lifecycle for generative AI is still developing. This paper focuses on three stages: training foundation models, fine-tuning and deployment. It is too early to say how competition will develop in generative AI, but there appear to be some risks to competition that warrant attention, such as linkages across the generative AI value chain, including from existing markets, and potential barriers to accessing key inputs such as quality data and computing power. Several competition authorities and policy makers are taking actions to monitor market developments and may need to use the various advocacy and enforcement tools at their disposal. Furthermore, co-operation could play an important role in allowing authorities to efficiently maintain their knowledge and expertise.

OECD. (2024a). **OECD Digital Economy Outlook 2024 (Volume 1) Embracing the Technology Frontier.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3964> (p. 177) [Report]. Consulté à l'adresse OCDE website: <https://www.oecd.org/digital/oecd-digital-economy-outlook-2024-volume-1-a1689dc5-en.htm>

The OECD Digital Economy Outlook 2024, Volume 1: Embracing the Technology Frontier provides new insights on key technologies that underpin the digital technology ecosystem and their impacts. Using big data and machine-learning techniques, Volume 1 provides new estimates of the growth rate of the ecosystem's core – the information and communications technology (ICT) sector. It then looks toward the technology frontier with perspectives on the future of artificial intelligence (AI) and how it can be shaped into a positive force. Volume 1 also analyses how people, firms and governments are adopting digital technologies, offering insights into the scale and scope of digital divides and how to boost equal opportunity and inclusion. To that end, it looks at the critical need for next generation wireless networks to provide unlimited connectivity everywhere. Moving beyond the hype of immersive technologies, Volume 1 examines the proven ability of virtual reality (VR) to scale, while identifying its opportunities and risks. Finally, it shines a spotlight on mental health in digital environments, including those most at risk.

OECD. (2024b). **Perspectives de l'économie numérique de l'OCDE 2024 (Volume 1): Cap sur la frontière technologique.** Consulté à l'adresse https://www.oecd-ilibrary.org/science-and-technology/perspectives-de-l-economie-numerique-de-l-ocde-2024-volume-1_e34abd55-fr

Les Perspectives de l'économie numérique de l'OCDE 2024 (Volume 1) : Cap sur la frontière technologique apportent de nouveaux éclairages sur les technologies phares qui sous-tendent l'écosystème de technologies numériques ainsi que leurs impacts....

Osakwe, I., Chen, G., Fan, Y., Rakovic, M., Singh, S., Lim, L., ... Gašević, D. (2024). **Towards prescriptive analytics of self-regulated learning strategies: A reinforcement learning approach.** *British Journal of Educational Technology*, 55(4), 1747-1771. <https://doi.org/10.1111/bjet.13429>

Abstract Self-regulated learning (SRL) is an essential skill to achieve one's learning goals. This is particularly true for online learning environments (OLEs) where the support system

is often limited compared to a traditional classroom setting. Likewise, existing research has found that learners often struggle to adapt their behaviour to the self-regulatory demands of OLEs. Even so, existing SRL analysis tools have limited utility for real-time or individualised support of a learner's SRL strategy during a study session. Accordingly, we explore a reinforcement learning based approach to learning optimal SRL strategies for a specific learning task. Specifically, we utilise the sequences of SRL processes acted by 44 participants, and their assessment scores for a prescribed learning task, in a purpose-built OLE to develop a long short-term memory (LSTM) network based reward function. This is used to train a reinforcement learning agent to find the optimal sequence of SRL processes for the learning task. Our findings indicate that the developed agents were able to effectively select SRL processes so as to maximise a prescribed learning goal as measured by predicted assessment score and predicted knowledge gains. The contributions of this work will facilitate the development of a tool which can detect sub-optimal SRL strategy in real-time and enable individualised SRL focused scaffolding.

Practitioner notes

What is already known about this topic

Learners often fail to adequately adapt their behavior to the self-regulatory demands of e-Learning environments. In order to promote effective Self-regulated learning (SRL) capabilities, researchers and educators need tools that are able to analyze and diagnose a learner's SRL strategy use. Current methods for SRL analysis are more often descriptive as opposed to prescriptive and have limited utility for real-time analysis or support of a learner's SRL behavior. What this paper adds

This paper proposes the use of Reinforcement Learning for prescriptive analytics of SRL. We train a Reinforcement Learning agent on sequences of SRL processes acted by learners in order to learn the optimal SRL strategy for a given learning task. Implications for practice and/or policy

Our work will facilitate the development of a tool which can detect sub-optimal SRL strategy in real-time and enable individualized SRL focused scaffolding. The implications of our work can aid in course design by predicting the self-regulatory load imposed by a given task. The ability to model SRL strategies using Reinforcement Learning can be extended to simulate or test SRL theories.

Ouoba, N. E. (2023). ***L'environnement informatique d'apprentissage : un dispositif pour faciliter l'éducation inclusive des élèves avec un trouble des fonctions auditives (TFA)*** (Phdthesis, Université de Strasbourg; Université de Koudougou). Consulté à l'adresse <https://theses.hal.science/tel-04606840>

L'objectif de notre recherche est d'évaluer l'impact des dispositifs informatiques d'apprentissage dans le processus d'éducation inclusive des élèves avec un Trouble des Fonctions Auditives (TFA). Nous avons étudié plus spécifiquement quelques facteurs comportementaux : l'estime de soi, l'autonomie dans l'apprentissage, l'engagement dans la réalisation des activités pédagogiques. Dans une démarche expérimentale, nous avons mis en œuvre un protocole à cas unique qui permet de comparer le sujet à lui-même à travers une mesure répétitive des valeurs avec une observation avant et après l'introduction du dispositif. Plusieurs échelles standardisées et un questionnaire ont été utilisées pour collecter les données durant l'expérimentation. A l'issue des différents traitements des données, les résultats montrent que l'utilisation d'un dispositif informatique d'apprentissage pourrait contribuer à rehausser le niveau d'estime de soi des élèves avec un TFA, augmenter leur engagement dans les activités pédagogiques tout en leur permettant de travailler de façon plus autonome.

Palminteri, S. (2024, juin 11). **Quand les psychologues décryptent le raisonnement des intelligences artificielles**. Consulté 13 juin 2024, à l'adresse The Conversation website: <http://theconversation.com/quand-les-psychologues-decryptent-le-raisonnement-des-intelligences-artificielles-228528>

En matière d'intelligence artificielle, les « grands modèles de langage » comme ChatGPT sont si complexes que leurs créateurs peinent à prévoir leurs comportements. La psychologie peut les y aider.

Pijera-Díaz, H. J., Braumann, S., van de Pol, J., van Gog, T., & de Bruin, A. B. H. (2024). **Towards adaptive support for self-regulated learning of causal relations: Evaluating four Dutch word vector models**. *British Journal of Educational Technology*, 55(4), 1354-1375. <https://doi.org/10.1111/bjet.13431>

Advances in computational language models increasingly enable adaptive support for self-regulated learning (SRL) in digital learning environments (DLEs; eg, via automated feedback). However, the accuracy of those models is a common concern for educational stakeholders (eg, policymakers, researchers, teachers and learners themselves). We compared the accuracy of four Dutch language models (ie, spaCy medium, spaCy large, FastText and ConceptNet NumberBatch) in the context of secondary school students' learning of causal relations from expository texts, scaffolded by causal diagram completion. Since machine learning relies on human-labelled data for the best results, we used a dataset with 10,193 students' causal diagram answers, compiled over a decade of research using a diagram completion intervention to enhance students' monitoring of their text comprehension. The language models were used in combination with four popular machine learning classifiers (ie, logistic regression, random forests, support vector machine and neural networks) to evaluate their performance on automatically scoring students' causal diagrams in terms of the correctness of events and their sequence (ie, the causal structure). Five performance metrics were studied, namely accuracy, precision, recall, F1 and the area under the curve of the receiver operating characteristic (ROC-AUC). The spaCy medium model combined with the neural network classifier achieved the best performance for the correctness of causal events in four of the five metrics, while the ConceptNet NumberBatch model worked best for the correctness of the causal sequence. These evaluation results provide a criterion for model adoption to adaptively support SRL of causal relations in DLEs. Practitioner notes What is already known about this topic Accurate monitoring is a prerequisite for effective self-regulation. Students struggle to accurately monitor their comprehension of causal relations in texts. Completing causal diagrams improves students' monitoring accuracy, but there is room for further improvement. Automatic scoring could be used to provide adaptive support during diagramming. What this paper adds Comparison of four Dutch word vector models combined with four machine learning classifiers for the automatic scoring of students' causal diagrams. Five performance metrics to evaluate the above solutions. Evaluation of the word vector models for estimating the semantic similarity between student and model answers. Implications for practice and/or policy High-quality word vector models could (em)power adaptive support during causal diagramming via automatic scoring. The evaluated solutions can be embedded in digital learning environments (DLEs). Criteria for model adoption to adaptively support SRL of causal relations in DLEs. The increased saliency of (in)correct answers via automatic scoring might help to improve students' monitoring accuracy.

Poquet, O. (2024). **A shared lens around sensemaking in learning analytics: What activity theory, definition of a situation and affordances can offer.** *British Journal of Educational Technology*, 55(4), 1811-1831. <https://doi.org/10.1111/bjet.13435>

Abstract The paper argues that learning analytics as a research field can benefit from a theory-informed shared language to describe sensemaking of learning and teaching data. To make the case for such shared language, first, I critically review prominent sensemaking theories to then demonstrate how studies in learning analytics do not use coherent descriptions of sensemaking, eclectically combining the paradigms that have underlying differences. I then propose a conceptualization of sensemaking that overcomes the differences between these theories and explains how the concepts of activity system, the definition of the situation and affordances can be used to capture individual differences in sensemaking. The paper concludes with a preliminary framework and examples demonstrating its utility in raising new theoretical questions, informing design principles and providing shared language for researchers in learning analytics.
Practitioner notes What is already known about this topic Sensemaking happens when individuals try to explain unknown situations. Learning analytics uses sensemaking as a lens to understand dashboard use. Systematic analysis of sensemaking is essential for learning analytics. What this paper adds The paper notes that noticing and perceiving are commonly examined in learning analytics on dashboard use. The paper suggests a revision of fundamental assumptions in sensemaking. A paper proposes a toy model of sensemaking that includes operationalization of the definition of the situation, activity where sensemaking happens and processes of noticing and perceiving affordances. Implications for practice and/or policy Learning analytics must examine sensemaking of data about teaching and learning in a systematic manner. Internal perceptions of the social environment and activity that are informed by the data need to be considered in evaluating dashboard use.

Ramírez Luelmo, S. I., El Mawas, N., Bachelet, R., & Heutte, J. (2024). **Detection and Asynchronous Flow Prediction in a MOOC.** *SN Computer Science*, 5(5), 599. <https://doi.org/10.1007/s42979-024-02838-w>

Flow is a human psychological state positively correlated to self-efficacy, motivation, engagement, and academic achievement. In a MOOC, flow detection and prediction would potentially allow for learners' content personalization, fostering engagement and increasing already-low completion rates. In this study, we propose a Machine Learning flow-predicting model by pairing the results of the EduFlow-2 and Flow-Q measure instruments issued to participants of a MOOC (n=1589, 2-year data collection). The resulting flow-predicting-model detects flow in an automatic, asynchronous fashion by applying only the EduFlow-2 measurement instrument. Our model proposal predicts flow presence with greater precision than it detects flow absence.

Rezai, A., Soyoof, A., & Lee Reynolds, B. (2024). **Ecological factors affecting students' use of informal digital learning of English: EFL teachers' perceptions.** *Teaching and Teacher Education*, 145, 104629. <https://doi.org/10.1016/j.tate.2024.104629>

This study explores English as a foreign language (EFL) teachers' perceptions of the ecological factors influencing students' use of informal digital learning of English (IDLE). 26 EFL teachers participated in semi-structured interviews and complete a narrative frame. The results of conventional content analysis yielded four categories: macro-

system factors (e.g., technological development, educational systems, and English status), micro-system factors (e.g., school and family), chrono-system factors (e.g., current EFL learners' digital experiences) and personal factors (e.g., age, personality traits, digital literacy, awareness and attitude, and prior experiences with technology). The implications of the findings are discussed for stakeholders in EFL education.

Saqr, M., & López-Pernas, S. (2024). **Mapping the self in self-regulation using complex dynamic systems approach.** *British Journal of Educational Technology*, 55(4), 1376-1397. <https://doi.org/10.1111/bjet.13452>

Complex dynamic systems offer a rich platform for understanding the individual or the person-specific mechanisms. Yet, in learning analytics research and education at large, a complex dynamic system has rarely been framed, developed, or used to understand the individual student where the learning process takes place. Individual (or person-specific) methods can accurately and precisely model the individual person, create person-specific models, and devise unique parameters for each individual. Our study used the latest advances in complex systems dynamics to study the differences between group-based and individual self-regulated learning (SRL) dynamics. The findings show that SRL is a complex, dynamic system where different sub-processes influence each other resulting in the emergence of non-trivial patterns that vary across individuals and time scales, and as such far from the uniform picture commonly theorized. We found that the average SRL process does not reflect the individual SRL processes of different people. Therefore, interventions derived from the group-based SRL insights are unlikely to be effective in personalization. We posit that, if personalized interventions are needed, modelling the person with person-specific methods should be the guiding principle. Our study offered a reliable solution to model the person-specific self-regulation processes which can serve as a ground for understanding and improving individual learning and open the door for precision education. Practitioner notes What is already known about this topic Self-regulation is a catalyst for effective learning and achievement. Our understanding of SRL personalization comes from insights based on aggregate group-based data. What this paper adds Every student has their own unique SRL process that varies from the average in non-trivial ways. We offer a credible method for mapping the individualized SRL process. SRL dynamics vary across time scales. That is, the trait dynamics are different from the state dynamics, and they should be supported differently. Implications for practice and/or policy Personalization can best be achieved if based on unique person-specific idiographic methods. Supporting learning and SRL in particular can be more efficient when we understand the differences across time scales and persons and apply insights accordingly. The general SRL average should not be expected to work for everyone.

Sharma, K., Nguyen, A., & Hong, Y. (2024). **Self-regulation and shared regulation in collaborative learning in adaptive digital learning environments: A systematic review of empirical studies.** *British Journal of Educational Technology*, 55(4), 1398-1436. <https://doi.org/10.1111/bjet.13459>

Abstract Adaptive learning technologies are closely related to learners' self-regulatory processes in individual and collaborative learning. This study presents the outcomes of a systematic literature review of empirical evidence on adaptive learning environments to foster self-regulation and shared regulation of learning in collaborative settings. We provide an overview of what and how adaptive technologies have been used to understand and promote self-regulated learning in collaborative contexts. A search

resulted in 38 papers being analysed. Specifically, we identified the seven main objectives (feedback and scaffolding, self-regulatory skills and strategies, learning trajectories, collaborative learning processes, adaptation and regulation, self-assessment, and help-seeking behaviour) that the adaptive technology research has been focusing on. We also summarize the implications derived from the reviewed papers and frame them within seven thematic areas. Finally, this review stresses that future research should consider developing a converging theoretical framework that would enable concrete monitoring and support for self-regulation and socially shared regulation of learning. Our findings set a baseline to support the adoption and proliferation of adaptive learning technology within self-regulated learning research and development. Practitioner notes What is already known about this topic By providing personalized and learner-centric adaptive learning environments (ADLEs), adaptive learning technology can support and foster self-regulated learning (SRL) practices. It is possible to create a more student-centred and effective learning environment by combining adaptive learning and collaborative learning. Socially shared regulatory activities can involve planning, monitoring, controlling and reflecting on a group's learning processes. What this paper adds Provides a systematic literature review of empirical evidence on ADLEs, SRL and socially shared regulation of learning (SSRL) in collaborative contexts. Summarizes the insights on (S)SRL through ADLEs in collaborative learning. Identifies challenges and opportunities for ADLEs to support (S)SRL in collaborative learning. Implications for practice and/or policy Learning analytics and educational technology researchers will be able to use the systematic review as a guide for future research. Learning analytics and educational technology practitioners will be able to use the systematic review as a summary of the field's current state.

Sobocinski, M., Dever, D., Wiedbusch, M., Mubarak, F., Azevedo, R., & Järvelä, S. (2024). **Capturing self-regulated learning processes in virtual reality: Causal sequencing of multimodal data.** *British Journal of Educational Technology*, 55(4), 1486-1506. <https://doi.org/10.1111/bjet.13393>

This study examines the embodied ways in which learners monitor their cognition while learning about exponential functions in an immersive virtual reality (VR) based game, Pandemic by Prisms of Reality. Traditionally, metacognitive monitoring has been assessed through behavioural traces and verbalised instances. When learning in VR, learners are fully immersed in the learning environment, actively manipulating it based on affordances designed to support learning, offering insights into the relationship between physical interaction and metacognition. The study collected multimodal data from 15 participants, including think-aloud audio, bird's-eye view video recordings and physiological data. Metacognitive monitoring was analysed through qualitative coding of the think-aloud protocol, while movement was measured via optical flow analysis and cognitive load was assessed through heart rate variability analysis. The results revealed embodied metacognition by aligning the data to identify learners' physical states alongside their verbalised metacognition. The findings demonstrated a temporal interplay among cognitive load, metacognitive monitoring, and motion during VR-based learning. Specifically, cognitive load, indicated by the low- and high-frequency heart rate variability index, predicted instances of metacognitive monitoring, and monitoring predicted learners' motion while interacting with the VR environment. This study further provides future directions in understanding self-regulated learning processes during VR learning by utilizing multimodal data to inform real-time adaptive

personalised support within these environments. Practitioner notes What is already known about this topic Immersive virtual reality (VR) environments have the potential to offer personalised support based on users' individual needs and characteristics. Self-regulated learning (SRL) involves learners monitoring their progress and strategically regulating their learning when needed. Multimodal data captured during VR learning, such as birds-eye-view video, screen recordings, physiological changes and verbalisations, can provide insights into learners' SRL processes and support needs. What this paper adds Provides insights into the embodied aspects of learners' metacognitive monitoring during learning in an immersive VR environment. Demonstrates how SRL processes can be captured via the collection and analysis of multimodal data, including think-aloud audio, bird's-eye view video recordings and physiological data, to capture metacognitive monitoring and movement during VR-based learning. Contributes to the understanding of the interplay between cognitive load, metacognitive monitoring, and motion in immersive VR learning. Implications for practice and/or policy Researchers and practitioners can use the causal relationships identified in this study to identify instances of SRL in an immersive VR setting. Educational technology developers can consider the integration of online measures, such as cognitive load and physiological arousal, into adaptive VR environments to enable real-time personalised support for learners based on their self-regulatory needs.

Teich, K., Loock, V. S., & Rummel, N. (2024). **Meeting the challenges of continuing education online courses: Can we promote self-regulated learning strategies with adaptive support?** *British Journal of Educational Technology*, 55(4), 1437-1455. <https://doi.org/10.1111/bjet.13453>

Abstract Online courses are particularly attractive in continuing education because they offer a high degree of autonomy and flexibility, although this requires learners to take greater responsibility for self-regulating their learning. That can be challenging for adult learners as they need to handle other obligations in addition to learning. Thus, self-regulated learning (SRL) support might be needed. In the present study, we aimed to investigate how the specific SRL challenges that adult learners face in online courses can be supported adaptively. Main challenges for adult learners consist in managing learning resources (e.g., time, attention, learning environment). To address these challenges, we developed an adaptive support intervention comprising several features. To assess the effects of the adaptive support on the self-reported SRL strategy application of adult learners, we analysed data from five iterations of a continuing education online course comparing iterations with adaptive support (with a total of N=36 participants) to iterations without (with a total of N=35 participants). Results indicate that the adaptive support significantly improved environmental structuring but did not significantly affect other SRL strategies. Further analyses revealed that learners who did not use the support deteriorated in managing their learning time and in setting specific learning goals during the course. Practitioner notes What is already known about this topic Adult learners are likely to face various challenges in self-regulated online learning, including managing conflicting responsibilities and maintaining focus. Adult learners' successful application of SRL strategies can be challenging, underlining the need for support. Adaptive support interventions have demonstrated positive effects in various educational contexts, indicating potential effectiveness for adult online learners as well. What this paper adds The study provides insights into the positive effects and potential pitfalls of designing an adaptive support intervention to improve adult learners' self-reported use of the SRL strategies of effort, attention, time

management, environmental structuring, and goal setting. Implications for practice and/or policy The findings suggest that providing adaptive support, namely a structured course overview and adaptive recommendations of learning time and relevant content, can positively influence adult learners' environmental structuring. Our findings also highlight the challenge of achieving optimal support design, as evidenced by low support use. This finding highlights the need to explore additional methods to motivate adult learners to use the support provided while carefully respecting their autonomy.

Urmeneta, A., Romero, M., Petre, V., Âveanu, G., Lepage, A., Collin, S., ... Girard, M.-A. (2024). **Creative Applications of Artificial Intelligence in Education**. <https://doi.org/10.1007/978-3-031-55272-4>

This open access book explores the synergy between AI and education, highlighting its potential impact on pedagogical practices. It navigates the evolving landscape of AI-powered educational technologies and suggests practical ways to personalise instruction, nurture human-AI co-creativity, and transform the learning experience. Spanning from primary to higher education, this short and engaging volume proposes concrete examples of how educational stakeholders can be empowered in their AI literacy to foster creativity, inspire critical thinking, and promote problem-solving by embracing AI as a tool for expansive learning. Structured in three parts, the book starts developing the creative engagement perspective for learning and teaching to then present practical applications of AI in K-12 and higher education, covering different fields (teacher education, professional education, business education) as well as different types of AI supported tools (games, chatbots, and AI assisted assessment). It also delves into the ethical considerations, policy implications, and the central role educators play in harnessing the power of an AI informed educational experience.

Yang, E., Park, S., & Ryu, J. (2024). **The effects of physical fidelity and task repetition on perceived task load and performance in the virtual reality-based training simulation**. *British Journal of Educational Technology*, 55(4), 1507-1527. <https://doi.org/10.1111/bjet.13406>

Abstract This study aimed to examine how the levels of physical fidelity of controllers (high, mid and low) and task repetitions (four trials) influence undergraduate students' perceived task load and performance in an immersive virtual reality (VR)-based simulation. The simulation was developed using the Unity 3D engine. VR controllers were developed to reflect a real power tool in three fidelity levels: high (most realistic: weight and tactile engagement), mid (tactile engagement without weight) and low (control group: only controller). The tasks were designed to reflect complexities with four working postures: no walking & standing up, no walking & bending over, walking & standing up and walking & bending over. Thirty-six healthy undergraduate male students participated in the study. Participants were instructed to complete motor tasks accurately. Audio feedback (drill sound) and haptic feedback (vibration) were activated for three groups when the controller and a screw made contact. Each participant used all three fidelity controllers and repeated the four tasks in a counterbalanced order to account for order effects. The results of a one-way repeated measures MANOVA indicated that two dimensions of task load were significantly different among the three physical fidelity conditions. Also, task completion time, inaccurate operation time and inaccurate counts were significantly shorter when four tasks were repeated. The study findings provide design implications for VR-based

training experiences for future workforce development. Practitioner notes What is already known about this topic VR training simulations offer immersive opportunities for skills development, creating interactive and visually appealing learning environments. VR training simulations employ VR controllers as interactive interfaces to enhance task performance in virtual environments. Consideration of physical fidelity is crucial to improve simulation realism and support realistic sensory input for user interaction and tool manipulation. High physical fidelity in VR training simulations enhances immersion, realism and task performance. What this paper adds We developed a VR controller that emulates the physical characteristics of a power tool, including weight and tactile feedback. We investigated the impact of different levels of physical fidelity on VR training simulation. This research demonstrates that the level of physical fidelity in VR training simulations influences learners' task load. Through multimodal data analysis, we examined learners' task load and performance during repeated power tool tasks, illustrating the relationship between physical fidelity and task load. Implications for practice and/or policy Our findings suggest that adjusting the physical fidelity of the VR controller effectively modulates the learner's task load in task complexity and perceptual strain. We emphasize the importance of repeated training supplemented with precise instructional guidance, such as the integration of visual cues, to enhance performance and promote skill development.

Ye, Y., & Kaplan-Rakowski, R. (2024). **An exploratory study on practising listening comprehension skills in high-immersion virtual reality.** *British Journal of Educational Technology*, 55(4), 1651-1672. <https://doi.org/10.1111/bjet.13481>

Abstract Holding learners' attention is challenging, especially when they are asked to listen to long passages. High-immersion virtual reality (VR) can immerse learners in listening tasks, even in such complex languages as Chinese. This exploratory study examined the effect of VR on 43 Chinese language learners' listening comprehension, enjoyment, sense of presence, and cognitive load. Participants were self-selected into two groups without knowing the purpose of the study or the details of their activity. The experimental group (n1=?23) experienced an interactive multimedia story in VR, and the comparison group (n2=?20) watched a screencast video recording of the same story. Multivariate analysis of covariance (MANCOVA) indicated that VR may have a positive effect on the development of listening skills. Compared with the video group, the VR group had significantly higher listening comprehension scores, reported significantly more enjoyment and sense of presence, and reported experiencing less cognitive load. Thus, the findings suggest that VR could be used as a pedagogical tool to enhance foreign language listening skills. Practitioner notes What is already known about this topic Practising listening skills is key for language development. Virtual reality (VR) is motivational and engaging. Research on practising listening skills in VR is scarce. What this paper adds VR can be beneficial for practising listening skills. Language learners highly enjoy practising listening in VR. Interactivity can improve engagement and support listening comprehension. Implications for practice and/or policy Learners should be provided pretraining and scaffolding prior to using VR. The duration of VR activities should be considered. Interactivity in VR may increase its effectiveness in attending listening tasks.

Yi, S., Zhang, Y., Lu, Y., & Shadiey, R. (2024). **Sense of belonging, academic self-efficacy and hardiness: Their impacts on student engagement in distance learning courses.**

British Journal of Educational Technology, 55(4), 1703-1727.
<https://doi.org/10.1111/bjet.13421>

Abstract The purpose of this study was to investigate how postgraduate engagement is affected by the sense of belonging, academic self-efficacy and academic hardiness. The validated self-reported scales were used to survey 308 postgraduate students in Mainland China who had taken distance learning courses. The proposed research model exhibited high predictive performance, confirming the established 10 hypotheses. The results indicated that sense of belonging positively and significantly influenced academic self-efficacy, academic hardiness and postgraduates' emotional engagement. Academic self-efficacy and academic hardiness had a positive and statistically significant impact on postgraduates' cognitive, emotional and behavioural engagement. Therefore, sense of belonging directly impacted postgraduates' emotional engagement and indirectly impacted postgraduates' cognitive and behavioural engagement. We also found a significant mediation effect of academic self-efficacy and academic hardiness in distance learning courses. Overall, our proposed research model revealed the influence mechanism of sense of belonging, academic self-efficacy and academic hardiness in postgraduate engagement in distance learning courses. These factors need to be considered when designing and implementing distance learning courses, teachers and researchers need to be aware of these interdependencies in order to maximize learning effects in the distance learning environment.

