Veille de l'IREDU

Sommaire :

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Acquisition de compétences

Amrar, L., & Clerc-Georgy, A. (2024). **La perspective des enfants de 5 ans sur le jeu de faire-semblant et l'apprentissage**. *Éducation & Formation*, (e-321), 56-64. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=41&page=3
De nombreuses recherches ont analysé la perspective des enseignants sur le jeu et les apprentissages. L'étude menée par Pyle et Danniels (2017) montre que de nombreux enseignants les perçoivent comme des concepts déconnectés. Cependant, peu d'études se sont intéressées à la perspective que les enfants portent sur ces concepts. Le but de cette recherche qualitative est d'analyser la perspective d'enfants de 2ème année du cycle 1 (5 ans) sur le jeu de faire-semblant et les apprentissages. Vingt-neuf enfants ont participé à des entretiens qui ont pris place à la suite d'une activité de jeu de faire-semblant durant lequel l'enseignant a mené une discussion collective autour d'un apprentissage associé au jeu. Les questions de l'entretien semi-structuré portaient sur les liens entre jouer et apprendre. Les entretiens ont été transcrits et analysés selon la méthode inductive d'analyse de contenu. Les résultats montrent que les enfants qui ont régulièrement participé à des jeux de faire-semblant associés à des réunions sont capables d'identifier des apprentissages mobilisés durant le jeu. Parmi les dix-sept enfants qui distinguent jouer et apprendre, le pattern de réponse montrent une sensibilité des enfants aux émotions ressenties et au choix de l'activité et de ses modalités de réalisation. Les implications pour la formation des futurs enseignants seront discutées.

Anselme, P., & Hidi, S. E. (2024). **Acquiring competence from both extrinsic and intrinsic rewards**. *Learning and Instruction*, 92, 101939. https://doi.org/10.1016/j.learninstruc.2024.101939
Structured abstract Background The distinction between extrinsic and intrinsic rewards and their related motivations has been a major concern in educational psychology for decades. Although both types of rewards are related to the dopamine-fueled activation of the reward circuitry, neuroscientific studies now support the view that their processing also involves independent brain mechanisms. Aims We show that these mechanisms also are already present in birds and nonhuman mammals, as they track cues and extrinsic rewards in their environment (such as food and shelter), and we discuss a number of intrinsically rewarded activities (such as information seeking and play). The two categories of motivated behaviors evolved to perform distinct functions and are both crucial for the species survival. Conclusion We assume that a human-animal comparison is appropriate, and suggest that both extrinsic and intrinsic rewards in humans are necessary to acquire competence, and optimally manage real-life settings, including school environments. More specifically, we argue that intrinsic and extrinsic motivations are additive rather than conflicting processes, and that intrinsic motivation is characterized by exploratory behavior and is associated with benefits for an individual; it is a step to apprehend and exploit the knowledge acquired by means of extrinsic sources of reward.

Aubin, A.-S., de Rossi, S., & Rospape, D. (2024). **Outiller les équipes enseignantes dans leurs discussions sur l'implantation de l'approche par compétences**. *L'enseignement supérieur et les communautés : des dynamiques interconnectées (AIPU 2024)*. Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04617476
The desired or obligatory transition of several French university programs to the competency-based approach (CBA) confronts several teams of teachers with

sometimes complex questions. These teams often do not have initial or continuing education in educational sciences and learning assessment, so an Activity Book has been developed to help them navigate this process. This communication focuses on the development of an accompanying Activity Book by an expert in educational assessment, a teacher in an engineering program and a professional designer. By respecting the steps for Research and Development (R&D) in social sciences proposed by Gall, Gall and Borg (2003), the different iterations of creation and tests are explained and the contributions of the different members of the conception team are described. During the process, two versions of the Activity Book were created (V1 and V2). The first version was tested during the annual workshop week of the Chaire de recherche-action sur l'innovation pédagogique de l'Institut Villebon George Charpak. For four full days, eight teams of 2 to 5 people used the V1 version of the Activity Book to accompany them in their work on transforming their program following the CBA. This first version was used in addition to a team of accompanying experts helping them negotiate each step. A V2 version was produced after this week. It is an improvement of the V1 version, which can be used by teams wishing to do it independently. In this communication, the contribution of each member of the design team is discussed, especially the role of the designer, since it was a novelty element in the design of such a tool. In the future, V2 will be available in paperless format and new tests with this new version are planned.

Avanesian, G., Zaw, H. T., Kelly, P., & Mizunoya, S. (2024). **Dissecting the digital divide: A household fixed effects approach to estimating gender gaps in digital skills of youth in low- and middle-income economies**. *Heliyon*, *10*(12), e33127. https://doi.org/10.1016/j.heliyon.2024.e33127
This study investigates gender gaps in digital skills among youth (15–24 years old) in 32 low- and middle-income economies using data from UNICEF-supported and internationally comparable Multiple Indicator Cluster Surveys (MICS). Utilizing a household fixed effects approach, we aim to isolate gender-based disparities from household-level variations. The intra-household analysis reveals significant inequalities, with biases against young women in possessing digital skills, including the very basic ones. Supplementary analysis using a mixed-effects model, which accounts separately for within- and between-household variation, highlights that wealthier households exhibit larger gender gaps in digital skills, disadvantaging young women primarily due to a floor effect in the poorest households. The paper concludes with policy implications aimed at reducing gender gaps in digital skills.

Bailey, J., Ullery, M. A., Futterer, J., Mullins, C., Delgado, C., Custode, S., … Bulotsky-Shearer, R. J. (2024). **Direct and interactive effects of attendance rates on growth in language, literacy and mathematics skills for children enrolled in voluntary preschool programs**. *Early Childhood Research Quarterly*, *68*, 112-122. https://doi.org/10.1016/j.ecresq.2024.04.009
Attendance plays an important role in student academic success; yet few studies examine associations between preschool attendance rates and academic skills for children enrolled in early childhood programs. To address this gap, this population-based study examined associations between preschool attendance rates and language, literacy and mathematics skill growth for a cohort of four-year-old children (N = 20,414) enrolled in a state-funded public prekindergarten program within an urban county (N = 1,720 classrooms, N = 922 programs). Measures included linked administrative data on preschool attendance and program-administered direct assessments of oral language,

literacy, and mathematics. Latent growth curve analysis (LGCA) found that attendance rates were associated with greater rates of change in all academic skills across the preschool year, controlling for child demographic covariates, preschool program provider type, and neighborhood risk. In addition, higher attendance benefited children more who entered preschool with lower initial academic skills as compared to children who entered preschool with higher academic skills. Implications of the findings, including future directions, and application to early childhood education policy and practice are shared.

Bi, Y., Ding, X. P., & Yeung, W.-J. J. (2024). **The link between hours of center-based childcare and child development in 3- to 6-year-olds: Evidence from Singapore**. *Early Childhood Research Quarterly*, 68, 76-89. https://doi.org/10.1016/j.ecresq.2024.04.004
This study examined how the number of hours of early childhood education (ECE) is associated with young children's behavior problems and early academic achievement in Singapore, a non-WEIRD ("Western, educated, industrialized, rich, democratic") country with families using long ECE hours. We drew data from the Singapore Longitudinal Early Development Study. Participants were 3- to 6-year-old children (N = 2,452). General linear models and spline regressions were utilized to analyze how ECE hours were associated with children's behavior problems and early academic achievement while controlling for child and family characteristics. On average, Singaporean children stayed 41.07 hours per week in ECE centers, with 38 % of the sampled children spending more than 50 hours per week in ECE centers. Notably, we found an inverted-U-shaped relation between ECE hours and child outcomes with a turning point of approximately 35–40 hours per week. Before the turning point, a greater number of hours in ECE was associated with more externalizing problems and higher academic achievement. However, after this point, a greater number of hours was associated with fewer behavior problems, both externalizing and internalizing, as well as poorer academic achievement. These findings demonstrate a complex nonlinear association between ECE hours and child outcomes in a context of children spending prolonged hours in centers.

Blume, F., & Schmiedek, F. (2024). **It counts in every single lesson: Between- and within-person associations of teaching quality and student self-regulation**. *Learning and Instruction*, 92, 101908. https://doi.org/10.1016/j.learninstruc.2024.101908
Background The significant influence that classroom interactions have on the development of students' self-regulation has been acknowledged for a long time. Nonetheless, past research has emphasised their impact on differences in self-regulation amongst students, without considering intra-individual variations. Aims We examined whether there is a link between average and lesson-level student-perceived teaching quality, which includes student support, classroom management and cognitive activation, and student self-regulation in individual lessons. Moreover, we investigated whether the magnitude of the associations depended on students' dispositional self-regulation. Sample We analysed data collected from 61 students (recruited sample N = 64 students; Mage = 11.71, SDage = 0.93). Methods Participants completed a baseline questionnaire (demographics, dispositional self-regulation) as well as 15 daily diaries in which they reported on their own self-regulation and the perceived quality of teaching in the last lesson of the day. Results The findings revealed positive associations between student support and classroom management, both at the average and lesson level, and student self-regulation in individual lessons. No associations were found between the average and lesson level cognitive activation and students' self-regulation

in individual lessons. The aforementioned associations were not moderated by students' dispositional self-regulation. Conclusions The findings emphasise the importance of student-perceived teaching quality at both the average and lesson-level for student self-regulation in individual lessons.

Café pédagogique. (2024, juin 19). **Les inégalités sociales de compétences en hausse constante**. Consulté 19 juin 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/06/19/les-inegalites-sociales-de-competences-en-hausse-constante/
On le sait, l'école française ne résorbe pas les inégalités sociales, elle les transforme en inégalités sociales de compétences, notamment en franç

Chamlong, M.-J., & Royer, M. (2024). **Apprendre un métier (Dossier)**. *Les Cahiers pédagogiques*, (594). Consulté à l'adresse https://www.cahiers-pedagogiques.com/n-594-apprendre-un-metier/
Apprendre un métier, ce n'est pas seulement apprendre des gestes et des savoir-être pour une profession donnée. Pour apprendre un métier, il faut aussi acquérir une culture professionnelle et apprendre à s'adapter et à faire face aux aléas divers que l'on peut rencontrer, aux évolutions dudit métier. Et puis, il faut encore consolider, ancrer ses connaissances et ses compétences, en les approfondissant, en en prenant conscience et en étant capable de les décrire, voire de les transmettre à son tour.

Cheah, Z. R. E., McBride, C., Dulay, K. M., Cheung, S. K., Reyes, P., & Dillenbourg, P. (2024). **Effects of online parent coaching on Filipino children's skills**. *Early Childhood Research Quarterly*, *68*, 191-202. https://doi.org/10.1016/j.ecresq.2024.05.006
Technology today can possibly help make early childhood interventions more accessible to young children in need. In the present study, we conducted all assessment and training of both parents and children entirely online to examine the effectiveness of an online parental coaching programme in facilitating young Filipino children's language, literacy, and numeracy skills. Ninety-four families with 3-to 5-year-old Cebuano-speaking children were randomly assigned into either the intervention group or a waitlist control group. The 13-week long online intervention group showed significant improvement in their receptive vocabulary, syllable matching, letter name knowledge, numeral identification, object counting, rote counting, missing number identification, numerical magnitude comparison and addition skills but not in their expressive vocabulary and syllable deletion relative to the waitlist control group. No moderation effect of socioeconomic status (SES) on the online intervention outcome was found. For the intervention group, a main effect for parental involvement on rote counting, missing number identification, and addition was found, with higher levels of participation in the coaching programme translating to greater gains. The present study underscores the validity and feasibility of an online format of intervention and assessment procedure, in a low-to-middle-income country context (LMIC). The current findings demonstrate the possible added benefits of an online intervention format and the importance of an integrated cross-domains intervention format.

Choi, E.-Y., & Lee, J. H. (2024). **An exploratory study on the relationships between positive emotions and target language vocabulary knowledge**. *Oxford Review of Education*, *50*(4), 517-532. https://doi.org/10.1080/03054985.2023.2246885

In line with increasing attention being paid to the role of positive emotions in second language (L2) proficiency and knowledge, this study set out to examine the relationships between domain-specific emotions (L2 grit, language learning curiosity, foreign language enjoyment, and foreign language classroom anxiety) and L2 vocabulary knowledge. To this end, we administered a questionnaire consisting of domain-specific instruments, which purport to measure the target emotions, as well as two widely used L2 vocabulary tests. College students studying English in the South Korean context participated in the study, and they completed both the questionnaire and the vocabulary tests. The results revealed that participants' vocabulary test scores positively correlated with positive emotions, such as a sub-construct of L2 grit (consistency of interest), language learning curiosity, and foreign language enjoyment. In contrast, their scores negatively correlated with negative emotion – foreign language classroom anxiety. In the regression analysis, it was also found that a sub-construct of L2 grit (consistency of interest) and language learning curiosity were significant predictors for L2 vocabulary knowledge, while controlling for the effects of other variables.

Davolyte, J., Kiuru, N., Raiziene, S., & Silinskas, G. (2024). **Children's task persistence in first grade: The role of parent-child and teacher-child relationships**. *Early Childhood Research Quarterly*, *68*, 135-147. https://doi.org/10.1016/j.ecresq.2024.04.010
The present study investigated the extent to which the quality of both parent-child and teacher-child relationships uniquely and interactively relates to a child's task persistence in first grade. Furthermore, the study also examined the role of a child's task persistence in the quality of their relationships with their parents and teachers after controlling for the child's gender, temperament, academic performance, and parental education level. The study followed Lithuanian children from the beginning (T1, n = 337) to the end (T2, n = 341) of first grade, along with their parents (T1, n = 347; T2, n = 323) and first-grade teachers (T1, n = 24; T2, n = 25). At the start of first grade, the children completed reading, spelling, and math (i.e., addition and subtraction) performance tests. The parents and teachers filled out questionnaires at the beginning and end of these students' first-grade academic year. The parents reported on the quality of their relationships with their children and on their children's temperament, while teachers reported on their relationship quality with each student and their task persistence. First, the results indicated that a conflictual relationship between the students and their teachers was related negatively to subsequent task persistence. Second, the moderation results indicated that if the teacher-child relationship was close, then a close parent-child relationship longitudinally was related positively to the children's task persistence. Third, the results indicated that a child's higher level of task persistence was associated longitudinally with a closer relationship with their first-grade teachers.

De Vera, M., Garcia-Brazales, J., & Rello, L. (2024). *Game Changer: Impact of a Reading Intervention on Cognitive and Non-cognitive Skills* (IZA Discussion Paper N° 16937). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16937.htm
We evaluate a reading intervention involving 600 third-grade students in Chilean schools catering to disadvantaged populations. The intervention features an adaptive computer game designed to identify and improve weaknesses in literacy and cognitive skills, and is complemented by a mobile library and advice to parents to increase student's interest and parental involvement. We first quantify the impact on non-cognitive skills and academic perceptions. We find that, after just three months of intervention, treated

students are 20–30 percent of a standard deviation more likely to believe that their performance is better than that of their peers, to like school, to have stronger grit, and to have a more internal locus-of-control. Gains in aspirations and self-confidence are particularly large for students that we identify as at-risk-of-dyslexia. These improvements are reflected in better performance on a nation-wide, standardized language test. Our results show that non-cognitive skills, particularly of at-risk-of-dyslexia students, can be changed through a short, light-touch, and cost-effective education technology intervention.

de Saint Louvent, G. (2019, mai 9). **Lycéens, étudiants : six clés pour gagner en aisance à l'oral**. Consulté 28 juin 2024, à l'adresse The Conversation website: http://theconversation.com/lyceens-etudiants-six-cles-pour-gagner-en-aisance-a-loral-114860
Même si le système scolaire met encore l'accent sur l'écrit, les candidats aux examens disposent de plus de références qu'ils ne le pensent pour réussir une épreuve comme le Grand oral du bac.

Elagha, N., & Pellegrino, J. W. (2024). **Understanding error patterns in students' solutions to linear function problems to design learning interventions**. *Learning and Instruction*, 92, 101895. https://doi.org/10.1016/j.learninstruc.2024.101895
Background Reasoning with and about linear functions (LF) is considered essential knowledge for college readiness, but evidence shows that students experience difficulty in this topic. There were two overarching aims of the reported studies. One was to assess students' understanding of LF and discern the cognitive underpinnings of common errors they make in these types of problems. The second was to explore designs of a learning intervention that can ameliorate these misunderstandings. Methods In Study 1, analyses of performance on Verbal Description, Table, and Graph LF problem types showed substantial and interpretable errors on the latter two. Errors reflected systematic conceptual and procedural misunderstandings associated with interpretation of structural features of Table and Graph LF problems. The results for LF Table and Graph problems suggested that students could benefit from error focused interventions. In Study 2, information about common errors from Study 1 was used to inform the design of instructional interventions using three worked example conditions: (1) error detection and correction, (2) error correction only, and (3) no error (control). Results & conclusions Results of quantitative and qualitative analyses showed enhanced performance in all intervention conditions and across both problem types and were particularly impactful for both problem types when error correction was required in worked examples. Findings from both studies are discussed in terms of implications for learning environments, including initial instruction and diagnostic assessment.

Fernández, A. B., & Riudavets-Barcons, M. (2024). ***Teacher value-added and gender gaps in educational outcomes*** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp1995.htm
This paper uses rich administrative data from Chile to estimate teacher value added (TVA) on test scores and on an educational attainment index. We allow each teacher to have a different TVA for male and female students and show that differences in TVA explain an important part of the gender gaps we observe in test scores and postsecondary education trajectories. The gaps in gender-specific teaching

effectiveness are especially pronounced in mathematics. Indeed, eliminating within-teacher differences in math test score VA would reduce the gender gap in math performance by 67%. We explore what could be behind these gaps in gender-specific TVA and find no significant differences in what makes teachers effective for male and female students. We do find, however, significant associations between teacher characteristics-e.g., gender and performance in the college admission exam-and practices-e.g., paying attention to low-performing students, congratulating students who improve, and having a good relationship with students-with teacher effectiveness. Finally, we also show that math teachers tend to be biased in favor of male students and that teachers with smaller gender biases are more effective for both, male and female students.

Fernandez, A., Loi, M., Persem, É., & Salles, F. (2024). **PISA 2022 : en pensée créative, les résultats des élèves de France sont dans la moyenne de l'OCDE**. *Note d'Information*, (24.23), 1-4. Consulté à l'adresse https://www.education.gouv.fr/pisa-2022-en-pensee-creative-les-resultats-des-eleves-de-france-sont-dans-la-moyenne-de-l-ocde-414561
En 2022, 28 pays de l'OCDE ont participé à l'évaluation de la pensée créative des élèves de 15 ans. La France obtient des résultats dans la moyenne des pays de l'OCDE participants.

Furjanic, D., Ives, C., Fainstein, D., Kennedy, P. C., & Biancarosa, G. (2024). **The COVID-19 Pandemic and Oral Reading Fluency**. *The Elementary School Journal*, *124*(4), 563-590. https://doi.org/10.1086/730115
The COVID-19 pandemic disrupted school, work, and daily life on a global scale. In the wake of this unprecedented health crisis, schools across the United States were forced to abruptly adapt their educational delivery models. Understanding how student learning trajectories shifted throughout the ongoing pandemic is critical for equipping educators, policy makers, families, and other vested partners to respond to and serve students going forward. Using a national sample of oral reading fluency (ORF) scores, we estimated trajectories of literacy development for students in grades 1–5 before and during the pandemic. Results showed that students began fall 2020 (after pandemic onset) with lower average ORF scores than their same-grade peers from the prior (i.e., prepandemic) year. In addition, this disparity in reading fluency between cohorts widened between the beginning- and middle-of-year benchmark periods. Schools must be prepared to serve a population of students unlike that of before the pandemic onset.

Gabler, L., & Ufer, S. (2024). **Training flexibility in dealing with additive situations**. *Learning and Instruction*, 92, 101902. https://doi.org/10.1016/j.learninstruc.2024.101902
Objective Students' difficulties with word problems have been the subject of research for decades. Many studies identified students' ability to construct a situation model that reflects the word problem's situation structure correctly as a major factor. To overcome such difficulties, prior works suggested to provide learners with strategies, which comprise to restructure the situation model by integrating different perspectives on the presented situation. Corresponding trainings have not been investigated systematically yet. Methods We report on an experimental feasibility study investigating a training targeting the proposed strategies. Students from ten grade 2 classrooms (N = 115) in Germany participated in the study. The ten-day training focused on generating and comparing different perspectives on given situations but did not include any word problem solving. Results Students participating in the training showed significantly higher progress in their

ability to restructure situation models and their word problem solving skills from pre-to follow-up test than students from the control-group. The effect of the training was not influenced by students' language skills. Conclusion The results indicate that it is feasible to foster word problem solving skills by solely training how to restructure the initial situation model generated from a word problem. Practice Since the experimental group received additional support in contrast to the control group, it is impossible to draw conclusions about the importance of the training for regular mathematics lessons, beyond the fact that the training is effective in principle. Implications The approach should be compared to other approaches to foster word problem solving.

Grapin, S. E., & Ascenzi-Moreno, L. (2024). **Expansive assessment of expansive abilities: Teachers' perspectives and practices with multimodal and translanguaged content assessments**. *Learning and Instruction*, 92, 101925. https://doi.org/10.1016/j.learninstruc.2024.101925
Background Expansive assessment seeks to reimagine assessment in content and language integrated learning (CLIL) through the lens of expansive theories of communication (e.g., multimodality, translanguaging). However, for expansive assessment to be consequential for students in CLIL classrooms, teachers must be open to recognizing student learning expressed in ways that go beyond what has been traditionally privileged (e.g., written English). Aims This article reports on two complementary studies of U.S. teachers' perspectives and practices related to expansive assessment. Study 1 addressed multimodal assessment with pre-service teachers (PSTs) in science. Study 2 addressed translanguaged assessment with in-service teachers (ISTs) in language arts. Samples Participants in Study 1 were 10 PSTs. Participants in Study 2 were two ISTs from different elementary schools with different instructional arrangements. Methods Interviews and observations were used to elicit teachers' perspectives on expansive assessment and their practices interpreting students' performances. Results In both studies, teachers' perspectives closely reflected their practices. For example, PSTs whose perspectives eschewed logocentrism tended to recognize evidence of science learning in students' visual responses. However, there were also findings unique to each study. For example, ISTs' perspectives and practices related to translanguaged assessment were mediated by the language policies at their schools. Conclusions The two studies, which examined different teacher populations, assessment approaches, and content areas, converge in highlighting three overarching themes to guide future research: (a) the importance of clarity regarding constructs assessed, (b) the contextual mediation of teachers' perspectives and practices, and (c) the need for teacher learning across their careers.

Hadchiti, R., Frenette, É., & Loye, A. (2024). **Mentorat, compétences émotionnelles et leadership transformationnel : trois composantes de la réussite professionnelle d'une direction d'établissement scolaire**. *Revue ERADE*, 6(1), 6-30. Consulté à l'adresse https://www.aderae.ca/volume-6/, https://www.aderae.ca/volume-6/

Hepner, S. L., Oudman, S., Carlson, T. E., van de Pol, J., & van Gog, T. (2024). **Improving (meta)comprehension: Feedback and self-assessment**. *Learning and Instruction*, 92, 101922. https://doi.org/10.1016/j.learninstruc.2024.101922
Background Monitoring is important for self-regulated learning from text, but is often inaccurate. Completing causal diagrams after reading texts has been shown to improve monitoring accuracy. Aims We investigated whether providing one or two model answer

diagrams and self-assessment instructions would improve learners' monitoring accuracy, regulation accuracy, and text comprehension. Because little is known about how accurately learners who are reading in a language other than their home language monitor their comprehension, we also explored whether effects differed between readers who have English or another language as their home language. Sample Participants were 258 secondary school students at international schools in Singapore and Spain; 103 spoke a language other than English at home. Methods Participants read 4 texts, completed diagrams on these texts, monitored comprehension, took a first comprehension test, self-assessed their diagram under one of 6 conditions resulting from a 3 (model answer: 0, 1, 2) x 2 (self-assessment instructions: yes, no) design, made restudy decisions, made monitoring judgments, and completed a final comprehension test. Results Comprehension benefitted most when learners had access to two model answers. There were no effects of model answers or self-assessment instructions on monitoring accuracy. Regulation accuracy improved with model answers combined with self-assessment instructions. There was no differential effect of home language. Conclusions This study supports prior research showing the benefit of model answer diagrams on comprehension. Yet, improvements in regulation accuracy suggest that model answers combined with self-assessment instructions support more effective self-regulated learning behaviors.

Hughes, E. M., Riccomini, P. J., Lee, J.-Y., Cook, M. J., & Selfridge, K. A. (2024). **Exploration of an SRSD Writing Strategy on Students' Written Expressions of Math Reasoning and SenseMaking**. *The Elementary School Journal*, *124*(4), 513-541. https://doi.org/10.1086/730114
This exploratory study evaluated the effects of self-regulated strategy development (SRSD) on students' written expression when asked to solve a word problem and explain reasoning. A secondary question evaluated potential for differential effects based on determination of having mathematics difficulty (MD). We implemented a quasi-experimental design with 163 students with and without MD in grade 4. Results indicated that students in the treatment group (n = 83) significantly outperformed students in the comparison group (n = 80) on measures of mathematical writing involving subtraction and division word problems. For the subtraction problems, students in the treatment group improved their overall written expression of mathematics scores (g = 0.688), yielding a medium effect. The intervention differentially benefited students without MD. Our findings call for greater integration of systematic writing opportunities in mathematics and highlight the importance of explicitly teaching students how to approach the written expression of their mathematical reasoning.

Lam, C. B., Li, X., & Chung, K. K. H. (2024). **Improving Chinese children's socioemotional competence, behavioral adjustment, and pre-academic skills: Impacts of the 3Es Program**. *Early Childhood Research Quarterly*, *68*, 13-23. https://doi.org/10.1016/j.ecresq.2024.03.002
Despite the importance of socioemotional competence, few social and emotional learning programs have been developed for and evaluated with non-Western communities. The Early Prevention, Early Identification, and Early Intervention Program is a tiered, school-based program targeting the socioemotional skills of all second-year kindergarten students in Chinese communities with the Little Garden Curriculum and providing additional training to third-year kindergarten students with socioemotional difficulties with the Little Greenhouse Curriculum. Using a cluster randomized controlled

trial, this study examined the impacts of the program on 999 children (mean age in the pretest = 4.25 years; 48 % were girls) from 18 kindergartens from Hong Kong, China. Using kindergartens as clusters, children were randomly assigned to undertake the Little Garden Curriculum (n = 624) or join the wait-list control group (n = 375). Furthermore, children who had completed the Little Garden Curriculum but still showed socioemotional difficulties were randomly assigned to undertake the Little Greenhouse Curriculum (n = 87) or join the wait-list control group (n = 50). In other words, the intervention kindergartens used for the evaluation of the Little Garden Curriculum were randomly assigned into a new intervention group or a new wait-list control group for the evaluation of the Little Greenhouse Curriculum. In pre- and posttests, teachers rated children's socioemotional competence and behavioral adjustment, and children completed reading and arithmetic tasks. Results indicated that—controlling for child age, gender, and prior scores—children who had completed the Little Garden Curriculum showed better socioemotional competence, behavioral adjustment, and pre-academic skills (ten out of 12 outcome variables). Moreover, children who had completed the Little Greenhouse Curriculum showed higher scores on six out of 12 outcome measures. Findings highlighted the utility of using culturally relevant programs to improve the socioemotional competence of Chinese children at both the universal and the indicated levels.

Lassère-Totchilkine, C., Bouchard, C., & Maillart, C. (2024). **Enjeux langagiers et sociaux de lecture d'albums fictionnels**. *Éducation & Formation*, (e-321), 114-129. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=41&page=3
L'objectif de cet article consiste à étudier les perceptions des parents quant à l'expérience vécue par leur enfant (2 à 5 ans) à l'issue d'une année d'immersion en milieu naturel (boisé, berges, etc.), au sein de son service de garde éducatif. Au total, 245 parents ont rempli un questionnaire visant à recueillir leurs perceptions concernant : 1) le développement global de leur ennfant; 2) les défis et contraintes vécues; 3) le curriculum émergent préconisé. Sur le plan des résultats, 89,7% des parents déclarent que l'attitude de chercheur·se (observer, poser des questions, etc.) s'est bonifiée chez leur enfant après une année en EPN. La majorité des parents perçoivent peu ou pas de contraintes ou de défis relatifs à l'expérimentation de l'ÉPN par leur enfant, notamment sur le plan de la santé et la sécurité. Ces résultats soulèvent l'importance de tenir compte de la perception des parents lorsqu'il s'agit d'adhérer à un projet éducatif comme celui de l'ÉPN.

Le, V.-N., Schaack, D., & Gottfried, M. (2024). **Play, PE, Paint, and Performance: What Gets Left Behind When Teaching Academic Content in Kindergarten**. *The Elementary School Journal*, *124*(4), 542-562. https://doi.org/10.1086/729984
There is currently a debate as to whether academic content at kindergarten crowds out time spent in creative arts, free play, and physical activity. Analyzing kindergarten teachers' reports of their instruction from the ECLS-K:2011, this study examined whether core academic content or advanced academic content in math or English language arts (ELA) displaces time spent in creative arts, indoor free play, and physical activity. The results suggested that neither core academic content nor advanced academic content in either subject displaced physical activity. More time spent on advanced math and advanced ELA was associated with more time spent on creative arts. However, teachers who reported spending more time on advanced math also reported spending less time on indoor free play.

Linzarini, A., & Catarino da Silva, D. (2024). **Innovative tools for the direct assessment of social and emotional skills**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3973* [Report]. Consulté à l'adresse Organisation for Economic Co-operation and Development (Transnational) website: https://www.oecd-ilibrary.org/education/innovative-tools-for-the-direct-assessment-of-social-and-emotional-skills_eed9bb04-en

Social and emotional skills (SES) are important for various life outcomes, such as academic achievement, mental health, job performance or civic engagement. The assessment of these skills in children and adolescents, however, currently relies heavily on the use of self-reported questionnaires. As such, there is an urgent need for more direct measurement approaches of SES, which look at behaviours, actions and choices, in order to diversify the current portfolio of available assessments. The aim of this working paper is, thus, to map and review innovative assessment tools as well as technological approaches, aimed at the direct assessment of SES. Firstly, the paper documents almost 60 different behavioural tools, namely tasks and digital games. These instruments are reviewed according to a set of criteria, including their reliability, construct and ecological validity, and feasibility. Secondly, the paper identifies technological approaches, such as biophysiological measures, virtual reality or different artificial intelligence applications. Many of these technologies have the potential of being transversally integrated into different tasks and game, enriching the quality of SES assessment, albeit bringing new challenges. Lastly, the paper promotes a dialogue between the different types of innovative assessments, identifying comparative strengths and challenges.

Little, M., Bastian, K. C., Cohen-Vogel, L., Bratsch-Hines, M., Burchinal, P., & Peisner-Feinberg, E. (2024). **Is skill heterogeneity in kindergarten classrooms associated with the persistence of pre-K gains? Evidence from the IES early learning network**. *Early Childhood Research Quarterly*, *68*, 35-44. https://doi.org/10.1016/j.ecresq.2024.03.008

Students' gains from Pre-K converge with similar students who did not attend Pre-K in elementary school. One theory for convergence is that students who attend Pre-K enter kindergarten classrooms that are skill heterogeneous, and these students are positioned near the top of the classroom skill distribution. Kindergarten teachers, however, focus their instruction on students toward the bottom of the skill distribution, which generates observed convergence. We explore this theory by analyzing data from six rural school districts in North Carolina (N = 655, aged 4–6, 51 % female, 77 % non-White). We find mixed evidence in support of this hypothesis. Our measures of kindergarten classroom heterogeneity were inconsistently related to skill convergence based on both the outcome measure and the specific construction of the heterogeneity measure, but all significant associations were in the predicted direction.

Lopez, S. (2024). *Transformation de l'activité d'apprenants de l'enseignement professionnel en situation de presque accident : une approche énactive* (Phdthesis, Université de Toulouse). Consulté à l'adresse https://theses.hal.science/tel-04620077

La présente thèse, intitulée « Transformation de l'activité d'apprenants de l'enseignement professionnel en situation de presque accident : Une approche énactive », se focalise sur l'impératif de la prévention des accidents des apprenants dans l'enseignement agricole pendant leur période de formation professionnelle en entreprise. L'objectif est l'exploration de l'activité des apprenants en situation professionnelle risquée, avec une attention particulière sur la population de jeunes

travailleurs. La recherche vise à déchiffrer leurs comportements et leurs attitudes face à des situations risquées et à déceler les variables influençant leurs processus de prise de décision, offrant ainsi une meilleure compréhension des enjeux liés à la santé et à la sécurité au travail (S&ST). La méthodologie adoptée repose sur l'intersection de la psychophénoménologie de Vermersch (Vermersch, 2012; Depraz et al., 2011) et de l'entretien d'explicitation, en adéquation avec le Programme Empirique de Recherche du Cours d'Action émanant du paradigme énactif de Theureau (2004a,2015). Cette méthodologie est exploitée pour scruter les situations de travail des apprenants en situation de presque accident, à savoir des situations qui auraient pu résulter sur un accident. Cette recherche qualitative et heuristique inclut 11 études de cas : cinq entretiens menés avec des apprentis en Centre de Formation d'Apprentis, trois avec des élèves en Maison Familiale Rurale et trois avec des élèves en formation initiale dans des lycées agricoles. L'intention est d'expliquer, par le biais des entretiens d'explicitation, l'expérience éprouvée lors de situations de presque accidents, sans conjecturer sur les apprentissages, et de repérer les facteurs qui ont pu influencer la protection des apprenants. Dans cette optique, le but principal est de capter l'expérience subjective des apprenants pour comprendre comment leur activité se transforme durant ce moment spécifique, qualifié de « moment de renversement » (t=r). L'analyse des « Cours d'expérience » contribue à la compréhension des éléments ayant mené au presque accident, en mettant en exergue les transformations de l'activité. Les résultats de cette recherche révèlent l'intentionnalité ambivalente des apprenants, qui se traduit par leur volonté de répondre à la fois à des attentes sociales et personnelles tout en prenant des risques pour prouver leur compétence. Plusieurs préoccupations influencent la transformation de l'activité lors de leurs prises de décision, notamment un éventail d'émotions variées, de la confiance à l'incompréhension, en passant par la fierté, la colère envers soi-même, la déception et la peur. D'autres éléments méritent d'être soulignés : un fort engament dans les tâches, la détermination de réussir, l'évitement des retards, le respect des délais, une grande attention aux détails et aux repères, telles l'heure du déjeuner, ainsi qu'une anticipation des tâches à effectuer : une réaction rapide et efficace face à des situations risquées, une autocritique marquée et un sentiment de culpabilité en cas d'échec. Ces conclusions insinuent des implications potentielles pour la prévention des accidents et une amélioration de l'approche de la S&ST chez les apprenants. Enfin, cette thèse permet de mettre en lumière l'importance de prendre en compte les niveaux de significations et les dimensions contextuelles relatives aux apprenants durant leur stage par les acteurs engagés dans leur formation.

Maire Sardi, B., Kappeler, G., & Martin, D. (2024). **Collectif d'apprentissage de l'entrée dans l'écrit ou vivre l'expérience d'être transporté dans un univers inconnu**. *Éducation & Formation*, (e-321), 42-54. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=41&page=3
Cet article présente les premiers résultats issus d'une étude longitudinale visant à comprendre comment le collectif d'apprentissage structuré est un levier pour co-construire des savoirs disciplinaires tout en apprenant à apprendre ensemble dans les premiers degrés de la scolarité. L'enseignante-chercheuse s'est filmée une fois par semaine, sur toute l'année scolaire, lorsqu'elle menait un collectif d'apprentissage sur l'entrée dans le monde de l'écrit avec ses élèves de 5 à 6 ans. Trois moments sont retenus ici afin d'illustrer les progressions du groupe d'élèves dans leurs apprentissages du code de l'écrit. Ils ont été selectionnés à trois temps distincts de l'année scolaire et analysés du point de vue de la progression des élèves et du groupe ainsi que des gestes

enseignants. Trois concepts sont mobilisés dans le présent article : l'hétérogénéité didactique comme levier à l'apprentissage, l'étayage de l'enseignante comme geste professionnel à endosser et le raisonnement collectif comme soutien au processus de construction de nouveaux savoirs. Finalement, l'article débouche sur deux hypothèses de travail qui permettent de penser le collectif d'apprentissage comme une démarche d'enseignement- apprentissage spiralaire et non séquentielle et d'ajouter la fonction de tissage aux gestes professionnels d'étayage d'un enseignement dans un collectif d'apprentissage.

Mak, C., Tang, J., & Chan, W. W. L. (2024). **The importance of home numeracy environment in preschoolers' spontaneous focusing on numerosity: A mediation study**. *Early Childhood Research Quarterly*, *68*, 45-53. https://doi.org/10.1016/j.ecresq.2024.04.002
Home numeracy environment encompasses both home provision of numeracy activities for preschool children as well as parental attitudes toward mathematics. The present study investigated the mediating role of home numeracy activities in the relationship between parental academic expectations for their children and children's spontaneous focusing on numerosity (SFON). A total of 176 parent-child dyads from Hong Kong participated in the study where children were tested on their SFON tendency, while parents completed a questionnaire on home numeracy environment which included measures on both home numeracy activities and parental expectations for their children on numeracy performance. Our results revealed, for the first time, a mediating role of home numeracy activities—specifically operational activities—in the relationship between parental expectations for their children on numeracy performance and their children's SFON tendency. The present findings highlight the importance of a nurturing home numeracy environment on preschoolers' SFON tendency, which has potentially far-reaching significance on children's math achievement in later years.

Miller-Goldwater, H. E., Williams, B. M., Hanft, M. H., & Bauer, P. J. (2024). **Contributions of shared book reading to children's learning of new semantic facts through memory integration**. *Early Childhood Research Quarterly*, *68*, 99-111. https://doi.org/10.1016/j.ecresq.2024.04.005
Young children rapidly learn facts about the world. One mechanism supporting knowledge acquisition is memory integration: derivation of new knowledge by combining separate, yet related facts accumulated over time. There are both developmental changes and individual differences in young children's learning through memory integration. However, there is little research on how everyday social interactions may promote memory integration and contribute to individual differences. Accordingly, we investigated how the everyday social interactions of caregiver-child shared book reading support 5- to 6-year-olds' memory integration (N = 82 parent-child dyads; 47 female children; M age 6.10; 56.5 % White non-Latinx, 15 % Black, 6 % White Latinx, 5.5 % Asian, 17 % more than one race). Caregivers read a narrative book that included opportunities to integrate facts. Half the dyads were assigned to an embedded questions condition (questions on facts included throughout the book) and half to a no embedded questions condition (statements only). We measured dyads' extratextual talk while reading for the extent to which they integrated the facts (integration talk). Children's learning was tested with both memory integration and fact recall questions. Dyads in the embedded questions condition had more integration talk. The extent to which the dyads integrated while reading predicted children's integration performance, above and

beyond condition effects. This effect was specific to memory integration: integration talk nor condition accounted for fact recall. These results suggest that shared book reading can support young children's integration, especially when books engage dyads through embedded questions and dyads integrate facts while reading.

Nikula, T., Jakonen, T., & Kääntä, L. (2024). **Multimodal practices of unpacking and repacking subject-specific knowledge in CLIL physics and chemistry lessons**. *Learning and Instruction*, 92, 101932. https://doi.org/10.1016/j.learninstruc.2024.101932
Background Different school subjects have their specific meaning-making practices for building and conveying knowledge. Research drawing on the Semantics dimension of the Legitimation Code Theory has noted the importance of shifting between levels of abstraction and context-dependency in knowledge-building. There is a need to better understand how such shifting between different levels of abstraction is accomplished with multimodal resources in classroom interaction. Aims This study aims at exploring subject-specific knowledge construction as a form of translanguaging, i.e., as movement between different registers and multimodal resources of meaning-making. Data The data comes from a Finnish teacher development project aimed at supporting CLIL teachers' professional development. This exploratory study analyses teachers' knowledge-building practices in two STEM lessons video-recorded in the project, Physics and Chemistry. Methods The data is analysed using multimodal conversation analysis and analysis of semantic waves. Analysis focuses on how the teachers engage in unpacking and repacking subject-specific knowledge by talking, gesturing, as well as displaying, handling, and modifying various kinds of multimodal materials and artefacts. Results The teachers were found to use a versatile set of multimodal translanguaging practices for unpacking and repacking. The findings also indicate complexity in semantic waves due to multimodal resources accomplishing simultaneous shifts in semantic gravity and density, with either aligning or diverging functions. Conclusions The simultaneous use of different multimodal resources and their potential to serve different functions point to the need to acknowledge the multidimensionality of semantic waves. The multimodal translanguaging approach also has implications for conceptualising subject-specific knowledge-building as inherently multimodal.

Numéro thématique – La différenciation en classe pour mieux apprendre - Tensions structurelles et savoirs professionnels. (2024). *Éducation & Formation*, (e-323), 16-193. https://doi.org/2032-8184

OECD. (2024). ***Résultats du PISA 2022 (Volume III – version abrégée): La pensée créative en milieu scolaire***. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/resultats-du-pisa-2022-volume-iii-version-abregee_b04a0009-fr
Le Programme international de l'OCDE pour le suivi des acquis des élèves (PISA) analyse les connaissances et les compétences des élèves dans le monde entier. La présente version abrégée est la traduction partielle de la version anglaise du volume...

Oudman, S., van de Pol, J., Janssen, E., & van Gog, T. (2024). **Primary school students' awareness of their monitoring and regulation judgment accuracy**. *Learning and Instruction*, 92, 101907. https://doi.org/10.1016/j.learninstruc.2024.101907
Background Improving students' monitoring and regulation judgment accuracy is necessary for improving the effectiveness of self-regulated learning, but might not be sufficient: Students presumably also need to feel confident about the accuracy of their

judgments to act upon them. However, little is known about students' awareness of their monitoring judgment accuracy, and awareness of their regulation judgment accuracy has not yet been investigated. Aims We investigated (1) primary school students' awareness of their monitoring and regulation judgment accuracy in mathematics and (2) whether self-scoring, which is known to improve monitoring/regulation accuracy, would also improve awareness of their regulation judgment accuracy. Sample(s) Primary school students (9-10 year-olds) from 34 classes (N = 564). Methods Students completed problem-solving tasks twice (parallel versions) on two different days and made monitoring/regulation judgments, rated their confidence in the accuracy of those judgments, self-scored their work, and again made (confidence) judgments, on both occasions. If an increase/decrease in judgment accuracy from day 1 to day 2 would be accompanied by an increase/decrease in their confidence in the accuracy of their judgements, students show accuracy awareness. Results Students' judgment accuracy did not predict their confidence in the accuracy of their judgments, indicating that students were not aware of their monitoring/regulation accuracy. Self-scoring improved students' awareness of their regulation judgment accuracy for students whose regulation judgment accuracy increased or stayed maximally accurate after self-scoring, but not for students whose regulation judgment accuracy decreased or stayed equally inaccurate after self-scoring. Conclusions Primary school students were not aware of their monitoring/regulation judgment accuracy. Self-scoring improved the awareness of their regulation judgment accuracy for some students.

Peltzer, K., Lira Lorca, A., Krause, U.-M., & Busse, V. (2024). **Effects of formative feedback on argumentative writing in English and cross-linguistic transfer to German**. *Learning and Instruction*, 92, 101935. https://doi.org/10.1016/j.learninstruc.2024.101935
Background Argumentative writing is a crucial but challenging competence for students. Process-oriented teaching with formative feedback benefits writing, yet the effects of feedback based on rubrics and exemplars versus in-text comments, remains unclear. Method We conducted a randomized controlled intervention study with 294 secondary students of English as a foreign language to examine the effects of formative feedback on argumentative writing and genre knowlege and investigate cross-linguistic transfer to German. Feedback was implemented within a learning unit on argumentative writing that we had developed for this project. The experimental groups (EG1: rubric + exemplar; EG2: in-text comments; EG3: rubric + exemplar and in-text comments) were compared to two control groups (CG1: learning unit without additional feedback; CG2: no intervention). We assessed writing quality (pre-, post-, and follow-up tests: 1122 essays in English; pre- and post-tests: 588 essays in German) and genre knowledge; feedback perceptions were measured by questionnaires. Results ANOVA results showed significant gains in English writing quality in the EGs and CG1, and the EGs made significant progress regarding genre knowledge. EG1 made large gains. Results were largely sustained. Regression analyses revealed learning progress in English in the EGs and CG1 as a significant predictor of writing quality in German at T2. There were no significant group differences in students' perceptions of feedback. Conclusion Our results indicate that feedback based on rubrics and exemplars, which can easily be implemented in larger classes, promotes writing and genre knowledge and is perceived as helpful by students.

Remacle, M., Raeve, R. D., Termini, A., & Mouton, A. (2024). **Du cours d'éducation physique à la vie quotidienne : quels sont les ressentis et les perceptions des adolescents**

et jeunes adultes belges francophones ? *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (54). https://doi.org/10.4000/11qf0
Depuis plusieurs années, l'inactivité physique est un fléau pour la société (Organisation Mondiale de la Santé - OMS, 2022). La littérature met en évidence un déclin considérable de l'activité physique au cours de l'adolescence, surtout vers la fin de l'adolescence (Diehl et Hilger, 2016 ; Kwan et Faulkner, 2011). Néanmoins, l'école et l'enseignant d'éducation physique sont en première ligne pour encourager les jeunes à adopter un style de vie sain et actif sur le long terme (Turcotte et al. 2023). A travers une approche qualitative et grâce à la méthode de l'incident critique, cette recherche a analysé les ressentis et les perceptions de 477 élèves de l'enseignement secondaire supérieur et de 127 jeunes adultes (18-25 ans) sur la place de l'activité physique dans les écoles et sur les apports du cours d'éducation physique dans leur vie quotidienne. Les résultats ont révélé que la promotion de l'activité physique à l'école reste un sujet peu développé. De plus, les incidents critiques positifs ont pu mettre en évidence que les éléments retenus et applicables dans la vie quotidienne sont essentiellement centrés sur la pratique autonome. Cependant, les incidents critiques négatifs mettent en avant les aspects psychologiques avec une diminution de la confiance et de l'estime de soi.

Ren, L., Cheung, R. Y. M., Li, Y., & Jia, Y. (2024). **The association between family relationship patterns and preschoolers' social and behavioral competence in Chinese urban families**. *Early Childhood Research Quarterly*, 68, 159-168. https://doi.org/10.1016/j.ecresq.2024.05.003
Guided by family systems theory, this study examined how distinct patterns of family relationships were related to child social and behavioral competence among 314 intact Chinese urban families with preschool-aged children. Four distinct patterns of family relationships were identified using latent profile analysis: unbalanced, compensatory, moderately cohesive, and highly cohesive families. In unbalanced families, mothers perceived their marital, coparenting, and parent-child relationships as low in quality, yet fathers perceived them to have moderate quality. Compensatory families exhibited poor marital and coparenting relationships but high mother-child closeness. Highly cohesive families displayed high quality across all dyadic relationships, while moderately cohesive families showed moderate relationship quality. Children from highly cohesive families had the highest social and behavioral competence. Children from moderately cohesive families exhibited better social skills and fewer problem behaviors compared to unbalanced families, but were on par with those from compensatory families. No difference in social skills was found between children from unbalanced and compensatory families, but children in the former group displayed more problem behaviors. The findings shed light on the unique family relationship configurations among Chinese urban families with preschool-aged children. They highlight the value of using individual-centered approaches to understand holistic family relationship patterns from a family systems perspective. The findings also underscore the need to develop interventions tailored to families according to their unique family relationship profiles.

Roland, E., Talhaoui, A., & Vanlint Muguerza, M. (2024). **Quand la pandémie révèle le poids des dispositifs**. *Éducation & Formation*, (e-321), 16-25. https://doi.org/2032-8184
Suite à la situation exceptionnelle de la pandémie et de la fermeture des écoles, la notion d'autonomie est apparue comme une balise sur laquelle s'appuyer. En FW-B, elle a été utilisée pour penser des modalités d'enseignement qui assurerait une égalité d'apprentissage pour les élèves mais elle a aussi été préconisée aux équipes éducatives

quant aux choix à opérer au niveau de ces modalités. A partir de données recueillies à la fois auprès de professionnels de l'école quant à leur vécu durant la crise sanitaire et d'élèves de 5 à 8 ans quant à leur vécu quotidien, l'analyse fait apparaître un vécu comparable en termes de contraintes. La discussion invitera à s'interroger quant au concept de dispositif et à la posture qu'il convient d'adopter à son propos.

Temelman-Yogev, L., Prior, A., & Katzir, T. (2024). **Comprehension monitoring across languages – The effect of online feedback**. *Learning and Instruction*, 92, 101928. https://doi.org/10.1016/j.learninstruc.2024.101928
Background Reading and comprehending texts is challenging for students in higher education, especially when reading in English as a foreign language (EFL). An important component of efficient reading comprehension is the ability to accurately self-monitor understanding and performance, though most readers are not accurate at monitoring their comprehension. Aims This study investigated whether online, immediate and repetitive feedback on the process of calibration of comprehension, can improve comprehension monitoring when reading in native (L1) and foreign languages (FL), and whether such improvement can be generalized across languages. Sample Participants were 138 undergraduate Hebrew-English bilingual university students. Methods Monitoring accuracy was calculated through the paradigm of 'calibration of comprehension'. Participants were divided into four study groups according to the language of reading (L1 or FL) and the exposure to feedback on calibration (with or without). Participants attended a total of five study sessions: a pre-exposure session, three exposure sessions and a fifth post-exposure session. Results Only students who engaged with texts in the FL and received feedback showed improved monitoring accuracy. This improvement did not generalize to their L1. Conclusions Pedagogically, these results indicate that comprehension monitoring skills can be improved through online, immediate and repetitive feedback, especially in the FL. We suggest that FL comprehension was amenable to change because it met the optimal level of text difficulty to engage participants with the monitoring process. Thus, online feedback supported by digital technology may offer distinctive educational opportunities for bolstering comprehension monitoring.

Tobler, S., Sinha, T., Köhler, K., & Kapur, M. (2024). **Telling stories as preparation for learning: A Bayesian analysis of transfer performance and investigation of learning mechanisms**. *Learning and Instruction*, 92, 101944. https://doi.org/10.1016/j.learninstruc.2024.101944
Background Textbooks are essential for natural science university education. However, recent evidence indicates that their design may not be ideal for learning, whereas narratives might overcome the associated limitations. Aim This study compares transfer performance and involved learning mechanisms upon learning scientific concepts either provided in an expository text alone, embedded in a historical narrative, or as expository text prefaced with the historical background. Sample Participants were 163 undergraduate natural science students. Methods We randomly assigned students to one of the three conditions and used a Bayesian modeling approach to compare the prior knowledge-dependent transfer performance upon instruction. Additionally, we investigated the impact of the different conditions on affective and cognitive mechanisms. Results Results indicate that students with lower prior knowledge benefit most from narrative-embedded content. Students with higher prior knowledge profited if narratives were used as preparation for follow-up expository instruction. Self-efficacy and cognitive load measures were positively related to the narrative conditions and partly

mediated learning from narrative instruction. Conclusion The study conceptualized and offers support for using narratives as preparation for future learning for enhancing transfer performance in university natural science education, additionally highlighting when and why narratives might support learning.

Tobola Couchepin, C., Paccolat, A., & Michelet, V. (2024). **Soutenir l'apprentissage du langage scolaire : les régulations interactives comme révélateur d'espaces de différenciation**. *Éducation & Formation*, (e-323), 166-179. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3

Lors des deux premières années d'école, l'enseignant cherche tout d'abord à mettre en place un milieu qui permet aux enfants de s'acculturer au monde scolaire. Ce milieu prend en compte la diversité des expériences et des connaissances que les enfants - (Note : L'acception « élève » est utilisée lorsque des liens explicites avec les apprentissages sont avérés (dans les réunions, les activités initiées par l'enseignant) et « enfant » dans une acception générique ainsi que dans les AIES (activités initiées par les enfants) - ont vécues et acquises au sein de la famille. Notre recherche s'inscrit dans le contexte scolaire suisse romand auprès d'élèves de 4 à 6 ans. Cette contribution vise à identifier comment l'enseignant accompagne plus particulièrement l'appropriation du langage scolaire et comment les obstacles rencontrés par les élèves sont dépassés. Les régulations mises en œuvre par l'enseignant lors des temps de réunion collective qui suivent un moment d'activités à l'initiative des enfants sont identifiées. Par une analyse de cas qui suit une enseignante durant une année, nous déterminons les régulations interactives mobilisées selon les besoins des élèves, nous décrivons l'usage des réunions comme espace de différenciation et nous montrons comment cela contribue à soutenir l'appropriation du langage scolaire, tout en prenant en considération l'hétérogénéité de la classe

Vaughn, M., Carbonneau, K. J., Premo, J., & Sotirovska, V. (2024). **Exploring Agency as a Malleable Factor Related to Literacy**. *The Elementary School Journal*, *124*(4), 591-610. https://doi.org/10.1086/730113

This research explores elementary students' agency (n = 437) in literacy instruction in relation to reading comprehension outcomes on state assessments across 11 Title One schools in the Pacific Northwest region of the United States. Regression analyses were conducted to examine these relationships. Results corroborate previous research that suggests student agency may be an important dimension of literacy instruction. Of particular importance is the finding that students' sense of agency was related to higher reading comprehension on standardized assessments. Researchers also found that student agency was a partial mediator of the negative relationship observed between school-assigned student risk and reading comprehension. Implications for future research examining the relationship between student agency and literacy instruction are discussed.

Warden, C. A., Chen, J. F., & Stanworth, J. O. (2024). **The role of social networks in digital learning gamification: Learner communication preferences and performance effects**. *Learning and Instruction*, 92, 101911. https://doi.org/10.1016/j.learninstruc.2024.101911

Background With increasing use of social networks among university learners, its role in communication channels in connectivists teaching context needs examination. Aims This study investigates the role of communication channels in social networks as learners engage in a negotiation simulation RPG. Samples The current study collects data from 20

groups of learners in a fully online modality where learners are engaged in the negotiation simulation RPG. Methods Set in a fully online class, using a RPG that requires high levels of communication among participants, communication channel use is measured. Behavior data tracks actions between groups in the learning RPG database, allowing social network analysis. Results Results show social network apps are most often used by learners for both intra and intergroup conversations. Surprisingly, increased inter-group communication does not always improve learner performance in a connectivist setting. Instead, each additional communication quickly improves performance up to a certain point. After that point, more communication does not necessarily lead to better performance. Conclusion Instructors and administrators need to find ways to welcome technology platforms, like social media, into the classroom. However, social media platforms are in no way designed to fit a specific class and bring their own set of issues that can run counter to the class goals or instructional methods.

Wunberg, M., Baumert, J., Feddermann, M., Lohmann, J. F., & Möller, J. (2024). **CLIL effects on academic self-concepts: Positive effects in English but detrimental effects in math?** *Learning and Instruction*, 92, 101923. https://doi.org/10.1016/j.learninstruc.2024.101923
Structured Abstract Background Content and Language Integrated Learning (CLIL) is considered a promising approach to enhancing foreign language skills and motivation. However, its impact on students' academic self-concepts remains largely unclear. Aims This study aimed to investigate whether CLIL positively affects students' English self-concepts but harms their math self-concepts in Grade 8 after two years of CLIL participation. Furthermore, the study intended to control for and disentangle selection and preparation effects caused by selective access and increased English instruction before the start of CLIL, as neglecting a priori differences between CLIL and non-CLIL students has led to overestimating CLIL effects in the past. Sample Participants were 5963 academic-track school students. Methods Propensity score matching was applied to control for selection effects. Structural equation modeling was used to estimate CLIL effects on English and math self-concepts. The inclusion of control variables allowed for accounting for preparation effects. Results CLIL students had significantly higher English self-concepts than non-CLIL students, which could be explained by selection and preparation effects. However, attending CLIL helped to maintain the advantage over non-CLIL students over the first two years of CLIL participation. CLIL had no detrimental effects on students' math self-concepts but left them unaffected. Conclusions The study contributes to a deeper understanding of the effects of CLIL on students' self-concepts in different subjects. Furthermore, the results highlight the importance of accounting for both selection and preparation effects in future CLIL studies to obtain unbiased CLIL effect estimates.

Yu, K., Zhang, J., Li, Z., Zhang, X., Cai, H., Li, L., & Wang, R. (2024). **Production rather than observation: comparison between the roles of embodiment and conceptual metaphor in L2 lexical tone learning**. *Learning and Instruction*, 92, 101905. https://doi.org/10.1016/j.learninstruc.2024.101905
Background It remains unclear how embodiment and conceptual metaphor play a role in second language (L2) lexical tone learning. Aims The present study aimed to examine the roles of pitch gesture production (PP), pitch feature observation (PO), and word-picture association (WA) approach in L2 lexical tone learning. Sample Participants were 90 undergraduate students with Mandarin as their native language. Methods Participants learned Thai lexical tones via the three approaches and completed tone discrimination,

tone identification, and word-picture matching tasks. Results The PP performed better than the PO and WA in discriminating between and identifying specific tones. The PP was more accurate than the WA in word-picture matching. Conclusions The pitch gesture production's embodiment was superior to the pitch feature observation's conceptual metaphor in learning L2 lexical tones. However, its role was affected by lexical tones' pitch features, test tasks, and learners' tonal experience.

Zachrich, L., Wagner, W., Bertram, C., & Trautwein, U. (2024). **Really? It depends! How authentic learning material affects involvement with personal stories of the past**. *Learning and Instruction*, 92, 101921. https://doi.org/10.1016/j.learninstruc.2024.101921
Structured Abstract Background Authentic learning is believed to possess qualities that boost student motivation and learning. However, prior studies have not consistently found the assumed positive effects of authentic learning, thus highlighting the need to better understand the underlying learning processes. Aims We examined effects of authentic learning material on learners' involvement and different facets of the perceived authenticity of the material. Sample Participants were 336 adults. Methods We conducted an experimental online study with three conditions varying in the framing of their authenticity. We presented videos in which people talked about their experiences in war and daily life in the past, and we labeled these clips eyewitness accounts, eyewitness accounts played by actors, or reconstructed accounts played by actors. Participants were randomly assigned. Results Results indicated that treatment condition particularly affected participants' emotional involvement with the story and that, in particular, one facet of perceived authenticity (Vividness of History) predicted learners' involvement. Conclusions The study adds to the research field of authentic learning in general, and learning with personal stories of the past in particular, by addressing involvement processes and examining different facets of perceived authenticity.

Aspects économiques de l'éducation

Alam, A., Hasan, A., & Hentschel, E. L. (2024). *Ensuring an Equal Start for All Pakistani Children: What Will It Cost?* (p. 1-25) [Policy Research Working Paper]. Consulté à l'adresse The World Bank website: https://documents1.worldbank.org/curated/en/099226005062427291/pdf/IDU1b0b7a0161caf6147a618ab0168995df4f111.pdf

Albiez, J., Strazzeri, M., & Wolter, S. (2024). *Students' Grit and Their Post-compulsory Educational Choices and Trajectories: Evidence from Switzerland* (IZA Discussion Paper N° 16945). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16945.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.

Altmejd, A., Jansson, T., & Karabulut, Y. (2024). *Business Education and Portfolio Returns* (IZA Discussion Paper N° 16976). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16976.htm
Using university admission cutoffs that generate exogenous variation in college-major choices, we provide causal evidence that enrollment in a business or economics program leads individuals to invest significantly more in the stock market, earn higher portfolio returns, and ultimately accumulate higher levels of wealth later in life. Underlying these effects, beyond differences in risk-taking, innate ability, labor market outcomes, or scale effects, is the enhanced ability of business educated individuals to acquire and process economic information and make informed investment decisions. Early investments in financial literacy thus play an important role in generating higher returns that significantly alter individuals' life-cycle wealth profiles.

And, J. O. O., & Nwachukwu, G. O. (2024). **Financing Education in Nigeria: Implications for National Integration and Economic Recovery**. *British Journal of Education*, *12*(8). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-8-2024/financing-education-in-nigeria-implications-for-national-integration-and-economic-recovery/
The financing of education in Nigeria plays a critical role in both national integration and economic recovery. Adequate funding ensures equitable access to quality education, fosters social cohesion and contributes to human capital development. However, challenges such as underfunding persist. This paper focuses on financing education in Nigeria and its implications for national integration and … Financing Education in Nigeria: Implications for National Integration and Economic Recovery Read More »

Ayyar, S., Bolt, U., French, E., & Oâ€™Dea, C. (2024). *Imagine your Life at 25: Gender Conformity and Later-Life Outcomes* [Cambridge Working Papers in Economics]. Consulté à l'adresse Faculty of Economics, University of Cambridge website: https://econpapers.repec.org/paper/camcamdae/2422.htm
Using a digitized sample of thousands of essays written by 11-year-olds in 1969, we construct an index which measures the extent to which girlsâ€™ imagined futures conform to gender norms in Britain at the time. We link this index to outcomes over the life-cycle. Conditional on a large set of age-11 covariates, a one standard deviation increase in our index is associated with a decrease in lifetime earnings of 3.5%, due to both lower wages and fewer hours worked. Half of this earnings decline is mediated by reduced educational attainment, selection into lower-paid occupations, and earlier family formation of those who conform more strongly to prevalent gender norms. Holding skills constant, girls whose essays conform less to gender norms, live in regions with higher female employment and educational attainment. This highlights that the wider environment in which girls grow up shapes gender conformity.

Beck, K. C., Hellstrand, J., & Myrskylä, M. (2024). *More education and fewer children? the contribution of educational enrollment and attainment to the fertility decline in Norway* (MPIDR Working Paper N° WP-2024-009). Consulté à l'adresse Max Planck Institute for Demographic Research, Rostock, Germany website: https://econpapers.repec.org/paper/demwpaper/wp-2024-009.htm

Period fertility has declined rapidly in Norway in the 2010s, reaching record lows. While there is a clear education-fertility dynamic, significant educational shifts have occurred and it's unclear how much this contributed to recent fertility declines. To disentangle this, we utilize high-quality Norwegian register data and model yearly transitions between educational enrolment, attainment and childbearing for men and women born in 1964-2002. Using a counterfactual approach, we explore the contribution of educational expansion versus lower fertility by education to the decline in period and cohort fertility. Forecasting is used to complete fertility for cohorts aged 30+. We found that educational expansion contributed partially to the observed cohort fertility decline (2.11-2.01) for 1964-1974 female cohorts but stagnated for younger cohorts and the predicted decline thereafter (1.76 by the 1988 cohort), and the 2010s period fertility decline, is fully driven by decreased fertility across educational levels. For men, educational expansion was slower and didn't contribute to the fertility decline. For both genders, the contribution of changed fertility behavior was strongest among the lower educated, particularly for predicted ultimate childlessness. Our results suggest that increased education isn't the main fertility barrier in contemporary Norway. Instead, socioeconomic resources increasingly promote childbearing for both genders. Keywords: Educational attainment, educational enrollment, fertility decline, Norway, multi-state model, fertility forecasting

Blazar, D., Gao, W., Gershenson, S., Goings, R., & Lagos, F. (2024). *Do Grow-Your-Own Programs Work? Evidence from the Teacher Academy of Maryland* (IZA Discussion Paper N° 16983). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16983.htm
Local teacher recruitment through « grow-your-own » programs is a prominent strategy to address workforce shortages and ensure that incoming teachers resemble, understand, and have strong connections to their communities. We exploit the staggered rollout of the Teacher Academy of Maryland career and technical education certificate program across public high schools, finding that exposed students were more likely to become teachers by 0.6 percentage points (pp), or 47%. Effects are concentrated among White girls (1.4pp/39%) and Black girls (0.7pp/80%). We also identify positive impacts on wages (5% on average/18% for Black girls), countering a prevailing narrative that teaching leaves one worse off financially relative to other labor market opportunities.

Dai, L., & Martins, P. (2024). *Does Vocational Education Pay off in China? Evidence from City-Level Education Supply Shocks* (IZA Discussion Paper N° 16957). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16957.htm
China hosts the world's largest secondary education sector: more than 14 million adolescents enrol in secondary academic or vocational schools every year. Despite the large literature on returns to education, little evidence exists as to how these two streams compare in the country. Using 2013 China Household Income Project data, we estimate the returns to secondary vocational education both at the mean and along the conditional wage distribution. We use instrumental variables based on the considerable variation in education provision across cities and years (and a 1995 policy reform). We find that vocational education generates a large wage premium (up to 54%), especially for those of lower earnings potential. Our findings indicate that vocational education can be a good option for those who do not wish to enter tertiary education, especially the less well-off.

De Vera, M., Garcia-Brazales, J., & Rello, L. (2024). **Game Changer: Impact of a Reading Intervention on Cognitive and Non-cognitive Skills** (IZA Discussion Paper N° 16937). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16937.htm
We evaluate a reading intervention involving 600 third-grade students in Chilean schools catering to disadvantaged populations. The intervention features an adaptive computer game designed to identify and improve weaknesses in literacy and cognitive skills, and is complemented by a mobile library and advice to parents to increase student's interest and parental involvement. We first quantify the impact on non-cognitive skills and academic perceptions. We find that, after just three months of intervention, treated students are 20–30 percent of a standard deviation more likely to believe that their performance is better than that of their peers, to like school, to have stronger grit, and to have a more internal locus-of-control. Gains in aspirations and self-confidence are particularly large for students that we identify as at-risk-of-dyslexia. These improvements are reflected in better performance on a nation-wide, standardized language test. Our results show that non-cognitive skills, particularly of at-risk-of-dyslexia students, can be changed through a short, light-touch, and cost-effective education technology intervention.

de Gendre, A., Karbownik, K., Salamanca, N., & Zenou, Y. (2024). **Integrating Minorities in the Classroom: The Role of Students, Parents, and Teachers** (NBER Working Paper N° 32429). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32429.htm
We develop a multi-agent model of the education production function where investments of students, parents, and teachers are linked to the presence of minorities in the classroom. We then test the key implications of this model using rich survey data and a mandate to randomly assign students to classrooms. Consistent with our model, we show that exposure to minority peers decreases student effort, parental investments, and teacher engagement and it results in lower student test scores. Observables correlated with minority status explain less than a third of the reduced-form test score effect while over a third can be descriptively attributed to endogenous responses of the agents.

Di Paolo, A., & Shidiqi, K.-A. (2024). **Education and Ethnic Intermarriage: Evidence from Higher Education Expansion in Indonesia** (AQR Working Paper N° 202403). Consulté à l'adresse University of Barcelona, Regional Quantitative Analysis Group website: https://econpapers.repec.org/paper/aqrwpaper/202403.htm
In this paper, we analyse the effect of educational attainments on interethnic marriages in Indonesia, a multi-ethnic emerging country. The empirical analysis is based on data from the Java Island obtained from the 2014 wave of the Indonesian Family Life Survey, combined with administrative data about the location and year of establishment of Higher Education Institutions (HEI). To estimate causal effects, we exploit variation in exposure to HEI by birth year and district of residence in an IV/TSLS framework. Specifically, we employ as instrument for education the number of HEI located in a radius of 10 kilometres from the centroid of the district of residence at age 18. The analysis is carried out at the individual level, with separate estimations for males and females. The results indicate that years of schooling, college attendance and completion positively affect the likelihood of exogamy, i.e. having a partner from a different ethnicity. The estimated coefficients are somewhat larger for females than for males, and all the

robustness checks provide stable results, supporting their causal interpretation. The effect of schooling does not appear to be heterogeneous depending on parental education, and mixed parental ethnicity. However, it is lower for individuals with Javanese ethnicity compared to those belonging to other ethnic groups. We also analyse potential mechanisms, highlighting that migration/residential location and changes in social norms could be significant channels underlying the causal chain between higher education expansion, educational attainments, and interethnic marriages. Overall, the results reported in this paper point out that the increase in educational attainments induced by the expansion of higher education could contribute to the reduction of ethnic segregation.