Zeng, X., Cojean, S., & Pansu, P. (2024, juin 16). ***The Impact of Computer-Based Feedback Strategies on Students' Learning: A Network Meta-Analysis***. Présenté à International Society for the Study of Behavioural Development (ISSBD). Consulté à l'adresse <https://univ-rennes2.hal.science/hal-04607898>

Feedback to learners is considered as a crucial component of successful learning. Elaborated feedback (EF) and Answer-Until-Correct feedback (AUC) have been identified among the most effective for learning in a computer-based environment. Based on 46 studies with samples from 11 countries, the current study used frequentist network meta-analysis to investigate the effectiveness of different EF and AUC strategies on students' learning outcomes among high school, university, and adult students according to their prior knowledge level. We used 117 effects size to compare the following strategies: EF with explanation (EFE), EF with hints, guidance or cues (EFH), EF with worked examples (EFW), AUC with knowledge of correct response (AUCK), AUC with hints or guidance (AUCH), and AUC with explanations (AUCE). Results showed (1) all types investigated feedback produced positive significant effects on students' learning outcomes except EFH, (2) AUCE seemed to be the most effective feedback strategy for enhancing students' learning, (3) EFE is the only types of feedback that produced a positive significant effect on low prior knowledge students' performance, while (4) all types investigated feedback produced positive significant effects on high prior knowledge students' performance except EFH, and (5) the effects of feedback vary according to the investigated moderators: learning order level, learning domain, and test format. These findings suggest more studies on feedback strategy with explanation (EFE and AUCE) among students needed to be conducted.

Zhao, L., Gašević, D., Swiecki, Z., Li, Y., Lin, J., Sha, L., ... Martinez-Maldonado, R. (2024). ***Towards automated transcribing and coding of embodied teamwork communication***

through multimodal learning analytics. *British Journal of Educational Technology*, 55(4), 1673-1702. <https://doi.org/10.1111/bjet.13476>

Abstract Effective collaboration and teamwork skills are critical in high-risk sectors, as deficiencies in these areas can result in injuries and risk of death. To foster the growth of these vital skills, immersive learning spaces have been created to simulate real-world scenarios, enabling students to safely improve their teamwork abilities. In such learning environments, multiple dialogue segments can occur concurrently as students independently organise themselves to tackle tasks in parallel across diverse spatial locations. This complex situation creates challenges for educators in assessing teamwork and for students in reflecting on their performance, especially considering the importance of effective communication in embodied teamwork. To address this, we propose an automated approach for generating teamwork analytics based on spatial and speech data. We illustrate this approach within a dynamic, immersive healthcare learning environment centred on embodied teamwork. Moreover, we evaluated whether the automated approach can produce transcriptions and epistemic networks of spatially distributed dialogue segments with a quality comparable to those generated manually for research objectives. This paper makes two key contributions: (1) it proposes an approach that integrates automated speech recognition and natural language processing techniques to automate the transcription and coding of team communication and generate analytics; and (2) it provides analyses of the errors in outputs generated by those techniques, offering insights for researchers and practitioners involved in the design of similar systems. Practitioner notes What is currently known about this topic Immersive learning environments simulate real-world situations, helping students improve their teamwork skills. In these settings, students can have multiple simultaneous conversations while working together on tasks at different physical locations. The dynamic nature of these interactions makes it hard for teachers to assess teamwork and communication and for students to reflect on their performance. What this paper adds We propose a method that employs multimodal learning analytics for automatically generating teamwork-related insights into the content of student conversations. This data processing method allows for automatically transcribing and coding spatially distributed dialogue segments generated from students working in teams in an immersive learning environment and enables downstream analysis. This approach uses spatial analytics, natural language processing and automated speech recognition techniques. Implications for practitioners Automated coding of dialogue segments among team members can help create analytical tools to assist in evaluating and reflecting on teamwork. By analysing spatial and speech data, it is possible to apply learning analytics advancements to support teaching and learning in fast-paced physical learning spaces where students can freely engage with one another.

Orientation scolaire et professionnelle

Albiez, J., Strazzeri, M., & Wolter, S. (2024). **Students' grit and their post-compulsory educational choices and trajectories: Evidence from Switzerland** (Economics of Education Working Paper Series N° 0215). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://econpapers.repec.org/paper/isoeducat/0215.htm>

We examine the association between the personality trait grit and post-compulsory educational choices and trajectories using a large survey linked to administrative student register data. Exploiting cross sectional variation in students' self-reported grit in the last year of compulsory school, we find that an increase in students' grit is associated with a higher likelihood to start a vocational education instead of a general education. This association is robust to the inclusion of cognitive skill measures and a comprehensive set of other students' background characteristics. Moreover, using novel data on skill requirements of around 240 vocational training occupations, we find that grittier vocational education students sort into math-intensive training occupations. Similarly, students in general education with more grit select themselves more often into the math-intensive track. Finally, we do not find evidence that students with a higher grit have lower dropout rates in post-compulsory education.

Apps, T., Beckman, K., & Cronin, L. (2024). **It takes more than an interest in STEM: students' experience of transition to study in STEM disciplines at university.** *Research Papers in Education*, 39(3), 400-419. <https://doi.org/10.1080/02671522.2022.2135015>

The journey to pursue and persist with a career in STEM is a complex process that begins at a young age, continues across secondary education and the end of school transition to university. Such decisions are influenced by a range of personal, social and environmental factors, highlighting the practical complexities of supporting young people in their transition to university. This paper explores the post-school transition of two students, one female and one male, with strong technological dispositions and aspirations to pursue careers in STEM fields. We focus on two STEM disciplines, Information Technology and Engineering, chosen by our participants. We employ the theory of practice (Bourdieu 1977) to analyse two students' experience of transition. The findings from these case studies are not intended to be generalised. Rather the in-depth stories and theoretical case analysis provides a nuanced account of transition to study STEM disciplines. Importantly, the pathways into university were not equal for the participants. Class and gender intersected with university structures to enable and constrain students' transition highlighting the significance of institutional supports within STEM disciplines to better support diverse students across the period of transition to university.

Brade, R. (2024). **Short-Term Events, Long-Term Friends? Freshman Orientation Peers and Academic Performance** (CESifo Working Paper Series N° 11046). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11046.htm

Many organizations use onboarding programs to assist newcomers with the transition process. Are brief social interactions during such programs sufficient to create lasting performance spillovers? Exploiting quasi-random assignment to groups of a two-day freshman orientation program for university students, I find that higher ability peers generate positive effects even three years later. A one SD increase in peer ability improves the academic performance of business administration students by 0.05 to 0.08 SD. I provide evidence that the effects result from the formation of lasting social ties, and that performance spillovers are moderated by the broader social environment of the organization.

ElAtia, S., & Essiomele, K. (2024). **Les diplômés d'immersion française et leurs motivations liées au choix de la langue dans la poursuite des études postsecondaires.** *Canadian*

Journal of Educational Administration and Policy, (204), 157-174. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/78551>

Cette étude de cas à méthodes mixtes vise à comprendre auprès des diplômés d'immersion française (IF) qui étudient à l'Université de l'Alberta, leurs motivations liées au choix de la langue dans la poursuite des études postsecondaires. Nos résultats ont révélé que les élèves qui poursuivent une éducation postsecondaire dans les programmes francophones sont altruistes et manifestent des motivations instrumentales par rapport à la langue française (par exemple : perspectives d'emplois encourageantes pour les personnes bilingues, sauvegarde des acquis linguistiques). De plus, ces personnes ont une régulation identifiée (prise de conscience de l'importance du français pour atteindre des buts personnels) supérieure à celle de leurs collègues qui étudient en langue anglaise. Néanmoins, la notoriété perçue des établissements offrant des programmes francophones, ainsi que l'identité linguistique construite par ces élèves durant leur séjour en IF exercent une réelle influence sur leur processus décisionnel.

Hammond, M. S., Girresch-Ward, S., Rochester, N., Lehmann, J. S., Leachman, R., Kepley, L. N., & Roberts, T. N. (2024). **Validating the Engineering Fields Questionnaire for Use With African American Science, Technology, Engineering, and Mathematics Students.** *Journal of Career Assessment*, 32(3), 482-503. <https://doi.org/10.1177/10690727231205303>

Lent's (2003) Engineering Fields Questionnaire assesses major components of Social Cognitive Career Theory (SCCT) and includes measures of self-efficacy, coping efficacy, outcome expectations, technical interests, and educational goals. These measures have demonstrated good internal consistency in previous research, but validation information is more limited for use with African American STEM students. This paper discusses a validation study of an adapted version of Lent's Engineering Fields Questionnaire, entitled the STEM Fields Questionnaire, with a sample of African American undergraduate STEM students (n = 526). Validating the STEM Fields Questionnaire for African Americans is particularly important given the role of cultural values and certain experiences in career development among this population. Seven factors resulted from an exploratory factor analysis conducted in the present study: engineering/technology interests, outcome expectations, self-efficacy, STEM coping, goals, bio-chemical sciences interest/self-efficacy, and mathematics interest/self-efficacy, with four of six original subscales represented. Implications for research and practice were discussed.

Hazans, M., Holmen, R. B., Upenieks, J., & Žabko, O. (2024). **Regional inequalities in access to STEM-oriented secondary education in Latvia** [MPRA Paper]. Consulté à l'adresse [University Library of Munich, Germany website: https://econpapers.repec.org/paper/pramprapa/120646.htm](https://econpapers.repec.org/paper/pramprapa/120646.htm)

Education scholars and human geographers have extensively studied spatial disparities in access to secondary education, both in developing countries and in advanced economies. However, very few studies have analysed access to specific types of secondary education, particularly programs oriented toward Science, Technology, Engineering, and Mathematics (STEM-oriented programs). This paper aims to fill this gap using rich geodata and administrative data on Latvia. An overview of the supply of STEM-related skills in the Nordic-Baltic region suggests that in this regard Latvia performs the worst in terms of both recent university graduates and working-age population in

general. We show that 43 percent of youth aged 15 to 18 cannot reach a STEM program within 30 minutes by walking. Furthermore, estimates of earnings differentials by access time, between program types, and between two modes of travel suggest that children from wealthier families have better access to STEM programs. More densely populated settlements feature better access to STEM programs, as well as better exam results in STEM disciplines, while language exam results do not show such a pattern.

Kenny, M. E., Wu, X., Guterres, K. M. P., Gordon, P., Schmidtberger, R., Masters, A., ... Cunningham, S. (2024). **Youth Perspectives on Decent Education and College and Career Readiness.** *Journal of Career Assessment*, 32(3), 598-618. <https://doi.org/10.1177/10690727231217108>

Decent education is conceptualized as playing an important role in preparing young people for college and career and eventual access to decent and satisfying work. While this is a promising extension of psychology of working theory for youth (PWT), the construct was derived from a review of literature, and needs to be informed by research, including youth perspectives. To address this gap and to advance research on youth PWT, we interviewed 17 high school seniors (11 female, four male, two non-binary) with diverse racial/ethnic identities and levels of caretaker educational attainment. Interviews were conducted in the year following the outbreak of COVID-19 with students attending innovative schools that feature student-centered learning, workplace internships, and close relationships with advisors and workplace mentors. Analyses conducted through Consensual Qualitative Research highlight youth perceptions of how relational supports and learning experiences at school and in workplace internships can promote a range of academic, vocational, social skills and psychological resources relevant for college and career readiness. The findings amplify youth understanding of decent education and extend knowledge of psychological resources, including youth purpose, self-efficacy, and critical consciousness, aligned with youth PWT.

Le Nevé, S. (2024, juin 4). **Mon Master : prime à la proximité, taux d'accès variables selon les disciplines... ce que l'open data révèle.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/06/04/mon-master-prime-a-la-proximite-taux-d-acces-variables-selon-les-disciplines-ce-que-l-open-data-revele_6237167_4401467.html

Alors que les premiers résultats tombent mardi, « Le Monde » a analysé les données de la première campagne de sélection de la plate-forme, en 2023, avec l'aide du chercheur Nagui Bechichi, co-concepteur du site SupTracker.

Lehner, P., Lehoux, E., Oller, A., & Pin, C. (2024). **L'accompagnement à l'orientation en Terminale : quels leviers pour l'égalité des chances ?** *LIEPP Policy Brief*, (72). Consulté à l'adresse <https://sciencespo.hal.science/hal-04595832>

Ce Policy Brief présente les résultats d'une enquête qualitative pour caractériser la diversité des conceptions et des pratiques d'accompagnement à l'orientation en classe de Terminale au regard des objectifs d'égalité des chances. Les données recueillies dans quatre lycées d'Ile-de-France documentent les politiques d'établissement ainsi que l'engagement des professeurs principaux. Elles permettent d'étudier l'accompagnement mis en œuvre en distinguant par hypothèse deux variantes de la notion d'égalité des chances, l'une néolibérale, l'autre sociale.

L'analyse aboutit à deux ensembles de résultats, l'un portant sur les arbitrages possibles des équipes de direction des lycées, l'autre sur une typologie des postures d'accompagnement des professeurs principaux.

Rosa, A. D., Gerdel, S., & Vianello, M. (2024). **What Happened to Your Calling? The Development of Calling Across College-To-Work Transition.** *Journal of Career Assessment*, 32(3), 407-426. <https://doi.org/10.1177/10690727231200259>

Career calling is a pervasive, purposeful, transcendent, and passion-driven approach to a job that is perceived as central to individuals' identity, that contributes to the greater good, and for which individuals are willing to make sacrifices. Research on the dynamics of career calling has grown exponentially, but clarity on whether and how a career calling changes during key life transitions is still lacking. In this article, we report the results of a two-wave study in which changes in perceiving a calling, living out a calling, and calling motivation were compared across groups of college students (n = 781), college-to-work transitioners (n = 143), and workers (n = 270). The results show that perceiving a calling is stable for students, decreases during college-to-work transitions, and slightly increases for workers; living out a calling is stable for students, decreases during college-to-work transitions, and slightly decreases for workers; motivation to pursue a calling is stable in all groups and higher for students entering the job market. Workers have lower levels of perceiving and living out a calling than students.

Sauvage, A. (2024). **Construire son orientation : entre rêve(s) et réalité.** *Édubref*, (21), 1-4. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/EB-Veille/Edubref-juin-2024.pdf>

L'orientation scolaire, qu'on la qualifie de « réussie », de « contrainte », voire de « ratée », se construit sur la base des aspirations individuelles des élèves mais aussi des jugements qu'on peut émettre selon nos appréhensions de ce qu'est la réussite scolaire. Autrement dit, ces qualifications ne sont pas neutres et sont souvent teintées de critères normatifs implicites, intimement liés à une stratification sociale persistante des filières éducatives, tant au niveau du secondaire que du supérieur. L'Édubref n°21 se penche sur les émotions que les choix d'orientation génèrent chez les élèves mais aussi sur les contraintes socioéconomiques qui structurent ces choix. L'anxiété, l'auto-efficacité et les attentes différenciées envers les filles et les garçons sont ainsi décrites comme autant de facteurs qui influencent les décisions d'orientation et qui peuvent avoir des répercussions significatives sur les performances scolaires et la construction de l'identité des élèves. Par ailleurs, il souligne aussi le rôle crucial du personnel éducatif dans l'orientation des élèves. Les enseignant·es et les conseiller·ères d'orientation ont effectivement une responsabilité majeure dans l'accompagnement des élèves tout au long de leur parcours scolaire, en les aidant à explorer leurs options et à surmonter les obstacles émotionnels et sociaux qui peuvent entraver leur progression.

Tesse, A. (2024). **Accompagnement d'une communauté hétérogène d'étudiants dans l'orientation et la réussite.** *AIPU 24 : L'enseignement supérieur et les communautés : des dynamiques interconnectés*, 10. Consulté à l'adresse <https://hal.science/hal-04600301>

The TREMP-Li-N course was created at the Faculty of Science and Technology of Nantes University in response to the ORE law (Orientation and Success of Students) in 2018, so that students who are far from the expected knowledge can acquire, during a preparatory year, the necessary foundations to integrate the first year of the Bachelor's degree of their choice the following year. This community of about a hundred students is heterogenous due to different geographic origin and anterior formation, as well as

social-economic level. These students may have several reasons for dropping out during the year, linked to health problems (autism, epilepsy, dyslexia, etc.), the need to work alongside their studies, family problems, etc. From four years participatory workshops for personal development and university work methodologies transmission are proposed to this community of students. These workshops, designed by the psychologist Hélène Weber, address transversal skills necessary for university success (learning to learn, to work and communicate in a team, to organize, to orientate and to motivate oneself). They promote exchange and mutual assistance in the class group, better orientation in training as well as the establishment of an educational relationship of trust and support for the accompanying teacher (Weber H, 2019 and 2022). The Covid-19 health crisis in 2020 allowed the evolution of the system towards the creation of ten workshops hybridized (remote reflection of the student, response to questions and submission homework, face-to-face exchange with the group and the teacher). This educational development for the most introspective workshops favored the exchanges with the group and the teacher and continues to be applied. The orientation workshop, which aims to align the tastes, talents and values of students to give meaning to their studies and professional projects, is the most relevant example. The positioning of the workshop over the year, the posture of the teacher and the educational relationship of trust between the students and the teacher (Kozanitis & Latte 2017) are essential for the animation of introspective workshops. We have noticed tangible beneficial effects of CARé workshops on student success and the reduction in dropouts of first-time entrants to TREP-Li-N course (Tesse et al., 2023). Each year, teachers are trained to run these workshops on transversal skills. The 100% digital modules help to the self-training of these facilitators. However, training university teachers to run workshops on transversal skills and the most introspective workshop on "guidance for a meaningful life" is a challenge. Consequently, offering the most difficult workshop during this i-Lab would make it possible to raise appropriation difficulties and provide solutions of this specific workshop addressed to train the community of teacher facilitators.

Toutain, J. (2024, juin 3). « **C'est la rançon de la gloire** » : la difficulté des responsables des masters les plus réputés pour gérer l'afflux de candidats. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/06/03/c-est-la-rancon-de-la-gloire-la-difficulte-des-responsables-des-masters-les-plus-reputes-pour-gerer-l-afflux-de-candidats_6237018_4401467.html

Certaines formations parmi les plus sollicitées sur la plate-forme Mon master commencent à mettre en place leur propre algorithme maison et expliquent rehausser les critères de sélection.

Zhang, X., Savickas, M. L., Ma, Y., Li, C., Xue, W., & Wang, R. (2024). **From Adaptive Readiness to Adaptation Results Testing the Career Construction Model of Adaptation in Chinese Adolescents**. *Journal of Career Assessment*, 32(3), 578-597. <https://doi.org/10.1177/10690727231213810>

China's college entrance examination reforms necessitate a new view of adolescent career development along with suitable assessment instruments for career intervention with secondary school students. We conducted two studies to address this need. The first study examined the evidence for the validity and reliability of the Student Career Construction Inventory (SCCI). The results of the Confirmatory Factor Analysis (CFA) supported the four-factor structure of the SCCI. The findings suggest that the SCCI is an

effective measure of career-construction behaviors among Chinese secondary school students. The second study evaluated the applicability of the career construction model of adaptation (CCMA). The model was empirically tested using the validated SCCI. The results of the serial mediation analysis confirmed that adaptive readiness indirectly influences adaptability resources, adapting responses, and adaptation results in the CCMA model.

Politique de l'éducation et système éducatif

Akchurin, M., & Chouhy, G. (2024). **Designing Better Access to Education? Unified Enrollment, School Choice, and the Limits of Algorithmic Fairness in New Orleans School Admissions.** *Qualitative Sociology*, 47(2), 281-323. <https://doi.org/10.1007/s11133-024-09565-x>

Economic sociologists have long recognized that markets have moral dimensions, but we know less about how everyday moral categories like fairness are reconciled with competing market principles like efficiency, especially in novel settings combining market design and algorithmic technologies. Here we explore this tension in the context of education, examining the use of algorithms alongside school choice policies. In US urban school districts, market design economists and computer scientists have applied matching algorithms to build unified enrollment (UE) systems. Despite promising to make school choice both fair and efficient, these algorithms have become contested. Why is it that algorithmic technologies intended to simplify enrollment and create a fairer application process can instead contribute to the perception they are reproducing inequality? Analyzing narratives about the UE system in New Orleans, Louisiana, USA, we show that experts designing and implementing algorithm-based enrollment understand fairness differently from the education activists and families who use and question these systems. Whereas the former interpret fairness in narrow, procedural, and ahistorical terms, the latter tend to evaluate fairness with consequentialist reasoning, using broader conceptions of justice rooted in addressing socioeconomic and racial inequality in Louisiana, and unfulfilled promises of universal access to quality schools. Considering the diffusion of "economic styles of reasoning" across local public education bureaucracies, we reveal how school choice algorithms risk becoming imbued with incommensurable meanings about fairness and justice, compromising public trust and legitimacy. The study is based on thirty interviews with key stakeholders in the school district's education policy field, government documents, and local media sources.

AlKaabi, N. A., Al-Maadeed, N., Romanowski, M. H., & Sellami, A. (2024). **Drawing lessons from PISA: Qatar's use of PISA results.** *PROSPECTS*, 54(1), 221-240. <https://doi.org/10.1007/s11125-022-09619-4>

Worldwide, the Programme for International Student Assessment (PISA) has emerged as a valid and reliable benchmark for assessing students' performance and for gaining significant influence over educational policy and decision-making. Since 2001, Qatar has engaged in massive educational reform, with high expectations for improving students' achievement. Although significant growth has occurred in Qatar's education system, students' performance in PISA is still lagging. The purpose of this article is to examine PISA against the backdrop of Qatar's education system. It addresses PISA's objectives and limitations and identifies two common factors in high-achieving countries, teachers, and assessment. These factors are analyzed to determine how

Qatar is developing in these areas, compared with other nations, raising issues that should be considered when using PISA to create policy. Finally, several recommendations are offered for policy makers.

Allaire, S., & Deschenaux, F. (2024). **L'université du futur: Idées et réflexions à l'intention des professeurs de demain.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/universite-futur-4382.html>

L'université est marquée depuis nombre d'années par des tendances qui en accélèrent le changement. La situation est telle qu'à la demande du gouvernement, une vaste consultation a été déployée au Québec en 2019. Il en a découlé un rapport articulé autour de trois enjeux : collaborer tous azimuts pour optimiser les apports novateurs à la société ; captiver pour réussir la formation ; orchestrer savoir et société. Cet ouvrage collectif rassemble une dizaine de textes qui, sous des angles tout aussi diversifiés que complémentaires, proposent des réflexions sur l'avenir de l'université. On y aborde notamment des thèmes comme l'insertion professionnelle, l'équité entre les genres, les frontières entre les disciplines, la collaboration, le bien-être et la persévérance dans les études, la place du numérique et de l'intelligence artificielle, etc. Nous reprenons la formule éprouvée dans le cadre d'un précédent ouvrage collectif, à savoir un format d'écriture décontracté, en comparaison avec le classicisme des articles de recherche. Le présent ouvrage se veut une invitation à l'intention particulière de la relève professorale, mais concerne évidemment toute personne intéressée par le futur de l'université. Il propose des jalons pour alimenter échanges et débats sur les finalités qu'on devrait y poursuivre ainsi que les modalités pour les atteindre. Le tout, espérons-le, dans une conviviale collégialité.

Aron, Y., & Amos, O. (2024). **A Comparative Study of Instructional Leadership Practices and Collective Decision Making in Public Secondary Schools in Morogoro Municipal, Tanzania.** *British Journal of Education*, 12(6). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-6-2024/a-comparative-study-of-instructional-leadership-practices-and-collective-decision-making-in-public-secondary-schools-in-morogoro-municipal-tanzania/>

This study aims to provide an in-depth understanding of strategies for enhancing the implementation of instructional leadership practices for collective decision-making in Public Secondary Schools in Morogoro Municipality. This study adopted the Distributed Transformational leadership theories propounded by James Spillane and Bernard Bass. The study adopted a convergent research design under a mixed research approach. Probability and non-probability sampling techniques ... A Comparative Study of Instructional Leadership Practices and Collective Decision Making in Public Secondary Schools in Morogoro Municipal, Tanzania Read More »

Berman, M., & DeFeo, D. J. (2024). **Equitable Compensation to Attract and Retain Qualified Teachers in High-Need Alaska Public Schools.** *Educational Policy*, 38(5), 1139-1175. <https://doi.org/10.1177/08959048231174883>

Measuring the appropriate level of teacher compensation for different working conditions requires overcoming a number of empirical challenges, including defining and measuring differences in qualifications, effects of non-wage compensation, financial constraints, and lack of market clearing. We address those challenges in a study of teacher compensation in Alaska's 462 public schools in 53 districts. Each of our three linked empirical specifications produces a set of different compensation

adjustments needed to offset differences in working conditions across schools and communities. However, an overall pattern is clear: if districts wish to attract and retain teachers of similar qualifications across all schools, schools serving mainly racially minoritized and low-income populations will need to pay substantially more than they currently do. Estimated required compensation adjustments are quite large in some cases, illustrating the need to address working conditions and other factors that affect teachers' choices to accept and stay in jobs at high-need schools.

Bernigole, V., Fernandez, A., & Salles, F. (2024). **PISA 2022 - Analyse de questions de culture mathématique** (Document de travail - série études N° 2024-E06). Consulté à l'adresse DEPP website: <https://www.education.gouv.fr/pisa-2022-analyse-de-questions-de-culture-mathematique-414555>

Tous les 3 ans depuis 2000, sous l'égide de l'OCDE, l'évaluation internationale PISA (Programme for International Student Assessment ou Programme International pour le Suivi des Acquis des élèves) évalue les compétences des élèves de 15 ans dans trois domaines.

Blankenberger, B., Kerr, R., & Dooley, T. (2024). **Competency Based Education Pilot in Illinois: Preliminary Findings.** *Educational Policy*, 38(5), 1229-1256. <https://doi.org/10.1177/08959048231198819>

In this study we employed regression analysis and between-group matched pair design to analyze whether participation in a competency-based education pilot was associated with improved high school completion and postsecondary entry. Data were obtained for high schools participating in a CBE pilot program in Illinois. Results of the matched pair design showed that CBE participation was significantly associated with higher rates of high school graduation for seniors across all groups with differences significant overall (97.2% for CBE vs. 93.1% for non-CBE), for White students (97.2% vs. 92.7%), and for students eligible for Free and Reduced Lunch (96.3% vs. 90.3%). Graduation rate for seniors was also higher for African American students and for Hispanic-Latinx students, but the differences were not statistically significant. In the matched pair design, CBE participation was not significantly associated with entry into college within 12 months of high school.

Bowen, D. H., & Kisida, B. (2024). **Investigating Arts Education Effects on School Engagement and Climate.** *Educational Policy*, 38(5), 1077-1107. <https://doi.org/10.1177/08959048231174880>

There is a renewed focus on what constitutes a well-rounded education, as well as a growing interest in broader indicators of educational success, including social and emotional development and school engagement. However, identifying educational practices that improve such outcomes has proven elusive. We explore the role of arts education on a broad range of educational outcomes using administrative and survey data from Boston's public schools. We find that students receiving the arts in school attend more, are more engaged, and their parents and teachers are more likely to participate and be engaged at school, with larger effects for students with individualized education plans, students with lower standardized test scores, and students with a history of chronic absenteeism. These findings call attention to the pivotal role of the arts in providing students with socially and emotionally supportive learning environments that enhance relationships between students and schools.

Burns, J. P. (2023). **The Tyler rationale: A reappraisal and rereading**. *PROSPECTS*. <https://doi.org/10.1007/s11125-023-09643-y>

For over 70 years, Ralph W. Tyler's Basic Principles of Curriculum and Instruction has been the subject of considerable debate among curriculum scholars. This article offers a different reading of the Tyler rationale, juxtaposed with Foucault's Discipline and Punish. The author suggests that Tyler's rationale shares many of the carceral logics described by Foucault in his genealogy of disciplinary power. This reappraisal of the Tyler rationale is significant in the current education policy environment. Tyler's emphasis on the attainment of assessable predetermined objectives has helped institutionalize punitive accountability regimes and may assist revanchist political actors in manufacturing moral panics around issues of gender, sexuality, racial history, and civics education. The logics of Tyler's curriculum protocol have been institutionalized as common sense in kindergarten through 12th grade and university education and are antithetical to crucial deliberation over the pressing existential issues we all face, including autocratic threats to education itself.

Campeau, D., Ouellet, S., & Wylde, C. (Éd.). (2024). **Regards diversifiés sur l'éducation autochtone**. Consulté à l'adresse <https://www.puq.ca/catalogue/livres/regards-diversifies-sur-education-autochtone-4364.html>

Ce livre « libre d'accès » représente le résultat de trois années de discussions, de partages et de réflexions autour de l'éducation autochtone. Plusieurs voix pancanadiennes se sont jointes pour apporter un message qui nous invite &...

Chaachoua, H., Bessot, A., Barquero, B., Pilet, J., Mizoguchi, T., Kaspary, D., & Nguyen, A. (2024). **A comparative study of the teaching of quadratic equations in five curricula: Brazil, France, Japan, Spain and Vietnam**. Consulté à l'adresse <https://hal.science/hal-04606011>

Comparative studies often aim to identify and explain differences and similarities of didactic phenomena in different school contexts. In mathematics education, comparative studies have been undertaken with a variety of aims, about a diversity of mathematics topics and their results depend on the theoretical approach, methods, and levels at which the comparison is done. We start by presenting the theoretical and methodological bases, according to the anthropological theory of the didactic (ATD), based on which we have carried out a comparative study about a specific mathematical theme in the context of 5 different educational systems. More concretely, this paper focuses on comparing the institutionally offered curricula by 5 countries (Brazil, France, Spain, Japan and Vietnam) concerning the algebraic resolution of quadratic equations, through the analysis of curricula and a selection of representative textbooks. We aim to identify common and alternative didactic choices and the possible reasons for these choices, as well as the set of conditions and constraints set up in the different school contexts when this piece of knowledge is planned to be taught.

Chawla, U., Sondhi, S. S., Jabbar, M. A., Mishra, V., & Singh, H. V. (2024). **How do benefits and challenges influence students' satisfaction with online education? The mediation effect of awareness**. *International Social Science Journal*, 74(252), 299-318. <https://doi.org/10.1111/issj.12457>

Traditional education is shifting towards online instruction, and the temporary closure of educational institutions due to COVID-19 has prompted its dramatic increase in the last

couple of years. With additional benefits, such as flexible schedule, low cost and anywhere learning, online education will determine the near future of education. Due to the increase in Internet reach in India, face-to-face instructional methods to which students are habituated to can be substituted. This study aims to analyse students' satisfaction with the parameters of awareness, challenges and benefits of using new technologies to learn online. With the help of a structured questionnaire and interactions with local inhabitants, the researchers obtained 430 samples from the outskirts of five different cities (Kolkata, Mumbai, Delhi, Chennai and Bengaluru) in India. A conceptual model was built around the constructs of awareness, challenges, benefits and student satisfaction, and their relationship was established and empirically tested. It is found that factors like challenges, benefits and awareness have a significant influence on student satisfaction with online learning. We also find that awareness helps in decreasing the challenges faced and increasing the value of benefits of online education for students.

Chiang, T., & Killian, C. (2024). **Child Education Rights Versus Parental Preferences: A Paradox Between United Nations Conventions and Alternative Schooling Methods.**

Educational Policy, 38(5), 1176-1199. <https://doi.org/10.1177/08959048231198821>

Alternative schooling has been staunchly advocated for by groups disillusioned by government-sponsored public schooling that want to take personal control of their children's education. There are concerns, however, about nontraditional schooling options that do not meet standards that apply to public schools. The United Nations Convention on the Rights of the Child (CRC) specifies children's fundamental educational rights. In the United States, this includes mastering basic English literacy and numerical abilities, as well as exposure to some scientific and historical knowledge needed to negotiate mainstream society. This paper focuses on how certain homeschooling and religious schooling practices run the risk of denying adolescents the right to the education necessary to work in the modern economy and achieve their potential. We argue that the United States should allow alternative schooling options but ensure that they conform to specific standards set by the state in order to meet the CRC goals.

Crouch, L. (2024). **Questioning popular misperceptions about the Korean and Japanese education systems.** *PROSPECTS*, 54(1), 15-22. <https://doi.org/10.1007/s11125-022-09629-2>

This article, which is related to a longer piece to be published in 2023, starts from the point of view that, despite some issues, there may be borrowable ideas in how South Korea and Japan developed their education systems, especially at the outset of their modern periods of educational development. However, in the popular press, and even among some specialists, such as development agency officials, there is perhaps not enough realization of some of the features of these systems that recommend them, such as their world-best degree of learning outcomes equality, and there is perhaps too much emphasis on the idea that students in these countries are stressed much more than students in other countries, and that most of the learning is rote learning. This Viewpoint uses numerical indicators of equality to show just how commendably equal those systems are, in terms of learning results, especially compared to systems in developing countries. It also examines official and comparative data on stress and on rote learning, to present an alternative view. While it is undoubtedly the case that students in these systems are stressed, and that the systems could put more emphasis

on creativity, these countries are hardly outliers in these respects, even as compared to countries whose systems have a reputation for being more relaxed or more creative.

de Guevara Rodríguez, M. L., Lopez-Agudo, L. A., & Marcenaro-Gutierrez, O. D. (2024). **Education policy reform and the impact of free preschool education on boys' and girls' reading competence.** *International Social Science Journal*, 74(252), 477-499. <https://doi.org/10.1111/issj.12468>

Numerous authors have reported a positive relationship between preschool enrolment and academic performance in later years, even helping to reduce the academic gap existing between students from different socio-economic backgrounds. In this context, this paper goes further by analysing the impact that early childhood education (from 3 to 6 years) has on Spanish boys' and girls' reading achievement when they are in fourth grade (10 years). For this purpose, we take advantage of the 2006 Spanish education reform that promoted free second stage preschool education by using data from Progress in International Reading Literacy Study 2011 and 2016 and an instrumental variable approach, in order to get closer to causality than previous literature for Spain. We find that attending preschool has a positive influence on reading achievement, well above the impact found when using simple ordinary least squares estimates, being higher for girls than for boys.

Delprato, M., & Farieta, A. (2024). **A multilevel analysis of educational transition rates at secondary level in sub-Saharan Africa.** *PROSPECTS*, 54(1), 73-102. <https://doi.org/10.1007/s11125-023-09644-x>

Estimates show that, in 2019, only 41 per cent of students completed lower secondary and 28 per cent upper secondary education in the sub-Saharan Africa (SSA) region (UNESCO, 2021). One of the reasons for the low completion rates is the poor transition across secondary education due to the significant impact of factors at individual, household, and community levels shaping demand and supply constraints. This article employs a three-level logit to investigate the key determinants for transitions and their variability across countries and communities, and explores whether less wealth inequality is at odds with increasing countries' and communities' performances. It finds that variation on transition rates is 40–50 per cent larger between communities within countries than between countries themselves, and that heterogeneity is larger for upper secondary transition. Leading sources of inequality are wealth, gender, and communities' prevalence of early marriage. Further, the article finds that the equity–performance trade-off does not hold across countries, but it does at the community level where communities with stronger rates of transitions are more unequal. The analysis suggests policies to improve SSA youth chances to move up to the next level of secondary education, starting for narrowing heterogeneity across communities, boosting chances for the poorest groups and female youth living in communities with weak social norms, and measures to diminish the impact of community wealth on their transition performance.

Dintrich, M. (2023). **L'inclusion scolaire des élèves en situation de handicap dans le premier degré: quelles ressources pour la formation et pour les enseignants?** (Phdthesis, Aix marseille université). Consulté à l'adresse <https://theses.hal.science/tel-04604273>

L'inclusion scolaire des élèves en situation de handicap dans les écoles du premier degré nécessite des adaptations en classe et engendre des besoins en formation des

enseignants. Cette recherche s'intéresse au processus d'évolution du curriculum de la formation des enseignants à l'école inclusive depuis sa mise à l'épreuve sur le terrain à travers les ressources utilisées et leurs processus d'actualisations. Afin d'étudier la question de l'offre de ressources élaborées à l'attention et par les enseignants pour l'inclusion scolaire des élèves en situation de handicap au sein de leurs classes, le cadre de référence théorique privilégié est l'approche didactique et plus particulièrement la théorie anthropologique du didactique, proposée par Chevallard (2007). Ce cadre conceptuel est pris comme base pour une recherche qui s'inscrit dans une démarche compréhensive et interdisciplinaire des phénomènes déterminant la diffusion et de transposition didactique (des savoirs et des praxéologies) observables pour la production et l'actualisation de ressources didactiques à destination des enseignants en formation initiale et continue. L'enquête s'appuie sur une méthode de recherche mixte articulant des démarches qualitatives et quantitatives. D'une part, une enquête par entretiens afin de connaître la nature des rapports aux ressources ainsi que les perceptions des ressources relatives à l'inclusion scolaire grâce aux discours libres des formateurs d'Instituts Nationaux Supérieurs du Professorat des Écoles (INSPE) et des professionnels de Centres Médico Psychopédagogiques (CMPP). D'autre part, une enquête par questionnaire recueillant 814 participations, afin d'élargir la compréhension de la diffusion et la perception de ces ressources au sein d'une population enseignante élargie. Les résultats mettent en lumière qu'il existe une prédominance de rapports personnels aux questions que suscite l'école inclusive, sur des rapports institutionnels qui peinent à se construire et à être diffusés, là où les enseignants témoignent de formations lacunaires ou absentes. En ce sens, les praxéologies développées par les formateurs d'INSPE pour dispenser les enseignements relatifs à l'école inclusive, celles aussi développées par les enseignants pour assurer l'inclusion scolaire des ESH en classe et celles enfin développées par les professionnels de CMPP pour accompagner les enfants en situation de handicap et collaborer avec les enseignants, ne sont pas homogènes ; du fait des rapports personnels entretenus avec l'inclusion scolaire, d'un manque de partage et d'une diversification nécessaire pour s'adapter aux caractéristiques des situations et des contextes. Ce qui complexifie l'identification de savoirs de référence, voire de ressources de référence, permettant de proposer une formation adéquate aux besoins du terrain.

Eriksen, E., Solomon, Y., Bjerke, A. H., Gray, J., & Kleve, B. (2024). **Making decisions about attainment grouping in mathematics: teacher agency and autonomy in Norway.** *Research Papers in Education*, 39(3), 379-399. <https://doi.org/10.1080/02671522.2022.2135014>

Grouping by attainment is a relatively new and contested practice in Norway, where strong historical discourses of heterogeneous education are under pressure from international test comparisons, particularly in mathematics. At the same time, research indicates that Norwegian teachers have a high degree of autonomy in education policy enactment. Analysing thirteen Norwegian mathematics teachers' reflections on grouping practices, we seek to understand their decision-making processes within this context. Our findings indicate that teachers report a high degree of autonomy in grouping practices which is exercised through considerable diversity in practice and defended when necessary. Using an ecological model of teacher agency reveals how teachers explore and explain their highly situated practice and its tensions and contradictions. We find that teachers who are removed from the central locus of autonomy have less to draw on in making and justifying their pedagogic choices, while

those who are more central are able to continually reassess in this highly sensitive arena. We note the implications for practice and research on attainment grouping, particularly the need for teacher autonomy and support for professionally-based local decision-making.

Freestone, M., Khan, K., & Mason, J. (2024). **Question sense, inquiry, and inventiveness.** *PROSPECTS*, 54(1), 23-41. <https://doi.org/10.1007/s11125-023-09634-z>

This article is a synthesis of possibility. A view of how question sense might generate inquiry and inventiveness across the gamut of human experience is presented. Dialogue between curiosity and questions spawns sense-making processes through which we can perceive and construct connections that have value. The application of a layered set of question frames energizes the construction of curious-concatenates that are precarious and continually networked across the template of human consciousness. They are created through intention and perceived value, and thereby, reflect underlying motivations in the life world, as distinct from psychological maturation. Ways in which curious-concatenates change and transform to make order out of disorder are discussed. The whole is synthesised into a two-phase iterative model for the generation and enactment of inventiveness, with a question-led process at the center. The implications for curriculum design and development and pedagogy are profound.

Green, A., & Kaye, N. (2024). **The effects of system type and characteristics on skills inequalities during upper secondary education: a quasi-cohort analysis of OECD data.** *Research Papers in Education*, 39(3), 466-491. <https://doi.org/10.1080/02671522.2022.2150884>

This article examines the effects of education system types and characteristics on changes in the distributions of literacy and numeracy skills during the upper secondary phase of education and training. Whereas there is a substantial literature on system effects on skills during the primary and lower secondary phases of education, much less has been written about these effects in relation to the upper secondary phase. This article reports on research using quasi-cohort data for 15-year-olds in PISA (Programme for International Student Assessment) and 18- to 20-year-olds in the Survey of Adult Skills to test the effects of a range of system indicators on changes in skills distributions during the upper secondary phase. Consistent with some dominant theories, our difference-in-difference analysis identifies a range of system characteristics associated with skills inequality reduction in upper secondary education and training, which relate to 'system standardisation' and 'parity of esteem', and which can explain why some 'system types' are more effective than others in reducing skills inequality.

Jollette, D., & Godard, J. (2024). **Regard sur les mesures d'inclusion et les pratiques d'accompagnement des stagiaires ayant des besoins sociopédagogiques en travail social.** *Éducation et francophonie*, 52(1). <https://doi.org/10.7202/1111735ar>

Face à l'accroissement des populations dites émergentes en situation de handicap (SH) dans les universités québécoises, une étude exploratoire de nature qualitative a été réalisée auprès d'acteurs et d'actrices des stages en travail social à l'Université du Québec en Abitibi-Témiscamingue. Les résultats de cette étude servent d'assises à une réflexion critique quant au renouvellement des pratiques institutionnelles dans l'accompagnement et l'inclusion des stagiaires ayant des besoins sociopédagogiques en travail social. Dans le cadre de cet article, les autrices s'interrogent et posent un

regard sur l'équilibre à trouver entre l'autodétermination des stagiaires ayant des besoins sociopédagogiques et l'enjeu du savoir accompagner au sein des établissements d'enseignement afin de favoriser un environnement éducatif accessible à tous et à toutes.

Kavadias, L., Spruyt, B., & Kuppens, T. (2024). **Religious life in schooled society? A global study of the relationship between schooling and religiosity in 76 countries.** *International Journal of Comparative Sociology*, 65(3), 247-270. <https://doi.org/10.1177/00207152231177238>

The thesis that schooling inevitably leads to secularization continues to be debated. Indeed, while education has become a central and authoritative institution across the world, religiosity seems to persist. An alternative hypothesis proposes that recognizing the cultural aspects of the growth of "schooled societies" may reveal unexpected compatibilities between education and religiosity. However, research that both empirically integrates these aspects and examines their relationship with religiosity from a global perspective remains scarce. Against this background, this article first constructs a macro-level indicator that taps into cross-national variation in the different dimensions of "schooled societies." Subsequently, we examine its relationship with the subjective importance of religion in people's lives and individual-level educational differences in religiosity. Results based on data from 94,011 respondents across 76 countries show that in societies that are more "schooled," people generally tend to be less religious. Moreover, the development of a schooled society moderates the relationship between educational attainment and religiosity. In societies that show more characteristics of a schooled society, especially less educated people are likely to remain religious. Finally, we found that our new indicator for the schooled society explained more variance than other, less fine-grained indicators of this concept. This illustrates the added value of a more comprehensive indicator for the role of schooling as an institution. In the conclusion, we use our findings to outline a research agenda.

Lopatina, H., Tsybuliak, N., Popova, A., Hurenko, O., & Suchikova, Y. (2024). **Inclusive education in higher education institution: Are Ukrainian faculty members' ready for it?** *Research in Education*, 118(1), 49-72. <https://doi.org/10.1177/00345237231207721>

Quality higher education involves making it accessible to students with special needs and disabilities. Therefore, the implementation of inclusive education is a certain indicator of quality among higher education institutions (HEIs). At the same time, faculty members play a fundamental role in promoting inclusive learning environments working with students with disabilities. The aim of research is to determine the readiness of faculty members to implement an inclusive education in Ukrainian HEIs, because their willingness to work defines the practical implementation of legislative and regulatory initiatives regarding the organization of inclusive education in the actual educational practice. For this, we conducted a survey among 186 faculty members with different age, teaching experience, and professional category. The results confirm that the faculty of HEI are primarily focused on working with students with normative development and almost do not take into account the characteristics of educational difficulties of students with disabilities. In addition, their level of knowledge about basic legal and regulatory documents, elements of an inclusive learning environment, and typical problems of implementing an inclusive approach in the educational process of HEI are not uniform. But faculty members showed their readiness to master the practices of implementing an inclusive learning environment in higher education institutions. The

results obtained can be useful for the development of institutional policies for the implementation of inclusive education in HEIs.

Lyle, A. M., & Peurach, D. J. (2024). **Changing notions of teacher autonomy: The intersection of teacher autonomy and instructional improvement in the US.** *Research in Education*, 118(1), 3-25. <https://doi.org/10.1177/00345237211055843>

Historically, teachers had been delegated the primary responsibility for the organization and management of classroom instruction in US public schools. While this delegation afforded teachers professional autonomy in their work, it has also resulted in disparities in students' educational experiences and outcomes within and between classrooms, schools, and systems. In the effort to improve instruction and reduce disparities for students on a large scale, one reform effort in the US has focused on building instructionally focused education systems (IFESs) where central office and school leaders collaborate with teachers to organize and manage instruction. These efforts are playing out in a variety of contexts in the US, including in public school districts, non-profits, and other educational networks, and it is shifting how teachers carry out the day-to-day work of instruction. In this comparative case study, we investigate two IFESs in which efforts to improve instruction pushed against historic norms of teacher autonomy. We found that these new systems are not at odds with teacher autonomy, but rather these systems reflect a transition to more interdependent notions of teacher autonomy.

Marianno, B. D., Woo, D. S., & Kennedy, K. (2024). **Collective Bargaining Agreement Restrictiveness in Unionized Charter Schools.** *Educational Policy*, 38(5), 1044-1076. <https://doi.org/10.1177/08959048231178024>

Although charter schools are frequently afforded flexibility from many state laws that govern traditional public schools, a growing number of charter school teachers have now unionized and introduced collective bargaining to the charter sector. Using data from a detailed content analysis of teacher CBAs from California, we compare the restrictiveness of CBAs in 75 unionized charter bargaining units to the restrictiveness of CBAs in 31 nearest neighbor traditional public school district bargaining units. We find that independent charter CBAs are much more flexible than the CBAs of traditional public school districts, but charter school CBAs of bargaining units combined with traditional public school districts are comparably restrictive.

Marlat, D., & Nait-Ighil, L. (2024a). **Effectifs universitaires en 2023-2024.** *Note Flash du SIES*, (12), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/effectifs-universitaires-en-2023-2024-96497>

En 2023-2024, 1 604 200 étudiants sont inscrits à l'université, effectif stable par rapport à l'année précédente.

Marlat, D., & Nait-Ighil, L. (2024b). **Étudiants inscrits en BUT en 2023-2024.** *Note Flash du SIES*, (13). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/etudiants-inscrits-en-en-2023-2024-96500>

À la rentrée 2023, 143 100 étudiants sont inscrits en IUT pour préparer un BUT, effectif en hausse de 34,7 % en raison de l'ouverture de la troisième année du BUT.

McCambly, H. N. (2024). **Rising Tides Don't Create Racialized Change: Analyzing Institutional Change Projects in Postsecondary Philanthropy's College Completion**

Agenda. *The Journal of Higher Education*, 95(4), 526-556.
<https://doi.org/10.1080/00221546.2023.2203631>

This paper uses critical archival analysis, paired with textual analysis of grant descriptions, to understand how nine foundations — all with endowments derived from the student loan industry — have motivated their college completion work and the relationship between these commitments and grantmaking over time (2000–2019). Mobilizing concepts of theorization and racialized change work (RCW) to analyze the relationship between funders' deployed racial frames and their theory of change, this paper offers three primary contributions: 1) A methodological approach to analyzing philanthropic or intermediary-led reform campaigns (e.g. the college completion agenda) as a form of theorization — a core mechanism of institutional change and diffusion — inclusive of funders' racial projects; 2) Insights on the qualitative, causal pathway by which one foundation created organization-specific interest convergence that facilitated engagement in RCW, and 3) Evidence demonstrating how race-evasive theorizations, even if efficacious mechanisms for change, fail to deinstitutionalize a core mechanism of racialization: investment in deficit-minded, individual-level projects. These insights speak not only to the material differences between race-evasive and race-conscious theorizations, but also organizational pathways toward durable race-conscious commitments in higher education.

McNally, S., Schmidt, L., & Valero, A. (2024). **Do management practices matter in further education?** *Economica*, 91(363), 740-769. <https://doi.org/10.1111/ecca.12520>

Further education and sixth form colleges are key institutions for facilitating skill acquisition among 16–19 year olds in the UK. They enrol half a school cohort after completion of their lower secondary education, and this includes a disproportionate number from low-income backgrounds. Yet little is known about what could improve performance in these institutions. We conduct the world's first management practices survey in such institutions, and match this to administrative longitudinal data on over 40,000 students. Value-added regressions with rich controls suggest that structured management matters for educational outcomes, especially for students from low-income backgrounds. For this group, in a hypothetical scenario where an individual is moved from a college at the 10th percentile of management practices to the 90th, this would be associated with 8% higher probability of achieving a good high school qualification, nearly half of the educational gap between those from poor and non-poor backgrounds. Hence improving management practices may be an important channel for reducing inequalities.

Messaoui, A., Perrier, R., Redondo, C., Akue, M. R., & Drot-Delange, B. (2024). **Accompagner la transformation pédagogique dans un contexte de réforme : quel rôle pour les ingénieurs et conseillers pédagogiques en IUT ?** *L'enseignement supérieur et les communautés : des dynamiques interconnectées*. Présenté à Sherbrooke, Canada. Consulté à l'adresse <https://hal.science/hal-04602648>

Un des objectifs de la réforme des Instituts Universitaires de Technologie (IUT) en France est la mise en œuvre de l'approche par compétences (APC) dans les programmes nationaux des 24 spécialités des IUT. Certains ingénieurs et conseillers pédagogiques (IgCP) ont été chargés d'accompagner les enseignants dans cette transformation. Afin de comprendre le rôle qu'ils ont tenu dans l'accompagnement à la transformation pédagogique, nous avons analysé 12 entretiens semi-directifs. Les résultats ont révélé un isolement des IgCP. Ils ont été peu associés à la réforme et ont développé des

stratégies pour contrebalancer les difficultés induites par cette situation. Ils se sont formés à l'APC, ont repéré les besoins des enseignants et diffusé des informations et la création d'espaces pour renforcer le sentiment d'appartenance à une communauté. Les activités des IgCP incluent la conception de ressources, l'intervention directe auprès des étudiants et l'essaimage de dispositifs pédagogiques. Malgré leur réactivité, des défis persistent, tels que le manque d'institutionnalisation des relations avec les enseignants et la difficulté à toucher tous les acteurs. Une collaboration précoce et une meilleure communication institutionnelle sont recommandées pour renforcer la confiance et faciliter la co-conception et la co-animation de ressources pédagogiques.

Meyers, C. V., Thessin, R. A., & Stosich, E. L. (2024). **An exploration of how district leaders organize to support principal supervisors for underperforming schools in mid-sized districts.** *Educational Management Administration & Leadership*, 52(4), 974-990. <https://doi.org/10.1177/17411432221111667>

The role of principal supervisor has been shifting from a focus on management to one that emphasizes support for principals. External partners can sometimes help with redesigning the role and other aspects of district organization. However, most research focuses on large urban districts with role conceptions and organizational structures that are not easily applied to mid-sized districts. In this study, we leverage contingency theory as a way to consider how contextual difference might matter in the use of principal supervisors to support and develop principals of underperforming schools. We interviewed district superintendents, principal supervisors, and principals in five mid-sized districts partnered with USSP, an in-service educational systems leadership provider with research evidence of impact on student achievement outcomes. We found that mid-sized districts commonly prioritized characteristics and traits regularly associated with good principal supervisors, but they were limited by district size and context in how they could initiate change. Despite some differences in how districts established the principal supervisor role, participants across levels described how principal supervisors were supported and, in turn, supported principals in intensive ways. Study results suggest that reorienting the principal supervisor's role, even in mid-sized districts, can build leadership capacity of principals leading underperforming schools.

Mincu, M. (2023). **Governance mechanisms, school principals and the challenge of personalized education in contexts.** *PROSPECTS*. <https://doi.org/10.1007/s11125-023-09663-8>

Schools around the world are diverse and there are a variety of progressivist initiatives in place that aim to promote quality and equitable pedagogy and overcome formalist paradigms. Country contexts present different challenges based on factors such as the type of governance, teachers' autonomy, and pedagogical cultures. Most critical, however, is the unequal distribution of leadership opportunities. Beyond conflicting or contrived possibilities in school leadership arrangements and cultures, it should be recognized that certain contexts lack effective leadership as an organizational quality. Nevertheless, school principals are able to create coherent environments, offering space for debate and clarification of what equity and equality mean in terms of curriculum delivery, as well as supporting school-level structural facilitations and adaptations. This is a conceptual paper, at the crossroads of different research strands. It focuses on governance mechanisms and leadership tasks and skills in pedagogical and organizational school cultures. It argues that well-articulated school organization is

needed, not only in terms of autonomy, but also with the possibility to collaborate, develop professionally, and engage locally in order to achieve equitable student-oriented teaching. The aim is to investigate the feasibility of supporting personalized and adaptive teaching strategies at the school level, in a variety of country contexts.