Doepke, M., & Gaetani, R. (2024). **Why Didn't the College Premium Rise Everywhere? Employment Protection and On-the-Job Investment in Skills**. *American Economic Journal: Macroeconomics*, 16(3), 268-309. https://doi.org/10.1257/mac.20210120
Why Didn't the College Premium Rise Everywhere? Employment Protection and On-the-Job Investment in Skills by Matthias Doepke and Ruben Gaetani. Published in volume 16, issue 3, pages 268-309 of American Economic Journal: Macroeconomics, July 2024, Abstract: Why has the college wage premium risen rap...

EOF (Education Outcomes Fund) & Global Schools Forum. (2024). *Policy Brief on Outcomes Funds for Education* (p. 1-8). Consulté à l'adresse Global Schools Forum website: https://globalschoolsforum.org/sites/default/files/2024-05/policy_brief_on_outcomes_funds_for_education.pdf

European Union. (2024). **A European maturity model for micro-credentials in higher education**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3969* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/f8f61cde-2f81-11ef-a61b-01aa75ed71a1

The European Maturity Model for Micro-credentials has been developed by the European Digital Education Hub's (EDEH) micro-credentials squad to support senior managers within European higher education institutions (HEIs) or vocational education and training (VET) organisations in their endeavours implementing the EU Council Recommendation on Micro-credentials. One of the objectives of the EDEH is to help overcome the current fragmentation of digital education policy, research, and implementation practices at the European level. Sharing best practices, peer learning and cross-sector collaboration supports the agile development of digital education policies and practices. User-driven innovation in the EDEH paves the way for a more sustainable, resilient, and inclusive future for education and training in the EU. The Maturity Model for Micro-credentials consists of three whitepapers reviewing the latest academic insights on new business developments and marketing, technology, and data and quality assurance (QA). The final part of this document outlines the format of a strategy workshop that may be organised in rectors' offices in order to facilitate a multidisciplinary discussion that will scaffold an implementation strategy. Even though this publication is primarily targeted towards HEIs, we feel that it is applicable in the VET sector as well.

Fernández, A. B., & Riudavets-Barcons, M. (2024). *Teacher value-added and gender gaps in educational outcomes* [CEP Discussion Paper]. Consulté à l'adresse Centre for

Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp1995.htm

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

González González, D. (2024). ***The impact of obesity on human capital accumulation: exploring the driving factors*** [UC3M Working papers. Economics]. Consulté à l'adresse Universidad Carlos III de Madrid. Departamento de EconomÃa website: https://econpapers.repec.org/paper/ctewerepe/43822.htm

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

Heinz, H., Alonso-Marsden, S., & Baker Martínez, E. (2024). **Extra help for extra needs: Family perspectives on New Mexico's supplemental child care subsidy program for families at risk for involvement with child protective services**. *Early Childhood Research Quarterly*, *68*, 180-190. https://doi.org/10.1016/j.ecresq.2024.05.008

This study examines the perspectives of a sample of parents and primary caregivers who received child care subsidies through New Mexico's at-risk eligibility designation, which is reserved for families who are or are at risk for becoming involved with child protective services (CPS). Qualifying families pay no copays, have limited documentation requirements, and are provided with additional enrollment supports by specialized eligibility workers with lower caseloads and training in trauma-informed practices. Families reported positive experiences with their eligibility workers and with the enrollment process, saying almost universally that they did not face administrative burdens to

enrollment and that their caseworker was responsive and helpful. Despite positive experiences with the subsidy system, families reported difficulties finding child care that met their needs, mainly due to challenges related to non-traditional work hours, transportation, and children's behavioral health needs. The study findings are exploratory but suggest that enhanced supports from specialized eligibility workers are valued by families facing complex risk factors and may help them access child care subsidies. Access to subsidies, in turn, helps families afford and access care. However, the utility of child care subsidies remains limited without a supply of care that meets families' logistical needs and supports their children's development. Given previously documented administrative burdens and challenges families face in accessing child care subsidies, New Mexico's approach has potential implications for other states aiming to enhance equitable access to care for families at risk for CPS involvement—a population that disproportionately experiences systemic disadvantages and destabilizing circumstances.

Houndetoungan, A., Kouame, C., & Vlassopoulos, M. (2024a). *Identifying Peer Effects in Networks with Unobserved Effort and Isolated Students* [Paper]. Consulté à l'adresse arXiv.org website: https://econpapers.repec.org/paper/arxpapers/2405.06850.htm
Peer influence on effort devoted to some activity is often studied using proxy variables when actual effort is unobserved. For instance, in education, academic effort is often proxied by GPA. We propose an alternative approach that circumvents this approximation. Our framework distinguishes unobserved shocks to GPA that do not affect effort from preference shocks that do affect effort levels. We show that peer effects estimates obtained using our approach can differ significantly from classical estimates (where effort is approximated) if the network includes isolated students. Applying our approach to data on high school students in the United States, we find that peer effect estimates relying on GPA as a proxy for effort are 40% lower than those obtained using our approach.

Houndetoungan, A., Kouame, C., & Vlassopoulos, M. (2024b). *Identifying Peer Effects in Networks with Unobserved Effort and Isolated Students* (IZA Discussion Paper N° 16998). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16998.htm
Peer influence on effort devoted to some activity is often studied using proxy variables when actual effort is unobserved. For instance, in education, academic effort is often proxied by GPA. We propose an alternative approach that circumvents this approximation. Our framework distinguishes unobserved shocks to GPA that do not affect effort from preference shocks that do affect effort levels. We show that peer effects estimates obtained using our approach can differ significantly from classical estimates (where effort is approximated) if the network includes isolated students. Applying our approach to data on high school students in the United States, we find that peer effect estimates relying on GPA as a proxy for effort are 40% lower than those obtained using our approach.

Inoue, A., & Tanaka, R. (2024). *The Rank of Socioeconomic Status within a Class and the Incidence of School Bullying and School Absence* (IZA Discussion Paper N° 16975). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16975.htm
In this study, we examine the impact of a student's household socioeconomic status (SES) rank within a class on two critical factors affecting the accumulation of human capital:

school bullying victimization and school absence. We identify the effect from the variation of a within-class SES rank of students assigned to different schools and classes, controlling the absolute level of SES and class fixed effects. Using the data from middle-school students in the Trends in International Mathematics and Science Study (TIMSS), we find that, although the absolute level of SES is negatively associated with these incidences, students with a high SES rank within a class are more likely to be the victims of school bullying and to be absent from school. We confirm that these results are robust when the sample is restricted to schools where students' assignment to classes is as good as random.

Jang, Y., & Yum, M. (2024). **Aggregate and Intergenerational Implications of School Closures: A Quantitative Assessment**. *American Economic Journal: Macroeconomics*, *16*(3), 90-130. https://doi.org/10.1257/mac.20200442
Aggregate and Intergenerational Implications of School Closures: A Quantitative Assessment by Youngsoo Jang and Minchul Yum. Published in volume 16, issue 3, pages 90-130 of American Economic Journal: Macroeconomics, July 2024, Abstract: This paper quantitatively investigates the medium- and long-te...

Lenard, M. A., & Silliman, M. (2024). *Informal Social Interactions, Academic Achievement and Behaviour: Evidence from Peers on the School Bus* (CESifo Working Paper Series Nº 11115). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11115.htm
We study the effects of informal social interactions on academic achievement and behaviour using idiosyncratic variation in peer groups stemming from changes in bus routes across elementary, middle, and high school. Our results suggest that student interactions outside the classroom—especially in adolescence—may be an important factor in the education production function for both academic and, particularly, behavioral skills. The effects of interactions on the bus are also related to neighborhood measures—suggesting that one way that interactions on the bus may matter is by amplifying interactions in the neighborhood.

Looney, A., & Yannelis, C. (2024). *What Went Wrong with Federal Student Loans?* (NBER Working Paper Nº 32469). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32469.htm
At a time when the returns to college and graduate school are at historic highs, why do so many students struggle with their student loans? The increase in aggregate student debt and the struggles of today's student loan borrowers can be traced to changes in federal policies intended to broaden access to federal aid and educational opportunities, and which increased enrollment and borrowing in higher-risk circumstances. Starting in the late 1990s, policymakers weakened regulations that had constrained institutions from enrolling aid-dependent students. This led to rising enrollment of relatively disadvantaged students, but primarily at poor-performing, low-value institutions whose students systematically failed to complete a degree, struggled to repay their loans, defaulted at high rates, and foundered in the job market. As these new borrowers experienced similarly poor outcomes, their loans piled up, loan performance deteriorated, and with it the finances of the federal program. The crisis illustrates the important role that educational institutions play in access to postsecondary education and student outcomes, and difficulty of using broadly-available loans to subsidize

investments in education when there is so much heterogeneity in outcomes across institutions and programs and in the ability to repay of students.

Mahler, L., & Yum, M. (2024). *Aggregate and Distributional Effects of School Closure Mitigation Policies: Public versus Private Education* [CRC TR 224 Discussion Paper Series]. Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://econpapers.repec.org/paper/bonboncrc/crctr224_5f2024_5f539.htm
We use a human capital formation model to compare extending school time to private education subsidies in mitigating the adverse effects of school closures. The impact on inequality and mobility depends crucially on the substitutability between private and public inputs.

Marsh, A. J., Gray, P., & Norwich, B. (2024). **Fair funding for pupils with special educational needs and disability in England?** *British Educational Research Journal, 50*(3), 1064-1083. https://doi.org/10.1002/berj.3954
School funding formulas have been applied across a number of countries for at least the last 50 years. A national funding formula (NFF) was introduced in England in 2018 and aims to provide a platform for fair funding across the country. This study explores the variations in the NFF's high needs block (HNB) funding and examines links with the use of specialist provision by English local authorities (LAs) for children with special educational needs and disability. The findings demonstrate significant and continuing differences in HNB funding between demographically similar LAs, notwithstanding a £3.5 billion (75%) HNB increase in real terms in the decade since 2013, which could have supported a shift towards a more equitable position. Published HNB funding for 2023–24 now varies by up to £49m in comparator LAs. Differences are largely the result of the persistent use of a historical factor in the formula and a ceiling on levels of income growth for lower funded LAs. The research also shows a significant link between HNB funding and the use of specialist provision. The discussion investigates how far the UK government's policy commitment to a more equitable system of HNB funding is matched by the reality, and the degree to which funding is based on need rather than demand or history.

Murphy, R., & Silva, P. L. (2024). *Keeping It in the Family: Student to Degree Match* (CESifo Working Paper Series N° 11075). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11075.htm
This paper examines systematic inequalities in the match between students and the university degree they apply to, and enroll in. Using linked administrative data on the population of Portuguese applicants we create a transparent and continuous measure of student-to-degree match employing minimal assumptions. We find that students who are the first in the family to attend post-secondary education consistently match to lower quality degrees across the entire achievement distribution. In contrast, only the highest achieving female students relatively undermatch. These gaps are larger at the application stage. We explore the role of student preferences and the consequences for intergenerational mobility.

Myojo, S. (2024). *Did the Abolition of School District Zoning Affect House Prices? Evidence from the Housing Market in Osaka City* (Working Paper N° e207). Consulté à l'adresse Tokyo Center for Economic Research website: https://econpapers.repec.org/paper/tcrwpaper/e207.htm

This study examined the impact of the academic performance of accessible public schools on house prices within school districts utilizing rental housing data in Osaka City. A hedonic analysis based on a regression discontinuity design was conducted by restricting the analysis to houses within a certain distance from the boundaries of junior high school and high school districts. The result demonstrated that the education premium capitalized in the rent is considerably smaller than that found in a previous study that conducted a similar analysis for a rural city in Japan. Furthermore, we also measured changes in the education premium over time, including data before and after the abolition of the school district system. The result indicates that the premium did not decrease but rather increased after the abolition of school districts. This could be due to the announcement effect of the disclosure of the test scores of all public junior high schools around the same time as the abolition of the school district system. In addition, it may also be due to the dysfunctionality of the newly implemented school choice system, in which students are unable to choose a school under the capacity constraint of the school.

Neal, D., & Root, J. (2024). *The Provision of Information and Incentives in School Assignment Mechanisms* (NBER Working Paper N° 32378). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32378.htm
Research on centralized school assignment mechanisms often focuses on whether parents who participate in specific mechanisms are likely to truthfully report their preferences or engage in various costly strategic behaviors. However, a growing literature suggests that parents may not know enough about the school options available to them to form complete preference rankings. We develop a simple model that explains why it is not surprising that many participants in school assignment mechanisms possess limited information about the schools available to them. We then discuss policies that could improve both the information that participants bring to school assignment mechanisms and the quality of the schools in their choice sets.

Pavie, A. (2024). **L'égalité des chances comme prestation**. *Études et documents*, (48). Consulté à l'adresse https://hal.science/hal-04616778

pédagogique, C. (2024, juin 25). **Le coût de la déscolarisation**. Consulté 26 juin 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/06/25/le-cout-de-la-descolarisation/
Selon l'UNESCO, la déscolarisation et les lacunes éducatives ont un coût de 10 000 milliards de dollars à l'horizon 2023 pour l'économie mondiale. Un chiffre issu

Pittau, M. G., Politano, F., & Zelli, R. (2024). *Educational divide between voters: A nationwide trend?* [Working Paper CRENoS]. Consulté à l'adresse Centre for North South Economic Research, University of Cagliari and Sassari, Sardinia website: https://econpapers.repec.org/paper/cnscnscwp/202408.htm
Objectives. The increasing of higher education in almost all the Western democracies, has driven the growth of a mass graduate class. Has this produced an increase in partisan voting differences between lower-educated and high-educated? Does education affect in the same way low-income and high-income voters? Methods. We examine 2020 post-election data in the United States as a whole and in the states and we allow interaction between education and income at both individually and state level. Results.

We find no clear pattern in educational attainment when associated with income. Education matters differently between low-income and high income voters. After controlling for individual characteristics and state-level of wealth, interaction between education and income results in a more complicated pattern of class-based voting than we might expect based on education and income alone.

Salazar, M. A. M. (2024). ***Signaling Worker Quality in a Developing Country: Lessons from a Certification Program*** [LCERPA Working Paper]. Consulté à l'adresse Laurier Centre for Economic Research and Policy Analysis website: https://econpapers.repec.org/paper/wlulcerpa/bm0143.htm
We evaluate the returns to signaling occupation-specific skills using unique administrative data from a nationwide certification program in Colombia. The program certifies skills and issues three certificates: basic, intermediate, and advanced. We use regression discontinuity methods to compare workers' earnings around certificate assignment thresholds. Signaling advanced occupation-specific skills yields significant returns: 9.7%, on average, within two years of certification. Instead, we find no effects from signaling basic or intermediate occupation-specific skills. Our analysis reveals that the primary mechanism behind the observed income effects associated with the advanced certificate is the ability to signal occupation-specific skills to potential employers.

Schiller, A., & Slechten, A. (2024). ***Effect of natural resource extraction on school performance: Evidence from Texas*** (Working Paper Nº 411897926). Consulté à l'adresse Lancaster University Management School, Economics Department website: https://econpapers.repec.org/paper/lanwpaper/411897926.htm
This study examines the effects of oil and gas extraction activities on the educational outcomes of high school students in Texas, focusing on potential variations in these impacts among different demographic groups. We use school-level data from the Texas Academic Performance Reports between 2012-2020, with school performance measured by average scores on the American College Test (ACT). The primary variable of interest is the exposure to oil and gas activities, measured by changes in oil and gas revenues within each school district. The empirical approach controls for school characteristics, and student demographics. To address endogeneity concerns, we adopt an instrumental variable approach. Although the overall impact of oil and gas operations on average school ACT scores is not statistically significant, these activities do influence the relationship between student socioeconomic status and academic achievement. Specifically, for schools situated within districts that receive substantial oil and gas revenues, a small increase in the proportion of economically disadvantaged students is associated with a substantial decline in ACT scores.

UNESCO, Organisation for Economic Co-operation and Development, & Commonwealth Secretariat. (2024). ***The price of inaction: the global private, fiscal and social costs of children and youth not learning*** (p. 1-88). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000389852

Wolff, F.-C., & Grobon, S. (2024, février 6). **Bourses étudiantes pour tous ou prestations ciblées : quel modèle choisir ?** Consulté 24 juin 2024, à l'adresse The Conversation website: http://theconversation.com/bourses-etudiantes-pour-tous-ou-prestations-ciblees-quel-modele-choisir-222551

Lorsque les bourses étudiantes augmentent, les aides des parents tendent à baisser. Comment ajuster au mieux le système de prestations publiques pour favoriser l'autonomie des jeunes ?

Aspects psychologiques de l'éducation

Asséré, F., & Fely, S. (2024). **Les ressources locales face aux restrictions sanitaires : enquête sur les étudiant·e·s d'une commune populaire de banlieue parisienne**. *Agora débats/jeunesses*, 97(2), 13-29. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-13.htm
Particulièrement strictes en France, les mesures sanitaires liées au Covid-19 ont eu un effet significatif sur la socialisation des étudiant·e·s. Appuyé sur une enquête de terrain menée dans une commune populaire de banlieue parisienne, dans le contexte sanitaire de limitation des interactions à l'environnement proche, le présent article s'intéresse au rôle joué par les ressources locales des étudiant·e·s (appréhendées ici du point de vue des sociabilités de proximité et de l'espace urbain). Si ces dernières se révèlent protectrices contre l'isolement provoqué par la mise à distance de la socialisation universitaire, elles restent néanmoins limitées et inégales sur le plan du genre. Elles peuvent même entrer en contradiction avec la socialisation universitaire pour celles et ceux qui disposent de ressources culturelles légitimes limitées, participant ainsi à amplifier les inégalités.

Brégeon-Poirault, A. (2024). **Découvrir son self pour façonner son mieux-être. Usages et appropriations du développement personnel par les jeunes**. *Agora débats/jeunesses*, 97(2), 73-87. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-73.htm
Cette contribution se propose d'analyser l'usage et l'appropriation de techniques de développement personnel et de mieux-être sur deux terrains : dans une école d'ingénieurs et dans une mission locale. Malgré des modalités d'utilisation contrastées dans ces deux espaces, on constate des similitudes qui soulignent des injonctions communes à ces populations. L'article met ainsi en lumière deux façons dont les jeunes se saisissent de ces dispositifs : d'abord un usage visant à des transformations intimes par un travail sur l'intériorité, puis un usage détourné à des fins récréatives ou de sociabilité.

Brizuela, B. M., & Strachota, S. (2024). **When algebra makes you smile: Playful engagement with early algebraic practices**. *Learning and Instruction*, 92, 101933. https://doi.org/10.1016/j.learninstruc.2024.101933
Background The typical competitive and results-driven approach to school mathematics has traditionally been conceived as devoid of play, joy, and positive affect. Aims In this paper we address the following questions: What markers of positive affect are observed while students are doing early algebra? Specifically, how are students' markers of joy related to early algebraic practices? What are the characteristics of playful stances to learning early algebra that are observed when children express positive epistemic affect? Sample We analyze three cases in which elementary school students engaged in tasks from an early algebra classroom teaching experiment. Methods Drawing from two theoretical frameworks, epistemic affect and early algebra, we conducted microgenetic analyses of lesson transcripts to identify markers of joy and early algebraic practices. We conducted frequency analyses to determine their co-occurrence. Results Our results indicate that children expressed joy while engaging in early algebraic

practices, evidence of positive epistemic affect. We describe the aspects of each of the cases we present in terms of prior literature on playful stances to learning to further bolster our claims about the relationship between joy and engagement with the early algebraic practices. Conclusions We conclude that mathematical learning environments should include open opportunities for students to engage with mathematical content, with multiple entry points and ways to respond. We also conclude that early algebraic practices provide opportunities for playfully engagement and positive epistemic affect.

Brownson, C., Boyer, B. P., Runyon, C., Boynton, A. E., Jonietz, E., Spear, B. I., … Drum, D. J. (2024). **Focusing resources to promote student well-being: associations of malleable psychosocial factors with college academic performance and distress and suicidality**. *Higher Education, 88*(1), 339-359. https://doi.org/10.1007/s10734-023-01120-x
College students' mental health concerns have dramatically increased in prevalence and severity over the past decade, overwhelming the capacity of counseling centers to meet demand for services. In response, institutions of higher education (IHEs) increasingly emphasize prevention, education, and outreach efforts aimed at improving well-being. Although this focus has prompted an increase in research on student well-being, few studies have investigated the unique contributions of malleable psychosocial factors on student outcomes. This study aims to address this gap in the literature by examining the relative impact of an array of psychosocial factors—adaptive and maladaptive perfectionism, coping self-efficacy, social connectedness, perceived burdensomeness, grit, resilience, and meaning in life—on academic performance and distress and suicidality in a sample of 7505 students from 15 U.S. IHEs. Controlling for institutional selectivity and non-malleable aspects of students' identities and pre-college experiences, facets of perfectionism, grit, and emotion-focused coping self-efficacy were the psychosocial factors most strongly associated with GPA, and perceived burdensomeness, social connectedness, emotion-focused coping self-efficacy, and resilience were most strongly associated with distress and suicidality. Among non-malleable factors, race/ethnicity explained the most variance in GPA and gender identity explained the most variance in distress and suicidality. Results are discussed in light of persistent, identity-based disparities in academic achievement and suicide risk and the potential of psychosocial factors as intervention targets to improve academic performance and reduce suicide risk.

Carvalho Junior, G. D. D. (2024). **Les invariants opératoires dans le processus de conceptualisation en physique thermique**. *Carrefours de l'éducation, 57*(1), 115-130. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-115.htm
La théorie des champs conceptuels, bien que son origine soit liée à la didactique des mathématiques, a trouvé des applications dans de nombreux autres domaines de la connaissance. Dans cet article, nous présentons une étude de cas portant sur la construction des concepts de chaleur et de température afin de discuter de l'influence des invariants opératoires sur la conceptualisation. Notre objectif est d'examiner comment la Théorie des Champs Conceptuels peut établir un lien entre l'épistémologie génétique et la psychologie sociohistorique. Pour ce faire, nous mettons en avant une unité d'analyse en conceptualisation qui intègre des aspects intra-subjectifs et culturels. En tenant compte de ces aspects, nous apportons une compréhension plus approfondie des mécanismes sous-jacents à la construction des concepts scientifiques. En conclusion,

nous soutenons que la Théorie des Champs Conceptuels nous offre une perspective intégrative qui enrichit notre compréhension des processus de conceptualisation.

Chevrier, B. (2024, avril 24). **Entrée dans l'âge adulte : comment les parents accompagnent leurs enfants vers l'autonomie**. Consulté 26 juin 2024, à l'adresse The Conversation website: https://theconversation.com/entree-dans-lage-adulte-comment-les-parents-accompagnent-leurs-enfants-vers-lautonomie-224536?utm_medium=email&utm_campaign=La%20lettre%20de%20The%20Conversation%20France%20du%2025%20juin%202024%20-%203010930669&utm_content=La%20lettre%20de%20The%20Conversation%20France%20du%2025%20juin%202024%20-%203010930669+CID_62733121c5808dd429995fe811bd6989&utm_source=campaign_monitor_fr&utm_term=Entre%20dans%20lge%20adulte%20%20comment%20les%20parents%20accompagnent%20leurs%20enfants%20vers%20lautonomie

Choi, E.-Y., & Lee, J. H. (2024). **An exploratory study on the relationships between positive emotions and target language vocabulary knowledge**. *Oxford Review of Education*, *50*(4), 517-532. https://doi.org/10.1080/03054985.2023.2246885
In line with increasing attention being paid to the role of positive emotions in second language (L2) proficiency and knowledge, this study set out to examine the relationships between domain-specific emotions (L2 grit, language learning curiosity, foreign language enjoyment, and foreign language classroom anxiety) and L2 vocabulary knowledge. To this end, we administered a questionnaire consisting of domain-specific instruments, which purport to measure the target emotions, as well as two widely used L2 vocabulary tests. College students studying English in the South Korean context participated in the study, and they completed both the questionnaire and the vocabulary tests. The results revealed that participants' vocabulary test scores positively correlated with positive emotions, such as a sub-construct of L2 grit (consistency of interest), language learning curiosity, and foreign language enjoyment. In contrast, their scores negatively correlated with negative emotion – foreign language classroom anxiety. In the regression analysis, it was also found that a sub-construct of L2 grit (consistency of interest) and language learning curiosity were significant predictors for L2 vocabulary knowledge, while controlling for the effects of other variables.

De Bosscher, S., Dose, É., Bastoul, J., & Rémy, L. (2024). **Sentiment d'efficacité personnelle, identité sexuée et soutien social de lycéennes inscrites dans une filière masculine**. *Carrefours de l'éducation*, *57*(1), 229-246. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-229.htm
L'objectif de cette étude est de mieux comprendre les processus en jeu dans les choix d'orientation et mieux accompagner les lycéennes faisant le choix d'une filière considérée comme masculine. Un questionnaire, mesurant l'identité sexuée, le soutien social perçu, le sentiment d'efficacité personnelle et la satisfaction vis-à-vis des études, a été administré à 57 lycéennes et 153 lycéens inscrites dans des filières générales et technologiques perçues comme masculines. Les résultats suggèrent que le ressenti des filles inscrites dans des filières masculines n'est pas symétrique à celui des garçons inscrits dans une filière féminine et que, outre le genre de la filière, son prestige a également un impact sur le sentiment de compétence et les traits de personnalité sexués auto-attribués. Ces résultats sont mis en perspective avec l'accompagnement par les psychologues de l'Éducation Nationale des élèves vers des filières atypiques.

De Weerdt, D., Simons, M., & Struyf, E. (2024). **Measuring Student Engagement in Lessons Using an Experience Sampling Methodology: The Development and Validation of the Dynamic Engagement With Learning Questionnaire**. *Journal of Psychoeducational Assessment*, *42*(5), 527-539. https://doi.org/10.1177/07342829241240901
Student engagement is a central construct in education research, as it is a strong predictor and/or mediator of both cognitive and non-cognitive student outcomes. However, there remain questions among researchers about how to properly measure student engagement during lessons. Our study contributes to this discussion by presenting the development and validation of a theoretically grounded questionnaire of students' lesson engagement, which is based on an experience sampling methodology. To validate this questionnaire, we issued it to 410 fifth- and sixth-grade students (10–12 years old). The results of both an exploratory and multilevel confirmatory factor analysis approved construct validity of the measure. Adequate within-person variability across time points was also found, which makes the questionnaire suitable for capturing fluctuations over time. Furthermore, partial scalar measurement invariance for questionnaire administration across time points and between fifth- and sixth-grade students was found.

Delespierre, A., Peretti-Watel, P., & Verger, P. (2024). **Limites et angles morts d'un dispositif de santé publique : le cas des « chèques psy » étudiants durant la crise sanitaire du Covid-19**. *Agora débats/jeunesses*, *97*(2), 132-148. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-132.htm
Cet article s'interroge sur les raisons structurelles du manque d'engouement pour le dispositif des « chèques psy », mis en place durant la crise sanitaire du Covid-19 pour permettre aux étudiant·e·s qui le souhaitent d'accéder gratuitement à des consultations psychologiques. Il analyse les facteurs qui amènent une partie des bénéficiaires potentiels des chèques psy à ne pas essayer, malgré des souffrances psychiques parfois intenses, de recourir à un dispositif qui leur est pourtant destiné. Sont ensuite examinés les différents problèmes posés par l'utilisation de ce dispositif qui, parce qu'il n'appréhende le problème social des souffrances psychiques des jeunes que comme une somme de problèmes médicaux individuels, échoue finalement à leur apporter une réponse satisfaisante.

Delvaux, S., Servotte, J.-C., Detroz, P., & Baijot, S. (2024). **Sécurité psychologique en simulation - Pourquoi la bienveillance en simulation en santé ?** *Éducation & Formation*, (e-322), 34-39. https://doi.org/2032-8184
Le présent article questionne la manière dont les formateurs peuvent garantir la sécurité psychologique au sein d'un dispositif d'apprentissage par la simulation. Après avoir redéfini le cadre conceptuel de la sécurité psychologique, les auteurs s'intéressent à la mise en œuvre de ce cadre sécuritaire. Pour ce faire, un premier champ de réflexion se définira autour de la posture du formateur. Une posture bienveillante et une modification de la perception du formateur, en tant que facilitateur du changement et donc de l'apprentissage, sera envisagée. Un deuxième champ de réflexion questionnera la place de l'erreur dans le monde médical. Cette analyse permettra de mieux comprendre comment la gestion de l'erreur en simulation en milieu médical entre en résonance avec le contexte dans lequel il s'inscrit. Enfin, les auteurs questionneront la bienveillance en tant que pratique pédagogique, en montrant comment l'incarner dans les débriefings en simulation.

Donaldson, C., Morgan, K., Page, N., Angel, L., & Moore, G. (2024). **Mental health, bullying and school connectedness: A comparative analysis of school transition at age 11 from within the Welsh education system**. *British Educational Research Journal, 50*(3), 1533-1555. https://doi.org/10.1002/berj.3985
While transition from primary to secondary school is a positive experience for many young people, for others, it may be a difficult period of adjustment. Socioeconomic status (SES) may influence the likelihood of a positive or negative transition experience owing to differences in psychosocial (self-esteem, self-efficacy, social support) and flexible (cultural capital, financial support, power) resources to respond to the challenges presented by a new school environment. Welsh all-age schools do not have a typical primary to secondary school transition and offer an opportunity for comparative analysis to explore the impact of transition on young people. This analysis used multilevel and structural equation modelling to assess differences in mental health and bullying outcomes in year 7 (first year of secondary education) in young people in all-age schools compared with those in secondary schools. It also considered whether school connectedness might explain these differences. It found that school type did not significantly predict outcomes at a population level; however, there was evidence of an interaction between SES and school attended for some outcomes. Peer problems, conduct problems and bullying victimisation were lower for children with low SES when attending all-age schools. For children with high SES, the same outcomes tended to be more positive if the children attended secondary schools. There was no evidence that school connectedness mediated the relationship between school type and mental health or bullying outcomes. Findings provide tentative evidence that all-age schools may act to reduce health inequalities caused by SES.

Ferret, N., & Gallinari Safar, P. (2024). **« Ce soir, c'est le stream de la dépression ». Sociologie de l'appropriation du live streaming comme ressource de santé mentale chez les jeunes**. *Agora débats/jeunesses, 97*(2), 56-72. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-56.htm
Le constat d'une santé mentale des jeunes dégradée, au gré des crises que traverse la société (crises climatiques, économiques, sanitaires), a donné lieu à de nombreux travaux sociologiques ainsi qu'à des tentatives d'objectivations épidémiologiques. Ce dossier propose de faire un pas de côté en regardant de plus près les ressources proposées aux jeunes en matière de santé mentale, ainsi que l'appropriation de ces ressources par les jeunes dans leur diversité. Prenant acte de la variété des interventions en santé mentale, au-delà des seules instances psychiatriques, il donne à voir l'action de nouveaux professionnels et de nouveaux cadres de prise en charge, en faisant la part belle à des recherches portant sur des terrains encore peu explorés.

Garrec, I., & Vuattoux, A. (2024). **Introduction. Interroger la crise de santé mentale des jeunes par le biais des ressources et de leur appropriation**. *Agora débats/jeunesses, 97*(2), 46-55. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-46.htm
Le constat d'une santé mentale des jeunes dégradée, au gré des crises que traverse la société (crises climatiques, économiques, sanitaires), a donné lieu à de nombreux travaux sociologiques ainsi qu'à des tentatives d'objectivations épidémiologiques. Ce dossier propose de faire un pas de côté en regardant de plus près les ressources proposées aux jeunes en matière de santé mentale, ainsi que l'appropriation de ces

ressources par les jeunes dans leur diversité. Prenant acte de la variété des interventions en santé mentale, au-delà des seules instances psychiatriques, il donne à voir l'action de nouveaux professionnels et de nouveaux cadres de prise en charge, en faisant la part belle à des recherches portant sur des terrains encore peu explorés.

Gouédard, C., & Sarralié, C. (2024). **Situation de handicap, conceptualisation et développement : l'apport original de la théorie de Gérard Vergnaud**. *Carrefours de l'éducation*, *57*(1), 81-96. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-81.htm
Cet article se réfère aux travaux de Vergnaud pour leur utilisation dans des problématiques relatives au handicap. L'objectif est de montrer comment sa perspective constitue un outillage conceptuel efficace pour l'analyse de situations dans lesquelles la dimension handicap est impliquée. Le couple schème-situation, la théorie des homomorphismes et des écarts examinant les relations entre réel et invariants opératoires, et entre langage et systèmes de signes sont tout particulièrement mobilisés. La brève présentation de deux exemples de recherches conduites par l'un puis l'autre des co-auteurs de ce présent article, vise à mieux comprendre comment sa théorie peut être mise en œuvre. Il s'agit aussi de montrer que l'apport de sa théorie peut venir se conjuguer aux différents modèles d'analyse du handicap pour enrichir la compréhension des phénomènes observés, et travailler les notions d'accessibilité et de participation dans une optique inclusive

Grosriez, S. L. D. (2023). ***Être un·e athlète de haut-niveau et réussir ses études : Variables et processus affectant la santé mentale des étudiant·es-athlètes*** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse https://theses.hal.science/tel-04626321
Faire des études tout en étant athlète de haut niveau est un défi exigeant que tentent de relever les étudiant·es-athlètes (EA). Les rôles d'étudiant·e et d'athlète sont chacun accompagnés d'exigences qui sont susceptibles d'altérer leur santé mentale. Dans la littérature sur le double projet sport-études, la relation entre les rôles a été souvent envisagée comme étant conflictuelle, de sorte que s'impliquer dans le rôle d'athlète serait préjudiciable aux études, et réciproquement. D'autres travaux ont néanmoins révélé que s'engager dans les études permettrait l'acquisition de compétences et connaissances qui faciliteraient l'engagement ou la performance dans le sport, et réciproquement. Autrement dit, ces deux rôles s'enrichiraient mutuellement. Malgré ce constat, la majorité des études conduites auprès des EA se sont surtout concentrées sur les facteurs liés au contexte sportif, en négligeant ceux spécifiques au double projet et leurs conséquences sur la santé mentale des EA. Ainsi, l'enjeu de ce travail doctoral était de mieux comprendre les interactions entre les rôles d'étudiant·e et d'athlète, et leurs relations avec la santé mentale des EA, afin de répondre à la question suivante : comment peut-on faciliter la gestion du double projet sport-études pour promouvoir la santé mentale chez les EA ? Pour cela, les objectifs de cette thèse étaient (1) d'examiner les études portant sur les liens entre interactions de rôles et santé pour identifier les connaissances et limites de la littérature, (2) de comprendre comment les EA concilient leur double rôle, (3) d'identifier et de mesurer les interactions entre ces deux rôles et (4) d'examiner les relations entre ces interactions de rôle et la santé mentale des EA.Tout d'abord, une revue systématique de la littérature a permis d'identifier comment les travaux antérieurs envisageaient les interactions entre les rôles d'étudiant·e et d'athlète, et quelles en étaient les conséquences sur la santé des EA (Contribution n°1). Un premier axe de travail a consisté à traduire et valider en français un outil permettant de mesurer

la saillance des identités académique et athlétique des EA, et à examiner les relations additives et interactives entre celles-ci et le bien-être sportif (Contribution n°2). Sur la base des travaux relatifs aux interactions de rôle travail-famille nous avons ensuite appréhendé le rôle plus proximal des conflits et enrichissements entre les rôles d'étudiant·e et d'athlète dans la prédiction du bien-être des personnes. Face au manque d'outils permettant d'évaluer ces construits, nous avons traduit, adapté et validé une échelle tirée de la littérature sur les interactions travail-famille pour mesurer les interactions négatives et positives sport-études (Contribution n°3). Des entretiens semi-directifs ont été menés auprès d'EA pour tester la pertinence de cette conceptualisation, en identifiant la diversité des conflits et enrichissements pouvant exister dans un contexte de double projet (Contribution n°4). Nos travaux se sont ensuite focalisés sur le lien entre les interactions sport-études et la santé mentale. Dans une étude centrée sur la personne, nous avons identifié différents profils latents d'interactions sport-études et examiné leurs relations singulières avec le bien être sportif (Contribution n°5). Enfin, une étude de suivi menée auprès d'EA en centre de formation a examiné si les variations hebdomadaires intra-individuelles des conflits et enrichissements sport-études étaient liés aux variations hebdomadaires de bien-être sportif et académique (Contribution n°6).Dans son ensemble, ce travail doctoral apporte une contribution à la compréhension des facteurs liés à la santé mentale des EA et offre des perspectives prometteuses pour des aménagements permettant de faciliter le double projet sport-études et d'améliorer la santé mentale des EA.

Guiet-Suvain, J., & Acioly-Regnier, N. (2024). **La théorie des champs conceptuels de Gérard Vergnaud : héritages et perspectives**. *Carrefours de l'éducation*, *57*(1), 11-18. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-11.htm
Cet article s'inscrit dans le cadre des réflexions sur les questions relatives à la conceptualisation du réel développée par G. Vergnaud. L'opéra-tionnalité de la définition du concept fondée sur le triplet (S=signifiants, I=signifiés, S=situa-tions) est ici remise en perspective à partir de recherches menées par les auteurs de cet article dans différents contextes de construction de connaissances. Les données révèlent que la conceptualisation produite dans des contextes scolaires versus extrascolaires produisent parfois un déséquilibre dans la place et le rôle joué par chacune des composantes du triplet (S, I, S). Ainsi ceci semble conduire au primat d'une mise en avant de l'axe signifiants-signifiés dans des contextes scolaires. En revanche, dans des contextes extrascolaires, on observe un accent dominant mis sur l'axe signifiés-situations/ référents, laissant de côté certains signifiants pourtant nécessaires à la communication et traitement de l'information de façon explicite. On observe une tendance à ce que l'ensemble des situations donnant du sens aux concepts semble dans les deux cas, réduit généralement au contexte local de production des connaissances.

Hartas, D. (2024). **Mental health trajectories in adolescents during Covid-19: 'Are we all in this together'?** *British Educational Research Journal*, *50*(3), 1449-1470. https://doi.org/10.1002/berj.3982
This study used a longitudinal probability sample survey, Understanding Society: Covid-19, to examine trajectories in adolescents' mental health, via the Strengths and Difficulties Questionnaire, at three timepoints during Covid-19 with a particular emphasis on vulnerable groups (i.e., young carers, adolescent girls, BAME—Black, Asian and minority ethnic, and adolescents in financially strained households). Generally, self-reports of

emotional and total difficulties remained stable during the pandemic, although adolescents who had limited social support were far more likely to report severe emotional and total difficulties. Young people with pre-existing mental and physical health conditions appeared more resilient, whereas vulnerable young people were hit the hardest during the pandemic. Compared to their less vulnerable peers, young carers, adolescent girls, Black or mixed-race young people and adolescents in financially strained households were more likely to report reduced mental health during the pandemic. It is hoped that the findings will contribute to debates about the pandemic unveiling existing mental health inequalities in society, and to public policy in an era of perma-crises as we currently face a cost of living crisis where public services are under enormous strain to reach those who need them most.

Högberg, B. (2024). **Education systems and academic stress—A comparative perspective**. *British Educational Research Journal*, *50*(3), 1002-1021. https://doi.org/10.1002/berj.3964
Academic stress among adolescents can undermine academic achievement and harm mental health. Levels of academic stress vary considerably across countries and education systems, but little is known regarding the causes of this variation. In this paper, I develop a theoretical framework positing that stress will be lower in education systems that reduce the stakes attached to academic achievements, temper competition and high aspirations, and weaken the link between achievements and self-worth. I test observable implications of the framework by analysing if stress is influenced by the degree of external differentiation and vocational orientation of education systems, using harmonised survey data on pupils in more than 30 countries. The empirical analyses largely support the implications of the framework: pupils in more differentiated and vocationally orientated systems report significantly lower levels of stress, also in models adjusting for country fixed effects. Moreover, academic achievement is a less important predictor of stress in differentiated or vocational systems, possibly due to lower stakes attached to achievements. I end by proposing further predictions of the framework that can be tested in future research, and by discussing implications of the results with regard to possible trade-offs between different goals of education policy.

Klindt, K. N., Holland, A. A., Wilkinson-Smith, A., Karni, C., & Clyde, A. (2024). **Caution is Indicated When Interpreting Behavioral Rating Scales From Stressed Parents**. *Journal of Psychoeducational Assessment*, *42*(5), 588-595. https://doi.org/10.1177/07342829241247235
Parent rating scales are used at increasing rates across disciplines to track child development and determine diagnoses/needs. This study explored relationships among parental stress and the validity of parents' ratings of their child's behaviors. Participants include children who were referred for assessment of behavioral, social-emotional, and development difficulties at a major metropolitan hospital in the United States. Parents completed rating scales regarding their own stress (PSI-4-SF) and child behaviors (BASC-3). Present findings indicate caution is warranted when interpreting parent report data of their child's behavior in the context of significant parenting stress. Relying exclusively on parent-report information to assess young children in clinical setting appears contraindicated. Family/situational factors beyond the individual child are important to assess.

Lee, H., & Soenke, M. (2024). **Development and Initial Validation of the Cultural Match Scale for Higher Education Settings**. *Journal of Psychoeducational Assessment*, 42(5), 540-556. https://doi.org/10.1177/07342829241240167
Cultural mismatch theory of inequality and associated research indicates that a mismatch between independent cultural norms of institutions of higher education and students' interdependent backgrounds account for disparities in academic achievement for students from historically underrepresented groups. Despite growing interest in interventions to reduce cultural mismatch, there was not yet a comprehensive measure of cultural match. We developed and validated the Cultural Match Scale (CMS) composed of 24 Likert-scale items. The CMS measures Navigation of Institutional Culture, Connection to Community, and Connection to Institutional Values. Data from 858 participants were utilized to obtain validity and reliability evidence. Three factors with a general method factor for all negatively worded items showed the best fit. Consistent with the prior findings, relationships with four criterion measures showed medium to large magnitudes of correlations. Reliability was acceptable to excellent levels. The use of the CSM was discussed along with the needs for future research.

Lemyre, A., Chrisinger, B. W., Palmer-Cooper, E., & Messina, J. P. (2024). **Mental wellbeing among higher education students in England during the pandemic: A longitudinal study of COVID-19 experiences, social connectedness and greenspace use**. *British Educational Research Journal*, 50(3), 1281-1307. https://doi.org/10.1002/berj.3976
The COVID-19 pandemic control measures substantially impacted the life of university students in the UK. While multiple studies investigated early stages of the pandemic, focusing on risk factors for depression and anxiety, fewer studies assessed later phases of the pandemic or examined positive protective factors for mental wellbeing. Our longitudinal study investigated changes and associations between COVID-19 experiences, lifestyle behaviours, social connectedness and mental wellbeing in the second year of the pandemic. The validated Warwick–Edinburgh Mental Wellbeing Scale was used to measure the primary outcome mental wellbeing. Self-reported data from 161 university students (18–35-year-old) in England was obtained. Data collection took place across two time points with contrasting COVID-19 epidemiological and countermeasure attributes. T1 occurred in the spring of 2021, during the tail end of the third national lockdown when indoor household mixing was prohibited and vaccination rates were low among 18–35 year olds. T2 took place 6 months later, in the autumn of 2021, when restrictions had ended and vaccination rates were high. Within-participant changes in students showed that mental wellbeing significantly improved over 6 months, suggesting positive adjustment. Fear of COVID-19 and engagement in COVID-19 protective behaviours significantly decreased as pandemic restrictions eased. Physical activity levels were high and did not change over time, while greenspace visits significantly diminished. Social support remained the same and group membership significantly increased over time. Hierarchal regressions revealed that social support was the most critical contributor to mental wellbeing. We discuss lessons for mental wellbeing promotion strategies: encouraging the use of greenspace as locations for distanced social interaction and physical activity in times of lockdown constraints.

Madalena, A. P., Loureto, G. D. L., Santos, J. A. G., Santos, L. C. de O., Fortes, G., & Freires, L. A. (2024). **Psychological Well-Being Among Adolescents: The Role of Parenting Styles, Causal Attributions of Academic Success/Failure, and Perceived School Performance**.

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Journal of Psychoeducational Assessment, 42(5), 498-511. https://doi.org/10.1177/07342829241245462
We investigated the effects of perceived parenting styles, causal attributions for academic success/failure, and perceived school performance (PSP) on adolescents' psychological well-being (PWB). Participants were 200 Brazilian adolescents who answered the Parenting Styles & Dimensions Questionnaire, the Psychological Well-Being Scale, and the Rating Scale of Causal Attributions for Academic Success/Failure (RSCA). The results showed that adolescents' PWB was predicted by authoritative parenting style (APS), internal and controllable attributions (appropriate motivations to cope with academic success/failure; ICASF), and PSP. In addition, we tested a mediation model showing that the ICASF mediated the relationship between APS and PSP, which in turn led to better PWB. These results highlighted the relevance of parenting styles and school-based causal attributions for the understanding of adolescents' mental health. Our findings can support interventions that enable more effective teaching–learning processes, which are associated with higher levels of mental health for the adolescent population.

Manuello, P., & Sicot, F. (2024). **Souffrances psychiques adolescentes et mobilisations parentales**. *Agora débats/jeunesses*, *97*(2), 104-118. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-104.htm
Le constat d'une santé mentale des jeunes dégradée, au gré des crises que traverse la société (crises climatiques, économiques, sanitaires), a donné lieu à de nombreux travaux sociologiques ainsi qu'à des tentatives d'objectivations épidémiologiques. Ce dossier propose de faire un pas de côté en regardant de plus près les ressources proposées aux jeunes en matière de santé mentale, ainsi que l'appropriation de ces ressources par les jeunes dans leur diversité. Prenant acte de la variété des interventions en santé mentale, au-delà des seules instances psychiatriques, il donne à voir l'action de nouveaux professionnels et de nouveaux cadres de prise en charge, en faisant la part belle à des recherches portant sur des terrains encore peu explorés.

Martin, A. J., Collie, R. J., & Malmberg, L.-E. (2024). **Exploring the roles of academic, personal, and cultural demands and resources in immigrant students' motivation, engagement, and achievement**. *Learning and Instruction*, 92, 101903. https://doi.org/10.1016/j.learninstruc.2024.101903
Background The present investigation applied the academic and cultural demands-resources (ACD-R) framework to better understand the academic development of immigrant high school students. Aims Analyses sought to test the hypothesized contribution of academic demands (e.g., learning-disrupted teaching) and resources (e.g., autonomy-supportive teaching), personal demands (e.g., fear of failure) and resources (e.g., adaptability), and cultural demands (e.g., discrimination) and resources (e.g., cultural confidence) in predicting motivation (self-efficacy, valuing)—and, in turn, the extent to which motivation predicted academic outcomes in the forms of engagement (persistence, non-attendance) and performance (achievement). Sample Drawing on PISA (2018) data, the sample comprised 4886 immigrant students: 3329 from Australia and 1557 from New Zealand. Method Confirmatory factor analysis (CFA) was first conducted to ascertain the psychometric properties of the study's measures and then the central analyses employed structural equation modelling (SEM) to test hypothesized paths. Results After demonstrating good CFA fit, SEM revealed that particularly salient (at $p < 0.001$) demand and resource predictors of motivation were:

warmth-supportive teaching (positively), fear of failure (negatively), adaptability (positively), discrimination (negatively), cultural communication skills (positively), and cultural confidence (positively). Also, self-efficacy and valuing significantly predicted persistence (positively) and non-attendance (negatively), while self-efficacy also significantly predicted achievement (positively). Conclusions The hypothesized ACD-R process is a viable means to understand immigrant students' academic experience and to offer some fruitful direction for supporting their academic development.

Martin, A. J., Collie, R. J., Stephan, M., Flesken, A., Halcrow, F., & McCourt, B. (2024). **What is the role of teaching support in students' motivation and engagement trajectories during adolescence? A four-year latent growth modeling study**. *Learning and Instruction*, 92, 101910. https://doi.org/10.1016/j.learninstruc.2024.101910
Background and aims This 4-wave longitudinal study investigated the role of perceived teaching support in motivation and engagement trajectories from early adolescence in Year 6 (Time 1) to mid-adolescence in Year 9 (Time 4). Sample A total of 7769 Australian school students participated. Methods Latent growth modeling (LGM) was implemented to explore students' trajectories. Results Findings confirmed the well-known pattern of motivation and engagement declines from early to mid-adolescence—but the role of perceived teaching support played a significant part in how these patterns of motivation and engagement unfolded. Specifically, we found evidence for: (1) temporal effects, such that motivation and engagement declined over time; (2) initiating effects, such that perceived teaching support at Time 1 was associated with positive "starting points" for motivation and engagement at Time 1; (3) contemporaneous effects, such that for at least one timepoint, perceived teaching support was related to positive motivation and engagement at the same timepoint; (4) sustaining effects, such that perceived teaching support significantly predicted positive motivation and engagement at all four timepoints; and (5) escalating effects, such that the predictive role of perceived teaching support on students' motivation and engagement increased over time. Conclusion Findings contribute to knowledge about how to boost and sustain the motivation and engagement trajectories of students during early to mid-adolescence.

McQuade, L. (2024). **Factors affecting secondary teacher wellbeing in England: Self-perceptions, policy and politics**. *British Educational Research Journal*, *50*(3), 1367-1395. https://doi.org/10.1002/berj.3973
After the challenges of the Covid-19 pandemic, the NEU (2021) report states that one in three teachers plan to leave the profession in the next 5 years. As previous studies published by the DfE focusing on workload have not affected the wastage rate of the profession, there is something deeper at work which needs to be explored. A critical theory, mixed-methods approach is used to gain a breadth and depth of understanding of the attitudes of 55 respondents to a survey and 17 participants in semi-structured interviews. All data collection was carried out in secondary schools in Lincolnshire, where teacher pay is good in comparison with the county average of workforce pay. These methods aim to test the assumption that concerns about workload and pay are causing teachers' discontent. The findings reveal that teacher attitudes towards their working lives are complex owing to individuals trying to internalise the values of both traditional and new professionalisms. Owing to this, teachers can appear contradictory in their demands and tolerance of the demands of the profession and themselves. The characteristics of neoliberal management including transactional leadership,

competition and ambivalence to processes in favour of outcomes, do not match traditional professional values of dedication, expertise and working for the greater good.

Muttaqin, D. (2024). **Factor Structure and Measurement Invariance of the Indonesian Version of VISA: An Exploratory Structural Equation Modeling Approach**. *Journal of Psychoeducational Assessment*, *42*(5), 557-569. https://doi.org/10.1177/07342829241241781
The Vocational Identity Status Assessment (VISA) is one of the instruments that can be used to assess vocational identity. Conceptually, VISA consists of six sub-dimensions and has been validated using factor analysis. This study provides a factor structure test of the Indonesian version of VISA using the exploratory structural equation modeling (ESEM) approach, which integrates both exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) approaches. Consequently, this research aims to examine the factor structure and measurement invariance of the Indonesian version of VISA using the ESEM approach. The research findings indicate that the Indonesian version of VISA has a robust factor structure consisting of six sub-dimensions as tested by the ESEM approach. Furthermore, all items of the Indonesian version of VISA have higher factor loadings on their respective sub-dimensions compared to the cross-loadings. Another finding is that the Indonesian version of VISA only satisfies measurement invariance across gender, while it does not satisfy measurement invariance across educational levels. Overall, these findings suggest that the Indonesian version of the VISA can be used to assess the six sub-dimensions of vocational identity in Indonesian samples.

Récopé, M., & Guiet-Silvain, J. (2024). **Schématisation, conceptualisation et action, de Revault d'Allonnes à Vergnaud**. *Carrefours de l'éducation*, *57*(1), 139-170. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-139.htm
Les relations entre schème, conceptualisation et action constituent un thème essentiel dans l'œuvre de Gérard Vergnaud, mais on sait moins qu'elles étaient en germe chez Gabriel Revault d'Allonnes. C'est cet auteur, injustement méconnu, et non Piaget qui a, comme nous le montrons, introduit dès 1914 le schème dans la psychologie en s'intéressant aux actes de la vie quotidienne de l'enfant et de l'adulte. Il a longtemps été un pair totalement inconnu de Vergnaud ; ce dernier a élaboré sa pensée de manière indépendante. Textes originaux à l'appui, nous identifions certains points d'une proximité théorique largement insoupçonnée entre ces deux auteurs et ébauchons un examen de leur contribution respective en repérant tant ce qui leur est commun que leurs focalisations respectives, et en les situant parfois par rapport à Piaget. Nous montrons ensuite que les propositions de Vergnaud constituent une modélisation opérationnelle de l'activité et de l'expérience au moyen d'un processus entrelaçant la schématisation, la conceptualisation et l'action. La pertinence de ces propositions pour le concept de schème nous conduit à souligner cette perspective théorique majeure. Elle permet de pointer notre regard sur la notion de compétence, plus particulièrement celle de compétence critique et celle de compétence complexe.

Sæther, J. (2024). **Thinking Educationally about Psychology in Education: Gert Biesta's Critique Reconsidered**. *Educational Theory*, *74*(3), 411-433. https://doi.org/10.1111/edth.12645
Learning and development are well established as concepts in educational psychology. Gert Biesta has used terms such as "learnification" and "developmentalism" to describe a tendency that, in his view, removes existential qualities from teaching and education.

Although important in the right contexts, the concepts do not represent the core of what education should be about, he claims. Jostein Sæther notes that in many ways he shares Biesta's view on the most fundamental quality of education, i.e., helping young people exist as independent subjects in confrontation with their own will, responsibility, and freedom. In this paper, he addresses the overarching question of whether it is possible and desirable to think educationally about psychology in educational theory, specifically through relating Biesta's critique to selected handbooks, reviews, and metaliterature. Sæther does not propose integrating educational psychology into Biesta's existential theory but rather hopes to open a dialogue on different points of view that challenge each other in fruitful ways. The process of discussing certain principles, problems, and examples should yield a certain kind of "unclean" educational psychology, one that is relevant to "subjectification." There are problems related to eclecticism and the tension between essence and existence, yet, in this context, Sæther sees a dialogical project as the only way forward.

Salado, V., Gaspar, T., Moreno-Maldonado, C., Gaspar de Matos, M., & Rivera, F. (2024). **The Social Self-Efficacy Scale for Spanish and Portuguese (13–18-Year-Olds) Adolescents: Psychometric Properties and Measurement Invariance**. *Journal of Psychoeducational Assessment*, 42(5), 570-587. https://doi.org/10.1177/07342829241241923
Introduction: Social self-efficacy refers to peoples' beliefs about their ability to establish effective social relationships. During adolescence, it has been related to positive social relationships, skills to cope with adverse experiences, and health. While prior research has focused on the general dimension of self-efficacy, this study aims to examine the reliability and validity of the subscale social self-efficacy in Spanish and Portuguese adolescents across gender, age, and country. Method: The sample, selected from the 2018 Health Behaviour in School-aged Children (HBSC) study, was composed of 20,691 13–18-year-old adolescents from Spain and Portugal (48.2% boys and 51.8% girls). The scale's reliability and internal and external validity were examined systemically across sex, age, and country, as well as testing measurement invariance according to these variables. Results: Data showed adequate evidence of reliability (a = 0.85), as well as internal and external validity, thus demonstrating the scale's stability and applicability in similar research contexts. Conclusions: Social self-efficacy fosters individual and social well-being in youth, as well as healthy and positive development. Use of this subscale in evaluation and intervention programs could further our understanding about different dimensions of adolescent development.

Smidt, W., Karpenko, O., Czepil, M., & Embacher, E.-M. (2024). **Predictors of burnout of preschool teachers working in the warzone Ukraine**. *Early Childhood Research Quarterly*, 68, 169-179. https://doi.org/10.1016/j.ecresq.2024.05.002
Research on predictors of burnout among preschool teachers is a crucial topic, particularly in the context of those working in warzones. This study aimed to investigate the predictors of burnout among 562 preschool teachers employed in 183 preschools located in the war-torn region of Ukraine. The study was conducted as an online survey and key constructs were captured by using well established measures. Path analyses were conducted to investigate the predictors of preschool teacher burnout. The results showed that trauma symptoms and work experience positively predicted burnout, whereas resilience and social support had a negative association with burnout. Additionally, exploratory analyses revealed indirect effects of preschool location, war-related stressors, resilience, social support, and age on burnout. These findings highlight

the need for targeted support services for preschool teachers in Ukraine's warzone to enhance available resources and alleviate burnout symptoms.

Suntheimer, N. M., Weiss, E. M., Avornyo, E. A., & Wolf, S. (2024). **Patterns of cognitive and social-emotional parental stimulation practices among Ghanaian kindergarteners**. *Early Childhood Research Quarterly*, *68*, 203-213. https://doi.org/10.1016/j.ecresq.2024.05.011
Across geographically diverse samples, engagement in stimulating activities with young children is considered an important element of parenting that promotes cognitive, behavioral, and social-emotional development. Indicators of stimulation activities are often summed, based on the assumption that more stimulation is better and that different stimulating activities are equivalent. Instead, this study takes a household-centered analytic approach, applying latent class analysis to detect patterns of parental stimulation practices across six activities. We then examine predictors of the resultant latent classes and their implications for children's school readiness among a sample of Ghanaian kindergarteners (N = 2,117; Mage = 5.2 years; 51% male). Results support a 4-class solution that represents (i) Highly Stimulating; (ii) Social-emotionally Stimulating; (iii) Playful; and (iv) Playful and Academically Stimulating households. Multiple child and family characteristics differentially predict latent class membership, although class membership did not differentially predict children's literacy, numeracy, executive function, or social-emotional skills. Findings suggest that all combinations of parental stimulation are equivalently promotive of children's school-related skills and help reify a strengths-based perspective. The results deepen our understanding of the different configurations of parental stimulation and suggest that a tailored approach to parenting programs may be beneficial. Programs can build on activities that parents already do (e.g., social-emotional) to encourage increased stimulation in other areas (e.g., academic).

Szczygieł, M., Szűcs, D., & Toffalini, E. (2024). **Math anxiety and math achievement in primary school children: Longitudinal relationship and predictors**. *Learning and Instruction*, 92, 101906. https://doi.org/10.1016/j.learninstruc.2024.101906
Background Math anxiety (MA) and math achievement (MATH) are related, but the direction of their relationship and their predictors are still unclear. Aims We tested whether MATH predicts MA (Deficit Theory), MA predicts MATH (Debilitating Anxiety Theory), or whether MA and MATH have reciprocal relationships (Reciprocal Theory). Further, we established whether MA at T0, T1, and T2 and MATH at T1 and T2 were predicted by gender, general anxiety, fluid intelligence, verbal and visuospatial working memory, and symbolic and non-symbolic numerical representations tested at T0. Sample We tested 337 Polish primary school children. Methods We analyzed longitudinal data at three time points: T0 – the beginning of the first grade, T1 – the end of the first grade, T2 – the end of the second grade. Results MATH at T1 predicted MA at T2 and MA at T1 predicted MATH at T2 (supporting the Reciprocal Theory). Additionally, MATH at T1 was predicted by fluid intelligence, visuospatial working memory, and symbolic numerical representation; MATH at T2 by fluid intelligence, verbal working memory, and MATH at T1. MA at T0 was predicted by general anxiety and symbolic numerical representation, MA at T1 by MA at T0 and gender, and MA at T2 by MA at T1. Conclusions The results support the Reciprocal Theory of the MA and MATH relationship. MA is predicted by general anxiety, knowledge of mathematical symbols and gender. MATH is predicted by fluid intelligence, working memory and knowledge of mathematical symbols.

Tropeau, C. (2024). **L'association en France, une histoire qui reste à faire**. *Agora débats/jeunesses*, 97(2), 31-44. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-31.htm
Le constat d'une santé mentale des jeunes dégradée, au gré des crises que traverse la société (crises climatiques, économiques, sanitaires), a donné lieu à de nombreux travaux sociologiques ainsi qu'à des tentatives d'objectivations épidémiologiques. Ce dossier propose de faire un pas de côté en regardant de plus près les ressources proposées aux jeunes en matière de santé mentale, ainsi que l'appropriation de ces ressources par les jeunes dans leur diversité. Prenant acte de la variété des interventions en santé mentale, au-delà des seules instances psychiatriques, il donne à voir l'action de nouveaux professionnels et de nouveaux cadres de prise en charge, en faisant la part belle à des recherches portant sur des terrains encore peu explorés.

Vacher, S. (2024). **L'accompagnement scolaire des souffrances adolescentes. Une mobilisation professionnelle dépendante de la normativité scolaire**. *Agora débats/jeunesses*, 97(2), 119-131. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-119.htm
Si la préoccupation pour les vulnérabilités psychiques des élèves a largement pénétré les discours officiels sur l'école, qu'en est-il de sa traduction pratique sur le terrain ? Obtenus à partir d'une méthodologie mixte combinant des questionnaires auprès d'adolescents scolarisés dans quatre collèges français et une enquête par observation au sein d'un collège REP+, les résultats présentés dans cet article invitent à considérer les inégalités dans le repérage et la prise en charge des vécus de souffrances adolescentes à l'école. La cristallisation de l'attention des équipes éducatives sur la santé mentale des élèves « scolairement déviants » est intelligible au carrefour des représentations sociales en santé, des conditions de travail de ces professionnels et de leurs propres souffrances.

Vernay, O. (2024). **La résistance à la contrainte psychiatrique comme ressource. Analyse des stratégies de jeunes filles hospitalisées**. *Agora débats/jeunesses*, 97(2), 88-103. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-88.htm
Cet article se penche sur l'expérience des jeunes filles hospitalisées contre leur gré dans des structures psychiatriques genevoises, des années 1970 aux années 2020, en mobilisant l'analyse que les personnes concernées font de leur expérience. Il montre que les jeunes filles n'ont pas perçu ces structures comme des ressources en raison des modalités de soins vécues comme des violences institutionnelles. Les stratégies de résistance à la contrainte psychiatrique qu'elles ont déployées ont en revanche été pour elles une ressource et constituent un savoir expérientiel. Les savoirs développés par les personnes concernées permettent d'interroger les structures psychiatriques et d'élaborer des alternatives à la contrainte en psychiatrie.

Vimard, A.-M., Vanhoolandt, C., & Moyon, M. (2024). **Mise en évidence du contrôle inhibiteur et efficacité d'un entrainement neurocognitif et ludique pour les mathématiques**. *L'enseignement supérieur et les communautés : des dynamiques interconnectées (AIPU 2024)*. Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04617151
Many students in higher education still have serious difficulties with mathematics prerequisites. Taking action to engage students and improve their cognitive abilities is necessary for teachers. Cognitive science has demonstrated that the brain works

according to a model of three cognitive systems: the heuristic system, the algorithmic system and inhibitory control, which acts as an arbitrator by inhibiting the first system in order to activate the second one. To demonstrate inhibitory control is used by the student, we used the negative priming technique in a fraction comparison test. We also proposed inhibitory control training sessions in the form of a ludopedagogical device. Our study took place between September and November 2023 at a medium-sized university in the Paris area, with a sample of 51 students. The students took a fraction comparison pre- and post-test, two academic tests and three inhibitory control training sessions. Differences in the academic tests were higlighted. This study also replicates in the classroom context results previously obtained in the laboratory. This confirms the involvement of inhibitory control in a fraction comparison task in university students.

Wunberg, M., Baumert, J., Feddermann, M., Lohmann, J. F., & Möller, J. (2024). **CLIL effects on academic self-concepts: Positive effects in English but detrimental effects in math?** *Learning and Instruction*, 92, 101923. https://doi.org/10.1016/j.learninstruc.2024.101923
Structured Abstract Background Content and Language Integrated Learning (CLIL) is considered a promising approach to enhancing foreign language skills and motivation. However, its impact on students' academic self-concepts remains largely unclear. Aims This study aimed to investigate whether CLIL positively affects students' English self-concepts but harms their math self-concepts in Grade 8 after two years of CLIL participation. Furthermore, the study intended to control for and disentangle selection and preparation effects caused by selective access and increased English instruction before the start of CLIL, as neglecting a priori differences between CLIL and non-CLIL students has led to overestimating CLIL effects in the past. Sample Participants were 5963 academic-track school students. Methods Propensity score matching was applied to control for selection effects. Structural equation modeling was used to estimate CLIL effects on English and math self-concepts. The inclusion of control variables allowed for accounting for preparation effects. Results CLIL students had significantly higher English self-concepts than non-CLIL students, which could be explained by selection and preparation effects. However, attending CLIL helped to maintain the advantage over non-CLIL students over the first two years of CLIL participation. CLIL had no detrimental effects on students' math self-concepts but left them unaffected. Conclusions The study contributes to a deeper understanding of the effects of CLIL on students' self-concepts in different subjects. Furthermore, the results highlight the importance of accounting for both selection and preparation effects in future CLIL studies to obtain unbiased CLIL effect estimates.

Zachrich, L., Wagner, W., Bertram, C., & Trautwein, U. (2024). **Really? It depends! How authentic learning material affects involvement with personal stories of the past**. *Learning and Instruction*, 92, 101921. https://doi.org/10.1016/j.learninstruc.2024.101921
Structured Abstract Background Authentic learning is believed to possess qualities that boost student motivation and learning. However, prior studies have not consistently found the assumed positive effects of authentic learning, thus highlighting the need to better understand the underlying learning processes. Aims We examined effects of authentic learning material on learners' involvement and different facets of the perceived authenticity of the material. Sample Participants were 336 adults. Methods We conducted an experimental online study with three conditions varying in the framing of their authenticity. We presented videos in which people talked about their experiences in war and daily life in the past, and we labeled these clips eyewitness accounts,

eyewitness accounts played by actors, or reconstructed accounts played by actors. Participants were randomly assigned. Results Results indicated that treatment condition particularly affected participants' emotional involvement with the story and that, in particular, one facet of perceived authenticity (Vividness of History) predicted learners' involvement. Conclusions The study adds to the research field of authentic learning in general, and learning with personal stories of the past in particular, by addressing involvement processes and examining different facets of perceived authenticity.

Zhou, W., Feng, Y., & Jin, Q. (2024). **How Psychological Capital Impacts Career Growth of University Students? The Role of Academic Major Choice**. *Journal of Career Development*, *51*(4), 431-446. https://doi.org/10.1177/08948453241253594
This study aimed to investigate whether and how university students with high psychological capital (PsyCap) experience more career growth. Based on self-determination theory, we examined the mediating role of self-concordance in choosing majors and the moderating role of career values in this relationship. Results from a two-wave lagged study of 705 Chinese university students over one year provided support for our model. We found that students' PsyCap upon university entrance was positively related to their career growth one year later through the mediating role of self-concordance in choosing majors; extrinsic career values (external compensation and work-life balance values) mitigated the positive effect of self-concordance in choosing majors on career growth, as well as the indirect effect. We contribute by identifying PsyCap as an antecedent of career growth of university students and by revealing its influence mechanisms in a career choice scenario. Practical implications of the study are also discussed.

Aspects sociaux de l'éducation

A Black Woman I Love Is Readying to Become Dean: Here's What I Hope Her Institution Remembers. (2024). *Harvard Educational Review*, *94*(2), 309-314. https://doi.org/10.17763/1943-5045-94.2.309
In this Voices: Reflective Accounts of Education essay, the author delves into the intersection of race, gender, and education, exploring the experiences and challenges faced by Black women leaders and daughters in the Academy. This piece emerges from the author's research and lived experiences. The breadth and depth of a littleaddressed perspective in education research offers a powerful perspective, humanizing Black women leaders and their families in education differently and significantly. The author has chosen to publish this essay anonymously in order to protect the identity and career of the Black woman they love.

Alsamih, M. (2024). **Social experiences of deaf and hard-of-hearing students at a Saudi Arabian university: A qualitative study**. *British Journal of Special Education*, *51*(2), 189-199. https://doi.org/10.1111/1467-8578.12503
This study explored the social experiences of 12 deaf and hard-of-hearing female university students. Semi-structured interviews identified four key themes: university environment, peer interactions, communication and personal barriers. The majority of participants described their social experiences as positive and better than their experiences at school. The participants experienced collaboration, support, peer acceptance, friendship and high awareness of hearing disability among their hearing

peers. Communication with peers was facilitated by using applications, sign language and lip reading. However, a lack of understanding from faculty members, isolation, and ignorance exhibited by some peers resulted in negative experiences for a few participants. Some participants reported personal barriers, such as personal characteristics, past negative experiences, and fear of disclosing their disability. Given the importance of social support and inclusion for students' success and well-being, universities must prioritise the social experiences of deaf and hard-of-hearing students as much as their academic experiences.