Mordechay, K., & Terbeck, F. J. (2024). **Moving Toward Integration or Segregation? Racial Change in Suburban Public Schools.** *Educational Policy*, 38(5), 1108-1138. <https://doi.org/10.1177/08959048231178021>

Suburbs across the US are experiencing demographic shifts with consequences for suburban schools. While scholars have expressed concern about rising segregation among suburban public schools, we extend this work by examining changes in racial/ethnic school segregation across a typology of suburban municipalities in the Chicago-Naperville-Elgin metropolitan area between 2007 and 2018. Our findings are mixed- contingent on the measure of segregation employed. We find that Black-white and Hispanic-white segregation in mature suburbs is rising, but is at least in part driven by shifting demographics. The results suggest intra-suburban variation in segregation, highlighting the connection between race and neighborhood change.

Naji, G. (2024). **Les chefs de projet opérationnel des Cités Éducatives : tensions entre réussite éducative et nouvelle gestion publique.** 81. Consulté à l'adresse <https://dumas.ccsd.cnrs.fr/dumas-04555815>

Ce travail de recherche porte sur la thématique des chefs de projet opérationnel du label des cités éducatives. L'objectif est de comprendre quels effets peuvent avoir les recompositions liées à la mise en place de la nouvelle gestion publique sur les missions de ces professionnels à destination de la jeunesse, principaux destinataires des actions mises en place par ce label. Pour se faire, j'ai réalisé des observations directes et participantes ainsi que des entretiens semi-directifs avec les cheffes de projets exerçant dans le département. Il ressort tout d'abord comme conclusion qu'il existe un manque de cadre global autour de la profession de ces CPO qui engendre une confusion dans leurs missions en direction des jeunes. Cette indéfinition semble être une des conséquences directes de l'implantation de la nouvelle gestion publique, parmi d'autres. Il est également observable qu'il y a une occultation de la partie éducative au profit du politique, au sein d'un label censé faire de la réussite éducative sa priorité.

Paccaud, A., Pastore, G., Kunz, A., & Luder, R. (2024). **Intégré e au cycle d'orientation? Enjeux, facilitateurs et obstacles du point de vue des parents d'élèves identifié e s comme ayant des besoins éducatifs particuliers.** *Swiss Journal of Educational Research*, 46(1), 2-15. <https://doi.org/10.24452/sjer.46.1.1>

School inclusion at middle school level presents many challenges, both for professionals and for families. This article looks at the school careers of 35 young people identified as having special educational needs attending upper secondary school in 15 Swiss cantons. The parents of these young people have expressed their opinions on the integrative support their children receive. A qualitative content analysis highlighted the facilitators and barriers identified by parents in relation to this support, as well as the perceived impact of this support on their children's learning, social integration, and well-being. The results argue for the use of more flexible and less stigmatizing forms of support.

Paget, D. (2024). **Ce que l'école devrait apprendre à tous : Se connaître S'ouvrir Se relier**. Consulté à l'adresse <https://editions-croquant.org/paget-denis/995-ce-que-lecole-devrait-apprendre-a-tous-se-connaître-souvrir-se-relier-.html>

Partant de son expérience d'enseignant, de syndicaliste, d'expert, l'auteur revient sur l'histoire récente de notre système éducatif. Il formule des critiques de notre école et propose de nouvelles voies pour qu'elle s'ouvre enfin à la prise en considération de tous les élèves qui ne se retrouvent pas dans les contenus qu'on leur enseigne. Il propose des pistes pour que notre école tienne compte des bouleversements de la société française et du monde. Il aborde la nécessité de mener un travail sur les finalités éducatives, sur la sélection des savoirs et sur l'exigence d'une éducation plus attentive aux processus de formation de la personne. Devant l'ampleur des problèmes que nous devons affronter, l'école ne peut se contenter d'enseigner ce qu'elle enseigne depuis un siècle. Ces analyses et propositions se résument dans le titre : se connaître répond au processus d'individuation qui permet à la personne de grandir en comprenant qu'elle n'est rien sans les autres et donc sans construire en chaque jeune un processus inséparable de socialisation qui s'incarne dans l'ouverture aux autres et au monde. S'ouvrir et se relier, c'est répondre aux défis nouveaux qui inquiètent les jeunes générations à juste titre : l'état de la nature, de la planète terre, le retour des nationalismes qui engendrent la guerre, les défis d'un développement moins fondé sur l'exploitation de la planète et des hommes. Présentation de l'auteur Denis Paget a enseigné pendant plus de 40 ans. Il a assumé en parallèle diverses fonctions au sein du SNES-FSU comme responsable des contenus d'enseignement et de la pédagogie et a déjà écrit plusieurs ouvrages sur ce que l'école française enseigne et/ou devrait enseigner. En 2013 le ministre de l'éducation nationale de l'époque l'a nommé membre qualifié au Conseil Supérieur des Programmes pour cinq ans. Il a également travaillé comme expert en curriculum, dans divers pays d'Afrique, pour France Education International (FEI). Confronté au travail même d'écriture des programmes scolaires et du socle commun de connaissances, de compétences et de culture, chargé ensuite de mettre en oeuvre divers programmes pilotés par l'UNICEF de rénovation des curricula à l'étranger, sa pensée sur l'école s'est progressivement enrichie. Ce livre en est le témoignage.

Perry, L. B., Thier, M., Beach, P., Anderson, R. C., Thoennessen, N.-M., & Roberts, P. (2024). **Opportunities and conditions to learn (OCL): A conceptual framework**. *PROSPECTS*, 54(1), 55-72. <https://doi.org/10.1007/s11125-023-09637-w>

"Opportunity to learn" has evolved into an umbrella phrase for describing a large range of settings, resources, structures, and processes. The aim of this study is to develop a conceptual framework that can accommodate a wide range of opportunities to learn, not just those provided by teachers in classrooms. An inclusive framework can bring together diverse studies about opportunity to learn, increasing synergies and uncovering interconnections, and making more visible marginalized forms of learning. It can also be used as a framework for holding governments, education authorities, and policy makers accountable for providing equitable opportunities and conditions to learn. This article presents a three-dimensional conceptual framework of opportunities and conditions to learn (OCL) that captures (a) notions of what opportunities exist and where those opportunities exist and opportunities offered by whom, as well as (b) a spate of conditions that can shape those opportunities.

Phelan, A. M., & Pinar, W. F. (2024). **Curriculum Studies in Canada**. Consulté à l'adresse <https://staging-torontopress.kinsta.cloud/9781487551711/curriculum-studies-in-canada>
The largest specialization in faculties of education in Canada is curriculum studies. Curriculum Studies in Canada represents the present preoccupations of c...

Richet, B. (2024). **Évaluation des établissements scolaires : pratiques internationales et spécificités françaises**. *Note d'information du conseil d'évaluation de l'école*, (24.01), 1-12. Consulté à l'adresse <https://www.ih2ef.gouv.fr/evaluation-des-etablissements-scolaires-pratiques-internationales-et-specificites-francaises>

Le CEE dresse un panorama des pratiques d'évaluation des établissements dans 39 pays et régions et fait le bilan de l'évaluation des écoles et établissements français de la campagne 2022-2023.

Sasaki, O., Yonehara, A., & Kitamura, Y. (2024). **The influence of the whole school approach on implementing education for sustainable development in Japan**. *PROSPECTS*, 54(1), 203-220. <https://doi.org/10.1007/s11125-023-09667-4>

This research investigates the influence of the whole school approach (WSA) on the education for sustainable development (ESD) practices of teachers in Japan. We focus on understanding how school organizations that facilitate WSA influence teachers' ESD practices in a multifaceted and hierarchical manner. The multilevel analysis, which targeted 683 elementary and middle school teachers in ESD-promoting schools, revealed that the actual working environment may be more important than the school's management system for helping individual teachers implement ESD, and that school-level WSA made a clear contribution to promoting ESD. The research suggests the importance of establishing the environmental conditions, such as the school board and principals' guarantee of basic conditions (e.g., working hours, teaching materials, and an environment where teachers can exercise ownership), so that teachers who are interested in ESD practice can feel secure and assume ownership of ESD activities.

Skinner, B. T., Levy, H., & Burtch, T. (2024). **Digital Redlining: The Relevance of 20th Century Housing Policy to 21st Century Broadband Access and Education**. *Educational Policy*, 38(5), 1007-1043. <https://doi.org/10.1177/08959048231174882>

Broadband is not equally accessible among students despite its increasing importance to education. We investigate the relationship between broadband and housing policy by joining two measures of broadband access with Depression-era redlining maps that classified neighborhoods based in part on racist and classist beliefs. We find that despite internet service provider self-reports of similar technological availability, broadband access generally decreases in tandem with historic neighborhood classification, with further heterogeneity by race/ethnicity and income. Our findings demonstrate how past federally-developed housing policies connect to the digital divide and should be considered in educational policies that require broadband for success.

Taylor, B. J., & Cantwell, B. (2024). **Conceptualizing State Re-Engagement With Public Higher Education**. *Educational Policy*, 38(5), 1200-1228. <https://doi.org/10.1177/08959048231198815>

Three trends have characterized state policymaking for higher education in the 21st century: divestment, accountability, and race neutrality. These policy agendas are often justified as an attempt to optimize system efficiency and performance by making

institutional actors (agents) responsive to the demands of state officials (principals). In this manuscript, we present quantitative evidence that these three policy initiatives have not achieved their stated purpose. We use contemporary social theory to explain why this is the case. Finally, we call for deeper re-engagement of states and their higher education systems in place of transactional and technocratic models.

van de Waal, W., Ashon, M. A., & Comings, J. P. (2024). **A case study of support for girls' access to primary school in Ghana.** *PROSPECTS*, 54(1), 241-253. <https://doi.org/10.1007/s11125-022-09626-5>

The Strategic Approach to Girls' Education (STAGE) project developed and implemented an intervention that helped marginalized out-of-school girls in the northern regions of Ghana enter and be successful in primary school. STAGE builds on the Government of Ghana's Complementary Basic Education policy, which supports an accelerated learning program that provides literacy and numeracy classes in mother tongue to out-of-school girls between 8 and 14 years of age. This article reviews the literature that informed the design of STAGE, describes the intervention, reports on the impact on its participants, and suggests a model for replicating this intervention in Ghana and adapting it for implementation in other countries.

Veillard, H. (2024). **Les lauréat·es : ce que l'ERC fait aux professions scientifiques. Les cas des sciences de l'univers et de l'histoire en France** (Phdthesis, Université Paris-Saclay). Consulté à l'adresse <https://theses.hal.science/tel-04589700>

À l'intersection d'une sociologie des professions scientifiques, des sciences et de l'action publique, cette thèse analyse les interactions entre un dispositif particulier de financement sur projet de la recherche européenne d'«excellence», celui de l'European Research Council (ERC), et les logiques de carrières professionnelles des chercheur·es en sciences de l'univers et en histoire, ceci dans le contexte universitaire français. Ancrée dans les travaux étudiant les modifications de la recherche sous l'effet de ce mode de management du financement sur projet, cette thèse étudie la façon dont les identités des chercheur·es, mais aussi les relations individuelles et collectives de la science se reconfigurent à partir de l'appel à projet spécifique que constitue l'ERC. Ainsi, à partir du cas de la sélection d'individus et de projets d'«excellence», ce travail interroge la fabrique des «lauréat·es» à travers un jeu intriqué d'incitations institutionnelles au dépôt de projets, de configurations de marchés universitaires nationaux et internationaux, ainsi que de logiques de fonctionnement et de cultures épistémiques plurielles. Alors que le dispositif sociotechnique de l'ERC à l'échelle européenne et les mesures incitatives au niveau national concourent à renforcer le financement d'une recherche exploratoire, individuelle et d'«excellence», comment dans ce cadre les scientifiques lauréat·es conçoivent-ils·elles leur candidature et l'obtention du projet à l'ERC ? En prenant le parti de suivre les cheminements et les différentes étapes suivies par les lauréat·es dans le cours de «leurs» projets, cette thèse scrute les cheminements individuels vers le statut de candidat·e en identifiant quatre logiques d'engagement (idée, financement, indépendance et carrière). La rédaction du projet questionne quant à elle les formes d'adéquation, d'adaptation et de traduction de soi et de son projet dans la candidature selon la perception des attendus du financeur. Le projet obtenu, c'est à la question de l'identité de chercheur·e des lauréat·es à laquelle nous nous intéressons en analysant les modalités de mise en œuvre d'un «collectif personnalisé en mode projet», non exempt d'un souci du collectif et des carrières d'autrui. Enfin, l'analyse revient de façon plus générale sur les

effets de l'ERC sur les trajectoires des scientifiques des deux disciplines observées depuis le point de vue des enquêtés, interrogeant ainsi l'émergence de voies contemporaines de carrières scientifiques renouvelées.

Vian, T. (2024). **Les nouvelles ÉNSP (Écoles Normales Supérieures du Professorat). Idées et propositions pour la formation et le recrutement des professeurs des écoles**. Consulté à l'adresse <https://hal.science/hal-04608657>

Cette recherche s'inscrit dans le cadre de la création future, prévue pour la rentrée 2025, des Écoles Normales Supérieures du Professorat (ÉNSP), également appelée «Écoles normales du XXI^e siècle», qui se donnent pour objectif la formation et le recrutement des futurs professeurs dans un contexte de crise des vocations enseignantes. L'avantage de cette perspective est double : d'abord permettre le recrutement par concours dès la fin de la licence, au lieu de la fin du master. L'obtention du master était exigée dans le précédent modèle depuis la mise en pratique à partir de la rentrée 2010-2011 de la réforme de la masterisation, décidée par le gouvernement de Nicolas Sarkozy. Le deuxième avantage consiste dans la progressivité des deux années de formation théorique et pratique post-concours du nouveau modèle, sous statut d'élève-fonctionnaire pendant la première année de master (rémunérée environ 900 euros/mois) puis de fonctionnaire-stagiaire au cours de la deuxième année de master (rémunérée environ 1800 euros/mois). Nous baserons notre recherche sur le document de travail publié par le ministère de l'Éducation nationale (mars 2024) afin de proposer idées et perspectives fécondes, susceptibles de répondre à trois défis : Attirer, former, fidéliser les meilleurs candidats ; concevoir un concours ouvert, de haut niveau, avec une dimension pratique matérialisée par des épreuves d'enseignement ; offrir des perspectives stimulantes telles une grande liberté académique à l'ÉNSP, une année d'enseignement à l'étranger, des évolutions pléthoriques.

Watterston, J., & Zhao, Y. (2024). **Rethinking the time spent at school: Could flexibility improve engagement and performance for students and teachers?** *PROSPECTS*, 54(1), 7-14. <https://doi.org/10.1007/s11125-023-09638-9>

Is it possible to reduce the time students spend in classrooms and schools? Would such a reduction be better for learning and retaining teachers? How should learning be more flexibly enacted in the post-pandemic era? This article discusses the possibilities of rethinking school participation and calls for schools to reconsider the necessity and costs/benefits of forcing students and teachers to be physically present in schools for the traditional 5 days a week.

Westermeyer-Jaramillo, M. A. (2024). **The prioritized natural sciences curriculum under the functionalist approach to education: The Chilean case**. *PROSPECTS*, 54(1), 191-202. <https://doi.org/10.1007/s11125-023-09649-6>

The Covid-19 health crisis brought about transformations in education systems. In Chile, the ministerial authorities prioritized the school curriculum, stressing certain learning objectives over others. This paper seeks to uncover the social functions underlying curriculum prioritization for the subject of natural sciences. To do this, the functionalist approach to the sociology of education was adopted to analyse the prioritized curriculum for the subject in sixth grade elementary. Three dimensions were considered: (1) the principles of curriculum prioritization; (2) prioritized learning objectives; and (3) nonprioritized learning objectives. The presence of functions of creation (social

consensus, social stratification, technical-modern development, human capital formation, and care for children and youths) was verified. As there has been no change in the curriculum that enables science education to address the current issues, the paper proposes that the social functions of science education should be resignified. Finally, examining the meritocracy and credentialism underlying the rationale for prioritization, the article finds that the social stratification attributed to education has increased rather than decreased.

Wullschleger, A., Rickenbacher, A., Rechsteiner, B., Grob, U., & Maag Merki, K. (2024). **School teams' regulation strategies for dealing with school-external expectations for school improvement.** *Research in Education*, 118(1), 26-48. <https://doi.org/10.1177/00345237221090540>

School-external expectations regarding implementation of reforms and innovations often do not lead to successful school improvement processes in schools. To better understand these processes in schools, this paper aims to investigate school improvement processes on a deep level by focusing on cognitive, metacognitive, and motivational regulation strategies used by school teams and by exploring what school-external and school-internal factors are related to this strategy use. Principals, teachers, and specialist teachers (N = 1328) at 59 primary schools responded to an online questionnaire indicating their school's use of regulation strategies on school improvement. Results from descriptive, variance, and hierarchical multiple regression analyses revealed that school teams use all forms of school-based regulation strategies but that schools differ significantly in their strategy use. These differences were mainly explained more by school-internal deeper structures (e.g., task cohesion) and less by school-internal surface structures (e.g., school size) and not at all by school-external factors (e.g., governance systems).

Yoon, E.-S., Winton, S., & Masri, A. E. (2024). **Educational Politics and Policy Change in Neoliberal Times: An Argumentative Discourse Analysis.** *Canadian Journal of Educational Administration and Policy*, (204), 3-16. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77655>

With the rise of neoliberal reforms and efforts to privatize education, there is a growing need to examine how actors and groups from the public and private sectors influence educational policy change together. In this article, we advance a critical approach to understanding the changing discursive space of educational politics by following discourses through an expansive policy network that goes beyond its traditional boundaries. Specifically, we draw on argumentative discourse analysis (ADA), which allows for the analysis of how and why various actors and groups come together to assign certain meanings to educational phenomena or problems, leading to policy responses or changes. Rooted in Foucault's notions of discourse and power, ADA offers a unique approach to discourse analysis that can illuminate policy change through discourse coalitions. Three case studies from educational policy scholarship are discussed to illustrate the value and utility of ADA in future critical education policy studies.

Pratiques enseignantes

Adler, I., & Akad, I. (2024). **New roles for science teachers: A cultural-historical activity theory intervention to support education for health, wellbeing, and citizenship.** *Teaching and Teacher Education*, 145, 104635. <https://doi.org/10.1016/j.tate.2024.104635>

For formal education to play a significant role in efforts for sustainable development, teachers must assume new roles, transform their beliefs about the essence of teaching and learning, and implement innovative pedagogies. Through a multiple-case study methodology, three patterns of shifts were identified in the beliefs of twelve high-school biology teachers who participated in a cultural-historical activity theory intervention aimed at supporting their transformative agency. These patterns corresponded with the tensions the teachers experienced and the mediating tools appropriated. These results highlight the role of contradictions and mediating tools when aiming for educational reforms to support health, well-being, and citizenship.

Akers, J. S., Davis, T. N., McGinnis, K., & Swensson, R. M. (2024). **Effectiveness of Remote Delayed Performance Feedback on Accurate Implementation of Caregiver Coaching.** *Journal of Behavioral Education*, 33(2), 320-343. <https://doi.org/10.1007/s10864-022-09487-0>

The supervision of field experiences is an indispensable component of Board-Certified Behavior Analyst (BCBA®) training. During the supervised field experience, supervisors regularly provide performance feedback to trainees for the purpose of improving fidelity of implementation of various assessments and interventions. Emerging evidence supports the efficacy of using telehealth to train teachers and parents to implement interventions, but no study has evaluated the effectiveness of the remote delayed performance feedback among individuals completing BCBA® training. We used videoconference equipment and software to deliver remote delayed performance feedback to seven participants enrolled in a graduate program and completing supervised field experience. Remote delayed performance feedback was provided regarding participants' implementation of caregiver coaching. The results indicate that delayed performance feedback provided remotely increased the correct implementation of caregiver coaching. These preliminary results indicate the efficacy of remote supervision and delayed performance feedback.

Almerich, G., Gargallo-Jaquotot, P., & Suárez-Rodríguez, J. (2024). **ICT integration by teachers: A basic model of ICT use, pedagogical beliefs, and personal and contextual factors.** *Teaching and Teacher Education*, 145, 104617. <https://doi.org/10.1016/j.tate.2024.104617>

The aim of this study is to determine the influence of pedagogical beliefs on non university teachers' technological resources use because both constructs contribute to ICT integration. A quantitative correlational study was conducted with a sample of 1002 Primary and Secondary Education teachers. The results show that the designed model relates the constructivist conception, and not the traditional one, to technological resources use with students in the classroom. Likewise, personal-professional use is a predictor of such use. Therefore, teachers plan technological resources use for teaching from a constructivist conception and then integrate them into the classroom.

Alsarawi, A. A. (2024). **Managing and learning from the practicum challenges of graduate entry pre-service teachers of students with learning disabilities: A case study.** *Teaching and Teacher Education*, 145, 104636. <https://doi.org/10.1016/j.tate.2024.104636>

This case study explored the challenges graduate entry preservice teachers (PSTs) face during their practicums in the learning disabilities (LDs) field and their strategies to manage and learn from these challenges. The study investigated perceptions of 10 PSTs in a teaching practicum for the master's program on educating students with LDs at a Saudi university. The derived themes from individual semistructured interviews and weekly reports revealed three challenges related to expectations, evaluations, and the timing and duration of the practicum. The participants faced these issues by reflecting on their practices and communicating their ideas. Recommendations are provided based on the results.

Arani, M. R. S., Gao, Y., Wang, L., Shibata, Y., Lin, Y., Kuno, H., & Chichibu, T. (2024). **From “content” to “competence”: A cross-cultural analysis of pedagogical praxis in a Chinese science lesson.** *PROSPECTS*, 54(1), 155-173. <https://doi.org/10.1007/s11125-022-09630-9>

This research is based on an approach that looks at cross-cultural research design as a “lens” for a deeper understanding of what goes on in the classroom. The research question is how a cross-cultural study like this one can lead to identifying the cultural script of teaching and help educators reflect on their practice. In this context, Chinese lessons could be described as a case-based study of pedagogical reasoning that drives a shift from focusing on “content” to “competence”. This article draws on qualitative data collected by the researchers and a cross-cultural analysis of a science lesson in an elementary school in Beijing, China. Using the Japanese educators' critiques and Chinese reviews, the article determines the cultural script of teaching science (the first research question) and the way Chinese teachers reflect on their practice through the Japanese lens (the second research question). This study exposes the importance of teachers' understanding and reflecting on their practice, technically, practically, and critically. The analysis results show how teachers learn to change their lenses, to reflect on their teaching and reconstruct their understanding about teacher professionalism through at least four basic elements: didactics, praxis, pedagogy, and theory.

Audet, G., Gosselin-Gagné, J., Fowler, E., Caron, M.-È., Maynard, C., & Beauregard, C. (2024). **Prendre en compte les réalités d'élèves réfugiés afin de soutenir leur résilience: analyse de récits de pratique d'enseignant e s en contexte québécois.** *Swiss Journal of Educational Research*, 46(1), 74-84. <https://doi.org/10.24452/sjer.46.1.6>

As part of an action-research project involving refugee students in Quebec, we have documented the experiences of teachers who welcome these students into their classes. In this article, we present our analysis of stories of practice. In each story, a teacher recounts an experience involving a refugee student which they believe could be useful in the training of future teachers. Framed within a comprehensive perspective of teachers' professional skills, our progressive qualitative analysis of the data reveals six ways in which the participants support their students' resilience, which also appears to contribute to their own professional development.

Azovide, K. A. Y., Bouchamma, Y., & Basque, M. (2024). **Impact of Teachers' Professional Development on the Reading Achievement of Canadian Allophone Students.** *Canadian Journal of Educational Administration and Policy*, (204), 55-69. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77155>

This study examines the impact of teachers' professional development on Canadian allophone students' learning and reading performance levels. We used the data from the Pan-Canadian Assessment Program 2016 involving Grade 8/Secondary II Canadian allophone students (N = 2,244) and teachers in French and English Language Arts (N = 598). Our correlation results show that Canadian allophone students' reading achievement was positively associated with teachers' professional development activities such as academic pursuits (e.g., university courses) and marking or scoring sessions. The correlations also demonstrate that teachers' professional practice of curriculum development had a positive influence on the learning levels of Canadian allophone students who were born in Canada, while teachers' participation in professional learning communities had a positive effect on Canadian allophone students who were not born in Canada.

Benoit, V., Röthlisberger, T., Marteau, F., & Valls, M. (2024). **Évolution des attitudes des enseignant·e·s vaudois·e·s envers l'intégration scolaire et de leur sentiment d'auto-efficacité entre 2016 et 2022.** *Swiss Journal of Educational Research*, 46(1), 16-29. <https://doi.org/10.24452/sjer.46.1.2>

This cross-sectional study's aim is to examine changes in the attitudes of teachers in the canton of Vaud (Switzerland) towards inclusive education and in their sense of self-efficacy (SSE), before and after the entry into force of the law on special education and the introduction of the 360° concept in 2019. Attitudes and SSE measured among 167 teachers in 2022 were compared with data collected from 306 teachers in 2016. The results indicate that teachers' attitudes are less positive in 2022 than in 2016 and that their level of SSE is lower, particularly in secondary education. These results provide food for thought on how to support (future) teachers in implementing inclusive education.

Bergeron-Leclerc, C., & Le Tellier, A. (2024). **Optimiser l'accompagnement des stagiaires en situation de handicap : apprentissages issus d'une communauté de formatrices en travail social.** *Éducation et francophonie*, 52(1). <https://doi.org/10.7202/1111734ar>

Au cours des dernières années, on a constaté une hausse significative du nombre d'étudiantes en situation de handicap inscrites dans les universités québécoises. Cette tendance s'est également reflétée dans les programmes en travail social, mettant ainsi en lumière les besoins éducatifs spécifiques de ces étudiantes, notamment en ce qui a trait à la formation pratique. Les stages, qui sont centraux dans la formation en travail social, peuvent en effet être source de défis particuliers. Face à ces défis, plusieurs formatrices se sentent parfois désemparées. Pour soutenir celles-ci dans leur savoir accompagner ces étudiantes, une communauté d'apprentissage a été mise en place de 2020 à 2023. Cet article rapporte les résultats d'une recherche qui a accompagné la création de cette communauté d'apprentissage. Il détaille les caractéristiques de celle-ci et les compétences qui en ont émergé. Il en ressort que la dimension cognitive (connaissances générées par les actrices de la communauté d'apprentissage) a contribué à l'apprentissage des participantes, facilitant ainsi l'identification d'actions à entreprendre (dimension idéologique). Malgré les limites du contexte virtuel, la

communauté d'apprentissage constitue un levier efficace pour renforcer les compétences d'accompagnement des formatrices.

Can, H. C., Zorba, E., & Işim, A. T. (2024). **The effect of blended learning on 21st-Century skills and academic success in education of physical education teachers: A mixed method research.** *Teaching and Teacher Education*, 145, 104614. <https://doi.org/10.1016/j.tate.2024.104614>

The aim of this study is to examine the effects of the teaching intervention with blended learning model on the 21st century skills, academic achievement levels and permanent learning of pre-service physical education teachers. For this purpose, the nested design was preferred among the mixed method research designs, case study approach was chosen for the qualitative dimension of the research, and quasi-experimental design method was preferred for the quantitative dimension. As regards the experimental intervention process, the experiment lasted for 12 weeks with the voluntary participation of 85 pre-service teachers who formed the control and comparison groups. As a result of the research, it is seen that blended learning affects the academic success and permanent learning levels of pre-service physical education teachers whereas it has no effect on the 21st century skills. Quantitative and qualitative findings are consistent with each other.

Chejara, P., Kasepalu, R., Prieto, L. P., Rodríguez-Triana, M. J., Ruiz Calleja, A., & Schneider, B. (2024). **How well do collaboration quality estimation models generalize across authentic school contexts?** *British Journal of Educational Technology*, 55(4), 1602-1624. <https://doi.org/10.1111/bjet.13402>

Abstract Multimodal learning analytics (MMLA) research has made significant progress in modelling collaboration quality for the purpose of understanding collaboration behaviour and building automated collaboration estimation models. Deploying these automated models in authentic classroom scenarios, however, remains a challenge. This paper presents findings from an evaluation of collaboration quality estimation models. We collected audio, video and log data from two different Estonian schools. These data were used in different combinations to build collaboration estimation models and then assessed across different subjects, different types of activities (collaborative-writing, group-discussion) and different schools. Our results suggest that the automated collaboration model can generalize to the context of different schools but with a 25% degradation in balanced accuracy (from 82% to 57%). Moreover, the results also indicate that multimodality brings more performance improvement in the case of group-discussion-based activities than collaborative-writing-based activities. Further, our results suggest that the video data could be an alternative for understanding collaboration in authentic settings where higher-quality audio data cannot be collected due to contextual factors. The findings have implications for building automated collaboration estimation systems to assist teachers with monitoring their collaborative classrooms. Practitioners notes What is already known about this topic Multimodal learning analytics researchers have established several features as potential indicators for collaboration quality, e.g., speaking time or joint visual attention. The current state of the art has shown the feasibility of building automated collaboration quality models. Recent research has provided preliminary evidence of the generalizability of developed automated models across contexts different in terms of given task and subject. What does this paper add This paper offers collaboration indicators for different types of collaborative learning activities in authentic classroom

settings. The paper includes a systematic investigation into collaboration quality automated model's generalizability across different tasks, types of tasks and schools. This paper also offers a comparison between different modalities' potential to estimate collaboration quality in authentic settings. Implications for practice The findings inform the development of automated collaboration monitoring systems for authentic classroom settings. This paper provides evidence on across-school generalizability capabilities of collaboration quality estimation models.

Chen, A., Li, W., & Fu, W. (2024). **Unleashing digital superheroes: Unravelling the empathy factor in digital competence and online teacher autonomy support.** *British Journal of Educational Technology*, 55(4), 1790-1810. <https://doi.org/10.1111/bjet.13433>

Abstract Considerable research has been dedicated to studying teachers' digital competence, yet limited insights have been gained regarding its impact on online teacher autonomy support. Based on the Technological Pedagogical Content Knowledge (TPACK) framework, this study utilized a multiple regression analysis model to explore how teachers' digital competence affects online teacher autonomy support. Drawing on data from 652 Chinese primary school teachers, the study revealed that teachers' digital competence positively influenced online teacher autonomy support via teachers' cognitive empathy. Teachers' emotional empathy strengthened the direct effect of cognitive empathy on online teacher autonomy support, and its indirect effect on teachers' digital competence on online teacher autonomy support. The findings inform TPACK framework development and practical considerations in online teaching, deepening understanding of the impact of digital competence on online teacher autonomy support.

Practitioner notes What is already known about this topic Previous research has recognized the importance of teachers' digital competence in supporting learners' autonomy and enhancing their online learning experiences. Existing studies have explored different dimensions of teachers' digital competence, including technological proficiency, pedagogical knowledge and content expertise. Studies have also examined the role of empathy in online teaching and learning, emphasizing its importance in fostering positive teacher-student relationships and promoting student engagement and motivation. What this paper adds This study introduces digital competence as a novel and comprehensive assessment of technology integration in teaching, bridging an existing gap in the literature. This study recognizes the importance of socio-emotional skills in online teaching by including teachers' empathic traits within the expanded TPACK framework. Teachers' cognitive empathy acts as a mediator and emotional empathy functions as a moderator in the relationship between digital competence and online teacher autonomy support, offering new insights into the underlying mechanisms. Implications for practice and/or policy Teacher educators should find ways to support teachers' digital competence in facilitating learners' autonomy in online learning environments effectively. Teacher educators should incorporate teacher empathy development into teachers' professional development programmes for online teaching, offering tailored interventions to differentiate and enhance both cognitive and emotional empathy.

Connac, S., Lescouarch, L., & Capitanescu, A. (2024). **Construire son plan travail: Mon compagnon quotidien pour organiser les activités des élèves.** Consulté à l'adresse <https://www.esf-scienceshumaines.fr/pratiques-de-classe/458-mettre-en-place-un-plan-de-travail-en-classe.html>

Le plan de travail est un outil qui permet de suivre la progressivité de chaque élève et de proposer des activités adaptées à chacun en fonction de leur niveau. En effet, dans une classe, tous les élèves ne travaillent pas à la même vitesse et n'ont pas les mêmes facilités ou difficultés. Pour que ceux qui ont déjà compris la tâche en cours ne s'ennuient pas, et que les élèves n'ayant pas encore acquis la compétence ne soient pas perdus, le plan de travail est un outil indispensable pour s'adapter au rythme de chaque élève. Grâce à lui, chacun peut être autonome dans la classe et avancer dans ses activités. Cette organisation est valorisante pour les élèves, car le plan de travail :- permet aux élèves de prendre conscience de leurs réussites au quotidien,- redonne du sens aux apprentissages. Cet ouvrage pratique est le premier qui explicite le plan de travail, son élaboration et qui présente de nombreux exemples de plans de travail expérimentés auprès des élèves de tous les niveaux (de la maternelle à l'université).

Criss, C. J., Konrad, M., Alber-Morgan, S. R., & Brock, M. E. (2024). **A Systematic Review of Goal Setting and Performance Feedback to Improve Teacher Practice.** *Journal of Behavioral Education*, 33(2), 275-296. <https://doi.org/10.1007/s10864-022-09494-1>

Performance feedback has been identified as an evidence-based practice to improve teacher implementation fidelity. The efficacy of performance feedback might be enhanced with ancillary strategies such as goal setting. In this paper, we systematically reviewed 22 experimental studies in which a combination of goal setting and performance feedback was used to improve teacher implementation of practices. We summarized effects and explored which aspects of goal setting and performance feedback were associated with improved performance. Overall, we found the combination of goal setting and performance feedback was highly effective. We found that the features associated with consistent positive effects included visual presentation of data, verbal feedback, teacher-created goals, measurement of progress toward goals, and discussion of goals during feedback. We discuss why these particular features might be efficacious, and how administrators and teacher trainers can integrate them into their efforts to support teachers to improve their practice.

D'Angelo, C. M., & Rajarathinam, R. J. (2024). **Speech analysis of teaching assistant interventions in small group collaborative problem solving with undergraduate engineering students.** *British Journal of Educational Technology*, 55(4), 1583-1601. <https://doi.org/10.1111/bjet.13449>

Abstract This descriptive study focuses on using voice activity detection (VAD) algorithms to extract student speech data in order to better understand the collaboration of small group work and the impact of teaching assistant (TA) interventions in undergraduate engineering discussion sections. Audio data were recorded from individual students wearing head-mounted noise-cancelling microphones. Video data of each student group were manually coded for collaborative behaviours (eg, group task relatedness, group verbal interaction and group talk content) of students and TA?student interactions. The analysis includes information about the turn taking, overall speech duration patterns and amounts of overlapping speech observed both when TAs were intervening with groups and when they were not. We found that TAs very rarely provided explicit support regarding collaboration. Key speech metrics, such as amount of turn overlap and maximum turn duration, revealed important information about the nature of student small group discussions and TA interventions. TA interactions during small group collaboration are

complex and require nuanced treatments when considering the design of supportive tools. Practitioner notes What is already known about this topic Student turn taking can provide information about the nature of student discussions and collaboration. Real classroom audio data of small groups typically have lots of background noise and present challenges for audio analysis. TAs have little training in how to productively intervene with students about collaborative skills. What this paper adds TA interaction with groups primarily focused on task progress and understanding of concepts with negligible explicit support on building collaborative skills. TAs intervened with the groups often which gave the students little time for uptake of their suggestions or deeper discussion. Student turn overlap was higher without the presence of TAs. Maximum turn duration can be an important real-time turn metric to identify the least verbally active student participant in a group. Implications for practice and/or policy TA training should include information about how to monitor groups for collaborative behaviours and when and how they should intervene to provide feedback and support. TA feedback systems should keep track of previous interventions by TAs (especially in contexts where there are multiple TAs facilitating) and the duration since previous intervention to ensure that TAs do not intervene with a group too frequently with little time for student uptake. Maximum turn duration could be used as a real-time metric to identify the least verbally active student in a group so that support could be provided to them by the TAs.

Dever, D. A., Wiedbusch, M. D., Romero, S. M., & Azevedo, R. (2024). **Investigating pedagogical agents' scaffolding of self-regulated learning in relation to learners' subgoals.** *British Journal of Educational Technology*, 55(4), 1290-1308. <https://doi.org/10.1111/bjet.13432>

Abstract Intelligent tutoring systems (ITSs) incorporate pedagogical agents (PAs) to scaffold learners' self-regulated learning (SRL) via prompts and feedback to promote learners' monitoring and regulation of their cognitive, affective, metacognitive and motivational processes to achieve their (sub)goals. This study examines PAs' effectiveness in scaffolding and teaching SRL during learning with MetaTutor, an ITS on the human circulatory system. Undergraduates (N=118) were randomly assigned to a condition: Control Condition (i.e. learners could only self-initiate SRL strategies) and Prompt and Feedback Condition (i.e. PAs prompted learners to engage in SRL). Learners' log-file data captured when strategies were used, the initiator of the strategy (i.e. learner and PA), and the relevance of instructional content pages in relation to learner subgoals. While results showed that PAs were effective scaffolders of SRL in which they prompted learners to engage in SRL strategies more when content was relevant towards their subgoals and as time on page and task increased, there were mixed findings about the effectiveness of PAs as teachers of SRL. Findings show how production rules guiding PA prompts can improve their scaffolding and teaching of SRL across the learning task through contextualizing SRL strategies to the instructional content and in relation to the relevance of the content to learners' subgoals. Practitioner notes What is already known about this topic Most learners struggle to efficiently and effectively use self-regulated learning (SRL) strategies to attain goals and subgoals. There is a need for SRL to be scaffolded for learners to manage multiple goals and subgoals while learning about complex STEM topics. Intelligent tutoring systems (ITSs) typically incorporate pedagogical agents (PAs) to prompt learners to engage in SRL strategy and provide feedback. There are mixed findings on the effectiveness of PAs in scaffolding learners' SRL. What this paper adds We consider PAs not only scaffolders but also teachers of SRL. Results showed that while

PAs encouraged the use of SRL strategies when the content was relevant to subgoals, they did not discourage the use of SRL strategies when the content was not relevant. Results for this study were mixed in their support of PAs as teachers of SRL. Learners increasingly depended on PAs to prompt SRL strategies as time on task progressed. Implications for practice and/or policy PAs are effective scaffolders of SRL with more research needed to understand their role as teachers of SRL. PA scaffolding is more essential as time on task progresses. When deploying specific cognitive and metacognitive SRL strategies, the relevance of the content to learners' subgoals should be taken into account.

Dhadho, A. S. (2023). **Les difficultés de la mise en application de l'approche par compétences (APC) en classe de CM2 de français à Akpakpa à Cotonou au Bénin** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-04611996>

La présente recherche, qui est inscrite dans le champ de la pédagogie porte sur les difficultés de la mise en application de l'approche par compétences (APC) en classe de CM2 de français à Akpakpa à Cotonou au Bénin. L'objectif de la thèse est de savoir dans quelle mesure les conditions de vie familiale des apprenants, le rôle de l'État et les conditions de travail qu'il offre aux enseignants dans la mise en oeuvre de l'APC, les conditions de travail des enseignants, et les représentations des enseignants concernant l'APC influencent leurs pratiques de classe ou agissent sur leurs stratégies et leurs typologies. Pour répondre à notre problématique, nous avons au plan méthodologique, privilégié une démarche hypothético-déductive avec la formulation de 4 hypothèses qui s'articulent autour de deux catégories de variables. Il s'agit de 4 variables indépendantes explicatives et d'une variable dépendante expliquée. Elles ont été déterminées en fonction de nos hypothèses. Notre échantillon est constitué de 15 observations de séquences de cours suivies de 15 entretiens semi-directifs. Nous avons aussi collecté des données auprès de 546 apprenants. Basé sur l'étude de cas, le traitement a fait émerger trois groupes d'enseignants; le premier proche de l'APC, le deuxième de la PPO et le troisième proche de la pédagogie mixte (APC+PPO). Les résultats ont montré que certaines microvariables liées aux conditions de travail des enseignants influencent tantôt positivement, tantôt négativement les stratégies et les typologies des enseignants dans les trois groupes. Une hypothèse a été validée, deux l'ont été partiellement et une n'est pas validée.

Dondeyne, S., De Hoe, V., & Van Nieuwenhoven, C. (2024). **Accompagner les stagiaires en situation de handicap : la position des superviseuses et superviseurs**. *Éducation et francophonie*, 52(1). <https://doi.org/10.7202/1111732ar>

En formation initiale en enseignement en Belgique francophone, les personnes mandatées pour superviser les stagiaires en situation de handicap se sentent démunies et ont besoin d'outils et de pistes pour les accompagner équitablement. De leur côté, ces stagiaires témoignent de difficultés en stage liées à leur handicap, sans pour autant bénéficier d'aménagement et ressentent des tensions lors des supervisions.

Dufour, F., Pillion, R., Dubé, F., Vivegnis, I., & Grenier, N. (2024). **L'accompagnement en formation à l'enseignement de stagiaires en situation de handicap : perspectives d'enseignantes associées**. *Éducation et francophonie*, 52(1). <https://doi.org/10.7202/1111733ar>

L'accompagnement en stage d'étudiantes en situation de handicap (SH) en formation en enseignement constitue une préoccupation pour plusieurs enseignantes associées (EA) ayant le mandat de les accompagner dans le développement de leurs compétences professionnelles. Ces EA souhaitent mieux connaître les mesures d'accommodement et d'accompagnement pouvant leur être offertes. Or, il n'existe pas de balises claires pour orienter les mesures à déployer en contexte de stage. Nous avons donc mené une recherche exploratoire par questionnaire auquel ont répondu 53 EA ayant déjà accompagné au moins une stagiaire en SH. Cet article présente les défis rencontrés par les stagiaires, les actions mises en place par les EA pour les aider à relever leurs principaux défis ainsi que les besoins de formation des EA pour mieux les accompagner. Les données ont été analysées en s'appuyant sur un cadre de référence définissant cinq balises pour un accompagnement de qualité. Les résultats mettent notamment en exergue qu'étant soucieuses de la réussite de leurs stagiaires, la majorité des EA préconisent à la fois une posture bienveillante et directive en offrant des conseils associés à la profession notamment au regard de la planification d'activités d'enseignement.

Eriksen, E., Solomon, Y., Bjerke, A. H., Gray, J., & Kleve, B. (2024). **Making decisions about attainment grouping in mathematics: teacher agency and autonomy in Norway.** *Research Papers in Education*, 39(3), 379-399. <https://doi.org/10.1080/02671522.2022.2135014>

Grouping by attainment is a relatively new and contested practice in Norway, where strong historical discourses of heterogeneous education are under pressure from international test comparisons, particularly in mathematics. At the same time, research indicates that Norwegian teachers have a high degree of autonomy in education policy enactment. Analysing thirteen Norwegian mathematics teachers' reflections on grouping practices, we seek to understand their decision-making processes within this context. Our findings indicate that teachers report a high degree of autonomy in grouping practices which is exercised through considerable diversity in practice and defended when necessary. Using an ecological model of teacher agency reveals how teachers explore and explain their highly situated practice and its tensions and contradictions. We find that teachers who are removed from the central locus of autonomy have less to draw on in making and justifying their pedagogic choices, while those who are more central are able to continually reassess in this highly sensitive arena. We note the implications for practice and research on attainment grouping, particularly the need for teacher autonomy and support for professionally-based local decision-making.

Ersoy, F., Ekşi, H., & Katılmış, A. (2024). **The moral identity profiles of inspiring social studies teachers.** *Teaching and Teacher Education*, 145, 104610. <https://doi.org/10.1016/j.tate.2024.104610>

This study aims to explore the moral identity profiles of inspiring social studies teachers. In the research conducted with the systematic grounded theory method, data were collected from 14 teachers using in-depth interviews. These data were analyzed with the technique of continuous comparative analysis. The results show the theoretical items that explain the theory to be gathered around the core category of moral identity and to be constituted of self traits; referenced worldview and beliefs; personality characteristics; ideals, and goals; past experiences; social influences; and

educational approach. This study contributes to the explanation of moral identity of inspiring teachers.

Evulu Oleko, J. (2024). **Le cours magistral: Un zombie qui refuse de mourir en milieux universitaires de la Province Sankuru en RDC.** Consulté à l'adresse <https://hal.science/hal-04597023>

Cet article est parti du constat selon lequel les pratiques pédagogiques des enseignants universitaires du Sankuru sont toujours calquées sur les méthodes pédagogiques transmissives du cours magistral où l'enseignant transmet les connaissances et les étudiants écoutent et prennent notes en amphithéâtre. Ce constat nous a amené à une conclusion selon laquelle le «cours magistral est un zombie qui refuse de mourir en milieux universitaires de la Province du Sankuru». Ainsi, les résultats de cette recherche, ont révélé que le cours magistral est l'approche pédagogique la plus mobilisée par les enseignants universitaires de la Province du Sankuru. Par ailleurs, le manque de formation continue en pédagogie universitaire, la résistance au changement et la méconnaissance des innovations pédagogiques sont à la base de la prédominance des pratiques pédagogiques du cours magistral dans les universités de la Province du Sankuru.

Flandrin, C., Gandon, C., & Quéré, N. (2024). **Communautés et Approche par compétences: Comment mobiliser de nouvelles communautés pour favoriser l'engagement des équipes pédagogiques dans une démarche APC? AIPU 24: L'enseignement supérieur et les communautés: des dynamiques interconnectés**, 8. Consulté à l'adresse <https://hal.science/hal-04600279>

In France, the Competency-Based Approach (henceforth referred to as CBA) is a reality that all higher education establishments are facing up to in order to build an attractive, coherent range of courses that are more in tune with students' expectations and developments in the socio-economic world. At a time when calls for academic projects and reforms are multiplying, this paradigm shift means that action plans need to be put in place to roll out the CBA. A number of educational engineers and advisers working in higher education establishments in the west of France (Université Bretagne Ouest, Nantes, Limoges, La Rochelle, Angers) have joined forces in an informal community of practice to discuss their respective missions and to develop their professional knowledge of the CBA. Various initiatives have been put in place to support teaching teams: meetings/workshops to raise awareness of CBA, training in CBA methodology, collective support, feedback, calls for projects to support pedagogical transformation, recognition of the teachers involved, etc. Despite these efforts and the resources invested, these engineers and pedagogical advisers report a common problem: the difficulty of mobilising teaching teams on the subject. This situation raises questions about the methods currently used and prompts us to consider new avenues: Why, despite all the initiatives undertaken, are so few teams committed to this approach? What new avenues could be explored to encourage greater team involvement? How can we make our actions more effective? Is it necessary to continue our current efforts? Should we question our practices? Should we involve other players inside and outside the school in this transformation process? Reflective analysis of our practices shows that the actions we take are essentially focused on the community of teachers and lecturers in our institutions. This llab proposes to collectively question the value of broadening our fields of action by mobilising other communities (internal or external to the institution) and to reflect on specific strategies for these audiences

which, in our opinion, can be real levers for encouraging the commitment of teachers and teaching teams.

Francomme, O., & Morin, D. (Éd.). (2024). **Éducation, cognition, coopération**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=80085

L'objet de cet ouvrage est de restituer en partie les débats, confrontations et témoignages qui ont émaillé deux colloques organisés par l'AFIRSE section française (devenue l'AIRSPÉ). Ces débats ont été organisés avec l'ICEM et l'ESPE d'Aquitaine pour le premier (« La pédagogie Freinet face aux défis du XXI^e siècle », Bordeaux 2017), et l'ENSC (École nationale supérieure de cognitique) pour le second (« Éducation et Cognition — des éléments théoriques amenés par les diverses modélisations à la pédagogie Freinet », Bordeaux 2019). La plus grande partie des interventions est publiée par les numéros 2018 et 2020 de l'Année de la recherche en sciences de l'éducation.

Freestone, M., Khan, K., & Mason, J. (2024). **Question sense, inquiry, and inventiveness**. *PROSPECTS*, 54(1), 23-41. <https://doi.org/10.1007/s11125-023-09634-z>

This article is a synthesis of possibility. A view of how question sense might generate inquiry and inventiveness across the gamut of human experience is presented. Dialogue between curiosity and questions spawns sense-making processes through which we can perceive and construct connections that have value. The application of a layered set of question frames energizes the construction of curious-concatenates that are precarious and continually networked across the template of human consciousness. They are created through intention and perceived value, and thereby, reflect underlying motivations in the life world, as distinct from psychological maturation. Ways in which curious-concatenates change and transform to make order out of disorder are discussed. The whole is synthesised into a two-phase iterative model for the generation and enactment of inventiveness, with a question-led process at the center. The implications for curriculum design and development and pedagogy are profound.

Garman-McClaine, B. (2024). **A comparison of general and special education teachers' attitudes toward evidence-based practices for students with autism spectrum disorder**. *Psychology in the Schools*, 61(7), 2880-2892. <https://doi.org/10.1002/pits.23195>

Students identified with autism spectrum disorder (ASD) benefit from the implementation of evidence-based practices (EBPs) in all educational settings, including general education classrooms. Research indicates that EBPs are not consistently implemented across educational placements, nor are they always implemented with fidelity. One contextual factor that can influence successful EBP implementation is teacher attitudes toward an EBP. This study examined and compared the attitudes of general education and special education teachers toward EBPs. Study results suggest that special education teachers have more positive attitudes toward EBPs, while general education teachers are more likely to diverge from EBPs to support students with ASD. These findings have implications for improving the implementation of EBPs in both general and special education classrooms for students with disabilities, particularly students with ASD.

Ghasemi, F. (2024). **Time-lagged effects of student misbehavior on teacher counterproductive work behaviors: The role of negative affect and regulatory focus.** *Psychology in the Schools, 61*(7), 2845-2863. <https://doi.org/10.1002/pits.23193>

Student misbehavior is a significant occupational stressor for educators, with numerous emotional consequences threatening their mental well-being. However, research to date has failed to study the behavioral consequences of student misbehavior among teachers, as such stressors may lead to counterproductive workplace behaviors (CWB) that could decline teachers' performance and school functioning. The current study builds on the stressor–emotion model and frustration-aggression theory to fill this major gap in the literature. The proposed research model examines the association between student misbehavior and teacher CWB through two indirect pathways. It was hypothesized that job-related negative affect would mediate the relationship between student misbehavior and CWB, and regulatory prevention focus would moderate the path from student misbehavior to CWB. Data collected from a sample of 330 teachers at two time points revealed that student misbehavior was directly associated with CWB and was indirectly associated with CWB through job-related negative affect. Additionally, the regulatory prevention focus moderated the relationship between student misbehavior and CWB. The findings of the study help clarify the processes underlying the stressor-behavior link, as well as the boundary conditions of these processes, which could provide a framework for schools to guide policies and practices regarding supporting educators in their interpretation and response to classroom misbehavior.

Gravani, M. N., Slade, B., Brown, M., Jōgi, L., & Borg, C. (2024). **From Learner-Centered Education (LCE) to Emancipatory Learner-Centered Education (ELCE): A comparative case study of language education for adult migrants in four European countries.** *PROSPECTS, 54*(1), 175-190. <https://doi.org/10.1007/s11125-023-09633-0>

This article discusses the findings of qualitative case-study research that looks at pedagogical contexts of adult education programs for migrants in Cyprus, Scotland, Malta, and Estonia. The goal of this research is to understand how Learner-Centered Education (LCE) is promoted within a human-rights framework and implemented as an approach to emancipatory social change. The findings show significant discrepancies in the implementation of LCE. Differences emerged between educational interventions that influence the language-learning and assimilation-integration processes of adults with migrant backgrounds. Informed by these findings, this article builds a case for Emancipatory Learner-Centered Education (ELCE)—a pedagogical approach that goes beyond course adaptations, to engage migrants in consciousness-raising and confidence-building, while fostering communal action between migrants and adult educators.

Hendawy Al-Mahdy, Y. F., Hallinger, P., Omara, E., & Emam, M. (2024). **Exploring how power distance influences principal instructional leadership effects on teacher agency and classroom instruction in Oman: A moderated-mediation analysis.** *Educational Management Administration & Leadership, 52*(4), 878-900. <https://doi.org/10.1177/17411432221113912>

Nations throughout the world have been engaged in efforts to redefine the role of principals to include instructional leadership. This is based upon research that has verified a positive indirect relationship between principal instructional leadership and student learning. This study tested a moderated mediation model of how the power

distance orientation of teachers influences the effects of principal instructional leadership on teacher agency and classroom instruction. Data collected from 464 teachers in 65 middle schools in Oman were analysed using structural equation modelling, factor analysis and bootstrapping. The results supported a partial mediation model in which principal instructional leadership was associated with moderate direct and indirect effects through teacher agency on classroom instruction. In addition, lower power distance in principal–teacher professional relationships was associated with stronger effects of instructional leadership on teacher agency. These findings support assertions that instructional leadership is a relational process rather than a top-down bureaucratic form of leadership.