Alshdiefat, A. S., Lee, A., Sharif, A. A., Rana, M. Q., & Abu Ghunmi, N. A. (2024). **Women in leadership of higher education: critical barriers in Jordanian universities**. *Cogent Education*, *11*(1), 2357900. https://doi.org/10.1080/2331186X.2024.2357900
Inequality and the lack of inclusion of women in academic higher education (HE) leadership roles persist globally. While inclusivity at the top also applies to ethnicity and disability, the issue of gender is the focus of this article. More specifically, the distinct need is to examine the barriers that slow down and/or obstruct women from advancing in academia and gaining leadership positions. Thus, the purpose of this study is to provide a review of the case in Jordanian Universities. It presents the prevailing situation from the results of a desktop study and a survey questionnaire of the barriers that impede career progression for women in HE. The severity index (SI) formula is used to delineate critical barriers found in the literature in a Jordanian context through a questionnaire. Factor analysis was used to group the critical barriers, which in turn was used to derive an action plan to improve career progression for female academics. The study exposed that women's participation in leadership was determined to be low, which is attributed to several barriers: sociocultural barriers, gender stereotypes, lack of skill and opportunities, work-life conflicts, social network obstacles, mentoring and support, and poor institutional policies that support women. As a result, several actions are recommended to support an increase in female leaders.

Archambault, I., Pascal, S., Olivier, E., Tardif-Grenier, K., Dupéré, V., & Janosz, M. (2024). **Relationships with teachers and sense of belonging in school: Inter- and intra-individual variations according to adolescent immigrant background**. *Learning and Instruction*, 92, 101930. https://doi.org/10.1016/j.learninstruc.2024.101930
Background Social well-being arises from the fulfillment of the basic need for relatedness. In school, it largely hinges on teacher-student relationships (TSR) and sense of school belonging (SSB), two important levers for educational success, and especially for immigrant-background youths. Aims This study aims to disentangle the stable and time-specific associations between the two dimensions of social well-being and test if these associations vary according to student immigrant status. Sample A cohort of 1070 students (51% female) from first- (22%), second- (29%), and third-plus generations (49%) attending 10 schools located in low-socioeconomic neighbourhoods was followed across three time points (grade 7, grade 9, grade 11). Method Main objectives were tested using random-intercept cross-lagged panel models (RI-CLPM) using Mplus. RI-CLPM disaggregates observed scores into a time-invariant interindividual (stable) and intraindividual (time-specific) components. Results Teacher-student closeness was not associated with SSB at the interindividual level. However, autoregressive, cross-sectional, and longitudinally links were found at the intraindividual level for all students. Teacher-student conflict was associated with lower SSB at the interindividual level. These dimensions were also linked at the intraindividual level for third-plus-generation students

only, while time-variant autoregressive associations for SSB were stronger for immigrant students. Conclusions The links between close TSR and SSB are cross-sectional and time-specific for all students. Conflictual TSR and SSB also showed time-specific and longitudinal associations for nonimmigrants only. For immigrants, we observed stronger time-specific carryover effects in terms of SSB. This research calls for yearly intervention efforts promoting social well-being among immigrants and nonimmigrants attending low-SES secondary schools.

Asséré, F., & Fely, S. (2024). **Les ressources locales face aux restrictions sanitaires : enquête sur les étudiant·e·s d'une commune populaire de banlieue parisienne**. *Agora débats/jeunesses*, 97(2), 13-29. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-13.htm
Particulièrement strictes en France, les mesures sanitaires liées au Covid-19 ont eu un effet significatif sur la socialisation des étudiant·e·s. Appuyé sur une enquête de terrain menée dans une commune populaire de banlieue parisienne, dans le contexte sanitaire de limitation des interactions à l'environnement proche, le présent article s'intéresse au rôle joué par les ressources locales des étudiant·e·s (appréhendées ici du point de vue des sociabilités de proximité et de l'espace urbain). Si ces dernières se révèlent protectrices contre l'isolement provoqué par la mise à distance de la socialisation universitaire, elles restent néanmoins limitées et inégales sur le plan du genre. Elles peuvent même entrer en contradiction avec la socialisation universitaire pour celles et ceux qui disposent de ressources culturelles légitimes limitées, participant ainsi à amplifier les inégalités.

Avanesian, G., Zaw, H. T., Kelly, P., & Mizunoya, S. (2024). **Dissecting the digital divide: A household fixed effects approach to estimating gender gaps in digital skills of youth in low- and middle-income economies**. *Heliyon*, *10*(12), e33127. https://doi.org/10.1016/j.heliyon.2024.e33127
This study investigates gender gaps in digital skills among youth (15–24 years old) in 32 low- and middle-income economies using data from UNICEF-supported and internationally comparable Multiple Indicator Cluster Surveys (MICS). Utilizing a household fixed effects approach, we aim to isolate gender-based disparities from household-level variations. The intra-household analysis reveals significant inequalities, with biases against young women in possessing digital skills, including the very basic ones. Supplementary analysis using a mixed-effects model, which accounts separately for within- and between-household variation, highlights that wealthier households exhibit larger gender gaps in digital skills, disadvantaging young women primarily due to a floor effect in the poorest households. The paper concludes with policy implications aimed at reducing gender gaps in digital skills.

Ayyar, S., Bolt, U., French, E., & O'Dea, C. (2024). *Imagine your Life at 25: Gender Conformity and Later-Life Outcomes* [Cambridge Working Papers in Economics]. Consulté à l'adresse Faculty of Economics, University of Cambridge website: https://econpapers.repec.org/paper/camcamdae/2422.htm
Using a digitized sample of thousands of essays written by 11-year-olds in 1969, we construct an index which measures the extent to which girls' imagined futures conform to gender norms in Britain at the time. We link this index to outcomes over the life-cycle. Conditional on a large set of age-11 covariates, a one standard deviation increase in our index is associated with a decrease in lifetime earnings of 3.5%, due to both lower wages and fewer hours worked. Half of this earnings decline is mediated by

reduced educational attainment, selection into lower-paid occupations, and earlier family formation of those who conform more strongly to prevalent gender norms. Holding skills constant, girls whose essays conform less to gender norms, live in regions with higher female employment and educational attainment. This highlights that the wider environment in which girls grow up shapes gender conformity.

Barnes, L. G., Podpadec, T., Jones, V., Vafadari, J., Pawson, C., Whitehouse, S., & Richards, M. (2024). **'Where do you feel it most?' Using body mapping to explore the lived experiences of racism with 10- and 11-year-olds**. *British Educational Research Journal*, *50*(3), 1556-1575. https://doi.org/10.1002/berj.3980
This paper presents an overview of the arts-based methodology used in a research project that aimed to explore the impact of the lived experiences of racism on 10- and 11-year-old children in the United Kingdom. The research responds to the relative lack of literature concerning the racialised experiences of young children. We discuss how we developed the arts-based method of body mapping as an ethical approach to foregrounding the children's voices. We consider that this approach contributes to knowledge and understanding about exploring the nuanced and complex relationship between the children's external worlds and their internal feelings, and supporting them to process and communicate this. We suggest that the method presented is transferable, and present our ethically engaged, arts-based planning framework that can be used if others wish to adopt this way of working.

Bouchard, C., Leboeuf, M., Lévesque-Desrosiers, C., McKinnon-Côté, É., Plouffe-Leboeuf, T., & Lehrer, J. (2024). **Perception des parents à l'égard de l'expérience vécue par leur enfant en éducation par la nature**. *Éducation & Formation*, (e-321), 86-100. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=41&page=3
L'objectif de cet article consiste à étudier les perceptions des parents quant à l'expérience vécue par leur enfant (2 à 5 ans) à l'issue d'une année d'immersion en milieu naturel (boisé, berges, etc.), au sein de son service de garde éducatif. Au total, 245 parents ont rempli un questionnaire visant à recueillir leurs perceptions concernant : 1) le développement global de leur enfant; 2) les défis et contraintes vécues; 3) le curriculum émergent préconisé. Sur le plan des résultats, 89,7% des parents déclarent que l'attitude de chercheur·se (observer, poser des questions, etc.) s'est bonifiée chez leur enfant après une année en EPN. La majorité des parents perçoivent peu ou pas de contraintes ou de défis relatifs à l'expérimentation de l'ÉPN par leur enfant, notamment sur le plan de la santé et la sécurité. Ces résultats soulèvent l'importance de tenir compte de la perception des parents lorsqu'il s'agit d'adhérer à un projet éducatif comme celui de l'ÉPN.

Buonomo, A., Caputo, G. O., Gabrielli, G., & Gargiulo, G. (2024). **Lyceum and university aspirations among migrants and non-migrants in Italy**. *British Educational Research Journal*, *50*(3), 1208-1228. https://doi.org/10.1002/berj.3970
Scholars have argued that, on average, immigrant students are 'optimists' and have higher educational aspirations than non-migrant students after accounting for students' socio-economic background and educational performance. However, ethnic minority groups, which proxy the different origin backgrounds of migrants, may show mixed findings in terms of educational aspirations. This study aims to analyse the lyceum (the most theoretical school in Italy) and university aspirations of migrant-origin students and their Italian counterparts, enrolled respectively in Italian lower (Grade 8: age 13) and

upper secondary state schools (Grades 9–11: ages 14–16). The analyses are based on data from the Italian Integration of the Second Generation survey conducted during the 2014/15 school year. Our results show that students having Chinese, Moroccan, Moldovan and other non-European Union Eastern European origins assume the lowest levels of lyceum aspiration after also considering compositional effects. Conversely, the largest proportion of migrants attending school in Grades 9–11 have higher levels of university aspiration compared to non-migrants. When considering the role of migratory generation, lyceum and university aspirations are positively associated with the acculturation process of migrants. Furthermore, we found that high family expectations, social relationships and self-perception benefits of studying have positive associations with both lyceum and university aspirations, especially among migrants.

Café pédagogique. (2024, juin 19). **Les inégalités sociales de compétences en hausse constante**. Consulté 19 juin 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/06/19/les-inegalites-sociales-de-competences-en-hausse-constante/
On le sait, l'école française ne résorbe pas les inégalités sociales, elle les transforme en inégalités sociales de compétences, notamment en franç

Chan, A. K. W., & Chen, X. (2024). **Study-to-work transitions of students-turned-migrants: ongoing struggles of mainland Chinese graduates in Hong Kong**. *Higher Education*, *88*(1), 243-258. https://doi.org/10.1007/s10734-023-01114-9
In recent years, international students' settlement experiences have emerged as a new focus in migration studies. This qualitative study examines the study-to-work transition experiences of 30 mainland Chinese graduates living in Hong Kong and deepens the current discussion of these students-turned-migrants' socio-cultural integration. Specifically, mainland Chinese students-turned-migrants experience ongoing challenges in their study-to-work transitions. Adaptation difficulties in their university years, including limited Cantonese proficiency, meagre cultural understanding of the host society, and weak connections with locals, continue to affect their subsequent employment and social integration. Our findings underscore the crucial links between international students' prior socio-cultural adaptation and their post-study settlement experiences. We also reveal everyday workplace microaggressions, which should receive greater attention from scholars interested in international students' and students-turned-migrants' intra-ethnic interactions. Our findings have implications for immigration policy, university student services, and local companies.

Chang, B., Wang, J., & Cai, J. (2024). **Validation of Parental Attitudes Toward Preschoolers' Career Education Measures in China**. *Journal of Career Development*, *51*(4), 461-477. https://doi.org/10.1177/08948453241260870
The present study aims to translate the questionnaires of Parents' Attitudes toward Early Childhood Career Development (PAECCD) and Parents' Attitudes toward Vocational Education Implementation in Preschool Curriculum (PAVEIPC) into Chinese versions (PAECCD-C and PAVEIPC-C) and examines their reliability and validity through two studies. In Study 1, exploratory factor analyses (EFAs) were conducted to evaluate their factor structure among 232 Chinese preschoolers' parents. In Study 2, confirmatory factor analyses (CFAs) were conducted to confirm their factor structures among other 355 Chinese preschoolers' parents, supporting the superiority of the initial theoretical model. Multigroup CFA comparisons indicated the measurement invariance for fathers and

mothers. The PAECCD-C and PAVEIPC-C had excellent reliability values from .82 to .92. This study added to the existing research literature by supporting the applicability of PAECCD and PAVEIPC among Chinese preschoolers' parents.

Chevrier, B. (2024, avril 24). **Entrée dans l'âge adulte : comment les parents accompagnent leurs enfants vers l'autonomie**. Consulté 26 juin 2024, à l'adresse The Conversation website: https://theconversation.com/entree-dans-lage-adulte-comment-les-parents-accompagnent-leurs-enfants-vers-lautonomie-224536?utm_medium=email&utm_campaign=La%20lettre%20de%20The%20Conversation%20France%20du%2025%20juin%202024%20-%203010930669&utm_content=La%20lettre%20de%20The%20Conversation%20France%20du%2025%20juin%202024%20-%203010930669+CID_62733121c5808dd429995fe811bd6989&utm_source=campaign_monitor_fr&utm_term=Entre%20dans%20lge%20adulte%20%20comment%20les%20parents%20accompagnent%20leurs%20enfants%20vers%20lautonomie

Clerval, A. (2024, juin 26). **Logement : la « mixité sociale » nuit aux classes populaires racisées - AOC media**. Consulté 27 juin 2024, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/opinion/2024/06/26/logement-la-mixite-sociale-nuit-aux-classes-populaires-racisees/
Alors qu'un nouveau projet de loi sur le logement était en cours d'examen avant la dissolution, proposant notamment la remise en cause de la loi SRU, de nombreux chercheurs se sont mobilisés pour en dénoncer le contenu. Il est pourtant utile de montrer les limites et les effets pervers de la loi SRU et de son principal objectif : la « mixité sociale ».

Collectif Maths & Sciences. (2024). *Baisse des filles en sciences depuis la réforme : un problème majeur et persistant*. Consulté à l'adresse https://collectif-maths-sciences.fr/wp-content/uploads/2024/06/2024_6_18_SciencesFilles2023.pdf
Cette note du Collectif Maths&Sciences a pour but de mettre fin à une controverse créée il y a quelques semaines par l'ancien ministre de l'Éducation nationale et ses principaux partenaires acteurs de la mise en place de la réforme du lycée de 2019. Elle est destinée à éclairer le débat public en prenant appui, comme de coutume, sur les données publiques de la Depp. Dans la lignée de notre analyse de l'évolution du poids des sciences dans le bac général, nous montrons que les légères améliorations observées depuis 2 ans sur les effectifs des élèves en parcours scientifiques restent bien négligeables devant les ruptures provoquées par la réforme du lycée de 2019

De Bosscher, S., Dose, É., Bastoul, J., & Rémy, L. (2024). **Sentiment d'efficacité personnelle, identité sexuée et soutien social de lycéennes inscrites dans une filière masculine**. *Carrefours de l'éducation*, *57*(1), 229-246. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-229.htm
L'objectif de cette étude est de mieux comprendre les processus en jeu dans les choix d'orientation et mieux accompagner les lycéennes faisant le choix d'une filière considérée comme masculine. Un questionnaire, mesurant l'identité sexuée, le soutien social perçu, le sentiment d'efficacité personnelle et la satisfaction vis-à-vis des études, a été administré à 57 lycéennes et 153 lycéens inscrites dans des filières générales et technologiques perçues comme masculines. Les résultats suggèrent que le ressenti des filles inscrites dans des filières masculines n'est pas symétrique à celui des garçons inscrits dans une filière féminine et que, outre le genre de la filière, son prestige a également un

impact sur le sentiment de compétence et les traits de personnalité sexués auto-attribués. Ces résultats sont mis en perspective avec l'accompagnement par les psychologues de l'Éducation Nationale des élèves vers des filières atypiques.

DeBaryshe, B. D., Im, S., Azuma, J., Stern, I., Nguyen, M., & Chen, Q. (2024). **Close to home: Family-centered spatial analysis of access to early care and education**. *Early Childhood Research Quarterly*, *68*, 123-134. https://doi.org/10.1016/j.ecresq.2024.04.003
This study addresses the issue of equitable access to early care and education (ECE) taking the state of Hawai'i as an example. We used spatially-based measures of demand-adjusted slots, cost burden relative to family income, and quality that quantified the supply of ECE services within a five-mile drive, a ten-mile drive, and a 30-min public transit commute from a family's home. Multivariate spatial modeling techniques were used to predict ECE access at the community level, with median income, county of location, population density, and community ethnic composition as predictors. Results revealed some disparities, such as better slot capacity in areas that were densely populated or had a high share of persons of East Asian heritage. We also found promising results relating to slots and quality in low-income communities. The strategic location of Head Start, public preK, and classrooms sponsored by a local philanthropy created conditions where some low-income communities had very favorable access to ECE slots and high-quality programs, relative to the state overall. The spatial methods used in this study are flexible and can be adapted to answer any number of questions about access to community resources for young children and families at different levels of geographic granularity.

Deep, P., & Adarsh, T. (2024). **Multi-layered exclusion in premier higher education institutions of India**. *Higher Education*, *88*(1), 1-18. https://doi.org/10.1007/s10734-023-01102-z
Science and Engineering education are jewels of higher education. In India, among the pioneers of premium technical institutes, the Indian Institutes of Technology (IITs) are structurally designed to deliver global knowledge capital with a state-of-the-art curriculum and rigorous standards. Their capability to positively impact the global scale is visible, yet they are internally challenged. The constant interplay of inclusion and exclusion impacts the progress and performance of students. The study specifically examines the role of the social identity of caste in generating accessibility and mobility barriers in IITs. Although the affirmative action policy serves as a gateway for marginalised identities like Dalits, IITs ecosystem preserves the privileges of upper castes. Through IIT Delhi fieldwork, an attempt has been made to check how the gaps in affirmative action policies result in the exclusion of the marginalised in higher education. Educational mobility is restricted for Dalits students who battle against the indifference and caste hegemony of IIT Delhi. The study contests the idea of merit and castelessness in IIT Delhi by contextualising cultural capital with caste discrimination in India. It displays a contrast between the theory and practice of inclusion in higher education. The findings are useful for tracing subtle or indirect forms of discrimination operating in IIT Delhi that contradict the Indian constitution democratic ethos of equality and social justice. The findings will assist public policy and professional institutes of higher education to devise an inclusive strategy beyond government-sponsored affirmative action for sustainable education development.

de Gendre, A., Karbownik, K., Salamanca, N., & Zenou, Y. (2024). *Integrating Minorities in the Classroom: The Role of Students, Parents, and Teachers* (NBER Working Paper N° 32429). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32429.htm
We develop a multi-agent model of the education production function where investments of students, parents, and teachers are linked to the presence of minorities in the classroom. We then test the key implications of this model using rich survey data and a mandate to randomly assign students to classrooms. Consistent with our model, we show that exposure to minority peers decreases student effort, parental investments, and teacher engagement and it results in lower student test scores. Observables correlated with minority status explain less than a third of the reduced-form test score effect while over a third can be descriptively attributed to endogenous responses of the agents.

Dillon, A., Riley, P., Filardi, N., Franklin, A., Horwood, M., McMullan, J., … Schellekens, M. (2024). **What are the success factors for schools in remote Indigenous communities?** *British Educational Research Journal*, *50*(3), 944-963. https://doi.org/10.1002/berj.3962
Indigenous Australian students generally attain poorer educational outcomes compared to non-Indigenous students. However, some remote schools are challenging the status quo by providing schooling experiences where Indigenous students thrive. Using an Indigenous research paradigm and a comparative case study methodology, we conducted interviews with stakeholders from two different remote community schools where students were predominantly Indigenous. Recognising the limitations of assessing student success solely on westernised concepts of success, we adopted a strengths-based approach. Using thematic analysis, qualitative data were analysed to yield themes that were sorted using a model of Indigenous wellbeing comprising five dimensions (academic, cultural, physical, psychological and social wellbeing). Responses from stakeholders (teachers, community leaders and students) show that success can be achieved when local culture is respected and incorporated into the curriculum by dedicated staff who maintain open communication with community. While both schools shared a largely common approach to Indigenous education, a hallmark was their responsiveness to local needs.

Doutreloux, E. (2024). **Discrimination systémique dans l'accès à l'enseignement collégial québécois : une grille d'analyse pour modifier les pratiques institutionnelles**. *Revue ERADE*, 6(1), 31-40. Consulté à l'adresse https://www.aderae.ca/wp-content/uploads/2024/06/RevueERAdEVol6no1Doutreloux.pdf

Dréan, M. (2024, juin 25). **Stages de 2de : les lycéens face à l'inégalité des opportunités**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/06/25/stages-de-2de-les-lyceens-face-a-l-inegalite-des-opportunites_6243488_4401467.html
Pour la première fois cette année, les élèves de 2de doivent effectuer un stage d'observation obligatoire de quinze jours, du 17 au 28 juin, dont les modalités de mise en œuvre, très variées, ne font pas l'unanimité.

Du, S. (2024). **Planning for a delay? Horizontal stratification in higher education and the intended age at marriage**. *Higher Education*, *88*(1), 279-295. https://doi.org/10.1007/s10734-023-01116-7

How horizontal stratification in education influences marriage expectations is less known. Using data from the 2009 Beijing College Students Panel Survey and a fuzzy regression discontinuity design, this study examines whether university quality impacts students' intended age at marriage. Results show that attending a tier 1 university, relative to a tier 2 university, delays a students' intended age at marriage by around 12 months in China. This delaying effect is estimated to take place through different romantic cultural resources and career resources universities provide. The findings demonstrate the causal effect of horizontal stratification in higher education on college students' marriage plans. What postpones their marriage plans is not only university attendance but also which university to attend.

Dubet, F. (2024). **Pourquoi l'école fabrique de l'exclusion**. *Après-demain*, (69-70), 8-10. https://doi.org/10.3917/apdem.069.0008

Fargas Malet, M., & Bagley, C. (2024). **Conceptualising small rural school-community relationships within a divided society: people, meanings, practices and spaces**. *Oxford Review of Education*, *50*(4), 570-587. https://doi.org/10.1080/03054985.2023.2262383
Small rural schools have often been characterised as being at the heart of their communities. However, there is no clarity on what that means nor on the perceived meaning of 'community' within this context. The findings of the Small School Rural Community Study focused on the relationship between small rural schools and the communities they serve within the post-conflict context of Northern Ireland's religiously divided schooling system. Using survey data and qualitatively derived data from this three-year study, we explore the ways in which community is understood and conceptualised by school principals, staff, parents, pupils and community members, in five case study areas. Similarly to another research study, our findings suggest that community can be conceptualised as having four key dimensions: people; meanings; practices; and spaces. The study found that a range of 'community practices' happened in school and around school, and that these practices had attached meanings, with schools helping to develop a sense of belonging and pride in the community, sometimes even a sense of 'shared space'. Drawing on these key dimensions, the paper provides a theoretical framework of 'community' to expand our understanding of school-community relations and the potential value of small rural schools beyond simply the educational.

Fernández, A. B., & Riudavets-Barcons, M. (2024). *Teacher value-added and gender gaps in educational outcomes* [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp1995.htm
This paper uses rich administrative data from Chile to estimate teacher value added (TVA) on test scores and on an educational attainment index. We allow each teacher to have a different TVA for male and female students and show that differences in TVA explain an important part of the gender gaps we observe in test scores and postsecondary education trajectories. The gaps in gender-specific teaching effectiveness are especially pronounced in mathematics. Indeed, eliminating within-teacher differences in math test score VA would reduce the gender gap in math performance by 67%. We explore what could be behind these gaps in gender-specific TVA and find no significant differences in what makes teachers effective for male and female students. We do find, however, significant associations between teacher

characteristics-e.g., gender and performance in the college admission exam-and practices-e.g., paying attention to low-performing students, congratulating students who improve, and having a good relationship with students-with teacher effectiveness. Finally, we also show that math teachers tend to be biased in favor of male students and that teachers with smaller gender biases are more effective for both, male and female students.

Ferret, N., & Gallinari Safar, P. (2024). **« Ce soir, c'est le stream de la dépression ». Sociologie de l'appropriation du live streaming comme ressource de santé mentale chez les jeunes**. *Agora débats/jeunesses*, 97(2), 56-72. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-56.htm
Le constat d'une santé mentale des jeunes dégradée, au gré des crises que traverse la société (crises climatiques, économiques, sanitaires), a donné lieu à de nombreux travaux sociologiques ainsi qu'à des tentatives d'objectivations épidémiologiques. Ce dossier propose de faire un pas de côté en regardant de plus près les ressources proposées aux jeunes en matière de santé mentale, ainsi que l'appropriation de ces ressources par les jeunes dans leur diversité. Prenant acte de la variété des interventions en santé mentale, au-delà des seules instances psychiatriques, il donne à voir l'action de nouveaux professionnels et de nouveaux cadres de prise en charge, en faisant la part belle à des recherches portant sur des terrains encore peu explorés.

Garrec, I., & Vuattoux, A. (2024). **Introduction. Interroger la crise de santé mentale des jeunes par le biais des ressources et de leur appropriation**. *Agora débats/jeunesses*, 97(2), 46-55. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-46.htm
Le constat d'une santé mentale des jeunes dégradée, au gré des crises que traverse la société (crises climatiques, économiques, sanitaires), a donné lieu à de nombreux travaux sociologiques ainsi qu'à des tentatives d'objectivations épidémiologiques. Ce dossier propose de faire un pas de côté en regardant de plus près les ressources proposées aux jeunes en matière de santé mentale, ainsi que l'appropriation de ces ressources par les jeunes dans leur diversité. Prenant acte de la variété des interventions en santé mentale, au-delà des seules instances psychiatriques, il donne à voir l'action de nouveaux professionnels et de nouveaux cadres de prise en charge, en faisant la part belle à des recherches portant sur des terrains encore peu explorés.

Gillett-Swan, J., & Baroutsis, A. (2024). **Student voice and teacher voice in educational research: a systematic review of 25 years of literature from 1995–2020**. *Oxford Review of Education*, 50(4), 533-551. https://doi.org/10.1080/03054985.2023.2257132
In recent years, there has been an increasing interest in student and teacher voice in education. What distinguishes 'teacher voice' or 'student voice' from simply reflecting participants' views as a source of data is the placement of participants in an empowered participatory position. It is the positioning of their voice as consisting of more than a process, and as something with value and power that extends voice engagement as one beyond that of informant. While research might focus on either student voice or teacher voice in isolation, there are few studies that position voice as something with power, and integrate the perspectives of both groups as being views that matter. This systematic review investigates and describes the nexus between student voice and teacher voice in educational research over 25 years and provides a framework for identifying the extent to which certain views and perspectives are prioritised in research,

and whether the participatory function of the positioned research is doing what it sets out to do.

Greene-Bell, D. M., & Pearman, F. A., II. (2024). **Racialized Closures and the Shuttering of Black Schools: Evidence from National Data**. *Harvard Educational Review*, *94*(2), 187-210. https://doi.org/10.17763/1943-5045-94.2.187
In this article Danielle Marie Greene-Bell and Francis A. Pearman II examine racial disparities in school closures across the United States, with a particular interest in majority Black schools. Using survival analysis and longitudinal data, they find that majority Black schools are far more likely to close than non-majority Black schools and that these elevated closure rates are not fully accounted for by observable differences like achievement levels, enrollment patterns, and the socioeconomic status of their surrounding communities. Using the theoretical frame of BlackQuantCrit, they argue that this pattern of findings is consistent with the theory that school closures demonstrate historical and contemporary forms of anti-Blackness that affect US schools and the geography of opportunity more broadly.

Heinz, H., Alonso-Marsden, S., & Baker Martínez, E. (2024). **Extra help for extra needs: Family perspectives on New Mexico's supplemental child care subsidy program for families at risk for involvement with child protective services**. *Early Childhood Research Quarterly*, *68*, 180-190. https://doi.org/10.1016/j.ecresq.2024.05.008
This study examines the perspectives of a sample of parents and primary caregivers who received child care subsidies through New Mexico's at-risk eligibility designation, which is reserved for families who are or are at risk for becoming involved with child protective services (CPS). Qualifying families pay no copays, have limited documentation requirements, and are provided with additional enrollment supports by specialized eligibility workers with lower caseloads and training in trauma-informed practices. Families reported positive experiences with their eligibility workers and with the enrollment process, saying almost universally that they did not face administrative burdens to enrollment and that their caseworker was responsive and helpful. Despite positive experiences with the subsidy system, families reported difficulties finding child care that met their needs, mainly due to challenges related to non-traditional work hours, transportation, and children's behavioral health needs. The study findings are exploratory but suggest that enhanced supports from specialized eligibility workers are valued by families facing complex risk factors and may help them access child care subsidies. Access to subsidies, in turn, helps families afford and access care. However, the utility of child care subsidies remains limited without a supply of care that meets families' logistical needs and supports their children's development. Given previously documented administrative burdens and challenges families face in accessing child care subsidies, New Mexico's approach has potential implications for other states aiming to enhance equitable access to care for families at risk for CPS involvement—a population that disproportionately experiences systemic disadvantages and destabilizing circumstances.

Holzer, J., Grützmacher, L., Lüftenegger, M., Prenzel, M., & Schober, B. (2024). **Shedding light on relations between teacher emotions, instructional behavior, and student school well-being – Evidence from disadvantaged schools**. *Learning and Instruction*, *92*, 101926. https://doi.org/10.1016/j.learninstruc.2024.101926
Background Despite broad theoretical consensus on the direct and indirect relevance of teacher emotions for instructional behavior and student outcomes, empirical

evidence is inconclusive. Moreover, there is limited research in this area involving disadvantaged and younger student populations, and addressing students' school well-being as an outcome explicitly. Aims This study investigates associations between teacher emotions (joy, anger, anxiety), teacher-reports of instructional behavior (cognitive and motivational stimulation, classroom management, and social support), and students' reported school well-being (positive emotions and intrinsic motivation experienced at school), hypothesizing effects of teacher emotions on student school well-being, mediated via teachers' instructional behavior. Sample Participants were 1550 primary school students and their 134 homeroom teachers from 50 Austrian disadvantaged schools. Methods Data were collected using written online questionnaires and analyzed applying Bayesian multilevel mediation analysis. Results Teachers' joy positively related to aspects of all assessed dimensions of instructional behavior. Anger and anxiety related negatively only to aspects of classroom management. No associations were identified between teachers' instructional behavior and student school well-being, or teachers' joy or anxiety and student school well-being, rejecting the mediation assumption. Surprisingly, teacher anger positively related to student intrinsic motivation. Conclusions This study supports theoretical assumptions on the role of teacher emotions for instruction but did not replicate theorized indirect effects of teacher emotions via instructional behavior on student outcomes. In contrast, the identified direct association between teacher anger and student intrinsic motivation represents a valence-incongruent link which evokes interesting perspectives and stimulates a further differentiation of established theoretical assumptions.

Houndetoungan, A., Kouame, C., & Vlassopoulos, M. (2024). *Identifying Peer Effects in Networks with Unobserved Effort and Isolated Students* (IZA Discussion Paper N° 16998). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16998.htm
Peer influence on effort devoted to some activity is often studied using proxy variables when actual effort is unobserved. For instance, in education, academic effort is often proxied by GPA. We propose an alternative approach that circumvents this approximation. Our framework distinguishes unobserved shocks to GPA that do not affect effort from preference shocks that do affect effort levels. We show that peer effects estimates obtained using our approach can differ significantly from classical estimates (where effort is approximated) if the network includes isolated students. Applying our approach to data on high school students in the United States, we find that peer effect estimates relying on GPA as a proxy for effort are 40% lower than those obtained using our approach.

Inoue, A., & Tanaka, R. (2024). *The Rank of Socioeconomic Status within a Class and the Incidence of School Bullying and School Absence* (IZA Discussion Paper N° 16975). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16975.htm
In this study, we examine the impact of a student's household socioeconomic status (SES) rank within a class on two critical factors affecting the accumulation of human capital: school bullying victimization and school absence. We identify the effect from the variation of a within-class SES rank of students assigned to different schools and classes, controlling the absolute level of SES and class fixed effects. Using the data from middle-school students in the Trends in International Mathematics and Science Study (TIMSS), we find that, although the absolute level of SES is negatively associated with these

incidences, students with a high SES rank within a class are more likely to be the victims of school bullying and to be absent from school. We confirm that these results are robust when the sample is restricted to schools where students' assignment to classes is as good as random.

Jerrim, J., Prieto-Latorre, C., Lopez-Agudo, L. A., & Marcenaro-Gutierrez, O. D. (2024). **Do school preferences differ between mothers and fathers? International evidence from PISA**. *Oxford Review of Education*, *50*(4), 499-516. https://doi.org/10.1080/03054985.2023.2244880
A sizeable literature – spanning education, sociology and economics – has investigated the issue of parental school preferences and school choice. A notable gap in the existing evidence base is an exploration of how such preferences differ between mothers and fathers. We present new cross-national findings on this matter, drawing on survey data collected from more than 300,000 parents across 25 countries. Our findings suggest that mothers rate the school environment – whether the school is safe and has a pleasant atmosphere – to be more important than fathers. Differences are also observed with respect to the school's reputation and whether it has a high level of achievement. Clearer evidence of such differences emerges for industrialised Western nations than for countries that are not members of the OECD. In most countries, mothers' and fathers' preferences do not vary substantially between sons and daughters.

Kelly, A. N., Xue, Y., & Gullo, D. F. (2024). **Predicting child externalizing behavior ratings in Head Start: Investigating the impact of child and teacher influences**. *Early Childhood Research Quarterly*, *68*, 1-12. https://doi.org/10.1016/j.ecresq.2024.02.005
One of the primary goals of early education is to promote overall school readiness, especially for children most at risk for educational challenges. However, there is a persistent disparity in equitable access to high quality early learning environments. This is due in part to children being suspended or expelled for displaying challenging behaviors even though for many children, some of these behaviors may be developmentally appropriate. The effects of exclusionary discipline can have long-term implications for their overall emotional and social development. Racial and gender-based disparities in school discipline begin as early as preschool. Some of these disparities can stem from disproportionality in teachers' perceptions of children's behaviors. The ways in which teachers perceive and subsequently respond to preschoolers' behavior have significant implications for children's experience in the classroom and are an important link in understanding decision-making pathways related to preschool expulsion. The goal of the present study was to examine factors that might predict teacher perceptions (i.e., ratings) of child externalizing (hyperactive and aggressive) behaviors. This study analyzed secondary data from a nationally representative study of Head Start. Findings indicated there were differences in how teachers rated children's externalizing behaviors based on child's sex and race. Further, a teacher's field of study, beliefs about family engagement, and attitudes toward Developmentally Appropriate Practices significantly predicted their ratings of children's aggressive and hyperactive behaviors. Policy recommendations are discussed.

Krafft, C., Raikes, A., Towfighian, S. N., & Mojgani, R. S. (2024). **Quality and inequality in pre-primary and home environment inputs to early childhood development in Egypt.** *Early Childhood Research Quarterly*, *68*, 24-34. https://doi.org/10.1016/j.ecresq.2024.03.001

By the time children start primary school, large socioeconomic disparities are evident in their learning and development. Both pre-primary and home environments can play important roles in influencing school readiness and can contribute to disparities in early childhood development, but there is limited evidence on their relative roles in the Middle East and North Africa. This paper examines how pre-primary quality, stimulation at home, and early childhood development vary by socioeconomic status for pre-primary students in Egypt. The results demonstrate substantial socioeconomic inequality in stimulation at home, more so than in pre-primary quality and inputs, although there is variation in the degree of inequality across different dimensions of pre-primary quality. "Double inequality" is observed, where students with less stimulating home environments experience slightly lower quality pre-primary inputs. There are particularly large pre-primary inequities in structural quality (physical environment) and less inequity in process quality (pedagogy). These results suggest that targeted investments in pre-primary education in Egypt are necessary to reduce inequality in school readiness but are likely insufficient to close the socioeconomic status gap in children's development. Investing in interventions to improve vulnerable children's home learning environments, as well as investing in quality pre-primary, is critical to address disparities in children's development.

Lenard, M. A., & Silliman, M. (2024). *Informal Social Interactions, Academic Achievement and Behaviour: Evidence from Peers on the School Bus* (CESifo Working Paper Series N° 11115). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11115.htm
We study the effects of informal social interactions on academic achievement and behaviour using idiosyncratic variation in peer groups stemming from changes in bus routes across elementary, middle, and high school. Our results suggest that student interactions outside the classroom—especially in adolescence—may be an important factor in the education production function for both academic and, particularly, behavioral skills. The effects of interactions on the bus are also related to neighborhood measures—suggesting that one way that interactions on the bus may matter is by amplifying interactions in the neighborhood.

Mak, C., Tang, J., & Chan, W. W. L. (2024). **The importance of home numeracy environment in preschoolers' spontaneous focusing on numerosity: A mediation study**. *Early Childhood Research Quarterly*, 68, 45-53. https://doi.org/10.1016/j.ecresq.2024.04.002
Home numeracy environment encompasses both home provision of numeracy activities for preschool children as well as parental attitudes toward mathematics. The present study investigated the mediating role of home numeracy activities in the relationship between parental academic expectations for their children and children's spontaneous focusing on numerosity (SFON). A total of 176 parent-child dyads from Hong Kong participated in the study where children were tested on their SFON tendency, while parents completed a questionnaire on home numeracy environment which included measures on both home numeracy activities and parental expectations for their children on numeracy performance. Our results revealed, for the first time, a mediating role of home numeracy activities—specifically operational activities—in the relationship between parental expectations for their children on numeracy performance and their children's SFON tendency. The present findings highlight the importance of a nurturing home numeracy environment on preschoolers' SFON tendency, which has potentially far-reaching significance on children's math achievement in later years.

Manuello, P., & Sicot, F. (2024). **Souffrances psychiques adolescentes et mobilisations parentales**. *Agora débats/jeunesses*, 97(2), 104-118. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-104.htm

Le constat d'une santé mentale des jeunes dégradée, au gré des crises que traverse la société (crises climatiques, économiques, sanitaires), a donné lieu à de nombreux travaux sociologiques ainsi qu'à des tentatives d'objectivations épidémiologiques. Ce dossier propose de faire un pas de côté en regardant de plus près les ressources proposées aux jeunes en matière de santé mentale, ainsi que l'appropriation de ces ressources par les jeunes dans leur diversité. Prenant acte de la variété des interventions en santé mentale, au-delà des seules instances psychiatriques, il donne à voir l'action de nouveaux professionnels et de nouveaux cadres de prise en charge, en faisant la part belle à des recherches portant sur des terrains encore peu explorés.

Marandure, B. N., Hall, J., & Noreen, S. (2024). **'… They're talking to you as if they're kind of dumbing it down': A thematic analysis of Black students' perceived reasons for the university awarding gap**. *British Educational Research Journal*, *50*(3), 1172-1188. https://doi.org/10.1002/berj.3963

It is widely acknowledged that there is an awarding gap in higher education, with proportionally more White students achieving a good honours degree compared to their minoritized ethnic counterparts. Furthermore, the gap is largest between Black and White students, hence necessitating initiatives to understand the perspectives of Black students on perceived reasons for the awarding gap. Thus, the present study aimed to explore the perspectives of Black undergraduate Psychology students through the use of qualitative methodology. Sixteen participants took part in two focus groups, which were transcribed verbatim, and thematic analysis was employed to analyse the data. Self-determination theory provided a framework for contextualising the findings. Three main themes emerged, with participants describing being exposed to signals of unbelonging such as negative racial stereotypes and microaggressions. Within this theme, they discussed their responses to these signals of unbelonging, such as conforming to perceived White norms in an effort to belong and feel 'normal'. Participants also highlighted the role played by parental influence and relationships on their academic experience. They also discussed experiences with university tutors that were deemed unfavourable. Together, the racialised experiences identified threatened the fulfilment of their needs for competence, autonomy and relatedness. It is thus imperative that higher education institutions actively engage their Black and minoritized ethnic students in order to understand their experiences and foster a sense of belonging at university. Furthermore, the findings regarding parental influence provide an opportunity for structural redress through widening participation efforts and adequate pastoral support.

Martin, A. J., Collie, R. J., & Malmberg, L.-E. (2024). **Exploring the roles of academic, personal, and cultural demands and resources in immigrant students' motivation, engagement, and achievement**. *Learning and Instruction*, 92, 101903. https://doi.org/10.1016/j.learninstruc.2024.101903

Background The present investigation applied the academic and cultural demands-resources (ACD-R) framework to better understand the academic development of immigrant high school students. Aims Analyses sought to test the hypothesized contribution of academic demands (e.g., learning-disrupted teaching) and resources (e.g., autonomy-supportive teaching), personal demands (e.g., fear of failure) and

resources (e.g., adaptability), and cultural demands (e.g., discrimination) and resources (e.g., cultural confidence) in predicting motivation (self-efficacy, valuing)—and, in turn, the extent to which motivation predicted academic outcomes in the forms of engagement (persistence, non-attendance) and performance (achievement). Sample Drawing on PISA (2018) data, the sample comprised 4886 immigrant students: 3329 from Australia and 1557 from New Zealand. Method Confirmatory factor analysis (CFA) was first conducted to ascertain the psychometric properties of the study's measures and then the central analyses employed structural equation modelling (SEM) to test hypothesized paths. Results After demonstrating good CFA fit, SEM revealed that particularly salient (at p < 0.001) demand and resource predictors of motivation were: warmth-supportive teaching (positively), fear of failure (negatively), adaptability (positively), discrimination (negatively), cultural communication skills (positively), and cultural confidence (positively). Also, self-efficacy and valuing significantly predicted persistence (positively) and non-attendance (negatively), while self-efficacy also significantly predicted achievement (positively). Conclusions The hypothesized ACD-R process is a viable means to understand immigrant students' academic experience and to offer some fruitful direction for supporting their academic development.

Maurin, L. (2024, juin 21). **Revenus : l'origine sociale, facteur numéro un des inégalités**. Consulté 28 juin 2024, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Revenus-l-origine-sociale-facteur-numero-un-des-inegalites
L'origine sociale est le facteur qui creuse le plus les inégalités de revenus, selon une étude de France Stratégie, avant le genre. À l'origine : des inégalités scolaires massives. L'analyse de Louis Maurin, directeur de l'Observatoire des inégalités

Murphy, R., & Silva, P. L. (2024). *Keeping It in the Family: Student to Degree Match* (CESifo Working Paper Series N° 11075). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11075.htm
This paper examines systematic inequalities in the match between students and the university degree they apply to, and enroll in. Using linked administrative data on the population of Portuguese applicants we create a transparent and continuous measure of student-to-degree match employing minimal assumptions. We find that students who are the first in the family to attend post-secondary education consistently match to lower quality degrees across the entire achievement distribution. In contrast, only the highest achieving female students relatively undermatch. These gaps are larger at the application stage. We explore the role of student preferences and the consequences for intergenerational mobility.

Ndayishimiye, B., Manirakiza, R., Kakuba, C., Sindayihebura, J. F. R., & Barankanira, E. (2024). **Household Size and Access to Education in Rural Burundi: The Case of Mutaho Commune**. *Open Education Studies*, 6(1). https://doi.org/10.1515/edu-2024-0019
Abstract While education is recognized as a fundamental human right and an important factor in improving economic and social conditions, child schooling rates in Burundi show that there are still children of school-age who are not attending school and those who drop out very prematurely. This scientific study aims to highlight the relationship between household size and access to education in Mutaho commune (rural Burundi) by documenting the socio-demographic factors of the head of household likely to influence the schooling status of children aged 7–17. The hypothesis put forward in this study is that children's schooling is influenced by household size. Data from a survey of 215 households

in the Mutaho commune were analyzed using binomial logistic regression. The analysis shows that a large household size (OR = 5.463; p < 0.05; 95% CI: 1.311–22.771) is negatively associated with the education of children aged 7–17 living in Mutaho commune. Reducing fertility should be an integral concern for all those involved in the fields of population, education, and development.

Nocera, A., Steele, K. P., & Hensley, J. (2024). **Standardization, White Supremacy, and Racial Self-Definition: African American Secondary Schools in Rural North Carolina, 1920-1954**. *Harvard Educational Review*, 94(2), 259-285. https://doi.org/10.17763/1943-5045-94.2.259
In this historical examination, Amato Nocera, Kyle P. Steele, and John Hensley argue that the development of Black rural high schools in the decades leading up to the Brown v. Board of Education decision represented the dynamic between standardization, white supremacy, and Black self-definition that has shaped US education reform. Focusing on the interplay of state-level education administrators, local white officials, and Black community members, the authors' analysis of Black rural high schools draws on archival data from DuBois High School in rural Wake Forest, North Carolina, to broaden the literature on the history of the American high school and contribute to an understanding of the Black Freedom Movement by recognizing secondary schools as vital to institution building in the Jim Crow South.

Noël, I. (2022). **Prendre en compte la diversité des élèves dans les établissements scolaires : les directions d'école entre tensions et innovations**. *Revue ERADE*, 5(1), 47-64. Consulté à l'adresse https://www.aderae.ca/wp-content/uploads/2022/09/Revue_ERAdE_Vol5_No1_Noel.pdf

Norwegian Refugee Council. (2024). **Education on pause: high education assistance needs are exacerbating the learning gap in Cameroon**. *Briefing Note*, 1-3. Consulté à l'adresse https://www.nrc.no/resources/briefing-notes/education-on-pause/

Nuseibeh, R. A., Cohen, A., & Bekerman, Z. (2024). **Alone together: experiences of Palestinian East Jerusalem students studying at an Israeli university**. *Higher Education*, 88(1), 19-36. https://doi.org/10.1007/s10734-023-01100-1
In this study, we aimed to better understand the experiences of ethnic minorities within institutions of higher education, especially in areas of conflict. We focused on the case of Palestinian students from East Jerusalem who study in one of Israel's major universities. We conducted a qualitative study using semi-structured interviews with nineteen students. The study found that Palestinian Jerusalemite's students face various linguistic, cultural, and academic barriers as an involuntary ethnic minority in a settler colonial context. We also highlight how the programs offered to integrate them cater to individual needs rather than addressing students' group identities. Furthermore, those who survived their initial cultural and linguistic barriers and opted to stay at the institution tend to develop an academic identity that compensates for the lack of space for their group affiliation.

O'Grady, C. E., Ostrosky, M. M., Corr, C., & Roy, E. (2024). **Exploring how early childhood exclusionary practices persist for multiply marginalized children**. *Early Childhood Research Quarterly*, 68, 90-98. https://doi.org/10.1016/j.ecresq.2024.04.008

The purpose of this study was to critically examine 14 early educators' descriptions of their classroom discipline policies and procedures. A DisCrit lens was utilized to investigate if and how multiply marginalized young children may still experience exclusion. Participants described the use of discipline policies and procedures that were exclusionary, such as suspensions and 'soft' expulsions. Teachers also reported that they continued to be overwhelmed and frustrated by students' behavior they found challenging, and felt they needed additional supports to effectively meet children's needs. These findings help us understand the need for more comprehensive policy reform, and continued support for teachers so that as we work to eliminate exclusionary practices, we provide teachers with a toolkit of inclusive, anti-biased, proactive, and preventative strategies they can use in its place to promote social emotional competence and prevent « challenging » behavior.

Öztürk, A., & Dayıoğlu, M. (2024). **Higher education expansion and women's access to higher education and the labor market: quasi-experimental evidence from Turkey**. *Higher Education*, *88*(1), 381-412. https://doi.org/10.1007/s10734-023-01122-9
We study the 1992 higher education expansion reform in Turkey and examine how the expansion program changed higher education attainment and labor market access, particularly for women, who are disadvantaged on both accounts. We use the 2011 Population and Housing Census and employ a difference-in-differences estimation strategy. We find that the establishment of universities in localities where universities did not exist before increases the higher education attainment of women by 12–13% and their labor force participation by 4%. In contrast, we do not find a program effect for men for either of the two outcomes. That the program did not affect high school graduation suggests that the improvement for women stems from the change in the behavior of the same pool of high school graduates due to reduced monetary and psychic costs. The absence of a program effect for men further suggests that the reduction in schooling costs was not high enough to overcome the lower benefit of having to attend a less reputable local university. As a result of the expansion policy, the gender gap in higher education attainment and labor force participation shrinks. A battery of robustness checks that include an IV estimation supports our findings.

Pavie, A. (2024). **L'égalité des chances comme prestation**. *Études et documents*, (48). Consulté à l'adresse https://hal.science/hal-04616778

Pittau, M. G., Politano, F., & Zelli, R. (2024). *Educational divide between voters: A nationwide trend?* [Working Paper CRENoS]. Consulté à l'adresse Centre for North South Economic Research, University of Cagliari and Sassari, Sardinia website: https://econpapers.repec.org/paper/cnscnscwp/202408.htm
Objectives. The increasing of higher education in almost all the Western democracies, has driven the growth of a mass graduate class. Has this produced an increase in partisan voting differences between lower-educated and high-educated? Does education affect in the same way low-income and high-income voters? Methods. We examine 2020 post-election data in the United States as a whole and in the states and we allow interaction between education and income at both individually and state level. Results. We find no clear pattern in educational attainment when associated with income. Education matters differently between low-income and high income voters. After controlling for individual characteristics and state-level of wealth, interaction between

education and income results in a more complicated pattern of class-based voting than we might expect based on education and income alone.

Pons, X. (2024). *Débattre des politiques d'éducation en France: Une enquête sociologique*. Rennes: Presses Universitaires de Rennes.
Comment expliquer que des problèmes d'éducation soient régulièrement débattus et d'autres non, même quand ils sont majeurs ? Comment expliquer la prégnance de discours stéréotypés ou outranciers sur des sujets aussi sérieux ? Faut-il forcément interpréter ces situations en termes de mensonge, d'imposture, de manipulation, ou encore d'aliénation ? Ou est-ce la logique de structuration d'ensemble de ce débat sur les politiques d'éducation qui nous échappe ? C'est cette logique que cet ouvrage entend étudier. Il en propose une explication sociologique à partir d'une enquête de plusieurs années qui croise près d'une centaine d'entretiens avec des milliers de documents (comptes-rendus parlementaires, articles de presse, publications scientifiques…). Cette enquête a porté sur trois sujets d'éducation volontairement contrastés : l'enquête Pisa, l'absentéisme des élèves, la loi organique relative aux lois de finances. La conclusion en est simple : les acteurs du débat public sont tous interdépendants et ces interdépendances les contraignent tout en orientant les discours qu'ils peuvent raisonnablement tenir en public. Ces systèmes d'interdépendances ou « configurations de dicibilité » prennent des formes variées et surtout, ils ont des effets majeurs sur la fabrique des politiques d'éducation, au premier rang desquels la production d'une ignorance collective sur les questions d'éducation.

Ren, L., Cheung, R. Y. M., Li, Y., & Jia, Y. (2024). **The association between family relationship patterns and preschoolers' social and behavioral competence in Chinese urban families**. *Early Childhood Research Quarterly*, 68, 159-168. https://doi.org/10.1016/j.ecresq.2024.05.003
Guided by family systems theory, this study examined how distinct patterns of family relationships were related to child social and behavioral competence among 314 intact Chinese urban families with preschool-aged children. Four distinct patterns of family relationships were identified using latent profile analysis: unbalanced, compensatory, moderately cohesive, and highly cohesive families. In unbalanced families, mothers perceived their marital, coparenting, and parent-child relationships as low in quality, yet fathers perceived them to have moderate quality. Compensatory families exhibited poor marital and coparenting relationships but high mother-child closeness. Highly cohesive families displayed high quality across all dyadic relationships, while moderately cohesive families showed moderate relationship quality. Children from highly cohesive families had the highest social and behavioral competence. Children from moderately cohesive families exhibited better social skills and fewer problem behaviors compared to unbalanced families, but were on par with those from compensatory families. No difference in social skills was found between children from unbalanced and compensatory families, but children in the former group displayed more problem behaviors. The findings shed light on the unique family relationship configurations among Chinese urban families with preschool-aged children. They highlight the value of using individual-centered approaches to understand holistic family relationship patterns from a family systems perspective. The findings also underscore the need to develop interventions tailored to families according to their unique family relationship profiles.

Sah, P. K., & Li, G. (2024). **Toward linguistic justice and inclusion for multilingual learners: Implications of selective translanguaging in English-medium instruction classrooms**. *Learning and Instruction*, 92, 101904. https://doi.org/10.1016/j.learninstruc.2024.101904
Background and aims English-medium instruction (EMI) mainly mandates teaching all subjects in English only, but evidence shows teachers and students use local languages alongside English, commonly known as translanguaging. This has been proposed as a transformative pedagogy, especially for ethnic/Indigenous children, but research on its impact on the lived experiences of ethnic minority students in EMI multilingual classrooms is lacking. This paper fills the gap by studying the discursive use of translanguaging in EMI classrooms in a multilingual school in Nepal. Methods Drawing on an ethnographic study in an EMI school located in a multilingual ethnic minority community where mother tongues (i.e., Bhojpuri) other than Nepali were spoken, this paper reports on interviews, focus group discussions, and classroom observations in Grades 6 and 9 over 4 months. Results Data analysis reveals that both teachers and students recognized a need to negotiate the English-only policy to accommodate their limited English proficiency and used Nepali but not their mother tongues as a supplementary language. While English-Nepali translanguaging seemed to facilitate a better delivery and understanding of content knowledge, this selective, excluding practice did not guarantee equity and equality due to excluding students' mother tongues (i.e., Bhojpuri) in content classes and school language policy. Conclusions Our findings highlight how such "selective translanguaging" practices and their related ideologies stigmatize mother tongues, causing linguistic injustice for ethnic minority students. The study proposes "inclusive translanguaging," countering unequal language ideologies and embracing historically marginalized languages, cultures, and identities.

Singh, M. V. (2024). **Toxic Masculinity Masking as Cultural Relevancy: Latino Men Navigating Heteropatriarchal Expectations of Manhood in the Teaching Profession**. *Harvard Educational Review*, 94(2), 165-186. https://doi.org/10.17763/1943-5045-94.2.165
In this qualitative study, Michael V. Singh deconstructs how and why Latino men teachers are asked to perform a culturally relevant manhood in the classroom. He looks at the ways these teachers experience and navigate the heteropatriarchal expectations associated with their teaching and gender performance, which are often (mis) framed as "cultural relevancy" and reproduce hegemonic and toxic masculinity. The eleven Latino men in this study described such expectations as coming from teachers and administrators, who positioned them to embody tropes of the macho Mexican patriarch who disciplines unruly boys, and also from students, who sometimes wanted their teachers to perform a Latino manhood admired for its physical and sexual power. The participants also recounted how they navigated these expectations in ways that disrupted and queered the figure of the culturally relevant Latino man teacher. This study deconstructs how and why Latino men teachers are asked to perform a culturally relevant manhood in the classroom.

Song, D. S., (宋爽). (2024). **Rethinking Community Cultural Wealth**. *Harvard Educational Review*, 94(2), 235-258. https://doi.org/10.17763/1943-5045-94.2.235
In this essay David Shuang Song uses Bourdieusian theory and its contemporary reapplications to address theoretical problems in Tara Yosso's concept of community cultural wealth and to propose a rethinking of the influential model. He argues for redirecting attention to how agents both make exchangeable and exchange the legitimized practices and objects in a marginalized ethnic/racial community with those

of the formal education system. Song illustrates this reconceptualization through a sketch of his ethnographic research on a community school in one large city's Chinatown. His approach emphasizes key Bourdieusian concepts that are sometimes missing in education research and sociology of education, resituates Bourdieusian theory as capable of offering insights into racialization and racial oppression in the United States, and offers insights for the study of community-based education projects among people of color.

Suntheimer, N. M., Weiss, E. M., Avornyo, E. A., & Wolf, S. (2024). **Patterns of cognitive and social-emotional parental stimulation practices among Ghanaian kindergarteners**. *Early Childhood Research Quarterly*, *68*, 203-213. https://doi.org/10.1016/j.ecresq.2024.05.011
Across geographically diverse samples, engagement in stimulating activities with young children is considered an important element of parenting that promotes cognitive, behavioral, and social-emotional development. Indicators of stimulation activities are often summed, based on the assumption that more stimulation is better and that different stimulating activities are equivalent. Instead, this study takes a household-centered analytic approach, applying latent class analysis to detect patterns of parental stimulation practices across six activities. We then examine predictors of the resultant latent classes and their implications for children's school readiness among a sample of Ghanaian kindergarteners (N = 2,117; Mage = 5.2 years; 51% male). Results support a 4-class solution that represents (i) Highly Stimulating; (ii) Social-emotionally Stimulating; (iii) Playful; and (iv) Playful and Academically Stimulating households. Multiple child and family characteristics differentially predict latent class membership, although class membership did not differentially predict children's literacy, numeracy, executive function, or social-emotional skills. Findings suggest that all combinations of parental stimulation are equivalently promotive of children's school-related skills and help reify a strengths-based perspective. The results deepen our understanding of the different configurations of parental stimulation and suggest that a tailored approach to parenting programs may be beneficial. Programs can build on activities that parents already do (e.g., social-emotional) to encourage increased stimulation in other areas (e.g., academic).

Tropeau, C. (2024). **L'association en France, une histoire qui reste à faire**. *Agora débats/jeunesses*, *97*(2), 31-44. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-31.htm
Le constat d'une santé mentale des jeunes dégradée, au gré des crises que traverse la société (crises climatiques, économiques, sanitaires), a donné lieu à de nombreux travaux sociologiques ainsi qu'à des tentatives d'objectivations épidémiologiques. Ce dossier propose de faire un pas de côté en regardant de plus près les ressources proposées aux jeunes en matière de santé mentale, ainsi que l'appropriation de ces ressources par les jeunes dans leur diversité. Prenant acte de la variété des interventions en santé mentale, au-delà des seules instances psychiatriques, il donne à voir l'action de nouveaux professionnels et de nouveaux cadres de prise en charge, en faisant la part belle à des recherches portant sur des terrains encore peu explorés.

Verscheure, I. (2024). **Genre et Didactique. Leviers pour déconstruire le genre en classe**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1941*. Consulté à l'adresse https://pur-editions.fr/product/9953/genre-et-didactique

Il s'agit ici de prendre en compte le problème du genre en didactique afin de produire la déconstruction de l'ordre genré qui prévaut trop souvent dans le système scolaire. Pour ce faire, l'ouvrage analyse la fabrication des inégalités scolaires selon le sexe et pointe la nécessité d'une problématisation didactique de cette question. Il présente les résultats de recherches portant sur diverses activités scolaires à plusieurs niveaux du système éducatif. Conduite selon une démarche collaborative articulant visées heuristique et pratique, l'enquête repère les leviers de transformation des pratiques d'enseignement et d'étude. Elle souligne en quoi une approche comparatiste renouvelle la compréhension des processus à l'origine de la fabrication des inégalités de sexe à l'École. L'ouvrage plaide ainsi pour que les sciences didactiques se saisissent davantage des problématiques de genre afin de participer aux nécessaires transformations de l'École – auxquelles enseignantes et enseignants eux-mêmes souhaitent contribuer – pour une égalité sans condition de genre encore à conquérir dans toutes les sphères de la société.

Weiland, C., McCormick, M., Duer, J., Friedman-Krauss, A., Pralica, M., Xia, S., … Mattera, S. (2024). **The mixed-delivery pre-k opportunity gap? Differences in demographics, quality, and children's gains in community-based versus public school programs across five large-scale systems**. *Early Childhood Research Quarterly*, *68*, 247-259. https://doi.org/10.1016/j.ecresq.2024.05.004
Mixed-delivery prekindergarten (Pre-K) systems with slots in both public schools and community-based organization (CBO) settings are common in the U.S. Historically, policies and investments in many of these systems have placed CBOs and, by extension the children who attend them, at a disadvantage relative to public school programs and peers. In this descriptive study, we used secondary data to explore setting inequities in five large-scale Pre-K mixed-delivery systems (Boston, New York City, Seattle, New Jersey, and West Virginia), all of which had taken explicit steps to improve equity across settings. Our public school sample included 2,247 children in 367 classrooms in 146 schools and our CBO sample consisted of 1,700 children in 220 classrooms in 109 centers. We found evidence of substantial sorting of children and teachers by setting. Where we found differences in quality and children's gains, these tended to favor public schools. However, localities with fewer policy differences by setting showed fewer such setting differences. Findings suggest that advancing the goals of equitable, high-quality Pre-K access and narrowing opportunity gaps before kindergarten entry may require more research and policy attention to mixed-delivery setting policy equity.

Climat de l'école

Archambault, I., Pascal, S., Olivier, E., Tardif-Grenier, K., Dupéré, V., & Janosz, M. (2024). **Relationships with teachers and sense of belonging in school: Inter- and intra-individual variations according to adolescent immigrant background**. *Learning and Instruction*, 92, 101930. https://doi.org/10.1016/j.learninstruc.2024.101930
Background Social well-being arises from the fulfillment of the basic need for relatedness. In school, it largely hinges on teacher-student relationships (TSR) and sense of school belonging (SSB), two important levers for educational success, and especially for immigrant-background youths. Aims This study aims to disentangle the stable and time-specific associations between the two dimensions of social well-being and test if these associations vary according to student immigrant status. Sample A cohort of 1070 students (51% female) from first- (22%), second- (29%), and third-plus generations (49%)

attending 10 schools located in low-socioeconomic neighbourhoods was followed across three time points (grade 7, grade 9, grade 11). Method Main objectives were tested using random-intercept cross-lagged panel models (RI-CLPM) using Mplus. RI-CLPM disaggregates observed scores into a time-invariant interindividual (stable) and intraindividual (time-specific) components. Results Teacher-student closeness was not associated with SSB at the interindividual level. However, autoregressive, cross-sectional, and longitudinally links were found at the intraindividual level for all students. Teacher-student conflict was associated with lower SSB at the interindividual level. These dimensions were also linked at the intraindividual level for third-plus-generation students only, while time-variant autoregressive associations for SSB were stronger for immigrant students. Conclusions The links between close TSR and SSB are cross-sectional and time-specific for all students. Conflictual TSR and SSB also showed time-specific and longitudinal associations for nonimmigrants only. For immigrants, we observed stronger time-specific carryover effects in terms of SSB. This research calls for yearly intervention efforts promoting social well-being among immigrants and nonimmigrants attending low-SES secondary schools.

Brownson, C., Boyer, B. P., Runyon, C., Boynton, A. E., Jonietz, E., Spear, B. I., … Drum, D. J. (2024). **Focusing resources to promote student well-being: associations of malleable psychosocial factors with college academic performance and distress and suicidality**. *Higher Education*, *88*(1), 339-359. https://doi.org/10.1007/s10734-023-01120-x
College students' mental health concerns have dramatically increased in prevalence and severity over the past decade, overwhelming the capacity of counseling centers to meet demand for services. In response, institutions of higher education (IHEs) increasingly emphasize prevention, education, and outreach efforts aimed at improving well-being. Although this focus has prompted an increase in research on student well-being, few studies have investigated the unique contributions of malleable psychosocial factors on student outcomes. This study aims to address this gap in the literature by examining the relative impact of an array of psychosocial factors—adaptive and maladaptive perfectionism, coping self-efficacy, social connectedness, perceived burdensomeness, grit, resilience, and meaning in life—on academic performance and distress and suicidality in a sample of 7505 students from 15 U.S. IHEs. Controlling for institutional selectivity and non-malleable aspects of students' identities and pre-college experiences, facets of perfectionism, grit, and emotion-focused coping self-efficacy were the psychosocial factors most strongly associated with GPA, and perceived burdensomeness, social connectedness, emotion-focused coping self-efficacy, and resilience were most strongly associated with distress and suicidality. Among non-malleable factors, race/ethnicity explained the most variance in GPA and gender identity explained the most variance in distress and suicidality. Results are discussed in light of persistent, identity-based disparities in academic achievement and suicide risk and the potential of psychosocial factors as intervention targets to improve academic performance and reduce suicide risk.

Cignatti, M., & Piacentini, M. (2024). **Beyond grades: Raising the visibility and impact of PISA data on students' well-being**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3974* (Report N° 313). Consulté à l'adresse Organisation for Economic Co-operation and Development (Transnational) website: https://www.oecd-ilibrary.org/education/beyond-grades_806233fe-en

Donaldson, C., Morgan, K., Page, N., Angel, L., & Moore, G. (2024). **Mental health, bullying and school connectedness: A comparative analysis of school transition at age 11 from within the Welsh education system**. *British Educational Research Journal*, *50*(3), 1533-1555. https://doi.org/10.1002/berj.3985

While transition from primary to secondary school is a positive experience for many young people, for others, it may be a difficult period of adjustment. Socioeconomic status (SES) may influence the likelihood of a positive or negative transition experience owing to differences in psychosocial (self-esteem, self-efficacy, social support) and flexible (cultural capital, financial support, power) resources to respond to the challenges presented by a new school environment. Welsh all-age schools do not have a typical primary to secondary school transition and offer an opportunity for comparative analysis to explore the impact of transition on young people. This analysis used multilevel and structural equation modelling to assess differences in mental health and bullying outcomes in year 7 (first year of secondary education) in young people in all-age schools compared with those in secondary schools. It also considered whether school connectedness might explain these differences. It found that school type did not significantly predict outcomes at a population level; however, there was evidence of an interaction between SES and school attended for some outcomes. Peer problems, conduct problems and bullying victimisation were lower for children with low SES when attending all-age schools. For children with high SES, the same outcomes tended to be more positive if the children attended secondary schools. There was no evidence that school connectedness mediated the relationship between school type and mental health or bullying outcomes. Findings provide tentative evidence that all-age schools may act to reduce health inequalities caused by SES.

Florin, A., Tricot, A., Chesné, J.-F., Piedfer-Quêney, L., & Simonin-Kunerth, M. (2024). ***Dossier de synthèse : Le bien-être à l'école***. Consulté à l'adresse Cnesco-Cnam website: https://hal.science/hal-04617867

Hascher, T., & Mori, J. (2024). **Student well-being, perceived teacher error management, and perceived teacher justice**. *Learning and Instruction*, 92, 101901. https://doi.org/10.1016/j.learninstruc.2024.101901

Aims In this longitudinal study, we aimed at understanding the relation between students' perceptions of teacher error management, teacher justice, and student well-being while considering age- and context-related differences. Sample A total of n = 575 primary school students (Grades 4–6) and n = 610 secondary school students (Grades 7–9) participated. Methods Random-intercept cross-lagged panel modeling was applied. Results In primary education, perceived teacher error management positively predicted enjoyment and positive academic self-concept in school and was reciprocally related to positive attitudes. Perceived teacher justice negatively predicted physical complaints and social problems and was reciprocally positively related to worries in school. In secondary education, perceived teacher error management positively predicted all three positive dimensions of student well-being. Perceived teacher justice negatively predicted social problems in school, whereas worries in school negatively predicted perceived teacher justice. Conclusions Associations between student well-being and aspects of instructional teacher behavior varied across well-being dimensions and showed several similarities and few differences between primary and secondary education. Teachers' role in student well-being was confirmed in both education contexts.

Holzer, J., Grützmacher, L., Lüftenegger, M., Prenzel, M., & Schober, B. (2024). **Shedding light on relations between teacher emotions, instructional behavior, and student school well-being – Evidence from disadvantaged schools**. *Learning and Instruction*, 92, 101926. https://doi.org/10.1016/j.learninstruc.2024.101926

Background Despite broad theoretical consensus on the direct and indirect relevance of teacher emotions for instructional behavior and student outcomes, empirical evidence is inconclusive. Moreover, there is limited research in this area involving disadvantaged and younger student populations, and addressing students' school well-being as an outcome explicitly. Aims This study investigates associations between teacher emotions (joy, anger, anxiety), teacher-reports of instructional behavior (cognitive and motivational stimulation, classroom management, and social support), and students' reported school well-being (positive emotions and intrinsic motivation experienced at school), hypothesizing effects of teacher emotions on student school well-being, mediated via teachers' instructional behavior. Sample Participants were 1550 primary school students and their 134 homeroom teachers from 50 Austrian disadvantaged schools. Methods Data were collected using written online questionnaires and analyzed applying Bayesian multilevel mediation analysis. Results Teachers' joy positively related to aspects of all assessed dimensions of instructional behavior. Anger and anxiety related negatively only to aspects of classroom management. No associations were identified between teachers' instructional behavior and student school well-being, or teachers' joy or anxiety and student school well-being, rejecting the mediation assumption. Surprisingly, teacher anger positively related to student intrinsic motivation. Conclusions This study supports theoretical assumptions on the role of teacher emotions for instruction but did not replicate theorized indirect effects of teacher emotions via instructional behavior on student outcomes. In contrast, the identified direct association between teacher anger and student intrinsic motivation represents a valence-incongruent link which evokes interesting perspectives and stimulates a further differentiation of established theoretical assumptions.

Inoue, A., & Tanaka, R. (2024). *The Rank of Socioeconomic Status within a Class and the Incidence of School Bullying and School Absence* (IZA Discussion Paper Nº 16975). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16975.htm

In this study, we examine the impact of a student's household socioeconomic status (SES) rank within a class on two critical factors affecting the accumulation of human capital: school bullying victimization and school absence. We identify the effect from the variation of a within-class SES rank of students assigned to different schools and classes, controlling the absolute level of SES and class fixed effects. Using the data from middle-school students in the Trends in International Mathematics and Science Study (TIMSS), we find that, although the absolute level of SES is negatively associated with these incidences, students with a high SES rank within a class are more likely to be the victims of school bullying and to be absent from school. We confirm that these results are robust when the sample is restricted to schools where students' assignment to classes is as good as random.

Lenard, M. A., & Silliman, M. (2024). *Informal Social Interactions, Academic Achievement and Behaviour: Evidence from Peers on the School Bus* (CESifo Working Paper Series Nº

11115).   Consulté   à   l'adresse   CESifo   website:
https://econpapers.repec.org/paper/cesceswps/_5f11115.htm
We study the effects of informal social interactions on academic achievement and behaviour using idiosyncratic variation in peer groups stemming from changes in bus routes across elementary, middle, and high school. Our results suggest that student interactions outside the classroom—especially in adolescence—may be an important factor in the education production function for both academic and, particularly, behavioral skills. The effects of interactions on the bus are also related to neighborhood measures—suggesting that one way that interactions on the bus may matter is by amplifying interactions in the neighborhood.

Michael, D., Tsigilis, N., Michaelidou, V., Gregoriadis, A., Charalambous, V., & Vrasidas, C. (2024). **Evaluating the Classroom Environment: Multilevel Validation and Measurement Invariance of Classroom Behavioral Climate**. *Journal of Psychoeducational Assessment*, *42*(5), 512-526. https://doi.org/10.1177/07342829241242350
The present study contributes to the development of effective measures to evaluate classroom climate, especially in elementary education where these remain limited. In addition, it addresses a typical "flaw" of several studies by approaching classroom climate as a group-level construct rather than an individual characteristic. Following a multilevel approach, we attempted to establish validity evidence for an adapted version of the Classroom Behavioral Climate (CBC) questionnaire and examine its equivalence across two contexts. The participants included 2963 students from 176 fourth and fifth grade classes. Multilevel Confirmatory Factor Analyses resulted in a shorter version of the CBC with three correlated factors in both countries. Two-level models performed better than the single-level models. Configural, metric, and partial scalar invariance was also achieved. The study highlights the need for researchers and practitioners to use appropriate methods and instruments to evaluate the classroom environment based on their research aims and intended use.

Spring, C., & Ochoa, A. (2024). **Validation of the Academic School Climate Scale for Students**. *Journal of Psychoeducational Assessment*, *42*(5), 483-497. https://doi.org/10.1177/07342829241249353
This study sought to develop an Academic School Climate Scale measuring students' perceptions of the learning environments at their schools. With a pilot sample of 1,265 students and validation sample of 14,773 students in Grades 4–12 in schools across the U.S., results of EFA and CFA supported a bifactor model with a general factor and three subscales: High Standards, Teacher Support of Student Learning, and Peer Support of Learning. We found scalar invariance by gender and race, and metric invariance by grade band. Correlations of the Academic School Climate Scale with open classroom climate and school climate indicated concurrent validity.

Wahman, C. L., Steed, E. A., Houston, K., Daniel, J., Williams, B. J., & Esterer, M. (2024). **Blame, shame, and rejection: Families' experiences with preschool suspension and expulsion**. *Early Childhood Research Quarterly*, *68*, 214-224. https://doi.org/10.1016/j.ecresq.2024.05.010
Family perspectives about their child's suspension and expulsion have been understudied. This qualitative study used focus group methodology and individual family interviews to explore the perspectives of families with a child who was suspended or expelled from an early childhood classroom. Participants in this study were twenty

caregivers who were the biological or adoptive parents of a preschooler who was suspended or expelled. Findings extend the field's knowledge on the emotional experiences of families and suggest the need for healing-centered practices that include clear and rapid communication systems, effective support for children with specialized needs, and equitable policies that stop implicit biases in discipline decisions. Implications for practice, policy, and future research are discussed.

Évaluation des dispositifs d'éducation-formation

Coldwell, M., & Moore, N. (2024). **Learning from failure: A context-informed perspective on RCTs**. *British Educational Research Journal*, *50*(3), 1043-1063. https://doi.org/10.1002/berj.3960
Discussions of randomised controlled trials (RCTs) in education that do not show an impact regularly focus on the intervention and how it failed to impact on expected measures, with typologies identifying persistent critical points of failure. This paper uses one such RCT—the Integrating English programme—to exemplify the application of a new model to explain failure in RCTs. To do so, the paper develops a set of categories of context drawing on the wider social evaluation field: backdrop, design, operation and interpretation. Thus, the paper exposes critical weak points in the commission and interpretation, as well as the implementation, of an RCT. Our aim is to work towards more robust evaluations by demonstrating that it is not simply the programme design, implementation and evaluation that can contribute to a lack of impact; there can be more fundamental system issues at play.

De Vera, M., Garcia-Brazales, J., & Rello, L. (2024). *Game Changer: Impact of a Reading Intervention on Cognitive and Non-cognitive Skills* (IZA Discussion Paper N° 16937). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16937.htm
We evaluate a reading intervention involving 600 third-grade students in Chilean schools catering to disadvantaged populations. The intervention features an adaptive computer game designed to identify and improve weaknesses in literacy and cognitive skills, and is complemented by a mobile library and advice to parents to increase student's interest and parental involvement. We first quantify the impact on non-cognitive skills and academic perceptions. We find that, after just three months of intervention, treated students are 20–30 percent of a standard deviation more likely to believe that their performance is better than that of their peers, to like school, to have stronger grit, and to have a more internal locus-of-control. Gains in aspirations and self-confidence are particularly large for students that we identify as at-risk-of-dyslexia. These improvements are reflected in better performance on a nation-wide, standardized language test. Our results show that non-cognitive skills, particularly of at-risk-of-dyslexia students, can be changed through a short, light-touch, and cost-effective education technology intervention.

Delespierre, A., Peretti-Watel, P., & Verger, P. (2024). **Limites et angles morts d'un dispositif de santé publique : le cas des « chèques psy » étudiants durant la crise sanitaire du Covid-19**. *Agora débats/jeunesses*, *97*(2), 132-148. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-132.htm
Cet article s'interroge sur les raisons structurelles du manque d'engouement pour le dispositif des « chèques psy », mis en place durant la crise sanitaire du Covid-19 pour

permettre aux étudiant·e·s qui le souhaitent d'accéder gratuitement à des consultations psychologiques. Il analyse les facteurs qui amènent une partie des bénéficiaires potentiels des chèques psy à ne pas essayer, malgré des souffrances psychiques parfois intenses, de recourir à un dispositif qui leur est pourtant destiné. Sont ensuite examinés les différents problèmes posés par l'utilisation de ce dispositif qui, parce qu'il n'appréhende le problème social des souffrances psychiques des jeunes que comme une somme de problèmes médicaux individuels, échoue finalement à leur apporter une réponse satisfaisante.

Dupont, H. (2024). **De l'exil à l'inclusion scolaire. le rôle des dispositifs dans le parcours de jeunes d'ITEP**. *Carrefours de l'éducation*, *57*(1), 263-276. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-263.htm
Les jeunes orientés en ITEP le sont en général à la suite d'un parcours jalonné de dispositifs scolaires, sociaux, sanitaires et/ou médico-sociaux qui aboutissent à une orientation spécialisée. Afin de répondre à l'impératif d'accessibilité, un nouveau dispositif permet leur retour au sein de l'école ordinaire : les Unités d'enseignement externalisées (UEE). Consultations de dossiers, observations de réunions et de scènes scolaires ainsi qu'entretiens avec des professionnels et des jeunes nous permettent de rendre compte de l'effet de ces différents dispositifs sur les trajectoires scolaires des jeunes. Dans quelles mesures les UEE parviennent à reconfigurer la forme scolaire et à recomposer les liens entre éducation et intervention sociale afin de garantir le retour à l'école ordinaire de jeunes d'ITEP ? Dans un premier temps, nous rendrons compte des parcours des jeunes orientés en ITEP en détaillant la façon dont chaque dispositif a participé à la légitimation d'un exil scolaire. Une seconde partie sera l'occasion de nous concentrer sur le fonctionnement et les effets des UEE.

Gerard, I., Girard, A., Moyon, M., Colin, O., & Vanhoolandt, C. (2024). **Mieux réussir dans les filières scientifiques en première année d'université ? Un dispositif pédagogique d'accompagnement différencié, analysé comme appui immédiat pour des étudiant·es en situation d'échec**. *Didactique*, *5*(2), 13-56. https://doi.org/10.37571/2024.0202
En France, malgré une baisse du niveau en sciences, le nombre de néo-bachelier·es ne cesse d'augmenter. Au-delà de la massification au Supérieur, la diversité de profil et l'hétérogénéité de niveau des étudiant.es de première année se renforcent depuis la réforme du baccalauréat de 2019. Cela contribue au fort taux d'échec en première année. À l'Université de Versailles-Saint-Quentin, les étudiant·es en échec à l'issue du premier semestre universitaire (S1) rejoignent un semestre 2 (S2) spécifique pour re-travailler exclusivement trois unités d'enseignement (UE) du S1 (programme identique mais format pédagogique pouvant varier). Pour les UEs de chimie et de physique, un « dispositif d'accompagnement différencié et personnalisé », s'inscrivant dans une pédagogie active et inclusive est proposé. Un total de 83 étudiant·es en situation d'échec et de 131 étudiant·es en parcours régulier (UE de chimie uniquement) ont pu expérimenter ce dispositif. A l'aide d'un devis quasi-expérimental et de questionnaires auto-rapportés, l'impact de ce dispositif sur l'estime de soi, le sentiment de compétence et la perception des difficultés a été évalué. Chez les étudiant.es en échec, l'augmentation du sentiment de compétence est significative, accompagnée d'une amélioration notable des performances académiques. Ce dispositif semble donc encourageant en termes d'accompagnement vers la réussite.

Numéro thématique – Analyse de dispositifs pour soutenir les apprentissages fondateurs de la scolarité dès la maternelle. (2024). *Éducation & Formation*, (e-321), 10-129. https://doi.org/2032-8184

Pickard, K., Islam, N., Demitri, B., Hendrix, N., Davies, H., Yohannes, M., … Kuhn, J. (2024). **Using an evaluative lens to characterize the implementation outcomes of an NDBI within an early intervention system**. *Early Childhood Research Quarterly*, *68*, 225-234. https://doi.org/10.1016/j.ecresq.2024.05.009

A growing number of research studies are attempting to increase access to naturalistic developmental behavioral interventions (NDBIs) for autistic toddlers and their families by translating these approaches into Part C Early Intervention systems. As efforts to increase the use of NDBIs across EI systems grow, it is important to expand the scope of research to evaluate the implementation impact of this work. In order to address this gap, the current study was grounded in the Reach, Effectiveness, Adoption, Implementation, and Maintenance framework (RE-AIM) to evaluate a broader range of implementation outcomes when a parent-mediated NDBI, Project ImPACT, was implemented within an Early Intervention system. Specific aims included examining: 1) the reach of Project ImPACT to children across the system; 2) the perceived effectiveness of Project ImPACT; 3) rates of provider participation in Project ImPACT training and consultation; 4) the delivery and adaptation of Project ImPACT by Early Intervention providers; and 5) providers' intent to sustain their use of Project ImPACT. Forty-eight Early Intervention providers enrolled in Project ImPACT training, with a subsample participating in ongoing group consultation followed by an exit interview and a 6-month follow-up survey. Although there was a high level of interest in Project ImPACT training and good retention once enrolled, only half of EI providers who expressed interest in Project ImPACT training ultimately enrolled. Participating providers delivered Project ImPACT to families and children who were representative of state-level demographic information and perceived that Project ImPACT was effective for families and children on their caseload irrespective of whether children were autistic. Consistent with other research studies, providers' fidelity to Project ImPACT was inconsistent, and providers reported a moderate level of adaptation to the program. At 6-month follow-up, providers reported high maintenance of Project ImPACT. The findings from this study have implications for how the RE-AIM framework could be used to more concisely characterize the impact of implementation efforts within public systems serving autistic toddlers and their families.

Pontais, C., Thépaut, A., & Verscheure, I. (2024). **L'enquête des « écoles vitaminées » à l'EPS et perspectives de recherche**. *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (54). https://doi.org/10.4000/11qez

Cet article s'appuie sur l'enquête « Les écoles vitaminées à l'EPS » (Pontais, 2021) qui désigne les écoles où l'EPS (Education physique et Sportive) considérée comme fondamentale, est enseignée à la hauteur des attendus des programmes et participe à la dynamique de projets d'école par l'enseignement de Pratiques Physiques, Sportives et Artistiques (PPSA). L'étude est fondée sur une enquête d'entretiens semi-directifs avec l'équipe d'enseignant.es de ces écoles. Elle permet d'identifier de quelle manière celles-ci réussissent à assurer l'horaire obligatoire d'EPS et dégage les conditions qui participent à les « vitaminer », à savoir la proximité des équipements, le sens donné aux enjeux de l'EPS, les rencontres sportives sur le temps scolaire, la présence d'un.e collègue personne-ressource dans l'école. En effet, l'EPS à l'école primaire n'est pas enseignée à la hauteur de ce que les programmes prévoient (3 heures par semaine), alors même que les enjeux de santé sont criants et que des inégalités d'accès à la culture physique, sportive et

artistique persistent. Or, même dans un contexte qui n'est pas favorable, certaines écoles réussissent à considérer l'EPS comme une discipline fondamentale et à dynamiser leur projet d'école par l'enseignement de PPSA. Comprendre le fonctionnement de ces « Ecoles vitaminées à l'EPS » a été l'enjeu d'une enquête portée par deux syndicats de la Fédération Syndicale Unitaire (FSU), enquête que nous rapportons ici dans un premier temps. Dans un second temps, nous présentons quelques pistes de recherche qui nous paraissent intéressantes à investiguer, notamment dans une perspective de développement « d'une EPS de qualité ».

Vimard, A.-M., Vanhoolandt, C., & Moyon, M. (2024). **Mise en évidence du contrôle inhibiteur et efficacité d'un entrainement neurocognitif et ludique pour les mathématiques**. *L'enseignement supérieur et les communautés : des dynamiques interconnectées (AIPU 2024)*. Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04617151
Many students in higher education still have serious difficulties with mathematics prerequisites. Taking action to engage students and improve their cognitive abilities is necessary for teachers. Cognitive science has demonstrated that the brain works according to a model of three cognitive systems: the heuristic system, the algorithmic system and inhibitory control, which acts as an arbitrator by inhibiting the first system in order to activate the second one. To demonstrate inhibitory control is used by the student, we used the negative priming technique in a fraction comparison test. We also proposed inhibitory control training sessions in the form of a ludopedagogical device. Our study took place between September and November 2023 at a medium-sized university in the Paris area, with a sample of 51 students. The students took a fraction comparison pre- and post-test, two academic tests and three inhibitory control training sessions. Differences in the academic tests were higlighted. This study also replicates in the classroom context results previously obtained in the laboratory. This confirms the involvement of inhibitory control in a fraction comparison task in university students.

Formation continue

Clerc-Georgy, A., Truffer Moreau, I., & Richard, S. (2024). **Former des enseignantes à une didactique du jeu : Un dispositif de formation continue inspiré des Lessons Studies**. *Éducation & Formation*, (e-322), 28-40. https://doi.org/2032-8184
Cet article présente et analyse un dispositif de formation continue à une didactique du jeu et par le jeu. Plus précisément, dans la perspective de redonner une place au jeu de faire semblant à l'école et de questionner le rôle de l'enseignant dans le développement du jeu des enfants, nous avons proposé des formations sous forme de lesson study. Des enseignants ont participé à l'organisation, à l'observation et à l'analyse de temps de jeu dans des classes d'élèves de 4 à 8 ans. Pour cette contribution, les chercheuses ont pris des notes durant deux formations continues. Ces données ont été complétées par des questionnaires de fin de formation. L'analyse de ces données nous permet de documenter la formation des enseignants, notamment en relevant les conceptions, les difficultés et les nouvelles compréhensions d'enseignantes en lien avec le rôle du jeu de faire semblant à l'école.

Evans, L. (2024). **What is academic development? Contributing a frontier-extending conceptual analysis to the field's epistemic development**. *Oxford Review of Education*, *50*(4), 451-467. https://doi.org/10.1080/03054985.2023.2236932
In 2014 the International Journal for Academic Development (IJAD) issued a call for papers for 'Beyond learning and teaching: Extending the frontiers of academic development'. Though it was never published, the conceptual and definitional opacity that this special issue was expected to address, along with prevalent epistemic parochialism, remain problematic for academic development scholarship, and this article focuses on them. The article incorporates a critique of the field's scholarship within a conceptual analysis of academic development that culminates in presentation of the author's original conceptual model of the componential structure of academic development. Academic development scholarship, it is argued, is poised at a crossroad; its epistemic development is dependent upon its adopting a wider focus and agenda that its critical scholars are calling for, to diffuse the mainstream focus on teaching and learning. Mainstream scholarship is ripe for epistemic expansion into neighbouring fields, to encourage academic developers to shift their focus from what it is they do, to what they do is.

Rodrigues Chagas, P. (2024). *Navigating the Educational Landscape: Enhancing Youth Adult Education (EJA) in Brazil Through the Paulo Freire Method* (Masters, Concordia University). Consulté à l'adresse https://spectrum.library.concordia.ca/id/eprint/993530/
Navigating the Educational Landscape: Enhancing Youth Adult Education (EJA) in Brazil Through the Paulo Freire Method   Patricia Rodrigues Chagas   This thesis explores the historical significance and contemporary dynamics of Educação de Jovens e Adultos (EJA) [Youth and Adult Education] in Brazil. I aim to comprehensively understand the socio-political contexts that have shaped EJA by tracing its evolution from the colonial era to today. Then, I investigate the literacy dynamics within EJA settings and explore Paulo Freire's pedagogical method to see if it can enhance literacy inside EJA. Using the relevant literature and legal Brazilian documents, drawing on personal experiences and insights gained from an internship in a public school in Brazil, and the narrative of my mother's journey through EJA literacy, I offer valuable perspectives on the challenges and opportunities in adult education. Through this research, I aim to underscore the importance of EJA in promoting social justice, empowerment, and inclusive growth in Brazil while highlighting the enduring legacy of Paulo Freire's pedagogical philosophy in shaping educational practices and policies in the country.

Sekmofas, M., Larsson, L., Roberts, A., von Erlach, E., Guo, Y., & Rojas Gonzalez, G. (2024). **Updated framework for monitoring adult learning: Enhancing data identification and indicator selection**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3972* (Report № 317). Consulté à l'adresse Organisation for Economic Co-operation and Development (Transnational) website: https://www.oecd-ilibrary.org/education/updated-framework-for-monitoring-adult-learning_02bbacdc-en
The Network on Labour market, economic, and social outcomes of learning (LSO Expert Network) has diligently worked on the selection of indicators for monitoring adult learning policies. Their inaugural theoretical framework on adult learning, published in 2013, covered a broad spectrum of policy areas. This comprehensive scope reflected both the focus of existing data sources and the challenges encountered in data collection efforts. Over the past decade, significant policy shifts have occurred, reshaping adult learning

systems both domestically and internationally. Concurrently, there have been improvements in the availability and frequency of data pertaining to adult learning. In response to these developments, this working paper presents an updated theoretical framework on adult learning, aiming to enhance the identification of statistical data concerning adult learning systems and facilitate the selection of pertinent indicators for monitoring purposes. Additionally, the paper offers detailed insights into national priorities and practices within this domain.

Marché du travail

Coustere, C., Brunner, L. R., Shokirova, T., Karki, K. K., & Valizadeh, N. (2024). **International students as labour: experiencing the global imaginary**. *Higher Education*, *88*(1), 321-338. https://doi.org/10.1007/s10734-023-01118-5
Through higher education-migration ('edugration') systems, many immigrant-dependent countries have become structurally reliant on the retention of post-secondary international students as a source of the so-called global talent. This emerging area of research focuses primarily on the potential economic contributions international students may perform post-graduation. However, the labour international students perform during their studies—both within the broader labour market and, more specifically, the higher education sector—is relatively absent in the academic and public discourse, despite its growing significance. Drawing on the theoretical underpinnings of the modern/colonial global imaginary and the ways in which this imaginary frames international students as 'cash, competition, or charity' in the Global North (Stein & Andreotti, Higher Education, 72, 225 239, 2016), we call for a renewed understanding of governments' engagement with—and higher education's complicity in—the framing of international students as workers. Utilizing collaborative autoethnography (CAE) as a method of inquiry, we explore ways the 'cash, competition, or charity' framing impacts international graduate students' experiences in the Canadian post-secondary context. We suggest an update to Stein and Andreotti's framing by adding 'labour' as a fourth dominant trope framing international students in Canada and, increasingly, across the Global North.

Greenhaus, J. H., Callanan, G. A., & Powell, G. N. (2024). **Advancing Research on Career Sustainability**. *Journal of Career Development*, *51*(4), 478-497. https://doi.org/10.1177/08948453241260871
Interest in sustainable careers has grown substantially in recent decades as a host of external and personal forces has increasingly disrupted individuals' continued employment or diminished the quality of their experiences at work. However, there is a lack of consensus regarding the definition and measurement of career sustainability that limits our understanding of the career sustainability process. In this article, we propose a definition that we believe represents the essence of career sustainability and make recommendations regarding the assessment of the construct. We then present a research agenda that includes a framework to guide research on the career sustainability process and identifies areas where future research attention is warranted. We conclude with a discussion of the implications of the framework for counseling practice.

Métiers de l'éducation

Alshdiefat, A. S., Lee, A., Sharif, A. A., Rana, M. Q., & Abu Ghunmi, N. A. (2024). **Women in leadership of higher education: critical barriers in Jordanian universities**. *Cogent Education*, *11*(1), 2357900. https://doi.org/10.1080/2331186X.2024.2357900
Inequality and the lack of inclusion of women in academic higher education (HE) leadership roles persist globally. While inclusivity at the top also applies to ethnicity and disability, the issue of gender is the focus of this article. More specifically, the distinct need is to examine the barriers that slow down and/or obstruct women from advancing in academia and gaining leadership positions. Thus, the purpose of this study is to provide a review of the case in Jordanian Universities. It presents the prevailing situation from the results of a desktop study and a survey questionnaire of the barriers that impede career progression for women in HE. The severity index (SI) formula is used to delineate critical barriers found in the literature in a Jordanian context through a questionnaire. Factor analysis was used to group the critical barriers, which in turn was used to derive an action plan to improve career progression for female academics. The study exposed that women's participation in leadership was determined to be low, which is attributed to several barriers: sociocultural barriers, gender stereotypes, lack of skill and opportunities, work-life conflicts, social network obstacles, mentoring and support, and poor institutional policies that support women. As a result, several actions are recommended to support an increase in female leaders.

Benmbarek, A., Poplimont, C., & Lo Monaco, G. (2024). **Social representations of teachers' dropout in the French context: An exploratory study**. *European Journal of Education*, *59*(2), e12637. https://doi.org/10.1111/ejed.12637
This work aims to investigate the causes behind teachers leaving their profession in France, as well as the aspects that influence some teachers to stay in. The phenomenon of teacher dropout and abandonment is increasingly prevalent in OECD countries, particularly affecting new teachers. Taking a social psychological perspective, the research delves into the representational content of teachers' attitudes towards their profession. By distinguishing between teacher dropout and abandonment—the latter being considered an earlier phase, the results suggest that pupils play a central role in preventing teachers' dropout, along with the love and passion for teaching and the discipline they teach. Conversely, lack of consideration, inadequate resources, working conditions and classroom management challenges are identified as aspects contributing to increase teachers' dropout phenomenon. The findings provide an empirical basis for future studies and valuable insights for enhancing initial teacher training programmes. Understanding these phenomena through the lens of social representations provides valuable insights for developing supportive environments that foster teacher retention and well-being and facilitate intervention and prevention strategies targeting key elements linked to teachers dropping out.

Blazar, D., Gao, W., Gershenson, S., Goings, R., & Lagos, F. (2024). *Do Grow-Your-Own Programs Work? Evidence from the Teacher Academy of Maryland* (IZA Discussion Paper Nº 16983). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16983.htm
Local teacher recruitment through « grow-your-own » programs is a prominent strategy to address workforce shortages and ensure that incoming teachers resemble,

understand, and have strong connections to their communities. We exploit the staggered rollout of the Teacher Academy of Maryland career and technical education certificate program across public high schools, finding that exposed students were more likely to become teachers by 0.6 percentage points (pp), or 47%. Effects are concentrated among White girls (1.4pp/39%) and Black girls (0.7pp/80%). We also identify positive impacts on wages (5% on average/18% for Black girls), countering a prevailing narrative that teaching leaves one worse off financially relative to other labor market opportunities.

Braun, S. S., & Hooper, A. L. (2024). **Social and emotional competencies predict pre-service teachers' occupational health and personal well-being**. *Teaching and Teacher Education*, *147*, 104654. https://doi.org/10.1016/j.tate.2024.104654
Teachers struggle with notably poor occupational health and well-being. Although social and emotional competencies (SECs) are posited to promote teachers' occupational health and well-being, a direct test of these associations is needed to identify targets for intervention. The present study tested the associations between SECs and occupational health and well-being in a sample of 158 pre-service teachers. Results indicated that when tested individually, all SECs predicted some outcomes, but mindfulness skills, self-compassion, and cognitive reappraisal were the most consistent predictors across outcomes. Findings have implications for pre-service training programs, which aim to prepare individuals for successful careers as educators.

Chevallier, É., Brien, A., & Savard, R. (2024). **Expérience des personnes conseillères d'orientation et en employabilité durant la COVID-19 : exigences du travail perçues et ressources disponibles**. *L'orientation scolaire et professionnelle*, *53*(2), 229. Consulté à l'adresse https://journals.openedition.org/osp/19062
Cette recherche décrit l'expérience de travail de personnes conseillères d'orientation et en employabilité au Québec durant la pandémie de COVID-19. Elle présente les facteurs qui ont influencé leur bien-être et leur performance à travers le modèle Exigences-Ressources au Travail. La méthode des groupes de discussion a été utilisée auprès d'un échantillon de 23 personnes professionnelles en orientation et en employabilité. Les résultats montrent une augmentation des exigences de travail due à une variation de leur charge de travail. De plus, elles ont connu une charge mentale et émotionnelle plus importante liée à des difficultés accrues de la clientèle. Dans le même temps, elles ont été privées de certaines ressources telles que les relations avec les collègues. Cela a questionné le sens qu'elles accordent à leur travail. Plusieurs conséquences ont été relevées sur leur bien-être, notamment en ce qui a trait à leur équilibre, vie personnelle et professionnelle, ainsi qu'à un sentiment d'épuisement. Aussi des conséquences ont été identifiées sur leur performance liées à un gain d'autonomie et d'efficacité dans leur travail.

Corrège, E. (2023). *La formation continue des enseignants du premier degré. Étude de ses évolutions, enquête à grande échelle et analyses au sein de deux écoles pour le cas des mathématiques.* (Phdthesis, Université Paris Cité). Consulté à l'adresse https://theses.hal.science/tel-04621776
Différentes recherches et études font état d'un décalage important entre le discours institutionnel lié à la formation continue des enseignants du premier degré, et la perception que ces enseignants ont de cette formation. Nous ne cherchons pas, dans cette thèse, à attester de ce décalage (les travaux antérieurs y contribuent largement),

mais à comprendre ce que recouvre ce décalage. Après un retour sur l'histoire de la formation des instituteurs français, nous décrivons et questionnons le paradigme qui domine actuellement chez les décideurs et les concepteurs de dispositifs de formation continue: celui d'une approche par l'offre et la demande, la demande étant analysée en termes d'attente et de besoin. Avec une focale sur les enseignants eux- mêmes, par un questionnaire à grande échelle menée au sein de l'académie de Paris, nous interrogeons leur rapport à la formation et les effets qu'ils lui attribuent sur le développement de leur professionnalité. Enfin, en nous plaçant au coeur de situations d'enseignement - en mathématiques et au sein de deux écoles parisiennes -, avec une approche héritée de la didactique des mathématiques et de la didactique professionnelle, nous avons cherché à identifier, à travers des observations de classes et des entretiens, les relations qui se construisent entre le rapport à la formation, la pratique et la professionnalité.

Cournoyer, L., Lachance, L., & Lacoursière, C. (2024). **Exploration des projets personnels postpandémiques de personnes conseillères d'orientation québécoises en réponse à leurs besoins de mieux-être au travail**. *L'orientation scolaire et professionnelle*, *53*(2), 371. Consulté à l'adresse https://journals.openedition.org/osp/19287
Durant la pandémie COVID-19, les conseiller·ères d'orientation (c.o.) ont accompagné des clientèles en situation de vulnérabilité. Cette période a été l'occasion d'adapter leurs pratiques, mais a pu les déstabiliser et entraîner des changements dans leurs conditions de travail. Elle a aussi offert l'opportunité de redéfinir et de redéployer des projets personnels pour favoriser leur mieux-être au travail. Cet article explore les projets personnels postpandémiques de c.o. Des entretiens semi-dirigés ont été menés auprès de 22 c.o. pour identifier leurs projets postpandémiques, ainsi que les besoins les motivant et les stratégies déployées pour les réaliser. Une analyse thématique a notamment fait ressortir cinq catégories de projets professionnels : continuité professionnelle ; ajustement de sens au travail ; mieux-être professionnel ; extension de ses activités ; valorisation et collaboration socioprofessionnelles. La pandémie ne semble pas avoir bouleversé leurs projets, mais avoir stimulé une réflexion sur leurs aspirations de mieux-être au travail de façon individuelle et collective.

Curtis, E., Nguyen, H. T. M., Larsen, E., & Loughland, T. (2024). **The positioning tensions between early career teachers' and mentors' perceptions of the mentor role**. *British Educational Research Journal*, *50*(3), 1327-1349. https://doi.org/10.1002/berj.3974
Early career teacher (ECT) mentoring has never been so important with escalating levels of attrition reported in numerous countries, including Australia, the US and the UK. However, inconsistent understanding of what a mentor can or should do continues to compromise the ways in which early career teachers experience this support. While previous research has reported on mentors' differing perspectives on their role, we take a unique approach to this issue. In this paper, we explore the ways in which both mentors and ECTs understand the mentor role. We argue that where mentor and ECT understandings are in tension, the productive outcomes of mentoring for both the mentor and ECT are undermined. Drawing on Positioning Theory we report findings from the thematic analysis of 31 online interviews with 16 mentors and 15 ECTs in Australia. We found that while ECTs and mentors hold some common positionings, some significant differences were noted. These findings highlight the need to extend opportunities to learn about the mentoring role to include ECTs.

Dai, K., & Hardy, I. (2024). **Contextualizing and hybridizing academic identity formation: an analysis of international returnees and locally trained scholars in China**. *Higher Education*, *88*(1), 101-118. https://doi.org/10.1007/s10734-023-01108-7
Academic identity formation is strongly influenced by higher education contexts. In the past decades, the Chinese higher education sector has attempted to integrate academic internationalization at the local level. In this context, international returnees and locally trained scholars may encounter different issues in the process of constructing academic identities at various stages of their careers. However, relatively few studies have critically analyzed how international returnees and locally trained scholars understand their academic identity formation during their student years, as they transition to becoming academics, and as they begin to become more established in academic roles under increasingly complex global-national-local conditions. Drawing upon the concept of social hybridization and the notion of global-national-local imbrications, this narrative study investigates six scholars' trajectories of academic identity formation across different stages of the early phase of their careers, including during their doctoral studies and their initial period as early career academics. The findings show that academics' identity development entails a process of struggle and confusion during earlier stages through to the construction of a more hybrid academic identity. By exploring the challenges and issues experienced by different cohorts of academics, scholars may better understand the internationalization of Chinese higher education and interweaving relationships with the global context.

Dobson, G., Curran, H., & Perepa, P. (2024). **Continuing professional development for special educational needs and disabilities within the school workforce: The results of a national survey in England**. *British Journal of Special Education*, *51*(2), 133-141. https://doi.org/10.1111/1467-8578.12505
Continuing professional development (CPD) is considered an important part of improving professional practice and its importance has been highlighted in Department of Education policies in England. However, very little research has explored what CPD school staff access and consider as effective for their roles. This research addressed this gap by conducting an online survey of child-facing school staff in England. The survey was completed by 637 participants. The results indicate that there is a mismatch between what the staff consider as impactful CPD and the CPD to which they have most access. School leaders and SENCos are key people in delivering CPD in schools, and the findings of this study show that it is important to provide them with appropriate skills and knowledge to ensure that the most accessible CPD is also the most effective for the school workforce.

Fontaine, S., Savoie-Zajc, L., Cadieux, A., & Smith, J. (2022). **Trajectoires de directions d'établissement scolaire dans le cadre d'une démarche d'accompagnement au soutien d'enseignants dans leurs pratiques évaluatives**. *Revue ERADE*, *5*(1), 7-24. Consulté à l'adresse https://www.aderae.ca/wp-content/uploads/2022/08/Revue_ERAdE_Vol5_No1_Fontaine_et_al.pdf

Forster, D. J. (2024). **Normative Case Studies, Reflective Equilibrium, and the Ethics of Belief in Teacher Education**. *Educational Theory*, *74*(3), 340-349. https://doi.org/10.1111/edth.12635
Education professionals, such as teachers, policymakers, and school leaders, come to ethical deliberation with diverse views based not only on their different role obligations

but also on different epistemic and moral norms. In this paper Daniella Forster argues that mental normativity — the ethics of belief — has professional implications especially significant in education, given the narrowing of teacher education and the polarization of public discourse about educational issues. Using case studies may be useful method for increasing interpersonal reflective equilibrium about ethical issues in education; moreover, Forster suggests here that the moral evaluation of belief practices may also be amendable. Readers are invited to consider how generating insights into the moral evaluation of diverse beliefs and belief practices in education provides additional conceptual tools for elevating public dialogue through normative case-based dilemmas.

Gersten, R., Dimino, J., Jayanthi, M., & Taylor, M. J. (2024). **Conceptual Replications of the Teacher Study Group Approach to Professional Development in Vocabulary**. *The Elementary School Journal*, *124*(4), 669-692. https://doi.org/10.1086/730082
We discuss an original study and two replications conducted over 18 years examining the impact of Teacher Study Group (TSG) in Vocabulary, a professional development (PD) approach for improving pedagogy and student learning. Study 1 focused on the design and development of the PD and included a small-scale randomized controlled trial to assess the efficacy of the TSG model with grade 1 teachers. Study 2 was a scale-up study conducted in grade 1. Study 3 examined the efficacy of the TSG when implemented with grade 8 teachers of American history. We highlight similarities and differences in methodology and results among the studies and conclude with a discussion of the pattern of findings followed by a reflection on issues emanating from this line of research.

Gouëdard, P. (2023). *Teachers for All: pour une répartition plus équitable des enseignants en Côte d'Ivoire* (p. 1-58). Consulté à l'adresse UNICEF Innocenti website: https://www.unicef.org/innocenti/media/2606/file/UNICEF-Teachers-for-All-Cote-dIvoire-2023.pdf

Hadchiti, R., Frenette, É., & Loye, A. (2024). **Mentorat, compétences émotionnelles et leadership transformationnel : trois composantes de la réussite professionnelle d'une direction d'établissement scolaire**. *Revue ERADE*, *6*(1), 6-30. Consulté à l'adresse https://www.aderae.ca/volume-6/, https://www.aderae.ca/volume-6/

Hage, M., & Rached, E. (2024). **Les chefs d'établissements scolaires à l'aune du contexte libanais post-Covid**. *L'orientation scolaire et professionnelle*, *53*(2), 289. Consulté à l'adresse https://journals.openedition.org/osp/19130
S'inscrivant dans le paradigme constructiviste, cette recherche tente de comprendre les pratiques ainsi que la posture des chefs d'établissements scolaires libanais à l'issue de la pandémie du coronavirus (Covid-19). Elle adopte une approche qualitative fondée sur des entretiens semi-directifs et des focus groups, menés auprès de cinq chefs d'établissements et de vingt-cinq coordinateurs de disciplines scolaires. Les données collectées mettent en exergue les difficultés rencontrées par les dirigeants scolaires ainsi que le sentiment d'impuissance qui en découle. Elles montrent également la tentative d'une nécessaire posture agile et résiliente, exigeant la mise en œuvre de pratiques émergentes, interagissant avec l'environnement instable. Au final, la prise de décisions contextualisées constitue un élément révélateur au Liban où les chefs d'établissements prennent des initiatives pour sauver leurs institutions dans l'attente du nouveau curriculum et d'une stabilité socio-économique.

Huet, A., Maes, O., März, V., & Van Nieuwenhoven, C. (2024). **Formateurs d'enseignants dans un contexte de réforme - Perceptions des formateurs d'une Haute Ecole par rapport à la réforme de la formation initiale**. *Éducation & Formation*, (e-322), 128-143. https://doi.org/2032-8184

Cet article questionne un allant-de-soi en formation par simulation : la nécessité d'un débriefing consécutif à la mise Cette étude s'inscrit dans le contexte de réforme de la formation initiale en Fédération Wallonie-Bruxelles qui instaure un passage à quatre ans de la formation des futurs enseignants pour les sections 1, 2 et 3 (maternel, primaire et secondaire inférieur) et une co-diplomation entre les institutions de formation (universités et Hautes Ecoles) pour l'ensemble de la formation initiale. L'objectif de cette recherche est d'investiguer les représentations des formateurs d'une Haute Ecole à propos de la réforme ainsi que de la collaboration interprofessionnelle qui en découlerait. Une méthodologie mixte longitudinale a été privilégiée : deux recueils de données qualitatives au moyen d'entretiens semi-directifs et un recueil de données quantitatives par le biais d'un questionnaire. Les perceptions globales des formateurs sur la réforme sont analysées avec un accent particulier sur le projet de collaboration instauré par la co-diplomation. Très enthousiastes au début, les formateurs tendent à percevoir davantage, par la suite, les difficultés liées au projet de collaboration et à ses enjeux. Par ailleurs, plusieurs divergences apparaissent en fonction du statut des formateurs et de leur section d'appartenance.

Irjala, O. (2024). **Revisiting the concept of highly skilled professionals: an analysis of support staff in Finnish universities**. *Higher Education*, *88*(1), 361-379. https://doi.org/10.1007/s10734-023-01121-w

Changes in university staffing structures, the professionalisation of support staff and their increasing role in universities have been studied with varying perspectives and methods over the last two decades. The discussion has recently been enriched by the research conducted in different national settings. This paper contributes to the international debate and elaborates on the theme through two aims. The first is to investigate the emergence of a specific qualified professional group and its characteristics by analysing personnel data from Finnish universities. Second, the article seeks to indicate recent developments in the number and composition of professional staff in Finnish universities. The study is based on national official statistics on university personnel, some of which are previously unpublished, and on personnel data collected from all Finnish universities using an analytical framework built for this study. The results provide a comprehensive picture of the changing structure of the university workforce and a new insight into a previously studied occupational group through a lens of Finnish university system. The decline in the number of professional staff and the emergence of new kind of professionals in Finland reflect changes witnessed elsewhere, especially in Europe. Highly skilled professionals work in roles with specific knowledge, competences and responsibilities, which points out the differentiation of functions in the university system. This knowledge will support efforts to develop the university organisation by building on the competence of all staff.

Jerrim, J. (2024). **The link between teacher buy-in and intentions to continue working in their current school**. *British Educational Research Journal*, *50*(3), 1084-1105. https://doi.org/10.1002/berj.3961

Previous research has found school working conditions—particularly school leadership—to be linked to teacher retention. At the same time, evidence from the management

literature has suggested that obtaining 'buy-in' from staff is critical to employee performance and instigating change. This paper brings these two literatures together, being the first study to explore the relationship between buy-in and teachers' plans to continue working at their current school. The analysis illustrates how teachers who buy into the leadership team's strategy are much more likely to intend to continue working at the school, over and above their views on workload, pay and the quality of their relationships with their colleagues. We conclude by considering what school leaders might do to improve buy-in amongst their staff, while also highlighting areas where further research is needed.

Kisaakye, V., Mboya, Y., Njora, H., & Wodon, Q. (2024). *Teacher professional development in emergency contexts: a small sample exploratory analysis for five East African countries* (p. 1-30). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000390058

Little, S., Raine, H., Choo, A., Joshi, R., Qarni, S. J., Sukri, A., … Pakravesh, S. (2024). **'The power to SAY what I want to and it gets written down': Situating children's and adults' voices and silence in participatory research**. *British Educational Research Journal*, *50*(3), 964-980. https://doi.org/10.1002/berj.3966
This paper, co-authored between three adults and five children aged 8–11, adopts a 'collaborative writing as inquiry' approach to examine and discuss the authors' experiences of a participatory research project through the lens of critical dialectical pluralism. In the original project, children formed two 'young advisory panels', one online, comprising children from all over England, and one in a primary school in a suburban area in North England, informing and collaborating on the creation of 45 educational activities supporting critical digital literacy. Rather than focusing on the original research itself, the paper focuses on making a methodological contribution, through detailed and collaborative reflections on notions such as agency, power and control. Over a period of four 60 to 90 min-long meetings once the actual research was completed, adult and child authors considered their respective roles in the project, as well as detailing their understanding of the project as a whole. In co-framing our perceptions of participatory research, we problematise adult anxieties and highlight the importance of exploring 'silence as voice', arguing for an extension to participatory research projects, going beyond the research itself and creating a 'third space' which is un/familiar to all participants, openly inviting engagement with discomfort and normalising uncertainty.

Loizon, A., David, M., Droyer, N., & Guidoni-Stoltz, D. (2024). **Crise sanitaire et nouvelles orientations de l'activité des enseignant·es-chercheur·es en question dans l'enseignement supérieur agricole**. *L'orientation scolaire et professionnelle*, *53*(2), 343. Consulté à l'adresse https://journals.openedition.org/osp/19238
Cet article s'intéresse aux traces laissées par le vécu de la crise sanitaire sur l'orientation de l'activité d'enseignant·es-chercheur·es à l'ère post-Covid. Il s'appuie sur une enquête exploratoire et compréhensive questionnant principalement, par entretiens semi-directifs, la part enseignante du métier de 18 enseignant·es-chercheur·es exerçant au sein des écoles d'ingénieurs et vétérinaires de l'enseignement supérieur agricole. L'activité des enquêté·es et son développement, suivant les évolutions successives des conditions de travail, sont explorés avec le cadre de l'analyse du travail en didactique professionnelle. Les résultats montrent le rôle joué par cette situation de travail en mouvement dans la redéfinition des buts d'enseignement et la prise en compte de

nouvelles propriétés de la situation. Ce rapport renouvelé à la situation de travail se double d'un rapport renouvelé au métier que l'analyse des motifs permet d'esquisser. La période écoulée a ainsi constitué pour certain·es enseignant·es-chercheur·es une opportunité de réinterroger la part prise par l'enseignement dans la conduite de leur mission, conférant une orientation nouvelle à leur parcours professionnel.

Mabruk, K. (2024). *Teachers for All: Investing in Botswana's Teacher Workforce* (p. 1-78). Consulté à l'adresse UNICEF Innocenti – Global Office of Research and Foresight, Florence website: https://www.unicef.org/innocenti/reports/teachers-all-botswana

Maleyrot, É., & Urbanski, S. (2024). **Rapports de pouvoir et espaces de travail dans le processus de reconnaissance professionnelle : exemple de deux collèges REP+**. *Carrefours de l'éducation*, *57*(1), 213-228. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-213.htm
L'article étudie les processus de construction de la reconnaissance professionnelle des enseignants de deux collèges situés en Réseau d'Éducation Prioritaire renforcé. Après avoir mis en évidence les liens entre rapports de pouvoir (Bourdieu), solidarité organique (Durkheim) et reconnaissance (Honneth), l'étude souligne l'intérêt de considérer les espaces fonctionnels, matériels et sociaux des établissements scolaires. Outre des observations in situ, les entretiens restituent les capacités réflexives et critiques des acteurs qui permettent aux enseignants d'avoir prise ou non sur ces espaces, en fonction de leur travail de coopération avec les chefs d'établissement présenté comme central d'après les Politiques d'Éducation Prioritaire (PEP). Les résultats montrent ainsi le lien entre le sentiment de reconnaissance et l'investissement par les acteurs des espaces fonctionnels et matériels où ils exercent. L'ensemble invite à étudier les conditions de possibilité d'une division du travail produisant de la solidarité, selon un processus entrevu par Durkheim.

Martín, P., & León Pérez, I. (2024). **The rise of promotional communicative functions in medical research article abstracts: a diachronic (1940–2022) perspective**. *Higher Education*, *88*(1), 209-223. https://doi.org/10.1007/s10734-023-01112-x
Academic genres are not static, but they may change according to the values and demands of the particular discourse communities that shape them. This paper explores the research article (RA) abstract, a relevant informative and promotional genre that exhibits the prevalent rhetorical practices of a specific disciplinary community. From a diachronic perspective, our purpose is to examine how these practices have evolved over time. To this end, using a genre-based approach, we have analysed the rhetorical moves and steps of 180 RA abstracts published in the Journal of Experimental Medicine, over a period of nine decades (1940–2022). The findings revealed that the abstracts have increasingly become more promotional in terms of the persuasive rhetorical strategies that the authors use to enhance the contribution of their research. This is seen in the fact that the texts of more recent decades present a growing number of promotional communicative functions, mainly the moves/steps that claim the importance of the research topic and state the implications or significance of research. This study can have pedagogical implications for English for research publication purposes (ERPP) practitioners and early career researchers who seek to publish in international medical journals.

McQuade, L. (2024). **Factors affecting secondary teacher wellbeing in England: Self-perceptions, policy and politics**. *British Educational Research Journal, 50*(3), 1367-1395. https://doi.org/10.1002/berj.3973

After the challenges of the Covid-19 pandemic, the NEU (2021) report states that one in three teachers plan to leave the profession in the next 5 years. As previous studies published by the DfE focusing on workload have not affected the wastage rate of the profession, there is something deeper at work which needs to be explored. A critical theory, mixed-methods approach is used to gain a breadth and depth of understanding of the attitudes of 55 respondents to a survey and 17 participants in semi-structured interviews. All data collection was carried out in secondary schools in Lincolnshire, where teacher pay is good in comparison with the county average of workforce pay. These methods aim to test the assumption that concerns about workload and pay are causing teachers' discontent. The findings reveal that teacher attitudes towards their working lives are complex owing to individuals trying to internalise the values of both traditional and new professionalisms. Owing to this, teachers can appear contradictory in their demands and tolerance of the demands of the profession and themselves. The characteristics of neoliberal management including transactional leadership, competition and ambivalence to processes in favour of outcomes, do not match traditional professional values of dedication, expertise and working for the greater good.

Mierzejewski, S., Broccolichi, S., Joigneaux, C., & Dormoy, C. (2023). **L'école du désengagement ? Sur-responsabilisation et impuissance des enseignants face aux difficultés des élèves**. *Revue française de pédagogie, 221*(4), 71-88. Consulté à l'adresse https://www.cairn.info/revue-francaise-de-pedagogie-2023-4-page-71.htm

Les enseignant·es en tant que groupe professionnel font l'objet d'une attention soutenue tant scientifique que politique et médiatique dans la société française. Parmi les discours à leur égard, celui d'une « crise des vocations » fait florès depuis (au moins) une vingtaine d'années et justifie toute une série de réformes qui sont paradoxalement peut-être davantage la cause que le remède au problème public ainsi construit. Ce dossier propose ainsi de s'arrêter sur cette notion d'engagement ou désengagement enseignant en distinguant les différentes dimensions en jeu – professionnelle, militante, mais aussi familiale et politique –, tout en articulant les échelles individuelle et collective. Dans une perspective socio-historique, ce dossier propose ainsi d'analyser sous différents angles l'évolution des rapports au métier des enseignant·es au regard des transformations sociales et institutionnelles auxquelles elles et ils font face. Les contributions qu'il réunit abordent ainsi respectivement la question de la reconnaissance et de la procéduralisation dont elle fait l'objet de la part de l'administration, les expérimentations pédagogiques et leur récupération managériale à partir d'une étude de cas, la valorisation inégale et confuse des engagements professionnels de la part de l'Éducation nationale ou encore les épreuves occasionnées par les injonctions contradictoires de cette dernière au moment de l'entrée dans le métier.

Morris, R., Gorard, S., See, B. H., & Siddiqui, N. (2024). **Can a code-based approach to marking and feedback reduce teachers' workload? An evaluation of the FLASH marking intervention**. *Oxford Review of Education, 50*(4), 552-569. https://doi.org/10.1080/03054985.2023.2258779

Teacher workload is an important policy concern in many education systems around the world, often considered a contributory factor in teacher attrition. One aspect of workload that could be addressed is reducing the amount of written marking and

feedback that teachers do. This article reports on the results of an evaluation of FLASH Marking, an intervention aimed at reducing teachers' marking workload. FLASH Marking is a code-based feedback approach involving peer- and self-assessment, reducing the need to use alphanumeric grading while promoting the use of students' metacognitive skills. The study involved a single cohort of 18,500 Key Stage 4 pupils (aged 14/15 at the start of the trial) and their English teachers (n = 990) in 103 secondary schools in England. The impact of the intervention was estimated as the difference in before and after measures of teacher workload, comparing teachers in 52 intervention schools and those in 51 control schools. The results suggest that the intervention had the effect of lessening teachers' workload by reducing their working hours (effect size 0.16), including hours spent on marking and feedback (0.17). The intervention was largely implemented as designed and teachers were generally positive about the potential impact of FLASH on pupils' learning outcomes.

Müller, L.-M., & Cook, V. (2024). **Setting research priorities for applied cognitive sciences— What do teachers want from research?** *British Educational Research Journal*, *50*(3), 1471-1494. https://doi.org/10.1002/berj.3983
While research evidence has the potential to improve classroom practice, research–practice gaps continue to persist not least owing to the limited relevance of research findings for practice. A common approach in healthcare to address the research–practice gap is to form research priority setting partnerships (PSPs) in which stakeholders identify questions they would like research to answer. This paper presents the results from such a PSP in education with a focus on cognitive science research, which has received increased attention in the past few years owing to its potential to explain memory and learning processes and inform classroom practice. Over 400 questions from teachers were collected using an online survey. The final 15 research priorities highlight the need for research on a wider range of subjects, settings and phases as well as research designs that take the complexity of classrooms into consideration and aim to answer how different teaching strategies interact with each other as well as student motivation and agency at the micro- and macro-level. The role of teacher expertise vs. fidelity to original research designs should also be investigated further. Overall, this paper highlights the importance of taking teacher voice into account to ensure that new research in the field is both academically rigorous and practically relevant.

Palet, L. (2023). **Revaloriser les enseignant·es par l'engagement ? La reconnaissance du travail et ses implicites**. *Revue française de pédagogie*, *221*(4), 17-32. Consulté à l'adresse https://www.cairn.info/revue-francaise-de-pedagogie-2023-4-page-17.htm
Les enseignant·es en tant que groupe professionnel font l'objet d'une attention soutenue tant scientifique que politique et médiatique dans la société française. Parmi les discours à leur égard, celui d'une « crise des vocations » fait florès depuis (au moins) une vingtaine d'années et justifie toute une série de réformes qui sont paradoxalement peut-être davantage la cause que le remède au problème public ainsi construit. Ce dossier propose ainsi de s'arrêter sur cette notion d'engagement ou désengagement enseignant en distinguant les différentes dimensions en jeu – professionnelle, militante, mais aussi familiale et politique –, tout en articulant les échelles individuelle et collective. Dans une perspective socio-historique, ce dossier propose ainsi d'analyser sous différents angles l'évolution des rapports au métier des enseignant·es au regard des transformations sociales et institutionnelles auxquelles elles et ils font face. Les contributions qu'il réunit abordent ainsi respectivement la question de la reconnaissance

et de la procéduralisation dont elle fait l'objet de la part de l'administration, les expérimentations pédagogiques et leur récupération managériale à partir d'une étude de cas, la valorisation inégale et confuse des engagements professionnels de la part de l'Éducation nationale ou encore les épreuves occasionnées par les injonctions contradictoires de cette dernière au moment de l'entrée dans le métier.

Palet, L., Contamin, J.-G., Haute, T., Martinache, I., & Mierzejewski, S. (2023). **Retour sur les (dés)engagements enseignants**. *Revue française de pédagogie*, 221(4), 9-16. Consulté à l'adresse https://www.cairn.info/revue-francaise-de-pedagogie-2023-4-page-9.htm
Les enseignant·es en tant que groupe professionnel font l'objet d'une attention soutenue tant scientifique que politique et médiatique dans la société française. Parmi les discours à leur égard, celui d'une « crise des vocations » fait florès depuis (au moins) une vingtaine d'années et justifie toute une série de réformes qui sont paradoxalement peut-être davantage la cause que le remède au problème public ainsi construit. Ce dossier propose ainsi de s'arrêter sur cette notion d'engagement ou désengagement enseignant en distinguant les différentes dimensions en jeu – professionnelle, militante, mais aussi familiale et politique –, tout en articulant les échelles individuelle et collective. Dans une perspective socio-historique, ce dossier propose ainsi d'analyser sous différents angles l'évolution des rapports au métier des enseignant·es au regard des transformations sociales et institutionnelles auxquelles elles et ils font face. Les contributions qu'il réunit abordent ainsi respectivement la question de la reconnaissance et de la procéduralisation dont elle fait l'objet de la part de l'administration, les expérimentations pédagogiques et leur récupération managériale à partir d'une étude de cas, la valorisation inégale et confuse des engagements professionnels de la part de l'Éducation nationale ou encore les épreuves occasionnées par les injonctions contradictoires de cette dernière au moment de l'entrée dans le métier.

Pinto-Dror, I., & Shoshana, A. (2024). **Problematising teachers' accounts of privilege in elite high schools**. *British Educational Research Journal*, *50*(3), 1229-1245. https://doi.org/10.1002/berj.3972
The research question at the core of this paper concerns how teachers in elite Israeli high schools explain their educational work in this context, given its central role in establishing and perpetuating privilege in the current polarised era. To answer this question, we conducted 28 interviews with teachers from three elite high schools in Israel. The findings reveal three ways teachers justified their educational work in elite schools: cultivating the 'serving elite', helping shape elite students' leftist political orientation and future voting behaviour (emphasising the idea that political leftism serves as a mitigating force against the excesses of plutocracy) and fulfilling elite children's right to a level of education commensurate with their ability. The discussion problematises these justifications by highlighting their features, which, in turn, contribute to a complex understanding of how privilege functions and how advantages and inequality are produced and perpetuated in exclusive and exclusionary elite spaces.

Redondo, C. (2024). **Le retour d'expérience des ingénieurs pédagogiques sur leur prise en charge de la crise sanitaire à l'université**. *L'orientation scolaire et professionnelle*, *53*(2), 259. https://doi.org/10.4000/11ulu
Nous analysons l'expérience d'ingénieurs pédagogiques (IP) afin de mieux comprendre leur vécu et leur ressenti concernant l'éventuelle transformation de leur activité professionnelle trois ans après le déclenchement de la pandémie de Covid-19. Une

enquête par entretien a été réalisée auprès de dix IP qui étaient en poste dans des universités françaises au moment de la survenue de la crise sanitaire, en sollicitant un retour d'expérience sur les pratiques professionnelles mises en œuvre depuis mars 2020. Les résultats, produits selon une analyse thématique de contenu dans un cadre didactique, permettent de mettre en évidence plusieurs éléments saillants dont la forte capacité d'adaptation pour répondre aux besoins du public enseignant, l'évolution vers plus de visibilité et de reconnaissance institutionnelle et professionnelle, mais aussi la permanence des inégalités. Notre analyse objectivée avec le prisme de la théorie anthropologique du didactique permet de décrire le jeu des facteurs ayant impacté la réalisation et l'évolution des pratiques des IP interrogés.

Réto, G., Décret-Rouillard, R., & Mallard, S. (2024). **Adjoints de direction d'établissement scolaire : la présence, au défi du bien-être et de l'épanouissement**. *Carrefours de l'éducation*, *57*(1), 195-212. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-195.htm
La population des adjoints d'établissement scolaire de l'enseignement secondaire public se situe en première ligne dans les établissements tout en étant seconds de cordée. Leur présence est attendue et elle est quantitativement importante. Qualitativement, elle est éprouvante car les sollicitations sont multiples. Les risques d'épuisement sont forts. Cet article s'intéresse au bien-être et à l'épanouissement : quel est le rapport à la présence des adjoints et quels sont les effets de la présence sur leur bien-être au travail ? En s'appuyant sur 23 entretiens semi-directifs, les résultats de cette recherche permettent de caractériser les formes d'injonction à la présence des adjoints. Cette forte disponibilité les accule à une hyper responsabilisation. Parce que cette réalité n'est pas une fatalité, nous évoquons des ressources à mobiliser pour traverser l'épreuve de la présence afin de favoriser le bien-être des adjoints.

Robertson, C. (2024a). **National Professional Qualification (NPQ) for SENCos in England: Ready for launch, but who is it for?** *British Journal of Special Education*, *51*(2), 246-247. https://doi.org/10.1111/1467-8578.12524

Robertson, C. (2024b). **Reducing SENCo workload: A forgotten task?** *British Journal of Special Education*, *51*(2), 243-245. https://doi.org/10.1111/1467-8578.12519

Romainville, M. (2023). **L'« alignement pédagogique » : un arbre qui cache la forêt ?** *Revue française de pédagogie*, *221*(4), 109-116. Consulté à l'adresse https://www.cairn.info/revue-francaise-de-pedagogie-2023-4-page-109.htm
Les enseignant·es en tant que groupe professionnel font l'objet d'une attention soutenue tant scientifique que politique et médiatique dans la société française. Parmi les discours à leur égard, celui d'une « crise des vocations » fait florès depuis (au moins) une vingtaine d'années et justifie toute une série de réformes qui sont paradoxalement peut-être davantage la cause que le remède au problème public ainsi construit. Ce dossier propose ainsi de s'arrêter sur cette notion d'engagement ou désengagement enseignant en distinguant les différentes dimensions en jeu – professionnelle, militante, mais aussi familiale et politique –, tout en articulant les échelles individuelle et collective. Dans une perspective socio-historique, ce dossier propose ainsi d'analyser sous différents angles l'évolution des rapports au métier des enseignant·es au regard des transformations sociales et institutionnelles auxquelles elles et ils font face. Les contributions qu'il réunit abordent ainsi respectivement la question de la reconnaissance

et de la procéduralisation dont elle fait l'objet de la part de l'administration, les expérimentations pédagogiques et leur récupération managériale à partir d'une étude de cas, la valorisation inégale et confuse des engagements professionnels de la part de l'Éducation nationale ou encore les épreuves occasionnées par les injonctions contradictoires de cette dernière au moment de l'entrée dans le métier.

Sierra-Martínez, S., Martínez-Figueira, M.-E., Castro Pais, M. D., & Pessoa, T. (2024). **'You work, I copy'. Images, narratives and metaphors around academic plagiarism through Fotovoz**. *British Educational Research Journal*, *50*(3), 1514-1532. https://doi.org/10.1002/berj.3977
Academic integrity is part of the process that explains the communication of information in an ethical manner. Although the prevalence of dishonest acts at university has been noted, it is an aim of the educational system to analyse what motivates them from an age prior to their incorporation into university studies. The aim of this work is to collect the visual-narrative representation of academic plagiarism made by secondary school and university students, as well as to analyse their perception of it and discover the keys that explain this malpractice. A participatory study was carried out, in which two high school students took on the role of co-researchers in training. Information is collected from 178 students from three schools in Spain and Portugal through participatory photography or Photovoice. It is analysed with Maxqda22 software in two stages: (1) deductive analysis of the narratives, identifying categories and thematic codes, in a participatory way with the trainee researchers; and (2) inductive analysis of images and metaphorical expressions. The results allow us to outline three representations of the action of copying: as a punishable act, as a picaresque act and as a quick and easy opportunity for the student. This classification reveals the issues that dominate the discourse of the participants, suggesting the effects and causes that aggravate the commission of plagiarism: the simplicity of the process and the possibility of not being detected.

Singh, M. V. (2024). **Toxic Masculinity Masking as Cultural Relevancy: Latino Men Navigating Heteropatriarchal Expectations of Manhood in the Teaching Profession**. *Harvard Educational Review*, *94*(2), 165-186. https://doi.org/10.17763/1943-5045-94.2.165
In this qualitative study, Michael V. Singh deconstructs how and why Latino men teachers are asked to perform a culturally relevant manhood in the classroom. He looks at the ways these teachers experience and navigate the heteropatriarchal expectations associated with their teaching and gender performance, which are often (mis) framed as "cultural relevancy" and reproduce hegemonic and toxic masculinity. The eleven Latino men in this study described such expectations as coming from teachers and administrators, who positioned them to embody tropes of the macho Mexican patriarch who disciplines unruly boys, and also from students, who sometimes wanted their teachers to perform a Latino manhood admired for its physical and sexual power. The participants also recounted how they navigated these expectations in ways that disrupted and queered the figure of the culturally relevant Latino man teacher. This study deconstructs how and why Latino men teachers are asked to perform a culturally relevant manhood in the classroom.

Smidt, W., Karpenko, O., Czepil, M., & Embacher, E.-M. (2024). **Predictors of burnout of preschool teachers working in the warzone Ukraine**. *Early Childhood Research Quarterly*, *68*, 169-179. https://doi.org/10.1016/j.ecresq.2024.05.002

Research on predictors of burnout among preschool teachers is a crucial topic, particularly in the context of those working in warzones. This study aimed to investigate the predictors of burnout among 562 preschool teachers employed in 183 preschools located in the war-torn region of Ukraine. The study was conducted as an online survey and key constructs were captured by using well established measures. Path analyses were conducted to investigate the predictors of preschool teacher burnout. The results showed that trauma symptoms and work experience positively predicted burnout, whereas resilience and social support had a negative association with burnout. Additionally, exploratory analyses revealed indirect effects of preschool location, war-related stressors, resilience, social support, and age on burnout. These findings highlight the need for targeted support services for preschool teachers in Ukraine's warzone to enhance available resources and alleviate burnout symptoms.

Stratford, E., Watson, P., & Paull, B. (2024). **What impedes and enables flourishing among early career academics?** *Higher Education*, *88*(1), 259-277. https://doi.org/10.1007/s10734-023-01115-8

Early career academics face a rapidly changing higher education sector and too little is known about what helps them flourish in the profession. This paper responds to that gap by reporting research undertaken in a single or intrinsic case study of one Australian university. We invited participation from a full cohort of 1019 academics in one large College. Of those, 41 early career academics or ECAs and 45 more senior academics or MSAs engaged in a 50-question survey. Of those, 18 ECAs and 16 MSAs who had flagged interest then completed an in-depth interview. We learned about: ECAs' work; what they and MSAs think impedes and enables that work; work-life balance; and experiences of mentoring and career development. We also asked for their perspectives on the future. We found remarkable agreement across the two cohorts that mirrors concerns expressed in a growing, internationally significant literature. Members of both cohorts appealed for strengthened organisational and sectoral commitments to caring career pathways and sought more certainty in challenging times. Our findings led us to conclude that academics have high hopes that universities and those in higher education policy settings can address work overload; enhance professional development across all duties; make leaner systems and processes; have more realistic expectations about research; and better value academics' profound commitments to higher education. Those findings accord with other results reported in comparable jurisdictions around the world and add weight to an increasingly compelling case to recentre and refocus on people in university organisational cultures and practices.

Tali, F., Loubère, L., Charalampopoulou, C., Desbiens, J.-F., Abe, M.-H., & Céci, J.-F. (2024). **L'auto-efficacité des enseignantes et enseignants du supérieur à enseigner avec le numérique, de la période Covid à nos jours**. *L'orientation scolaire et professionnelle*, *53*(2), 313-342. Consulté à l'adresse https://journals.openedition.org/osp/19182

Avec la pandémie causée par la Covid-19, l'usage du numérique s'est imposé et traduit par des pratiques très diversifiées dans le contexte de l'enseignement supérieur. Enseigner à distance suppose cependant que les personnes enseignantes (PE) détiennent des compétences techniques pour exploiter au mieux le numérique au service de leurs objectifs pédagogiques. Mobilisant la théorie sociocognitive de Bandura, cette étude utilise une enquête par questionnaire auprès de 290 PE pour valider une échelle d'auto efficacité à l'enseignement en ligne (AE) et examiner ses relations avec les attitudes, les pratiques d'enseignement à l'aide du numérique, ainsi que le sexe

des répondants. Après validation de l'échelle unidimensionnelle, les résultats révèlent pour une AE élevée une corrélation positive et significative avec l'éventail d'outils mobilisés et des corrélations négatives (et significatives) avec les émotions et croyances négatives sur le numérique. L'étude identifie également une différence significative entre les sexes, les hommes ayant un niveau d'AE supérieur à celui des femmes, malgré une plus grande participation de ces dernières aux formations numériques. En conclusion, l'AE émerge comme un facteur déterminant pour l'adaptation des PE aux exigences du numérique en enseignement supérieur, soulignant l'importance des initiatives de formation pour renforcer ce dernier.

Van Herwegen, J., Outhwaite, L. A., & Herbert, E. (2024). **Neuromyths about dyscalculia and dyslexia among educators in the UK**. *British Journal of Special Education*, *51*(2), 233-242. https://doi.org/10.1111/1467-8578.12516
Dyslexia and dyscalculia are two examples of high-incidence specific learning difficulties (SpLDs) that have similar prevalence and can often co-occur. It is currently unclear how familiar educators in the UK are with dyscalculia and how this compares to dyslexia and what, if any, neuromyths educators might endorse. The current study examined the awareness and endorsement of neuromyths related to dyscalculia and dyspraxia with 229 educators in the UK. Educators were asked to complete a short online survey that included questions about their awareness of SpLDs and some neuromyths, as well as some background questions. Despite educators being more familiar with dyslexia, they endorsed more neuromyths related to dyslexia than dyscalculia. However, being more familiar with dyslexia and being a maths lead did result in the endorsement of fewer neuromyths. These findings suggest that greater awareness of SpLDs in general might not reduce the endorsements of neuromyths, but that to counter the limited awareness of dyscalculia, educators need information about the cognitive mechanisms of learning in these students.

Wanke, P., Lauro, A., dos Santos Figueiredo, O. H., Faria, J. R., & Mixon, F. G. (2024). **The Impact of School Infrastructure and Teachers' Human Capital on Academic Performance in Brazil**. *Evaluation Review*, *48*(4), 636-662. https://doi.org/10.1177/0193841X231197741
To improve one of the lowest rates of literacy and numeracy in the world, the government of Brazil has targeted public education reform, given the strong link between an educated population and economic growth. This study examines the academic performance of the Brazilian public primary school system. It addresses the empirical shortcomings of prior research to examine the dynamics of the relationship between academic performance scores and several demographic and institutional variables, such as socioeconomic characteristics, variations in school infrastructure and school complexity, and teachers' human capital. We employed quantile regression to explore the determinants of academic performance across 35,490 schools in rural and urban environments in Brazil. The dependent variable in our analysis captures the academic performance score, as measured by Brazil's education authorities, of each school in our dataset. The model includes several education-related indices used in prior research and, as explanatory factors, measures of teachers' human capital and the students' socioeconomic level, which synthesizes information on parents' education and household income. The results suggest that several institutional variables, including access to school libraries, computer facilities, projectors, and televisions, are positively and significantly related to the academic performance of primary students in Brazil's

system of public education. Furthermore, students' socioeconomic level is positively associated with their academic performance.