Hunter, S. B. (2024). **High-leverage teacher evaluation practices for instructional improvement.** *Educational Management Administration & Leadership*, 52(4), 991-1013. <https://doi.org/10.1177/17411432221112995>

This study's purpose is to extend our understanding of school leadership for student learning by identifying high-leverage teacher evaluation practices that improve teaching. A partnership with a state education agency administered a teacher questionnaire regarding evaluation practices multiple times in one semester, then linked teacher responses to their next within-semester observation score. Broadly, teachers reported on scoring practices, the facilitation of post-observation conferences, feedback characteristics, and post-conference supports for evaluation-informed professional learning. Fixed effect regressions effectively compare observation scores and teacher-reported evaluation practices within the same teacher or teacher-by-evaluator pairing over four months while controlling for month-to-month influences on performance. The methods remove several serious confounders plausibly affecting related estimates in prior work. The analysis identifies six high-leverage teacher-reported evaluation practices, most of which apply to post-conference practices linking evaluation to professional learning. The evidence refines the academic understanding of leadership for student learning and implies that leadership preparation and in-service programs might emphasize the six high-leverage evaluation practices to promote active use among practicing leaders. Policymakers might ensure that aspiring and in-service leaders can develop these practices and that there are strong links between teacher evaluation and professional learning systems for school leaders to use.

Kahmann, R., Droop, M., & Lazonder, A. W. (2024). **Dutch elementary school teachers' differentiation practices during Science and Technology lessons.** *Teaching and Teacher Education*, 145, 104626. <https://doi.org/10.1016/j.tate.2024.104626>

Although differentiation is essential to quality teaching, portraits of how teachers adjust lessons of specific subjects to students' needs are scarce. This study investigated Dutch teachers' differentiation practices in elementary Science and Technology (S&T) education. In a multiple-case design, data obtained from lesson plans, interviews and observations of nine elementary-school teachers were triangulated. All teachers adjusted their lesson's environment and/or process with the aim to support children's learning. Adjustments in product and content were less common and more targeted at fostering children's curiosity or creativity. These findings are discussed in relation to theoretical frameworks and empirical results in other contexts.

Karataş, S., Aksoy, B., Göçer, O., Aş, E., Çiftçi, S., & Caner, M. (2024). **The power of the communicative approach: An investigation of classroom practices of English teachers**

working in vocational high schools. *Psychology in the Schools*, 61(7), 2778-2799. <https://doi.org/10.1002/pits.23191>

This research examines classroom methodologies aligned with the communicative approach, gauging the perspectives of English teachers working within vocational high schools (VHSs). The study, employing a qualitative case study research design, engaged 10 teachers from diverse backgrounds. The participants volunteered for the study and were selected through a maximum diversity sampling technique, a purposeful sampling method. The research methodology encompassed data collection through interviews, observations, and document analysis. Content analysis was applied to scrutinize interview data, whereas observational and document-based findings were subjected to descriptive analysis techniques. The study revealed a prevalent utilization of teacher-controlled activities and a predominant teacher-centric classroom layout among teachers. Notably, a considerable proportion of in-class time was allocated to grammar instruction, whereas comparatively lesser emphasis was placed on fostering reading, speaking, writing, and listening skills. Moreover, it was found that multiple-choice tests and alternative assessment formats such as performance evaluations and projects were exclusively employed; using other alternative assessment approaches like observations, interviews, learning diaries, and portfolios was rare. It is also found that English instruction in VHSs heavily relies on textbooks, supplemented by the occasional integration of audiovisual materials. Overall, teachers expressed a consensus that there exists a need for enhancement in curricular frameworks, teaching aids, as well as assessment and evaluation tools within the English instruction domain.

Keane, K., Silverman, R. D., & Deutscher, R. (2024). **Technology, time and families: Teacher experiences teaching literacy during remote instruction.** *Teaching and Teacher Education*, 145, 104601. <https://doi.org/10.1016/j.tate.2024.104601>

The COVID-19 pandemic caused unprecedented disruption to the U.S. educational system, but few studies have investigated impacts across various tiers of literacy instruction. This study investigates the literacy teaching experience of teachers working within a Multi-Tier System of Support. Using a mixed methods approach, kindergarten through 5th grade Tier 1 and Tier 2 teachers in a large urban district were surveyed and interviewed. The key findings relate to reductions in literacy-related instructional time, facilitators and barriers of technology, and challenges and successes in working with families, shedding light on future responses to teaching during emergency times.

Kiling, I. Y., Boeky, D. L. A., Rihitugu, P. A., Bunga, B. N., & Andriana, E. (2024). **How do preschool teachers perceive students' development in difficult times? A photovoice study.** *Research in Education*, 118(1), 73-86. <https://doi.org/10.1177/00345237231160088>

Young children's development is a crucial period determining their adult outcomes. Through adversities caused by the COVID-19 pandemic, preschool teachers play an essential role in nurturing children's development. This study has the objective to explore preschool teachers' perceptions of their students' development throughout the COVID-19 pandemic. 12 Teachers living in West Timor, Indonesia, were involved in the photovoice process. The qualitative data analysis resulted in three overarching themes: cooperation between teachers and parents, alternative stimulations of child development, and uncomprehensive child development. More support on options and alternatives for facilitating young children's remote learning is needed to maintain a stable and comprehensive development process in this pandemic.

Kingsdorf, S., Pancocha, K., Vadurova, H., & Dosedel, T. (2024). **Piloting an E-Learning Applied Behavior Analysis Course for Caregivers of Children with Autism in the Czech Republic.** *Journal of Behavioral Education*, 33(2), 421-452.
<https://doi.org/10.1007/s10864-022-09493-2>

The telehealth model can allow for cost-effective supports in areas where limited applied behavior analysis (ABA) services are available. As a result, e-learning programs for parents of children with autism have become part of the telehealth paradigm. In the Czech Republic, one of the many places where there are limited ABA supports and no available ABA e-learning courses for families, the development of an e-learning course that is freely available, and linguistically and culturally appropriate, is needed. It was anticipated that this course could mirror some of the free e-learning materials available to English-speaking caregivers and provide foundational knowledge to later support more intensive ABA services. Therefore, a pilot study was developed to assess an ABA e-learning course for caregivers in the Czech Republic with the aim of validating its efficacy and assessing whether a synchronous component was needed for the best outcomes. The materials were not meant to replace best practices in more intensive caregiver training but provide foundational skills for later more successful local services. Results demonstrated that a total of 33 caregivers completed the course, making statistically significant gains in their ABA knowledge and rating the course highly. Interestingly, the addition of the synchronous component only impacted the knowledge gain outcome. Suggestions for supporting caregivers in e-learning course completion and directions for future research are additionally explored.

Le Mauff, G., Nolland, J., & Vangrunderbeeck, P. (2024). **Le LearningLab Network, "maison commune" des expertises autour des espaces d'apprentissage.** *AIPU 24: L'enseignement supérieur et les communautés: des dynamiques interconnectés*, 9. Consulté à l'adresse <https://hal.science/hal-04600163>

The LearningLab Network is an international French-speaking network of higher education practitioners and professionals involved in the transformation of teaching practices through the use of active learning spaces. The network has developed a range of teaching resources, including practical sheets, to support the teaching staff in the design and animation of activities in these spaces. The aim of this Co-Lab is to experiment with co-construction and dissemination of the teaching sheets that incorporate the notion of space. The aim of the workshop is to gather feedback from participants on the use of the practical sheets, in order to improve their content and dissemination. During the first phase, participants will be divided into groups and asked to identify the most appropriate practical sheet for a given teaching situation. They will then be invited to question what already exists and suggest improvements. During the second part of the workshop, the participants will reflect on the conditions for transferring the practical sheets to the field and setting up a feedback loop with the educational community. The results of the workshop will be presented to the participants at the end of the workshop and will be summarised in a report to be shared with the LearningLab Network community.

Le Vallois, F. (2024). **Éduquer: du rêve à la réalité: l'exemple Montessori.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=80014

Un ancien Montessorien analyse les textes de Maria Montessori pour rappeler les enjeux de l'éducation, autrement dit de la vie. Il en profite pour illustrer comment se construit un mythe. Quelles que soient les théories, les écoles et les méthodes, il n'existe que des relations. Elles sont toujours ambivalentes, stimulantes, épanouissantes, ou entravantes et menaçantes. Elles favorisent libération et production de soi, ou résignation et conformisme. Cependant, la frontière n'est jamais claire et c'est le plus souvent ce qui suit qui permet de comprendre ce qui a précédé. Loin des recettes simplistes, l'auteur offre des repères pour permettre à qui en a le désir d'inventer sa mission éducative. S'il est naturel de faire des enfants et de les éduquer, c'est aussi l'un des phénomènes les plus mystérieux. Mieux vaut savoir où on met les pieds et, si possible, éviter embûches et chimères !

Lipper, M., Albright, L. K., Reeve, K., Reeve, S., Kisamore, A., & Varelas, A. (2024). **Using Equivalence-Based Instruction to Teach Schedules of Reinforcement to Staff Members.** *Journal of Behavioral Education*, 33(2), 453-477. <https://doi.org/10.1007/s10864-022-09498-x>

The present study evaluated the use of computerized equivalence-based instruction (EBI) to teach classes representing schedules of reinforcement to staff members. Four, 5-member classes representing fixed ratio, fixed interval, variable ratio, and variable interval schedules of reinforcement were taught. The participants were 16 staff members between the ages of 22 and 30 years of age that were employed at a private school for individuals with autism. Participants were randomly assigned to either an experimental or control group. A pretest-training-posttest-maintenance design was used to evaluate the effects of EBI on participants' performance during both a computer-based test and a written multiple-choice test. Participants in the control group were only exposed to pretest and posttests. All participants in the experimental group acquired the baseline trained relations during match-to-sample instruction. Test scores improved from pretest to posttest and derived (untrained) relations emerged across all participants in the experimental group following training but did not change for the participants in the control group. In addition, participants maintained the learned relations one week after EBI was completed. The present study demonstrated that EBI is an effective teaching procedure to teach schedules of reinforcement to staff members in the field of applied behavior analysis.

Liu, S., Yin, H., Wang, Y., & Lu, J. (2024). **Teacher innovation: Conceptualizations, methodologies, and theoretical framework.** *Teaching and Teacher Education*, 145, 104611. <https://doi.org/10.1016/j.tate.2024.104611>

Teacher innovation has increasingly received the attention of researchers from various disciplines. A total of 109 articles published between 1971 and 2023 were selected and qualified for inclusion in this review study. Our study emphasized the imperative for enhanced conceptual precision to refine the understanding of teacher innovation. Additionally, we underscore the necessity for methodological advancements that bolster the rigor of empirical investigations. Furthermore, we advocate for theory-driven research to deepen insights into the underlying mechanisms of teacher innovation processes. Lastly, we emphasize to acknowledge both the positive outcomes and possible drawbacks, or the "dark side," of teacher innovation.

Lu, C., Obenchain, K., & Zhang, Y. (2024). **Exploring teachers' inclination towards adopting inquiry-based learning in social studies: Insights from teacher professional**

identity. *Teaching and Teacher Education*, 145, 104628.
<https://doi.org/10.1016/j.tate.2024.104628>

This study, employing an online survey with 183 U.S. teachers, explored the relationship between teachers' professional identity and their inclination towards adopting inquiry-based learning activities to instruct social studies. Within our conceptualization, constructivist beliefs and teacher efficacy were positively associated with their adoption of inquiry. However, teacher autonomy showed a negative relationship, implying the role of curriculum responsibilities in decision-making. The positive relationship between respect and inquiry adoption was mediated by teachers' department chair/head positions. The study also covered subject matter domain, teaching experience, and educational attainment. The findings provide valuable insights for promoting inquiry-based practices in social studies.

Mallent, M. (2023). **Contributions et limites des Sciences de la Vie et de la Terre à l'Éducation au Développement Durable : étude des pratiques didactiques autour de la question alimentaire** (Phdthesis, Université de Montpellier). <https://doi.org/10/document>
Nourrir l'humanité dans un contexte de changements climatiques et d'augmentation démographique est un enjeu majeur de notre époque. Les systèmes alimentaires regroupent, dans un espace géographique donné, les acteurs de la production et les consommateur·rice·s. La production est une articulation entre les systèmes de production (ensemble d'exploitations qui s'organisent autour des terres, des forces en présence et des moyens) et les modèles de production (agro-industriels et/ou alternatifs). La consommation (comportements alimentaires), quant à elle, dépend de nombreux facteurs : sociaux, économiques, culturels, géographiques, institutionnels, entre autres, qui sont tant des marqueurs que des sources d'inégalités au sein des populations. De plus, l'amplification des messages visant à faire reposer les causes des changements climatiques sur les individus creuse ces inégalités. Cette question alimentaire est une question éducative au programme de seconde générale et technologique français sous la thématique « agrosystèmes et développement durable ». Cette thématique est traitée sommairement d'un point de vue agronomique principalement et abandonne toutes considérations économiques, sociales ou géographiques. La prise en compte du paysage alimentaire et de la sociologie des élèves, en termes de bagage culturel, est pourtant nécessaire à la mise en oeuvre didactique du programme étudié. L'enjeu de notre thèse est donc d'étudier la mise en oeuvre de cette thématique en classe. Notre hypothèse est que les rapports qu'entretiennent enseignant·e·s et élèves avec les enjeux de développement durable et l'alimentation vont influencer les enseignements et les apprentissages. Dans ce contexte, nous nous questionnons sur la façon dont les enseignant·e·s prennent en compte les comportements alimentaires pour enseigner le thème « agrosystème et développement durable ». Mais aussi sur la manière dont ces enseignant·e·s problématisent la question alimentaire en vue d'une éducation au développement durable. Pour répondre à ces questions, nous avons dressé des profils d'élèves de seconde que nous avons comparés aux profils des enseignantes avec qui nous avons travaillé. Ces premiers résultats montrent une diversité de profils d'élèves avec des préoccupations diverses (santé, environnement, goût, praticité...) et une homogénéité des profils d'enseignantes (proches des recommandations, soucieuses de l'environnement et de leur santé). Les observations que nous avons ensuite menées en classe nous apprennent que les deux enseignantes visent plutôt des apprentissages méthodologiques que des savoirs scientifiques. La problématisation qu'elles proposent

repose sur un enchaînement de faits et/ou nécessités et d'actions possibles pour répondre aux éléments problématiques. Aussi, la problématique se transforme pour ne s'intéresser finalement qu'aux manières de produire de façon durable.

Maunier, L., Tellier, M., & Pasquier, A. (2024, juin). **La classe flexible : une pédagogie de l'inclusion au service de l'enseignant?** Consulté à l'adresse <https://hal.science/hal-04609677>

Messaoui, A., Perrier, R., Redondo, C., Akue, M. R., & Drot-Delange, B. (2024). **Accompagner la transformation pédagogique dans un contexte de réforme : quel rôle pour les ingénieurs et conseillers pédagogiques en IUT ?** *L'enseignement supérieur et les communautés : des dynamiques interconnectées*. Présenté à Sherbrooke, Canada. Consulté à l'adresse <https://hal.science/hal-04602648>

Un des objectifs de la réforme des Instituts Universitaires de Technologie (IUT) en France est la mise en œuvre de l'approche par compétences (APC) dans les programmes nationaux des 24 spécialités des IUT. Certains ingénieurs et conseillers pédagogiques (IgCP) ont été chargés d'accompagner les enseignants dans cette transformation. Afin de comprendre le rôle qu'ils ont tenu dans l'accompagnement à la transformation pédagogique, nous avons analysé 12 entretiens semi-directifs. Les résultats ont révélé un isolement des IgCP. Ils ont été peu associés à la réforme et ont développé des stratégies pour contrebalancer les difficultés induites par cette situation. Ils se sont formés à l'APC, ont repéré les besoins des enseignants et diffusé des informations et la création d'espaces pour renforcer le sentiment d'appartenance à une communauté. Les activités des IgCP incluent la conception de ressources, l'intervention directe auprès des étudiants et l'essaimage de dispositifs pédagogiques. Malgré leur réactivité, des défis persistent, tels que le manque d'institutionnalisation des relations avec les enseignants et la difficulté à toucher tous les acteurs. Une collaboration précoce et une meilleure communication institutionnelle sont recommandées pour renforcer la confiance et faciliter la co-conception et la co-animation de ressources pédagogiques.

Neef, N. A., Kranak, M., Shapiro, M., Xu, Z., & Catania, A. C. (2024). **Changing What Teachers Say Changes What They Do: Increasing Their Specific Praise of Student Behavior.** *Journal of Behavioral Education*, 33(2), 344-357. <https://doi.org/10.1007/s10864-022-09488-z>

By differentially reinforcing questionnaire statements that favored teachers' behavior-specific praise in a multiple-baseline design across participants, we altered the verbal behavior of general education teachers. Our target was a written verbalization favoring the delivery of specific rather than general praise. We then assessed the effects on their spoken interactions with their students. The teachers' specific praise of student behavior increased while reprimands decreased or remained stable. These effects continued after the differential reinforcement procedure was discontinued. The differential reinforcement of verbal behavior is an alternative strategy for adding desired behavior to the repertoires of teachers; it may be more effective than giving instructions about the behavior or directly targeting the behavior itself with differential reinforcement.

Ødegård, M., & Solberg, S. (2024). **Identifying teachers' reactive strategies towards disruptive behavior in classrooms.** *Teaching and Teacher Education*, 145, 104627. <https://doi.org/10.1016/j.tate.2024.104627>

In this article, we identify strategies teachers apply after disruptive behavior has occurred in classrooms. The sample consists of 40 Norwegian teachers in lower and upper secondary schools. Semi-structured qualitative interviews were the method of inquiry. Our findings indicate that many teachers predominantly use individually oriented strategies. This is supported by teachers applying subtle cues, reorientation, and sanctions toward disruptive students. This indicates that teachers seldom apply collectively oriented strategies towards disruptive behavior and that disruptive behavior is mainly interpreted as an individual phenomenon although it impairs the learning of the class.

Ogude, A. B., Onotaniyohwo, F. O., & Oyaigbevwen, E. (2024). **Effect of Community of Inquiry on Polytechnic Undergraduates' Performance in English Language: A Case Study of Delta State Polytechnic, Nigeria.** *British Journal of Education*, 12(6). Consulté à l'adresse <https://ejournals.org/bje/vol12-issue-6-2024/effect-of-community-of-inquiry-on-polytechnic-undergraduates-performance-in-english-language-a-case-study-of-delta-state-polytechnic-nigeria/>

The study investigated effect of Community of Inquiry (CoI) on polytechnic undergraduates' performance and interest in English Language: A case study of Delta State Polytechnic. Three objectives of the study, three research questions and three hypotheses guided the study. The population of the study consisted of all the National Diploma II students who are offering ... Effect of Community of Inquiry on Polytechnic Undergraduates' Performance in English Language: A Case Study of Delta State Polytechnic, Nigeria Read More »

Oo, C. Z., Alonzo, D., Ei, W. Y., & Marynowski, R. (2024). **Assessment practices of teachers in Myanmar: Are we there yet?** *Teaching and Teacher Education*, 145, 104634. <https://doi.org/10.1016/j.tate.2024.104634>

This qualitative paper examines teachers' assessment practices in Myanmar, specifically focusing on their strategies, implementation approach, and factors influencing their practices. An open-ended survey was administered, 331 in-service teachers participated, and 10 teachers were interviewed. The findings revealed diverse assessment strategies, with questioning techniques being the most commonly used. Additionally, we examined how teachers use these strategies, emphasising the need for a more detailed explanation of their application. We have found that factors affecting assessment practices. These findings substantially contribute to our understanding of teachers' assessment practices in Myanmar, ultimately advocating for a more balanced and student-centric approach to education.

Phillon, R., Bergeron-Leclerc, C., St-Pierre, I., Vivegnis, I., & St-Jacques, C. (2024). **L'accompagnement en stage : point de vue d'étudiantes en situation de handicap de trois programmes universitaires formant à des professions relationnelles.** *Éducation et francophonie*, 52(1). <https://doi.org/10.7202/1111731ar>

Les universités québécoises connaissent une hausse d'étudiantes et d'étudiants en situation de handicap (ESH), ce qui crée une pression sur les formatrices les accompagnant en stage. Bien que la plupart d'entre elles soient sensibles à la nécessité de leur offrir un soutien, elles méconnaissent les mesures et les obligations

légales auxquelles elles sont tenues afin que ces ESH aient une chance égale à celle de leurs pairs de réussir leur stage. Si quelques recherches portent sur le point de vue des formatrices quant aux défis rencontrés par les ESH, bien peu s'intéressent au point de vue des ESH quant à l'accompagnement souhaité pour remédier aux défis vécus en stage. Ce constat nous a amenées à solliciter la voix de stagiaires en situation de handicap par l'entremise d'un questionnaire. L'analyse des données met en évidence que ces stagiaires vivent des défis analogues à ceux vécus par plusieurs de leurs collègues sans handicap, mais qui semblent amplifiés par des défis spécifiques à leur condition. L'analyse met également en exergue le besoin des stagiaires d'être soutenues par des formatrices démontrant une ouverture à la différence afin de pouvoir parler de leurs défis en toute confiance, et de travailler à identifier, en concertation, les actions à poser pour réussir leur stage.

Rezai, A., Soyoof, A., & Lee Reynolds, B. (2024). **Ecological factors affecting students' use of informal digital learning of English: EFL teachers' perceptions.** *Teaching and Teacher Education*, 145, 104629. <https://doi.org/10.1016/j.tate.2024.104629>

This study explores English as a foreign language (EFL) teachers' perceptions of the ecological factors influencing students' use of informal digital learning of English (IDLE). 26 EFL teachers participated in semi-structured interviews and complete a narrative frame. The results of conventional content analysis yielded four categories: macro-system factors (e.g., technological development, educational systems, and English status), micro-system factors (e.g., school and family), chrono-system factors (e.g., current EFL learners' digital experiences) and personal factors (e.g., age, personality traits, digital literacy, awareness and attitude, and prior experiences with technology). The implications of the findings are discussed for stakeholders in EFL education.

Roy, E. (2024, juin). **Créativité et conception dans l'éducation professionnelle : vers une approche inclusive.** Consulté à l'adresse <https://hal.science/hal-04600883>

Cette proposition de poster examine la perception de la créativité parmi les élèves de lycées professionnels, en mettant en lumière son rôle dans l'enseignement des arts appliqués et cultures artistiques et son impact sur l'éducation inclusive. L'objectif est d'éclairer les différentes façons dont les élèves perçoivent la créativité et de comprendre comment cette perception évolue au cours de leur formation. Cette recherche s'aligne sur les objectifs de l'OCDE pour 2030, soulignant l'importance de la créativité dans les processus éducatifs. Nous avons adopté une méthodologie mixte, combinant une enquête quantitative auprès de 596 élèves et des entretiens qualitatifs avec 40 élèves de lycées professionnels de l'académie d'Aix-Marseille. La phase quantitative a impliqué la distribution de questionnaires en ligne, tandis que la phase qualitative a consisté en des entretiens directs. Cette approche a permis une exploration approfondie des représentations des élèves à l'égard de la créativité et de leur évolution au cours de leur formation. Les résultats montrent que la créativité est perçue de diverses manières par les élèves, allant d'un processus à une compétence, une source d'inspiration, et une action de réalisation. Les élèves ont associé la créativité à des termes comme l'innovation, la conception, et l'originalité, reflétant une compréhension large et variée de ce concept. Notre étude révèle également que l'enseignement d'arts appliqués joue un rôle significatif dans le développement des perspectives créatives des élèves, soulignant son importance dans la formation professionnelle. La discussion met en avant la pertinence de la créativité dans l'éducation professionnelle, non seulement comme compétence technique, mais aussi

comme moyen de favoriser l'empathie et l'inclusivité. Les implications pour les programmes éducatifs sont nombreuses, notamment la nécessité d'intégrer des approches créatives pour répondre aux défis de l'éducation du 21^e siècle. Cette proposition contribue à une meilleure compréhension de la place de la créativité dans l'éducation professionnelle et met en évidence son rôle dans la préparation des élèves à un monde en constante évolution. Elle offre une nouvelle perspective sur l'intégration de la créativité dans les stratégies d'éducation inclusive et ouvre la voie à de futures recherches dans ce domaine.

Silva, R. F. da. (2023). **Place et rôle de l'affectivité dans la formation initiale des enseignant-es au Brésil et en France : analyse des représentations des formateurs et de leurs pratiques pédagogiques** (Phdthesis, Université Lumière - Lyon II; Universidade estadual paulista (São Paulo, Brésil)). Consulté à l'adresse <https://theses.hal.science/tel-04609223>

Le présent travail s'inscrit dans le domaine de recherche « culture, cognition et affectivité » et son objectif principal était d'étudier la place et le rôle de l'affectivité dans les cours de formation initiale des enseignants, au Brésil et en France. Les aspects contextuels nous ont amenés à constater la croissance de certains phénomènes dans les classes, tels que la violence entre les élèves, le harcèlement et la violence contre les enseignants, ce qui nous a amenés à repenser l'importance accordée à l'affectivité dans la formation initiale des enseignants. Nous sommes partis de l'hypothèse que la formation aux compétences affectives est subordonnée à la formation des enseignants en ce qui concerne les contenus et les compétences professionnels. Pour étudier notre hypothèse initiale, nous cherchons à comprendre comment l'affectivité est comprise et travaillée par les formateurs d'enseignants, acteurs centraux du processus de formation. En ce qui concerne les procédures théoriques et méthodologiques, nous nous basons sur les contributions théoriques de Wallon (1968), Vygotsky (1998) et Damasio (2012) concernant le champ affectif et les contributions de Freire (1997) pour la formation des enseignants. Notre cadre méthodologique était basé sur une fertilisation croisée appuyée sur la jonction des méthodes quali-quantitatives de construction, de traitement et d'analyse des données. Les données ont été collectées dans un échantillon d'INSPÉ (Institut National Supérieur du Professorat et de l'Éducation), dans les académies de Lyon, Marseille et Paris, et dans les campus de l'UNESP, dans les villes de Marília, Bauru et Presidente Prudente et São José do Rio Preto. Pour atteindre nos objectifs, nous avons collecté des données à trois niveaux : au niveau macro, nous avons analysé les référentiels institutionnels et les lignes directrices des programmes nationaux de formation des enseignants. Au niveau méso, nous avons analysé les projets pédagogiques et les contenus enseignés dans les matières de psychologie de l'éducation (développement et apprentissage) au Brésil et dans les unités d'enseignement liées à la psychologie en France. Nous avons collecté des informations au moyen d'un questionnaire électronique via LimeSurvey, dans le but de construire des données plus larges sur les représentations des formateurs de la présence et de l'importance de la question affective. Un questionnaire a également été envoyé aux enseignants en formation (étudiants) via GoogleForms®, dans le but de comprendre si l'affectivité était un thème de travail durant la formation. Au niveau micro, nous avons réalisé des entretiens avec les formateurs et des observations de classes. Les données ont été traitées avec les programmes SPAD 9.2, pour les données textuelles basées sur la lexicométrie, et par le programme CHIC 7, basé sur le cadre de l'analyse statistique implicite (ASI). Les résultats ont mis en évidence la présence

modeste des composantes du champ affectif dans les lois, les plans d'enseignement et les maquettes de formation. Les formateurs d'enseignants, dans leur majorité, ont présenté dans leurs discours conscience de l'importance de l'affectivité pour la formation des enseignants, mais ils ont également reconnu que ces compétences ne sont pas prioritaires dans la formation initiale en raison de la faible charge de travail et de la structure des programmes d'études actuels. Il n'a pas été possible de percevoir dans les observations une attitude consciente liée à la micro-gestion de l'expression professionnelle qui favoriserait le développement des compétences affectives. De même, les étudiants en formation ne se sentent pas préparés, du point de vue des compétences affectives, à exercer leurs fonctions professionnelles.