Wu, H., & Zhu, J. (2024). **Returning home and becoming alumni faculty: dual academic networks and their impact on Chinese returnee faculty's professional development satisfaction**. *Higher Education*, *88*(1), 161-182. https://doi.org/10.1007/s10734-023-01110-z Returnee faculty experiencing cross-border academic mobility have obtained ample transnational experience in an international academic environment, which may potentially influence their professional development satisfaction after returning to their home countries. Most research has compared returnee faculty's research productivity with their home-trained colleagues. However, the joint impact of local and overseas networks on professional development satisfaction needs to be further explored, particularly how they take advantage of overseas and domestic academic networks in professional development. This study used a mixed-methods approach to explore these issues. In the quantitative research section, a survey of 1307 returnees from 41 top Chinese universities was conducted. Ordinary Least Squares (OLS) and Propensity Score Matching (PSM) models were adopted to probe the influence of the dual academic networks on returnee scholars' professional development and to reveal the causal effect of the alum faculty status, respectively. In the qualitative research section, thirteen returnee faculty from nine Chinese universities participated in interviews. Key findings show that dual academic networks impact returnees' satisfaction with professional development, and network members with different tie strengths played diverse roles. The frequency of contact with former domestic and overseas supervisors and domestic colleagues is positively related to the returnee faculty's professional development satisfaction. Furthermore, the alum faculty status has a negative effect on returnees' professional development satisfaction. Returnees are advised to effectively and intentionally manage the strength of their ties to various roles within the dual academic networks to enhance their professional development satisfaction.

Zaffran, J. (2023). **N'enseigne pas chez nous qui veut ! Les motifs de l'engagement des enseignants en microlycée**. *Revue française de pédagogie*, *221*(4), 91-105. Consulté à l'adresse https://www.cairn.info/revue-francaise-de-pedagogie-2023-4-page-91.htm Les enseignant·es en tant que groupe professionnel font l'objet d'une attention soutenue tant scientifique que politique et médiatique dans la société française. Parmi les discours à leur égard, celui d'une « crise des vocations » fait florès depuis (au moins) une vingtaine d'années et justifie toute une série de réformes qui sont paradoxalement peut-être davantage la cause que le remède au problème public ainsi construit. Ce dossier propose ainsi de s'arrêter sur cette notion d'engagement ou désengagement enseignant en distinguant les différentes dimensions en jeu – professionnelle, militante, mais aussi familiale et politique –, tout en articulant les échelles individuelle et collective. Dans une perspective socio-historique, ce dossier propose ainsi d'analyser sous différents angles l'évolution des rapports au métier des enseignant·es au regard des transformations sociales et institutionnelles auxquelles elles et ils font face. Les contributions qu'il réunit abordent ainsi respectivement la question de la reconnaissance et de la procéduralisation dont elle fait l'objet de la part de l'administration, les expérimentations pédagogiques et leur récupération managériale à partir d'une étude de cas, la valorisation inégale et confuse des engagements professionnels de la part de l'Éducation nationale ou encore les épreuves occasionnées par les injonctions contradictoires de cette dernière au moment de l'entrée dans le métier.

Zinilli, A., Pierucci, E., & Reale, E. (2024). **Organizational factors affecting higher education collaboration networks: evidence from Europe**. *Higher Education*, *88*(1), 119-160. https://doi.org/10.1007/s10734-023-01109-6
We explore the role of organizational factors in research collaboration networks among European universities. The study of organizational drivers in shaping collaboration patterns is crucial for policy design aimed at reducing research fragmentation and fostering knowledge creation and diffusion. By using Exponential Random Graph Models (ERGMs) and controlling for spatial factors, we investigate the role of two main mechanisms guiding the partners' selection process: organizational attributes and homophily. We investigate two distinct scientific collaboration networks (i.e., projects and publications) and two research domains (Physical Sciences and Engineering, and Life Sciences) over the 2011–2016 time period. Our empirical evidence reveals that, among the main dimensions indicated by the literature, research capability (measured by the dimension of doctoral programs) has the clearest and most stable impact either on the tendency to establish collaboration ties or as homophily effect. In terms of policy implications, it emerges that organizational similarity in research capability matters and policy makers should consider doctoral programs as a strategic variable to promote successful collaborations in scientific research.

Numérique et éducation

Avanesian, G., Zaw, H. T., Kelly, P., & Mizunoya, S. (2024). **Dissecting the digital divide: A household fixed effects approach to estimating gender gaps in digital skills of youth in low-   and   middle-income   economies**.   *Heliyon*,   *10*(12),   e33127. https://doi.org/10.1016/j.heliyon.2024.e33127
This study investigates gender gaps in digital skills among youth (15–24 years old) in 32 low- and middle-income economies using data from UNICEF-supported and internationally comparable Multiple Indicator Cluster Surveys (MICS). Utilizing a household fixed effects approach, we aim to isolate gender-based disparities from household-level variations. The intra-household analysis reveals significant inequalities, with biases against young women in possessing digital skills, including the very basic ones. Supplementary analysis using a mixed-effects model, which accounts separately for within- and between-household variation, highlights that wealthier households exhibit larger gender gaps in digital skills, disadvantaging young women primarily due to a floor effect in the poorest households. The paper concludes with policy implications aimed at reducing gender gaps in digital skills.

Café pédagogique. (2024, juin 21). **Compétences numériques des élèves, questions sur l'école**. Consulté 21 juin 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/06/21/competences-numeriques-des-eleves-questions-sur-lecole/
La parution récente par la DEPP (juin 2024) du document détaillé intitulé "Évaluation des compétences numériques en fin de troisième 2022, Résultats et analyses

Ciavaldini-Cartaut, S., Métral, J.-F., Olry, P., Guidoni-Stoltz, D., & Gagneur, C.-A. (2024). *Artificial Intelligence in Professional and Vocational Training*. https://doi.org/10.1007/978-3-031-55272-4_11

This chapter explores challenges linked to AI integration in professional training, emphasising the need to question the learning analytics generated during activities involving humans or living entities. The intersection of initial and ongoing training poses a design challenge: making AI tools acceptable for both training and the workplace. This chapter critically examines the nature and quality of the initial data and learning analytics using educational data mining through three case studies of adaptive learning environments. The first case study addresses the challenges of modelling Comté cheese manufacturing. The second case study describes Silva Numerica, a digital forest simulator, exploring how AI, as a learning tool, can contribute to realistic modelling while addressing didactic obstacles. The third case delves into AI's role in automotive mechanics training, emphasising the need for visibility in cognitive inference processes. The chapter concludes by addressing data reliability concerns in AI systems and proposing education and training strategies to overcome such challenges.

Detroz, P., & Younès, N. (2023). **Médiations pédagogiques en jeu à l'heure des systèmes numériques interactifs : une revue de littérature narrative et critique**. *Revue française de pédagogie*, *221*(4), 119-155. Consulté à l'adresse https://www.cairn.info/revue-francaise-de-pedagogie-2023-4-page-119.htm
Les enseignant·es en tant que groupe professionnel font l'objet d'une attention soutenue tant scientifique que politique et médiatique dans la société française. Parmi les discours à leur égard, celui d'une « crise des vocations » fait florès depuis (au moins) une vingtaine d'années et justifie toute une série de réformes qui sont paradoxalement peut-être davantage la cause que le remède au problème public ainsi construit. Ce dossier propose ainsi de s'arrêter sur cette notion d'engagement ou désengagement enseignant en distinguant les différentes dimensions en jeu – professionnelle, militante, mais aussi familiale et politique –, tout en articulant les échelles individuelle et collective. Dans une perspective socio-historique, ce dossier propose ainsi d'analyser sous différents angles l'évolution des rapports au métier des enseignant·es au regard des transformations sociales et institutionnelles auxquelles elles et ils font face. Les contributions qu'il réunit abordent ainsi respectivement la question de la reconnaissance et de la procéduralisation dont elle fait l'objet de la part de l'administration, les expérimentations pédagogiques et leur récupération managériale à partir d'une étude de cas, la valorisation inégale et confuse des engagements professionnels de la part de l'Éducation nationale ou encore les épreuves occasionnées par les injonctions contradictoires de cette dernière au moment de l'entrée dans le métier.

Dubois, L.-A., & De Stercke, J. (2024). **L'usage de la vidéo lors de débriefings post-simulation dans la formation de sapeurs-pompiers : quels effets sur l'activité du formateur ?** *Éducation & Formation*, (e-322), 16-32. https://doi.org/2032-8184
Cette étude vise à analyser l'usage de la vidéo comme outil d'aide à la conduite de débriefing post-simulation dans la formation à la lutte contre l'incendie de sapeurs-pompiers belges. Plus particulièrement, c'est l'activité des formateurs, en tant que débriefers, qui est ici décryptée de manière systématique à la lumière d'une grille de codage préexistante. Nous démontrons à travers cette étude que l'usage d'outils technologiques par les formateurs dans le cadre du débriefing ne modifie pas leurs pratiques pédagogiques de façon à donner davantage l'occasion aux apprenants sapeurs-pompiers de procéder à une analyse réflexive de l'activité réalisée en séance. Nos conclusions établissent à ce sujet qu'à défaut de conditions propices à sa mise en œuvre, le recours à la vidéo risque de ne présenter que peu de plus-value

d'apprentissage par la réflexion sur l'action chez les apprenants. Partant de là, des recommandations en matière d'usage de la vidéo lors des débriefings post-simulation en formation professionnelle sont proposées

Fischer, G. (2024). *Une approche activité de l'identité professionnelle enseignante à l'aune du développement du numérique à l'école : l'exemple de l'impact du dispositif «Lycée 4.0»* (Phdthesis, Université de Strasbourg). Consulté à l'adresse https://theses.hal.science/tel-04620174
Les injonctions à développer le numérique à l'école sont fortes (Assude et al., 2010). Elles sont justifiées par une plus-value éducative (Youssef et Audran, 2019) alors que cette dernière n'est aujourd'hui pas démontrée (Fluckiger, 2020). Lancé en 2017, en Région Grand Est, le dispositif « Lycée 4.0 » est présenté comme un outil visant à faire du numérique un véritable outil de savoir et de modernité. Cette thèse ambitionne d'appréhender l'identité professionnelle agie des enseignants dans ce contexte. L'activité est abordée comme étant une activité subjective et sociale (Vygotski, 1978). Porteuse de sens, elle se façonne dans un espace saturé de prescriptions (Flavier, 2016). Le sens donné à l'activité nous donne des clés de compréhension de l'identité professionnelle.Un dispositif longitudinal de recueil de données a été mis en place. Les résultats montrent que les enseignants renormalisent la prescription d'utiliser le numérique et singularisent leur activité. Cette injonction est source de tensions identitaires. Néanmoins, hormis durant la période de continuité pédagogique, les enseignants revendiquent une stabilité des fondements du métier.

Grandbastien, M., Pulker, H., & Vialleton, E. (2024). **Utiliser la vidéo en formation à distance et observer collaboration, interaction et relations interpersonnelles**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (46). https://doi.org/10.4000/11vlh
L'édito du numéro 45 annonçait une série de numéros thématiques à partir de contributions présentées lors du Colloque international et bilingue « La formation à distance, résolument ? », organisé par la revue, avec le soutien conjoint du CNED, de l'EIFAD et de l'Open University les 21 et 22 octobre 2022. Voici donc la seconde livraison de cette série avec deux articles en français et un en anglais. Les éditrices du numéro 45 concluaient l'édito en précisant que les articles proposés dévoilaie...

Jiang, L., Li, Z., & Leung, J. S. C. (2024). **Digital multimodal composing as translanguaging assessment in CLIL classrooms**. *Learning and Instruction*, 92, 101900. https://doi.org/10.1016/j.learninstruc.2024.101900
Background Despite the increasing popularity of translanguaging as an instructional strategy and the ascending linguistic and cultural diversity in CLIL classrooms, content assessment remains monolingual and monomodally carried out in written language. There is a critical need to explore how translanguaging assessment can be designed and enacted through assessment innovations. Aims This paper explores innovative use of digital multimodal composing (DMC) as translanguaging assessment in CLIL classrooms and the pertinent practical issues associated with such innovation. Sample(s) The participants were three content teachers and their students in three distinctive classroom contexts. Methods With an instrumental case study design (Yin, 2003), this study presents three situated examples of DMC as translanguaging assessments with a combination of thematic and multimodal analysis. Results The findings show that the teachers enacted translanguaging assessment through DMC in three ways: using DMC to relate

abstract/intangible curricular constructs to students' lived experiences, imagined identities and cultural heritages, to document longitudinal learning evidence throughout the process of real-world explorations, and to help diagnose the implicit and sometimes overlooked sources of conceptual misunderstandings and difficulties in content learning. A range of challenges in relation to validity and manageability are also identified. Conclusions While the findings reveal the affordances of DMC as translanguaging assessment, its implementation requires attention to the planned scaffolds for translanguaging performance in DMC, the digital literacies required for effective use of DMC, and well justified purposes of using DMC as translanguaging assessment in linguistically policed contexts.

Larnder, C. I., En, N. N., Vallerand, V., Holgado, O., Roy, N., Parent, S., … Paquelin, D. (2024). *État de la situation sur les impacts sociétaux de l'IA et du numérique - 2024* (p. 68). https://doi.org/10.61737/cfrt3613
La scène nationale et la scène internationale voient appa- raître plusieurs parties prenantes impliquées dans le développement et le déploiement en IA. L'Obvia demeure très à l'affût de ce qui s'y passe et plusieurs membres font partie de comités d'experts ou d'initiatives et jouent un rôle clé dans ces groupes. Cet état de la situation est donc teinté de ce qui a marqué la présente année. Au prin- temps 2023, le gouvernement du Québec a mandaté le Conseil de l'innovation du Québec (CIQ) afin d'initier une réflexion collective sur l'encadrement de l'IA au Québec

McIver, L., & Bettencourt, M. (2024). **Virtual schools for care-experienced learners in Scotland: Reflections on an emerging concept in a new context**. *British Educational Research Journal*, *50*(3), 1495-1513. https://doi.org/10.1002/berj.3988
The 'virtual school' is an approach to supporting care-experienced children and young people in education. The Virtual School Head (VSH) has been a statutory role within the education landscape in England since 2014. In Scotland, where the education, social care and legal systems are distinct from those in England, there has been a recent increase in the number of local authorities utilising this concept. This research aimed to explore the role and remit of Virtual School Head Teachers (VSHTs) in Scotland, and to identify similarities and differences with those of VSHs in England, to uncover learning about the emergence of this concept and role in a new context. We conducted semi-structured interviews with relevant post-holders in Scotland, using key concepts from the published literature on virtual schools in England, and analysed these qualitatively to identify themes. We discuss some of the similarities and differences we identified, noting that while the purpose of the role, and the means by which it functions, were largely common to both countries, there were also nuanced differences. Key similarities included the importance of positioning within the local authority, and the development of relationships with social work. Differences were largely underpinned by the educational and legal contexts in which the post-holders operated, and included control of budgets and specificity of remit. This research contributes to our understanding of the role of the VSHT in Scotland, and identifies some emerging features as the virtual school concept is translated to a new context.

Messaoui, A., & Leroy, A. (2024). **Pratiques et usages des IA génératives par des étudiants en BUT informatique : questions éthiques et techniques**. *Les rencontres de l'AECIUT 2024*. Présenté à Brest, France. Consulté à l'adresse https://hal.science/hal-04619805

La présentation explore l'utilisation des intelligences artificielles génératives (IAg) par les étudiants en BUT 2 Informatique. Il s'agit d'un compte rendu d'expérimentation pédagogique. Face à la suspicion d'un usage important de ChatGPT et autres IAg, les auteurs ont mis en place un dispositif pédagogique comprenant des questionnaires pré-test et post-test, ainsi que des séances de cours théoriques sur l'utilisation critique de ChatGPT et des cours et pratiques sur la rédaction de rapports et la production de contenus. Les résultats montrent que 52% des étudiants utilisent quotidiennement les IAg, avec une moyenne de 3 IAg différentes. Le cours a permis à 52% des étudiants d'améliorer leur capacité à rédiger des prompts efficaces, bien que la fréquence d'utilisation soit restée stable pour 80% d'entre eux. Les usages principaux incluent la recherche d'informations, la rédaction et l'amélioration de textes, ainsi que la création d'images ou de vidéos. Les enseignants ont noté un intérêt manifeste des étudiants, mais aussi un manque d'engagement dans la dimension réflexive de compréhension des erreurs. Pour l'avenir, ils envisagent de reproduire la session de formation, de poursuivre la veille sur le sujet et de mutualiser les efforts pour développer une littératie des IA. En conclusion, le diaporama insiste sur l'importance d'utiliser les IAg dans des domaines où l'on est compétent pour évaluer les réponses et d'aiguiser un esprit critique pour ne pas se laisser happer par l'apparente intelligence de ces outils.

Miao, F., & Holmes, W. (2024). ***Orientations pour l'intelligence artificielle générative dans l'éducation et la recherche***. https://doi.org/10.54675/HBCX3851

Mocquet, B. (2024). **Rhizome de l'écosystème du numérique universitaire français et nouvelle gouvernance : Mutualisation, gouvernance et numérique universitaire**. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et communication*, (17), 29-57. https://doi.org/10.52358/mm.vi17.391
We propose to characterize the organization of the French digital university, examining its processes of manufacture, operation and governance by interrogating the concept of rhizome, developed in 1980 by Deleuze and Guattari. By French digital university, we mean the digital technologies that underpin the operation and management of higher education. This article aims to describe the various organizational forms observed (associations, public interest groups, consortiums, public institutions ...), as well as their interactions, adopting a categorical approach in a bid to make this deeply organic organization intelligible as it develops discretely through the interaction of the actors who make it up. The analysis of this dynamic allows us to grasp the complexity of the French university digital ecosystem and to understand how the players involved collaborate, interact and influence the evolution of the system, thus forming a form of new governance. Using interviews conducted over the past two years and information gathered formally and informally, we examine the mechanisms of this ecosystem, highlighting the modes of action of the various players, including universities, technology companies and public bodies. This approach offers a rhizomic perspective on the evolution of digital technology in French higher education.

Molina, E., Cobo, C., Pineda, J., & Rovner, H. (2024). ***Artificial Intelligence Revolution in Education: What You Need to Know*** (p. 1-36). Consulté à l'adresse International Bank for Reconstruction and Development / The World Bank website: https://documents1.worldbank.org/curated/en/099734306182493324/pdf/IDU152823b13109c514ebd19c241a289470b6902.pdf

This innovative report brings together the main developments driven by artificial intelligence (AI), a powerful tool for teachers, students, parents and academic institutions.

Mraihi, S. (2024). **Ce que les interactions nous disent sur l'activité de l'enseignant et des étudiants pendant le cours par visioconférence en situation de contrainte**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (46). https://doi.org/10.4000/11vll
Cet article présente les travaux menés dans le cadre d'une recherche doctorale qui s'appuie sur les interactions pour analyser l'activité de l'enseignant et des étudiants pendant le cours en visioconférence, un mode d'enseignement qui s'est considérablement développé durant la crise sanitaire de la COVID-19. Le passage dans l'urgence à un enseignement à distance a contraint les enseignants et les étudiants de s'adapter à des nouvelles modalités de formation marquées par un glissement de la salle de classe vers l'espace privé ou un autre espace professionnel comme le bureau et par l'omniprésence de l'environnement numérique où l'enseignant et les étudiants prennent part au cours par écran interposé. Notre recherche vise à comprendre comment enseignant et étudiants interagissent dans ce nouvel environnement. Dans cet article, nous exposons les fondements théoriques qui ont guidé notre recherche, nous présentons ensuite notre méthodologie mixte basée sur des données quantitatives et qualitatives et enfin nous partageons des éléments spécifiques de nos résultats en mettant l'accent sur le niveau de multimodalité des interactions dans le cours en visioconférence et les effets induits par l'environnement physique et numérique.

Muskin, M. (2024). **Quitting with a Crowd: An exploration of teachers' resignation stories on TikTok**. *Teaching and Teacher Education*, *147*, 104655. https://doi.org/10.1016/j.tate.2024.104655
This exploratory case study examines 35 popular posts on #teacherquittok, describing how teachers use multimodal elements to illuminate an unsustainable teaching profession across the United States. Employing multimodal content and frame analyses, this study finds posts take on a political dimension, linking resignations to workplace grievances. However, posts rarely make policy demands or encourage offline activism. Hence, #teacherquittok resembles new social movements online that emphasize building coalitions and shared narratives rather than overt action. These findings suggest that #teacherquittok is a platform for teachers to voice challenges and contribute to public discourse related to poor working conditions across the profession.

Papi, C., & Dugré, G. (2024). **Les défis de l'enseignement de la danse à distance : entre absurdité et opportunité**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (46). https://doi.org/10.4000/11vlm
Cet article porte sur le développement des cours de danse de loisir à distance durant la pandémie. Les recherches dans le domaine et les entretiens menés avec 34 professeurs de danse mettent en évidence que former à la danse à distance soulève un grand nombre de défis, au point qu'il est possible de se demander s'il est pertinent d'enseigner la danse à distance. Tandis que pour quelques professeurs enseigner une danse à distance semble absurde tant cette activité implique un contact humain, notamment pour les danses de couple, pour d'autres, cette pratique a été l'occasion de développer certains aspects de leurs enseignements, de maintenir provisoirement les liens avec leurs apprenants, voire de se perfectionner avec les cours à distance diffusés par d'autres

artistes partout dans le monde. Cependant, de l'impossibilité de toucher autrui au manque d'espace à domicile, de la confusion des repères spatiaux aux décalages sonores, les professeurs de danse qui souhaitent enseigner à distance ont dû repenser leurs cours et adapter leurs pratiques à ce mode de formation.

St-Denis, G. (2024). *Accompagner des enseignants du primaire en formation courte sur l'accessibilité mobilisant les aides technologiques*. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32977
Au cours des dernières décennies, le Québec a connu une augmentation significative du nombre d'élèves ayant des défis particuliers dans les classes ordinaires du primaire. Cette diversification des profils d'apprentissage a complexifié l'enseignement, qui vise la réussite de tous les élèves indépendamment de leurs besoins spécifiques. Les pratiques pédagogiques et les ressources matérielles jouent un rôle crucial pour favoriser l'accès, la participation et la progression pour tous les élèves. Toutefois, les enseignants ne semblent pas suffisamment préparés, tant dans leur formation initiale que continue, pour mettre en place des pratiques dites accessibles dans la classe. Cette étude vise à mieux comprendre comment la formation courte s'appuyant sur le processus de planification universelle (PPU) peut soutenir les enseignants du primaire afin de planifier et mettre en œuvre la conception universelle de l'apprentissage (CUA) et les aides technologiques (AT) dans la classe. Plus spécifiquement, cette étude vise à concevoir un dispositif de formation à proposer aux enseignants, à documenter la réalisation des étapes du PPU par les enseignants et à décrire les apports et les limites du dispositif de formation quant au soutien apporté par ce dernier aux enseignants du primaire au Québec. À partir de la littérature recensée, un dispositif de formation a été élaboré et proposé à cinq enseignants du primaire. Les enseignants ont suivi une formation en ligne d'environ une heure de façon individuelle avant de participer à une rencontre de travail collectif. Les résultats de cette recherche, s'appuyant sur une méthodologie qualitative, montrent que le dispositif de formation courte offre un soutien prometteur aux enseignants. Celui-ci a contribué à changer les perceptions des enseignants en ce qui concerne les difficultés à apprendre orientant le regard vers l'identification des obstacles plutôt que des déficiences. De plus, le PPU a été utile pour soutenir la planification et la mise en œuvre de la CUA et des AT par les enseignants. Enfin, la collaboration, l'accompagnement et la conception des ressources de formation selon les principes de la CUA ont joué un rôle pour soutenir la compréhension et le développement d'habiletés au cours de cette formation.

Tali, F., Loubère, L., Charalampopoulou, C., Desbiens, J.-F., Abe, M.-H., & Céci, J.-F. (2024). **L'auto-efficacité des enseignantes et enseignants du supérieur à enseigner avec le numérique, de la période Covid à nos jours**. *L'orientation scolaire et professionnelle*, *53*(2), 313-342. Consulté à l'adresse https://journals.openedition.org/osp/19182
Avec la pandémie causée par la Covid-19, l'usage du numérique s'est imposé et traduit par des pratiques très diversifiées dans le contexte de l'enseignement supérieur. Enseigner à distance suppose cependant que les personnes enseignantes (PE) détiennent des compétences techniques pour exploiter au mieux le numérique au service de leurs objectifs pédagogiques. Mobilisant la théorie sociocognitive de Bandura, cette étude utilise une enquête par questionnaire auprès de 290 PE pour valider une échelle d'auto efficacité à l'enseignement en ligne (AE) et examiner ses relations avec les attitudes, les pratiques d'enseignement à l'aide du numérique, ainsi que le sexe des répondants. Après validation de l'échelle unidimensionnelle, les résultats révèlent

pour une AE élevée une corrélation positive et significative avec l'éventail d'outils mobilisés et des corrélations négatives (et significatives) avec les émotions et croyances négatives sur le numérique. L'étude identifie également une différence significative entre les sexes, les hommes ayant un niveau d'AE supérieur à celui des femmes, malgré une plus grande participation de ces dernières aux formations numériques. En conclusion, l'AE émerge comme un facteur déterminant pour l'adaptation des PE aux exigences du numérique en enseignement supérieur, soulignant l'importance des initiatives de formation pour renforcer ce dernier.

Warden, C. A., Chen, J. F., & Stanworth, J. O. (2024). **The role of social networks in digital learning gamification: Learner communication preferences and performance effects**. *Learning and Instruction*, 92, 101911. https://doi.org/10.1016/j.learninstruc.2024.101911
Background With increasing use of social networks among university learners, its role in communication channels in connectivists teaching context needs examination. Aims This study investigates the role of communication channels in social networks as learners engage in a negotiation simulation RPG. Samples The current study collects data from 20 groups of learners in a fully online modality where learners are engaged in the negotiation simulation RPG. Methods Set in a fully online class, using a RPG that requires high levels of communication among participants, communication channel use is measured. Behavior data tracks actions between groups in the learning RPG database, allowing social network analysis. Results Results show social network apps are most often used by learners for both intra and intergroup conversations. Surprisingly, increased inter-group communication does not always improve learner performance in a connectivist setting. Instead, each additional communication quickly improves performance up to a certain point. After that point, more communication does not necessarily lead to better performance. Conclusion Instructors and administrators need to find ways to welcome technology platforms, like social media, into the classroom. However, social media platforms are in no way designed to fit a specific class and bring their own set of issues that can run counter to the class goals or instructional methods.

Orientation scolaire et professionnelle

Albiez, J., Strazzeri, M., & Wolter, S. (2024). *Students' Grit and Their Post-compulsory Educational Choices and Trajectories: Evidence from Switzerland* (IZA Discussion Paper N° 16945). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16945.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.

Chang, B., Wang, J., & Cai, J. (2024). **Validation of Parental Attitudes Toward Preschoolers'
Career Education Measures in China**. *Journal of Career Development*, *51*(4), 461-477.
https://doi.org/10.1177/08948453241260870
The present study aims to translate the questionnaires of Parents' Attitudes toward Early
Childhood Career Development (PAECCD) and Parents' Attitudes toward Vocational
Education Implementation in Preschool Curriculum (PAVEIPC) into Chinese versions
(PAECCD-C and PAVEIPC-C) and examines their reliability and validity through two
studies. In Study 1, exploratory factor analyses (EFAs) were conducted to evaluate their
factor structure among 232 Chinese preschoolers' parents. In Study 2, confirmatory factor
analyses (CFAs) were conducted to confirm their factor structures among other 355
Chinese preschoolers' parents, supporting the superiority of the initial theoretical model.
Multigroup CFA comparisons indicated the measurement invariance for fathers and
mothers. The PAECCD-C and PAVEIPC-C had excellent reliability values from .82 to .92.
This study added to the existing research literature by supporting the applicability of
PAECCD and PAVEIPC among Chinese preschoolers' parents.

Courtinat-Camps, A., & Brossais, E. (2024). **Comprendre les trajectoires de collégiens et
de lycéens accompagnés par un dispositif inclusif (Ulis) : " faire résultat(s) " à partir d'une
approche pluridisciplinaire.** *Les Dossiers des sciences de l'éducation*, (49). Consulté à
l'adresse https://hal.science/hal-04621003

Dauchet, M. (2024). **Les politiques éducatives nationales vues à travers les plateformes
d'accès au supérieur**. *Administration & Éducation*, *182*(2), 51-57. Consulté à l'adresse
https://www.cairn.info/revue-administration-et-education-2024-2-page-51.htm
Se comparer, sans complexe ni arrogance, est plus que jamais une nécessité. L'analyse
proposée ici s'appuie sur l'examen des plateformes d'affectation de différents pays,
autrement dit sur la comparaison de la plateforme Parcoursup avec ses homologues
étrangères1. La grille d'analyse est réductrice mais donne matière à réflexion sur des
bases concrètes, comme l'illustre un rapide survol.

Doutreloux, E. (2024). **Discrimination systémique dans l'accès à l'enseignement collégial
québécois : une grille d'analyse pour modifier les pratiques institutionnelles**. *Revue
ERADE*, 6(1), 31-40. Consulté à l'adresse https://www.aderae.ca/wp-
content/uploads/2024/06/RevueERAdEVol6no1Doutreloux.pdf

Gellé, G., & Moulin Civil, F. (2024). **Le bac - 3/bac + 3 et les nouveaux cursus
universitaires… en question(s)**. *Administration & Éducation*, *182*(2), 59-65. Consulté à
l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-59.htm
Les universités sont aux premières loges pour mettre en œuvre le - 3/+ 3. Elles le font en
mobilisant des programmes et un accompagnement plus « à la carte » qu'il n'y paraît.
Elles ont également, dans les dernières années, œuvré à la mise en place de nouveaux
cursus, plus aptes à répondre aux besoins diversifiés des élèves souhaitant s'engager
dans des études supérieures. Il semblait important aux coordonnateurs de ce numéro de
recueillir, à travers une interview, la vision du président de France Universités.

Gogescu, F. (2024). **Mapping the distinct patterns of educational and social stratification
in European countries**. *Journal of European Social Policy*, *34*(3), 271-288.
https://doi.org/10.1177/09589287241240966

This article analyses how educational and initial vocational training systems in Europe vary regarding the way in which they structure educational routes for pupils of different academic ability. The study uses cluster analysis to explore the degree of similarity between 25 European countries, including variables related to: stratification within compulsory education; vocational orientation; links between initial vocational education and the labour market; transitions from secondary education; stratification within tertiary education; and links between educational qualifications and labour market outcomes. I identify three clusters of countries that have distinct patterns of stratification. This article contributes to the literature on educational regimes and school-to-work transitions by adding countries from Central and Eastern Europe (CEE) and integrating multiple dimensions pertaining to the link between educational and social stratification. Thus, it develops a more encompassing representation of the architecture of educational pathways in different European countries.

Greenhaus, J. H., Callanan, G. A., & Powell, G. N. (2024). **Advancing Research on Career Sustainability**. *Journal of Career Development*, *51*(4), 478-497. https://doi.org/10.1177/08948453241260871

Interest in sustainable careers has grown substantially in recent decades as a host of external and personal forces has increasingly disrupted individuals' continued employment or diminished the quality of their experiences at work. However, there is a lack of consensus regarding the definition and measurement of career sustainability that limits our understanding of the career sustainability process. In this article, we propose a definition that we believe represents the essence of career sustainability and make recommendations regarding the assessment of the construct. We then present a research agenda that includes a framework to guide research on the career sustainability process and identifies areas where future research attention is warranted. We conclude with a discussion of the implications of the framework for counseling practice.

Hache, C., Tortochot, E., & Olympio, N. (2024, juin 26). **Pour lutter contre l'orientation « subie », aider les jeunes à prendre conscience de leur potentiel**. Consulté 27 juin 2024, à l'adresse The Conversation website: http://theconversation.com/pour-lutter-contre-lorientation-subie-aider-les-jeunes-a-prendre-conscience-de-leur-potentiel-230566

Les dispositifs d'orientation précoces impliquent une forte responsabilité des élèves, alors même que les choix de formation sont socialement construits. Comment mieux accompagner les collégiens ?

Hoffert, C. (2024). *Cheminement apprenant de candidats à la Validation des acquis de l'expérience (VAE) dans l'enseignement supérieur français : apport heuristique de la notion d'espace* (Phdthesis, Université de Strasbourg). Consulté à l'adresse https://theses.hal.science/tel-04625467

Le cheminement apprenant de candidats VAE dans l'enseignement supérieur français est appréhendé par la notion d'espace, articulant les concepts d'apprenance, d'expérience et de dispositif. Quatre enquêtes menées auprès de candidats et d'accompagnateurs soulignent un cheminement singulier, construit en fonction de ce qui fait milieu pour les candidats, et impliquant les spécificités du contexte universitaire. Trois espaces construits pour et par les candidats sont articulés. L'espace instrumental pose le cadre de l'exercice. L'espace intime permet la maturation de la réflexion. L'espace social accueille les interactions réelles et symboliques, formelles et informelles.

L'articulation des espaces, facilitée par l'accompagnement, apparait apprenante. Une première dynamique (problématisation,conceptualisation, formalisation) transforme les savoirs, une seconde (normalisation, conscientisation,émancipation) transforme le candidat. Ces dynamiques répondent à trois logiques : comparaison, élaboration et adressage. Ainsi la VAE ouvre des opportunités de choisir, d'apprendre, de dépasser la visée certifiante du dispositif.

Jacopin, J.-F. (2024). **Du lycée au supérieur : un défi pour le chef d'établissement**. *Administration & Éducation*, *182*(2), 111-118. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-111.htm
Personnel de direction durant presque vingt ans, Jean-François Jacopin dirige des lycées depuis cinq ans dans l'académie de Rennes. Il est actuellement à la tête d'un lycée général et technologique d'un peu plus de huit cents élèves qui propose également deux formations du supérieur, une CPGE A/L et un BTS Management commercial opérationnel. Plaçant la logique bac - 3/ bac + 3 au cœur de ses missions de proviseur, l'auteur de cet article expose comment il œuvre tout au long de l'année pour développer chez les personnels de l'établissement une culture professionnelle commune.

Maynes, T. D., & Grant, E. K. (2024). **The Career Trajectories and Outcomes in Substance Use Recovery: A Scoping Review**. *Journal of Career Development*, *51*(4), 498-523. https://doi.org/10.1177/08948453241260838
This scoping review provides a comprehensive overview of the reported trajectories and outcomes of individuals in recovery from substance use disorders (SUDs). Database searches of PsycINFO, Medline, and ERIC were conducted, resulting in 33 relevant studies. Thematic analysis was used to identify the themes that emerged in the literature. The key themes that emerged from the studies fell under two main categories: trajectories (the role of work, characteristics of working in recovery, and education and aspirations) and outcomes (employment status and long-term recovery and career success). The results of this scoping review offer several suggestions for the career trajectories and outcomes implicated in substance use recovery and career development concepts and theory applicable to the needs of this population; this also includes the need to continuously support clients who are in recovery with their career development.

Moisan, C. (2024). **Parcoursup : le grand méchant loup ?** *Administration & Éducation*, *182*(2), 41-49. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-41.htm
Parcoursup fait couler beaucoup d'encre et est parfois synonyme d'anxiété, de sélection, d'opacité. Il est parfaitement normal et même souhaitable que le sujet de l'accès à l'enseignement supérieur soit considéré comme déterminant, à la fois pour l'avenir individuel des jeunes mais aussi pour la formation et la qualification des futures forces vives de notre économie. Toutefois, on impute souvent à Parcoursup des problèmes d'opacité, ou de sélectivité, qui ne sont pas de son fait. Ces questions ne sont pas pour autant négligeables mais Parcoursup n'est alors qu'un révélateur et non pas une cause. Cet article explicite ce que la loi ORE1 a modifié concernant la sélection à l'entrée de l'enseignement supérieur, et ce qu'elle n'a pas modifié. En second lieu, il dresse un rapide bilan de l'information et l'accompagnement des candidats. Enfin, il alerte sur le manque de transparence qui persiste dans les critères de classement des candidats.

Nembrini, J.-L. (2024). **Construire des parcours au plus près des territoires**. *Administration & Éducation*, *182*(2), 95-103. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-95.htm

En matière d'éducation, les lois successives de décentralisation ont séparé les compétences pédagogiques qui relèvent du régalien et les compétences techniques, bâtimentaires ou d'équipement, qui relèvent des collectivités territoriales. En conséquence, communes, départements et régions sont tenus en lisière de la conception – et très largement de l'exécution – des politiques nationales d'éducation, même lorsque ces dernières concernent étroitement leurs territoires. Pourtant, les compétences des régions justifient leur volonté de prendre part à la conception de politiques permettant des parcours moins heurtés, au bénéfice notamment des poursuites d'études, du secondaire au supérieur, dans les domaines technologique et professionnel.

van Leest, A., Hornstra, L., van Tartwijk, J., & van de Pol, J. (2024). **Teachers taking perceptions of student attributes into consideration when formulating track recommendations?** *British Educational Research Journal*, *50*(3), 1127-1171. https://doi.org/10.1002/berj.3957

In some tracked educational systems, track recommendations are formulated by primary school teachers to determine the secondary school level that students will be allocated to. While teachers mostly base their track recommendations on students' prior achievement, the extent to which teachers also consider perceived student attributes, such as students' perceived work habits or parental involvement, and the extent to which these perceived student attributes are predictive for secondary school performance is unclear. Therefore, we first investigated the extent to which teachers consider their perceptions of student attributes in their track recommendations (RQ1). Differences between students from different backgrounds and differences between teachers were taken into account. Second, we examined the extent to which primary school teachers' perceptions of student attributes are predictive for their secondary school performance (RQ2). Participants were 17,953 Grade 6 students from 1105 Dutch primary school teachers (RQ1) and 4150 Grade 9 students from 1289 Dutch secondary school classes (RQ2). Data used in this research were analysed using multilevel models. Findings indicated that teacher-perceived student attributes played only a minor role in track recommendations and secondary school performance. Yet the extent to which these attributes were considered by teachers differed based on students' background and differed between teachers. For secondary school performance, teacher-perceived student attributes to have limited predictive value. The limited predictive value of teacher-perceived student attributes for students' performance in secondary education suggests that teachers may need to be careful with taking perceived student attributes into account when formulating track recommendations.

Zhou, W., Feng, Y., & Jin, Q. (2024). **How Psychological Capital Impacts Career Growth of University Students? The Role of Academic Major Choice**. *Journal of Career Development*, *51*(4), 431-446. https://doi.org/10.1177/08948453241253594

This study aimed to investigate whether and how university students with high psychological capital (PsyCap) experience more career growth. Based on self-determination theory, we examined the mediating role of self-concordance in choosing majors and the moderating role of career values in this relationship. Results from a two-

wave lagged study of 705 Chinese university students over one year provided support for our model. We found that students' PsyCap upon university entrance was positively related to their career growth one year later through the mediating role of self-concordance in choosing majors; extrinsic career values (external compensation and work-life balance values) mitigated the positive effect of self-concordance in choosing majors on career growth, as well as the indirect effect. We contribute by identifying PsyCap as an antecedent of career growth of university students and by revealing its influence mechanisms in a career choice scenario. Practical implications of the study are also discussed.

Politique de l'éducation et système éducatif

A Black Woman I Love Is Readying to Become Dean: Here's What I Hope Her Institution Remembers. (2024). *Harvard Educational Review*, *94*(2), 309-314. https://doi.org/10.17763/1943-5045-94.2.309
In this Voices: Reflective Accounts of Education essay, the author delves into the intersection of race, gender, and education, exploring the experiences and challenges faced by Black women leaders and daughters in the Academy. This piece emerges from the author's research and lived experiences. The breadth and depth of a littleaddressed perspective in education research offers a powerful perspective, humanizing Black women leaders and their families in education differently and significantly. The author has chosen to publish this essay anonymously in order to protect the identity and career of the Black woman they love.

Acioly-Regnier, N., & Régnier, J.-C. (2024). **La conceptualisation du réel dans une perspective de la théorie des champs conceptuels : place et rôle du contexte**. *Carrefours de l'éducation*, (57), 97-130. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-97.htm
Cet article s'inscrit dans le cadre des réflexions sur les questions relatives à la conceptualisation du réel développée par G. Vergnaud. L'opéra-tionnalité de la définition du concept fondée sur le triplet (S=signifiants, I=signifiés, S=situa-tions) est ici remise en perspective à partir de recherches menées par les auteurs de cet article dans différents contextes de construction de connaissances. Les données révèlent que la conceptualisation produite dans des contextes scolaires versus extrascolaires produisent parfois un déséquilibre dans la place et le rôle joué par chacune des composantes du triplet (S, I, S). Ainsi ceci semble conduire au primat d'une mise en avant de l'axe signifiants-signifiés dans des contextes scolaires. En revanche, dans des contextes extrascolaires, on observe un accent dominant mis sur l'axe signifiés-situations/ référents, laissant de côté certains signifiants pourtant nécessaires à la communication et traitement de l'information de façon explicite. On observe une tendance à ce que l'ensemble des situations donnant du sens aux concepts semble dans les deux cas, réduit généralement au contexte local de production des connaissances.

Adam, T., & Mitchell, J. (2024). *How Can Education Management Information Systems be Designed and Implemented in Ways That Make Them Used and Useful?* https://doi.org/10.53832/edtechhub.1015
An output of the EdTech Hub, https://edtechhub.org/

African Union Commission (AUC), Office of the United Nations High, Commissioner for Refugees (UNHCR, United Nations Children's Fund (UNICEF), & United Nations Office of the Special Adviser on Africa (OSAA). (2024). *Education and Learning in Crisis-affected Areas* (p. 17). Consulté à l'adresse United Nations website: https://www.un.org/osaa/sites/www.un.org.osaa/files/files/documents/2024/publicatio ns/ads2024_policybrief3.pdf

African Union Commission (AUC), The International TelecommunicationThe International Telecommunication Union (ITU), The United Nations Economic Commission for Africa (UNECA), The United Nations Office of the Specia Adviser on Africa (OSAA), & The World Bank Group (WB). (2024). *Transforming Education in Africa by Leveraging Innovative Finance and the Digital Revolution* (p. 1-21). Consulté à l'adresse United Nations website: https://www.un.org/osaa/sites/www.un.org.osaa/files/files/documents/2024/publicatio ns/ads2024_policybrief2.pdf

Allam, M.-C. (2023). **La fin d'une expérience éducative alternative. Gouvernance locale de l'éducation et usure militante**. *Revue française de pédagogie*, *221*(4), 33-46. Consulté à l'adresse https://www.cairn.info/revue-francaise-de-pedagogie-2023-4-page-33.htm Les enseignant·es en tant que groupe professionnel font l'objet d'une attention soutenue tant scientifique que politique et médiatique dans la société française. Parmi les discours à leur égard, celui d'une « crise des vocations » fait florès depuis (au moins) une vingtaine d'années et justifie toute une série de réformes qui sont paradoxalement peut-être davantage la cause que le remède au problème public ainsi construit. Ce dossier propose ainsi de s'arrêter sur cette notion d'engagement ou désengagement enseignant en distinguant les différentes dimensions en jeu – professionnelle, militante, mais aussi familiale et politique –, tout en articulant les échelles individuelle et collective. Dans une perspective socio-historique, ce dossier propose ainsi d'analyser sous différents angles l'évolution des rapports au métier des enseignant·es au regard des transformations sociales et institutionnelles auxquelles elles et ils font face. Les contributions qu'il réunit abordent ainsi respectivement la question de la reconnaissance et de la procéduralisation dont elle fait l'objet de la part de l'administration, les expérimentations pédagogiques et leur récupération managériale à partir d'une étude de cas, la valorisation inégale et confuse des engagements professionnels de la part de l'Éducation nationale ou encore les épreuves occasionnées par les injonctions contradictoires de cette dernière au moment de l'entrée dans le métier.

Ambili, J., Haihambo, C. K., & Hako, A. N. (2024). **Challenges faced by learners with multiple disabilities at a resource school in the Oshana region of Namibia**. *British Journal of Special Education*, *51*(2), 200-210. https://doi.org/10.1111/1467-8578.12511 Upon attaining freedom from the South African regime in 1990, Namibia adopted a constitution according to which access to education is a fundamental right. Before the Salamanca Statement in 1994 and Namibia's consequent ratification thereof, education in Namibia was mainly divided into two distinct streams: general education and special education. Post-Salamanca, there has been a slight shift in the provision of education for learners with special educational needs in that special education was, and mainly continues to be, offered in special schools, now called resource schools; in special classes and units attached to regular schools; and in mainstream classrooms with an inclusive education orientation. Learners with severe to profound special educational needs are mainly educated in resource schools, and this remains the preferred option for most

parents and communities of children with severe to profound special needs. The resource schools are constructed for a specific set of disabilities, such as sensory, physical or intellectual disabilities. They are assumed to be well-equipped with material and personnel resources that enable staff to respond effectively to the needs of their learners. Most, if not all, the resource schools in Namibia were built a long time ago, to serve a specific population of learners. However, some learners present with a range of disabilities and barriers to learning that could be beyond the original scope of the specific school. Consequently, more and more teachers in resource schools report that they observe daily how learners struggle to function in schools in which the infrastructure and resources can barely accommodate their complex needs. This is mainly because of the diversity and comorbid conditions of these learners. This research focused on the challenges encountered by learners with multiple disabilities in a resource school for learners with sensory disabilities. The study followed a qualitative approach, with an intrinsic case study design. Purposive, criterion sampling procedures were employed to select the participants. Data were collected through semi-structured, face-to-face, in-depth interviews, complemented by observation. The main findings of the study are that learners with multiple disabilities faced challenges associated with the physical infrastructure of the school (accessibility), the inability of staff to respond effectively to their needs, a lack of teaching and learning resources (leading to their exclusion from certain learning activities), as well as a poorly structured curriculum that undermines their multiple disabilities. The research reveals that there is limited agency and acknowledgement of the complex needs of children with multiple disabilities. The study concludes that learners with multiple disabilities need to access a curriculum that is cognisant of their needs and receive the quality education that they deserve, as set out in the Sector Policy on Inclusive Education. In addition to the curriculum, the school environment should be welcoming and stigma-free, to enable learners to experience a sense of belonging, love and security. We recommend an audit of the needs of learners with multiple disabilities in order to create a conducive learning and socialisation environment for them. Furthermore, the government could invest in renovating old buildings, as well as adjusting infrastructure to the complex needs of learners, so that resource schools can become more inclusive by identifying and responding to the needs of all learners.

Aselebe, K. O. (2024). **School Based Management Committee System, Principal Leadership Style, Effective Communication System and Public Secondary Schools Students' Academic Achievement in Oyo State**. *British Journal of Education*, *12*(8). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-8-2024/school-based-management-committee-system-principal-leadership-style-effective-communication-system-and-public-secondary-schools-students-academic-achievement-in-oyo-state/
The downward trend in the academic achievement of public secondary schools' students in Oyo State has been a subject of debate among stakeholders in recent times. This study investigated school based management committee system, principal leadership style, effective communication system and public secondary schools' students' academic achievement in Oyo State. The study adopted the descriptive … School Based Management Committee System, Principal Leadership Style, Effective Communication System and Public Secondary Schools Students' Academic Achievement in Oyo State Read More »

Bauer, S., & Jacobs, M. (2024). **Le rapport à la différence à l'école vaudoise : enjeux et écueils du développement du paradigme inclusif**. *Éducation & Formation*, (e-323), 134-148. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Cette contribution s'intéresse au rapport à la diversité dans des textes officiels produits par le département d'éducation du canton de Vaud. En considérant le contexte de production de ces écrits ayant une valeur prescriptive et/ou légale, nous procédons à l'analyse de leur discours institutionnel à la lumière du carré dialectique. Celle-ci met en exergue des tensions dans le processus de reconnaissance de la diversité autour d'un axe oscillant entre invisibilisation/visibilisation de certaines catégories de public scolaire, et une forme de hiérarchisation symbolique dans la catégorisation des besoins pour le contexte de l'enseignement ordinaire. Enfin, l'analyse décrit comment ces textes conduisent à une logique de prescription de modalités de services divisant le territoire de l'action pédagogique

Bergeron, L., Bergeron, G., & Lacerte, J. (2024). **Le concept de besoin dans la prise en compte de la diversité en éducation : essai de synthèse sur des façons de l'appréhender et des lieux de tension lors de son interprétation**. *Éducation & Formation*, (e-323), 88-102. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Le concept de besoins est appréhendé par les pédagogues de diverses façons et, à l'heure actuelle, il règne une certaine confusion à cet égard. Face aux injonctions de plus en plus pressantes de considérer ces besoins, et dans un contexte où plusieurs façons de voir et de faire coexistent, comment agir avec prudence? Cet essai de synthèse vise à contribuer aux réflexions. L'analyse qualitative de travaux empiriques et théoriques permet, d'une part, de mettre en évidence différentes perspectives avec certains repères temporels, et d'autre part, de présenter deux grands lieux de tensions et de risques dans l'interprétation des besoins.

Bident, C., Carra, C., Cuisset, A., Evrard, S., Duhamel, S., & Heulot-Petit, F. (2024). **Redécouvrir l'université. Quelques exemples d'une stratégie de formation et d'innovation concertée entre les universités de Picardie Jules Verne, d'Artois et du Littoral Côte d'Opale**. *Administration & Éducation*, *182*(2), 85-93. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-85.htm

Bui, H. T. M., Shoaib, S., Tran, L. T., Vu, V. H. T., & Baruch, Y. (2023). **University's shared vision for research and teaching: an international comparative study**. *Higher Education*. https://doi.org/10.1007/s10734-023-01105-w
How do universities encourage academics to buy into a shared vision while often setting punitive targets in teaching and research? This article explores possible antecedents of a university's shared vision and its relationships with academics' research and teaching performance in the era of managerialism. This cross-country study of two large universities in the UK and Vietnam draws on data from multiple sources to uncover the key components of a university's shared vision. A survey strategy was adopted. Data were collected from different sources, using a stratified random sampling technique from academics of different schools at those universities. A total of 431 survey responses from academics at these universities were included for analysis, employing structure equation modelling. It provides fresh insights into whether having a shared vision can benefit academics' research and teaching performance. The findings of this study show that while achieving a high degree of shared vision may enhance research performance, it

may do little to improve teaching performance. The study provides empirical evidence indicating that a shared vision emerges as strongly rooted within individual employees rather than managers, challenging the common belief that a shared vision emanates primarily from the top down. This article advances social exchange theory (SET) by showing the interdependence of workplace antecedents, personal attributes, interpersonal connections, and performance. It introduces a framework for the relationship between universities' shared vision with its possible antecedents and with academics' teaching performance and research performance. The article also discusses useful implications for higher education leaders, based on the findings of the study.

Cahon, J. (2024). **L'éducation dans tous ses états**. *Carrefours de l'éducation*, *57*(1), 7-9. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-7.htm

Chin, M., & Yap, J. R. (2024). **Creating an inclusive second language writing classroom through multiliteracies pedagogy: A duoethnography study**. *British Journal of Special Education*, *51*(2), 156-164. https://doi.org/10.1111/1467-8578.12504
Students with special educational needs face challenges in developing second language writing skills. These students lack specialised instruction and support, especially in mainstream classrooms, due to a lack of expertise and understanding of inclusive education. This article explores two teachers' conceptualisations of inclusive education and special educational needs, as well as investigating the application of a multiliteracies pedagogy in the context of fostering inclusivity within a second language writing classroom. Through duoethnography, the teachers share their experiences of tailoring lessons for students with special educational needs. The study highlights the complexities of inclusivity in second language writing classrooms with multiliteracies pedagogy and promotes professional learning through duoethnography. The analysis illustrates the challenges and opportunities for teachers catering to students with special educational needs. The article discusses whether using multiliteracies pedagogy for inclusive classrooms is a possible reality or an ideological pipedream.

Cignatti, M., & Piacentini, M. (2024). **Beyond grades: Raising the visibility and impact of PISA data on students' well-being**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3974* (Report N° 313). Consulté à l'adresse Organisation for Economic Co-operation and Development (Transnational) website: https://www.oecd-ilibrary.org/education/beyond-grades_806233fe-en

Coldwell, M., & Moore, N. (2024). **Learning from failure: A context-informed perspective on RCTs**. *British Educational Research Journal*, *50*(3), 1043-1063. https://doi.org/10.1002/berj.3960
Discussions of randomised controlled trials (RCTs) in education that do not show an impact regularly focus on the intervention and how it failed to impact on expected measures, with typologies identifying persistent critical points of failure. This paper uses one such RCT—the Integrating English programme—to exemplify the application of a new model to explain failure in RCTs. To do so, the paper develops a set of categories of context drawing on the wider social evaluation field: backdrop, design, operation and interpretation. Thus, the paper exposes critical weak points in the commission and interpretation, as well as the implementation, of an RCT. Our aim is to work towards more robust evaluations by demonstrating that it is not simply the programme design,

implementation and evaluation that can contribute to a lack of impact; there can be more fundamental system issues at play.

Collectif Maths & Sciences. (2024). ***Baisse des filles en sciences depuis la réforme : un problème majeur et persistant***. Consulté à l'adresse https://collectif-maths-sciences.fr/wp-content/uploads/2024/06/2024_6_18_SciencesFilles2023.pdf
Cette note du Collectif Maths&Sciences a pour but de mettre fin à une controverse créée il y a quelques semaines par l'ancien ministre de l'Éducation nationale et ses principaux partenaires acteurs de la mise en place de la réforme du lycée de 2019. Elle est destinée à éclairer le débat public en prenant appui, comme de coutume, sur les données publiques de la Depp. Dans la lignée de notre analyse de l'évolution du poids des sciences dans le bac général, nous montrons que les légères améliorations observées depuis 2 ans sur les effectifs des élèves en parcours scientifiques restent bien négligeables devant les ruptures provoquées par la réforme du lycée de 2019

Connac, S. (2024). **Étude phénoménologique du fonctionnement d'une classe primaire multiâge en établissement français à l'étranger**. *Éducation & Formation*, (e-323), 30-41. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Les classes à plusieurs cours (ou classes multiâges) sont régulièrement présentes dans les écoles élémentaires françaises. Cet article étudie les manières dont des élèves sont mis au travail au sein d'une telle classe primaire. Elle ne propose pas une analyse didactique des contenus enseignés, mais décrit ce que vivent et pensent les élèves, les parents d'élèves et les enseignants qui y travaillent. Une méthodologie à la fois phénoménologique et d'analyse de l'activité en situation a été mise en œuvre. Les résultats soulignent que, dans une telle classe, une différenciation pédagogique inclusive est possible par l'articulation de dispositifs de coopération entre élèves, par le recours à du travail personnel et par le biais de postures spécifiques d'enseignemen

Cytermann, J.-R. (2024). **Les difficultés d'un pilotage efficace du bac - 3/bac + 3**. *Administration & Éducation*, *182*(2), 77-84. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-77.htm
Plus que la séparation en deux ministères, c'est la différence de cultures et de pratiques professionnelles entre la DGESCO et la DGESIP qui freine un pilotage coordonné. La réforme de 2020 sur l'organisation des services déconcentrés et la mise en place d'un recteur délégué à l'ESR ne facilitent pas non plus la cohérence de ce pilotage. Enfin, la place des agrégés dans les différentes filières post-baccalauréat mérite de faire l'objet d'une réflexion.

Dai, K., & Hardy, I. (2024). **Contextualizing and hybridizing academic identity formation: an analysis of international returnees and locally trained scholars in China**. *Higher Education*, *88*(1), 101-118. https://doi.org/10.1007/s10734-023-01108-7
Academic identity formation is strongly influenced by higher education contexts. In the past decades, the Chinese higher education sector has attempted to integrate academic internationalization at the local level. In this context, international returnees and locally trained scholars may encounter different issues in the process of constructing academic identities at various stages of their careers. However, relatively few studies have critically analyzed how international returnees and locally trained scholars understand their academic identity formation during their student years, as they transition to becoming academics, and as they begin to become more established in academic

roles under increasingly complex global-national-local conditions. Drawing upon the concept of social hybridization and the notion of global-national-local imbrications, this narrative study investigates six scholars' trajectories of academic identity formation across different stages of the early phase of their careers, including during their doctoral studies and their initial period as early career academics. The findings show that academics' identity development entails a process of struggle and confusion during earlier stages through to the construction of a more hybrid academic identity. By exploring the challenges and issues experienced by different cohorts of academics, scholars may better understand the internationalization of Chinese higher education and interweaving relationships with the global context.

Dai, L., & Martins, P. (2024). ***Does Vocational Education Pay off in China? Evidence from City-Level Education Supply Shocks*** (IZA Discussion Paper Nº 16957). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp16957.htm
China hosts the world's largest secondary education sector: more than 14 million adolescents enrol in secondary academic or vocational schools every year. Despite the large literature on returns to education, little evidence exists as to how these two streams compare in the country. Using 2013 China Household Income Project data, we estimate the returns to secondary vocational education both at the mean and along the conditional wage distribution. We use instrumental variables based on the considerable variation in education provision across cities and years (and a 1995 policy reform). We find that vocational education generates a large wage premium (up to 54%), especially for those of lower earnings potential. Our findings indicate that vocational education can be a good option for those who do not wish to enter tertiary education, especially the less well-off.

Dauchet, M. (2024). **Les politiques éducatives nationales vues à travers les plateformes d'accès au supérieur**. *Administration & Éducation*, *182*(2), 51-57. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-51.htm
Se comparer, sans complexe ni arrogance, est plus que jamais une nécessité. L'analyse proposée ici s'appuie sur l'examen des plateformes d'affectation de différents pays, autrement dit sur la comparaison de la plateforme Parcoursup avec ses homologues étrangères1. La grille d'analyse est réductrice mais donne matière à réflexion sur des bases concrètes, comme l'illustre un rapide survol.

DeBaryshe, B. D., Im, S., Azuma, J., Stern, I., Nguyen, M., & Chen, Q. (2024). **Close to home: Family-centered spatial analysis of access to early care and education**. *Early Childhood Research Quarterly*, *68*, 123-134. https://doi.org/10.1016/j.ecresq.2024.04.003
This study addresses the issue of equitable access to early care and education (ECE) taking the state of Hawai'i as an example. We used spatially-based measures of demand-adjusted slots, cost burden relative to family income, and quality that quantified the supply of ECE services within a five-mile drive, a ten-mile drive, and a 30-min public transit commute from a family's home. Multivariate spatial modeling techniques were used to predict ECE access at the community level, with median income, county of location, population density, and community ethnic composition as predictors. Results revealed some disparities, such as better slot capacity in areas that were densely populated or had a high share of persons of East Asian heritage. We also found promising results relating to slots and quality in low-income communities. The strategic location of

Head Start, public preK, and classrooms sponsored by a local philanthropy created conditions where some low-income communities had very favorable access to ECE slots and high-quality programs, relative to the state overall. The spatial methods used in this study are flexible and can be adapted to answer any number of questions about access to community resources for young children and families at different levels of geographic granularity.

Deep, P., & Adarsh, T. (2024). **Multi-layered exclusion in premier higher education institutions of India**. *Higher Education*, *88*(1), 1-18. https://doi.org/10.1007/s10734-023-01102-z
Science and Engineering education are jewels of higher education. In India, among the pioneers of premium technical institutes, the Indian Institutes of Technology (IITs) are structurally designed to deliver global knowledge capital with a state-of-the-art curriculum and rigorous standards. Their capability to positively impact the global scale is visible, yet they are internally challenged. The constant interplay of inclusion and exclusion impacts the progress and performance of students. The study specifically examines the role of the social identity of caste in generating accessibility and mobility barriers in IITs. Although the affirmative action policy serves as a gateway for marginalised identities like Dalits, IITs ecosystem preserves the privileges of upper castes. Through IIT Delhi fieldwork, an attempt has been made to check how the gaps in affirmative action policies result in the exclusion of the marginalised in higher education. Educational mobility is restricted for Dalits students who battle against the indifference and caste hegemony of IIT Delhi. The study contests the idea of merit and castelessness in IIT Delhi by contextualising cultural capital with caste discrimination in India. It displays a contrast between the theory and practice of inclusion in higher education. The findings are useful for tracing subtle or indirect forms of discrimination operating in IIT Delhi that contradict the Indian constitution democratic ethos of equality and social justice. The findings will assist public policy and professional institutes of higher education to devise an inclusive strategy beyond government-sponsored affirmative action for sustainable education development.

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

Denker, H., & Atteberry, A. (2024). **Where has all the time gone? Describing time use in full- vs. half-day pre-Kindergarten**. *Early Childhood Research Quarterly*, *68*, 235-246. https://doi.org/10.1016/j.ecresq.2024.05.007
The current study examines the allocation of instructional time in half-day versus full-day pre-Kindergarten (pre-K) classrooms within a Colorado public school district that predominantly serves Hispanic and low-income students. Using 114 observations from 34 pre-K classes over two years, with up to 14 repeated observations per teacher, we analyze the distribution of time across various activities and content areas. We find substantial variation in time allocation between half- and full-day classes, especially regarding instructional and non-instructional activities, suggestive of potential differences in learning opportunities across the school year. Notably, full-day classes include a daily nap within their additional hours. Furthermore, we observe a considerable portion of classroom time dedicated to mixed-content activities, highlighting the multidimensional nature of time use in school-based pre-K. Our study's description of time allocation in this district also provides context for the previously published causal effects of the Full-Day Pre-K Study. Ultimately, the present study fills a gap in the body of research on time use in this early childhood education setting and informs stakeholders who are considering the expansion of pre-K programs to include a full-day option.

Di Paolo, A., & Shidiqi, K.-A. (2024). *Education and Ethnic Intermarriage: Evidence from Higher Education Expansion in Indonesia* (AQR Working Paper N° 202403). Consulté à l'adresse University of Barcelona, Regional Quantitative Analysis Group website: https://econpapers.repec.org/paper/aqrwpaper/202403.htm
In this paper, we analyse the effect of educational attainments on interethnic marriages in Indonesia, a multi-ethnic emerging country. The empirical analysis is based on data from the Java Island obtained from the 2014 wave of the Indonesian Family Life Survey, combined with administrative data about the location and year of establishment of Higher Education Institutions (HEI). To estimate causal effects, we exploit variation in exposure to HEI by birth year and district of residence in an IV/TSLS framework. Specifically, we employ as instrument for education the number of HEI located in a radius of 10 kilometres from the centroid of the district of residence at age 18. The analysis is carried out at the individual level, with separate estimations for males and females. The results indicate that years of schooling, college attendance and completion positively affect the likelihood of exogamy, i.e. having a partner from a different ethnicity. The estimated coefficients are somewhat larger for females than for males, and all the robustness checks provide stable results, supporting their causal interpretation. The effect of schooling does not appear to be heterogeneous depending on parental education, and mixed parental ethnicity. However, it is lower for individuals with Javanese ethnicity compared to those belonging to other ethnic groups. We also analyse potential mechanisms, highlighting that migration/residential location and changes in social norms could be significant channels underlying the causal chain between higher education expansion, educational attainments, and interethnic marriages. Overall, the results reported in this paper point out that the increase in educational attainments induced by the expansion of higher education could contribute to the reduction of ethnic segregation.

Diouf, S., & Marlat, D. (2024). **Les effectifs étudiants des INSPÉ en 2023-2024**. *Note Flash du SIES*, (15), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-06/nf-sies-2024-15-33465.pdf

En 2023-2024, 52 400 étudiants sont inscrits dans les Instituts nationaux supérieurs du professorat et de l'éducation (INSPÉ), effectif en baisse de 2,4 % par rapport à l'année précédente. En 2023-2024, 52 400 étudiants sont inscrits dans les Instituts nationaux supérieurs du professorat et de l'éducation (INSPÉ), effectif en baisse de 2,4 % par rapport à l'année précédente. Les effectifs de première année de MEEF se stabilisent en 2023-2024 (+0,3 %). Ceux en 2ème année de MEEF sont à nouveau moins nombreux (-4,6 %) mais leur diminution est moins marquée qu'en 2022-2023, première année post concours de recrutement de l'Éducation nationale en fin de M2. Le nombre de fonctionnaires stagiaires inscrits à l'INSPÉ baisse de 14,5 % par rapport à 2022-2023. Comme l'année précédente, deux étudiants sur trois de M1 MEEF étaient en 3e année de licence LMD l'année précédente, et la majorité d'entre eux était en Lettres, langues, sciences humaines.

Doutreloux, E. (2024). **Discrimination systémique dans l'accès à l'enseignement collégial québécois : une grille d'analyse pour modifier les pratiques institutionnelles**. *Revue ERADE*, 6(1), 31-40. Consulté à l'adresse https://www.aderae.ca/wp-content/uploads/2024/06/RevueERAdEVol6no1Doutreloux.pdf

Dowd, A. J. (2024). **"Everyone is talking about it, but no one is doing it": How implementation research is – or isn't – informing adaptation towards scale in international education**. *International Journal of Educational Development*, *108*, 103068. https://doi.org/10.1016/j.ijedudev.2024.103068
With growing evidence of what works in education, governments and their partners strive towards scale. While implementation research to adapt solutions holds promise for testing what works, where and for whom, its use in education is limited. Sixty-three international education stakeholders from government, academia, think tanks, local and international non-governmental organizations, multi- and bi-laterals and foundations offer insight into three modes of implementation research that differ on responsiveness, timeliness and stakeholder collaboration. They speak to the primacy of government involvement, trust and curiosity in collaborative efforts. This study explores enabling factors for evidence-based implementation improvement on the pathway to scale.

Dupont, H. (2024). **De l'exil à l'inclusion scolaire. le rôle des dispositifs dans le parcours de jeunes d'ITEP**. *Carrefours de l'éducation*, *57*(1), 263-276. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-263.htm
Les jeunes orientés en ITEP le sont en général à la suite d'un parcours jalonné de dispositifs scolaires, sociaux, sanitaires et/ou médico-sociaux qui aboutissent à une orientation spécialisée. Afin de répondre à l'impératif d'accessibilité, un nouveau dispositif permet leur retour au sein de l'école ordinaire : les Unités d'enseignement externalisées (UEE). Consultations de dossiers, observations de réunions et de scènes scolaires ainsi qu'entretiens avec des professionnels et des jeunes nous permettent de rendre compte de l'effet de ces différents dispositifs sur les trajectoires scolaires des jeunes. Dans quelles mesures les UEE parviennent à reconfigurer la forme scolaire et à recomposer les liens entre éducation et intervention sociale afin de garantir le retour à l'école ordinaire de jeunes d'ITEP ? Dans un premier temps, nous rendrons compte des parcours des jeunes orientés en ITEP en détaillant la façon dont chaque dispositif a participé à la légitimation d'un exil scolaire. Une seconde partie sera l'occasion de nous concentrer sur le fonctionnement et les effets des UEE.

European Union. (2024). **A European maturity model for micro-credentials in higher education**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3969* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/f8f61cde-2f81-11ef-a61b-01aa75ed71a1

The European Maturity Model for Micro-credentials has been developed by the European Digital Education Hub's (EDEH) micro-credentials squad to support senior managers within European higher education institutions (HEIs) or vocational education and training (VET) organisations in their endeavours implementing the EU Council Recommendation on Micro-credentials. One of the objectives of the EDEH is to help overcome the current fragmentation of digital education policy, research, and implementation practices at the European level. Sharing best practices, peer learning and cross-sector collaboration supports the agile development of digital education policies and practices. User-driven innovation in the EDEH paves the way for a more sustainable, resilient, and inclusive future for education and training in the EU. The Maturity Model for Micro-credentials consists of three whitepapers reviewing the latest academic insights on new business developments and marketing, technology, and data and quality assurance (QA). The final part of this document outlines the format of a strategy workshop that may be organised in rectors' offices in order to facilitate a multidisciplinary discussion that will scaffold an implementation strategy. Even though this publication is primarily targeted towards HEIs, we feel that it is applicable in the VET sector as well.

Fardet, É. (2024). **L'évolution départementale du nombre d'élèves de primaire et du nombre d'écoles du 1er degré en France métropolitaine**. *Carrefours de l'éducation*, *57*(1), 171-194. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-171.htm

Cet article propose d'étudier, à l'échelle départementale de la France métropolitaine, la variation du nombre d'écoles et l'évolution des effectifs d'élèves de l'enseignement primaire entre 1816 et 2021. Au xixe siècle, l'augmentation du nombre d'élèves se situe dans un contexte de baisse globale de la fécondité française, engagée depuis la fin du xviiie siècle et accompagnée par de vastes migrations intérieures. Sur le temps long de deux siècles, peut-on identifier des dynamiques comparables entre des groupes de départements ? L'étude repose sur la reconstitution puis l'analyse des courbes départementales d'écoles, d'élèves et de population afin d'établir la temporalité et l'intensité de leurs évolutions. Elle montre qu'après une progression généralisée du nombre d'écoles et d'élèves au xixe siècle, des modifications se font jour, liées aux évolutions distinctes des démographies départementales.

Faul, M. V., Montes Ruiz, L. G., Lee, E., & Gabriel, B. S. (2024). **Mapping the International Geneva Education Ecosystem**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3971* [Report]. Consulté à l'adresse https://resources.norrag.org/resource/download/831/460

International cooperation is critical to realizing the right to education enshrined in many global and national policies and agendas. SDG-focused organisations based in Geneva exist within an ecosystem which curtails or enables their decision making, priorities, funding and ways of knowing. NORRAG's International Geneva project focuses on developing understanding of the ecosystem of international cooperation for education located in Geneva, and its effects globally, especially with the Global South. There is

more work on education in international Geneva than might appear at first. This Working Paper reveals how these education-focused organisations experience, value and use the Geneva ecosystem in ways that further the achievement of SDG 4, and benefit–as they listen to–stakeholders in the Global South. International Geneva offers a unique geopolitical context for developing a positively functioning ecosystem that can accelerate decision-making, goal achievement and funding towards aligned endeavours (such as the Sustainable Development Goals). Despite the coexistence of organisations and individuals working on several interrelated SDGs, it is a fragmented ecosystem. To leverage the relations already in place, systemic facilitation activities with International Geneva actors must be undertake

Fiuza Asorey, M. J., Sierra Martínez, S., Castro Pais, M. D., & Parrilla Latas, Á. (2024). **What priorities for change are we missing in inclusion? Symphony of voices with participatory interviews**. *British Journal of Special Education*, *51*(2), 221-232. https://doi.org/10.1111/1467-8578.12515
An interpretative qualitative research project has been carried out in north-west Spain (Galicia) with the aim of identifying the priorities which, in the opinion of the different agents involved, constitute the major demands of inclusion for an inclusive social and educational transformation. The data collection technique used was the open interview, through which 44 participants, belonging to different groups (headteachers, teacher-tutors, specialists, counsellors, families, students, associations and politicians), expressed their experiences in relation to the subject of the study. Content analysis was carried out, through a double coding process combining the deductive and inductive approach, supported by the professional software MAXQDA22. The results reveal three main priorities as the main demands of inclusion in order to move towards inclusive social and educational change: (1) reaching collective agreements, (2) creating micro support networks and (3) strengthening teacher commitment.

Forbes, K., & Morea, N. (2024). **Mapping school-level language policies across multilingual secondary schools in England: An ecology of English, modern languages and community languages policies**. *British Educational Research Journal*, *50*(3), 1189-1207. https://doi.org/10.1002/berj.3959
Language plays a crucial role in education; yet, while issues of language are undoubtedly relevant to all teachers, school-level language policies, which aim to provide explicit guidance underpinned by a clear set of principles, are too often conspicuous by their absence. In a range of educational contexts around the world it has been found that where such policies do exist, they are frequently fragmented and underpinned by monolingual ideologies that do not reflect the linguistic diversity of schools today. The aim of this study, therefore, is to map the provision of school-level policies from a representative sample of secondary schools in England (n = 998) and explore the extent to which they address (either implicitly or explicitly) the following dimensions of language: (a) English, both as the language of instruction and in relation to support for English as an additional language (EAL) learners; (b) modern languages in the curriculum; and (c) other home or community languages. Drawing on an ecologically informed approach, where these three dimensions of language are conceptualised as systems, analysis was conducted to identify areas of divergence and (potential for) intersection. Findings suggest that policies relating to languages, where they exist, are largely compartmentalised and tensions emerged between the various systems. However, we also note several promising points of intersection which indicate

that there is scope for developing cohesive and holistic languages policies at a whole-school level.

Fridlin, M. (2024). **Mon Master 2024 : Les candidatures à l'entrée en master**. *Note Flash du SIES*, (16), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/mon-master-2024-les-candidatures-l-entree-en-master-96593
En 2024, 227 100 étudiants ont confirmé au moins une candidature sur la plateforme Mon Master, soit 8 % de plus que l'an passé

Gellé, G., & Moulin Civil, F. (2024). **Le bac - 3/bac + 3 et les nouveaux cursus universitaires… en question(s)**. *Administration & Éducation*, *182*(2), 59-65. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-59.htm
Les universités sont aux premières loges pour mettre en œuvre le - 3/+ 3. Elles le font en mobilisant des programmes et un accompagnement plus « à la carte » qu'il n'y paraît. Elles ont également, dans les dernières années, œuvré à la mise en place de nouveaux cursus, plus aptes à répondre aux besoins diversifiés des élèves souhaitant s'engager dans des études supérieures. Il semblait important aux coordonnateurs de ce numéro de recueillir, à travers une interview, la vision du président de France Universités.

Ghouati, A. (2024). **Modèles universitaires et professionnalisation des formations supérieures. Le cas de l'université Clermont Auvergne**. *Carrefours de l'éducation*, *57*(1), 247-262. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-247.htm
La massification de l'enseignement supérieur et la mise en œuvre du processus européen de Bologne ont inscrit l'injonction de profession-nalisation dans des enjeux socioéconomiques, avec l'objectif d'ajuster la formation à l'économie. Ce changement est source d'une tension entre modèles universitaires – université de recherche versus université de service – donnant des approches et mises en œuvre différentes de la professionnalisation des formations. Cette étude a été menée à l'Université Cler-mont Auvergne UCA, issue de la fusion en 2017 de l'Université Blaise-Pascal (UBP) plutôt orientée par la recherche fondamentale et l'Université d'Auvergne (UdA) plutôt orientée par le service. La méthodologie suivie repose sur des approches quantitative et qualitative. Les résultats montrent un processus de professionnalisation plutôt orienté par l'offre dans « l'université de recherche » où prédomine les besoins des disciplines académiques, tandis que dans « l'université de service » la profes-sionnalisation, en étant réactive et adaptative par rapport à des besoins extérieurs, est davantage orientée par la demande.

Girault, T., & Still, S. (2024). *Réalités et besoins en matière d'éducation des enfants et des jeunes migrant·e·s en Afrique de l'Ouest et du Nord. Une analyse quantitative* (p. 1-17). Consulté à l'adresse Mixed Migration Centre website: https://mixedmigration.org/wp-content/uploads/2024/06/335_Education_children_WANA_FR.pdf

Global Education Monitoring Report Team, UNESCO Institute for Statistics, & World Bank. (2024). *Suivi du financement de l'éducation 2023: édition spéciale pour l'Année de l'éducation de l'Union africaine 2024* (p. 1-12). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000388733_fre

Gogescu, F. (2024). **Mapping the distinct patterns of educational and social stratification in European countries**. *Journal of European Social Policy*, *34*(3), 271-288. https://doi.org/10.1177/09589287241240966
This article analyses how educational and initial vocational training systems in Europe vary regarding the way in which they structure educational routes for pupils of different academic ability. The study uses cluster analysis to explore the degree of similarity between 25 European countries, including variables related to: stratification within compulsory education; vocational orientation; links between initial vocational education and the labour market; transitions from secondary education; stratification within tertiary education; and links between educational qualifications and labour market outcomes. I identify three clusters of countries that have distinct patterns of stratification. This article contributes to the literature on educational regimes and school-to-work transitions by adding countries from Central and Eastern Europe (CEE) and integrating multiple dimensions pertaining to the link between educational and social stratification. Thus, it develops a more encompassing representation of the architecture of educational pathways in different European countries.

Gouëdard, P. (2023). *Teachers for All: pour une répartition plus équitable des enseignants en Côte d'Ivoire* (p. 1-58). Consulté à l'adresse UNICEF Innocenti website: https://www.unicef.org/innocenti/media/2606/file/UNICEF-Teachers-for-All-Cote-dIvoire-2023.pdf

Hannant, P. (2024). **Holistically bridging the gap between education and healthcare: A case study model of assessment**. *British Journal of Special Education*, *51*(2), 211-220. https://doi.org/10.1111/1467-8578.12512
In today's special educational needs and disability system, children spend an incomprehensible amount of time on waiting lists to see specialists, and teachers and parents spend an inordinate amount of time trying to target support when a child's needs are unidentified and unclear. This case study looks at the current pathway to support for children with neurodiversities in UK mainstream schools, considering in detail the role of the professionals around the child, in particular the SENCo. In this case study, three children are discussed; in these cases, an additional layer of assessment was included in the referral system, using Frith's causal modelling. This resulted in a more accurate and timely diagnosis of neurodiversities, whether singular or co-occurring, in each case. The additional assessment level was undertaken by a developmental psychologist (DP) who acted as a catalyst for the assessment process and an advisor to target intervention. Following a holistic assessment by the DP, one child was diagnosed with autism on the NHS within three months of the assessment, one child was diagnosed with attention deficit/hyperactivity disorder on the NHS within six months of the assessment, and one child had a dual diagnosis of dyslexia and dyspraxia. Moreover, importantly, only one child's outcomes matched the SENCo's initial diagnostic hypothesis. Two possible, and probably controversial, assessment models are proposed, that take the guesswork out of the referral process for the SENCo, saving time and money across all sectors, while considering a child's needs holistically and wholly.

Huang, Y.-H. I. (2024). **"The majority are left behind": the promotion of bilingual education 2030 policy in Taiwan and its potential to widen horizontal inequalities**. *Higher Education*, *88*(1), 85-100. https://doi.org/10.1007/s10734-023-01106-9

English as a medium of instruction (EMI) is commonly adopted as a strategy for higher education internationalisation. While there are numerous studies on the teaching practices of EMI programmes, the relationship between EMI and structural inequalities has been less investigated, especially in "universal" higher education systems. To address the research gap, this study investigates the EMI practices of two Taiwanese higher education institutions (HEIs) under current government initiatives. Qualitative data from policy documents and semi-structured interviews are analysed with an institutional logics approach and reflexive thematic analysis. The findings suggest that while state, managerial, and academic logics jointly shape EMI strategies in the public university case, EMI practices in the private university of technology case are predominantly driven by market and managerial logics and challenged by academic logic. Furthermore, this study reveals the structural "stuckness" encountered by the private case. In Taiwan's hierarchical higher education system, the promotion of EMI could result in widening horizontal inequalities among HEIs. More specifically, under the EMI grading certification scheme for students and the tiered award system for HEIs, the majority may be left behind whereas the few with linguistic capital are spotlighted. Therefore, this study concludes that in light of organisational conditions, policymakers should allow greater flexibility for HEIs to develop performance indicators appropriate to their students' needs.

Huet, A., Maes, O., März, V., & Van Nieuwenhoven, C. (2024). **Formateurs d'enseignants dans un contexte de réforme - Perceptions des formateurs d'une Haute Ecole par rapport à la réforme de la formation initiale**. *Éducation & Formation*, (e-322), 128-143. https://doi.org/2032-8184
Cet article questionne un allant-de-soi en formation par simulation : la nécessité d'un débriefing consécutif à la mise Cette étude s'inscrit dans le contexte de réforme de la formation initiale en Fédération Wallonie-Bruxelles qui instaure un passage à quatre ans de la formation des futurs enseignants pour les sections 1, 2 et 3 (maternel, primaire et secondaire inférieur) et une co-diplomation entre les institutions de formation (universités et Hautes Ecoles) pour l'ensemble de la formation initiale. L'objectif de cette recherche est d'investiguer les représentations des formateurs d'une Haute Ecole à propos de la réforme ainsi que de la collaboration interprofessionnelle qui en découlerait. Une méthodologie mixte longitudinale a été privilégiée : deux recueils de données qualitatives au moyen d'entretiens semi-directifs et un recueil de données quantitatives par le biais d'un questionnaire. Les perceptions globales des formateurs sur la réforme sont analysées avec un accent particulier sur le projet de collaboration instauré par la co-diplomation. Très enthousiastes au début, les formateurs tendent à percevoir davantage, par la suite, les difficultés liées au projet de collaboration et à ses enjeux. Par ailleurs, plusieurs divergences apparaissent en fonction du statut des formateurs et de leur section d'appartenance.

Jacopin, J.-F. (2024). **Du lycée au supérieur : un défi pour le chef d'établissement**. *Administration & Éducation*, *182*(2), 111-118. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-111.htm
Personnel de direction durant presque vingt ans, Jean-François Jacopin dirige des lycées depuis cinq ans dans l'académie de Rennes. Il est actuellement à la tête d'un lycée général et technologique d'un peu plus de huit cents élèves qui propose également deux formations du supérieur, une CPGE A/L et un BTS Management commercial opérationnel. Plaçant la logique bac - 3/ bac + 3 au cœur de ses missions de proviseur, l'auteur de cet article expose comment il œuvre tout au long de l'année pour

développer chez les personnels de l'établissement une culture professionnelle commune.

Jang, S. (2024). **Politics of PISA in educational agenda-setting: an analysis of the media coverage of PISA 2000-2018 in South Korea**. *Oxford Review of Education*, *50*(4), 588-606. https://doi.org/10.1080/03054985.2023.2259794
This article analyses the media coverage of the Programme for International Student Assessment (PISA) by progressive and conservative media outlets in South Korea from 2000 to 2018. Through systemic content analysis, the study reveals that the tones and content of PISA-related articles were largely influenced by the political alignment between the media outlet and the government in power, rather than the actual PISA results. This finding highlights the opportunistic and circumstantial nature of Korean media coverage of PISA, guided by their contrasting educational agendas towards excellence and equity. This research reveals PISA's function as a projection screen for reflecting local political intentions and as ammunition data to protect specific agendas from criticism. By uncovering the political expediency inherent in media reports on PISA, this study illuminates the role of PISA as a politicised science that shapes educational agendas and strengthens the OECD governance.

Kautz, M. B. (2024). **Schools and the Rise of Mass Incarceration in a Post-Brown World**. *Harvard Educational Review*, *94*(2), 286-308. https://doi.org/10.17763/1943-5045-94.2.286
In this article Matthew B. Kautz theorizes schools as unique carceral institutions with the capacities to criminalize, surveil, discipline, and punish and demonstrates how they have mobilized these unique abilities to establish social control. By tracing the development of school disciplinary policy and practice following Brown v. Board of Education, the essay illuminates how policy makers produced politically salable narratives of criminality to rationalize the expansion of jails and prisons during a period of major economic restructuring. Engaging with this history, Kautz provides a different lens for considering contemporary education policy.

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

Klipfel, J. (2024). **Mens sana in corpore sano : le sport de haut niveau dans l'enseignement supérieur français**. *Note d'Information du SIES*, (24.04), 1-7. Consulté à l'adresse

https://veille-et-analyses.ens-lyon.fr/Sommaires-revues/DetailSommaire.php?parent=actu&id=8159

Près d'un cinquième des sportifs inscrits sur les listes du ministère en charge des sports étudient dans l'enseignement supérieur : majoritairement à l'université, ces 2 600 étudiants sont plus jeunes et parviennent à obtenir plus souvent leur diplôme en un nombre minimal d'années que l'ensemble des étudiants. Au 1er janvier 2023, plus de 16 000 sportifs sont inscrits sur l'une des listes du ministère chargé des sports dont 13 600 sont âgés de 16 ans ou plus. Parmi eux, 2 600 sont inscrits en 2022-2023 dans une formation de l'enseignement supérieur en France, soit près d'un sportif listé sur cinq. Les étudiants sportifs inscrits sur liste ministérielle sont plus jeunes en moyenne que l'ensemble des étudiants, ils se distinguent également par un meilleur niveau scolaire antérieur et une origine sociale légèrement plus favorisée. Ils sont majoritairement inscrits au sein d'une formation universitaire LMD et plus particulièrement en licence générale « sciences et techniques des activités physiques et sportives ». Dans les formations universitaires de licence générale ou master, les sportifs obtiennent plus souvent leur diplôme en un nombre minimal d'années que l'ensemble des étudiants.

Krafft, C., Raikes, A., Towfighian, S. N., & Mojgani, R. S. (2024). **Quality and inequality in pre-primary and home environment inputs to early childhood development in Egypt**. *Early Childhood Research Quarterly*, 68, 24-34. https://doi.org/10.1016/j.ecresq.2024.03.001

By the time children start primary school, large socioeconomic disparities are evident in their learning and development. Both pre-primary and home environments can play important roles in influencing school readiness and can contribute to disparities in early childhood development, but there is limited evidence on their relative roles in the Middle East and North Africa. This paper examines how pre-primary quality, stimulation at home, and early childhood development vary by socioeconomic status for pre-primary students in Egypt. The results demonstrate substantial socioeconomic inequality in stimulation at home, more so than in pre-primary quality and inputs, although there is variation in the degree of inequality across different dimensions of pre-primary quality. "Double inequality" is observed, where students with less stimulating home environments experience slightly lower quality pre-primary inputs. There are particularly large pre-primary inequities in structural quality (physical environment) and less inequity in process quality (pedagogy). These results suggest that targeted investments in pre-primary education in Egypt are necessary to reduce inequality in school readiness but are likely insufficient to close the socioeconomic status gap in children's development. Investing in interventions to improve vulnerable children's home learning environments, as well as investing in quality pre-primary, is critical to address disparities in children's development.

Leach, T., Collet-Sabé, J., Tort Bardolet, A., Simó Gil, N., & Clarke, M. (2024). **The role of education in a democracy: continuing the debate**. *Oxford Review of Education*, 50(4), 484-498. https://doi.org/10.1080/03054985.2023.2239702

At a time when there are renewed expressions of concern about how our societies are organised and the health of our democracies, this paper focuses on the role of education in a democracy. Informed by John Dewey's and Martin Buber's accounts of what it is to be educated, and Homi Bhabha's concept of third space work, the paper presents the case for a progressive education for democratic citizenship. Adopting an ethnologically-informed approach, the paper provides an in-depth look at two Catalan and two English schools, focussing on the ways in which they look to provide a

democracy enabling education. The findings reveal how and why mutual cooperation, collaboration and dialogue in relationships are key elements in the modelling of an education for democratic citizenship.

Lenzen, B., Hayoz, C., Ferrari, I., Weber, S., Deriaz, D., & Voisard, N. (2024). **Co-élaborer des ressources curriculaires en EPS pour l'enseignement primaire en Suisse, au carrefour des épistémologies professionnelles et des cultures linguistiques**. *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (54). https://doi.org/10.4000/11qey
Dans cette ingénierie didactique de deuxième génération, nous nous sommes focalisés sur les compromis et désaccords entre des rédacteurs et des experts engagés dans la co-élaboration d'un canevas visant à structurer la rédaction ultérieure de ressources curriculaires pour l'enseignement de l'EPS à l'école primaire en Suisse. Nous avons ainsi identifié (a) un désaccord autour de la notion professionnelle de « forme de pratique scolaire », (b) un compromis autour du concept de « contenu d'enseignement », et (c) un désaccord autour de la durée et de l'architecture des séquences d'enseignement à produire. Nous avons interprété ceux-ci en termes d'épistémologies pratiques des acteurs impliqués. Celles-ci se sont révélées non assujetties à la culture linguistique, empreintes de différents paradigmes pédagogiques et d'interprétations différentes des finalités et conditions de mise en œuvre de l'ingénierie didactique. Au regard de ces résultats, nous considérons la co-élaboration de ressources curriculaires comme une composition sous influences, qui pourrait faire l'objet d'une analyse complémentaire ancrée dans la sociologie des organisations.

Leroux, M., Smith, J., Bergeron, L., Bergeron, J., Malboeuf-Hurtubise, C., Turcotte, S., & Deschênes, G. (2024). **Flexible ou non l'aménagement de la classe au primaire au Québec en contexte de crise sanitaire ?** *Éducation & Formation*, (e-323), 120-132. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Les études sur la classe flexible se sont multipliées dans les dernières années et plusieurs laissent entrevoir un potentiel intéressant notamment pour favoriser la réponse aux besoins diversifiés des élèves. Or, avec le contexte de crise sanitaire, les enseignant·e·s ont dû s'adapter en restreignant parfois la souplesse associée à ce type d'aménagement. Les résultats présentés ici découlent de l'analyse des données d'un sondage et d'un groupe de discussion menés auprès d'enseignant·e·s québécois·e·s oeuvrant en classe flexible. Ils mettent en exergue tant les défis rencontrés que les pistes de solutions déployées pour assurer la prise en compte de la diversité chez leurs élèves.

Lescouarch, L., Desvages-Vasselin, V., & Patry, D. (2024). **Différenciations pédagogiques par la flexibilisation des espaces**. *Éducation & Formation*, (e-323), 43-58. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Les classes à plusieurs cours (ou classes multiâges) sont régulièrement présentes dans les écoles élémentaires françaises. Cet article étudie les manières dont des élèves sont mis au travail au sein d'une telle classe primaire. Elle ne propose pas une analyse didactique des contenus enseignés, mais décrit ce que vivent et pensent les élèves, les parents d'élèves et les enseignants qui y travaillent. Une méthodologie à la fois phénoménologique et d'analyse de l'activité en situation a été mise en œuvre. Les résultats soulignent que, dans une telle classe, une différenciation pédagogique inclusive est possible par l'articulation de dispositifs de coopération entre élèves, par le recours à du travail personnel et par le biais de postures spécifiques d'enseignemen

Létroublon, C. (2014). **Les effectifs inscrits en cycle ingénieur en 2023-2024**. *Note Flash du SIES*, (14), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-inscrits-en-cycle-ingenieur-en-2023-2024-96520
En raison de la poursuite des étudiants de 3e année de BUT pour la première fois, réduisant l'un des flux d'entrée, le nombre d'étudiants en cycle ingénieur diminue de 2,2 % en un an, mais continue de progresser de 9,3 % en cinq ans.

Mabruk, K. (2024). *Teachers for All: Investing in Botswana's Teacher Workforce* (p. 1-78). Consulté à l'adresse UNICEF Innocenti – Global Office of Research and Foresight, Florence website: https://www.unicef.org/innocenti/reports/teachers-all-botswana

Macfarlane, B. (2024). **The DECAY of Merton's scientific norms and the new academic ethos**. *Oxford Review of Education*, *50*(4), 468-483. https://doi.org/10.1080/03054985.2023.2243814
This article provides a conceptual reformulation of Merton's scientific ethos widely known by the acronym CUDOS (i.e. communism, universalism, disinterestedness and organised scepticism). While Merton perceived the threat to the autonomy of science as coming from outside the walls of academe, mainly in the form of nationalism and racism, the subsequent rise of neoliberalism and global market forces means that the scientific ethos is being undermined largely from within the university itself, leading to the DECAY (i.e. differentialism, egoism, capitalism and advocacy) of CUDOS. The STEM-ification of the humanities and social sciences academic community has led to the rise of a post-academic ethos. This manifests itself in professional pragmatism with academics facing both ways at the same time by remaining largely committed to Mertonian norms in theory but needing to adapt to the performative demands of DECAY as a new set of institutional norms that prevails in practice.

Machuré, N., & Charuau, B. (2024). **Un cas d'école au lycée Pierre-Gilles de Gennes-École nationale de chimie, physique, biologie de Paris**. *Administration & Éducation*, *182*(2), 105-110. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-105.htm
Le 21 novembre 2021, l'Académie de Paris annonçait sa décision de ne pas reconduire la CPGE ATS Biologie du lycée Pierre-Gilles de Gennes-ENCPB sous la forme nouvelle de « Classe Agro-Véto » prévue par la réforme engagée en 2021 à l'initiative du ministère de l'Agriculture et de la Souveraineté alimentaire. La décision rectorale mettait ainsi brutalement fin à treize années d'investissement au profit de la poursuite d'études d'étudiants diplômés d'un BTS en biologie appliquée. Elle balayait aussi les engagements pris envers une équipe pédagogique intensément mobilisée dans la réforme de l'ATS Bio et auprès des étudiants de BTS qui aspiraient à intégrer la future Classe Agro-Véto. Le sort réservé à cette classe est un « cas d'école » qui interroge la façon dont l'Éducation nationale pilote les réformes et dont sont conduites les actions gouvernementales.

Magerotte, G., Baurain, C., & Ledeers, J. (2024). *Vers une école inclusive: Quelles stratégies d'enseignement ?* (1er édition). Consulté à l'adresse https://www.deboecksuperieur.com/ouvrage/9782807357440-vers-une-ecole-inclusive
Tout le monde parle de plus en plus d'école inclusive. Mais concrètement, comment la mettre en place ? Quelles stratégies adopter ? Quelles interventions opérer ? Dans quel cadre ? Ce livre collectif dresse le panorama des meilleures pratiques éducatives et

d'enseignement à adopter. Bien que ces pratiques portent principalement sur l'enseignement fondamental maternel et primaire, elles sont également utiles pour les professionnels de l'enseignement secondaire. Ces pratiques abordent :le projet de l'élève ; les activités en classe ; puis au niveau de l'école, en insistant sur leur efficacité et efficience pratique. En complément, ces pratiques concernent quelques matières essentielles ainsi que la formation du personnel enseignant fonctionnant en équipe. Ce livre s'inscrit dans la perspective internationale qui caractérise le mouvement inclusif dans les pays francophones et bénéficie de la collaboration d'expertises internationales (françaises, suisses romandes, québécoises et belges).

Marginson, S., & Yang, L. (2024). **Has the public good of higher education been emptied out? The case of England**. *Higher Education*, *88*(1), 297-319. https://doi.org/10.1007/s10734-023-01117-6
In Anglophone neoliberal jurisdictions, policy highlights the private goods associated with higher education but largely neglects the sector's contributions to public good not measurable as economic values, including non-pecuniary individual benefits and collective social outcomes. Governments are silent on the existence and funding of most public goods. The paper reports on understandings of the public good role of higher education in England after nearly a decade of full marketisation. The study, part of a cross-national comparison of 11 countries, consisted of a review of major policy reports, and 24 semi-structured interviews in universities (13) and among higher education policy professionals (11) including regulators, national organisations and experts. England has no policy language for talking about outcomes of higher education other than attenuated performative outputs such as graduate salaries, research impact, knowledge exchange and widening participation, understood as individual access to education as a private good. Awareness of multiple public goods has been suppressed to justify successive fee increases and the imposition of a market in the centralised English system. This has coincided with a shift from direct government funding and collaborative stewardship by state and institutions, to student funding and top-down regulation. Nevertheless, most interviewees, including regulators, advocated an open-ended public good role and provided many examples of public goods in higher education, though the concepts lacked clarity. The policy notion of a zero-sum relation of private and public outcomes, corresponding to the split of private/public costs, was rejected in favour of a positive-sum relation of private and public outcomes.

Marion, É., & Touati, N. (2022). **La gestion du développement de la collaboration intersectorielle pour soutenir la réussite scolaire : quelles pratiques adopter ?** *Revue ERADE*, *5*(1), 25-46. Consulté à l'adresse https://www.aderae.ca/wp-content/uploads/2022/09/Revue_ERAdE_Vol5_No1_Marion_et_Touati.pdf

Menzies, L. (2024). **'Populism' and competing epistemic communities in English educational policy: A response to Craske and Watson**. *British Educational Research Journal*, *50*(3), 1576-1593. https://doi.org/10.1002/berj.3950
This article constitutes a 'reply and alternative' to two papers that appeared in a 2021 Special Issue of British Educational Research Journal. Both articles drew on theories of populism as a political logic to explain recent trends in England's education policy. I begin by highlighting how the contributors mobilise 'populist' political logics within their own 'anti-populist' discourse. I then argue that the theory of epistemic communities, borrowed from the field of public policy analysis, offers an alternative interpretation of

the dynamics described in (and exemplified by) the two articles. This alternative interpretation foregrounds the values, beliefs and policy enterprises of two rival communities that seek to influence education policy through the supply of expertise. I argue that attending to how these communities function helps explain how a new group of policy entrepreneurs has come to constitute an increasingly influential 'counter-epistemic community' and established a mutually beneficial trade in legitimacy with English policy makers. To date, the theory of epistemic communities has been under-utilised in the study of education policy, but applying the theory to education policy in England provides new insights into how these communities function when the nature of expertise is contested. England's educational policy context also exemplifies the importance of 'fit' between policy makers and experts' beliefs, and the role of policy makers in assembling and curating communities of experts.

Messabel, C. M., & Gaudron, J.-P. (2024). **Introduction : Contextes Post-Covid**. *L'orientation scolaire et professionnelle*, *53*(2), 223. Consulté à l'adresse https://journals.openedition.org/osp/19055
Le confinement imposé par la pandémie Covid-19 et les années qui ont suivi ont profondément impacté de nombreux pans de notre société. La situation socio-sanitaire a ainsi transformé l'activité professionnelle des femmes et des hommes notamment par la pratique accrue du télétravail. Les conséquences de ces changements induits et consécutifs à la pandémie ont été nombreuses, importantes et assez immédiates, d'une part dans les pratiques professionnelles, les conditions de travail, les parcours...

Mocquet, B. (2024). **Rhizome de l'écosystème du numérique universitaire français et nouvelle gouvernance : Mutualisation, gouvernance et numérique universitaire**. *Médiations et médiatisations - Revue internationale sur le numérique en éducation et communication*, (17), 29-57. https://doi.org/10.52358/mm.vi17.391
We propose to characterize the organization of the French digital university, examining its processes of manufacture, operation and governance by interrogating the concept of rhizome, developed in 1980 by Deleuze and Guattari. By French digital university, we mean the digital technologies that underpin the operation and management of higher education. This article aims to describe the various organizational forms observed (associations, public interest groups, consortiums, public institutions ...), as well as their interactions, adopting a categorical approach in a bid to make this deeply organic organization intelligible as it develops discretely through the interaction of the actors who make it up. The analysis of this dynamic allows us to grasp the complexity of the French university digital ecosystem and to understand how the players involved collaborate, interact and influence the evolution of the system, thus forming a form of new governance. Using interviews conducted over the past two years and information gathered formally and informally, we examine the mechanisms of this ecosystem, highlighting the modes of action of the various players, including universities, technology companies and public bodies. This approach offers a rhizomic perspective on the evolution of digital technology in French higher education.

Moisan, C. (2024). **L'offre de formation, un déterminant de l'accès à l'enseignement supérieur**. *Administration & Éducation*, *182*(2), 67-73. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-67.htm
Concernant l'accès à l'enseignement supérieur, les études et les médias s'intéressent avant tout à la demande que l'on nomme « orientation ». Certes, accompagner les

candidats pour formuler leurs choix et les informer au mieux sur les formations sont des facteurs déterminants pour leur orientation et même leur réussite future. Mais on oublie trop souvent l'offre, qui est aussi déterminante. En utilisant plusieurs exemples, cet article montre que les évolutions de l'offre de formation à l'entrée dans l'enseignement supérieur ont eu des conséquences sur les admissions et même sur la demande (les vœux). Il montre aussi que la répartition géographique de cette offre pèse lourd dans les chances d'obtenir une formation et freine parfois des vœux plus ambitieux.

Morris, T. T., von Hinke, S., Pike, L., Ingram, N. R., Davey Smith, G., Munafò, M. R., & Davies, N. M. (2024). **Implications of the genomic revolution for education research and policy**. *British Educational Research Journal*, *50*(3), 923-943. https://doi.org/10.1002/berj.3784
Research at the intersection of social science and genomics, 'sociogenomics', is transforming our understanding of the interplay between genomics, individual outcomes and society. It has interesting and maybe unexpected implications for education research and policy. Here we review the growing sociogenomics literature and discuss its implications for educational researchers and policymakers. We cover key concepts and methods in genomic research into educational outcomes, how genomic data can be used to investigate social or environmental effects, the methodological strengths and limitations of genomic data relative to other observational social data, the role of intergenerational transmission and potential policy implications. The increasing availability of genomic data in studies can produce a wealth of new evidence for education research. This may provide opportunities for disentangling the environmental and genomic factors that influence educational outcomes and identifying potential mechanisms for intervention.

Moullet, J.-M., Catoir, D., & Kallenbach, S. (2024). *La découverte des métiers au collège* (N° 23-24-118A; p. 85). Consulté à l'adresse IGÉSR website: https://www.education.gouv.fr/la-decouverte-des-metiers-au-college-414582
La découverte des métiers de la classe de cinquième à celle de troisième est une composante essentielle du parcours Avenir qui matérialise la réalité de champs professionnels et enrichit les projets des élèves. Elle vise à combattre les déterminismes sociaux et genrés constatés dans l'orientation des élèves.

Myojo, S. (2024). *Did the Abolition of School District Zoning Affect House Prices? Evidence from the Housing Market in Osaka City* (Working Paper N° e207). Consulté à l'adresse Tokyo Center for Economic Research website: https://econpapers.repec.org/paper/tcrwpaper/e207.htm
This study examined the impact of the academic performance of accessible public schools on house prices within school districts utilizing rental housing data in Osaka City. A hedonic analysis based on a regression discontinuity design was conducted by restricting the analysis to houses within a certain distance from the boundaries of junior high school and high school districts. The result demonstrated that the education premium capitalized in the rent is considerably smaller than that found in a previous study that conducted a similar analysis for a rural city in Japan. Furthermore, we also measured changes in the education premium over time, including data before and after the abolition of the school district system. The result indicates that the premium did not decrease but rather increased after the abolition of school districts. This could be due to the announcement effect of the disclosure of the test scores of all public junior high schools around the same time as the abolition of the school district system. In addition, it

may also be due to the dysfunctionality of the newly implemented school choice system, in which students are unable to choose a school under the capacity constraint of the school.

Nembrini, J.-L. (2024). **Construire des parcours au plus près des territoires**. *Administration & Éducation*, *182*(2), 95-103. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-95.htm
En matière d'éducation, les lois successives de décentralisation ont séparé les compétences pédagogiques qui relèvent du régalien et les compétences techniques, bâtimentaires ou d'équipement, qui relèvent des collectivités territoriales. En conséquence, communes, départements et régions sont tenus en lisière de la conception – et très largement de l'exécution – des politiques nationales d'éducation, même lorsque ces dernières concernent étroitement leurs territoires. Pourtant, les compétences des régions justifient leur volonté de prendre part à la conception de politiques permettant des parcours moins heurtés, au bénéfice notamment des poursuites d'études, du secondaire au supérieur, dans les domaines technologique et professionnel.

Ngobeni, S. (2024). **Establishing sustainable school-community partnerships: strategies for school management teams**. *International Journal of Leadership in Education*, *0*(0), 1-20. https://doi.org/10.1080/13603124.2024.2369987
School-community partnerships (SCPs) in under-resourced contexts provide invaluable support and resources for meeting the needs of staff and learners beyond the perimeters of a school. This article explored the strategies which school management teams (SMTs) employ, in establishing sustainable SCPs in township secondary schools in the Johannesburg Central (JC) District of Gauteng, South Africa. The study followed a concurrent triangulation mixed-methods design, to investigate the partnerships between 16 secondary schools and their respective community partners (CPs). However, for this article, the study reports only on the quantitative results. Two complementary, standardized questionnaires – one for SMTs and the other for CPs were used to collect data, which were subsequently analyzed using descriptive, factor, and reliability statistical analysis procedures. I employed sustainable SCPs, using the collective impact model as the theoretical framework. The study produced favorable findings regarding strategies for establishing sustainable partnerships between the school and community partners, including two-way conversations; negotiated partnerships; a common purpose; funding; a reflection on the quality of the partnership; accountability; monitoring and evaluation; trust and respect; commitment to implementing the partnership and collaborating to find solutions. To conclude, I highlight the implications of the findings for educational practitioners and make recommendations for future research.

Nkoute, J. Y. N. (2024). **La gouvernance de l'école au Cameroun, analyse critique des processus de « changements » : les enjeux des choix des paradigmes pédagogiques pour une éducation de qualité**. *Revue de l'École Supérieure de l'Éducation et de la Formation*, (2), 25-37. https://doi.org/10.60481/revue-rise.N2.4
Le présent article a pour objectif de présenter la récente procédure de changements paradigmatiques survenus en contexte camerounais (Passage de la Pédagogie Par Objectif (PPO) à l'Approche Par les compétences (APC) en cours depuis 2012, puis de déterminer les faiblesses de cette initiative en rapport avec le 4e Objectif de Développement Durable (ODD) clairement consacré à une éducation de qualité. En fin

de compte, il vise à évoquer la nécessité d'adopter une démarche normative pouvant encadrer une telle entreprise stratégique, tant il est remarquable qu'elle ait du mal à faire ses preuves après dix années de balbutiements. Ce constat découle d'un travail d'observations à la fois participantes et non participantes, complété par des enquêtes de terrain via des entretiens semi-directifs et des questionnaires. A terme, cet article permet de réaliser que le changement dans le secteur éducatif ne peut se faire avec succès si les pouvoirs publics l'engagent unilatéralement.

Nocera, A., Steele, K. P., & Hensley, J. (2024). **Standardization, White Supremacy, and Racial Self-Definition: African American Secondary Schools in Rural North Carolina, 1920-1954**. *Harvard Educational Review*, *94*(2), 259-285. https://doi.org/10.17763/1943-5045-94.2.259
In this historical examination, Amato Nocera, Kyle P. Steele, and John Hensley argue that the development of Black rural high schools in the decades leading up to the Brown v. Board of Education decision represented the dynamic between standardization, white supremacy, and Black self-definition that has shaped US education reform. Focusing on the interplay of state-level education administrators, local white officials, and Black community members, the authors' analysis of Black rural high schools draws on archival data from DuBois High School in rural Wake Forest, North Carolina, to broaden the literature on the history of the American high school and contribute to an understanding of the Black Freedom Movement by recognizing secondary schools as vital to institution building in the Jim Crow South.

Noël, I. (2022). **Prendre en compte la diversité des élèves dans les établissements scolaires : les directions d'école entre tensions et innovations**. *Revue ERADE*, *5*(1), 47-64. Consulté à l'adresse https://www.aderae.ca/wp-content/uploads/2022/09/Revue_ERAdE_Vol5_No1_Noel.pdf

Norwegian Refugee Council. (2024). **Education on pause: high education assistance needs are exacerbating the learning gap in Cameroon**. *Briefing Note*, 1-3. Consulté à l'adresse https://www.nrc.no/resources/briefing-notes/education-on-pause/

Öztürk, A., & Dayıoğlu, M. (2024). **Higher education expansion and women's access to higher education and the labor market: quasi-experimental evidence from Turkey**. *Higher Education*, *88*(1), 381-412. https://doi.org/10.1007/s10734-023-01122-9
We study the 1992 higher education expansion reform in Turkey and examine how the expansion program changed higher education attainment and labor market access, particularly for women, who are disadvantaged on both accounts. We use the 2011 Population and Housing Census and employ a difference-in-differences estimation strategy. We find that the establishment of universities in localities where universities did not exist before increases the higher education attainment of women by 12–13% and their labor force participation by 4%. In contrast, we do not find a program effect for men for either of the two outcomes. That the program did not affect high school graduation suggests that the improvement for women stems from the change in the behavior of the same pool of high school graduates due to reduced monetary and psychic costs. The absence of a program effect for men further suggests that the reduction in schooling costs was not high enough to overcome the lower benefit of having to attend a less reputable local university. As a result of the expansion policy, the gender gap in higher

education attainment and labor force participation shrinks. A battery of robustness checks that include an IV estimation supports our findings.

Papi, C., & Dugré, G. (2024). **Les défis de l'enseignement de la danse à distance : entre absurdité et opportunité**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (46). https://doi.org/10.4000/11vlm
Cet article porte sur le développement des cours de danse de loisir à distance durant la pandémie. Les recherches dans le domaine et les entretiens menés avec 34 professeurs de danse mettent en évidence que former à la danse à distance soulève un grand nombre de défis, au point qu'il est possible de se demander s'il est pertinent d'enseigner la danse à distance. Tandis que pour quelques professeurs enseigner une danse à distance semble absurde tant cette activité implique un contact humain, notamment pour les danses de couple, pour d'autres, cette pratique a été l'occasion de développer certains aspects de leurs enseignements, de maintenir provisoirement les liens avec leurs apprenants, voire de se perfectionner avec les cours à distance diffusés par d'autres artistes partout dans le monde. Cependant, de l'impossibilité de toucher autrui au manque d'espace à domicile, de la confusion des repères spatiaux aux décalages sonores, les professeurs de danse qui souhaitent enseigner à distance ont dû repenser leurs cours et adapter leurs pratiques à ce mode de formation.

Parma, A., Agasisti, T., & Ranci, C. (2024). **Drivers of school choice: Primary school selection in a free choice context**. *British Educational Research Journal*, *50*(3), 1396-1419. https://doi.org/10.1002/berj.3981
In Italy, parents are free to choose the primary school for their children without restrictions imposed by catchment areas. This freedom of choice, inspired by quasi-market mechanisms, aims to foster competition between schools and raise educational standards. Analysing the case of Milan using regression models and administrative data for the 2015–16 school year, we study the factors associated with the probability that parents choose a school different from the one closest to where they live. We focus on both push factors (the characteristics of local schools) and pull factors (the features of chosen schools). The findings indicate that parents select schools which have a lower proportion of immigrant pupils and higher socio-economic status of the student body. On the other hand, school performance in standardised tests is not statistically associated with parents' decisions to opt out of local schools, nor does it emerge as a feature of the schools most likely to attract non-local students after accounting for the socio-economic composition of school intake. The resulting picture shows that affluent Italian parents implement avoidance strategies to avoid schools attended by a high proportion of immigrant or lower-class students—with the potential of fostering segregation and concentrations of disadvantaged groups.

Perrais, S. (2024). **Les docteurs diplômés en 2023**. *Note Flash du SIES*, (17), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/les-docteurs-diplomes-en-2023-96624
En 2023, le nombre de docteurs diplômés augmente de 9,6 %, après une progression de 1,9 % en 2022

Pons, X. (2024). ***Débattre des politiques d'éducation en France: Une enquête sociologique***. Rennes: Presses Universitaires de Rennes.

Comment expliquer que des problèmes d'éducation soient régulièrement débattus et d'autres non, même quand ils sont majeurs ? Comment expliquer la prégnance de discours stéréotypés ou outranciers sur des sujets aussi sérieux ? Faut-il forcément interpréter ces situations en termes de mensonge, d'imposture, de manipulation, ou encore d'aliénation ? Ou est-ce la logique de structuration d'ensemble de ce débat sur les politiques d'éducation qui nous échappe ? C'est cette logique que cet ouvrage entend étudier. Il en propose une explication sociologique à partir d'une enquête de plusieurs années qui croise près d'une centaine d'entretiens avec des milliers de documents (comptes-rendus parlementaires, articles de presse, publications scientifiques…). Cette enquête a porté sur trois sujets d'éducation volontairement contrastés : l'enquête Pisa, l'absentéisme des élèves, la loi organique relative aux lois de finances. La conclusion en est simple : les acteurs du débat public sont tous interdépendants et ces interdépendances les contraignent tout en orientant les discours qu'ils peuvent raisonnablement tenir en public. Ces systèmes d'interdépendances ou « configurations de dicibilité » prennent des formes variées et surtout, ils ont des effets majeurs sur la fabrique des politiques d'éducation, au premier rang desquels la production d'une ignorance collective sur les questions d'éducation.

Porta, T., Todd, N., & Gaunt, L. (2024). **Australian senior-secondary teachers' perceptions of leadership and policy for differentiated instruction**. *British Educational Research Journal*, *50*(3), 1022-1042. https://doi.org/10.1002/berj.3967
Differentiated instruction (DI) is an educational praxis that is built on the premise that all students can be engaged in learning and achieve positive academic outcomes. Previous research in secondary schools has shown promise in the success of DI practices and outlines the importance of sustained professional development (PD) for teachers. There is, however, little research on DI within senior-secondary classrooms in the Australian context. This research is part of a larger study which recruited 12 participants from three schools across two states in Australia, and aimed to investigate teachers' perceptions of school leadership and support in implementing DI in their classrooms as well as awareness of relevant policies. Findings indicated that when teachers were aware of policies involving DI, they tended to describe policies relating to special education. This suggests that DI is viewed by these teachers as an approach for students with additional needs rather than seen as a whole class philosophy. Similarly, the results indicated that when teachers said that leadership supported them in using DI, this support was commonly reported as isolated professional development in supporting students with additional needs. Discrepancies around awareness of DI policies were also found between teachers at the same school, with those in leadership roles indicating that requirements to utilise DI were embedded in their general teaching and learning policy. Implications for future practice and policy are discussed.

Raulin, D., Kalali, F., Lange, J.-M., Legrand-Mouton, B., Lombardi, L., Loségo, P., … Zaid, A. (2024). **Les mots-clés des curricula**. In *OPUS | Université Paris Cité*. https://doi.org/10.53480/curricula.95a1
Qu'est-ce qu'un curriculum d'éducation ou de formation ? Quels sont leurs liens avec des programmes, plans d'études, référentiels ? Quels sont leurs composants, leurs contenus, leurs modalités de mise en œuvre et leurs évaluations ? Quelles sont leurs relations avec les disciplines, les éducations à… et les dispositifs ? Comment sont-ils élaborés ? Quelles sont leurs morphologies ? Comment sont-ils pris en charge et utilisés par les acteurs ? Voici différentes questions traitées dans cet ouvrage qui regroupe des

textes inédits de 24 universitaires qui ont accepté de fédérer leurs travaux de recherche sur les curricula. Ils sont issus de 14 établissements universitaires de l'espace francophone. Cette double diversité de spécialité et de situation géographique assure à cet ouvrage l'équilibre nécessaire à la compréhension des curricula, la rigueur scientifique des écrits le préservant aussi de tout penchant doctrinaire ou militant. Il vise l'appropriation des concepts, des problématiques de recherche et des méthodologies d'investigation des curricula en portant une attention privilégiée aux contenus, tout en croisant cette perspective didactique avec des points de vue sociologiques, historiques, politiques et anthropologiques.Dans un contexte où les sociétés occidentales sont bousculées dans leurs certitudes venues d'un autre temps, aussi bien par les innovations technologiques que par leurs évolutions internes, Les mots-clés des curricula met à la disposition d'un lectorat varié (étudiants, enseignants, chercheurs, responsables politiques, citoyens) une présentation claire d'un large éventail des éléments qui constituent les curricula et qui permettent d'en comprendre la complexité et les conditions de leur conception et opérationnalisation.

Rezvani, R., Ghanbar, H., & PourhematKhanshir, Y. (2024). **Deaf and hard-of-hearing EFL learners' perception of learning English: A narrative inquiry**. *British Journal of Special Education*, *51*(2), 174-188. https://doi.org/10.1111/1467-8578.12510
There is limited research on deaf and hard-of-hearing (D/HH) learners' learning English as a foreign language. It is even more scant in contexts such as Iran where D/HH learners are least visible and represented. This narrative inquiry aimed to explore Iranian D/HH English as a foreign language (EFL) learners' lived experience in learning English. The data were collected through semi-structured interviews with 10 undergraduate students of English. The data were thematically analysed, yielding five themes: (1) learning English and its relevance to personal goals and aspirations; (2) perceived language-related difficulties; (3) awareness of the differences in their language learning experience as D/HH learners; (4) significance of visual communication for D/HH learners of English; and (5) the role and support of technology. These themes provided a multidimensional understanding of these learners' perception of their foreign language learning trajectory. The results of this study have implications for various stakeholders in the context of special needs language education.

Ringard, J.-C. (2024). **La réforme du LEGT et du bac : entre avancées et paradoxes**. *Administration & Éducation*, *182*(2), 13-26. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-13.htm
La réforme en cours du LEGT1 et du baccalauréat, au cœur du continuum bac - 3/bac + 3, mérite, compte tenu de sa qualité intrinsèque et de ses derniers ajustements, d'être tout simplement mise en œuvre. Mais des avancées sont à consolider, et des paradoxes à gérer. Elle révèle le besoin de fortifier l'articulation entre les deux ministères en charge de l'Éducation nationale et de l'Enseignement supérieur. Elle induit un renforcement des modes de pilotage au niveau local entre les acteurs de l'enseignement scolaire et ceux de l'enseignement supérieur. Au fond, en tirant toutes les leçons de sa mise en œuvre, elle pourrait servir à faire évoluer la manière dont on conçoit, accompagne et évalue une politique publique d'éducation.

Rodrigues Chagas, P. (2024). *Navigating the Educational Landscape: Enhancing Youth Adult Education (EJA) in Brazil Through the Paulo Freire Method* (Masters, Concordia University). Consulté à l'adresse https://spectrum.library.concordia.ca/id/eprint/993530/

Navigating the Educational Landscape: Enhancing Youth Adult Education (EJA) in Brazil Through the Paulo Freire Method   Patricia Rodrigues Chagas   This thesis explores the historical significance and contemporary dynamics of Educação de Jovens e Adultos (EJA) [Youth and Adult Education] in Brazil. I aim to comprehensively understand the socio-political contexts that have shaped EJA by tracing its evolution from the colonial era to today. Then, I investigate the literacy dynamics within EJA settings and explore Paulo Freire's pedagogical method to see if it can enhance literacy inside EJA. Using the relevant literature and legal Brazilian documents, drawing on personal experiences and insights gained from an internship in a public school in Brazil, and the narrative of my mother's journey through EJA literacy, I offer valuable perspectives on the challenges and opportunities in adult education. Through this research, I aim to underscore the importance of EJA in promoting social justice, empowerment, and inclusive growth in Brazil while highlighting the enduring legacy of Paulo Freire's pedagogical philosophy in shaping educational practices and policies in the country.

Sah, P. K., & Li, G. (2024). **Toward linguistic justice and inclusion for multilingual learners: Implications of selective translanguaging in English-medium instruction classrooms**. *Learning and Instruction*, 92, 101904. https://doi.org/10.1016/j.learninstruc.2024.101904
Background and aims English-medium instruction (EMI) mainly mandates teaching all subjects in English only, but evidence shows teachers and students use local languages alongside English, commonly known as translanguaging. This has been proposed as a transformative pedagogy, especially for ethnic/Indigenous children, but research on its impact on the lived experiences of ethnic minority students in EMI multilingual classrooms is lacking. This paper fills the gap by studying the discursive use of translanguaging in EMI classrooms in a multilingual school in Nepal. Methods Drawing on an ethnographic study in an EMI school located in a multilingual ethnic minority community where mother tongues (i.e., Bhojpuri) other than Nepali were spoken, this paper reports on interviews, focus group discussions, and classroom observations in Grades 6 and 9 over 4 months. Results Data analysis reveals that both teachers and students recognized a need to negotiate the English-only policy to accommodate their limited English proficiency and used Nepali but not their mother tongues as a supplementary language. While English-Nepali translanguaging seemed to facilitate a better delivery and understanding of content knowledge, this selective, excluding practice did not guarantee equity and equality due to excluding students' mother tongues (i.e., Bhojpuri) in content classes and school language policy. Conclusions Our findings highlight how such "selective translanguaging" practices and their related ideologies stigmatize mother tongues, causing linguistic injustice for ethnic minority students. The study proposes "inclusive translanguaging," countering unequal language ideologies and embracing historically marginalized languages, cultures, and identities.

Salazar, M. A. M. (2024). *Signaling Worker Quality in a Developing Country: Lessons from a Certification Program* [LCERPA Working Paper]. Consulté à l'adresse Laurier Centre for Economic Research and Policy Analysis website: https://econpapers.repec.org/paper/wlulcerpa/bm0143.htm
We evaluate the returns to signaling occupation-specific skills using unique administrative data from a nationwide certification program in Colombia. The program certifies skills and issues three certificates: basic, intermediate, and advanced. We use regression discontinuity methods to compare workersâ€™ earnings around certificate assignment thresholds. Signaling advanced occupation-specific skills yields significant returns: 9.7%,

on average, within two years of certification. Instead, we find no effects from signaling basic or intermediate occupation-specific skills. Our analysis reveals that the primary mechanism behind the observed income effects associated with the advanced certificate is the ability to signal occupation-specific skills to potential employers.

Shepherd, J., Sutton, B., Smith, S., & Szlenkier, M. (2024). **'Sea-glass survivors': Autistic testimonies about education experiences**. *British Journal of Special Education*, *51*(2), 142-155. https://doi.org/10.1111/1467-8578.12506
This article is different. Original testimonies are reproduced, in full, from three autistic adults who reflect on their education experiences. These accounts evolved from a webinar which explored autistic 'voice' through research presentations and lived experiences, and this co-authored article seeks to communicate these reflections to a wider audience. The testimonies are brought together, interpreted and analysed through the lens of the social model of disability exposing the ableist systems in which these adults had to operate. All share the challenge of trying to fit in to a socially, neuronormatively constructed education system, experiencing marginalisation, lack of understanding and lack of appropriate support. However, all three writers emerge as more than 'sea-glass survivors', weathered and worn, having developed survival strategies, but demonstrate their determination to improve lives for those who follow in their wake. This article draws attention to the need to listen to autistic people more frequently, but more importantly to involve them as architects of change for the future. The article was co-created by three autistic people, who identify as neurodivergent, in discussion and collaboration with the lead author who is an autism ally, autism and education researcher, and parent to an autistic son.

Sun, J., Zhang, Y., Guo, Q., Liang, M., Li, Z., & Zhang, L. (2024). **Latent classes of early childhood development and their predictors in Low- and middle-income countries: Results from multiple indicator cluster surveys 2010 - 2020**. *Early Childhood Research Quarterly*, *68*, 65-75. https://doi.org/10.1016/j.ecresq.2024.04.006
Investing in early childhood development (ECD) is critical for individual and societal development. Variable-centered research on ECD has shown that family wealth, maternal education, and parenting practices predict childhood outcomes overall. However, little is known about differences in the ECD patterns and their predictors. This study examined the latent classes of ECD using data from three waves of the Multiple Indicators Cluster Surveys (MICS) conducted in 29 low- and middle-income countries (LMICs) between 2010 and 2020 (MICS 4, 5, and 6) and identified their predictors at different ecological levels. The total sample size for analyses was 226,374 (nMICS4 = 70,082, nMICS5 = 91,652, nMICS6 = 64,640; Mage = 47.23(months), SDage = 6.87). Three classes, Learning Challenged but On Track for Physical and Social-emotional Development, Academically Challenged but Approaches-to-Learning Competent, On Track for Physical and Social-emotional Development, and Competent across All Domains, were consistently identified across MICS 4–6 using latent class analysis. Three variables, all at the microsystem level, predicted class membership with acceptable effect sizes in one or more waves of the MICS data: preschool attendance, number of books at home, and maternal education. The study has implications for future research and the development of policies aimed at monitoring and supporting ECD in LMICs.

Tallet, F. (2024). **Les grandes évolutions de l'enseignement supérieur vues par la statistique publique : dynamique des effectifs, mobilité, insertion professionnelle**. *Administration &*

Éducation, *182*(2), 27-40. Consulté à l'adresse https://www.cairn.info/revue-administration-et-education-2024-2-page-27.htm
Les statistiques publiques, qu'elles soient anciennes et relativement frustes ou plus récentes et innovantes, aident à mieux comprendre quelles ont été les grandes évolutions qui ont façonné l'enseignement supérieur depuis le siècle dernier. Pour la période actuelle, elles permettent à tous les acteurs d'étayer les choix individuels ou les décisions publiques. Portée par l'accès massif au baccalauréat, la démocratisation de l'accès aux études supérieures est un phénomène majeur des soixante dernières années.

Tuzolele, A. S. (2024). *La Classe Inutile en République Démocratique du Congo*. Consulté à l'adresse https://hal.science/hal-04619482
Cette étude analyse le phénomène de la « classe inutile » en République Démocratique du Congo (RDC), composée d'individus marginalisés, sans emploi ni qualifications valorisées. Cette frange de la population, représentant une part importante des Congolais, en particulier dans les zones urbaines, ne participe pas de manière productive à l'économie nationale. Les principaux facteurs explicatifs sont les défaillances structurelles : manque d'opportunités d'emploi et d'investissements, faiblesses du système éducatif, inefficacité des politiques publiques et instabilité politique. Ces dynamiques ont engendré l'exclusion d'une partie de la population des circuits économiques, avec des répercussions négatives en termes de criminalité, de tensions sociales et de freins au développement. Pour remédier à cette situation, des réformes ambitieuses s'imposent : investissements massifs dans l'éducation, la formation professionnelle et la création d'emplois, politiques économiques et sociales inclusives, renforcement de la gouvernance et de la stabilité. Seule une approche holistique permettra d'intégrer la classe inutile et de favoriser un développement économique et social durable en RDC.

UNESCO & United Nations Children's Fund. (2024). *Global report on early childhood care and education: the right to a strong foundation* (p. 159). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000390215

UNICEF : Fonds des Nations unies pour l'enfance. (2024). *Schools Inspiring Change: Research on the practices and behaviours of positive deviant schools in Zambia* (p. 1-66). Consulté à l'adresse UNICEF website: https://www.unicef.org/innocenti/reports/data-must-speak-zambia
Reports and project briefs

UNICEF Innocenti. (2024). *Data Must Speak: Brazil Unpacking Factors Influencing School Performance in Maranhão* (p. 1-60). Consulté à l'adresse https://www.unicef.org/innocenti/media/8221/file/UNICEF-Innocenti-DMS-Brazil-School-Performance-2024.pdf
Reports and project briefs

Vacher, S. (2024). **L'accompagnement scolaire des souffrances adolescentes. Une mobilisation professionnelle dépendante de la normativité scolaire**. *Agora débats/jeunesses*, *97*(2), 119-131. Consulté à l'adresse https://www.cairn.info/revue-agora-debats-jeunesses-2024-2-page-119.htm
Si la préoccupation pour les vulnérabilités psychiques des élèves a largement pénétré les discours officiels sur l'école, qu'en est-il de sa traduction pratique sur le terrain ?

Obtenus à partir d'une méthodologie mixte combinant des questionnaires auprès d'adolescents scolarisés dans quatre collèges français et une enquête par observation au sein d'un collège REP+, les résultats présentés dans cet article invitent à considérer les inégalités dans le repérage et la prise en charge des vécus de souffrances adolescentes à l'école. La cristallisation de l'attention des équipes éducatives sur la santé mentale des élèves « scolairement déviants » est intelligible au carrefour des représentations sociales en santé, des conditions de travail de ces professionnels et de leurs propres souffrances.

Vanlommel, K., & van den Boom-Muilenburg, S. N. (2024). **How can we understand and stimulate evidence-informed educational change? A scoping review from a systems perspective**. *Journal of Educational Change*. https://doi.org/10.1007/s10833-024-09506-z Evidence-informed change (EIC) has gained attention recently because it is seen as a lever to enhance the effectiveness and sustainability of educational change. Important questions are: how is EIC conceptualized, what counts as evidence, and what factors can support EIC in practice? Because of the complexity of EIC, we aimed to understand these factors from a systems perspective. Different parts of the educational system (e.g. policy, practice of teachers' and school leaders, research) are interrelated and need to be aligned for effective and sustainable change. Based on our scoping review we propose a model that conceptualizes EIC, identifies and defines different sources of evidence, and discusses influencing factors describing a system's readiness and capacity for EIC. Our results are an important step forward in understanding and supporting EIC in practice and developing targeted policy. This article also defines a common ground for future research, bringing together insights in an integrated framework of evidence-informed change.

Venkatesh, V., Ruprecht, L., & Ferede, M. K. (2023). *Arts education: an investment in quality learning* (p. 26). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000386034

Wanke, P., Lauro, A., dos Santos Figueiredo, O. H., Faria, J. R., & Mixon, F. G. (2024). **The Impact of School Infrastructure and Teachers' Human Capital on Academic Performance in Brazil**. *Evaluation Review*, *48*(4), 636-662. https://doi.org/10.1177/0193841X231197741 To improve one of the lowest rates of literacy and numeracy in the world, the government of Brazil has targeted public education reform, given the strong link between an educated population and economic growth. This study examines the academic performance of the Brazilian public primary school system. It addresses the empirical shortcomings of prior research to examine the dynamics of the relationship between academic performance scores and several demographic and institutional variables, such as socioeconomic characteristics, variations in school infrastructure and school complexity, and teachers' human capital. We employed quantile regression to explore the determinants of academic performance across 35,490 schools in rural and urban environments in Brazil. The dependent variable in our analysis captures the academic performance score, as measured by Brazil's education authorities, of each school in our dataset. The model includes several education-related indices used in prior research and, as explanatory factors, measures of teachers' human capital and the students' socioeconomic level, which synthesizes information on parents' education and household income. The results suggest that several institutional variables, including access to school libraries, computer facilities, projectors, and televisions, are positively and significantly related to the academic performance of primary students in Brazil's

system of public education. Furthermore, students' socioeconomic level is positively associated with their academic performance.

Weiland, C., McCormick, M., Duer, J., Friedman-Krauss, A., Pralica, M., Xia, S., … Mattera, S. (2024). **The mixed-delivery pre-k opportunity gap? Differences in demographics, quality, and children's gains in community-based versus public school programs across five large-scale systems**. *Early Childhood Research Quarterly*, *68*, 247-259. https://doi.org/10.1016/j.ecresq.2024.05.004
Mixed-delivery prekindergarten (Pre-K) systems with slots in both public schools and community-based organization (CBO) settings are common in the U.S. Historically, policies and investments in many of these systems have placed CBOs and, by extension the children who attend them, at a disadvantage relative to public school programs and peers. In this descriptive study, we used secondary data to explore setting inequities in five large-scale Pre-K mixed-delivery systems (Boston, New York City, Seattle, New Jersey, and West Virginia), all of which had taken explicit steps to improve equity across settings. Our public school sample included 2,247 children in 367 classrooms in 146 schools and our CBO sample consisted of 1,700 children in 220 classrooms in 109 centers. We found evidence of substantial sorting of children and teachers by setting. Where we found differences in quality and children's gains, these tended to favor public schools. However, localities with fewer policy differences by setting showed fewer such setting differences. Findings suggest that advancing the goals of equitable, high-quality Pre-K access and narrowing opportunity gaps before kindergarten entry may require more research and policy attention to mixed-delivery setting policy equity.

Weixler, F., & Sécher, B. (2024). *La construction de la décision en éducation: Enjeux, mythes et défis*. Consulté à l'adresse https://boutique.berger-levrault.fr/la-construction-de-la-decision-en-education.html
Le sentiment des citoyens d'être peu associés aux décisions s'avère particulièrement vif au sein de la communauté éducative. Parmi les reproches formulés vis-à-vis du niveau national figurent la verticalité du pilotage, l'absence de concertation et une forme d'indifférence à la recherche d'adhésion du terrain qui expliqueraient le rejet de nombreuses réformes. Les auteurs de cet ouvrage se penchent sur les enjeux et les mythes structurants qui entourent la décision au sein de l'Éducation : mythe de l'État-stratège, du leader héroïque ou d'un âge d'or de l'autorité ; enjeux de l'articulation entre autonomie, évaluation et responsabilité ; défi s de la construction collective des décisions et de la capacité à lâcher prise. Ils observent la multiplication, au sein du système éducatif, des termes et définitions pour désigner à la fois la construction de la décision, son appropriation et sa mise en oeuvre : pilotage, gouvernance, leadership partagé ou distribué, management collaboratif ou bienveillant. À partir de ce tour d'horizon, les auteurs échafaudent des pistes pour l'action. La crise du recrutement dans l'Éducation nationale comme la persistance des inégalités de destin scolaire obligent l'institution et les décideurs à tenir compte des nouvelles attentes des personnels, des parents et des élèves en les associant à la construction de la décision. En articulant l'action individuelle avec celle des collectifs professionnels, ils esquissent les conditions d'une construction démocratique de la décision, de nature à renforcer le contrat social et la confiance des membres de la communauté éducative en leur capacité d'agir.

Weixler, L., Valant, J., Doromal, J. B., & Gerry, A. (2024). **Increasing access in the ECE enrollment process: Evidence from an information intervention in New Orleans**. *Early Childhood Research Quarterly*, 68, 54-64. https://doi.org/10.1016/j.ecresq.2024.04.001
Enrolling in publicly funded early childhood programs in the U.S. often requires families to navigate a complex, multistep process. Families must pick a program, apply, verify their eligibility, and enroll. Prior research shows that families that complete this process tend to be advantaged relative to eligible non-applicants. In this study, we illuminate the enrollment pathway in New Orleans, showing that many would-be enrollees are lost at each step along the way. Next, we examine the effects of an information intervention that aimed to help families with the "apply" step. We find that a simple text-message intervention increased application rates by 33 %. However, due to leaks at subsequent steps, the intervention had no effect on enrollment rates. We discuss the implications for understanding and improving the enrollment process for publicly funded early childhood programs.

Pratiques enseignantes

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

Alimehmeti, M., & Agasi, K. (2024). **Foreign Language Teaching/Learning Under the Influence of New Didactic Factors**. *British Journal of Education*, 12(8). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-8-2024/foreign-language-teaching-learning-under-the-influence-of-new-didactic-factors/
The teaching/learning of foreign languages is now under the influence of technologies of information as in every field of life. Didactic materials are increasingly digitized and we have passed the period of connectivism in the teaching field (David Villacres. 2016). It is claimed that the new technologies in this field have made the teaching and … Foreign Language Teaching/Learning Under the Influence of New Didactic Factors Read More »

Alladatin, J., Anne, A., & Al-Chikh, I. (2024). **Vers une éducation de qualité en Afrique : pratiques enseignantes, pédagogies et gestion scolaire (Dossier)**. *Revue interdisciplinaire en sciences de l'éducation*, (2), 1-94. Consulté à l'adresse http://www.revue-rise.uiz.ac.ma/index.php/rise/issue/view/2/5
Amans-Passaga, C., & Verscheure, I. (2024). **Analyse de la direction d'étude de professeur·es des écoles dans des situations de co-intervention en EPS à l'école primaire**.

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eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport, (54). https://doi.org/10.4000/11qex

Dans le cadre de sa polyvalence, le professeur des écoles est en charge de l'enseignement de la discipline Éducation Physique et Sportive pour sa classe. Mais atteindre les finalités de cette discipline scolaire, c'est-à-dire favoriser la transformation des conduites motrices, la construction de pouvoirs d'agir significatifs, propres aux pratiques de référence, constitue un projet ambitieux, complexe pour ces enseignant·es en manque de formation, confronté·es à la diversité des APSA supports et dont l'expérience corporelle, physique et sportive est hétérogène. Face à ces difficultés, il n'est pas rare que les professeur·es du premier degré choisissent de partager cette mission avec des intervenant·es extérieur·es reconnu·es comme possédant une plus grande expertise des APSA et de leur enseignement.Nous portons ici un regard didactique sur ces co-interventions à partir de deux études de cas au sein de systèmes didactiques bicéphales dont nous tentons de repérer le fonctionnement lors de la construction du projet d'intervention mais aussi dans sa mise en œuvre dans la classe. L'analyse centrée sur les savoirs en jeu montre l'absence de concertation en amont et la position en retrait des PE en classe par rapport à l'intervenante extérieure. Nous concluons en évoquant les conditions pour que ces co-interventions débouchent sur une réelle co-activité susceptible d'une optimisation de l'enseignement de l'EPS dans le premier degré.