Sipila-Thomas, E. S., Brodhead, M. T., & Walker, A. N. (2024). **The Effects of Email Performance-Based Feedback on Teacher Candidate Implementation of a Multiple Stimulus Without Replacement Preference Assessment.** *Journal of Behavioral Education*, 33(2), 297-319. <https://doi.org/10.1007/s10864-022-09496-z>

The purpose of this study was to evaluate the effects of performance-based feedback delivered via email on teacher candidates' implementation of a multiple stimulus without replacement (MSWO) preference assessment with an adult confederate. Six participants enrolled in a special education teacher preparation program were recruited to participate. After exposure to an introductory MSWO training video, participant fidelity of MSWO administration was measured. Following baseline, performance feedback was delivered via e-mail to each participant after the completion of each research session. Results indicate that performance feedback delivered via e-mail improved fidelity of implementation for all six participants. Implications and future directions are discussed.

Tesse, A. (2024). **Accompagnement d'une communauté hétérogène d'étudiants dans l'orientation et la réussite.** *AIPU 24 : L'enseignement supérieur et les communautés : des dynamiques interconnectés*, 10. Consulté à l'adresse <https://hal.science/hal-04600301>

The TREMP-Li-N course was created at the Faculty of Science and Technology of Nantes University in response to the ORE law (Orientation and Success of Students) in 2018, so that students who are far from the expected knowledge can acquire, during a preparatory year, the necessary foundations to integrate the first year of the Bachelor's degree of their choice the following year. This community of about a hundred students is heterogenous due to different geographic origin and anterior formation, as well as social-economic level. These students may have several reasons for dropping out during the year, linked to health problems (autism, epilepsy, dyslexia, etc.), the need to work alongside their studies, family problems, etc. From four years participatory workshops for personal development and university work methodologies transmission are proposed to this community of students. These workshops, designed by the psychologist Hélène Weber, address transversal skills necessary for university success (learning to learn, to work and communicate in a team, to organize, to orientate and to motivate oneself). They promote exchange and mutual assistance in the class group, better orientation in training as well as the establishment of an educational relationship of trust and support for the accompanying teacher (Weber H, 2019 and 2022). The Covid-19 health crisis in 2020 allowed the evolution of the system towards the creation of ten workshops hybridized (remote reflection of the student, response to questions and submission homework, face-to-face exchange with the group and the teacher). This educational development for the most introspective workshops favored the

exchanges with the group and the teacher and continues to be applied. The orientation workshop, which aims to align the tastes, talents and values of students to give meaning to their studies and professional projects, is the most relevant example. The positioning of the workshop over the year, the posture of the teacher and the educational relationship of trust between the students and the teacher (Kozanitis & Latte 2017) are essential for the animation of introspective workshops. We have noticed tangible beneficial effects of CARé workshops on student success and the reduction in dropouts of first-time entrants to TREP-Li-N course (Tesse et al., 2023). Each year, teachers are trained to run these workshops on transversal skills. The 100% digital modules help to the self-training of these facilitators. However, training university teachers to run workshops on transversal skills and the most introspective workshop on "guidance for a meaningful life" is a challenge. Consequently, offering the most difficult workshop during this i-Lab would make it possible to raise appropriation difficulties and provide solutions of this specific workshop addressed to train the community of teacher facilitators.

Vilain, A., & Rommel, D. (2024). **Les espaces d'apprentissage comme lieux de rencontre des communautés étudiantes et enseignantes, au service de la réussite étudiante.** *AIPU 24 : L'enseignement supérieur et les communautés : des dynamiques interconnectés*, 7. Consulté à l'adresse <https://hal.science/hal-04600250>

This paper will provide an opportunity, based on feedback from an experiment in art history at Nantes University, to rethink the attitudes of those involved in the two communities, students and teachers, in the service of learning. We will be looking at space as an implicit lever for changing everyone's attitudes, with a particular focus on greater horizontality between those who know and those who learn. We will also ask whether spatial contexts have an influence on student success. To answer these questions, we will base ourselves on the results of a survey carried out during the 2023 academic year among art history students at Nantes University after they had taken a course whose pedagogical scenario was designed to engage students in their learning.

Wang, J., Xing, Q., & Moè, A. (2024). **Understanding the dynamics of teaching styles and need satisfaction in the Chinese educational context.** *Teaching and Teacher Education*, 145, 104609. <https://doi.org/10.1016/j.tate.2024.104609>

The current study aimed at assessing the peculiarities of the relationships among perceived (de)motivating teaching styles and students need satisfaction/frustration in the Chinese context. A total of 1715 middle and high school students filled in measures of self-reported and perceived adoption of (de)motivating styles and need satisfaction/frustration. The results confirmed the positive relationship between perceived motivating teaching styles and students need satisfaction, as well as perceived demotivating teaching styles and students need frustration. Moreover, students need satisfaction was positively associated with their perception of a controlling teaching style. Theoretical and practical implications are discussed.

Wen, Q., & Cai, J. (2024). **Applying structural equation modeling to examine the role of teacher beliefs and practices in differentiated instruction in physical education: Multiple mediation analyses.** *Psychology in the Schools*, 61(7), 3045-3062. <https://doi.org/10.1002/pits.23206>

Differentiated instruction remains one of the most important frameworks for the global education community to achieve sustainable educational development goals and

inclusive education. It is also one of the most critical challenges for teachers in different subjects. This study used structural equation modeling to examine the role of teachers' practices and beliefs in implementing differentiated instruction in physical education. Using a sample of 527 preservice teachers, we found that a growth mindset was the strongest predictor of differentiated instruction, followed by flexible grouping and differentiating the curriculum. In addition, multiple mediation analyses revealed that differentiating the curriculum and flexible grouping mediated the relationship between a growth mindset and differentiated instruction. We also guide teacher educators to develop teachers' growth mindsets and help teachers better understand differentiated instruction in physical education.

Xu, J. (2024). **Student perceptions of teacher feedback quality in homework: Individual and class-level factors.** *Psychology in the Schools*, 61(7), 3026-3044. <https://doi.org/10.1002/pits.23203>

This study aimed to examine multilevel models posited to predict student perceptions of teacher feedback quality. A cross-sectional survey design was used, involving 1072 middle school students. We incorporated two clusters of variables: (a) student characteristics (gender, prior knowledge, parent education, homework expectancy, homework value, homework cost, and help seeking) and (b) the characteristics of the classroom context (perceived homework quality, autonomy support, and teacher monitoring). Perceived feedback quality was positively related to perceived autonomy support and homework quality at the individual and class levels. Meanwhile, perceived feedback quality was positively related to homework expectancy, homework value, and help seeking at the individual level.

Yu, X., Dong, Y., Sun, C., Wang, H., Yang, Y., & Yu, G. (2024). **How the teacher-student relationship influences adolescents' english academic performance: A multiple mediator analysis based on control-value theory.** *Psychology in the Schools*, 61(7), 2800-2819. <https://doi.org/10.1002/pits.23187>

The current study examined a multiple mediator model based on the control-value theory. A sample of 433 Chinese junior middle school students participated in questionnaires assessing teacher-student relationships (TSRs), academic emotions, academic value (AV), and academic self-efficacy (ASE). English test scores were collected as an indicator of students' English academic performance. The results indicated the following: (a) for academic enjoyment, the TSR has an effect on academic achievement through the chain intermediary of AV and ASE; (b) for academic relaxation, the TSR has an effect on English academic achievement through the single intermediary of academic relaxation and the chain intermediary of AV, ASE, and academic relaxation; (c) for academic anxiety, the TSR has an effect on English academic achievement through the single intermediary of AV, the single intermediary of academic anxiety, and the chain intermediary of AV, ASE, and academic anxiety; (d) for academic boredom, the TSR has an effect on English academic achievement through the single intermediary of academic boredom. These findings enrich the relevant research on the control-value theory and provide important insights for improving students' English academic achievement.

Zaragoza, M., & Garcia, G. A. (2024). **Latina Faculty at a Catholic Hispanic-Serving Institution: Critical Counter-Stories About Racialized & Gendered Experiences and**

Servingness. *The Journal of Higher Education*, 95(4), 473-495.
<https://doi.org/10.1080/00221546.2023.2217740>

Studies have shown that Latina faculty have negative racialized and gendered experiences while teaching at their institutions. An emerging body of research shows that these experiences also occur at Hispanic Serving Institutions (HSIs). The purpose of this study was to explore the experiences of Latina faculty at one small, private, four-year Catholic HSI (C-HSI) that was trying to make sense of its C-HSI identity. Using a counter-storytelling approach and one-on-one interviews, we came to understand the racialized and gendered experiences of four Latina faculty through the themes of preservation, the act of being pushed out of the institution, and elusive administrative support. With a national call to recruit more faculty of Color to work in HSIs we argue for a focused effort on supporting currently employed faculty of Color, and specifically Latina faculty, as an aspect of servingness. Arguably, HSIs should serve (and humanize) Latine faculty too, not just students. Implications are offered for research and practice.

Zhu, Q., & Wang, C. (2024). **Bullying prevention training for Chinese preservice teachers' efficacy and beliefs toward bullying.** *Psychology in the Schools*, 61(7), 2864-2879.
<https://doi.org/10.1002/pits.23194>

Bullying is prevalent in many schools worldwide. Providing bullying prevention training to preservice teachers can make a significant difference in preventing school bullying. There is a lack of training in bullying prevention for preservice teachers in China, and the effectiveness of such training for bullying prevention has not yet been established. The present study examined the effectiveness of bullying prevention training on antibullying self-efficacy and incorrect beliefs about bullying among Chinese preservice teachers. A total of 139 preservice teachers (Mage = 20.76 years, SD = 0.80 years, ranging from 19 to 23 years; 90.6% women) were randomly assigned to the bullying prevention training (n = 73) or the control group (n = 66). Preservice teachers completed pre- and posttraining surveys. The participants in the treatment group completed a 5-week bullying prevention training program (1.5 h per week). Measures of antibullying self-efficacy and incorrect beliefs about bullying were used to evaluate the effectiveness of the bullying prevention training. Results indicated that the training increased preservice teachers' antibullying self-efficacy but did not decrease their incorrect beliefs about bullying. Practical implications, limitations, and future directions of these findings are discussed.

Relation formation-emploi

Koster, F. (2024). **Et nous? Étude par vignettes expliquant les préférences en matière de formation par le type de contrat et la nature des compétences visées.** *Revue Internationale Du Travail*, 163(2), 251-273. <https://doi.org/10.1111/ilrf.12316>

Résumé L'auteur présente une expérimentation par vignettes sur les préférences des travailleurs en matière de formation aux Pays-Bas. S'appuyant sur la théorie du capital humain, la théorie du signal et la thèse de la «nouvelle relation d'emploi», il postule que ces préférences dépendent du type de compétences ciblées par la formation et du type de contrat de travail. Ses résultats confirment cette hypothèse et indiquent que les salariés permanents ont certes une préférence relative plus forte pour l'acquisition de compétences spécifiques à une organisation que les travailleurs temporaires - qui privilégient l'enrichissement de leurs compétences générales -, mais que les travailleurs

dans leur ensemble préfèrent la formation ciblant les compétences générales. L'article révèle aussi que les travailleurs temporaires se forment moins qu'ils le souhaiteraient.

Lent, R. W., Brown, S. D., Wang, R. J., Cygrymus, E. R., & Moturu, B. P. (2024). **Looking Ahead, Looking Around, and Looking to Others: Identifying Core Proactive Behaviors in the Quest for Career Sustainability.** *Journal of Career Assessment*, 32(3), 539-559. <https://doi.org/10.1177/10690727231209777>

The topic of proactivity has long captured the attention of career scholars, leading to fertile, yet often disconnected streams of inquiry on personality traits and behaviors that can help workers to advance their own careers, improve their work conditions, or access desired rewards. Based on a review of diverse approaches to conceptualizing and assessing proactive career behavior and related constructs, we identified seven commonly appearing behavioral categories and assembled a representative set of items of each category. An exploratory factor analysis in a sub-sample of adult workers (n = 250) yielded three interrelated factors, labeled (a) planning/reflecting/reskilling (or looking ahead, e.g., engaging in self-reflection and skill development efforts); (b) networking/conferring (or looking to others, e.g., consulting with colleagues and supervisors); and (c) exploring/searching (or looking around, e.g., monitoring career options proactively). A bifactor model fit the data well in another sub-sample (n = 337), suggesting that the three factors were subsumed by a larger construct, which we labeled career sustainability behavior. Results of a structural path analysis indicated that, along with supervisor support, proactive personality, and conceptually-relevant self-efficacy measures, engagement in career sustainability behaviors was predictive of perceived internal and external job marketability.

Robertson, C., & Abkhezr, P. (2024). **Reconstructing Stories of Career Adaptability Through the Integrative Structured Interview for Undergraduate University Students.** *Journal of Career Assessment*, 32(3), 462-481. <https://doi.org/10.1177/10690727231205302>

Career adaptability (CA) is promoted as a skill to navigate the 21st-century labour market. With an emphasis on narrative career counselling as a more relevant form of practice for supporting the career development of people in such rapidly shifting times, it is important to explore the possibility of facilitating a narrative space through which people can tell and connect with their stories of career adaptability. Various qualitative career assessment instruments promote storytelling facilitation which is a major task of narrative career counselling. The Integrative Structured Interview (ISI) is one such qualitative career assessment instrument that facilitates systemic and context-sensitive career storytelling through the integration of quantitative and qualitative career assessments. This study explores the potential role of the ISI in assisting Australian undergraduate students to tell career stories in which the five dimensions of career adaptability can manifest. A theory-driven deductive thematic analysis based on the five dimensions of career adaptability informed data analysis. Key findings reveal the ISI can assist participants in telling stories of career adaptability. Findings also highlight the ISI's role in providing participants with a systemic and context-sensitive understanding of their career interests through a systemic deconstruction of their Holland code.

Réussite scolaire

Azovide, K. A. Y., Bouchamma, Y., & Basque, M. (2024). **Impact of Teachers' Professional Development on the Reading Achievement of Canadian Allophone Students**. *Canadian Journal of Educational Administration and Policy*, (204), 55-69. Consulté à l'adresse <https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/77155>

This study examines the impact of teachers' professional development on Canadian allophone students' learning and reading performance levels. We used the data from the Pan-Canadian Assessment Program 2016 involving Grade 8/Secondary II Canadian allophone students (N = 2,244) and teachers in French and English Language Arts (N = 598). Our correlation results show that Canadian allophone students' reading achievement was positively associated with teachers' professional development activities such as academic pursuits (e.g., university courses) and marking or scoring sessions. The correlations also demonstrate that teachers' professional practice of curriculum development had a positive influence on the learning levels of Canadian allophone students who were born in Canada, while teachers' participation in professional learning communities had a positive effect on Canadian allophone students who were not born in Canada.

Brade, R. (2024). **Short-Term Events, Long-Term Friends? Freshman Orientation Peers and Academic Performance** (CESifo Working Paper Series N° 11046). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f11046.htm>

Many organizations use onboarding programs to assist newcomers with the transition process. Are brief social interactions during such programs sufficient to create lasting performance spillovers? Exploiting quasi-random assignment to groups of a two-day freshman orientation program for university students, I find that higher ability peers generate positive effects even three years later. A one SD increase in peer ability improves the academic performance of business administration students by 0.05 to 0.08 SD. I provide evidence that the effects result from the formation of lasting social ties, and that performance spillovers are moderated by the broader social environment of the organization.

Can, H. C., Zorba, E., & Işım, A. T. (2024). **The effect of blended learning on 21st-Century skills and academic success in education of physical education teachers: A mixed method research**. *Teaching and Teacher Education*, 145, 104614. <https://doi.org/10.1016/j.tate.2024.104614>

The aim of this study is to examine the effects of the teaching intervention with blended learning model on the 21st century skills, academic achievement levels and permanent learning of pre-service physical education teachers. For this purpose, the nested design was preferred among the mixed method research designs, case study approach was chosen for the qualitative dimension of the research, and quasi-experimental design method was preferred for the quantitative dimension. As regards the experimental intervention process, the experiment lasted for 12 weeks with the voluntary participation of 85 pre-service teachers who formed the control and comparison groups. As a result of the research, it is seen that blended learning affects the academic success and permanent learning levels of pre-service physical education teachers whereas it has no effect on the 21st century skills. Quantitative and qualitative findings are consistent with each other.

Chailloux, S. **Apprentissage des langues régionales: Proposition de loi pour une meilleure réussite scolaire des jeunes ultramarins grâce à l'apprentissage des langues régionales.** , Pub. L. No. 652 (2023-2024) (2024).

Proposition de loi pour une meilleure réussite scolaire des jeunes ultramarins grâce à l'apprentissage des langues régionales

Flandrin, C., & Legrand, I. (2024). **Transition lycées-universités: l'engagement des communautés pour favoriser la réussite en licence à la Faculté des Sciences et des Techniques de Nantes université.** *AIPU 24: L'enseignement supérieur et les communautés: des dynamiques interconnectés*, 10. Consulté à l'adresse <https://hal.science/hal-04600263>

The transition between secondary school and higher education is recognized as a difficult stage in the educational pathway of young adults. Ruptures are marked both academically (differences in teaching methods, assessment procedures and supervision) and psychologically, socially and/or economically: isolation, family estrangement, rebuilding a peer network, autonomy, financial emancipation.... The result is adjustment difficulties for new students which can lead to undergraduate failure (Michaud, 2012). Faced with the challenges of massification, French higher education has equipped itself with a legal, strategic and operational arsenal to improve undergraduate students' success. The March 18, 2018 law on Student Orientation and Success, known as the ORE law, aims to offer greater readability of training courses, opens up the field of mobility for every student and gives universities all the tools to better adapt undergraduate students' needs. In this context, Nantes University, and in particular the Faculty of Sciences and Technology, offers high school students, future university students, a range of facilities designed to help them gradually to have a good knowledge of the university and to help them to integrate as soon as they start the academic year. Over the years, more and more players have become involved in the development of this ecosystem. This paper will question the involvement of the different university communities in the different phases of the high school - university transition process. It will be based on experiments carried out at Nantes University's Faculty of Sciences and Technology.

Garçon, M. P. E., & Ali, M. (2024). **Combiner l'approche sociologique et psychométrique pour étudier les performances scolaires: le cas du calcul mental au Sénégal.** *Journée d'études des jeunes chercheurs en éducation (JCE2024)*. Présenté à Fort-de-France, Martinique. Consulté à l'adresse <https://hal.science/hal-04191990>

Plusieurs études montrent que les représentations sociales associées aux mathématiques ont un impact sur les performances scolaires des élèves dans cette discipline. Ces représentations –en tant que produit d'une culture dominante – émergent au sein d'un écosystème d'apprentissage et dépendent de facteurs socio-économiques: dans certains territoires, elles sont modelées par des préjugés et des stéréotypes hérités du passé colonial, comme dans plusieurs pays d'Afrique. Cet article présente les résultats d'une enquête psychométrique (basée sur le Test de Repérage des Difficultés en Mathématiques) réalisée au Sénégal en novembre 2021 auprès de 2973 élèves de l'école primaire afin d'évaluer les performances en calcul mental. L'étude a été complétée par une enquête sociologique sur les représentations associées aux mathématiques à laquelle ont participé 470 enfants. L'analyse des résultats des deux enquêtes, parfois contradictoires, a requis une approche épistémologique complexe mais elle permis d'identifier des pistes concrètes permettant d'imaginer des stratégies

didactiques plus contextualisées et plus efficaces pour l'apprentissage des mathématiques (et du calcul mental).

Garric, J. (2024). **La fabrique quotidienne du décrochage: Aux portes de la classe**. Consulté à l'adresse <https://www.puf.com/la-fabrique-quotidienne-du-decrochage>

Le décrochage scolaire constitue l'une des questions centrales de notre école. Touchant principalement les élèves les plus défavorisés et les établissements les plus paupérisés, il participe à la reproduction des inégalités et à des processus de relégation sociale. Issu des réalités scolaires ordinaires les plus banales, il se construit dans l'intimité des classes et des établissements scolaires, à travers le cumul de retards dans les apprentissages, l'absentéisme, les conflits entre les élèves et leurs enseignants. Cet ouvrage propose une plongée ethnographique dans le quotidien de trois collèves parmi les plus pauvres du territoire français. Il décrit comment les pratiques punitives, et en particulier d'exclusion participent à la fabrique quotidienne du décrochage. Des salles de classes aux bureaux de la vie scolaire, il lève le voile sur les coulisses d'institutions dégradées à l'extrême. Entre souffrance des personnels et détresse des élèves, la répétition des exclusions de cours exacerbe les conflits professionnels, et apprend aux élèves les plus fragiles à accepter leur mise à l'écart d'une scolarité régulière.

Lièvre, A. (2024). **Parcours et réussite en section de technicien supérieur : les indicateurs incluant la session 2023**. *Note Flash du SIES*, (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 1^{ère} 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).

Liu, S., Ying, J., Wang, X., Shi, J., & Wu, X. (2024). **Parent-child gender effect in the associations among problematic internet use, parent-adolescent conflict, and academic engagement**. *Family Relations*, 73(3), 1536-1549. <https://doi.org/10.1111/fare.12958>

Objective In this study, we explored whether and how the indirect effects of father- and mother-adolescent conflict between PIU and academic engagement differ between female and male adolescents. **Background** Problematic internet use (PIU) is an important health issue for adolescents. It has been found to be related to severe impairment in their interpersonal relationships (e.g., parent-child relationships) and academic outcomes (e.g., academic engagement), particularly during the COVID-19 pandemic. **Method** A national survey was conducted in diverse regions of the Chinese mainland, and a total of 2,688 adolescents between 10 and 19 years old (52.8% girls, Mage = 14.06 ± 2.47) participated in the study. **Correlation and mediation analyses** were conducted and were stratified by gender. **Results** Multigroup analysis indicated that PIU was similarly and positively associated with father- and mother-adolescent conflict in adolescent boys and girls, whereas only father-adolescent conflict was negatively related to boys' academic engagement and only mother-adolescent conflict was negatively related to girls' academic engagement. **Conclusion** These results support the same-gender matching model in parent-adolescent conflict and expand the same-gender effect to Chinese culture. **Implications** These findings have important implications for understanding the mechanisms of how adolescent PIU

impedes academic engagement through parent–adolescent conflict in father–son, father–daughter, mother–son, and mother–daughter dyads, indicating that family interventions focused on father–son and mother–daughter relationships may largely facilitate adolescents' academic engagement.

Naji, G. (2024). **Les chefs de projet opérationnel des Cités Éducatives : tensions entre réussite éducative et nouvelle gestion publique**. 81. Consulté à l'adresse <https://dumas.ccsd.cnrs.fr/dumas-04555815>

Ce travail de recherche porte sur la thématique des chefs de projet opérationnel du label des cités éducatives. L'objectif est de comprendre quels effets peuvent avoir les recompositions liées à la mise en place de la nouvelle gestion publique sur les missions de ces professionnels à destination de la jeunesse, principaux destinataires des actions mises en place par ce label. Pour se faire, j'ai réalisé des observations directes et participantes ainsi que des entretiens semi-directifs avec les cheffes de projets exerçant dans le département. Il ressort tout d'abord comme conclusion qu'il existe un manque de cadre global autour de la profession de ces CPO qui engendre une confusion dans leurs missions en direction des jeunes. Cette indéfinition semble être une des conséquences directes de l'implantation de la nouvelle gestion publique, parmi d'autres. Il est également observable qu'il y a une occultation de la partie éducative au profit du politique, au sein d'un label censé faire de la réussite éducative sa priorité.

pédagogique, C. (2024, juin 10). **L'École : fabrique quotidienne du décrochage ?** Consulté 10 juin 2024, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2024/06/10/lecole-fabrique-quotidienne-du-decrochage/>

1% des décrocheurs sont enfant d'enseignant ou des classes favorisées, presque un tiers sont enfant de classe ouvrière. C'est pour comprendre cette inégale ré

Romero, M., Bedoya, J., Yanez-Pagans, M., Silveyra, M., & de Hoyos, R. (2024). **The effect of school grants on test scores: experimental evidence from Mexico**. *Economica*, 91(363), 980-995. <https://doi.org/10.1111/ecca.12523>

We use a randomized experiment (across 200 public primary schools in Puebla, Mexico) to study the impact of providing schools with cash grants on student test scores. Treated schools received on average ~ sim 16 USD per student each year for two years, an increase of ~ sim 20% in public spending per child, after teacher salaries. Overall, the grants had no impact on student test scores. Lack of a treatment effect does not seem to be driven by poor implementation or a substitution away from other inputs (e.g. household expenditure).