Archambault, I., Pascal, S., Olivier, E., Tardif-Grenier, K., Dupéré, V., & Janosz, M. (2024). **Relationships with teachers and sense of belonging in school: Inter- and intra-individual variations according to adolescent immigrant background**. *Learning and Instruction*, 92, 101930. https://doi.org/10.1016/j.learninstruc.2024.101930

Background Social well-being arises from the fulfillment of the basic need for relatedness. In school, it largely hinges on teacher-student relationships (TSR) and sense of school belonging (SSB), two important levers for educational success, and especially for immigrant-background youths. Aims This study aims to disentangle the stable and time-specific associations between the two dimensions of social well-being and test if these associations vary according to student immigrant status. Sample A cohort of 1070 students (51% female) from first- (22%), second- (29%), and third-plus generations (49%) attending 10 schools located in low-socioeconomic neighbourhoods was followed across three time points (grade 7, grade 9, grade 11). Method Main objectives were tested using random-intercept cross-lagged panel models (RI-CLPM) using Mplus. RI-CLPM disaggregates observed scores into a time-invariant interindividual (stable) and intraindividual (time-specific) components. Results Teacher-student closeness was not associated with SSB at the interindividual level. However, autoregressive, cross-sectional, and longitudinally links were found at the intraindividual level for all students. Teacher-student conflict was associated with lower SSB at the interindividual level. These dimensions were also linked at the intraindividual level for third-plus-generation students only, while time-variant autoregressive associations for SSB were stronger for immigrant students. Conclusions The links between close TSR and SSB are cross-sectional and time-specific for all students. Conflictual TSR and SSB also showed time-specific and longitudinal associations for nonimmigrants only. For immigrants, we observed stronger time-specific carryover effects in terms of SSB. This research calls for yearly intervention efforts promoting social well-being among immigrants and nonimmigrants attending low-SES secondary schools.

Aubin, A.-S., de Rossi, S., & Rospape, D. (2024). **Outiller les équipes enseignantes dans leurs discussions sur l'implantation de l'approche par compétences**. *L'enseignement supérieur et les communautés : des dynamiques interconnectées (AIPU 2024)*. Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04617476
The desired or obligatory transition of several French university programs to the competency-based approach (CBA) confronts several teams of teachers with sometimes complex questions. These teams often do not have initial or continuing education in educational sciences and learning assessment, so an Activity Book has been developed to help them navigate this process. This communication focuses on the development of an accompanying Activity Book by an expert in educational assessment, a teacher in an engineering program and a professional designer. By respecting the steps for Research and Development (R&D) in social sciences proposed by Gall, Gall and Borg (2003), the different iterations of creation and tests are explained and the contributions of the different members of the conception team are described. During the process, two versions of the Activity Book were created (V1 and V2). The first version was tested during the annual workshop week of the Chaire de recherche-action sur l'innovation pédagogique de l'Institut Villebon George Charpak. For four full days, eight teams of 2 to 5 people used the V1 version of the Activity Book to accompany them in their work on transforming their program following the CBA. This first version was used in addition to a team of accompanying experts helping them negotiate each step. A V2 version was produced after this week. It is an improvement of the V1 version, which can be used by teams wishing to do it independently. In this communication, the contribution of each member of the design team is discussed, especially the role of the designer, since it was a novelty element in the design of such a tool. In the future, V2 will be available in paperless format and new tests with this new version are planned.

Bates, G., & Connolly, S. (2024). **Exploring teachers' views of cultural capital in English schools**. *British Educational Research Journal, 50*(3), 1350-1366. https://doi.org/10.1002/berj.3965
This paper aims to raise questions about the role that cultural capital might have to play in English schooling. With the term being used by both the Department for Education and the Office for Standards in Education (Ofsted, the English schools' inspectorate) as a means of describing certain key characteristics of a school's curriculum, the authors of this paper consider what the term actually now means in this educational context. To ground this consideration in a real-world context, we present some data from a 2-year study, which evaluated an intervention programme for disadvantaged young people in one English local authority. One aspect of this programme was the development of cultural capital for disadvantaged young people, and in the course of the evaluation a number of teachers were interviewed about how they saw this role and what cultural capital meant to them. As we explore in the paper, while English policymakers' and regulators' views of cultural capital are both narrow and perhaps, in some senses, deviate from both traditional and contemporary definitions of the term, teachers take a much richer and more flexible approach to the idea. With this in mind, we explore both the term itself and what it means for these teachers.

Baugey, C. (2024). **La différenciation pédagogique du point de vue d'enseignants du premier degré exerçant en éducation prioritaire**. *Éducation & Formation*, (e-323), 16-27. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3

Face à la diversité de leurs élèves, les enseignants peuvent avoir recours à la différenciation pédagogique dans le but de favoriser leur réussite ou d'atténuer les inégalités entre eux. La différenciation se décline toutefois en un vaste ensemble de pratiques qui poursuivent divers objectifs en faisant face à un certain nombre d'obstacles. Cet article pose la question du sens que des enseignants du premier degré attribuent à la différenciation pédagogique, lié avec les obstacles qu'ils perçoivent et rencontrent. Une méthodologie qualitative d'analyse de contenu menée sur douze entretiens d'enseignants de la petite section au CM2 a permis de dégager des pistes de compréhension. Les résultats suggèrent que si la différenciation pédagogique est perçue par tous comme une nécessité pour enseigner, elle fait intervenir des composantes relationnelles fortes qui influent sur sa conception. Sa mise en œuvre fait alors émerger des dilemmes professionnels auxquels les enseignants répondent en se basant sur leur expérience et leur identité professionnelle.

Belhaddioui, M. (2024). **Les pratiques d'enseignement à distance du français à l'université marocaine : entre considérations théoriques et réalités**. *Revue de l'École Supérieure de l'Éducation et de la Formation*, (2), 79-90. https://doi.org/10.60481/revue-rise.N2.7
Dans le cadre de la transition urgente et nécessaire vers l'enseignement à distance suite à la propagation du corona virus, cet article propose une analyse de la perception des enseignants de langue française et decommunication, à l'université Moulay Ismail-Meknès -Maroc, sur leurs pratiquesd'enseignement à distance, leurs contraintes et leurs difficultés rencontrées ainsi que sur les remédiations proposées. Après une phase d'enquête sur terrain et la réalisation d'entretiens semi-directifs, les résultats ont montré que les pratiques mobilisées par les enseignants sont différenciées ainsi que les modalités d'organisation des formations et des supports. , nous pensons que l'efficacité recherchée de l'enseignement à distance pourrait être obtenue à deux conditions: une réorganisation institutionnelle, pédagogique et matérielle; des dispositifs de formation à distance et une amélioration de l'accompagnement
en formation continue des enseignants et étudiants. (le résumé doit également in diquer la méthodologie mise en œuvre et le principal résultat obtenu)

Benlahouès, D., & Roditi, É. (2024). **L'organisation invariante de l'activité de calcul de dose**. *Carrefours de l'éducation*, *57*(1), 19-34. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-19.htm
Le calcul de dose médicamenteuse en milieu hospitalier pose un problème de santé publique en raison d'erreurs récurrentes dont les effets sont parfois tragiques. Les recherches menées en sciences de la santé sur cette question documentent abondamment l'activité d'exécution des calculs, mais sans traiter des raisonnements qui les organisent. Dans son œuvre, Gérard Vergnaud adopte un point de vue sur l'activité humaine et son développement qui englobe les savoirs qui la sous-tendent et les contextes dans lesquels elle se réalise. C'est la voie que nous avons suivie pour notre recherche sur l'injection de dobu-tamine en service de réanimation, l'un des médicaments classés à risque par les autorités de santé. Notre regard sur cette activité porte aussi sur l'amont des protocoles médicaux qui cadrent l'activité infirmière. Il donne ainsi accès à une pensée des professionnelles qui dépasse la seule exécution de ces protocoles définis par les médecins. Au carrefour entre didactique des mathématiques et didactique professionnelle, notre étude met au jour les raisonnements qui déterminent

les calculs effectués par les infirmières ainsi que deux concepts organisateurs de leur activité de préparation et d'administration médicamenteuse.

Bergeron, G., Prud'homme, L., Fortier, M.-P., Ouellet, K., Bergeron, L., Gagné, M.-A., & Bilodeau, J. (2024). **Vers une différenciation pédagogique intégrée à la pratique au secondaire : étude multicas de trois enseignant·e·s**. *Éducation & Formation*, (e-323), 74-85.   Consulté   à   l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Le projet inclusif invite les systèmes éducatifs à relever le défi de reconnaitre, de valoriser et de tirer parti de la diversité des élèves. Voulant créer des milieux éducatifs plus inclusifs, le ministère de l'Éducation du Québec évoque la nécessité de recourir à la différenciation pédagogique pour y parvenir. Or, des défis d'opérationnalisation importants freinent les enseignant·e·s du secondaire à qui l'on offre trop peu de formation et des moyens insuffisants. Dans le cadre d'une étude multicas, nous avons cherché à mettre en lumière les éléments constitutifs communs de la pratique de trois enseignant·e·s de différentes provinces canadiennes reconnu·e·s pour différencier dans une perspective inclusive.

Bertron, C., Farges, G., & Velu, A.-É. (2023). **Du « piment » et des « casseroles ». La cuisine des carrières des enseignant·es de lycée au prisme de l'engagement professionnel**. *Revue française de pédagogie*, *221*(4), 47-70. Consulté à l'adresse https://www.cairn.info/revue-francaise-de-pedagogie-2023-4-page-47.htm
Les enseignant·es en tant que groupe professionnel font l'objet d'une attention soutenue tant scientifique que politique et médiatique dans la société française. Parmi les discours à leur égard, celui d'une « crise des vocations » fait florès depuis (au moins) une vingtaine d'années et justifie toute une série de réformes qui sont paradoxalement peut-être davantage la cause que le remède au problème public ainsi construit. Ce dossier propose ainsi de s'arrêter sur cette notion d'engagement ou désengagement enseignant en distinguant les différentes dimensions en jeu – professionnelle, militante, mais aussi familiale et politique –, tout en articulant les échelles individuelle et collective. Dans une perspective socio-historique, ce dossier propose ainsi d'analyser sous différents angles l'évolution des rapports au métier des enseignant·es au regard des transformations sociales et institutionnelles auxquelles elles et ils font face. Les contributions qu'il réunit abordent ainsi respectivement la question de la reconnaissance et de la procéduralisation dont elle fait l'objet de la part de l'administration, les expérimentations pédagogiques et leur récupération managériale à partir d'une étude de cas, la valorisation inégale et confuse des engagements professionnels de la part de l'Éducation nationale ou encore les épreuves occasionnées par les injonctions contradictoires de cette dernière au moment de l'entrée dans le métier.

Blume, F., & Schmiedek, F. (2024). **It counts in every single lesson: Between- and within-person associations of teaching quality and student self-regulation**. *Learning and Instruction*, 92, 101908. https://doi.org/10.1016/j.learninstruc.2024.101908
Background The significant influence that classroom interactions have on the development of students' self-regulation has been acknowledged for a long time. Nonetheless, past research has emphasised their impact on differences in self-regulation amongst students, without considering intra-individual variations. Aims We examined whether there is a link between average and lesson-level student-perceived teaching quality, which includes student support, classroom management and cognitive

activation, and student self-regulation in individual lessons. Moreover, we investigated whether the magnitude of the associations depended on students' dispositional self-regulation. Sample We analysed data collected from 61 students (recruited sample N = 64 students; Mage = 11.71, SDage = 0.93). Methods Participants completed a baseline questionnaire (demographics, dispositional self-regulation) as well as 15 daily diaries in which they reported on their own self-regulation and the perceived quality of teaching in the last lesson of the day. Results The findings revealed positive associations between student support and classroom management, both at the average and lesson level, and student self-regulation in individual lessons. No associations were found between the average and lesson level cognitive activation and students' self-regulation in individual lessons. The aforementioned associations were not moderated by students' dispositional self-regulation. Conclusions The findings emphasise the importance of student-perceived teaching quality at both the average and lesson-level for student self-regulation in individual lessons.

Bortes, C., & Giota, J. (2024). **Beyond academics: Links from teaching practices in Swedish schools to students' achievements and mental health complaints**. *Learning and Instruction*, 92, 101937. https://doi.org/10.1016/j.learninstruc.2024.101937
Background Despite extensive research on the relationship between teaching practices and learning outcomes, limited attention has been given to their potential links with students' mental health. Aims This study investigates the relationships between three teaching practice types – teacher-centered, student-centered, and student-dominated – and both student mental health complaints and academic achievement. It furthers explores variations in these associations based on students' socioeconomic status (SES). Sample The analysis includes 4573 grade 9 students (aged 15–16 years) in the Swedish comprehensive school system. Methods Employing structural equation modelling techniques, we analyze a dataset comprising students' cognitive test scores, their perceptions of classroom processes, self-reported mental health complaints, as well as register data on teacher-assigned grades and parental education. Results Teacher-centered practices are positively associated with academic achievements but lack robust links with mental health complaints. Conversely, student-centered practices are positively associated with academic achievements and correlate with lower mental health complaint frequencies. However, student-dominated practices demonstrate poor relationships with both mental health and academic achievements. Limited variations based on students' social background reveal only two differing associations between low and high SES students: teacher-centered teaching shows stronger academic achievement associations for low SES students, while student-dominated teaching is more adversely linked to low SES students' mental health. Conclusions The results affirm the benefits of both teacher- and student-centered teaching practices for academic achievement while cautioning against excessive self-directed teaching. Importantly, the study highlights the role of instructional approaches in shaping not only academic outcomes but also students' mental health.

Capitanescu Benetti, A., D'Addona, C., Mottet, G., & Bugnon, L. (2024). **L'enseignant, l'élève, deux regards complémentaires pour comprendre les représentations de la justice en classe au cœur de la différenciation**. *Éducation & Formation*, (e-323), 150-164. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
À partir des points de vue de deux catégories d'acteurs, des professionnels et des élèves, notre enquête se base sur les aménagements mis en place en matière de différenciation

pédagogique et les bénéfices ressentis par les élèves. Les données qualitatives sont issues de deux recherches effectuées sur le terrain de l'école genevoise. L'une s'est déroulée avec des enseignants du primaire (pour des élèves de 4 à 12 ans) qui différencient leur enseignement, l'autre a été menée auprès de jeunes de 15 à 18 ans ayant vécu une rupture de formation lors du secondaire II et ayant disposé de dispositifs de raccrochage. L'objet de notre propos est de mettre en parallèle les intentions des enseignants introduisant des aménagements différenciés pour prévenir l'échec et le décrochage scolaire avec les impressions et vécus des élèves sur les aménagements différenciés mis ou non en place par l'école au cours de leur scolarité et dans le contexte de leur décrochage. Les pratiques en matière de différenciation semblent être considérées par les acteurs que nous avons interrogés, enseignants du primaire comme élèves ayant décroché au secondaire II, comme un levier d'action non négligeable pour améliorer les résultats et la confiance en soi des élèves. Nous montrons comment les acteurs interrogés reprennent à leur compte les concepts de différenciation pédagogique, d'accompagnement individualisé et de besoins particuliers, tout en rendant compte de certaines tensions et ambivalences qui apparaissent dans une école qui affiche sa lutte contre l'échec et le décrochage scolaire et qui se dit inclusive.

Cauvin, F., & Récopé, M. (2024). **L'étude des actes de médiation comme prolongement de l'œuvre de Vergnaud**. *Carrefours de l'éducation*, *57*(1), 51-66. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-51.htm
Notre article vise, autant que faire se peut, à prolonger l'œuvre de Vergnaud. Nos travaux s'enracinent dans le champ de la médiation initié par Vergnaud (1994), afin de mettre en lumière l'activité de l'enseignant. Ainsi, avons-nous cherché à identifier les actes de médiation que l'enseignant posait in situ. Nous avons progressivement été amenés à développer une (psycho)phénoménologie de l'activité enseignante ainsi qu'à opérer des rapprochements entre la théorie des champs conceptuels et la théorie fonctionnelle de Dewey. Cette approche phénoménologique et pragmatiste de la théorie de Vergnaud nous a alors conduits, d'une part, à identifier différents registres d'activité de médiation suivant un continuum allant de l'habitude à l'enquête, et d'autre part, à souligner l'importance de la posture de médiation dans l'identification du niveau potentiel de l'élève, en tant que condition essentielle de l'ajustement des gestes du métier.

Cheng, C., Diao, Y., Wang, X., & Zhou, W. (2024). **Withdrawing from involution: The "lying flat" phenomenon of music teachers in China**. *Teaching and Teacher Education*, *147*, 104651. https://doi.org/10.1016/j.tate.2024.104651
"Involution" refers intensive and irrational competitions in workplace, "lying flat" is the phenomenon in which individuals perform the bare minimum of work required for employment. This study investigates the life experience of Chinese Music Teachers (CMTs) participating in involutionary work activities, explores how they cope with involution by "lying flat." In-depth interviews with 16 participants identified three stages of involutionary work activities engagement: involvement, conflict, and defense. CMTs employed three "lying flat" ways including evasive behaviors, emotional compensation, and swan strategy. Findings suggest that "lying flat" serves as a strategy for teachers to avoid burnout, providing insights into emerging buzzwords across various cultures.

Chin, M., & Yap, J. R. (2024). **Creating an inclusive second language writing classroom through multiliteracies pedagogy: A duoethnography study**. *British Journal of Special Education*, *51*(2), 156-164. https://doi.org/10.1111/1467-8578.12504

Students with special educational needs face challenges in developing second language writing skills. These students lack specialised instruction and support, especially in mainstream classrooms, due to a lack of expertise and understanding of inclusive education. This article explores two teachers' conceptualisations of inclusive education and special educational needs, as well as investigating the application of a multiliteracies pedagogy in the context of fostering inclusivity within a second language writing classroom. Through duoethnography, the teachers share their experiences of tailoring lessons for students with special educational needs. The study highlights the complexities of inclusivity in second language writing classrooms with multiliteracies pedagogy and promotes professional learning through duoethnography. The analysis illustrates the challenges and opportunities for teachers catering to students with special educational needs. The article discusses whether using multiliteracies pedagogy for inclusive classrooms is a possible reality or an ideological pipedream.

Chusseau, E. (2021). **Démarche exploratoire sur une ingénierie coopérative dans un projet pédagogique de co-conception multi-acteurs à l'université**. In L. L. Marie-José Gremmo (Éd.), *2ème Congrès International de la Théorie de l'Action Conjointe en Didactique (TACD 2021) : Pour une reconstruction de la forme scolaire d'éducation* (Vol. 6, p. 68-85). Consulté à l'adresse https://hal.science/hal-04621575

In a thesis on spin-off practices in higher education, our paper proposes an exploratory methodological approach that mobilizes cooperative research. It questions cooperative engineering, the notions of brokering, bundary objects by analyzing the co-design of an international multi-actor educational project. From data collected from students, teachers and teachers-researchers, we study in a context of cooperation the interactions between the actors in the production of knowledge resulting from the practice in order to promote their transfer and dissemination. The university form is also questioned both by the change in posture of the teacher and the student but also by a teaching practice in a space-time and place outside the standard amphitheater.

Clerc-Georgy, A., Truffer Moreau, I., & Richard, S. (2024). **Former des enseignantes à une didactique du jeu : Un dispositif de formation continue inspiré des Lessons Studies**. *Éducation & Formation*, (e-322), 28-40. https://doi.org/2032-8184

Cet article présente et analyse un dispositif de formation continue à une didactique du jeu et par le jeu. Plus précisément, dans la perspective de redonner une place au jeu de faire semblant à l'école et de questionner le rôle de l'enseignant dans le développement du jeu des enfants, nous avons proposé des formations sous forme de lesson study. Des enseignants ont participé à l'organisation, à l'observation et à l'analyse de temps de jeu dans des classes d'élèves de 4 à 8 ans. Pour cette contribution, les chercheuses ont pris des notes durant deux formations continues. Ces données ont été complétées par des questionnaires de fin de formation. L'analyse de ces données nous permet de documenter la formation des enseignants, notamment en relevant les conceptions, les difficultés et les nouvelles compréhensions d'enseignantes en lien avec le rôle du jeu de faire semblant à l'école.

Cole-Jones, N., Defis, N., Glover, A., Jones, M., & Wallis, R. (2024). **Using collaborative peer reflection to develop student teachers' practice**. *Distances et Médiations Des Savoirs. Distance and Mediation of Knowledge*, (46). https://doi.org/10.4000/11vlk
This paper reports on a project that supported the development of feedback, critical reflection and collaborative skills for student teachers using video technology. As a consequence of the Covid-19 restrictions for face-to-face teaching a micro-teach activity was developed for student teachers. Micro-teaching is an activity in which student teachers plan, teach and reflect on small lessons, or parts of lessons. This is frequently used in teacher education as an approach to support planning and reflection, yet it typically occurs face-to-face. Reflection is widely recognised as a key skill that student teachers need to develop as part of their teacher education. Video-supported peer reflection was considered appropriate for the student teachers as it offered them opportunities to review and reflect upon their own, as well as others' teaching practice; enabling them to revisit recorded lesson segments as frequently as required. Student teachers were surveyed before and after the micro-teach activity. These survey responses are explored here and include the benefits and challenges of supporting the development of pedagogic skills and peer reflection in an online distance learning environment. Improvements in student teachers' reflection and levels of confidence in peer assessment are also discussed. The most important learning to emerge from the micro-teach activity was the positive impact of the collaborative cross-phase nature of the project, predominantly the reflecting with, and learning from, others.

Collectif Didactique pour enseigner. (2024). *Un art de faire ensemble : les ingénieries coopératives*. Consulté à l'adresse https://pur-editions.fr/product/9826/un-art-de-faire-ensemble
En quoi « faire ensemble » est-il un art ? En quoi les ingénieries coopératives concrétisent-elles cet art de faire ? Les ingénieries coopératives sont des dispositifs au sein desquels les professionnels (en particulier des professeurs, mais pas uniquement) et les chercheurs collaborent afin de mieux comprendre la pratique de l'enseignement et de la recherche. Ces dispositifs reposent sur l'idée selon laquelle la coopération est au coeur du processus d'humanisation et d'une démocratie pleine encore à venir. Fruit d'un travail de plusieurs années accompli par le collectif « Didactique pour Enseigner » qui regroupe une quarantaine de membres, l'ouvrage s'adresse à toutes celles et tous ceux qui — enseignants, chercheurs et simple citoyens — expérimentent la coopération sur leur terrain propre afin de l'améliorer.

Collectif didactique pour enseigner. (2024). **Un art de faire ensemble. Les ingénieries coopératives**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1937*. Consulté à l'adresse https://pur-editions.fr/product/9826/un-art-de-faire-ensemble
En quoi « faire ensemble » est-il un art ? En quoi les ingénieries coopératives concrétisent-elles cet art de faire ?Les ingénieries coopératives sont des dispositifs au sein desquels les professionnels (en particulier des professeurs, mais pas uniquement) et les chercheurs coopèrent afin de mieux comprendre la pratique de l'enseignement et de la recherche. Ces dispositifs reposent sur l'idée selon laquelle la coopération est au cœur du processus d'humanisation et d'une démocratie pleine encore à venir. Fruit d'un travail de plusieurs années accompli par le Collectif Didactique pour Enseigner, l'ouvrage s'adresse à toutes celles et tous ceux qui — professeurs, chercheurs et citoyens — expérimentent la coopération sur leur terrain propre afin d'améliorer la pratique.

Connac, S. (2024). **Étude phénoménologique du fonctionnement d'une classe primaire multiâge en établissement français à l'étranger**. *Éducation & Formation*, (e-323), 30-41. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3 Les classes à plusieurs cours (ou classes multiâges) sont régulièrement présentes dans les écoles élémentaires françaises. Cet article étudie les manières dont des élèves sont mis au travail au sein d'une telle classe primaire. Elle ne propose pas une analyse didactique des contenus enseignés, mais décrit ce que vivent et pensent les élèves, les parents d'élèves et les enseignants qui y travaillent. Une méthodologie à la fois phénoménologique et d'analyse de l'activité en situation a été mise en œuvre. Les résultats soulignent que, dans une telle classe, une différenciation pédagogique inclusive est possible par l'articulation de dispositifs de coopération entre élèves, par le recours à du travail personnel et par le biais de postures spécifiques d'enseignemen

Connac, S., Lescouarch, L., & Capitanescu, A. (2024). *Mettre en place un plan de travail en classe : faire progresser les élèves de la maternelle à l'université*. 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.LCet 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).

Corcelles-Seuba, M., Sala-Bars, I., Soler, M., & Duran, D. (2024). **Impact of reciprocal peer observation on teacher collaboration perceptions**. *British Educational Research Journal*, *50*(3), 981-1001. https://doi.org/10.1002/berj.3958 This study aims to assess the effectiveness of reciprocal peer observation (RPO) as a form of professional collaboration among teachers in enhancing their perceptions of teacher collaboration within a school setting. The Teacher Collaboration Perceptions Questionnaire (TCPQ) was specifically designed and validated for this purpose, using exploratory factor analysis and confirmatory factor analysis. The study employed a longitudinal observational design, with 400 teachers in a pre/post-test study. The impact of RPO was examined on three dimensions related to professional collaboration: collaborative school culture, collective agency and teachers' attitudes towards collaboration. The results revealed that participants' perceptions of collaboration improved significantly after the implementation of RPO. The study confirms the utility of RPO as a professional collaborative practice that can foster changes in teachers' perceptions of the collaborative school culture, teachers' sense of collective agency and teachers' preference for collaboration over individual work. The study concludes with a discussion of its educational implications.

Cowie, B., Trask, S., & Edwards, F. (2024). **Teacher-composed cases of practice as and for dissemination, reflection and data**. *British Educational Research Journal*, *50*(3), 1246-1262. https://doi.org/10.1002/berj.3971
The need to make evidence and implications of educational research widely available has prompted a burgeoning interest in knowledge mobilisation, which is a set of strategies supporting the active and intentional dissemination of research knowledge. For this, it is important to consider who might be the intended audience and end-users of this knowledge, as this impacts decisions throughout the research process. Researcher–teacher collaborations are effective contexts for knowledge-building and sharing, where both partners have different but equally valuable roles and contributions to make to the conduct, analysis and dissemination of research. This paper illustrates the value and uses of teacher-composed written and video cases of colleague coaching. The cases were generated as part of the Zooming project, a seven-school, 3-year research–practice partnership focused on developing teachers' data literacy and capacity to coach colleagues in this. To craft the cases, the teachers reflected on their coaching practices and relationships and identified what would be most useful for new coaches to know. The cases proved to be engaging tools for research dissemination, especially to a professional audience. In addition, the case writing challenged teachers to reflect on and analyse their coaching actions and the assumptions they brought to collegial coaching. The cases as data also provided researchers with a deeper level of insights into what teachers viewed as salient when coaching colleagues in data use. Teacher case composition offers a useful approach to knowledge co-production and a pathway to research dissemination by and for teachers and researchers.

Davolyte, J., Kiuru, N., Raiziene, S., & Silinskas, G. (2024). **Children's task persistence in first grade: The role of parent-child and teacher-child relationships**. *Early Childhood Research Quarterly*, *68*, 135-147. https://doi.org/10.1016/j.ecresq.2024.04.010
The present study investigated the extent to which the quality of both parent-child and teacher-child relationships uniquely and interactively relates to a child's task persistence in first grade. Furthermore, the study also examined the role of a child's task persistence in the quality of their relationships with their parents and teachers after controlling for the child's gender, temperament, academic performance, and parental education level. The study followed Lithuanian children from the beginning (T1, n = 337) to the end (T2, n = 341) of first grade, along with their parents (T1, n = 347; T2, n = 323) and first-grade teachers (T1, n = 24; T2, n = 25). At the start of first grade, the children completed reading, spelling, and math (i.e., addition and subtraction) performance tests. The parents and teachers filled out questionnaires at the beginning and end of these students' first-grade academic year. The parents reported on the quality of their relationships with their children and on their children's temperament, while teachers reported on their relationship quality with each student and their task persistence. First, the results indicated that a conflictual relationship between the students and their teachers was related negatively to subsequent task persistence. Second, the moderation results indicated that if the teacher-child relationship was close, then a close parent-child relationship longitudinally was related positively to the children's task persistence. Third, the results indicated that a child's higher level of task persistence was associated longitudinally with a closer relationship with their first-grade teachers.

DeLuca, C., Dubek, M., & Rickey, N. (2024). **How hermeneutics can guide grading in integrated STEAM education: An evidence-informed perspective**. *British Educational Research Journal*, *50*(3), 1263-1280. https://doi.org/10.1002/berj.3979
Addressing calls to develop assessment theories for integrated teaching and learning, we propose an evidence-informed perspective on grading in Science, Technology, Engineering, Arts and Mathematics (STEAM) education. We leveraged a qualitative collective case study design to generate rich profiles of three exemplary STEAM teachers' grading approaches and practices. Data sources included semi-structured interviews and artefacts of teachers' instruction and assessment practice. We analysed qualitative data from interviews and artefacts using a general inductive approach. The teachers in our study pushed back against 'objective' views of grading, whereby grades are composites of summative assessments, in favour of informed and contextualised grading, which aims to document and support a negotiated understanding of each student's learning journey. Teachers' grading practices aligned with a hermeneutic approach to classroom assessment validity: the teachers (a) collected and interpreted a wide range of evidence of student (re)learning; (b) centred students' perspectives and evidences; and (c) employed their professional judgement to determine students' grades. Teachers characterised grading as a process of accounting for all available evidence, blurring the boundaries between formative and summative assessment. Documenting the learning process, rather than focusing on products, can support deeply integrated learning. Importantly, the teachers supported students in documenting their own learning and negotiating their grades with reference to self-generated evidence. This practice stands to reduce power imbalances between students and teachers and foster students' self-regulated learning. Our findings inform a framework which STEAM educators can use to guide grading in integrated classrooms, an enduring challenge for integrated learning.

Delvaux, S., Servotte, J.-C., Detroz, P., & Baijot, S. (2024a). **Débriefer pour mieux servir - Le dilemme pédagogique du débriefing post-simulation dans la formation des Sapeurs-Pompiers français**. *Éducation & Formation*, (e-322), 42-51. https://doi.org/2032-8184
Cet article documente les pratiques de débriefing post-simulation d'un officier de Sapeur-Pompier professionnel français en vue de comprendre leurs racines, en perspective avec l'évolution du prescrit national en la matière. A travers une approche inspirée de l'auto-ethnographie, le premier auteur, observateur et objet d'observation, analyse l'infiniment petit du débriefing pour nous livrer son interprétation de l'efficacité perçue des différentes méthodes de débriefing qu'il a pu expérimenter au cours de ses quinze années d'expérience en tant que formateur.

Delvaux, S., Servotte, J.-C., Detroz, P., & Baijot, S. (2024b). **Sécurité psychologique en simulation - Pourquoi la bienveillance en simulation en santé ?** *Éducation & Formation*, (e-322), 34-39. https://doi.org/2032-8184
Le présent article questionne la manière dont les formateurs peuvent garantir la sécurité psychologique au sein d'un dispositif d'apprentissage par la simulation. Après avoir redéfini le cadre conceptuel de la sécurité psychologique, les auteurs s'intéressent à la mise en œuvre de ce cadre sécuritaire. Pour ce faire, un premier champ de réflexion se définira autour de la posture du formateur. Une posture bienveillante et une modification de la perception du formateur, en tant que facilitateur du changement et donc de l'apprentissage, sera envisagée. Un deuxième champ de réflexion questionnera la place de l'erreur dans le monde médical. Cette analyse permettra de mieux comprendre comment la gestion de l'erreur en simulation en milieu médical entre en résonance avec

le contexte dans lequel il s'inscrit. Enfin, les auteurs questionneront la bienveillance en tant que pratique pédagogique, en montrant comment l'incarner dans les débriefings en simulation.

de Matos Fernandes, C. A., Hoffman, M., & Brouwer, J. (2024). **Antecedents of student team formation in higher education**. *Learning and Instruction*, 92, 101931. https://doi.org/10.1016/j.learninstruc.2024.101931
Structured abstract Background Students often form project teams by themselves rather than impose pre-defined teams because it leads to better study outcomes. However, few scholars have investigated the mechanisms driving the formation of self-organized groups. Aims We examine three underlying and interrelated antecedents of project team formation: friendships, familiarity with fellow team members due to prior co-working experiences, and similarity of team members regarding gender, academic achievement, and preferred collaborators. Sample The data encompasses 70 first-year university students asked to self-form teams to carry out a semester project. Methods We utilize Exponential Random Partition Models. This new method allows us to model how friendships, familiarity, and similarity affect self-organized group compositions while accounting for each factor's relative importance. Results The results show that friends are more likely to end up in the same team than non-friends. Similarity is also an important antecedent for team formation: Students with the same gender and similar grades are more likely to end up in the same team. Familiarity and preferred collaboration showed negligible effects. Conclusions Our findings emphasize that educators must consider academic and non-academic factors when allowing students to self-organize in teams, depending on what goal educators strive to achieve with team projects.

Detroz, P., & Younès, N. (2023). **Médiations pédagogiques en jeu à l'heure des systèmes numériques interactifs : une revue de littérature narrative et critique**. *Revue française de pédagogie*, 221(4), 119-155. Consulté à l'adresse https://www.cairn.info/revue-francaise-de-pedagogie-2023-4-page-119.htm
Les enseignant·es en tant que groupe professionnel font l'objet d'une attention soutenue tant scientifique que politique et médiatique dans la société française. Parmi les discours à leur égard, celui d'une « crise des vocations » fait florès depuis (au moins) une vingtaine d'années et justifie toute une série de réformes qui sont paradoxalement peut-être davantage la cause que le remède au problème public ainsi construit. Ce dossier propose ainsi de s'arrêter sur cette notion d'engagement ou désengagement enseignant en distinguant les différentes dimensions en jeu – professionnelle, militante, mais aussi familiale et politique –, tout en articulant les échelles individuelle et collective. Dans une perspective socio-historique, ce dossier propose ainsi d'analyser sous différents angles l'évolution des rapports au métier des enseignant·es au regard des transformations sociales et institutionnelles auxquelles elles et ils font face. Les contributions qu'il réunit abordent ainsi respectivement la question de la reconnaissance et de la procéduralisation dont elle fait l'objet de la part de l'administration, les expérimentations pédagogiques et leur récupération managériale à partir d'une étude de cas, la valorisation inégale et confuse des engagements professionnels de la part de l'Éducation nationale ou encore les épreuves occasionnées par les injonctions contradictoires de cette dernière au moment de l'entrée dans le métier.

Drouin, M.-É., Fayazi, M., Dubé, S., Nadeau, C., & Feuvrier, C. (2024). **Soutenir les collaborations dès l'apprentissage - Leçons retenues de l'expérience de simulations et**

de débreffages en contexte multidisciplinaire. *Éducation & Formation*, (e-322), 54-67. https://doi.org/2032-8184
Dans la formation des métiers d'urgence, des exercices pratiques et des simulations font partie intégrante du cursus pour mettre en pratique les connaissances et compétences acquises dans les cours. Le débreffage à la suite de ces activités est utilisé par les enseignants afin de renforcer l'enseignement et de développer les capacités d'évaluation critique des étudiants. Il existe toutefois peu de connaissances sur les simulations ou sur les débreffages en contexte multidisciplinaire. Cet article porte sur l'expérience de simulations et de débreffage des enseignants d'un collège québécois ayant mis sur pied des simulations multidisciplinaires pour certains étudiants finissants des principales techniques d'intervention d'urgence (techniques policières, de sécurité incendie et de soins préhospitaliers d'urgence). Il met l'accent sur leurs réflexions critiques sur le déroulement, la pertinence et les limites liés à ces activités. Les conclusions de cette étude exploratoire montrent que les simulations et débreffages en contexte multidisciplinaire permettent aux enseignants d'enrichir leurs activités pédagogiques pour tendre vers des collaborations plus fluides avec les autres intervenants, mais que plusieurs limites freinent leur réalisation.

Dubé, F., Gareau, M., & Gendron-Blanchette, M.-F. (2024). **Différencier et collaborer au deuxième cycle du secondaire : la différenciation pédagogique et l'apprentissage collaboratif pour mieux répondre aux besoins diversifiés d'élèves du deuxième cycle du secondaire**. *Éducation & Formation*, (e-323), 104-117. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Les classes à plusieurs cours (ou classes multiâges) sont régulièrement présentes dans les écoles élémentaires françaises. Cet article étudie les manières dont des élèves sont mis au travail au sein d'une telle classe primaire. Elle ne propose pas une analyse didactique des contenus enseignés, mais décrit ce que vivent et pensent les élèves, les parents d'élèves et les enseignants qui y travaillent. Une méthodologie à la fois phénoménologique et d'analyse de l'activité en situation a été mise en œuvre. Les résultats soulignent que, dans une telle classe, une différenciation pédagogique inclusive est possible par l'articulation de dispositifs de coopération entre élèves, par le recours à du travail personnel et par le biais de postures spécifiques d'enseignemen

Dubois, L.-A., & De Stercke, J. (2024). **L'usage de la vidéo lors de débriefings post-simulation dans la formation de sapeurs-pompiers : quels effets sur l'activité du formateur ?** *Éducation & Formation*, (e-322), 16-32. https://doi.org/2032-8184
Cette étude vise à analyser l'usage de la vidéo comme outil d'aide à la conduite de débriefing post-simulation dans la formation à la lutte contre l'incendie de sapeurs-pompiers belges. Plus particulièrement, c'est l'activité des formateurs, en tant que débriefers, qui est ici décryptée de manière systématique à la lumière d'une grille de codage préexistante. Nous démontrons à travers cette étude que l'usage d'outils technologiques par les formateurs dans le cadre du débriefing ne modifie pas leurs pratiques pédagogiques de façon à donner davantage l'occasion aux apprenants sapeurs-pompiers de procéder à une analyse réflexive de l'activité réalisée en séance. Nos conclusions établissent à ce sujet qu'à défaut de conditions propices à sa mise en œuvre, le recours à la vidéo risque de ne présenter que peu de plus-value d'apprentissage par la réflexion sur l'action chez les apprenants. Partant de là, des recommandations en matière d'usage de la vidéo lors des débriefings post-simulation en formation professionnelle sont proposées

Éric, M. O. A., Marengo, N., & Labbé, S. (2024). **L'Approche Pédagogique par Compétences (APC) dans l'enseignement secondaire au Bénin : entre pratique réelle et prescription**. *Revue de l'École Supérieure de l'Éducation et de la Formation*, (2), 1-12. https://doi.org/10.60481/revue-rise.N2.2

Cet article cherche à identifier les obstacles qui entravent la mise en œuvre de la réforme pédagogique sous le modèle de l'APC au Bénin. En visant le terrain de l'enseignement secondaire, les auteurs essayent de montrer que les représentations négatives de l'APC chez les enseignants influencent leur pratique par-delà les prescriptions pédagogiques liées aux réformes. La recherche s'inscrit dans une approche pluriméthodologique (Abric, 1994) : l'analyse lexicale automatisée du logiciel IRaMuteQ (Ratinaud 2003) et la grille de Flander (1973) ont permis d'analyser respectivement le discours des enseignants et les données de l'observation. Les résultats obtenus laissent penser que les enseignants ciblés sont encore dans une représentation traditionnelle et endogène de l'éducation et cela impacte la mise en œuvre de l'APC au Bénin.

Fernández, A. B., & Riudavets-Barcons, M. (2024). *Teacher value-added and gender gaps in educational outcomes* [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp1995.htm

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

Fischer, G. (2024). *Une approche activité de l'identité professionnelle enseignante à l'aune du développement du numérique à l'école : l'exemple de l'impact du dispositif «Lycée 4.0»* (Phdthesis, Université de Strasbourg). Consulté à l'adresse https://theses.hal.science/tel-04620174

Les injonctions à développer le numérique à l'école sont fortes (Assude et al., 2010). Elles sont justifiées par une plus-value éducative (Youssef et Audran, 2019) alors que cette dernière n'est aujourd'hui pas démontrée (Fluckiger, 2020). Lancé en 2017, en Région Grand Est, le dispositif « Lycée 4.0 » est présenté comme un outil visant à faire du numérique un véritable outil de savoir et de modernité. Cette thèse ambitionne d'appréhender l'identité professionnelle agie des enseignants dans ce contexte. L'activité est abordée comme étant une activité subjective et sociale (Vygotski, 1978).

Porteuse de sens, elle se façonne dans un espace saturé de prescriptions (Flavier, 2016). Le sens donné à l'activité nous donne des clés de compréhension de l'identité professionnelle.Un dispositif longitudinal de recueil de données a été mis en place. Les résultats montrent que les enseignants renormalisent la prescription d'utiliser le numérique et singularisent leur activité. Cette injonction est source de tensions identitaires. Néanmoins, hormis durant la période de continuité pédagogique, les enseignants revendiquent une stabilité des fondements du métier.

Flandin, S., Ketelaars, E., & Equey, M. (2024). **De quoi le débriefing est-il le nom ? Propositions de formation alternatives au débriefing post-simulation**. *Éducation & Formation*, (e-322), 86-103. https://doi.org/2032-8184
Cet article questionne un allant-de-soi en formation par simulation : la nécessité d'un débriefing consécutif à la mise en situation simulée. Nous analysons d'abord deux principes fondamentaux du débriefing. Nous analysons ensuite des données empiriques sur l'activité et l'expérience de participants à deux types de formation par simulation dans des domaines à enjeux de sécurité (protection de la population et transport ferroviaire). Les spécificités étudiées sont les suivantes : (i) la première ne comportait pas de débriefing à vocation formative, et (ii) la seconde comportait un débriefing à contenu, format, et durée variables, selon l'appréciation située du formateur. Malgré cette faible importance accordée au débriefing, de nombreuses configurations favorables à la dimension constructive de l'activité des participants ont été observées et décrites en cours de simulation. Nous les explicitons et les analysons relativement à trois fonctions typiquement dévolues au débriefing (l'examen rétrospectif et critique des événements et des opérations, la fabrique du travail collectif, et la dimension transformative de l'activité passée vers l'activité future). Nous abordons en discussion les implications possibles pour la pratique.

Fontaine, S., Savoie-Zajc, L., Cadieux, A., & Smith, J. (2022). **Trajectoires de directions d'établissement scolaire dans le cadre d'une démarche d'accompagnement au soutien d'enseignants dans leurs pratiques évaluatives**. *Revue ERADE*, 5(1), 7-24. Consulté à l'adresse https://www.aderae.ca/wp-content/uploads/2022/08/Revue_ERAdE_Vol5_No1_Fontaine_et_al.pdf

Grandbastien, M., Pulker, H., & Vialleton, E. (2024). **Utiliser la vidéo en formation à distance et observer collaboration, interaction et relations interpersonnelles**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (46). https://doi.org/10.4000/11vlh
L'édito du numéro 45 annonçait une série de numéros thématiques à partir de contributions présentées lors du Colloque international et bilingue « La formation à distance, résolument ? », organisé par la revue, avec le soutien conjoint du CNED, de l'EIFAD et de l'Open University les 21 et 22 octobre 2022. Voici donc la seconde livraison de cette série avec deux articles en français et un en anglais. Les éditrices du numéro 45 concluaient l'édito en précisant que les articles proposés dévoilaie...

Grapin, S. E., & Ascenzi-Moreno, L. (2024). **Expansive assessment of expansive abilities: Teachers' perspectives and practices with multimodal and translanguaged content assessments.** *Learning and Instruction*, 92, 101925. https://doi.org/10.1016/j.learninstruc.2024.101925

Background Expansive assessment seeks to reimagine assessment in content and language integrated learning (CLIL) through the lens of expansive theories of communication (e.g., multimodality, translanguaging). However, for expansive assessment to be consequential for students in CLIL classrooms, teachers must be open to recognizing student learning expressed in ways that go beyond what has been traditionally privileged (e.g., written English). Aims This article reports on two complementary studies of U.S. teachers' perspectives and practices related to expansive assessment. Study 1 addressed multimodal assessment with pre-service teachers (PSTs) in science. Study 2 addressed translanguaged assessment with in-service teachers (ISTs) in language arts. Samples Participants in Study 1 were 10 PSTs. Participants in Study 2 were two ISTs from different elementary schools with different instructional arrangements. Methods Interviews and observations were used to elicit teachers' perspectives on expansive assessment and their practices interpreting students' performances. Results In both studies, teachers' perspectives closely reflected their practices. For example, PSTs whose perspectives eschewed logocentrism tended to recognize evidence of science learning in students' visual responses. However, there were also findings unique to each study. For example, ISTs' perspectives and practices related to translanguaged assessment were mediated by the language policies at their schools. Conclusions The two studies, which examined different teacher populations, assessment approaches, and content areas, converge in highlighting three overarching themes to guide future research: (a) the importance of clarity regarding constructs assessed, (b) the contextual mediation of teachers' perspectives and practices, and (c) the need for teacher learning across their careers.

Grossi, E. P., Acioly-Regnier, N., Guiet-Silvain, J., & Laurendon, C. M. (2024). **Entre recherche et pratiques d'enseignement : poésie et militance**. *Carrefours de l'éducation*, *57*(1), 131-138. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-131.htm

Hascher, T., & Mori, J. (2024). **Student well-being, perceived teacher error management, and perceived teacher justice**. *Learning and Instruction*, 92, 101901. https://doi.org/10.1016/j.learninstruc.2024.101901
Aims In this longitudinal study, we aimed at understanding the relation between students' perceptions of teacher error management, teacher justice, and student well-being while considering age- and context-related differences. Sample A total of n = 575 primary school students (Grades 4–6) and n = 610 secondary school students (Grades 7–9) participated. Methods Random-intercept cross-lagged panel modeling was applied. Results In primary education, perceived teacher error management positively predicted enjoyment and positive academic self-concept in school and was reciprocally related to positive attitudes. Perceived teacher justice negatively predicted physical complaints and social problems and was reciprocally positively related to worries in school. In secondary education, perceived teacher error management positively predicted all three positive dimensions of student well-being. Perceived teacher justice negatively predicted social problems in school, whereas worries in school negatively predicted perceived teacher justice. Conclusions Associations between student well-being and aspects of instructional teacher behavior varied across well-being dimensions and showed several similarities and few differences between primary and secondary education. Teachers' role in student well-being was confirmed in both education contexts.

Haspekian, M. (2024). **Sur les chemins de Gérard Vergnaud : une étude du développement de l'activité enseignante en situation nouvelle**. *Carrefours de l'éducation*, *57*(1), 67-80. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-67.htm
Le numérique s'accentue à l'école au rythme des innovations. Comprendre la mise en place de pratiques enseignantes nouvelles est un enjeu fort pour la recherche et la formation. Ce texte illustre ce que l'œuvre de Gérard Vergnaud peut apporter à ce thème. Il revisite pour cela une étude qui analysait les pratiques d'enseignants intégrant pour la première fois programmation et robotique en mobilisant deux cadres de la didactique des mathématiques. En combinant le concept de schème aux construits théoriques issus de ces cadres, l'étude montrait que l'enseignant gère les séances nouvelles en réduisant la distance aux schèmes anciens que ces séances généraient, et en élaborant des repères didactiques, sources de futurs schèmes. L'article illustre alors les filiations et complémentarités entre les travaux de Gérard Vergnaud et ces deux cadres, et l'utilité de continuer à les faire dialoguer pour analyser l'activité enseignante en situation nouvelle.

Hegg, S., Guise, M., Taylor, S., & Fernandez, S. (2024). **Striving for cogenerative coplanning: An investigation into coteachers' practice during the clinical experience**. *Teaching and Teacher Education*, *147*, 104657. https://doi.org/10.1016/j.tate.2024.104657
This qualitative study explores coplanning, one component of coteaching that occurs when a pre-service teacher (PST) and in-service teacher (IST) collaborate on curriculum design throughout the clinical experience. Presenting analysis of the video-recorded planning sessions of eight collaborative pairs, the authors identify cogenerative decision-points and the discursive moves and planning practices evident. Findings reveal that when engaged in cogeneration, pre-service teachers are afforded greater space for their input and both teachers engage in critical reflection and "best practices" for planning. Recommendations for how teacher preparation programs can create more opportunities for pair cogeneration are provided.

Hogan, E., & Payne, B. (2024). **A mixed methods study of teachers' use of feedback within middle school social studies classrooms to promote reading comprehension**. *Learning and Instruction*, 92, 101938. https://doi.org/10.1016/j.learninstruc.2024.101938
Background Although feedback is consistently shown to have a positive effect on student achievement, there is also large heterogeneity in effect based on a variety of factors including how teachers use it in the classroom. Understanding how teachers use feedback as part of their content area literacy instruction in inclusive middle school social studies classrooms is therefore a worthy object of investigation. Aims This paper applies an explanatory-sequential mixed-methods design to an existing dataset. We leverage this dataset to first understand whether teachers' feedback use improved students' ability to read social studies texts with understanding and acquire social studies content knowledge from text. It then characterizes the feedback teachers used and draws conclusions on how feedback's form may have influenced its effect. Samples Quantitative analysis included 8865 min of audio recorded classroom instruction from 28 teachers in the United States. Additionally, social studies knowledge acquisition and reading comprehension achievement measures were collected from 893 students. Qualitative analysis included 37 transcripts of audio recorded lessons (38–65 min each) from five randomly selected teachers. Methods Quantitative analysis preceded

qualitative. Quantitative analyses included coding of all 8865 min to determine presence of feedback found effective by Hattie and Timperley (2007). This coding was used in a fixed effects model to investigate the effect teacher feedback use had on student reading comprehension and knowledge acquisition outcomes. Qualitative analysis included a collective case study of patterns of feedback use. Results Feedback did not have a substantial association with scores on the content knowledge or reading comprehension measures. Teachers' feedback patterns suggest they frequently missed opportunities to help students understand goals and self-regulate their behavior as they moved toward them. Conclusions The ineffective forms of feedback displayed by teachers likely reduced feedback's effect on student outcomes.

Holzer, J., Grützmacher, L., Lüftenegger, M., Prenzel, M., & Schober, B. (2024). **Shedding light on relations between teacher emotions, instructional behavior, and student school well-being – Evidence from disadvantaged schools**. *Learning and Instruction*, 92, 101926. https://doi.org/10.1016/j.learninstruc.2024.101926
Background Despite broad theoretical consensus on the direct and indirect relevance of teacher emotions for instructional behavior and student outcomes, empirical evidence is inconclusive. Moreover, there is limited research in this area involving disadvantaged and younger student populations, and addressing students' school well-being as an outcome explicitly. Aims This study investigates associations between teacher emotions (joy, anger, anxiety), teacher-reports of instructional behavior (cognitive and motivational stimulation, classroom management, and social support), and students' reported school well-being (positive emotions and intrinsic motivation experienced at school), hypothesizing effects of teacher emotions on student school well-being, mediated via teachers' instructional behavior. Sample Participants were 1550 primary school students and their 134 homeroom teachers from 50 Austrian disadvantaged schools. Methods Data were collected using written online questionnaires and analyzed applying Bayesian multilevel mediation analysis. Results Teachers' joy positively related to aspects of all assessed dimensions of instructional behavior. Anger and anxiety related negatively only to aspects of classroom management. No associations were identified between teachers' instructional behavior and student school well-being, or teachers' joy or anxiety and student school well-being, rejecting the mediation assumption. Surprisingly, teacher anger positively related to student intrinsic motivation. Conclusions This study supports theoretical assumptions on the role of teacher emotions for instruction but did not replicate theorized indirect effects of teacher emotions via instructional behavior on student outcomes. In contrast, the identified direct association between teacher anger and student intrinsic motivation represents a valence-incongruent link which evokes interesting perspectives and stimulates a further differentiation of established theoretical assumptions.

Houben, L., Bouchard, C., & Maillart, C. (2024). **Connaissances des enseignants quant au développement langagier des enfants de 4 ans**. *Éducation & Formation*, (e-321), 102-112. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=41&page=3
L'objectif de cet article consiste à étudier les perceptions des parents quant à l'expérience vécue par leur enfant (2 à 5 ans) à l'issue d'une année d'immersion en milieu naturel (boisé, berges, etc.), au sein de son service de garde éducatif. Au total, 245 parents ont rempli un questionnaire visant à recueillir leurs perceptions concernant : 1) le développement global de leur ennfant; 2) les défis et contraintes vécues; 3) le curriculum émergent préconisé. Sur le plan des résultats, 89,7% des parents déclarent

que l'attitude de chercheur·se (observer, poser des questions, etc.) s'est bonifiée chez leur enfant après une année en EPN. La majorité des parents perçoivent peu ou pas de contraintes ou de défis relatifs à l'expérimentation de l'ÉPN par leur enfant, notamment sur le plan de la santé et la sécurité. Ces résultats soulèvent l'importance de tenir compte de la perception des parents lorsqu'il s'agit d'adhérer à un projet éducatif comme celui de l'ÉPN.

Huang, K.-L., Liu, Y.-C., Dong, M.-Q., & Lu, C.-C. (2024). **Integrating AIGC into product design ideation teaching: An empirical study on self-efficacy and learning outcomes**. *Learning and Instruction*, 92, 101929. https://doi.org/10.1016/j.learninstruc.2024.101929
Background The emergence of artificial intelligence-generated content (AIGC) in the realm of education, notably in product design, signifies a watershed moment, heralding significant enhancements over conventional pedagogies by potentially catalyzing unparalleled innovation. Aims This investigation assesses the ramifications of assimilating AIGC into product design instruction, focusing on its advantages, constraints, and consequent influence on students' design cognition across a spectrum of proficiency levels. Sample The study encompassed 119 scholars with a focus on product or industrial design, delineated into three distinct echelons of proficiency. Methods Utilizing Technology-mediated Learning Theory, an empirical field study was initiated to explore AIGC's impact on self-efficacy, ideation volume, innovation, diversity, and the aggregate quality of outcomes, taking into account the divergence in pedagogical strategies and student competency tiers. Results AIGC notably augmented students' self-efficacy, ideation, novelty, and variety, albeit with a potential diminution in ideational quality. Disparities in self-efficacy, volume of ideas, and their caliber were discernibly evident across varying tiers of competency. Conclusions AIGC markedly fosters innovation within product design pedagogy, demonstrating its ascendancy over traditional instructional methods in catalyzing scholastic innovation. However, orthodox teaching methodologies retain their critical role in the cultivation of problem-solving acumen. Personalized support, particularly for those demonstrating lower self-efficacy, is paramount in amplifying their creative ideation through bespoke pedagogical strategies, thus maximizing the utility of AIGC integration.

Hubert, B., Pierrisnard, C., & Vannier, M.-P. (2024). **Cheminer entre pratique et théorie avec Gérard Vergnaud**. *Carrefours de l'éducation*, *57*(1), 35-50. Consulté à l'adresse https://www.cairn.info/revue-carrefours-de-l-education-2024-1-page-35.htm
La théorie de la conceptualisation dans l'action de Gérard Vergnaud est au cœur des analyses que propose le groupe de recherche collaborative ANPLACE (analyse plurielle de l'accompagnement par l'écriture) à partir de récits professionnels produits par ses membres pour mieux comprendre le développement des compétences dans les domaines du soin infirmier et de l'éducation populaire. Les jeux de va-et-vient entre l'écriture des situations professionnelles et les différents niveaux d'explici-tation provoqués par le dispositif font émerger leur complexité et le besoin de gagner en intelligibilité. Cette dynamique de recherche de sens crée un milieu favorable à l'appropriation des éléments de la théorie de Vergnaud qui peuvent être partagés parce qu'opératoires. En privilégiant une temporalité relativement longue et la récurrence du protocole, le dispositif ANPLACE favorise ainsi un double mouvement de l'action vers sa mise en mots et inversement (formes opératoire / prédicative de la connaissance). L'exigence lexicale chère à Gérard Vergnaud s'avère alors un puissant levier au développement de chacun des membres du collectif.

Jerome, L., Kisby, B., & McKay, S. (2024). **Combatting conspiracies in the classroom: Teacher strategies and perceived outcomes**. *British Educational Research Journal, 50*(3), 1106-1126. https://doi.org/10.1002/berj.3955
This article draws on data from a specially commissioned representative survey, which elicited responses from 7691 teachers in primary and secondary schools in England, to examine how teachers perceive young people's engagement with a variety of different conspiracy theories in school settings and how they respond to them. Approximately 40% of teachers report encountering students who supported conspiracy theories. In response, teachers use a wide range of contradictory strategies, including opening up discussion, closing it down, challenging students in class and reporting individuals as safeguarding concerns. The research evidence suggests that several of these strategies are likely to be ineffective or even backfire to reinforce conspiracy thinking. Unsurprisingly then, few teachers report successful responses. The article concludes that the evidence of possible negative impacts of unprepared teachers confronting conspiracy theories at school means that teachers need to be better equipped through training, support and further research.

Jiang, L., Li, Z., & Leung, J. S. C. (2024). **Digital multimodal composing as translanguaging assessment in CLIL classrooms**. *Learning and Instruction*, 92, 101900. https://doi.org/10.1016/j.learninstruc.2024.101900
Background Despite the increasing popularity of translanguaging as an instructional strategy and the ascending linguistic and cultural diversity in CLIL classrooms, content assessment remains monolingual and monomodally carried out in written language. There is a critical need to explore how translanguaging assessment can be designed and enacted through assessment innovations. Aims This paper explores innovative use of digital multimodal composing (DMC) as translanguaging assessment in CLIL classrooms and the pertinent practical issues associated with such innovation. Sample(s) The participants were three content teachers and their students in three distinctive classroom contexts. Methods With an instrumental case study design (Yin, 2003), this study presents three situated examples of DMC as translanguaging assessments with a combination of thematic and multimodal analysis. Results The findings show that the teachers enacted translanguaging assessment through DMC in three ways: using DMC to relate abstract/intangible curricular constructs to students' lived experiences, imagined identities and cultural heritages, to document longitudinal learning evidence throughout the process of real-world explorations, and to help diagnose the implicit and sometimes overlooked sources of conceptual misunderstandings and difficulties in content learning. A range of challenges in relation to validity and manageability are also identified. Conclusions While the findings reveal the affordances of DMC as translanguaging assessment, its implementation requires attention to the planned scaffolds for translanguaging performance in DMC, the digital literacies required for effective use of DMC, and well justified purposes of using DMC as translanguaging assessment in linguistically policed contexts.

Jurkowski, S., Mundelsee, L., & Hänze, M. (2024). **Strengthening collaborative learning in secondary school: Development and evaluation of a lesson-integrated training approach for transactive communication**. *Learning and Instruction*, 92, 101934. https://doi.org/10.1016/j.learninstruc.2024.101934

Background Transactive communication in collaborative learning environments occurs when students refer to their learning partners' ideas, build on them, and transform them into more elaborate ideas. This learning activity is essential for students to be able to benefit from collaboration, but they need scaffolding to produce transactive statements. From the teachers' perspective, this intervention should take little effort. Aims We developed and evaluated a lesson-integrated training in transactive communication for secondary school students, including instructions, exercises, and feedback on transactive communication, materials and tasks on curriculum-related content, and working with various cooperative learning methods. Sample In a quasi-experimental pre-test post-test design, 594 ninth-grade students in 23 classes received training in transactive communication or presentation skills. A complete set of data exists for a parallelized sample of 82 students in each condition. Methods At both points of measurement, students worked in dyads, and their communication was audiotaped, transcribed, and their transactive statements and non-transactive, content-related externalizations were coded. Furthermore, students completed knowledge tests about the topic of partner work and reported on their experiences with collaboration and motivation for group work (trait). Results Analyses revealed positive effects of the training in transactivity on transactive statements and experiences with collaboration. Students with the training in transactive communication also produced more externalizations. However, no differences were found for students' knowledge acquisition and motivation for group work. Conclusion The training in transactive communication was effective for the collaborative working process, but transfer effects need to be further investigated.

Kahn, S., Chanoine, C., Dahmouche, H., Talhaoui, A., & Roland, E. (2024). **L'enseignement de la pédagogie différenciée dans les formations initiales d'enseignants en Belgique francophone**. *Éducation & Formation*, (e-323), 181-193. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3

Depuis une cinquantaine d'années et les dénonciations bourdieusiennes d'iniquité du système scolaire, l'idée d'une attention pédagogique aux particularités des élèves a percolé dans nombre de milieux éducatifs. Depuis 1997 et le décret Missions, les enseignants belges francophones sont enjoints de pratiquer la pédagogie différenciée afin de lutter contre le redoublement et l'échec scolaire qui s'en suit. À cet effet, en 2001, un cours obligatoire de 30h intitulé « la différenciation des apprentissages, des notions d'orthopédagogie et la détection des difficultés d'apprentissage et leur remédiation » est introduit dans la formation initiale des enseignants du primaire et des régents (enseignants des premières années du secondaire). Malgré cela, le système scolaire fabrique toujours autant d'inégalités et de redoublements. Pour comprendre ce phénomène paradoxal, nombre de recherches se sont tournées vers l'observation-analyse des pratiques enseignantes selon des méthodologies diverses. Choisissant une orientation de focale différente, la recherche qui fonde cet article, s'est tournée vers un objet non encore véritablement étudié en Belgique francophone, celui de la formation initiale des enseignants à la question de la différenciation pédagogique. Dans une optique exploratoire et compréhensive, dix enseignants de Haute-Ecole, en charge du cours « la différenciation des apprentissages, des notions d'orthopédagogie et la détection des difficultés d'apprentissage et leur remédiation » ont exposé le contenu de leurs cours, en mettant en exergue ce qui leur semble essentiel à transmettre aux étudiants-enseignants qui auront à mettre en place la différenciation durant leur stage et leurs futures classes

Kelly, A. N., Xue, Y., & Gullo, D. F. (2024). **Predicting child externalizing behavior ratings in Head Start: Investigating the impact of child and teacher influences**. *Early Childhood Research Quarterly*, 68, 1-12. https://doi.org/10.1016/j.ecresq.2024.02.005
One of the primary goals of early education is to promote overall school readiness, especially for children most at risk for educational challenges. However, there is a persistent disparity in equitable access to high quality early learning environments. This is due in part to children being suspended or expelled for displaying challenging behaviors even though for many children, some of these behaviors may be developmentally appropriate. The effects of exclusionary discipline can have long-term implications for their overall emotional and social development. Racial and gender-based disparities in school discipline begin as early as preschool. Some of these disparities can stem from disproportionality in teachers' perceptions of children's behaviors. The ways in which teachers perceive and subsequently respond to preschoolers' behavior have significant implications for children's experience in the classroom and are an important link in understanding decision-making pathways related to preschool expulsion. The goal of the present study was to examine factors that might predict teacher perceptions (i.e., ratings) of child externalizing (hyperactive and aggressive) behaviors. This study analyzed secondary data from a nationally representative study of Head Start. Findings indicated there were differences in how teachers rated children's externalizing behaviors based on child's sex and race. Further, a teacher's field of study, beliefs about family engagement, and attitudes toward Developmentally Appropriate Practices significantly predicted their ratings of children's aggressive and hyperactive behaviors. Policy recommendations are discussed.

Klutse-Doe, S. Y. (2023). *La classe inversée : généralités et spécificités selon les disciplines scolaires* (Phdthesis, Université de Lille). Consulté à l'adresse https://theses.hal.science/tel-04615715
Cette thèse étudie la classe inversée comme dispositif didactique. La réflexion proposée se situe dans le champ des didactiques et examine la manière dont le mode de fonctionnement particulier de ce dispositif influence l'enseignement et l'apprentissage des différentes disciplines scolaires au secondaire. Ainsi, les notions d'espace-temps, de situation didactique, de dispositif et de contrat didactique sont mobilisées dans le cadre théorique. Les données ont été construites par croisement de techniques d'entretien semi-directif, de questionnaire et d'observation in situ. La thèse a permis en effet de souligner les points suivants : (i) le dispositif classe inversée pèse sur le contenu enseigné puisqu'il favorise de nouveaux contenus (ii) la classe inversée modifie la relation pédagogique en variant les modalités de travail (iii) l'inversion de classe diversifie les formes d'évaluation selon l'espace d'apprentissage délimité (espace auxiliaire et espace classe) (iv) le dispositif classe inversée est adaptable à différentes disciplines scolaires tenant compte des spécificités ou de la nature fonctionnelle de celles-ci.

Leroux, M., Smith, J., Bergeron, L., Bergeron, J., Malboeuf-Hurtubise, C., Turcotte, S., & Deschênes, G. (2024). **Flexible ou non l'aménagement de la classe au primaire au Québec en contexte de crise sanitaire ?** *Éducation & Formation*, (e-323), 120-132. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Les études sur la classe flexible se sont multipliées dans les dernières années et plusieurs laissent entrevoir un potentiel intéressant notamment pour favoriser la réponse aux besoins diversifiés des élèves. Or, avec le contexte de crise sanitaire, les enseignant·e·s ont dû s'adapter en restreignant parfois la souplesse associée à ce type

d'aménagement. Les résultats présentés ici découlent de l'analyse des données d'un sondage et d'un groupe de discussion menés auprès d'enseignant·e·s québécois·e·s oeuvrant en classe flexible. Ils mettent en exergue tant les défis rencontrés que les pistes de solutions déployées pour assurer la prise en compte de la diversité chez leurs élèves.

Lescouarch, L., Desvages-Vasselin, V., & Patry, D. (2024). **Différenciations pédagogiques par la flexibilisation des espaces**. *Éducation & Formation*, (e-323), 43-58. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Les classes à plusieurs cours (ou classes multiâges) sont régulièrement présentes dans les écoles élémentaires françaises. Cet article étudie les manières dont des élèves sont mis au travail au sein d'une telle classe primaire. Elle ne propose pas une analyse didactique des contenus enseignés, mais décrit ce que vivent et pensent les élèves, les parents d'élèves et les enseignants qui y travaillent. Une méthodologie à la fois phénoménologique et d'analyse de l'activité en situation a été mise en œuvre. Les résultats soulignent que, dans une telle classe, une différenciation pédagogique inclusive est possible par l'articulation de dispositifs de coopération entre élèves, par le recours à du travail personnel et par le biais de postures spécifiques d'enseignemen

Lonhay, Y., & Fagnant, A. (2024). **Particularités de l'enseignement préscolaire : les implications pour mesurer les connaissances des enseignants**. *Éducation & Formation*, (e-321), 66-83. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=41&page=3
Deux visions s'opposent concernant les objectifs principaux de l'enseignement préscolaire, la manière dont les jeunes enfants apprennent et les pratiques pédagogiques à privilégier (Russell, 2011). Ces deux visions semblent avoir une incidence sur la conceptualisation et la mesure des connaissances pédagogiques de contenu (PCK - pedagogical content knowledge) des enseignants préscolaires dans le domaine des mathématiques. En effet, certains auteurs élaborent leurs modèles d'évaluation des PCK en s'appuyant spécifiquement sur des situations de jeux libres ou des situations quotidiennes de la classe (Gasteiger, Bruns, Benz, Brunner & Sprenger, 2020 ; Gasteiger & Benz, 2018a, 2018b ; J. E. Lee, 2017 ; McCray & Chen, 2012 ; Oppermann, Anders & Hachfeld, 2016). A contrario, d'autres conceptualisent leurs outils d'évaluation des PCK en se basant essentiellement sur des situations planifiées, conçues et menées par les enseignants (Argın & Dağlıoğlu, 2020 ; Esen, Özgeldi & Haser, 2012 ; Im & Choi, 2020 ; J. Lee, 2010 ; Li, 2021). Les modélisations actuelles laissent donc peu de place à d'autres formes d'enseignement, telles que des situations de jeu guidé. Cependant, on peut admettre que l'enseignement des mathématiques au niveau préscolaire ne se réduit pas uniquement à des situations de jeux libres ou des situations planifiées et structurées par l'enseignant. La présente recherche a donc pour objectif de répertorier les différents cadres théoriques et outils de mesure employés jusqu'à présent pour évaluer les PCK des enseignants préscolaires dans le domaine des mathématiques et de souligner l'intérêt de continuer les investigations en développant de nouveaux instruments permettant de mesurer d'autres facettes des PCK.

Magerotte, G., Baurain, C., & Ledeers, J. (2024). *Vers une école inclusive: Quelles stratégies d'enseignement ?* (1er édition). Consulté à l'adresse https://www.deboecksuperieur.com/ouvrage/9782807357440-vers-une-ecole-inclusive
Tout le monde parle de plus en plus d'école inclusive. Mais concrètement, comment la mettre en place ? Quelles stratégies adopter ? Quelles interventions opérer ? Dans quel

cadre ? Ce livre collectif dresse le panorama des meilleures pratiques éducatives et d'enseignement à adopter. Bien que ces pratiques portent principalement sur l'enseignement fondamental maternel et primaire, elles sont également utiles pour les professionnels de l'enseignement secondaire. Ces pratiques abordent :le projet de l'élève ; les activités en classe ; puis au niveau de l'école, en insistant sur leur efficacité et efficience pratique. En complément, ces pratiques concernent quelques matières essentielles ainsi que la formation du personnel enseignant fonctionnant en équipe. Ce livre s'inscrit dans la perspective internationale qui caractérise le mouvement inclusif dans les pays francophones et bénéficie de la collaboration d'expertises internationales (françaises, suisses romandes, québécoises et belges).

Martin, A. J., Collie, R. J., Stephan, M., Flesken, A., Halcrow, F., & McCourt, B. (2024). **What is the role of teaching support in students' motivation and engagement trajectories during adolescence? A four-year latent growth modeling study**. *Learning and Instruction*, 92, 101910. https://doi.org/10.1016/j.learninstruc.2024.101910
Background and aims This 4-wave longitudinal study investigated the role of perceived teaching support in motivation and engagement trajectories from early adolescence in Year 6 (Time 1) to mid-adolescence in Year 9 (Time 4). Sample A total of 7769 Australian school students participated. Methods Latent growth modeling (LGM) was implemented to explore students' trajectories. Results Findings confirmed the well-known pattern of motivation and engagement declines from early to mid-adolescence—but the role of perceived teaching support played a significant part in how these patterns of motivation and engagement unfolded. Specifically, we found evidence for: (1) temporal effects, such that motivation and engagement declined over time; (2) initiating effects, such that perceived teaching support at Time 1 was associated with positive "starting points" for motivation and engagement at Time 1; (3) contemporaneous effects, such that for at least one timepoint, perceived teaching support was related to positive motivation and engagement at the same timepoint; (4) sustaining effects, such that perceived teaching support significantly predicted positive motivation and engagement at all four timepoints; and (5) escalating effects, such that the predictive role of perceived teaching support on students' motivation and engagement increased over time. Conclusion Findings contribute to knowledge about how to boost and sustain the motivation and engagement trajectories of students during early to mid-adolescence.

Mocquet, B. (2024). **Évolution du cours magistral : vers une négociation didactique entre acteurs**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (46). https://doi.org/10.4000/11vlp
Notre objectif est de répondre à l'invitation à contribuer au débat lancé par Claire Peltier (Peltier, 2024) sur le cours magistral (CM) contemporain en nous appuyant sur l'article « D'une magistralité à l'autre. Remédiation de l'ethos professoral par le dispositif du MOOC » (Aïm et Depoux, 2015). Nous envisageons d'explorer la question de la transférabilité des propositions de cet article concernant les changements communicationnels entre enseignants et étudiants induits par l'arrivée des MO...

Mraihi, S. (2024). **Ce que les interactions nous disent sur l'activité de l'enseignant et des étudiants pendant le cours par visioconférence en situation de contrainte**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (46). https://doi.org/10.4000/11vll

Cet article présente les travaux menés dans le cadre d'une recherche doctorale qui s'appuie sur les interactions pour analyser l'activité de l'enseignant et des étudiants pendant le cours en visioconférence, un mode d'enseignement qui s'est considérablement développé durant la crise sanitaire de la COVID-19. Le passage dans l'urgence à un enseignement à distance a contraint les enseignants et les étudiants de s'adapter à des nouvelles modalités de formation marquées par un glissement de la salle de classe vers l'espace privé ou un autre espace professionnel comme le bureau et par l'omniprésence de l'environnement numérique où l'enseignant et les étudiants prennent part au cours par écran interposé. Notre recherche vise à comprendre comment enseignant et étudiants interagissent dans ce nouvel environnement. Dans cet article, nous exposons les fondements théoriques qui ont guidé notre recherche, nous présentons ensuite notre méthodologie mixte basée sur des données quantitatives et qualitatives et enfin nous partageons des éléments spécifiques de nos résultats en mettant l'accent sur le niveau de multimodalité des interactions dans le cours en visioconférence et les effets induits par l'environnement physique et numérique.

Muskin, M. (2024). **Quitting with a Crowd: An exploration of teachers' resignation stories on TikTok**. *Teaching and Teacher Education*, *147*, 104655. https://doi.org/10.1016/j.tate.2024.104655
This exploratory case study examines 35 popular posts on #teacherquittok, describing how teachers use multimodal elements to illuminate an unsustainable teaching profession across the United States. Employing multimodal content and frame analyses, this study finds posts take on a political dimension, linking resignations to workplace grievances. However, posts rarely make policy demands or encourage offline activism. Hence, #teacherquittok resembles new social movements online that emphasize building coalitions and shared narratives rather than overt action. These findings suggest that #teacherquittok is a platform for teachers to voice challenges and contribute to public discourse related to poor working conditions across the profession.

Numéro thématique – La différenciation en classe pour mieux apprendre - Tensions structurelles et savoirs professionnels. (2024). *Éducation & Formation*, (e-323), 16-193. https://doi.org/2032-8184

Numéro thématique – Les débriefings post-simulation dans les formations aux métiers de la santé, de la sécurité et de l'urgence. (2024). *Éducation & Formation*, (e-322). https://doi.org/2032-8184

Pélissier, C. (2024). **D'une magistralité à l'autre par une flexibilité des postures enseignantes**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (46). https://doi.org/10.4000/11vlq
Introduction À l'heure où les résultats de recherche insistent sur la nécessité de faire évoluer la pédagogie universitaire (Romainville, 2013 ; Kennel et al., 2024), de mobiliser le numérique (dernièrement l'intelligence artificielle) dans la transformation des pratiques d'enseignement (Bertrand, 2014) et dans la perspective de définir « la pertinence et la fonction dans l'écosystème éducatif » des cours magistraux (CM), nous souhaitons par cette discussion en lien avec l'article Aïm, O. et ...

Peltier, C. (2024). **Rapports de force institutionnels et flexibilité des postures : deux approches singulières pour interroger l'évolution du cours magistral et contribuer au**

débat. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (46). https://doi.org/10.4000/11vlj

Dans le texte d'introduction au débat proposé cette année dans la rubrique « Débat-discussion » de Distances et médiations des savoirs (Peltier, 2024), nous évoquions, en référence au texte d'Aïm et Depoux (2015) choisi pour nourrir les échanges, le cours magistral comme un dispositif communicationnel en pleine mutation. Les événements liés à la pandémie de Covid-19 ont permis l'expérimentation de situations d'enseignement et d'apprentissage inédites plus ou moins appréciées des personnes en...

Prevel, S., & Ouitre, F. (2024). **La place de l'EPS dans l'expertise des PEMF : un exemple en gymnastique rythmique dans le cadre d'une collaboration avec un didacticien de la discipline**. *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (54). https://doi.org/10.4000/11qew

L'objectif de cet article est d'identifier la manière dont une professeure des écoles maître formateur (PEMF) s'empare des suggestions qui lui sont faites par un enseignant chercheur didacticien de l'Éducation Physique et sportive (EPS) dans le cadre d'un travail collaboratif. Ces suggestions sont référées au fonctionnement du système didactique dans un projet en Gymnastique Rythmique (GR) en maternelle. Nous envisageons le système didactique dans une perspective problématique. L'enseignant doit, pour faire la classe et permettre à tous les élèves d'apprendre et de progresser, assurer les rencontres entre les pôles aux logiques hétérogènes de ce système (Élèves-Savoir-École). La gestion de ces rencontres se traduit par des problèmes professionnels. Les suggestions de l'expert sont recueillies à partir de ses commentaires sur un document de préparation rédigé par la PEMF. Des vidéos de moments de classe et un entretien d'auto-confrontation donnent accès aux suggestions prises en compte par l'enseignante. Ils permettent aussi d'identifier celles qui sont étouffées et résistent, attitude qui s'explique par sa maîtrise du pôle du savoir et des opérations de transposition didactique inscrites dans le cadre de la polyvalence.

Robbes, B. (2024). **Différenciation pédagogique avec des lycéens raccrocheurs : analyse de deux situations en mathématiques et en éducation physique et sportive**. *Éducation & Formation*, (e-323), 60-72. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3

Postulant qu'étudier la diversité des pratiques des enseignants rend la différenciation pédagogique plus accessible, nous décrivons et analysons deux situations rapportées par deux professeurs exerçant dans un micro-lycée français pour élèves raccrocheurs, en ayant d'abord situé le problème du décrochage scolaire, présenté le cadre d'analyse, le contexte et la méthodologie de recherche. La première situation montre comment un enseignement en mathématiques transformé par l'accompagnement personnalisé reconfigure la forme scolaire. La deuxième situation explore une séance en didactique de l'EPS, ses effets et ses limites en termes de différenciation pédagogique. Nous terminons par deux questionnements liés à notre terrain de recherche

Roberts, K. L., Brugar, K. A., & Cuenca, A. (2024). **Inquiry at Its Core: A Content Analysis of Inquiry Design Models**. *The Elementary School Journal*, *124*(4), 644-668. https://doi.org/10.1086/729838

This article describes a content analysis of 37 Inquiry Design Modules (https://c3teachers.org), conducted with the purpose of identifying the core teaching

practices (CTP) necessary to successfully enact them. Although there has been research identifying CTP in other content areas, research on social studies inquiry at the elementary level is an area that has received little attention. In this study, we identify 16 CTP, each of which is observable, teachable, and replicable. Six of these CTP (facilitating discussion; guiding, reinforcing, or directing thinking; asking questions; introducing and defining vocabulary; curating resources; and using graphic organizers or specific tools) occurred with high frequency in the data set and are discussed in depth. Implications for preservice teacher education are discussed.

Sevier, B. R., Bruno, J., Gates, K., Hartman, S., Pittman, M. E., Puzick, V., … Reimer, B. (2024). **They Can't … They Won't … They Did: Overcoming Reductive Perceptions of Teachers with Colorado's Sample Curriculum Project**. *Harvard Educational Review*, 94(2), 211-234. https://doi.org/10.17763/1943-5045-94.2.211
In this essay Brian R. Sevier, Joanna Bruno, Karol Gates, Stephanie Hartman, Mary Ellen Pittman, Vince Puzick, Phyllis Reed, and Beverly Reimer describe their effort at the Colorado Department of Education to recruit and engage educators in authoring free and open-source curriculum samples for preK-12 academic content areas. The story of Colorado's Sample Curriculum Project illuminates how this team navigated constraints to foreground teachers as intellectual professionals who were ready and willing to use their knowledge and experience in deliberative and collaborative community. It also reveals the intransigency of perspectives that downplay the significance of teacher knowledge and collaboration. Highlighting both the possibilities that materialize when teachers engage, create, and collaborate and the persistent doubters of those possibilities, the authors argue for opportunities for professional expression that undermine reductive perspectives of teachers and their capabilities.

Simon, S. (2024). *Synthesising New Pedagogies for Deep Learning with Transformative Learning Theory and the QEP for Meaningful Practices in the Secondary English Language Arts Cycle 2 Program* (Masters, Concordia University). Consulté à l'adresse https://spectrum.library.concordia.ca/id/eprint/993768/
In this thesis I critically examine New Pedagogies for Deep Learning (NPDL) to assess its compatibility with Transformative Learning Theory and Constructivism, one of the grounding theories of the Quebec Education Plan (QEP). This thesis explores how NPDL and the QEP's Secondary English Language Arts Cycle 2 (SELA2) program can be brought together to create deeper, transformative, student-centred learning experiences for students in Québec. This thesis aims to establish common themes of the aforementioned theories and to propose a conceptual framework and outline some practical applications for SELA2 teachers in order to address critical 21st Century skills as well as subject-specific competency development outlined in the SELA2 program. Furthermore, this thesis addresses the complexity of educational change and asserts that the proximity of Secondary English Language Arts Cycle 2 teachers affords them with the profound power to affect change in instruction. It is my stance that providing students with more opportunities to engage in the development of 21st Century skills grounded in the principles of NPDL can open the door for transformation. The proposed framework and the use of applications such as those elaborated on in this thesis, educators can promote deep and more meaningful learning that can lay the groundwork for transformative learning experiences.

Sokola, B. (2023). *Usage des ressources documentaires et modélisation des pratiques d'enseignement-apprentissage de l'histoire en classe de 6e en République Centrafricaine* (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse https://theses.hal.science/tel-04576092

Notre travail en didactique de l'histoire s'inscrit dans le cadre de la théorie de l'action conjointe en didactique (Sensevy, 2011 ; Collectif Didactique pour Enseigner, 2019) et de l'approche documentaire du didactique (Gueudet & Trouche, 2008, 2010). Il porte sur la mobilisation des ressources documentaires durant la préparation et l'enseignement de trois leçons d'histoire de l'Égypte antique, en classe de sixième en Centrafrique. L'étude présente, dans un premier temps, la pratique usuelle de préparation de séance et d'enseignement par deux professeurs d'histoire-géographie (P1 et P2). Afin de surmonter les difficultés liées au manque de manuels et de ressources documentaires, le travail documentaire des professeurs se concrétise par la réalisation de croquis de cartes (pour P1), et la reproduction (scan et impression en format A3) d'images se trouvant dans des manuels scolaires (pour P2). Ces documents sont ensuite introduits dans les leçons. Ils constituent un support matériel sur lequel s'appuient les leçons, mais ne sont pas toujours pourvoyeurs de signes pertinents pour les élèves. C'est pourquoi, dans un second temps, nous mettons en place un dispositif de travail en commun avec un autre professeur (P3). Il s'agit de montrer comment un travail mené à la fois par le chercheur et les professeurs d'histoire-géographie de Centrafrique peut leur permettre de dépasser les difficultés qu'ils rencontrent dans la mobilisation des ressources documentaires lors de la préparation de leur enseignement. Pour cela, nous avons co-construit avec P3 une séance inédite sur l'histoire des pharaons noirs d'Égypte, à partir de ressources téléchargées sur l'internet (une image du roi Taharqa, pharaon d'Égypte et une carte du royaume égyptien sous son règne). La séance co-préparée a été ensuite mise en oeuvre en classe par P3. L'analyse de cette séance met en évidence un milieu didactique riche au plan épistémique, bien que le matériel disponible soit limité. Dans ce contexte, les élèves font appel à des connaissances spontanées, à la fois d'origine scolaire, propre à leur mémoire scolaire, et socio-culturelle, liées à leurs expériences de vie personnelle, familiale, et de tradition ethnique. Les élèves mobilisent ces connaissances pour tâcher de répondre aux attentes du professeur (parfois sans parvenir à produire la réponse attendue) et interpréter les problèmes posés. Le professeur s'appuie sur ces connaissances antérieures pour les amener à acquérir des s avoirs nouveaux, dans des jeux d'apprentissage sous forme dialoguée. Ces jeux conduisent les élèves à enquêter sur la pertinence de leurs réponses aux questions posées par P3 à partir des documents étudiés. La sollicitation de certains savoirs socio-culturels, présents dans le déjà-là des élèves, favorise l 'acquisition en histoire des savoirs nouveaux.

St-Denis, G. (2024). *Accompagner des enseignants du primaire en formation courte sur l'accessibilité mobilisant les aides technologiques*. Consulté à l'adresse https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32977

Au cours des dernières décennies, le Québec a connu une augmentation significative du nombre d'élèves ayant des défis particuliers dans les classes ordinaires du primaire. Cette diversification des profils d'apprentissage a complexifié l'enseignement, qui vise la réussite de tous les élèves indépendamment de leurs besoins spécifiques. Les pratiques pédagogiques et les ressources matérielles jouent un rôle crucial pour favoriser l'accès, la participation et la progression pour tous les élèves. Toutefois, les enseignants ne semblent pas suffisamment préparés, tant dans leur formation initiale que continue, pour mettre en place des pratiques dites accessibles dans la classe. Cette étude vise à mieux

comprendre comment la formation courte s'appuyant sur le processus de planification universelle (PPU) peut soutenir les enseignants du primaire afin de planifier et mettre en œuvre la conception universelle de l'apprentissage (CUA) et les aides technologiques (AT) dans la classe. Plus spécifiquement, cette étude vise à concevoir un dispositif de formation à proposer aux enseignants, à documenter la réalisation des étapes du PPU par les enseignants et à décrire les apports et les limites du dispositif de formation quant au soutien apporté par ce dernier aux enseignants du primaire au Québec. À partir de la littérature recensée, un dispositif de formation a été élaboré et proposé à cinq enseignants du primaire. Les enseignants ont suivi une formation en ligne d'environ une heure de façon individuelle avant de participer à une rencontre de travail collectif. Les résultats de cette recherche, s'appuyant sur une méthodologie qualitative, montrent que le dispositif de formation courte offre un soutien prometteur aux enseignants. Celui-ci a contribué à changer les perceptions des enseignants en ce qui concerne les difficultés à apprendre orientant le regard vers l'identification des obstacles plutôt que des déficiences. De plus, le PPU a été utile pour soutenir la planification et la mise en œuvre de la CUA et des AT par les enseignants. Enfin, la collaboration, l'accompagnement et la conception des ressources de formation selon les principes de la CUA ont joué un rôle pour soutenir la compréhension et le développement d'habiletés au cours de cette formation.

Sun, X., Zhou, J., Liu, L. B., & Li, Q. (2024). **Teacher resilience development in rural Chinese schools: Patterns and cultural influences**. *Teaching and Teacher Education*, *147*, 104656. https://doi.org/10.1016/j.tate.2024.104656
Teacher resilience is a professional capacity and process that involves teachers utilising resources to overcome teaching-related challenges for professional growth. This qualitative study explored the resilience development of twenty teachers in a rural Chinese middle school. Reflexive thematic analysis of interviews, documents, and observation fieldnotes illustrated that teacher resilience development is a long-term, culturally shaped process across career phases. Challenges to resilience development included work-life balance, title promotion, and school management. China's collaborative culture, such as collective teacher learning and family-support networks, protected teachers' resilience. Three paths of teacher resilience development were identified, indicating different response patterns to the challenges.

Tanchuk, N., & Emery, A. (2024). **On the Ethical Priority of Problem Solving in Case-Based Teacher Ethics: Grounding an Anti-Oppressive Approach**. *Educational Theory*, *74*(3), 358-370. https://doi.org/10.1111/edth.12647
A central problem for phronetic case-based approaches to the ethics of teaching lies in the proper determination of normative ethical problems. Judgments about the character of normative ethical problems depend in part on background beliefs about what is (or is not) of ethical value. Thus, to distinguish genuinely normative ethical problems, teachers seem to first require knowledge of what is of ethical value, which practical problems themselves cannot generate. To resolve this practical and theoretical problem, Nicolas Tanchuk and Alyssa Emery argue for a Deweyan approach to teacher ethics that asserts two central theses: First, negatively, that inductive evidence warrants skepticism about any normative theory grounded in external reasons — (purported) reasons that are actually or possibly disconnected from an agent's motivational set of beliefs, desires, and dispositions. Second, that a cognitive and affective orientation

toward solving problems through learning survives skepticism about external ethical reasons, grounding the commitments of many anti-oppressive teacher educators.

Tenback, C., de Boer, A., & Bijstra, J. (2024). **The attitudes of teaching staff in specialised education towards inclusion and integration**. *British Journal of Special Education*, *51*(2), 165-173. https://doi.org/10.1111/1467-8578.12509
The attitudes of teaching staff are key in developing more inclusive schools. In the Netherlands, different types of schools for special education use integration as a step towards inclusive education. The Dutch government supports this development by a policy rule that enables schools to integrate both pupils and staff. This cross-sectional study focuses on the attitudes of teaching staff towards inclusion and integration, their sense of self-efficacy and what their concerns are, and how age, teaching experience, self-efficacy and concerns relate to their attitudes. Teachers and teaching assistants (N = 82) from seven different schools participated in the study by completing a survey. The results showed that teaching staff hold neutral to moderately positive attitudes towards inclusion and integration. The self-efficacy of the teaching staff was positive, and they had neutral to moderate concerns about the integration process. This was explicitly the case when working with mixed-ability groups; that is, pupils with diverse special educational needs. The regression model showed that concerns were significantly related to attitudes: the more concerns teaching staff have, the less positive their attitudes towards inclusion and integration. Recommendations for practice and future research are suggested in the discussion.

Tobola Couchepin, C., Paccolat, A., & Michelet, V. (2024). **Soutenir l'apprentissage du langage scolaire : les régulations interactives comme révélateur d'espaces de différenciation**. *Éducation & Formation*, (e-323), 166-179. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Lors des deux premières années d'école, l'enseignant cherche tout d'abord à mettre en place un milieu qui permet aux enfants de s'acculturer au monde scolaire. Ce milieu prend en compte la diversité des expériences et des connaissances que les enfants - (Note : L'acception « élève » est utilisée lorsque des liens explicites avec les apprentissages sont avérés (dans les réunions, les activités initiées par l'enseignant) et « enfant » dans une acception générique ainsi que dans les AIES (activités initiées par les enfants) - ont vécues et acquises au sein de la famille. Notre recherche s'inscrit dans le contexte scolaire suisse romand auprès d'élèves de 4 à 6 ans. Cette contribution vise à identifier comment l'enseignant accompagne plus particulièrement l'appropriation du langage scolaire et comment les obstacles rencontrés par les élèves sont dépassés. Les régulations mises en œuvre par l'enseignant lors des temps de réunion collective qui suivent un moment d'activités à l'initiative des enfants sont identifiées. Par une analyse de cas qui suit une enseignante durant une année, nous déterminons les régulations interactives mobilisées selon les besoins des élèves, nous décrivons l'usage des réunions comme espace de différenciation et nous montrons comment cela contribue à soutenir l'appropriation du langage scolaire, tout en prenant en considération l'hétérogénéité de la classe

Troyer, M., & Hemphill, L. (2024). **Literacy Coaches' Sensemaking about Coaching Decisions Do Coaches Differentiate Based on Teacher Knowledge and Efficacy?** *The Elementary School Journal*, *124*(4), 611-643. https://doi.org/10.1086/730083

Literacy coaching has shown positive effects on teachers' instruction and on students' literacy growth, but research has demonstrated wide variation in literacy coaches' practice. However, previous research has not addressed the sensemaking processes that might underlie variation in coaching practice. Using interviews with seven literacy coaches, we explored coaches' mental models for coaching, their preferred coaching strategies (e.g., modeling, co-teaching, co-planning, observation, and feedback), and the teacher-level factors coaches considered when differentiating coaching practice. Specifically, we examined whether coaches adjust their practice according to teachers' levels of knowledge and self-efficacy for teaching literacy. We found that preexisting beliefs played a powerful role in coaches' selection of strategies. We also found that coaches differentiated based on teacher characteristics, although not necessarily knowledge and self-efficacy. These findings suggest the importance of honoring coach expertise, as well as the importance of addressing preexisting beliefs about coaching in coach training.

Vandestrate, S., Dubois, L.-A., & Van Daele, A. (2024). **Qualité des débriefings et engagement des apprenants en simulation - Analyse de l'activité de cellules de crise d'infrastructures à risques lors de situations de crise simulées**. *Éducation & Formation*, (e-322), 70-83. https://doi.org/2032-8184

Dans la recherche comme dans la pratique en formation professionnelle, la qualité des débriefings post-simulation est le plus souvent liée à l'activité des formateurs et des apprenants au cours de ces débriefings eux-mêmes. Nous soutenons l'idée que la qualité des débriefings est multidéterminée et qu'en conséquence, elle dépend aussi d'autres facteurs. Dans cette étude, nous nous intéressons en particulier aux liens entre la qualité des débriefings et l'activité des apprenants lors des séances de simulation. Nous présentons les résultats d'une analyse de l'activité de cellules de crise, en croisant l'engagement de ses membres en simulation et la qualité des débriefings. Pour ce faire, nous nous appuyons sur des enregistrements audio-vidéo de simulations réalisées dans le cadre du projet Expert'Crise. Il s'agit de simulations partielles d'accidents industriels auprès d'exploitants d'infrastructures à risques. Nos résultats tendent à montrer que plus l'engagement des membres des cellules de crise dans la séance de simulation est élevé, plus la qualité du débriefing post-simulation est élevée également, et inversement. Ainsi, une piste s'ouvre quant à l'amélioration de la qualité des débriefings post-simulation en augmentant au préalable l'engagement des apprenants en séance de simulation.

Vanhoolandt, C., Moyon, M., Parmentier, J., & Riopel, M. (2024). **L'innovation pédagogique dans l'enseignement supérieur : aventure personnelle ou source d'inspiration ? Partie 1 Cas de recherche-action, enjeux et accompagnement**. *L'enseignement supérieur et les communautés : des dynamiques interconnectées (AIPU 2024)*. Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04616934

In a context of massification of higher education, combined with reforms of education systems at various levels, pedagogical innovation represents a major challenge. This movement is in line with scientific trends such as the Scholarship of Teaching and Learning. It is also in line with political currents supporting the need to promote new teaching methods in response to the growing heterogeneity of learner cohorts. A first condition for innovation in education is that novelty must be relative and contextualized. This change must also be voluntary, intentional and deliberate, part of a process of developing the desire to transform training. In this sense, the motivation of the innovating

teacher is fundamental. At the outset, it is a desire to do better by all kinds of means, whether or not they are solicited in the academic context. Fundamental issues in pedagogical innovation can be identified. These include the conditions that favor it, the areas of tension it can create, and its sustainability. Aligning with students' points of view invites us to consider several indicators of the impact of their way of teaching. Whether they come from the academic field or from educational science, it's important to be able to measure those indicators. In higher education, many institutions have taken up the issue of supporting and accompanying pedagogical innovation. Generally speaking, initiatives focus on support for teachers. A collaborative Franco-Quebec project focusing on pedagogical innovation has been initiated in 2019 in the form of a Chair whose researchers accompany volunteer teachers ideally through to publication of their pedagogical innovations. This symposium focuses on multi-referential and multi-disciplinary co-writing. It is divided into two parts. The first part will focus on more specific pedagogical innovations, while the second part will look at a few avenues of generalization and openness that will be discussed with participants.

van Leest, A., Hornstra, L., van Tartwijk, J., & van de Pol, J. (2024). **Teachers taking perceptions of student attributes into consideration when formulating track recommendations?** *British Educational Research Journal*, *50*(3), 1127-1171. https://doi.org/10.1002/berj.3957
In some tracked educational systems, track recommendations are formulated by primary school teachers to determine the secondary school level that students will be allocated to. While teachers mostly base their track recommendations on students' prior achievement, the extent to which teachers also consider perceived student attributes, such as students' perceived work habits or parental involvement, and the extent to which these perceived student attributes are predictive for secondary school performance is unclear. Therefore, we first investigated the extent to which teachers consider their perceptions of student attributes in their track recommendations (RQ1). Differences between students from different backgrounds and differences between teachers were taken into account. Second, we examined the extent to which primary school teachers' perceptions of student attributes are predictive for their secondary school performance (RQ2). Participants were 17,953 Grade 6 students from 1105 Dutch primary school teachers (RQ1) and 4150 Grade 9 students from 1289 Dutch secondary school classes (RQ2). Data used in this research were analysed using multilevel models. Findings indicated that teacher-perceived student attributes played only a minor role in track recommendations and secondary school performance. Yet the extent to which these attributes were considered by teachers differed based on students' background and differed between teachers. For secondary school performance, teacher-perceived student attributes to have limited predictive value. The limited predictive value of teacher-perceived student attributes for students' performance in secondary education suggests that teachers may need to be careful with taking perceived student attributes into account when formulating track recommendations.

Verscheure, I. (2024). **Genre et Didactique. Leviers pour déconstruire le genre en classe**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1941*. Consulté à l'adresse https://pur-editions.fr/product/9953/genre-et-didactique
Il s'agit ici de prendre en compte le problème du genre en didactique afin de produire la déconstruction de l'ordre genré qui prévaut trop souvent dans le système scolaire.

Pour ce faire, l'ouvrage analyse la fabrication des inégalités scolaires selon le sexe et pointe la nécessité d'une problématisation didactique de cette question. Il présente les résultats de recherches portant sur diverses activités scolaires à plusieurs niveaux du système éducatif. Conduite selon une démarche collaborative articulant visées heuristique et pratique, l'enquête repère les leviers de transformation des pratiques d'enseignement et d'étude. Elle souligne en quoi une approche comparatiste renouvelle la compréhension des processus à l'origine de la fabrication des inégalités de sexe à l'École. L'ouvrage plaide ainsi pour que les sciences didactiques se saisissent davantage des problématiques de genre afin de participer aux nécessaires transformations de l'École – auxquelles enseignantes et enseignants eux-mêmes souhaitent contribuer – pour une égalité sans condition de genre encore à conquérir dans toutes les sphères de la société.

Vimard, A.-M., Vanhoolandt, C., & Moyon, M. (2024). **Mise en évidence du contrôle inhibiteur et efficacité d'un entrainement neurocognitif et ludique pour les mathématiques**. *L'enseignement supérieur et les communautés : des dynamiques interconnectées (AIPU 2024)*. Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04617151

Many students in higher education still have serious difficulties with mathematics prerequisites. Taking action to engage students and improve their cognitive abilities is necessary for teachers. Cognitive science has demonstrated that the brain works according to a model of three cognitive systems: the heuristic system, the algorithmic system and inhibitory control, which acts as an arbitrator by inhibiting the first system in order to activate the second one. To demonstrate inhibitory control is used by the student, we used the negative priming technique in a fraction comparison test. We also proposed inhibitory control training sessions in the form of a ludopedagogical device. Our study took place between September and November 2023 at a medium-sized university in the Paris area, with a sample of 51 students. The students took a fraction comparison pre- and post-test, two academic tests and three inhibitory control training sessions. Differences in the academic tests were higlighted. This study also replicates in the classroom context results previously obtained in the laboratory. This confirms the involvement of inhibitory control in a fraction comparison task in university students.

Vo, D. T., Allen, K.-A., & Reupert, A. (2024). **Australian teachers' conceptualisations of wellbeing at work: A prototype analysis**. *Teaching and Teacher Education, 147*, 104653. https://doi.org/10.1016/j.tate.2024.104653

Defining teacher wellbeing is a complex task, and the relative importance of its components remain unclear. Employing a three-phase prototype analysis, we investigated whether there was an ideal representation of wellbeing at work according to Australian teachers; and if so, which components were considered more important than others. Phase 1 (n = 138) generated wellbeing features. Phase 2 (n = 438) identified central and peripheral components while Phase 3 (n = 418) confirmed recognition of central components in a cognitive task. Analysing linguistic units and measures of reliability, findings revealed a prototypical organisation of the teacher wellbeing at work concept with central components including feeling safe, supported, valued, and trusted, and achieving work/life balance. The results of this study may help inform schools and policy makers design interventions and develop policies to foster thriving educational environments for all teachers.

Wyatt-Smith, C., Adie, L., & Harris, L. (2024). **Supporting teacher judgement and decision-making: Using focused analysis to help teachers see students, learning, and quality in assessment data**. *British Educational Research Journal*, *50*(3), 1420-1448. https://doi.org/10.1002/berj.3984

This paper reports results from an Australian study into how teachers see features of quality in student work and connect these to next-step teaching. Data were drawn from a national 3 year project investigating teacher judgement using A–E standards. The project developed scaled exemplars of authentic student written performance assessments to support teacher judgement and inform next-step teaching and learning. Fifty-seven participants created evaluative explanations of grading decisions (i.e. cognitive commentaries), wrote reflective responses and participated in online meeting discussions of their cognitive commentaries. These data were examined using qualitative content and thematic analyses. Findings highlighted how stated standards influence teachers' judgements of student work. Variation was evident in teachers' focus on (1) content (i.e. core skills vs. extended thinking), (2) specificity of improvement points and suggested teaching strategies and (3) the connection between identified areas for improvement and teaching strategies. Most teachers were able to identify specific points for improvement. However, in the main, they selected next-step teaching strategies that were general rather than targeted and specific. Teachers reflected that structured analysis helped direct their thinking and judgements, targeting attention on next-step teaching. The results suggested that teacher education and professional development should focus on supporting teachers to link specific teaching strategies to identified student weaknesses. This study found that artefacts, such as cognitive commentaries that connect assessment, teaching and learning, can help build professional knowledge and expertise, which remain key components of teacher assessment literacy.

Réussite scolaire

Alves, P., Lopes, A., Cruz-Correia, R., & Menezes, I. (2024). **The interrupted journey: factors and processes related to withdrawal, re-enrolment and dropout from doctoral education**. *Higher Education*, *88*(1), 225-242. https://doi.org/10.1007/s10734-023-01113-w

Withdrawal from doctoral education has been recognized as a problem with negative consequences for different actors, leading researchers worldwide to explore its underlying factors and processes. However, even if many PhD candidates who withdrew intend to re-enrol, there is a gap in the literature regarding the factors and processes related to re-enrolment. The aim of this qualitative study is to understand pre- and post-withdrawal experiences of PhD candidates and the factors and processes related to withdrawal, dropout and re-enrolment, through the voices of PhD candidates who withdrew and faculty in social and health sciences in a Portuguese university. Our findings conceptualize withdrawal as a behavioural manifestation of disengagement processes comprising interacting emotional/affective, cognitive, and behavioural dimensions, which start before withdrawal, extend beyond it, and may culminate in dropout or re-engagement and re-enrolment. Factors and processes related to withdrawal, dropout, or re-enrolment were situated in various nested contexts. This study highlights the need for an academic cultural change, to envisage withdrawal as a process that does not necessarily mark the end of PhD candidates' incursion into doctoral education. It draws attention to the need to provide adequate working conditions for PhD candidates, and also to promote follow-up and communication with PhD candidates who withdrew.

Archambault, I., Pascal, S., Olivier, E., Tardif-Grenier, K., Dupéré, V., & Janosz, M. (2024). **Relationships with teachers and sense of belonging in school: Inter- and intra-individual variations according to adolescent immigrant background**. *Learning and Instruction*, 92, 101930. https://doi.org/10.1016/j.learninstruc.2024.101930
Background Social well-being arises from the fulfillment of the basic need for relatedness. In school, it largely hinges on teacher-student relationships (TSR) and sense of school belonging (SSB), two important levers for educational success, and especially for immigrant-background youths. Aims This study aims to disentangle the stable and time-specific associations between the two dimensions of social well-being and test if these associations vary according to student immigrant status. Sample A cohort of 1070 students (51% female) from first- (22%), second- (29%), and third-plus generations (49%) attending 10 schools located in low-socioeconomic neighbourhoods was followed across three time points (grade 7, grade 9, grade 11). Method Main objectives were tested using random-intercept cross-lagged panel models (RI-CLPM) using Mplus. RI-CLPM disaggregates observed scores into a time-invariant interindividual (stable) and intraindividual (time-specific) components. Results Teacher-student closeness was not associated with SSB at the interindividual level. However, autoregressive, cross-sectional, and longitudinally links were found at the intraindividual level for all students. Teacher-student conflict was associated with lower SSB at the interindividual level. These dimensions were also linked at the intraindividual level for third-plus-generation students only, while time-variant autoregressive associations for SSB were stronger for immigrant students. Conclusions The links between close TSR and SSB are cross-sectional and time-specific for all students. Conflictual TSR and SSB also showed time-specific and longitudinal associations for nonimmigrants only. For immigrants, we observed stronger time-specific carryover effects in terms of SSB. This research calls for yearly intervention efforts promoting social well-being among immigrants and nonimmigrants attending low-SES secondary schools.

Aselebe, K. O. (2024). **School Based Management Committee System, Principal Leadership Style, Effective Communication System and Public Secondary Schools Students' Academic Achievement in Oyo State**. *British Journal of Education*, *12*(8). Consulté à l'adresse https://eajournals.org/bje/vol12-issue-8-2024/school-based-management-committee-system-principal-leadership-style-effective-communication-system-and-public-secondary-schools-students-academic-achievement-in-oyo-state/
The downward trend in the academic achievement of public secondary schools' students in Oyo State has been a subject of debate among stakeholders in recent times. This study investigated school based management committee system, principal leadership style, effective communication system and public secondary schools' students' academic achievement in Oyo State. The study adopted the descriptive … School Based Management Committee System, Principal Leadership Style, Effective Communication System and Public Secondary Schools Students' Academic Achievement in Oyo State Read More »

Bortes, C., & Giota, J. (2024). **Beyond academics: Links from teaching practices in Swedish schools to students' achievements and mental health complaints**. *Learning and Instruction*, 92, 101937. https://doi.org/10.1016/j.learninstruc.2024.101937
Background Despite extensive research on the relationship between teaching practices and learning outcomes, limited attention has been given to their potential links with students' mental health. Aims This study investigates the relationships between three

teaching practice types – teacher-centered, student-centered, and student-dominated – and both student mental health complaints and academic achievement. It furthers explores variations in these associations based on students' socioeconomic status (SES). Sample The analysis includes 4573 grade 9 students (aged 15–16 years) in the Swedish comprehensive school system. Methods Employing structural equation modelling techniques, we analyze a dataset comprising students' cognitive test scores, their perceptions of classroom processes, self-reported mental health complaints, as well as register data on teacher-assigned grades and parental education. Results Teacher-centered practices are positively associated with academic achievements but lack robust links with mental health complaints. Conversely, student-centered practices are positively associated with academic achievements and correlate with lower mental health complaint frequencies. However, student-dominated practices demonstrate poor relationships with both mental health and academic achievements. Limited variations based on students' social background reveal only two differing associations between low and high SES students: teacher-centered teaching shows stronger academic achievement associations for low SES students, while student-dominated teaching is more adversely linked to low SES students' mental health. Conclusions The results affirm the benefits of both teacher- and student-centered teaching practices for academic achievement while cautioning against excessive self-directed teaching. Importantly, the study highlights the role of instructional approaches in shaping not only academic outcomes but also students' mental health.

Brownson, C., Boyer, B. P., Runyon, C., Boynton, A. E., Jonietz, E., Spear, B. I., … Drum, D. J. (2024). **Focusing resources to promote student well-being: associations of malleable psychosocial factors with college academic performance and distress and suicidality**. *Higher Education*, *88*(1), 339-359. https://doi.org/10.1007/s10734-023-01120-x
College students' mental health concerns have dramatically increased in prevalence and severity over the past decade, overwhelming the capacity of counseling centers to meet demand for services. In response, institutions of higher education (IHEs) increasingly emphasize prevention, education, and outreach efforts aimed at improving well-being. Although this focus has prompted an increase in research on student well-being, few studies have investigated the unique contributions of malleable psychosocial factors on student outcomes. This study aims to address this gap in the literature by examining the relative impact of an array of psychosocial factors—adaptive and maladaptive perfectionism, coping self-efficacy, social connectedness, perceived burdensomeness, grit, resilience, and meaning in life—on academic performance and distress and suicidality in a sample of 7505 students from 15 U.S. IHEs. Controlling for institutional selectivity and non-malleable aspects of students' identities and pre-college experiences, facets of perfectionism, grit, and emotion-focused coping self-efficacy were the psychosocial factors most strongly associated with GPA, and perceived burdensomeness, social connectedness, emotion-focused coping self-efficacy, and resilience were most strongly associated with distress and suicidality. Among non-malleable factors, race/ethnicity explained the most variance in GPA and gender identity explained the most variance in distress and suicidality. Results are discussed in light of persistent, identity-based disparities in academic achievement and suicide risk and the potential of psychosocial factors as intervention targets to improve academic performance and reduce suicide risk.

Café pédagogique. (2024, juin 27). **Réussite à l'École, Réussite de l'École : l'avis du CESE**. Consulté 27 juin 2024, à l'adresse Le Café pédagogique website: https://www.cafepedagogique.net/2024/06/27/reussite-a-lecole-reussite-de-lecole-lavis-du-cese/
Mardi 25 juin, le Conseil économique, social et environnemental rendait un avis sur l'École, « Réussite à l'École, Réussite de l'École ». Le CESE estime qu'il est

Dillon, A., Riley, P., Filardi, N., Franklin, A., Horwood, M., McMullan, J., … Schellekens, M. (2024). **What are the success factors for schools in remote Indigenous communities?** *British Educational Research Journal*, *50*(3), 944-963. https://doi.org/10.1002/berj.3962
Indigenous Australian students generally attain poorer educational outcomes compared to non-Indigenous students. However, some remote schools are challenging the status quo by providing schooling experiences where Indigenous students thrive. Using an Indigenous research paradigm and a comparative case study methodology, we conducted interviews with stakeholders from two different remote community schools where students were predominantly Indigenous. Recognising the limitations of assessing student success solely on westernised concepts of success, we adopted a strengths-based approach. Using thematic analysis, qualitative data were analysed to yield themes that were sorted using a model of Indigenous wellbeing comprising five dimensions (academic, cultural, physical, psychological and social wellbeing). Responses from stakeholders (teachers, community leaders and students) show that success can be achieved when local culture is respected and incorporated into the curriculum by dedicated staff who maintain open communication with community. While both schools shared a largely common approach to Indigenous education, a hallmark was their responsiveness to local needs.

Gerard, I., Girard, A., Moyon, M., Colin, O., & Vanhoolandt, C. (2024). **Mieux réussir dans les filières scientifiques en première année d'université ? Un dispositif pédagogique d'accompagnement différencié, analysé comme appui immédat pour des étudiant·es en situation d'échec**. *Didactique*, *5*(2), 13-56. https://doi.org/10.37571/2024.0202
En France, malgré une baisse du niveau en sciences, le nombre de néo-bachelier·es ne cesse d'augmenter. Au-delà de la massification au Supérieur, la diversité de profil et l'hétérogénéité de niveau des étudiant.es de première année se renforcent depuis la réforme du baccalauréat de 2019. Cela contribue au fort taux d'échec en première année. À l'Université de Versailles-Saint-Quentin, les étudiant·es en échec à l'issue du premier semestre universitaire (S1) rejoignent un semestre 2 (S2) spécifique pour re-travailler exclusivement trois unités d'enseignement (UE) du S1 (programme identique mais format pédagogique pouvant varier). Pour les UEs de chimie et de physique, un « dispositif d'accompagnement différencié et personnalisé », s'inscrivant dans une pédagogie active et inclusive est proposé. Un total de 83 étudiant·es en situation d'échec et de 131 étudiant·es en parcours régulier (UE de chimie uniquement) ont pu expérimenter ce dispositif. A l'aide d'un devis quasi-expérimental et de questionnaires auto-rapportés, l'impact de ce dispositif sur l'estime de soi, le sentiment de compétence et la perception des difficultés a été évalué. Chez les étudiant.es en échec, l'augmentation du sentiment de compétence est significative, accompagnée d'une amélioration notable des performances académiques. Ce dispositif semble donc encourageant en termes d'accompagnement vers la réussite.

Groison, B. (2024). **Réussite à l'École, réussite de l'École**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3970* [Report]. Consulté à l'adresse Conseil économique website: https://www.lecese.fr/sites/default/files/pdf/Avis/2024/2024_11_reussite_ecole.pdf
L'École est à l'image de la société actuelle. Elle n'est pas isolée des fractures et des problématiques qui la traversent. Les inégalités scolaires se forgeant déjà en dehors de l'École, des politiques publiques complémentaires à celle de l'École doivent être mobilisées : culture, logement, transport, environnement, santé... Et l'ensemble des acteurs doit être mieux associé pour les co-construire dans les territoires. Parallèlement, une transformation profonde du système éducatif doit être engagée pour assurer la réussite de toutes et tous les élèves.   Il est urgent pour cela de définir un nouveau projet pour l'École et d'opérer un changement de paradigme : rompre avec un système méritocratique pour aller vers un système qui assure réellement la réussite de tous et toutes les élèves. L'enjeu est double : offrir à tous les jeunes la possibilité de devenir des citoyens et citoyennes capables de comprendre le monde et d'y agir pour faire société. L'École est le creuset de la société future. Le projet de l'École c'est de manière explicite ou implicite un véritable projet de société qui pour le CESE doit être mené de manière démocratique. Participer à ce débat, c'est l'ambition de cet avis.

Grosriez, S. L. D. (2023). ***Être un·e athlète de haut-niveau et réussir ses études : Variables et processus affectant la santé mentale des étudiant·es-athlètes*** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse https://theses.hal.science/tel-04626321
Faire des études tout en étant athlète de haut niveau est un défi exigeant que tentent de relever les étudiant·es-athlètes (EA). Les rôles d'étudiant·e et d'athlète sont chacun accompagnés d'exigences qui sont susceptibles d'altérer leur santé mentale. Dans la littérature sur le double projet sport-études, la relation entre les rôles a été souvent envisagée comme étant conflictuelle, de sorte que s'impliquer dans le rôle d'athlète serait préjudiciable aux études, et réciproquement. D'autres travaux ont néanmoins révélé que s'engager dans les études permettrait l'acquisition de compétences et connaissances qui faciliteraient l'engagement ou la performance dans le sport, et réciproquement. Autrement dit, ces deux rôles s'enrichiraient mutuellement. Malgré ce constat, la majorité des études conduites auprès des EA se sont surtout concentrées sur les facteurs liés au contexte sportif, en négligeant ceux spécifiques au double projet et leurs conséquences sur la santé mentale des EA. Ainsi, l'enjeu de ce travail doctoral était de mieux comprendre les interactions entre les rôles d'étudiant·e et d'athlète, et leurs relations avec la santé mentale des EA, afin de répondre à la question suivante : comment peut-on faciliter la gestion du double projet sport-études pour promouvoir la santé mentale chez les EA ? Pour cela, les objectifs de cette thèse étaient (1) d'examiner les études portant sur les liens entre interactions de rôles et santé pour identifier les connaissances et limites de la littérature, (2) de comprendre comment les EA concilient leur double rôle, (3) d'identifier et de mesurer les interactions entre ces deux rôles et (4) d'examiner les relations entre ces interactions de rôle et la santé mentale des EA.Tout d'abord, une revue systématique de la littérature a permis d'identifier comment les travaux antérieurs envisageaient les interactions entre les rôles d'étudiant·e et d'athlète, et quelles en étaient les conséquences sur la santé des EA (Contribution n°1). Un premier axe de travail a consisté à traduire et valider en français un outil permettant de mesurer la saillance des identités académique et athlétique des EA, et à examiner les relations additives et interactives entre celles-ci et le bien-être sportif (Contribution n°2). Sur la base des travaux relatifs aux interactions de rôle travail-famille nous avons ensuite

appréhendé le rôle plus proximal des conflits et enrichissements entre les rôles d'étudiant·e et d'athlète dans la prédiction du bien-être des personnes. Face au manque d'outils permettant d'évaluer ces construits, nous avons traduit, adapté et validé une échelle tirée de la littérature sur les interactions travail-famille pour mesurer les interactions négatives et positives sport-études (Contribution n°3). Des entretiens semi-directifs ont été menés auprès d'EA pour tester la pertinence de cette conceptualisation, en identifiant la diversité des conflits et enrichissements pouvant exister dans un contexte de double projet (Contribution n°4). Nos travaux se sont ensuite focalisés sur le lien entre les interactions sport-études et la santé mentale. Dans une étude centrée sur la personne, nous avons identifié différents profils latents d'interactions sport-études et examiné leurs relations singulières avec le bien être sportif (Contribution n°5). Enfin, une étude de suivi menée auprès d'EA en centre de formation a examiné si les variations hebdomadaires intra-individuelles des conflits et enrichissements sport-études étaient liés aux variations hebdomadaires de bien-être sportif et académique (Contribution n°6).Dans son ensemble, ce travail doctoral apporte une contribution à la compréhension des facteurs liés à la santé mentale des EA et offre des perspectives prometteuses pour des aménagements permettant de faciliter le double projet sport-études et d'améliorer la santé mentale des EA.

Kulakow, S., Mahlau, K., & Kocaj, A. (2024). **The longitudinal relationship between internalizing and externalizing behavioral problems with academic achievement in elementary school**. *Learning and Instruction*, 92, 101909. https://doi.org/10.1016/j.learninstruc.2024.101909
Background Cascade models propose that behavioral difficulties and academic achievement are reciprocally intertwined. However, empirical evidence for this assumption is inconclusive. Aims The present study examines the relations between internalizing and externalizing behavioral difficulties and academic achievement in three achievement domains (i.e., reading, writing, mathematics) across four school years in primary school. Sample A sample of N = 461 primary school students was used to examine our research questions. Five waves of measurement were gathered to capture students' educational development throughout elementary school. Methods A series of cross-lagged panel analyses was conducted controlling for potential confounders (i.e., attention, cognitive ability, gender). Results Contrary to our hypotheses, results point only to sporadic reciprocal effects between behavioral problems and achievement. Effects vary greatly both between achievement domain and between behavioral difficulties. On all longitudinal variable associations, there were consistently moderate to high stabilities across four years of primary education. Conclusions Moderate to high stabilities of the variables under examination suggests that interventions beginning after school entrance might be too late to avoid adverse developmental trajectories adequately. Additionally, prevention and intervention programs are discussed which might avoid such educational developments.

Lenard, M. A., & Silliman, M. (2024). *Informal Social Interactions, Academic Achievement and Behaviour: Evidence from Peers on the School Bus* (CESifo Working Paper Series N° 11115). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11115.htm
We study the effects of informal social interactions on academic achievement and behaviour using idiosyncratic variation in peer groups stemming from changes in bus routes across elementary, middle, and high school. Our results suggest that student

interactions outside the classroom—especially in adolescence—may be an important factor in the education production function for both academic and, particularly, behavioral skills. The effects of interactions on the bus are also related to neighborhood measures—suggesting that one way that interactions on the bus may matter is by amplifying interactions in the neighborhood.

Madalena, A. P., Loureto, G. D. L., Santos, J. A. G., Santos, L. C. de O., Fortes, G., & Freires, L. A. (2024). **Psychological Well-Being Among Adolescents: The Role of Parenting Styles, Causal Attributions of Academic Success/Failure, and Perceived School Performance**. *Journal of Psychoeducational Assessment*, *42*(5), 498-511. https://doi.org/10.1177/07342829241245462
We investigated the effects of perceived parenting styles, causal attributions for academic success/failure, and perceived school performance (PSP) on adolescents' psychological well-being (PWB). Participants were 200 Brazilian adolescents who answered the Parenting Styles & Dimensions Questionnaire, the Psychological Well-Being Scale, and the Rating Scale of Causal Attributions for Academic Success/Failure (RSCA). The results showed that adolescents' PWB was predicted by authoritative parenting style (APS), internal and controllable attributions (appropriate motivations to cope with academic success/failure; ICASF), and PSP. In addition, we tested a mediation model showing that the ICASF mediated the relationship between APS and PSP, which in turn led to better PWB. These results highlighted the relevance of parenting styles and school-based causal attributions for the understanding of adolescents' mental health. Our findings can support interventions that enable more effective teaching–learning processes, which are associated with higher levels of mental health for the adolescent population.

Marion, É., & Touati, N. (2022). **La gestion du développement de la collaboration intersectorielle pour soutenir la réussite scolaire : quelles pratiques adopter ?** *Revue ERADE*, *5*(1), 25-46. Consulté à l'adresse https://www.aderae.ca/wp-content/uploads/2022/09/Revue_ERAdE_Vol5_No1_Marion_et_Touati.pdf

Martin, A. J., Collie, R. J., & Malmberg, L.-E. (2024). **Exploring the roles of academic, personal, and cultural demands and resources in immigrant students' motivation, engagement, and achievement**. *Learning and Instruction*, *92*, 101903. https://doi.org/10.1016/j.learninstruc.2024.101903
Background The present investigation applied the academic and cultural demands-resources (ACD-R) framework to better understand the academic development of immigrant high school students. Aims Analyses sought to test the hypothesized contribution of academic demands (e.g., learning-disrupted teaching) and resources (e.g., autonomy-supportive teaching), personal demands (e.g., fear of failure) and resources (e.g., adaptability), and cultural demands (e.g., discrimination) and resources (e.g., cultural confidence) in predicting motivation (self-efficacy, valuing)—and, in turn, the extent to which motivation predicted academic outcomes in the forms of engagement (persistence, non-attendance) and performance (achievement). Sample Drawing on PISA (2018) data, the sample comprised 4886 immigrant students: 3329 from Australia and 1557 from New Zealand. Method Confirmatory factor analysis (CFA) was first conducted to ascertain the psychometric properties of the study's measures and then the central analyses employed structural equation modelling (SEM) to test hypothesized paths. Results After demonstrating good CFA fit, SEM revealed that

particularly salient (at p < 0.001) demand and resource predictors of motivation were: warmth-supportive teaching (positively), fear of failure (negatively), adaptability (positively), discrimination (negatively), cultural communication skills (positively), and cultural confidence (positively). Also, self-efficacy and valuing significantly predicted persistence (positively) and non-attendance (negatively), while self-efficacy also significantly predicted achievement (positively). Conclusions The hypothesized ACD-R process is a viable means to understand immigrant students' academic experience and to offer some fruitful direction for supporting their academic development.

Robbes, B. (2024). **Différenciation pédagogique avec des lycéens raccrocheurs : analyse de deux situations en mathématiques et en éducation physique et sportive**. *Éducation & Formation*, (e-323), 60-72. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Postulant qu'étudier la diversité des pratiques des enseignants rend la différenciation pédagogique plus accessible, nous décrivons et analysons deux situations rapportées par deux professeurs exerçant dans un micro-lycée français pour élèves raccrocheurs, en ayant d'abord situé le problème du décrochage scolaire, présenté le cadre d'analyse, le contexte et la méthodologie de recherche. La première situation montre comment un enseignement en mathématiques transformé par l'accompagnement personnalisé reconfigure la forme scolaire. La deuxième situation explore une séance en didactique de l'EPS, ses effets et ses limites en termes de différenciation pédagogique. Nous terminons par deux questionnements liés à notre terrain de recherche

Rußmann, M., Netz, N., & Lörz, M. (2024). **Dropout intent of students with disabilities**. *Higher Education*, *88*(1), 183-208. https://doi.org/10.1007/s10734-023-01111-y
We examine the mechanisms explaining the dropout intentions of students with disabilities by integrating Tinto's model of student integration, the student attrition model, the composite persistence model, and insights from social stratification research. The resulting theoretical model posits that not only students' academic and social integration, but also their private resources (financial, home learning, and personal resources) are crucial for academic success. Analysing data from a 2020 Germany-wide student survey, we find that students with disabilities are substantially more likely to intend to drop out of higher education than students without disabilities. Linear regressions and Kitagawa-Oaxaca-Blinder decompositions show that their lower academic integration and fewer personal resources are most relevant for explaining this difference, while their lower social integration, home learning, and financial resources play subordinate roles. Further analyses reveal that dropout intent is highest among students with psychic disabilities, followed by students with learning disabilities and students with physical disabilities. Regarding all three disability groups, less academic integration and fewer personal resources are most relevant for explaining their higher dropout intent (compared to students without disabilities). However, the disability groups differ regarding the importance of the different explanatory factors. Overall, our results highlight the importance of considering both students' integration into higher education and their private resources for understanding student-group-specific dropout intent.

Saint-Sulpice, A., Lenoir, M., & Vanhoolandt, C. (2024). **Critères prédictifs de réussite au développement du raisonnement clinique à l'entrée en formation d'infirmier\bulletères anesthésistes**. *L'enseignement supérieur et les communautés : des dynamiques*

interconnectées (AIPU 2024). Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04617127

Clinical reasoning is at the heart of nursing skills. Efficient clinical reasoning guarantees patient safety. However, all too often in training, problems with clinical reasoning are detected too late in the learner's career, resulting in a break in training. The aim of this study is to highlight predictive criteria prior to specialisation in anaesthesia, making it possible to identify students who may encounter difficulties in learning clinical reasoning. A retrospective quantitative study of 161 students from 6 years was carried out using descriptive and analytical statistics. The main assessment criterion was the mark obtained out of 20 at the end of each semester in the assessment of clinical reasoning in teaching unit 6: Integration of knowledge. Analysis of the data revealed three factors that would have an impact on the development of clinical reasoning in student nurse anaesthetists: marks in the written and oral examinations, and the length of professional experience as a nurse. This exploratory survey is a lead in the context of the university reform of nursing studies.

Szczygieł, M., Szűcs, D., & Toffalini, E. (2024). **Math anxiety and math achievement in primary school children: Longitudinal relationship and predictors**. *Learning and Instruction*, 92, 101906. https://doi.org/10.1016/j.learninstruc.2024.101906

Background Math anxiety (MA) and math achievement (MATH) are related, but the direction of their relationship and their predictors are still unclear. Aims We tested whether MATH predicts MA (Deficit Theory), MA predicts MATH (Debilitating Anxiety Theory), or whether MA and MATH have reciprocal relationships (Reciprocal Theory). Further, we established whether MA at T0, T1, and T2 and MATH at T1 and T2 were predicted by gender, general anxiety, fluid intelligence, verbal and visuospatial working memory, and symbolic and non-symbolic numerical representations tested at T0. Sample We tested 337 Polish primary school children. Methods We analyzed longitudinal data at three time points: T0 – the beginning of the first grade, T1 – the end of the first grade, T2 – the end of the second grade. Results MATH at T1 predicted MA at T2 and MA at T1 predicted MATH at T2 (supporting the Reciprocal Theory). Additionally, MATH at T1 was predicted by fluid intelligence, visuospatial working memory, and symbolic numerical representation; MATH at T2 by fluid intelligence, verbal working memory, and MATH at T1. MA at T0 was predicted by general anxiety and symbolic numerical representation, MA at T1 by MA at T0 and gender, and MA at T2 by MA at T1. Conclusions The results support the Reciprocal Theory of the MA and MATH relationship. MA is predicted by general anxiety, knowledge of mathematical symbols and gender. MATH is predicted by fluid intelligence, working memory and knowledge of mathematical symbols.

Valeurs

Body, A., Lau, E., Cunliffe, J., & Cameron, L. (2024). **Mapping active civic learning in primary schools across England—A call to action**. *British Educational Research Journal*, *50*(3), 1308-1326. https://doi.org/10.1002/berj.3975

Encouraging children to become 'good citizens' who positively contribute towards society through charitable and philanthropic action as part of their civic participation has become a core focus of policy and practice. Yet the opportunities afforded to children for active civic learning within primary education remain under-researched. This article presents findings from a multi-survey study that seeks to unpick 'what' and 'how' active civic learning is happening in primary schools across England. By mapping active

civic learning across the country, we find that these opportunities are unequally dispersed. Specifically, from an early age, children from more affluent backgrounds are more likely to be prepared for active civic engagement, orientated around ideas of social justice, than those from disadvantaged backgrounds. This raises significant challenges for education policy and practice and calls for greater attention to be paid to civic learning for all children in early and middle childhood.

Capitanescu Benetti, A., D'Addona, C., Mottet, G., & Bugnon, L. (2024). **L'enseignant, l'élève, deux regards complémentaires pour comprendre les représentations de la justice en classe au cœur de la différenciation**. *Éducation & Formation*, (e-323), 150-164. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
À partir des points de vue de deux catégories d'acteurs, des professionnels et des élèves, notre enquête se base sur les aménagements mis en place en matière de différenciation pédagogique et les bénéfices ressentis par les élèves. Les données qualitatives sont issues de deux recherches effectuées sur le terrain de l'école genevoise. L'une s'est déroulée avec des enseignants du primaire (pour des élèves de 4 à 12 ans) qui différencient leur enseignement, l'autre a été menée auprès de jeunes de 15 à 18 ans ayant vécu une rupture de formation lors du secondaire II et ayant disposé de dispositifs de raccrochage. L'objet de notre propos est de mettre en parallèle les intentions des enseignants introduisant des aménagements différenciés pour prévenir l'échec et le décrochage scolaire avec les impressions et vécus des élèves sur les aménagements différenciés mis ou non en place par l'école au cours de leur scolarité et dans le contexte de leur décrochage. Les pratiques en matière de différenciation semblent être considérées par les acteurs que nous avons interrogés, enseignants du primaire comme élèves ayant décroché au secondaire II, comme un levier d'action non négligeable pour améliorer les résultats et la confiance en soi des élèves. Nous montrons comment les acteurs interrogés reprennent à leur compte les concepts de différenciation pédagogique, d'accompagnement individualisé et de besoins particuliers, tout en rendant compte de certaines tensions et ambivalences qui apparaissent dans une école qui affiche sa lutte contre l'échec et le décrochage scolaire et qui se dit inclusive.

Chauvigné, C., & Fabre, M. (2024). ***Anthropocène et éducation. Repères pour un monde incertain***. Consulté à l'adresse https://www.lcdpu.fr/books/1ECE25C7-CF86-4CD8-8491-F31E7393B6AE
Les questions que Hans Jonas formulait à la fin du XXe siècle sont devenues d'une actualité brûlante : Quelle Terre allons-nous laisser à nos enfants ? Qu'adviendra-t-il de l'humanité comme telle ? L'éducation a-t-elle encore un sens dans un tel contexte ? L'originalité de ce travail, issu de l'équipe « Questions socialement vives » du Centre de recherche en éducation de Nantes (CREN), est de chercher des réponses chez des intellectuels contemporains connus (Giorgio Agamben, Ulrich Beck, Umberto Eco, René Girard, André Gorz, Hans Jonas, Bruno Latour, Hartmut Rosa, Umberto Eco), ou moins connus (Alexandre Grothendieck, Katsuhiro Otomo, Kyle Harper, Xi Jinping, Frédérique Aït-Touati…). Beaucoup de ces auteurs sont des lanceurs d'alerte qui osent dire, ce que personne ne veut entendre. L'ouvrage se termine sur un entretien avec Edgar Morin.

Forster, D. J. (2024). **Normative Case Studies, Reflective Equilibrium, and the Ethics of Belief in Teacher Education**. *Educational Theory*, *74*(3), 340-349. https://doi.org/10.1111/edth.12635

Education professionals, such as teachers, policymakers, and school leaders, come to ethical deliberation with diverse views based not only on their different role obligations but also on different epistemic and moral norms. In this paper Daniella Forster argues that mental normativity — the ethics of belief — has professional implications especially significant in education, given the narrowing of teacher education and the polarization of public discourse about educational issues. Using case studies may be useful method for increasing interpersonal reflective equilibrium about ethical issues in education; moreover, Forster suggests here that the moral evaluation of belief practices may also be amendable. Readers are invited to consider how generating insights into the moral evaluation of diverse beliefs and belief practices in education provides additional conceptual tools for elevating public dialogue through normative case-based dilemmas.

Juvonen, S., Huilla, H., Kosunen, S., Thrupp, M., & Toom, A. (2024). **Conceptualizing Socialization, Qualification, and Subjectification as Purposes of Education**. *Educational Theory, 74*(3), 389-410. https://doi.org/10.1111/edth.12652
The authors of this paper explore Gert Biesta's theorization of three domains of purpose of education: socialization, qualification, and subjectification. The aim is to study the interrelations of the domains and to develop further the theoretical discussion concerning schools' purpose for both individuals and society. Outlining the relationships of the domains of purpose allows one to see how the societal purpose of education is realized in the education of individual students. The domain of socialization sets the stage for the domains of qualification and subjectification, making the balance of the latter two crucial for disadvantaged students as well as schools' societal purpose of both maintaining and reforming soci(et)al structures. Two key ideas are raised: First, in order to better understand the current dynamics of the three domains, the authors suggest separating the logic and content of "qualification." Second, the authors discuss why it is equally useful to separate the everyday and societal dimension of purpose. The central question is this: Can individual educators find a balance between the three domains if the surrounding society overvalues the logic of qualification?

Leach, T., Collet-Sabé, J., Tort Bardolet, A., Simó Gil, N., & Clarke, M. (2024). **The role of education in a democracy: continuing the debate**. *Oxford Review of Education, 50*(4), 484-498. https://doi.org/10.1080/03054985.2023.2239702
At a time when there are renewed expressions of concern about how our societies are organised and the health of our democracies, this paper focuses on the role of education in a democracy. Informed by John Dewey's and Martin Buber's accounts of what it is to be educated, and Homi Bhabha's concept of third space work, the paper presents the case for a progressive education for democratic citizenship. Adopting an ethnologically-informed approach, the paper provides an in-depth look at two Catalan and two English schools, focussing on the ways in which they look to provide a democracy enabling education. The findings reveal how and why mutual cooperation, collaboration and dialogue in relationships are key elements in the modelling of an education for democratic citizenship.

Orellana, I., Brière, L., & Agundez-Rodriguez, A. (2024). *Éducation relative à l'environnement: Trajectoires, perspectives et défis contemporains*. Consulté à l'adresse https://www.puq.ca/catalogue/livres/education-relative-environnement-4400.html
L'éducation relative à l'environnement se déploie autant au sein des institutions, dont l'école, et des organisations qu'au sein de la mobilisation citoyenne, de l'action sociale

et des activités dans la nature. Cet ouvrage invite le lectorat à s'engager afin de poursuivre le croisement de savoirs, de trajectoires et de perspectives dans la pluralité des regards afin de cheminer vers des transformations socioécologiques.

Sierra-Martínez, S., Martínez-Figueira, M.-E., Castro Pais, M. D., & Pessoa, T. (2024). **'You work, I copy'. Images, narratives and metaphors around academic plagiarism through Fotovoz**. *British Educational Research Journal*, *50*(3), 1514-1532. https://doi.org/10.1002/berj.3977
Academic integrity is part of the process that explains the communication of information in an ethical manner. Although the prevalence of dishonest acts at university has been noted, it is an aim of the educational system to analyse what motivates them from an age prior to their incorporation into university studies. The aim of this work is to collect the visual-narrative representation of academic plagiarism made by secondary school and university students, as well as to analyse their perception of it and discover the keys that explain this malpractice. A participatory study was carried out, in which two high school students took on the role of co-researchers in training. Information is collected from 178 students from three schools in Spain and Portugal through participatory photography or Photovoice. It is analysed with Maxqda22 software in two stages: (1) deductive analysis of the narratives, identifying categories and thematic codes, in a participatory way with the trainee researchers; and (2) inductive analysis of images and metaphorical expressions. The results allow us to outline three representations of the action of copying: as a punishable act, as a picaresque act and as a quick and easy opportunity for the student. This classification reveals the issues that dominate the discourse of the participants, suggesting the effects and causes that aggravate the commission of plagiarism: the simplicity of the process and the possibility of not being detected.

Tanchuk, N., & Emery, A. (2024). **On the Ethical Priority of Problem Solving in Case-Based Teacher Ethics: Grounding an Anti-Oppressive Approach**. *Educational Theory*, *74*(3), 358-370. https://doi.org/10.1111/edth.12647
A central problem for phronetic case-based approaches to the ethics of teaching lies in the proper determination of normative ethical problems. Judgments about the character of normative ethical problems depend in part on background beliefs about what is (or is not) of ethical value. Thus, to distinguish genuinely normative ethical problems, teachers seem to first require knowledge of what is of ethical value, which practical problems themselves cannot generate. To resolve this practical and theoretical problem, Nicolas Tanchuk and Alyssa Emery argue for a Deweyan approach to teacher ethics that asserts two central theses: First, negatively, that inductive evidence warrants skepticism about any normative theory grounded in external reasons — (purported) reasons that are actually or possibly disconnected from an agent's motivational set of beliefs, desires, and dispositions. Second, that a cognitive and affective orientation toward solving problems through learning survives skepticism about external ethical reasons, grounding the commitments of many anti-oppressive teacher educators.

Venegas Marin, S., Schwartz, L. N. T., & Sabarwal, S. (2024). *The Impact of Climate Change on Education and what to do about it* (p. 1-52) [Text/HTML]. Consulté à l'adresse The World Bank website: https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099043024150036726/P180005171cc7c0c91a8b011d03080e9086

Wang, F., & Ding, H. (2024). **How to Elicit Organizational Citizenship Behavior? The Role of Strengths-Based Leadership**. *Journal of Career Development*, *51*(4), 447-460. https://doi.org/10.1177/08948453241256129

This paper sought to study the association of strengths-based leadership with follower organizational citizenship behavior (OCB) and to consider the mediating role of organizational identification and the moderating role of role overload in the relationship. We collected data at three time points from a sample of 272 employees working in diverse organizations in China. Structural equation modeling analysis was utilized to examine our hypotheses. Results showed that strengths-based leadership has a positive relationship with follower OCB even after controlling for humble leadership, and organizational identification mediates this relationship. Moreover, results also indicated that role overload negatively moderates the direct relationship of strengths-based leadership with organizational identification and the indirect relationship of strengths-based leadership with OCB via organizational identification. The present article is the first to investigate the strengths-based leadership and OCB relationship, which contributes to deepening our understanding of how, why, and when strengths-based leadership is associated with OCB.