Tesse, A. (2024). **Accompagnement d'une communauté hétérogène d'étudiants dans l'orientation et la réussite**. *AIPU 24 : L'enseignement supérieur et les communautés : des dynamiques interconnectés*, 10. Consulté à l'adresse <https://hal.science/hal-04600301>

The TREMP-Li-N course was created at the Faculty of Science and Technology of Nantes University in response to the ORE law (Orientation and Success of Students) in 2018, so that students who are far from the expected knowledge can acquire, during a preparatory year, the necessary foundations to integrate the first year of the Bachelor's degree of their choice the following year. This community of about a hundred students is heterogenous due to different geographic origin and anterior formation, as well as social-economic level. These students may have several reasons for dropping out

during the year, linked to health problems (autism, epilepsy, dyslexia, etc.), the need to work alongside their studies, family problems, etc. From four years participatory workshops for personal development and university work methodologies transmission are proposed to this community of students. These workshops, designed by the psychologist Hélène Weber, address transversal skills necessary for university success (learning to learn, to work and communicate in a team, to organize, to orientate and to motivate oneself). They promote exchange and mutual assistance in the class group, better orientation in training as well as the establishment of an educational relationship of trust and support for the accompanying teacher (Weber H, 2019 and 2022). The Covid-19 health crisis in 2020 allowed the evolution of the system towards the creation of ten workshops hybridized (remote reflection of the student, response to questions and submission homework, face-to-face exchange with the group and the teacher). This educational development for the most introspective workshops favored the exchanges with the group and the teacher and continues to be applied. The orientation workshop, which aims to align the tastes, talents and values of students to give meaning to their studies and professional projects, is the most relevant example. The positioning of the workshop over the year, the posture of the teacher and the educational relationship of trust between the students and the teacher (Kozanitis & Latte 2017) are essential for the animation of introspective workshops. We have noticed tangible beneficial effects of CARÉ workshops on student success and the reduction in dropouts of first-time entrants to TREP-Li-N course (Tesse et al., 2023). Each year, teachers are trained to run these workshops on transversal skills. The 100% digital modules help to the self-training of these facilitators. However, training university teachers to run workshops on transversal skills and the most introspective workshop on "guidance for a meaningful life" is a challenge. Consequently, offering the most difficult workshop during this i-Lab would make it possible to raise appropriation difficulties and provide solutions of this specific workshop addressed to train the community of teacher facilitators.

Vilain, A., & Rommel, D. (2024). **Les espaces d'apprentissage comme lieux de rencontre des communautés étudiantes et enseignantes, au service de la réussite étudiante.** *AIPU 24 : L'enseignement supérieur et les communautés : des dynamiques interconnectés*, 7. Consulté à l'adresse <https://hal.science/hal-04600250>

This paper will provide an opportunity, based on feedback from an experiment in art history at Nantes University, to rethink the attitudes of those involved in the two communities, students and teachers, in the service of learning. We will be looking at space as an implicit lever for changing everyone's attitudes, with a particular focus on greater horizontality between those who know and those who learn. We will also ask whether spatial contexts have an influence on student success. To answer these questions, we will base ourselves on the results of a survey carried out during the 2023 academic year among art history students at Nantes University after they had taken a course whose pedagogical scenario was designed to engage students in their learning.

Yu, X., Dong, Y., Sun, C., Wang, H., Yang, Y., & Yu, G. (2024). **How the teacher-student relationship influences adolescents' english academic performance: A multiple mediator analysis based on control-value theory.** *Psychology in the Schools*, 61(7), 2800-2819. <https://doi.org/10.1002/pits.23187>

The current study examined a multiple mediator model based on the control-value theory. A sample of 433 Chinese junior middle school students participated in

questionnaires assessing teacher-student relationships (TSRs), academic emotions, academic value (AV), and academic self-efficacy (ASE). English test scores were collected as an indicator of students' English academic performance. The results indicated the following: (a) for academic enjoyment, the TSR has an effect on academic achievement through the chain intermediary of AV and ASE; (b) for academic relaxation, the TSR has an effect on English academic achievement through the single intermediary of academic relaxation and the chain intermediary of AV, ASE, and academic relaxation; (c) for academic anxiety, the TSR has an effect on English academic achievement through the single intermediary of AV, the single intermediary of academic anxiety, and the chain intermediary of AV, ASE, and academic anxiety; (d) for academic boredom, the TSR has an effect on English academic achievement through the single intermediary of academic boredom. These findings enrich the relevant research on the control-value theory and provide important insights for improving students' English academic achievement.

Valeurs

Benjamin, S., Koirikivi, P., Salonen, V., Gearon, L., & Kuusisto, A. (2024). **Safeguarding social justice and equality: Exploring Finnish youths' 'Intergroup Mindsets' as a novel approach in the prevention of radicalization and extremism through education.** *Education, Citizenship and Social Justice*, 19(2), 292-312. <https://doi.org/10.1177/17461979221135845>

As part of citizenship education, the prevention of radicalization and extremism through education (PVE-E) is an urgent initiative of global educational policy. According to research, radicalized individuals, despite the ideology held, have mindsets that challenge equality and social justice. In this light, this study examines the intergroup mindsets of Finnish students aged 16–19 in vocational institutions through a mixed methods research survey (n = 383). Three distinct intergroup mindsets were found in a profile analysis. The findings demonstrate that the intergroup mindsets of the students are predominantly egalitarian, open-minded, and inclusive. However, there are also students whose mindsets are anti-egalitarian and pro-dominance, and for whom Finnishness is a marker of borders and social exclusion. If intensified and manipulated, the views of these youth may become radicalized with serious implications for national security and societal cohesion. We argue that in PVE-E, the focus on critical thinking must be complemented with transformative approaches that support the development of mindsets based on social justice and equality.

Bertolin, J., Tavares, O., & Sin, C. (2024). **Towards a democratic and fair society: Civic competences of Brazilian graduates.** *Education, Citizenship and Social Justice*, 19(2), 313-328. <https://doi.org/10.1177/17461979221131148>

This article analyses whether Brazilian graduates feel that their higher education programmes have contributed to the development of civic competences (ethics, critical thinking and respect for diversity), necessary to become active citizens in a democratic and fair society. The analysis considers disciplines and students' socioeconomic and cultural background, employing official data (2014, 2015 and 2016) from the National Test of Student Performance (Enade). Findings show that students of higher socioeconomic backgrounds tend to concentrate in programmes which lead to more prestigious and powerful positions in society. Curiously, it is these

students who feel less confident that their degree contributed to the development of the above civic competences than their colleagues from lower socioeconomic backgrounds. These findings question whether higher education fulfils its mission to promote holistic human development for all students. These competences are particularly critical for privileged students who will be better positioned professionally to tackle societal injustices.

European Commission (EC). (2024). **Youth and democracy** [Report]. Consulté à l'adresse [European Commission \(Transnational\) website: https://op.europa.eu/fr/publication-detail/-/publication/6db6e29c-279f-11ef-a195-01aa75ed71a1](https://op.europa.eu/fr/publication-detail/-/publication/6db6e29c-279f-11ef-a195-01aa75ed71a1)

In the context of the European elections on 6-9 June 2024 and as a follow-up to the European Year of Youth 2022, the European Commission, Directorate-General for Education, Youth, Sport and Culture commissioned Ipsos European Public Affairs to conduct a Flash Eurobarometer targeting young people, aged 15-30. The survey covered the following key topics: - Youth's intention to vote in the European elections and the reasons why some might hesitate to vote - Youth's participation in civic life, including how they think they can make their voice heard and what activities they participate in - Participation in activities such as working or studying abroad and the reasons for not taking part in these activities - Awareness about the EU youth offer, including EU-funded opportunities to stay in another EU country and initiatives to get young people more involved in EU politics - Youth's expectations from the EU for their generation. For this Flash Eurobarometer, a representative sample of young EU citizens (aged between 15 and 30) in each of the 27 Member States of the European Union (EU) was interviewed. Between 3 and 12 April 2024, 26 189 interviews were conducted via computer-assisted web interviewing (CAWI), using Ipsos online panels and their partner network.

Haduong, P., Jeffries, J., Pao, A., Webb, W., Allen, D., & Kidd, D. (2024). **Who am I and what do I care about? Supporting civic identity development in civic education.** *Education, Citizenship and Social Justice*, 19(2), 185-201. <https://doi.org/10.1177/17461979231151616>

There is increasing urgency to broaden access to inclusive and culturally sustaining K-12 civic education. Civic education can foster young people's development of their civic identity, which can support a functioning American democracy. Civic education often includes opportunities for learners to develop civic knowledge, skills, and dispositions, but not all learners may see themselves represented in traditional forms of civic education. In this essay, we propose reframing approaches to developing knowledge, skills, and dispositions by focusing on how they can be brought together to support the development of civic identity. First, we describe relevant literature on civic education. We then explain how three aspects of civic education inform learners' development of a civic identity: personal identity and values, mastery of civic knowledge, and creative capacity for civic action. We close with recommendations for how to support civic identity development in K-12 education.

Heinemeyer, C., Reason, M., Quatermass, N., Wood, N., & Adekola, O. (2024). **Mutual learning through participatory storytelling: Creative approaches to climate adaptation education in secondary schools.** *Research in Education*, 118(1), 87-107. <https://doi.org/10.1177/00345237241236191>

Unprecedented global temperatures have brought the question of how to teach sensitive issues of climate change to the fore. In this paper we suggest that a refocusing on adaptation productively shifts the debate to climate justice and practical solutions to building community resilience. The paper examines a practice-led project that sought to innovate and test the use of participatory storytelling with young people to explore climate adaptation. Our insights relate to two areas: first, the benefits of mutual learning through engaging in dialogue with frontline communities; second, how participatory storytelling supports emotionally intelligent sensemaking, agency and leadership by providing both 'connections' and 'containers' for engaging with climate.

Howard, L. A., Statham, A., Gilles, E. E., Roberts, M. R., & Turner, W. (2024). **From awareness to activism: Understanding commitment to social justice in higher education.** *Education, Citizenship and Social Justice*, 19(2), 272-291. <https://doi.org/10.1177/17461979221136506>

In this study, we examine the concept of social justice to provide greater clarity about how higher education might help students achieve more understanding about social justice and develop behaviors consistent with social change. We measured three dimensions of social justice: students' recognition that inequality exists, their determination to do something, and their willingness to engage in actions that reduce inequality. Mean differences in scales tapping these views between students in introductory and capstone courses in six liberal arts disciplines—social work, sociology, psychology, criminal justice, gender studies, and communication—suggest variations in how students in these programs commit to social change. Capstone students consistently showed greater commitment to social justice compared to freshmen students. The most significant differences occurred in their willingness to take action. Patterns differed significantly within the six disciplines, and consideration is given to the emphasis placed on social justice within the six disciplines, as partially explaining the differences. These results suggest some modification to the notion in the literature that a 'principal-implementation' gap exists among adults in their commitment to social justice that tends to increase with maturation.

Jerome, L., Hyder, F., Hilal, Y., & Kisby, B. (2024). **A systematic literature review of research examining the impact of citizenship education on active citizenship outcomes.** *Review of Education*, 12(2), e3472. <https://doi.org/10.1002/rev3.3472>

This article reports on a systematic review of the evidence concerning the impact of citizenship education, specifically focusing on the effect of different teaching activities on a range of active citizenship outcomes. It provides a narrative synthesis of 109 articles in peer reviewed journals, representing a wide range of methodological approaches. The review was undertaken for a teacher audience and the research team identified four themes with practical implications. First, we discuss the significance of school ethos and distinguish between distinctive aspects of ethos in the literature including relationships between students and teachers, values and behaviours. Second, we explore some of the characteristics of successful projects, including detailed consideration of the type of projects selected for action by young people, the role of teachers, and the duration of projects. This discussion suggests that, whilst full project cycles (involving students identifying and researching areas for action and devising, implementing and reviewing action plans) are valuable, there is also evidence to suggest that short, partial projects may be easier to implement and still secure comparable benefits. Third, we consider the evidence about whether and how

citizenship education can have some compensatory effect, closing the civic gap between different groups of young people. In the fourth theme we consider the wide range of teaching strategies which have been demonstrated to have some success in practice. Context and implications Rationale for this study This literature review was undertaken on behalf of a teacher's organisation to consider the evidence base for citizenship education. Why the new findings matter The review demonstrates the breadth of evidence for the positive impact of citizenship education and highlights several avenues for further exploration relating to school ethos, action projects and reducing inequalities. Implications for researchers and educational institutions Implications for practice relate to the importance of how students perceive the ethos of the school as a whole, as well as their experiences when learning citizenship. This has specific implications for school leaders whose support is required to nurture a positive school ethos (beyond the formal curriculum). Implications for citizenship teachers include making use of short, partial active citizenship projects more routinely; and adopting strategies for closing the civic gap. Researchers are urged to move beyond large-scale surveys to explore longitudinal studies in specific contexts to track impacts over time for different students.

Johnson, B. (2024). **Exploring the impact of panoptic heteronormativity on UK primary teachers advocating for LGBTQ+ inclusive education.** *Education, Citizenship and Social Justice*, 19(2), 202-217. <https://doi.org/10.1177/17461979231151615>

Since the repeal of Section 28 in 2003, research and policy reform has explored how to reduce homo/bi and transphobia to make schools more LGBTQ+ inclusive places. However, heteronormativity continues to manifest in increasingly subtle ways. This article argues that teachers must remain vigilant towards the 'Panopticon of Heteronormativity' which subtly impacts efforts to foster LGBTQ+ inclusivity. An Interpretive Phenomenological Analysis (IPA) was undertaken to capture the experience of 12 participants who advocate for LGBTQ+ inclusivity in UK primary schools. This article finds that teachers advocating for LGBTQ+ inclusivity still reinforce heteronormativity through discourses which regulate children's exposure to 'appropriate' identities, express concern about pushing an 'agenda' and LGBTQ+ teachers can experience a 'double consciousness' which complicates their efforts to disrupt heteronormativity. Recommendations include improving teacher training and practitioner awareness to critically reflect upon the subtle ways heteronormativity manifests in the classroom.

Johnson, M. W., & Thomas, D. (2024). **'For a good [civic] purpose?': Black immortal teachings of citizenship.** *Education, Citizenship and Social Justice*, 19(2), 236-252. <https://doi.org/10.1177/17461979221137895>

Black experiences and discourse concerning citizenship are unique. Moreover, Black access to full citizenship is often a matter of life and death. The civic purposes driving this pursuit are often negated in conventional curriculum and pedagogy, especially in early childhood settings. Still, it is essential for educators and policymakers to understand the civic purposes that initiate and sustain civic engagement. The purpose of this study is to amplify the voices of young Black boys in regards to US citizenship. By employing notions of in the wake/wake work as the theoretical framework and curricular and pedagogical resuscitation (CPR) as the methodology, this study unearthed the power of children to examine the complexities and ironies of citizenship. More so, these first- and second-grade students linked Black citizenship to fundamental

issues of life, death, and purpose. Ultimately, the authors call for instruction reflecting how for students, especially Black students, honorable civic purposes striving for full citizenship remain valued, respected, and enduring.

Jones, S. E., Eady, S., & Craig, L. (2024). **Considering social justice: Lived experiences of education students during the first course year.** *Education, Citizenship and Social Justice*, 19(2), 218-235. <https://doi.org/10.1177/17461979221138737>

Increasing research focus is placed on how to embed social justice within Education degrees. This paper reports findings from the first two phases of a cohort study completed just before and at the start of the pandemic, which track Scottish Education students' reflections on social justice at one university. We used three focus groups (n=14) and surveys to analyse students' (n=45) definitions of social justice. Using Bronfenbrenner's Ecological System's Theory and Saldana's Analytical Coding framework we found that themes around prejudice, culture, policy and emerging professional identity captured participants' reflections as both beginning teachers and students of educational studies. Key to our findings was that fewer reflections of social justice were cited to global than to local contexts. This paper highlights ways in which university educators may conceive of social justice such that it is considered by students in both their immediate and in global contexts.

Kavadias, L., Spruyt, B., & Kuppens, T. (2024). **Religious life in schooled society? A global study of the relationship between schooling and religiosity in 76 countries.** *International Journal of Comparative Sociology*, 65(3), 247-270. <https://doi.org/10.1177/00207152231177238>

The thesis that schooling inevitably leads to secularization continues to be debated. Indeed, while education has become a central and authoritative institution across the world, religiosity seems to persist. An alternative hypothesis proposes that recognizing the cultural aspects of the growth of "schooled societies" may reveal unexpected compatibilities between education and religiosity. However, research that both empirically integrates these aspects and examines their relationship with religiosity from a global perspective remains scarce. Against this background, this article first constructs a macro-level indicator that taps into cross-national variation in the different dimensions of "schooled societies." Subsequently, we examine its relationship with the subjective importance of religion in people's lives and individual-level educational differences in religiosity. Results based on data from 94,011 respondents across 76 countries show that in societies that are more "schooled," people generally tend to be less religious. Moreover, the development of a schooled society moderates the relationship between educational attainment and religiosity. In societies that show more characteristics of a schooled society, especially less educated people are likely to remain religious. Finally, we found that our new indicator for the schooled society explained more variance than other, less fine-grained indicators of this concept. This illustrates the added value of a more comprehensive indicator for the role of schooling as an institution. In the conclusion, we use our findings to outline a research agenda.

Ma, Y. (2024). **An ethic of philia: A renewed conversation about educational equality.** *PROSPECTS*, 54(1), 43-53. <https://doi.org/10.1007/s11125-023-09636-x>

Equality discourse endeavors often aim to eliminate the various positionings of people in order for them to become equals. This paper aims to re-approach the notion of educational equality beyond neoliberal definitions and reconceptualize it in light of the

Aristotelian *philia*, with attention paid to its ethical dimensions and the nonduality of difference and sameness. An ethic of *philia* is founded on mutual respect and admiration, promotes a good and worthwhile life, and requires time and familiarity. In light of the mutuality and multiplicity that are characteristic of the environment in which educational equality thrives, the article elaborates on three aspects of *philia*—recognizing difference, encouraging conversations about what counts as good, and horizontal and vertical characteristics of educational equality.

Mallent, M. (2023). ***Contributions et limites des Sciences de la Vie et de la Terre à l'Éducation au Développement Durable : étude des pratiques didactiques autour de la question alimentaire*** (Phdthesis, Université de Montpellier). <https://doi.org/10/document>

Nourrir l'humanité dans un contexte de changements climatiques et d'augmentation démographique est un enjeu majeur de notre époque. Les systèmes alimentaires regroupent, dans un espace géographique donné, les acteurs de la production et les consommateurs. La production est une articulation entre les systèmes de production (ensemble d'exploitations qui s'organisent autour des terres, des forces en présence et des moyens) et les modèles de production (agro-industriels et/ou alternatifs). La consommation (comportements alimentaires), quant à elle, dépend de nombreux facteurs : sociaux, économiques, culturels, géographiques, institutionnels, entre autres, qui sont tant des marqueurs que des sources d'inégalités au sein des populations. De plus, l'amplification des messages visant à faire reposer les causes des changements climatiques sur les individus creuse ces inégalités. Cette question alimentaire est une question éducative au programme de seconde générale et technologique français sous la thématique « agrosystèmes et développement durable ». Cette thématique est traitée sommairement d'un point de vue agronomique principalement et abandonne toutes considérations économiques, sociales ou géographiques. La prise en compte du paysage alimentaire et de la sociologie des élèves, en termes de bagage culturel, est pourtant nécessaire à la mise en œuvre didactique du programme étudié. L'enjeu de notre thèse est donc d'étudier la mise en œuvre de cette thématique en classe. Notre hypothèse est que les rapports qu'entretiennent enseignant·e·s et élèves avec les enjeux de développement durable et l'alimentation vont influencer les enseignements et les apprentissages. Dans ce contexte, nous nous questionnons sur la façon dont les enseignant·e·s prennent en compte les comportements alimentaires pour enseigner le thème « agrosystème et développement durable ». Mais aussi sur la manière dont ces enseignant·e·s problématisent la question alimentaire en vue d'une éducation au développement durable. Pour répondre à ces questions, nous avons dressé des profils d'élèves de seconde que nous avons comparés aux profils des enseignantes avec qui nous avons travaillé. Ces premiers résultats montrent une diversité de profils d'élèves avec des préoccupations diverses (santé, environnement, goût, praticité...) et une homogénéité des profils d'enseignantes (proches des recommandations, soucieuses de l'environnement et de leur santé). Les observations que nous avons ensuite menées en classe nous apprennent que les deux enseignantes visent plutôt des apprentissages méthodologiques que des savoirs scientifiques. La problématisation qu'elles proposent repose sur un enchaînement de faits et/ou nécessités et d'actions possibles pour répondre aux éléments problématiques. Aussi, la problématique se transforme pour ne s'intéresser finalement qu'aux manières de produire de façon durable.

Molano Nino, N. Y. (2024). **L'éducation relative à l'environnement à l'école dans des milieux vulnérables de Bogota, Colombie** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/17677/>

La crise socio écologique mondiale à laquelle nous faisons face est une crise sans précédent. Elle est aggravée par les nombreux effets qui touchent les populations, mais tout particulièrement celles qui sont les plus vulnérables. Ces populations doivent non seulement faire face aux multiples impacts de cette crise, mais aussi aux injustices environnementales qui ont lieu dans leurs territoires. La Colombie n'échappe pas à cette situation. Ce pays doit en plus vivre avec les conséquences d'un conflit armé interne qui dure depuis plus de 50 ans et qui a laissé des milliers de personnes sans foyer, les poussant à se déplacer vers les grandes villes. Elles s'y installent en périphérie, dans les quartiers les plus pauvres et marginalisés, où elles doivent reconstruire leur vie et partager ce nouveau milieu avec d'autres familles, également en situation difficile et avec des besoins de base insatisfaits. L'école dans ces contextes s'avère fondamentale. Elle doit répondre aux besoins des familles et contribuer à la formation intégrale des enfants et des jeunes. Dans le contexte socio-économique et écologique particulier de ces milieux, l'éducation relative à l'environnement (ERE), cette dimension de l'éducation globale qui se penche sur les rapports entre les personnes, les sociétés et l'environnement, apparaît avec un potentiel de susciter de réflexions et des actions de mobilisation visant à questionner le statu quo et les causes des injustices socio écologiques dans ces milieux, et à produire de changements. C'est donc cette question que cette recherche s'est proposée d'explorer. Cette étude s'inscrit dans le paradigme interprétatif de recherche. La méthodologie adoptée est l'étude de cas. On s'est proposé de répondre à la question suivante: quelle est la contribution potentielle de l'ERE à l'école comme réponse aux besoins du contexte vulnérable en Colombie? Pour y répondre, nous avons privilégié plusieurs stratégies de collecte de données: l'entrevue individuelle semi-dirigée, la rencontre de discussion de groupe et l'analyse documentaire. L'analyse des données recueillies nous a permis d'identifier une diversité d'approches et de stratégies d'intervention en ERE en milieu scolaire, ainsi qu'un rôle potentiel à jouer dans la réalité du contexte, notamment sur les projets de vie des jeunes, notamment, dans une perspective critique et émancipatrice pour la transformation du contexte et le changement social. Cette recherche offre un cadre d'analyse nourri d'une perspective interdisciplinaire (environnementale, éducative et sociale) aux questions de vulnérabilités socio écologiques et au rôle que l'école peut jouer dans ce contexte, en particulier l'ERE. Cette perspective a permis de faire une analyse de la réalité socio écologique et éducative complexe et changeante de la Colombie, notamment, de Bogota sa capitale, et plus particulièrement, des arrondissements San Cristobal, Ciudad Bolivar et Bosa, situés en périphérie de la ville. Il a ainsi été possible de contribuer à une nouvelle lecture de la réalité des contextes vulnérables et leurs besoins dans une perspective de transformation et de contextualisation des pratiques éducatives.

Petkovska, S. (2024). **Civic education in post-conflict societies: The case of Serbia.** *Education, Citizenship and Social Justice*, 19(2), 329-345.
<https://doi.org/10.1177/17461979221130434>

Our main goal is to provide a preliminary, descriptive, and thematic overview of civic education courses in Serbia until 2020 from the perspectives of international political sociology, critical pedagogy and critical curriculum studies. After clarifying pertinent conceptual assumptions of curriculum analysis, we review the methodology employed

to examine the curriculum. Firstly, our task is to describe how a civic education course in Serbia looks in relevant educational aspects. Secondly, we explore the role civic education plays in postsocialist and post-conflict Serbian society within the educational system and policies, considering transformative processes and reconciliation goals. Among the main findings, we emphasise the inadequacy of the initial phase of implementation of civic education in Serbia. There is insufficient recognition in the broader public regarding the cosmopolitan and social justice values crucial for generating a democratic political culture.

Romero-Amaya, D. (2024). **The making of the citizen in Colombia: Transitional assemblages, civic education, and the long quest for peace.** *Education, Citizenship and Social Justice*, 19(2), 165-184. <https://doi.org/10.1177/17461979231151641>

This article focuses on civic education and the constitution of subjects within a complex landscape of peace and war making in Colombia. Using a genealogical approach to study the manufacturing of citizens, and drawing on a document analysis of policies, curricular guidelines, and teaching resources, this paper evidences an increasing attention to students' skills, conducts, and interpersonal relations, rather than structural inequality and injustice. Through the examination of the "integral citizen," I argue that the development of students as skillful civic subjects has become central to the aspiration of building and sustaining peace and democracy. Such citizens are described as individually embodying the virtues and skills of problem-solving, conflict-management, autonomy, and self-regulation of emotions. This research adds to our understanding of the construction of the ideal citizen in conflict-affected settings, and how education policy intersects with larger efforts for meaningful and sustained change.

Sasaki, O., Yonehara, A., & Kitamura, Y. (2024). **The influence of the whole school approach on implementing education for sustainable development in Japan.** *PROSPECTS*, 54(1), 203-220. <https://doi.org/10.1007/s1125-023-09667-4>

This research investigates the influence of the whole school approach (WSA) on the education for sustainable development (ESD) practices of teachers in Japan. We focus on understanding how school organizations that facilitate WSA influence teachers' ESD practices in a multifaceted and hierarchical manner. The multilevel analysis, which targeted 683 elementary and middle school teachers in ESD-promoting schools, revealed that the actual working environment may be more important than the school's management system for helping individual teachers implement ESD, and that school-level WSA made a clear contribution to promoting ESD. The research suggests the importance of establishing the environmental conditions, such as the school board and principals' guarantee of basic conditions (e.g., working hours, teaching materials, and an environment where teachers can exercise ownership), so that teachers who are interested in ESD practice can feel secure and assume ownership of ESD activities.

Soutter, M., & Clark, S. (2024). **Orienting all students toward justice: Cultivating social responsibility in privileged schooling environments.** *Education, Citizenship and Social Justice*, 19(2), 253-271. <https://doi.org/10.1177/17461979221136507>

What is the obligation of schools in fostering compassion for others and a commitment to the greater good? In a year-long qualitative study, this research explores how one Northeastern private schooling environment aimed to cultivate social responsibility in adolescents through an egalitarian, discussion-oriented pedagogy. Guided by

Westheimer and Kahne's three-tiered conceptualization of citizenship, we explore what can be learned from one school's emphasis on student-led discussions and how this approach influenced students' commitments to others. We ultimately argue that students developed a profound sense of obligation to one another (e.g. to other youth of privilege), but fell short of extending this commitment to others beyond their elite institution. These findings raise questions about the role of privileged schooling environments in fostering beyond-the-self, justice-oriented citizens for the benefit of our democracy and questions, too, about the pedagogies leveraged to achieve such goals.